CLEAN, HEALTHY, SAFE, AND FRIENDLY (CHSF) ENVIRONMENT PROGRAM MANUAL

2023 Edition





Front cover design: John Lloyd O. Fontanilla, First Placer, 2021 Camouflage Painting Competition
Back cover design: Nathalie Kaye M. Dasigan, Second Placer, 2021 Camouflage Painting Competition

TABLE OF CONTENTS

I.	Historical Background	4
II.	Rationale	9
III.	General Objective	10
IV.	Framework	12
V.	The CHSF Logo	15
VI.	Strategic Direction and Actions	16
VII.	Structure	18
VIII.	Sustainability Component	19
IX.	Behavioral Guidelines for the CHSF Program	20

I. HISTORICAL BACKGROUND

Conceptualization of the Program

The University Campus in the 1990s is not like what it is now. The buildings were not painted, and graffiti was on the walls, restrooms, and chairs. Wild grasses surround some buildings while some others with banana trees. There was even no perimeter fence.

Then University President, Rev. Fr. Jessie M. Hechanova, CICM, called for a meeting to address this pressing problem on the University campus. The initial activity was a seminar-workshop on Total Quality Control (TQC) conducted for the faculty and staff with Engr. Joe Perez of Texas Instruments. Inc., Baguio City as the resource speaker on June 6, 1998. The Japanese Five S program inspired the administration to apply this in the work and learning environment at the University. These Seire, Saeiton, Sieso, Seikutsu, and Shitsuke were the basis for the conception of the clean, healthy, safe, and friendly environment program.

Rev. Fr. Jessie M. Hechanova, CICM, formed a core group with 17 members and later added eight to conceptualize the program. The core group has the University President as Director, Mrs. Corazon N. Abriam, Dean of Student Affairs and Services as Chairman, and Mr. John Tayaban, Human Resource Director, as Vice-Chairman.

The CHSF Program was an institutional response to the calls for a clean and green environment in the late 1990s when environmental awareness and protection became a global concern. Many countries realized that proper environmental care is necessary for sustainable development. During these years, there were different clean and green movements from the government and private organizations; thus, the search for the cleanest environment was a continuing activity in the public and even in the private sectors.

Institutionalization of the CHSF Program

Developing a new culture of cleanliness associated with protecting the environment is a long process. It requires efforts from all sectors of society, like the family, church, media, government, and schools. Values for environmental protection with their behavioral manifestations do not arise automatically. Programs must be initiated and sustained so that each person will internalize these values. Thus, the core group underwent various training, seminars, workshops, and benchmarking on good housekeeping. On September 18, 1998, the core group visited the Texas Instrument (TI), Inc. in Baguio City to observe the implementation and effects of good housekeeping.

Following the benchmarking at TI were various seminar workshops conducted on CHSF for the basic and tertiary level students. There were also separate training sets conducted for the student leaders, the basic education and tertiary faculty and staff, the working scholars, and security guards. The first launching of the CHSF program took place on November 20, 1998, with the vision of creating and nurturing a safe and healthy learning environment with a positive psychological climate for students, faculty, and staff. This program also provides a clean, healthy, safe, and friendly learning environment to all students, members of the faculty, staff, and outside the community who are expected to act as stewards of the environment for today and future generation.

Visitors, alumni, and other institutions have noticed the remarkable changes and transformations of the campus since the program was launched. Consequently, on July 7, 1999, barely eight months after its launching, the Nueva Vizcaya Provincial Clean and Green Committee had a benchmarking through an ocular inspection of the CHSF Information Center. The Environmental Management Office (EMO) was also created this year. It was later renamed the Center for Environmental Management, Training, and Research (CEMTAR) with the vision/mission of being an excellent resource center dedicated to empowering people to protect their environment

and enhance their communities. The Office/Center was headed by Mrs. Lucena Magno, whose headship spanned three University Presidents' administrations.

Implementing and sharing the CHSF Program

Since its inception, there have been many relaunching programs, outreach activities, classroom lectures, organizing and attending seminars and workshops, including song and poem writing and jingle contests. These activities helped institutionalize the CHSF. 2005-2010, under the administration of Rev. Fr. Manny Valencia, CICM, had significant achievements for the CHSF program. There was the intensification of the monitoring and evaluation of the buildings, offices, ground, canteens, laboratories, faculty rooms, and even restrooms compliant with the CHSF Guidelines. It was in SY 2008-2009 that the landscaping competition was done. In 2021, a Home Edition was conducted that paved the way for the selection of the manual's cover page and official song. Among the continuing activities of the program were environmental outreach activities and projects that were implemented, like purchasing waste bins and putting up different signages, and the CHSF Brigade, in which faculty, staff, and students participate. In 2023, the Green Campus project was launched that emphasized the use of no- single plastic to reduce the volume of plastic.

The best features and practices became known to other institutions like the Saint Louis College of Tuguegarao, now the University of Saint Louis. A core group and some university administrators facilitated a CHSF orientation workshop for the college's administration and staff on October 16-17, 2000. On June 23, 2007, Administrators and CHSF advocates of the University facilitated sharing of the SMU CHSF Program with the Administration, Faculty, and Staff of Saint Louis University, Baguio City. CEMTAR also conducted seminars to intensify solid waste management campaigns (RA 9003), forging partnerships with institutions and organizations like the MASIPAG, OISCA-CFP, Bookkeeping Association of the Philippines Incorporated (BAPI), LGUs, DENR, TROCORD, CENRO, and others. Moreover, training of Public School Teachers on the Integration of Environmental Concepts in all subjects (PLT-WET) and the development and utilization of SMU land resources,

i.e., tilapia production, rice production, fencing, and protecting the different land properties, were also accomplished.

Being one of the best practices, the CHSF entry of the University to the SEAMEO TROPMED Network won First Place in the Innovation in School Health Initiative Award on September 8, 2021. The University also received Regional Awards for Best Anti-Illegal Drug Implementation during the CHED-PADS Innovative Awards and Campaign on Anti-Illegal Drugs on May 5, 2022. Before the COVID-19 Pandemic, the Saint Mary's University Senior High School together with the Junior High School was adjudged in December 2019 as Champion for Best Private School of the Gawad KALASAG (Kalamidad at Sakuna Labanan, Sariling Galing ang Kaligtasan) in Region 02; and in December 6, 2019, SMU High School was dewclared as the National Champion in the Private High School Category in the 21st National Gawad KALASAG. The Gawad KALASAG is to give "recognition to the efforts and commitment in supporting and initiating activities geared towards building a learning environment by focusing on creating awareness and involvement of students as well as other stakeholders in achieving the country's vision of safer, adaptive and disaster resilient Filipino Communities" (Saint Mary's University official website).

Firming up the program

The CHSF program was monitored by the Dean of Student Affairs and Services Office (DSA) under Dr. Corazon N. Abriam from 1998 to 2011. In 2011, the program was re-aligned under the Physical Plant, Property Development, and Maintenance Office (PPPDMO) under the headship of Engr. Pascual Cabatic. It was, in turn, placed as one of the Land Resources and Environmental Management Unit (LREMU) functions. It was supervised by Mrs. Me Galate, the former CEMTAR head, a licensed agriculturist, and an accredited Pollution Control Officer (PCO) appointed by Rev. Father Renillo H. Sta. Ana, CICM. The CHSF program found a new place when the LREMU was changed into the Campus Facilities and Environmental Management Unit (CFEMU), still a sub-unit of the PPDMO and under the same supervisor. Meanwhile, Engr. Leonido A. Costales Jr. was appointed as

the PPDMO Head. In addition to the CFEMU, Landholdings Development and Management (LDM) was created, taking care of the properties outside its campuses.

The Community Extension Services Center (CESC) was merged with the Indigenous Knowledge and Traditions Center (IKAT) in 2019. The merging led to the creation of the Lingkod Maria Community Development and Advocacy Center, which is in charge of carrying out CICM and SMU advocacy programs: Indigenous Peoples Social Development, Environmental Protection and Sustainability, Disaster Risk Reduction, Health and Well-being, Hunger Alleviation, Poverty Alleviation, Socio-Pastoral, and Evangelization, and Education for All. It is noteworthy, therefore, that LMCDAC is at the forefront in advancing justice, peace, and integrity of creation, so much so that the CHSF Program was then turned over in 2021 during the administration of Dr. John S. Palina to LMCDAC, which Dr. Christopher Allen S. Marquez headed as the Director. But with the creation of the Safety and Pollution Control Office (SPCO), whose functions are similar to the objectives of the CHSF Program, the SPCO officer takes the lead in implementing the said program. Mr. Hanson T. Villanueva was then the OIC-SPCO Head.

Sustaining the CHSF Program

On April 8, 2016, Fr. Renillo H. Sta. Ana, CICM, the University President, sent representatives to the Eco-Friendly and Sustainable Seminar-Workshop held at Saint Louis University, Baguio City. As its partner collaborator, Saint Louis University spearheaded the seminar-workshop with WEnergy Global, a renewable energy systems solutions provider. The University representatives were Mrs. Alicia Jubay, CESC Director, Engr. Leonido Costales Jr., PPPDMO Head, Mrs. Me Galate, LDM Supervisor, Mr. Sherwin Marciano, NSTP Coordinator, Mr. Job Pilaspilas, SCC Officer, and Mr. Samuel Damayon, ADSAS for Men. The Seminar-Workshop emphasized the response and responsibility, especially of the academic institutions, on the emerging challenges of climate change and protecting Mother Earth through sustainable, eco-friendly practices and the use of a renewable source of energy.

Through the proposals of Mrs. Alicia Jubay, the University President, on April 20, 2016, called for a special Extended Advisory Board (EAB) meeting together with student representatives to review and evaluate the University's environmental program, specifically the CHSF Program. The meeting created a Technical Working Group (TWG) to start reviewing, revising, and proposing a manual reflecting emerging environmental concerns, new ideas and concepts, and new direction for the University's environmental program as a CICM higher educational institution. The Technical Working Group is under the supervision of the VP for Administration, Dr. John Palina, with the core group composed of Engr. Leonido Costales, Mrs. Alicia Jubay, Mrs. Me Galate, and Mr. Samuel Damayon. The other members of the TWG are Mr. Edil Suarez, Mr. Sherwin Marciano, Sr. Crispina Ng, SIHM, Mrs. Agnes Madamba, Mrs. Evangeline Basilio, Mrs. Myla Dueñas, Mrs. Jennifer Alaman, Miss Chantal Tayaban, and Mr. Job Pilaspilas.

In 2023, the CHSF Committee was revisited. The chairmanship of the committee was turned over to the newly created office – the Safety and Pollution Control Office. Among those that were also revisited were the designation of areas for each school, and the CHSF Manual. Hence, this Manual.

II. RATIONALE

Institutions across the globe have witnessed the devastating effects brought about by the changes in our environment. Studies have shown that the observable effects of global climate change, like sea ice loss, accelerated sea-level rise, and more prolonged and intense heat waves, are already very evident. Overall, these published studies explain that the net damage costs of climate change will be significant and increase over time.

According to the Third National Climate Assessment Report (2014), some of the long-term effects of global change in the US are: the temperature will continue to rise, frost-free season, the growing season will lengthen; intense droughts in the Southwest; heat waves (or periods of abnormally hot weather lasting days to

weeks); hurricanes will become stronger and more intense; sea level will rise 1-4 feet by 2100; and the Arctic Ocean is expected to become essentially ice-free in summer before mid-century.

Those events and projected long-term effects have triggered global concerns about how the consequences can be abated. In 1992, world leaders gathering in Rio de Janeiro for the first-ever UN Conference on Sustainability and the Environment led to three documents: The Rio Declaration on Environment and Development, the Statement of Principles for the Sustainable Management of Forests, and Agenda 21.

Agenda 21 is a non-binding, voluntarily-implemented action plan of the United Nations regarding sustainable development. It covers statements of shared values that are expressed in public policies. It also encompasses agreements among international communities along with a sustainable environment.

A historic UN Summit/Conference in 2012 led to the formulation of the Agenda 2030 for Sustainable Development. In 2015, the United Nations chose through a vote the 17 Sustainable Development goals that are universally applicable. This document tackles climate change and calls for poor, rich, and middle-income countries to promote prosperity while protecting the planet. While the sustainable development goals embodied in Agenda 2030 are not legally binding, governments are expected to take ownership and establish national frameworks to achieve these goals.

As indicated in the Department of Environment and Natural Resources Report (2016), the Philippine government has responded to calls for combating the effects of global change by including sustainable development as one of its key strategic formulas in achieving the goal of national socio-economic sufficiency and environmental stability for which national resources, both government and private, have been mobilized and marshaled. More recent laws passed and signed for this purpose include the Climate Change Act, the National Framework Strategy on Climate Change, and the Philippine Strategy on Climate Change Adaptation. These laws give importance to reducing greenhouse gas emissions that go into the atmosphere.

Among the Catholic Schools in the Philippines, calls for actions that aim to care for Mother Earth have been manifested in various conferences, workshops, curriculum review and integration, community outreach, and research, among other things. The Catholic Educational Association of the Philippines (CEAP) conducts regular educators' and students' congress for Mother Earth's care across regions and national levels. The Association of Catholic Universities in the Philippines (ACUP), on the other hand, made a strong statement. In one of its national conferences, all its member schools should get more actively involved in the local deliberations and actions about exploiting the environment for human use through its research and outreach functions based on the solid principles of Catholic Social Teaching or CST.

In 2016, an ACUP national conference was held in Tagbilaran City to discuss and deliberate concrete actions that must be taken in response to Pope Francis' encyclical on caring for our common home (Laudato Si). As asserted by Pope Francis in this encyclical:

> *Creation is not a property, which we can rule over at will: or even less, is the property of only a few. Creation is a gift; it is a wonderful gift that God has given us, so that we care for it and we use it for the benefit of all, always with great respect and gratitude.*

Given these environmental challenges and the calls for caring for the environment by the global community, the national and local governments, catholic associations, and the Pope, member schools of the *Congregatio Immaculati Cordis Mariae* (CICM) have taken the vital steps that outline concrete actions to address these ecological crises. An excerpt from the CICM RP's Justice, Peace, and Integrity of Creation (JPIC) vision-mission statements indicates that "CICM leads themselves to the mission of having a deep integration with creation to relate, persevere, and nurture God's gift of nature to humankind."

As a Catholic and CICM school, Saint Mary's University is one of the other CICM schools in creating programs and projects that promote its strong commitment to environmental sustainability and integrity of creation. One of these programs is the Clean, Healthy, Safe, and Friendly (CHSF) environment program which aims to develop more environmentally-literate Marians imbued with a sense of responsibility to care for and protect the environment.

III. GENERAL OBJECTIVE

To continuously build, strengthen, and deepen ecological consciousness to bring about positive actions, social well-being, responsible resource utilization, and environmental sustainability in our Marian Community, partner communities, and the larger society.

IV. FRAMEWORK

The emerging climate change issues have become a crucial factor that led to an urgent call for action to arrest this phenomenon and ensure a sustainable environment. Sustainability in schools and universities suggests that its undertakings promote environmental protection, economic viability, and social development.

Saint Mary's University has formulated actions through its CHSF program to respond to the call. Thus, CHSF, in the context of the University, becomes its strategic program to ensure a sustainable future. The CHSF Program of the University encompasses three dimensions that define its goals for a sustainable environment. The environmental dimension seeks to promote a livable environment through programs and activities that protect and enhance campus ecology. A clean, green, healthy, safe campus supports effective learning and experiences that foster social development. The economic dimension strives to further a livable environment through strategic policies and actions for wisely managing the school's resources, including wise use of ecosystem services, and eventually promoting an eco-friendly environment. Promoting the well-being of communities through the

school's environmental education program, health and food services, and non-academic formation programs describe the social dimension of the CHSF, which aims to achieve a socially- inclusive environment.

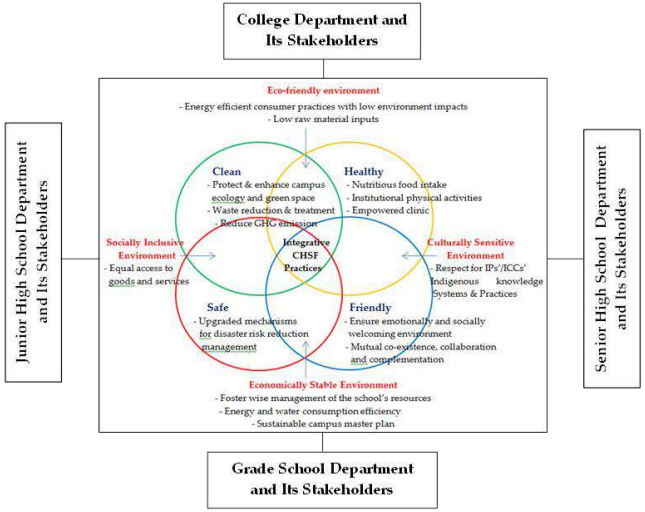


Figure 1. The CHSF Framework

Figure 1 is the new CHSF Framework. It resulted from the study of Dacles, Maslang, and del Rosario (2020) entitled, Securing a Clean, Healthy, Safe and Friendly School Environment, Challenges, and Prospects for Stakeholders: Context of a Private Educational Institution.

CHSF program framework incorporates the four departments of SMU – Grade School, Junior High School, Senior High School, and College. The components of CHSF are also spelled out: Clean, Healthy, Safe, and Friendly. The *Clean* component reflects the protection and enhancement of campus ecology and accommodates green space for the university buildings and other structures. This also includes provisions on waste reduction and treatment and GHG emission reduction. The *Healthy* component shows nutritious foods to be served in the school canteens and other eating establishments. Institutional physical activities and empowered clinics are also included in this aspect. The *Safe* component relates to the critical consideration of standard disaster risk reduction and management. Lastly, the *Friendly* component assures an emotionally and socially welcoming environment and provisions for mutual co-existence, collaboration, and complementation.

At the core of the four components are the integrative CHSF practices the four departments in SMU, including the basic education department, are practicing. The best practices which fall under any of the four components could be part of the CHSF program. The shepherding program, for instance, of the Guidance and Testing Office (GTO) could be counted as part of the program as it falls under the *Friendly* component. Security measures being performed by the school's security guards could also be integrated as this falls under the *Safe* component.

The CHSF program now encompasses four dimensions: eco-friendly, socially inclusive, culturally sensitive, and economically stable environment. The eco-friendly environment dimension seeks to promote a community with energy-efficient consumer practices with low environmental impacts and low raw material inputs. The socially inclusive dimension relates to the condition where there would be equal access to goods and services. The culturally sensitive dimension reiterates one of the CICM priorities: working for and with the IPs/ICCs. Finally, the economic dimension strives to further a livable environment through strategic policies and actions for wise management of the school's resources, including intelligent use of ecosystem services, which eventually seeks to promote an eco-friendly environment.

V. THE CHSF LOGO



Figure 2. The CHSF Logo

The CHSF logo was enhanced in 2023, but it still bears the emblems of the original logo. The year 1998 was still part of the logo to emphasize the beginning and roots of the said program. The arrows signify the four Rs in waste management: reduce, reuse, recycle, and recover, along with the Clean, Healthy, Safe, and Friendly components of the program. The new University logo was placed at the center to signify that SMU is a steward in the care of our common home.

VI. STRATEGIC DIRECTIONS AND ACTIONS

1. **The environmental/ ecological dimension** of the program refers to the institution's ability to uphold the quality of living and non-living systems that include land, air, water, and ecosystems and how they influence healthy and productive life. In the university context, the environmental dimension covers impacts related to inputs such as energy, water, and air, and outputs such as emissions, effluents, and wastes as indicators of a quality environment, including the adoption of great spaces and beautiful landscapes as stimuli to a healthy and productive life.

   Programs and Projects

   The programs and projects under the dimension aim to promote a livable environment by protecting and enhancing the ecology of the campus. Proposed programs/ projects include:

   a. **Campus Green Spaces** - design, and use of open spaces, including green landscaping, to ensure ecosystem balance on campus and its utilization as a learning resource for students and as a recreational facility.
   b. **Waste Reduction and Treatment Project**- waste management reduction program follows the following flow of action: (1) segregation at source, (2) recycling, (3) composing, and (4) reusing of materials. A septic vault was constructed for the disposal of hazardous and special wastes. Residual waste goes to landfills.
   c. Reducing Greenhouse Gases (GHGs)

2. **The economic dimension** refers to the University's operations and their impacts on the economic conditions of its stakeholders and the natural environment. It describes its ability to shift to low-carbon systems and modify patterns of investment, production and consumption, and consumption in ways that

promote a healthy economy and, at the same time, achieve an eco-friendly environment by reducing its carbon footprints. (Respect for indigenous knowledge and technology).

Programs and Projects

The programs and projects under this dimension seek to achieve an eco-friendly environment by reducing carbon footprints through wise management of the ecosystem services and the institution's resources. This can be realized through programs in the following aspects:

a. **Energy Conservation/ Energy Efficiency Program (Green Energy) –** practices and adopting policies to reduce energy costs and eventually reduce our carbon footprint.

b. **Water Conservation and Safety**- practice water-saving tips, regular check-ups of waterlines for leaking water, replacement of damaged faucet and toilet equipment (i.e., urinal, toilet bowl, lavatories, sink), regular water testing for water potability (normal activity), rainwater harvesting program (to be implemented) wastewater discharge to the septic tank in all laboratories.

c. **Low Raw Materials Input -** promotes cost-efficient processes through recycling, reusing, reducing policies on the use of consumables, and adopting procedures to benefit environment-friendly materials (organic), low-carbon emissions, etc.)

3. **The Social Dimension** of the program describes the University's ability to promote the community's well-being through the programs and activities that allow them to learn about the environment, in the environment, and for the environment (environmental education). Providing services and activities that promote a healthy lifestyle, prudent consumerism, and respect for indigenous knowledge, practices on this theme (non-academic formation) among its students, employees, and other stakeholders to further a socially inclusive environment.

Programs and Projects

The programs and projects under this dimension include the following:

a. **Environmental Education**- inclusion (integration) in the curriculum subjects, topics, or themes that allow the Marian community to learn about the environment (knowledge), in the environment (immersion/experiential), and for the environment (desirable actions/behaviors)

b. **Extension/Outreach Services**- considered as part of the non-academic formation. These consist of activities that allow the Marian community to exhibit one of the University's missionary priorities: rendering services to communities to help them achieve a sustainable environment and promoting justice, peace, and integrity of God's creation. These also encourage the respect of indigenous knowledge, practices, and technology to achieve a livable/sustainable environment.

Carrying out the strategic Directions and Actions

Various departments' units are tapped and mobilized to achieve the four components and dimensions. Actions can be carried out through instruction, research, and extension. All units must prepare their plan based on the framework. Still, certain units may have specialized functions like the *Healthy* component to be done by the University Clinic and the *Friendly* component to be handled by the DSA and GTO. The plan may be cognizant of the institutional development plan of three to five years. Thus, each unit must integrate strategic and tactical activities regarding the components and dimensions of the CHSF program in its annual action plan. With the LMCDAC Director as the Vice Chair, CHSF-related activities will be organized and co-organized by the SPCO, which will then be included or considered an institutional extension/outreach of faculty, staff, and students.

4. STRUCTURE

The implementation of the projects and activities of the CHSF program shall be spearheaded, monitored, and evaluated by a CHSF Committee. The following is the composition of the CHSF Committee:

Chairperson:	Safety and Pollution Control Office Head
Vice Chairperson:	Lingkod Maria Community Development and Advocacy Center Director
Members:	Physical Plant and Properties Development and Management Office Head
	Student Affairs and Services Dean
	Center for Natural Sciences Director
	Community Development and Advocacy Coordinators
	Disaster Risk, Safety, and Sanitation Coordinators
	National Service Training Program Coordinator
	Non-Academic Personnel President
	General Services Office Head
	Student Central Council President

5. SUSTAINABILITY COMPONENT

The activities set for each component and dimension shall be monitored monthly to ensure that the planned activities are carried out. On the other hand, reporting shall be done on a semestral basis, that is – at the end of the first semester. This allows the unit or person in charge to adjust if a particular activity was not scheduled.

The annual reporting of the plans that were accomplished or not accomplished for a given school year across the four components and dimensions shall be done during annual performance monitoring and action planning. In this way, issues, concerns, and facilitating factors are identified and addressed or strengthened respectively. These mechanisms allow all units and their members in the University to exert continuous or sustained efforts toward creating sustainable communities.

To solve the problem of lack of knowledge about the program and for wider information and dissemination, the NSTP classes can be utilized to discuss the program. One module or chapter of the NSTP

course can accommodate the information and dissemination campaign of the program. For SMU employees, seminar-workshops will be performed for the program to become familiar to the implementers and all the members of the Marian community. Finally, for the basic education departments, class advisers will be requested to facilitate the information and dissemination of CHSF undertakings.

6. APPENDICES

BEHAVIORAL GUIDELINES for the CHSF PROGRAM

School Responsibilities:

1. To develop and implement policies and procedures that assist all staff and administrators in creating a clean, safe, healthy, and friendly learning environment that fairly and consistently addresses every student's needs;
2. To create a caring and nurturing learning environment;
3. To maintain a welcoming and friendly school environment; and,
4. To ensure that all students, faculty, staff, and administrators share a caring relationship, positive behavior, and responsible treatment with each other that reflect the virtues of Mother Mary.

Responsibilities of Faculty, Staff, and Students:

1. To participate in professional activities that address all school community members' health and safety concerns;
2. To develop positive and meaningful relationships with peers, teachers, staff, and students;
3. To ensure that Environment Education is integrated into the instruction;
4. To apply university policies in the classroom rules consistently and fairly;
5. To create a safe and welcoming/caring classroom environment;
6. To follow the laws, rules, policies, and procedures in the classroom, school, and community;

7. To use effective verbal and non-verbal communication skills and talk in a subdued voice to promote a healthy relationship;
8. To take advantage of the teaching and learning opportunities that the University provides;
9. To enter the classroom only after the teacher from the previous class has left;
10. To refrain from staying in the classroom during vacant periods;
11. To refrain from sitting on the table or desk;
12. To turn off lights, electric fans, and air condition unit; and,
13. To arrange chairs and clean the chalkboard and chalk ledges right after the class for the next user.

SPECIFIC GUIDELINES:

1. **Classrooms:**
   - **a.** Smile and be courteous to people around you and respect the property and rights of the individual. Avoid shouting and making unfriendly or insulting remarks.
   - **b.** Practice the "CHSF Minute" before and after every activity. Students and teachers should spend one minute picking up litter inside the classroom, disposing of them properly, arranging chairs and tables, cleaning the board, etc., to ensure a well-kept learning environment.
   - **c.** Do not throw trash out of the window, on the floor, or leave them under the table, desk, and chair. Follow proper waste disposal and segregation at the source. Dump only sorted waste in designated garbage bins at designated areas.
   - **d.** Refrain from staying in classrooms during vacant periods, playing, sitting on chairs and tables, and vandalizing school property.
   - **e.** Switch off lights, electric fans, air condition unit when not in use.
   - **f.** Texting during class is not allowed. Deactivate cellular phones or put them in silent mode.
   - **g.** Eating inside the classroom is not permitted.

h. Refrain from using plastics and styrofoam/polystyrene as food containers to ensure a healthy and litter-free campus.
i. No smoking (cigarettes, vapes), no chewing of gums and betel nuts in the classroom, and spitting anywhere is not allowed.
j. Always follow emergency and evacuation procedures in emergency cases.
k. Notices and announcements should be written on the board and not on walls and classroom doors.
l. Windows and doors should be closed at the end of the day or after the last class period.
m. Teachers and students are allowed to enter the classrooms only after the teacher of the previous class has already left.
n. Report to the maintenance office any damaged/destroyed fixture and equipment for immediate repair and replacement.

2. Faculty Rooms

a. Refrain from gossiping and speaking in a loud voice.
b. Courteously greet the people inside the faculty room.
c. Refrain from entertaining vendors inside the faculty room,

3. Laboratories

a. Science Laboratories

- Refrain from eating inside the laboratories.
- Be safety conscious inside the laboratories. Use personal protective equipment during experiments.
- Take extra care of equipment/ chemicals/materials/apparatus inside the laboratories.
- Dispose chemical waste in designated containers for chemicals.
- Dump organic/biodegradable residue at windows for bio-degradable wastes, while chemical residues are discarded at the septic vault after proper treatment.

- Dispose toxic/hazardous wastewater at a separate septic tank/vault and not in a toilet septic tank.
- Always wash hands with detergents and water.
- Report to the maintenance office damaged facility for immediate repair and/or replacement.
- Please refrain from engaging in any unnecessary activities or playing while inside the laboratory.
- Always clean the laboratory before and after using it.

b. HRM Laboratories

- Practice the "CHSF Minute" before and after every activity. Students and teachers should spend one minute picking up litter inside the classroom and adequately dispose of it before and after the class to ensure a litter-free learning environment.
- Follow laboratory safety and emergency procedures in all areas of the HTH laboratory to ensure safety and hazard-free activities.
- Ensure that the students come in with proper attire and protective equipment/gear.
- Dispose plastic bags and different residuals in non-biodegradables. Dispose recyclable wastes such as pet bottles, glass bottles, tin cans, papers, etc., in recyclable bins. All accumulated wastes must be regularly disposed of to ensure a healthy and safe laboratory.
- No smoking (cigarettes, vapes) inside the laboratory.
- Follow housekeeping rules and regulations.
- Report to the maintenance office damaged facilities for immediate repair and replacement.

c. Computer Laboratories

- Practice the "CHSF Minute" before and after every activity. Spend one minute to pick up litter inside the laboratory and adequately dispose of it before and after every activity.
- Follow laboratory rules and regulations in the computer laboratory.
- Put off the units (computer and air condition units) when you have to be out of the room for more than two hours.

- Do not turn on the air-conditioning units before 8:00 A.M. unless the weather is hot.
- Keep the room temperature at an average of 20 degrees centigrade.
- Allow 2-3 minutes before changing the timer.
- Close the computer laboratory door gently after each class. Computer laboratory doors should always be closed to maintain the temperature inside the laboratories.
- Always clean doors, window-sills, and awnings.
- Make use of the energy-saving features of your computer. Most new models are designed to be energy efficient (Take note of the Energy star logo)
- Regulate use of computers. Lessen unnecessary use of computers.
- Turn off printers, scanners, modems, and other peripherals when not in use.

Air conditioners

- Do regular cleaning and maintenance check-ups of air conditioners.
- Minimize heat and air leakages.
- Lower ceiling and lessen dividers that prevent air circulations in rooms.
- Recommended/buy/use CFC-free models.

Appliances and Equipment

- Choose more energy-efficient appliances.
- Do regular cleaning and maintenance check-ups of appliances and equipment.
- Check if the appliance (refrigerator and freezers) is CFC-free.
- Limit the use of electric coffeepots in offices.

4. Canteens

a. Be courteous with people around you; smile, and talk in your most subdued voice.

b. Put back utensils (trays, plates, spoons, forks, bottles, cups, etc.) after use in the designated area: do not leave them on the table.
c. Dispose of wrappers and other trash properly in designated garbage cans. Do not leave them on the table or throw them on the floor.
d. Refrain from making the canteen a study area, lover's rendezvous, and hangouts. The canteen is meant to be an eating area only.
e. Put back chairs under the table after use.
f. Do not leave belongings unattended on the table.
g. Be patient in forming your line and wait for your turn to be saved.
h. Follow entrance and exit signs when ordering and paying and give the exact amount when paying as much as possible.
i. The use of styrofoam/polystyrene and plastic is strictly prohibited. These materials are highly toxic when exposed to heat and they react on food during storage. Use re-usable plates, spoons, and forks instead of plastic utensils.
j. Canteens are open promptly and close at an appropriate time.
k. Vendo machines are cleaned regularly.
l. Adequate drinking fountains and containers are provided.
m. Put off electric fans and lights when not in use.
n. The canteen area and peripherals must be maintained by the canteen owner/manager and their staff.
o. Notify the maintenance office for repair and/or replacement of any damaged/non-functional facilities.

5. Storeroom

a. Cleaning materials should be separated from food items.
b. Empty cases of soft drinks are put in separate storage.
c. Materials should be in their proper and labeled places.
d. Garbage cans are placed away from the dining tables and emptied regularly.

e. Bottles, glasses, plates are gathered after use and are appropriately put in their respective area.

6. Kitchen

a. Kitchen utensils should be neatly arranged for easy use.
b. All utensils should be dried and clean.
c. Enough utensils should be provided to serve the number of clients.
d. All utensils should be labeled.
e. Spoons and forks are soaked in hot water.
f. The water supply is sufficient.
g. Goods should be stocked in an orderly manner.
h. Cracked and chipped drinking glasses are not used.
i. Enough ventilation is provided.
j. Ingredients and uncooked food should be stored in closed cabinets (except for vegetables that need air).
k. Perishable and non-perishable goods are separated.
l. The workplace is always clean and dry.
m. Hands are washed before handling food.
n. The kitchen is separated from the dining area.

7. Dining Area

a. Customers are served one at a time.
b. Price tags are placed on food items.
c. The menu list is updated with corresponding prices.
d. Varied and low-cost nutritious food is prepared for snacks and meals.
e. Plastic bags and straws for soft drinks are not allowed.
f. Spoiled, expired foods are not served.

g. Clean drinking glasses are replenished regularly.
h. Designated areas for used utensils are cleared promptly.
i. Food items are placed in fly-free display cabinets.

8. School Grounds

a. Be gracious and helpful to fellow students, teachers, and visitors you meet on the school grounds.
b. Always keep right when walking along corridors, pathways, and entrances.
c. Talk in a subdued voice to avoid disturbing those who are studying or have ongoing classes. Speak in a low voice when passing by classrooms, libraries, and offices.
d. Give considerations to gardeners and maintenance personnel by not vandalizing properties or destroying plants.
e. Do not throw your candy wrappers or papers on the school ground.
f. Refrain from removing and transferring benches.
g. Do not use the oval as the pathway.
h. No smoking in all areas of the campus.

9. Restrooms

a. Be courteous to people around you. Smile and talk in your most subdued voice.
b. No spitting of "momma" in toilet bowls, urinals, sink, and flooring, or any place inside the comfort rooms.
c. This is a non-smoking campus; therefore, smoking (cigarettes, vapes) in the toilets or in any campus area is not allowed.
d. Do not urinate on the floor and sink. Use the urinals and toilet bowls. Always keep the floor clean and dry.
e. Flush the urinals and toilet bowls properly after use. Flush them using your hands and not using your feet.

f. Do not flush sanitary napkins, toilet papers, and other trash down the toilet bowl. Wrap and dispose of sanitary napkins in receptacles or waste bins provided.
g. Do not write on walls, doors, mirrors, etc. Destroying toilet fixtures is not allowed.
h. Return water containers to their proper place after use.
i. Leaking faucets, destroyed bowls, and other defects found inside the restroom should be reported immediately to the maintenance office for repair and replacement.
j. Avoid messing with the toilet bowl. Do not squat or step on the toilet bowl. Please sit properly.
k. Always knock first if the toilet or bathroom appears occupied, and lock the door when you enter.
l. Always close faucets after use to conserve water, and do not forget to wash your hands before leaving the toilet.

10. **Buildings**
    a. Report to the maintenance office observed cracks or gaps on walls, ceilings, beams, or columns.
    b. Immediately report any leaks on water faucets, toilet bowls, ceilings, and roofing structures to the maintenance office.
    c. Sit appropriately on benches and chairs.
    d. Refrain from writing on desks, tables, walls, and columns.
    e. Do not gather around fire exits. Make sure they are free from obstructions.

11. **Building Specific Guidelines:**
    a. Ceilings
    - Ceilings are clean, tidy, and free from cobwebs and specks of dust, etc.
    - Unnecessary hanging objects like strings, ropes, and posters, etc., are removed from ceilings.

    b. Walls, Columns, Beams
    - Walls and columns are free from writings and graffiti.
    - Painted walls have no notices, pamphlets posted on them.

- Graffiti and other marks are removed through regular touch-up paintings. Identified culprits are given a necessary reprimand.

c. Windows and Doors

- Garbage is not thrown out of the windows.
- Windows are closed during bad weather conditions.
- Window glasses are cleaned regularly.

d. Staircases/Stairwells/Emergency Exits

- Staircases and stairwells are free of materials (especially explosive and fire hazards) That may obstruct traffic and cause accidents.
- Fire exits are open at all times and are freed from loitering persons and unnecessary materials.
- Sitting on staircases is not allowed. It hinders the exit and entrance of faculty and students, especially during emergencies.

e. Flooring, Corridors, Lobbies, and Entrances

- Corridors, lobbies, and entrances are always open and free from groups of people that may cause obstruction.
- All fixtures on corridors, lobbies, etc., like trash cans and benches, are always in their original places and are not disarranged.
- No spitting of beetle nut on floors, staircases, and other places to assure a stain-free environment.

f. Covered Walk, Catwalks, and Sidewalks

- On corridors, concrete and wooden benches, bulletin boards, etc., are always in their original place and not disarranged.
- Benches are appropriately used for seating and are free from any graffiti, vandalism, and waste.

g. Sanitary Plumbing/Water Supply

- Faucets and water closets are closed when not in use.
- Annual water testing should be done regularly at the start of every semester.

h. Electrical/ Mechanical Systems

- Lights are switched off when not in use.
- Lights are available and functional in all areas (indoor and outdoor).

12. Offices

a. Serve clientele on a "first come, first serve basis", treat them fairly and reasonably.
b. Give service with a smile.
c. Observe professional ethics, avoid jealousy, gossip, and maintain a Christian relationship with others.
d. Always wash your hands after using the restroom.

13. Library

a. Put back chairs under the table after use.
b. Do not leave belongings /valuables unattended on the table.
c. In borrowing book/reading materials, be patient in forming your line and wait for your turn to be served.
d. Follow entrance and exit signs properly.
e. Be courteous in requesting books.
f. Silence is a must in all reading areas.
g. Keep right when passing through passageways.
h. No eating, smoking and shouting inside the library.
i. No loitering and littering.
j. Deactivate cellular phones or put them in silent mode.
k. Follow/comply with the rules and regulations of the various library sections as stated in the student's handbook in using the library.

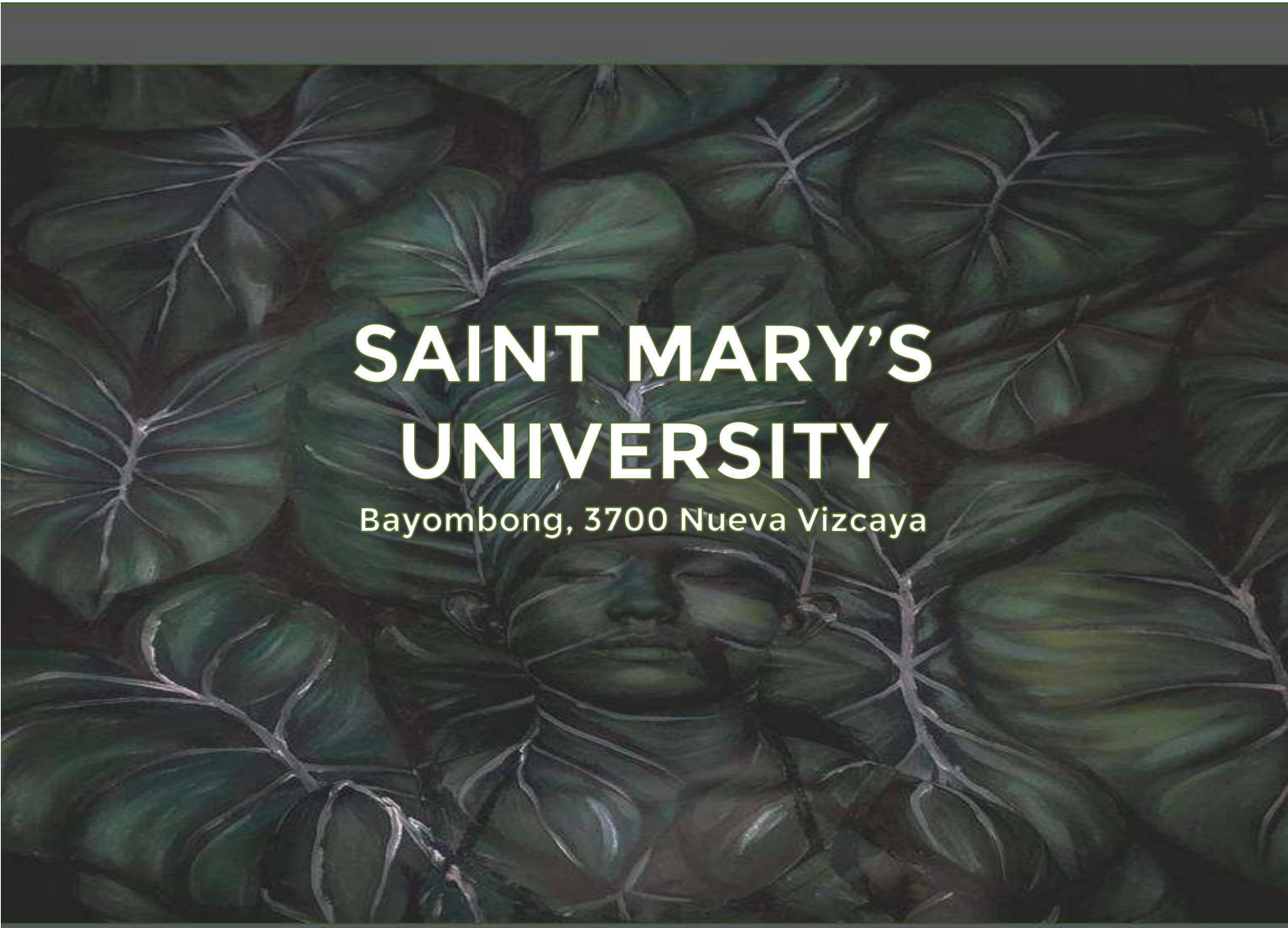
14. Motor Pool and Carpentry Shop

a. Always observe safety in every area of the shop.
b. Use/wear safety gadgets in doing every job.
c. Practice the "CHSF Minute" before and after every activity. Spend one minute to pick up litter.
d. Put off lights or other electronic gadgets when not in use.
e. No smoking and drinking alcoholic beverage inside the shop.
f. Always follow safety rules and regulations at the start of each job.
g. Motor vehicles should be in good running condition. Regular maintenance, repair, and replacement should be observed.
h. Report immediately to the maintenance office equipment and types of machinery that are defective for immediate repair and replacement.
i. For university vehicles, only a licensed driver and approved by the VP Administration can drive/operate the university vehicles for official trips.

15. Transportation and Fuel

a. Promote car-pooling
b. Find ways to solve the traffic problem in schools.
c. Plan trips.
d. Walk whenever possible.
e. Keep speed down. Wind resistance increases as car speed increases and more fuel are required to move the car at a higher rate.
f. Avoid "Jack Rabbit" starts. Gradual acceleration can save as much as one km./liter compared to rapid acceleration.
g. Keep speed constant.
h. Anticipate stops.
i. Avoid engine idling. As a guide, drivers should not idle engines for more than three minutes.

j. Warm engine by driving.
k. Do regular engine cleaning, maintenance, and check-up.
l. Minimize the use of air conditioners.
m. Maintain correct tire pressure.
n. Keep transmission in high gear.
o. Minimize vehicle loads.
p. Avoid fuel spillage.
q. Conduct emission testing.


SAINT MARY'S
UNIVERSITY
Bayombong, 3700 Nueva Vizcaya

SAINT MARY'S UNIVERSITY
LINGKOD MARIA COMMUNITY DEVELOPMENT AND ADVOCACY CENTER

MANUAL OF PROCEDURES AND GUIDELINES (2023)



Preface

The mandate for community extension services is derived from the identity and role of the School as an institution of higher learning with its trifocal function of research, instruction, and Extension. However, apart from aligning programs supporting international, national, regional, and local development plans (cf. RA 7722 of Higher Education Act of 1994, Sec. 2, Par. 2), Saint Mary's University adopts a more liberal thrust for its extension programs. As a CICM educational institution, it pursues its programs within the broader frame of the CICM missionary focus on the transformation of the world and the coming of the reign of God (CICM Constitutions Commentary, 1999).

Moreover, as a Catholic educational institution, it is also mindful of the principles set forth by the Philippine Catholic Schools Standards (PCSS), which defines an excellent Catholic School as (a) committed to the integral human formation which fosters education for justice and peace, care for creation, engaged citizenship, gender sensitivity and responsible use of all forms of media, among others; (b) engaged in the services of the Church and society with a preferential option for the poor; and (c) promoting a dialogue of faith and life and culture by programs that engage people of different faiths and cultures in a dialogue where the School is mindful of these unique worldviews yet can interpret and give order to human culture in the light of their faith (PCSS Document#6).

Guided by the vision of holistic development of peoples and communities, the University commits itself to the educational, religious, cultural, socioeconomic, political, health, and environmental development needs of its immediate communities and the nation. However, as other institutions are working on each of these areas, the University endeavors to focus on needs that are least attended to, especially those in line with CICM mission priorities and Catholic School Standards insofar as its capacities can reasonably allow.

Consequently, the university extension thrusts and agenda consider the Pillars of Transformative Education as espoused by the Congregation of the Immaculate Heart of Mary (CICM) and PCSS by integrating the following in their extension and outreach activities; (1) **justice and peace** which works for the promotion of social justice that brings forth and

sustains peace; (2) **ecological integrity** which seeks to form teachers, students and beneficiaries who are respectful of the environment as a Common Home; (3) **engaged citizenship** which organizes active engagements in efforts that respond to the concrete problems and challenges facing the country, community and the world; (4) **poverty alleviation** which fosters the creation of wealth and its equitable distribution, thereby promoting the good and dignity of all; (5) **equality and equity** which works against gender discrimination and gender-based violence toward gender equality, respect for and integration of LGBT into society as demanded by gender justice; (6) **youth empowerment** which enables the youth to act and lead for the Common Good with compassion, freedom and responsibility; and (7) **indigenous peoples advocacy** which gives preference to working in the context of brotherhood and the CICM spirit of mission, the Center acts as an advocate of multiculturalism, social justice and peace. The *Lingkod Maria* Community Development and Advocacy Center works with stakeholders, particularly the poor, the marginalized, and the remotest areas.

The LMCDAC MOPG 2021 edition added other equally significant features like the response of the Center to the challenges of 2020 due to the covid-19 pandemic. The *Saranay* Program was hence conceptualized and implemented. The CES Sustainability Framework and the ABCDEF Extension Model were included in this 2021 edition. These were the results of the 2020 study that concluded in 2021.

During the Academic Year 2021-2022, this MOPG is again revised to include the new extension flagship programs, which the Research and Community Development Council approved, in the basic education and tertiary departments. Also included in this edition are the corresponding Sustainable Development Goals that these flagship programs address.

In 2022-2023, this MOPG was further enhanced. The different documents, like the standard operating procedures and work instructions, were included, and other forms were revised to comply with the ISO 9001:2015 Quality Management System Requirements.

LMCDAC Staff

Table of Contents

Preface 2-3

CHAPTER I. SAINT MARY'S UNIVERSITY (SMU) GENERAL INFORMATION

History of SMU 6-8
Vision 8
Mission 8
Motto 9
Core Values 9-10
Quality Policy 10
Institutional Logo 10-12
Administration and Management 12

CHAPTER II. THE *LINGKOD MARIA* COMMUNITY DEVELOPMENT AND ADVOCACY CENTER (LMCDAC)

Historical Background 14-15
The Rationale for Community Development and Advocacy Services: Situating the Center 16-18
LMCDAC Vision and Mission 18-19
University Community Development and Advocacy Thrusts and/or Agenda 19-29
Organizational Structure 30-31
Duties and Functions of LMCDAC Human Resources 31-34

CHAPTER III. GENERAL POLICIES AND GUIDELINES

General Policies and Guidelines 36-43
Guide for Community Selection 43
Guide for Target Group Needs Assessment 44-46
Guides for Non-Formal Education Methods and Techniques 46-47
Guide for Assessment Activities 48-49

CHAPTER I:
SAINT MARY'S UNIVERSITY (SMU) GENERAL INFORMATION

I. THE HISTORY OF SAINT MARY'S UNIVERSITY

Saint Mary's University traces its roots back to the dream and initiative of Msgr. Constant Jurgens, CICM, one of the earliest CICM missionaries to arrive in the Philippines. In pursuit of his dream to establish a school for the Christian education of the parishioners' children, he purchased a lot and some materials. Upon his recall to Europe, his successor, Rev. Fr. Achilles de Gryse, CICM, saw his dream come true.

Their efforts resulted in the inauguration of Saint Mary's Elementary School in June 1928. The High School Department was opened in 1934 under Rev. Fr. Godfrey Lambrecht, CICM.

In 1947, the College Department started offering Associate in Arts, Bachelor of Science in Education, Bachelor of Arts, and Junior Normal courses (Elementary Teacher's Certificate). Gradually, the course offerings expanded with a Bachelor of Science in Commerce, including a major in Accounting in 1951, a Bachelor of Science in Civil Engineering in 1955, and Graduate courses in 1962. Through the years, Institutes, Colleges/Schools were established with more program offerings. Many more academic units opened, including the Schools of Accountancy, Business, Computing Sciences and Information Technology, Engineering and Architecture, Health Sciences, Public Administration and Governance, Graduate School, and the College of Law. In 2016, a restructuring was done, resulting in the merging of selected schools. Currently, the tertiary level comprises five schools and a college: School of Accountancy and Business; School of Engineering, Architecture, and Information Technology; School of Health and Natural Sciences; School of Teacher Education and Humanities; School of Graduate Studies; and College of Law. Rapid campus expansion started in 1968 with the purchase of the 6.5-hectare campus along the Magat River and the construction of the academic building named in honor of Rev. Godfrey Lambrecht, CICM. The college department moved from the old campus to its present site in 1969, two years after the ownership and management were turned over to the CICM. Construction of other buildings continued over the years, thus providing more learning space for the students. In 1994, the University Building, now Constant Jurgens building, was constructed to commemorate the elevation of Saint Mary's College to university status, with Rev. Fr. John Van Bauwel, CICM, as the first University President. With the installation of Rev. Fr. Jesse M. Hechanova, CICM, as the second University President in 1998, more edifices for different purposes like the Institute of Science and Mathematics Building, St. Joseph's Inn, Sacred Heart Center, High School Building (Phase I), *Balai na Alumni*, Jubilee Library Building, and SMU FEA Multi-Purpose Cooperative Building were put up. 2005 saw the installation of Rev. Fr. Manuel D. Valencia, CICM, as the third University President. With him at the helm, two four-story buildings were constructed – one commemorating the CICM centenary in the Philippines (Florentina) and the other named after the CICM founder Rev. Fr. Theophile Verbist.

As the University's course offerings increased and its population expanded, new buildings were constructed to cater to the needs of the students and the ever-changing thrusts of education and technology. The construction of the Engineering Laboratory Building, now Renato Seargent Building, in August 2011 not only is a testament to the commitment to the CICM educational apostolate of Rev. Fr. Renillo H. Sta. Ana, CICM, as the fourth University President (installed in 2010), but also as a grateful testament to the dedication of Rev. Fr. Renato Sergeant, CICM, who generously served the SMU community for 24 years. In mid-2014, the Joseph Van den Daelen Building was inaugurated to house the Senior High School. The following year, the Maurits Vanoverberg Building was rebuilt, and the St. Aloysius Gonzaga Building was built at the Grade School Campus. Construction of more edifices continued in 2016, like the Clement Daelman Multi-purpose Building at the Junior High School Campus, the Georges Debusschere Building, and the renovation of the Gerard Decaestecker Building, both in the College Campus. In 2017, the inauguration of the Antonio Tanchoco and the New Engineering Buildings took place.

In its quest for academic excellence, the University has achieved various levels of accreditation for its programs through the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU). It has gained a reputation as one of the best training institutions for future teachers, having been named as one of the five most outstanding Teacher Education Institutions in the Philippines in the academic year 1983-1984 and designated as a Center of Excellence for Teacher Education by the Commission on Higher Education in 1996, 2008, and 2016. It was designated as the Center of Development in Civil Engineering in 1999, 2010, and 2016 and the Center of Development in Information Technology Education in 2007 and 2016. SMU was also one of the institutions nationwide granted Full Autonomy by CHED in 2001 and 2016. It was recognized as International Quality Summit (IQS) Awardee-Gold Category by the Business Initiatives Directions based in Madrid in 2013. Graduates of SMU have excelled in licensure examinations, consistently producing a high percentage of board passers in most of its board courses.

True to the challenge of maintaining quality education, the Institution has submitted itself for accreditation of its programs by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU). Level I accreditation was granted to the Liberal Arts, Commerce, and Education Programs in 1983, Level II in 1985, Level III in 1988, with Level III re-accreditation for the Liberal Arts, Education, Commerce, and Accountancy Programs in 1999 and Level II in 2004 (except Accountancy), and Level III re-accredited status in 2012 and 2015. For the Civil Engineering Program, Level I was granted in 1995 and Level II in 2001, re-accreditation for five years in 2006, Level III re-accreditation in 2012, and re-accreditation for another five years in 2018. The High School Program was granted Level I accreditation in 1988, Level II in 1996, Level II re-accreditation in 1999, and Level II re-accreditation for five years in 2016. The Grade School Program was granted Level I accreditation in 1985, Level II in 1989 with Level II re-accreditation in 1999, Level II re-accreditation for five years in 2005, and Level III re-accreditation for five years in 2016. For the Accountancy/Management Accounting Program, Information Technology Program, and

Nursing Program, Level I accreditation was granted in 2015, and another 5-year re-accreditation in 2018. And in 2019, the Architecture Program was granted a Candidate Status.

For the graduate programs in Arts and Sciences, Education and Business, Level I accreditation was granted in 2000 and Level II in 2003, Level II re-accredited status in 2012, and Level III accredited and 5-year re-accredited status for the following programs was granted in 2014 and 2018, respectively: Educational Management (Ph.D. EDM/EdD) Program, Master of Arts in Teaching (MAT/MST) Program.

On August 2018, Fr. Fernold G. Denna, CICM, formally sat as the Officer-in-Charge of the Office of the University President and Vice President for Mission and Identity.

Recently, Dr. John Octavious S. Palina was officially installed as the fifth university president of SMU.

The University remains steadfast in its vision of being a premier CICM Catholic educational institution drawn into communion by the Wisdom of God. It is dedicated to forming persons exemplifying excellence, innovation, and passion for Christ's mission. Now in its 90th year, Saint Mary's University has steadily grown and has metamorphosed into one of the most important academic institutions in the Philippines, particularly in the Cagayan Valley region.

II. VISION

Saint Mary's University is 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.

III. MISSION

We commit ourselves to:

1. Joyfully witnessing to Christ's mission;
2. Responsibly taking the lead and participating in community-building;
3. Relentlessly manifesting academic, personal, and professional excellence;
4. Conscientiously strengthening communion; and
5. Steadfastly nurturing creativity and physical prowess

IV. MOTTO

Our motto, "Sapientia a Deo (Latin)," translated as "wisdom of God," quoted from I Corinthians 1:30, explicitly expresses the Christo-centric character of the University that puts Christ Jesus, the Divine Wisdom, at the Center of the Marian community and the core of every goal of the University.

V. CORE VALUES

Excellence

1. To develop in the individual a solid foundation of knowledge, attitudes, habits, and skills necessary for professional, civil, social, and moral life; and
2. To develop the individual's potentials as a human being to the maximum so that he will turn out to be a responsible and dynamic leader and a productive and versatile citizen capable of meeting both local and global demands.

Innovation

1. To act as a center of research for the discovery and advancement of new knowledge and promotion of scientific attitude among intellectual leaders;
2. To provide avenues for collaborative planning for short-term and long-term institutional plans, and identifying, developing and delivering innovative programs in order to cope with the challenges of the times; and
3. To provide opportunities for the enhancement of creativity in the literary, visual and performing arts.

Communion

1. To develop in the individual an attitude of dedicated service to others, to the community, and to the nation;
2. To lead and assist other educative agencies in fostering an awareness of the socioeconomic and environmental situation and to commit to their development and improvement;
3. To develop in the individual, personal discipline and social responsibility;
4. To instill in the individual, faith and pride in the national culture and respect for other cultures;
5. To provide the students equitable opportunities to avail themselves of the different school services and resources; and
6. To provide occasions for alumni to grow professionally and to voluntarily share their expertise and resources.

Passion for Christ's Mission

1. To acquire and develop Christian values in order to live out and effectively share the Christian message especially to the marginalized and bring about more just and humane society;
2. To deepen and strengthen the spiritual and missionary life of the community;
3. To provide a wholesome character formation to build inspiring models in the community; and
4. To promote ecumenism and interfaith dialogue.

VI. QUALITY POLICY

"We, at Saint Mary's University, commit to the integral formation of persons inspired by Christ's mission and driven by excellence, innovation, and communion through locally and globally competitive education.

We further commit ourselves to the continual improvement of the University ad compliance with all stakeholders' requirements."

VII. INSTITUTIONAL LOGO

Saint Mary's University logo bears the following key elements with their significant meanings:

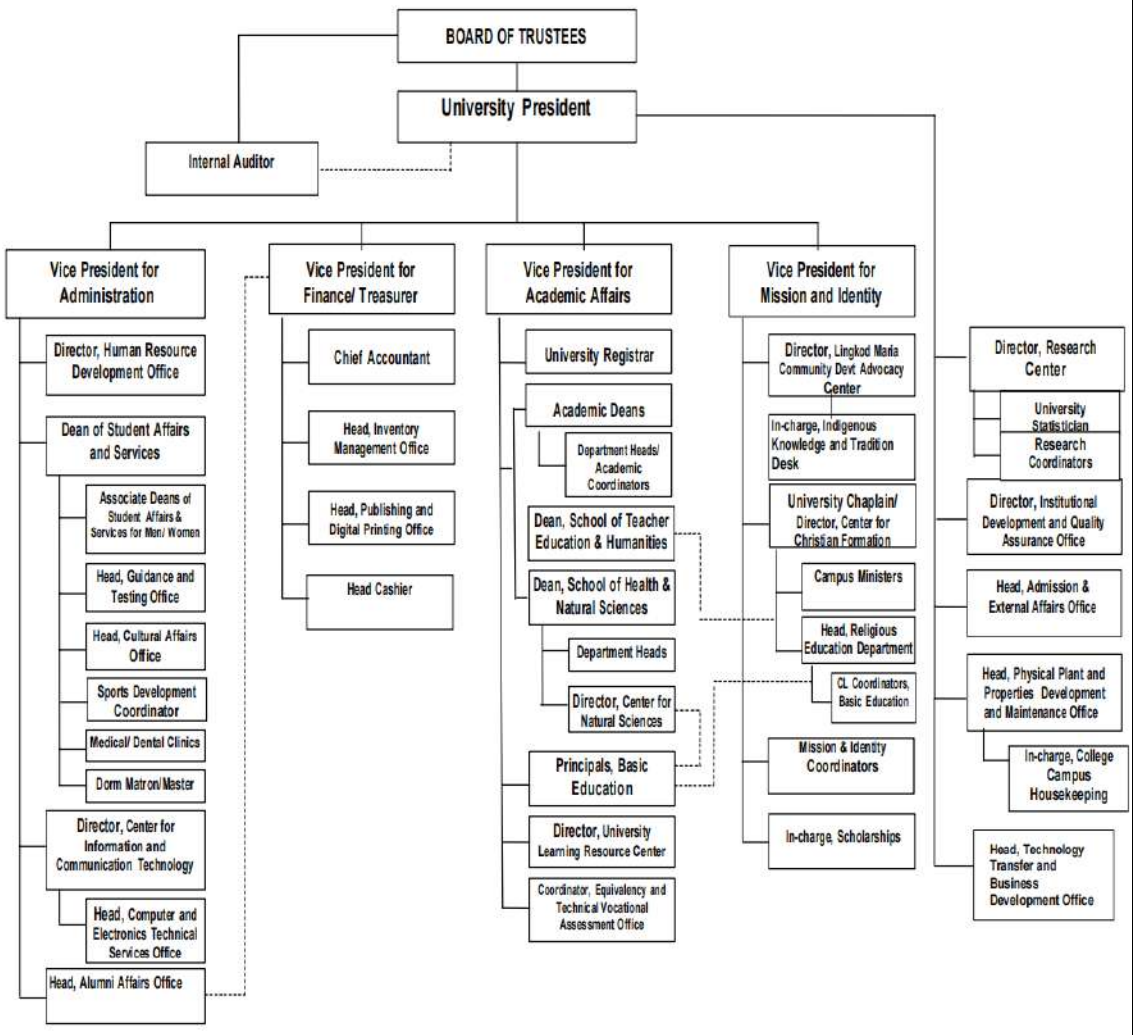
Motto

Our motto, "**sapienta a Deo (Latin)**," translated as "**wisdom from God**", quoted from 1 Corinthians 1:30, explicitly expresses the Christo-centric character of the University that puts Christ Jesus, the Divine wisdom, at the Center of the Marian community, and the core of every goal of the University.

Image of the Blessed Virgin Mary	The image of the Blessed Virgin Mary seated on a throne with the child Jesus on her lap represents "**Sedes Sapientiae-Seat of Wisdom,"** which is one of the many devotional titles for Mary. Mary, revered as the Theotokos, Mother of God, whose total submission to the will of God granted her nurturance of the incarnate wisdom of God - Jesus Christ, and accorded her the "model of discipleship", our patroness and our exemplar.
Rose	The rose is a symbol of devotion to the Blessed Mother (Rosary) as Queen of heaven and earth, reminding the Marian community of Mary's participation in Christ's passion. The rose is also the symbol of Mary's charity attributed to Saint Bernard of Clairvaux heralding the University's mission to transform the poor and the marginalized into empowered communities.
Lily	The fleur-de-lis, a stylized lily, symbolizes the immaculate nature and royalty of the Blessed Mother as a model of purity and unity, reminding the University, in unison with the CICM schools, to continue to uphold purity and excellence at all times.
Coat of arms	The coat of arms represents the Marian resilience and strength of character empowered by the Holy Spirit in confronting life challenges.
10 stripes	The 10 stripes represent the principal virtues of the Blessed Mother that every Marian should emulate. These virtues are the following: most pure, most prudent, most humble, most faithful, most devout, most obedient, most poor, most patient, most merciful, and most sorrowful.
1928	The year 1928 marks the foundation of Saint Mary's University, reflecting its long and vibrant missionary journey in evangelization through Christian education.
Scallop of eight waves	The scallop of eight waves, symbolizing God's infinite abiding presence and love, represents the unwavering dynamism of the University to respond to the challenges of the times.
Blue and white	The colors of blue and white represent the school colors attributed to the Blessed Mother. Blue signifies prudence and

temperance, while white represents fortitude and justice-the four cardinal virtues.

VIII. ADMINISTRATION & MANAGEMENT



CHAPTER II:
THE *LINGKOD MARIA* COMMUNITY DEVELOPMENT AND ADVOCACY CENTER (LMCDAC)

I. Historical Background

The merging of the Indigenous Knowledge and Tradition (IKAT) Center and the Community Extension and Services Center (CESC) in August 2019 eventually established the so-called *Lingkod Maria* Community Development and Advocacy Center (LMCDAC). This was primarily done to consolidate all Saint Mary's University community extension services. *Lingkod Maria* highlights Saint Mary's University's (SMU) brand identity under the *Congregatio Immaculati Cordis Mariae* (CICM). The term "advocacy" somehow embraces SMU's apostolate for the indigenous peoples – one of the Congregation's priority concerns. Before the merging, the CESC was under Mrs. Alicia Z. Jubay, and the IKAT was under Dr. Darwin Don M. Dacles.

The merging transpired with the solidification of the Vice President for Mission and Identity (VPMI) in CICM Philippine educational institutions, which articulated the desire to come as one body, as one Congregation. It underscores the need to surface in all the activities of CICM institutions the very reason for its existence. The LMCDAC is directly supervised by the Vice President for Mission and Identity. Therefore, the VPMI, through the LMCDAC, ensures the promotion of living out the CICM Catholic Identity and missionary spirituality in the various communities that SMU serves.

The University's vision is to form persons exemplifying passion for Christ's mission. In the context of education, it seeks to unify all educational programs, plans, projects, and activities bringing to the fore the CICM flavor in every CICM Higher Educational Institution. Through the LMCDAC, SMU situates Marian teachers and students as one body to extend assistance to needy sectors of society. LMCDAC provides enabling experiences for its faculty, staff, students, and other stakeholders to develop their missionary spirit and demonstrate the passion for transforming the lives of people dominated by poverty, illiteracy, diseases, unemployment, and other forms of disadvantages. When this enabling environment is maximized, the University believes it could form Marians who will become catalysts and facilitators of community development. Hence, the LMCDAC is tasked to develop, facilitate, implement, and manage the University's community development and advocacy programs. To fulfill its commitment to transform people's lives, especially the last, the least, and the lost, LMCDAC conducts and implements activities that empower communities imbued with Christian values.

The LMCDAC serves as the clearinghouse of all outreach and community extension services of the six major schools and their flagship programs in the University, namely: School of Accountancy and Business (***PABookaS and Entrep sa Barangay***); School of Engineering, Architecture and Information Technology (***Tulungan sa Teknolohiya***); School of Health and Natural Sciences (***Jesus Mobile Clinic***); School of Teacher Education and the Humanities (***Nanumo nga Pagadalan***); School of Graduate Studies (***The GIFTED Program***); and the College of Law (**Peace, Justice, and Human Rights Program**). The apostolate for the indigenous peoples is interwoven in the University's outreach and extension flagship programs. These were the extension flagship programs until AY 2020-2021.

The challenges posed by the covid-19 pandemic brought to life a new extension program in 2020-2021. This program aims to address these challenges ranging from the safety of the front liners and elders to the learning of students/pupils. It is called the *Saranay* Program, which aims to provide aid and assistance. The program's four components are the Mobile Market, *Talged ken Salun-at*, *Tarigagay*, and *Tulong-Dunong* Projects. These are innovations to the flagship programs of each School. Henceforth, each project's activities were added to each extension program's portfolio to ensure sustainability. This program was one of the top three finalists during the *Gawad Edukampyon* 2021, organized by the Commission on Higher Education (CHED), Rex Education, and the Philippine Business for Social Progress.

There were changes and realignments in the advocacy and extension flagship programs of different schools/units/departments in 2021. The *Nanumo nga Pagadalan* was turned over to the Grade School Department. The School of Teacher Education and Humanities crafted a new extension flagship project. It is the SILAWAM Project, which stands for Socio-Pastoral Integral Life and Wellbeing Advocacies and Ministry. The extension flagship project of the Junior High School Department is still the Marian Service-Learning System, and the Senior High School Department will lead the Disaster Risk Reduction Program of the University. Hence, the latter's extension flagship project is the KALASAG Project, which stands for *Kaagapay Laban sa Sakuna at Gabay sa Paghahanda*. The Center for Natural Sciences will lead in implementing Sustainable Environment Advocacy. The project is called the Marian Green Service Towards Environmental Protection and Sustainability or the Marian Green STEPS Project. Lastly, the I.P. Advocacy and Development Program is currently led by the IKAT Desk of LMCDAC through the *Dinnāda* Project.

Saint Mary's University has eight advocacy programs with 11 projects with all the above advancements. The eight advocacy programs are I.P. Advocacy and Development (*Dinnāda* Project), Hunger Alleviation (Feed My Lambs Project), Sustainable Environment (Marian Green STEPS), Disaster Risk Reduction (KALASAG Project), Health and Wellbeing (Jesus Mobile Clinic Project), Poverty Alleviation (*Tulungan sa Teknolohiya*, and *PABookAS and Entrep sa Barangay* Projects, Socio-Pastoral Ministry and Evangelization (SILAWAM Project), and Education for All (*Nanumo nga Pagadalan*, Marian Service Learning, and GIFTED Projects). The College of Law coordinates with the School of Teacher Education and Humanities for the Peace, Justice, and Integrity of Creation. These advocacy programs were finalized during the Directorship of Dr. Christopher Allen S. Marquez, and the Research and Community Development Council officially approved these in AY2021-2022.

II. The Rationale for Community Development and Advocacy Services: Situating the Center

Doing community outreach and extension services has several significant benefits. Engaging in community service provides faculty members, staff, and students the opportunity to become active members of their community and has a lasting, positive impact on society. Community service or volunteerism enables students to acquire life skills and knowledge and provide relevant services to those who need them most. Participating in community service programs includes (a) ***Psychological benefits***. Volunteering increases overall life satisfaction and helps one feel good about themselves because they know they are helping others. It can also help decrease stress and ease depression because of the joy one feels knowing that one can help other needy individuals; (2) ***Social benefits***. Volunteering engages faculty members, staff, and students with the community, creates special bonds with the underserved population, and increases social awareness and responsibility; (3) ***Cognitive benefits***. Volunteering helps faculty members, staff, and students enhance their knowledge, grow from new experiences, and develop better interpersonal communication skills; (4) ***Spiritual gifts.*** The desire to help people in need and the poor creates a special mission or task to extend oneself beyond the confines of one's comfort zones. This is the very spirit of the Congregation of the Immaculate Heart of Mary, and (5) ***Values formation benefits***. An individual immersed in the service of humanity, the world, and the environment makes them receptive, responsible, respectful, caring, and sensitive to the needs of others and the environment that he lives in.

Following the same mission *ad gentes* exemplified by Theophile Verbist and his companions, the idea of *universal brotherhood* as part of missionary life witnessing is integrated among the people. It follows the concept of internationalism (CICM, 1974 Chapter), as earlier emphasized in the Chapter of 1967. The missionary dimension of internalization is the participation in the universal mission of the Church, and the Local Churches are also missionaries in the whole meaning of the word, *ad gentes* (CICM 1967 Chapter). Thus, the CICM Constitutions incorporate the results of a long journey when they affirm that the mission creates brotherhood among people regardless of cultural backgrounds and diversities. Accordingly, well-integrated international communities are the best expression of brotherhood (CICM CC, 2007). To live happily in multicultural communities at the service of the mission, CICM members must have a solid spirituality and sufficient self-knowledge. Multicultural character is a gift from God that enables us to do our mission today better and has become an integral part of the CICM identity (*Revitalizing Our Identity*, P. 17). Thus, Article 1 of the CICM Constitution presents the CICM *identity card* that allows us to situate the Congregation in which we belong, in the wider Church and the communities we serve.

Participating in community service makes a difference to the organization and people being served and makes a difference to every student's prospects. Participating in

community service activities enhances teachers' and staff's work-related skills, builds good references for employers or people regarding community involvement, and provides a forum to network with potential employers.

It also helps students develop civic and social responsibility skills and become more aware of their community's needs. Service-learning teaching methods connect meaningful community service to academic curricula in terms of academic curricula. Service-learning blends community service goals and formal and informal (standard/academic and experiential/non-standard) educational goals to benefit participants and recipients. Service learning is a set of techniques and tools to strengthen community relationships and connections.

As a method of educational and informational delivery, the service-learning model emphasizes that clients and students learn and develop through active participation in thoughtfully organized experiences that meet actual community needs and are coordinated in an ongoing collaboration with the school or institution and the community. Schools using the service-learning model (as contrasted to volunteerism or community service) integrate the service experiences into the student's academic curriculum. It also provides structured time for students to reflect and analyze the experiences and the connection of the expertise to themes or theory, or data, in short, to think, talk, or write about what the student did and saw during the actual service activity and how the experience connects to more significant issues or projects.

It has been proven that service-learning programs at colleges and universities strengthen relationships between higher education institutions and the communities served. When students and community members are involved as recipients and/or participants in traditional research-based courses, formal or informal, relevant information can be gleaned and learned in the process. When projects and course information result from in-service experiences, the recipients are forced to use the information to make changes, "make a difference," and do something with what they have learned. Thus, the community becomes students' laboratory in articulating what they know within the four corners of the classroom and the specializations they acquire.

Moreover, the **Philippine Catholic Schools Standards** (PCSS) defines an excellent Catholic School as (a) committed to the integral human formation which fosters education for justice and peace, care for creation, engaged citizenship, gender sensitivity, and responsible use of all forms of media, among others (PCSS Document#6); (b) engaged in the services of the Church and society with a preferential option for the poor, and (c) promoting a dialogue of faith and life and culture by programs that engage people of different faiths and cultures in a dialogue where the School is mindful of these unique worldviews yet can interpret and give order to human culture in the light of their faith (PCSS Document#6).

Consequently, the *Lingkod Maria* Community Development and Advocacy Center in its extension activities is mindful of the Pillars of Transformative Education as espoused by the PCSS by integrating the following in their extension and outreach activities; (1) **Justice and Peace –** works for the promotion of social justice that brings forth and sustains peace; (2) **Ecological Integrity** – seeks to form teachers, students and beneficiaries who are respectful of the environment as a Common Home; (3) **Engaged citizenship** – organizes active engagements in efforts that respond to the concrete problems and challenges facing the country, community and the world; (4) **Poverty Alleviation** – fosters the creation of wealth and its equitable distribution, thereby promoting the good and dignity of all; (5) **Gender Equality** – works against gender discrimination and gender-based violence toward gender equality, respect for and integration of LGBT into society as demanded by gender justice; and (6) **Youth Empowerment** – enables the youth to act and lead for the Common Good with compassion, freedom and responsibility.

III. LMCDAC Vision and Mission

A. Vision and Mission

LMCDAC envisions to become a leading center in forming enlightened, healthy, just, and peaceful communities free from hunger, poverty, and all forms of exploitation. Its mission is to work with people whose lives are dominated by poverty, illiteracy, diseases, and other disadvantages. With a holistic and developmental approach, it strives to bring about positive changes in the quality of life of these people. It also chooses to work with sectors where the Institution's expertise is needed to bridge development in more significant communities.

B. Goals and Objectives

In the attainment of its vision, LMCDAC aims to:

1. Relentlessly pursue excellence in community extension services for local and global relevance and responsiveness;
2. Persistently challenge every Marian to explore and pursue relevant, innovative, and breakthrough ideas on community development and services through research and development undertakings;
3. Steadfastly participate in the CICM advocacies of promoting multi-ethnicity, social justice, peace, and Integrity of God's creation and in contributing to the attainment of sustainable development goals;
4. Conscientiously strengthen good governance and concordance among stakeholders for the sustenance of best practices in community extension and outreach activities;
5. Joyfully animate and care for one another - especially the least, the last, and the lost as a community inspired by Mother Mary to become faithful witnesses of Christ's mission;

6. Enhance community capacities to lead in sociocultural awareness, advocacy, education and training, and other issues that concern target extension communities; and
7. Forge external linkages and intra-unit partnerships to promote and empower needy and marginalized sectors of society.

IV. University Community Development and Advocacy Thrusts and/or Agenda

A. Basis and Orientation

The SMU's Extension mandate derives from the University's identity and role as an institution of higher learning with its trifocal functions of research, instruction, and Extension. Its advocacy programs with national, regional, and local development goals, but as a CICM educational institution, it also pursues its programs within the broader frame of the CICM missionary focus on the transformation of the world and the coming of the reign of God (CICM Constitutions Commentary, 1999).

The vision of holistic development of people and communities guides the University. The University, however, focuses on the community's needs aligned with the CICM mission priorities and insofar as its capacities reasonably allow.

As a higher education institution with expertise in teaching and research, it is precisely these specializations that the University brings to bear in its extension programs. Extension, however, is not one-way traffic. As the University shares its expertise with the outside world, positive feedback is generated from the partner stakeholders and the process of Extension itself, leading to more insights and questions on the state of knowledge. As the theory meets practice and formal learning meets actual needs, a new impetus for knowledge generation and refinement will ensue. These dynamics shall then enrich instruction and research within the University.

B. Positioning the *Lingkod Maria* Community Development and Advocacy Center in the University's Vision-Mission and Goals

Under the missionary identity and character, Saint Mary's University strives to become a premier CICM Catholic Educational Institution drawn into communion by the Wisdom of God, dedicated to forming persons exemplifying excellence, innovation, and Christ's mission.

In the attainment of the vision, Saint Mary's University aims to: (a) relentlessly pursue excellence in education for local and global relevance and responsiveness; (b) persistently challenge one another to explore and pursue relevant, innovative, and breakthrough ideas

through research and development; (c) steadfastly participate in the CICM advocacies of promoting multi-ethnicity, social justice, peace, and Integrity of God's creation; (d) conscientiously strengthen good governance and concordance among stakeholders for the sustenance of best practices; and (e) joyfully animate and care for one another as a community inspired by Mother Mary to become faithful witnesses of Christ's mission.

C. Key Features of the LMCDAC Programs

An extension program/project consists of an integrated set of intended outcomes, objectives, projects, and activities to address an identified need or problem in a particular community or sector. It starts from an extension program proposal designed for a target group, which maps out the background and rationale, objectives, activity plan, scholarly connection, line-item budget, budget sourcing, and personnel support. Moreover, it has a specific timetable with a clear mechanism and parameters for monitoring and evaluation.

The following key characteristics shall define and serve as extension program/project reference points.

1. ***Globally, Nationally and Locally Significant.*** The eight advocacy programs are anchored on the sustainable development goals set forth by the United Nations Organization, Ambisyon Natin 2040 of the Philippine Government and NEDA;

2. ***Mission-Focused.*** Having been founded and inspired by the CICM missionaries, the University seeks to comply with the state's academic standards and its responsibility and identity as a Catholic missionary institution. As such, its extension programs are aligned with the CICM pastoral priorities directed toward people experiencing poverty and the marginalized sectors of society. One core goal is being environmentally conscious (Integrity of God's Creation). The University is also responsive to the call of the Catholic Educational Association of the Philippines (CEAP) for CICM schools to articulate in their education and community extension efforts the promotion of social justice, ecological integrity, engaged citizenship, poverty alleviation, and gender equality;

3. ***Research-Backed and –Guided.*** The University envisions the interweaving and mutual complementation between Extension and research. Community-based researches are done to determine the real needs and concerns of the community and become the bases for crafting project proposals. Thus, research supports and provides the scholarly dimension of Extension, considering its actual and potential contribution to generating knowledge that would positively impact the community beneficiaries.

4. ***Discipline-Based.*** This means that an extension project stems from, relates to, or at least complements an existing academic or research program or a combination of

these. The University thus promotes Extension in all disciplinary areas. It is open to a variety of ways in terms of communicating and transferring knowledge and technology that cater to the needs of the larger society.

5. ***Service-Learning Paradigm-Based.*** Extension projects have usually evolved from research outputs. Inputs to instruction and research from the extension programs are lifted from studies relative to the implemented extension projects. Also, students are provided experiential learning by applying theories and concepts learned in classrooms to real-life situations. Service learning provides opportunities for students and clients to use newly acquired skills and knowledge in real-life situations and foster care in different communities. Hence, service-learning blends service and learning goals. It is a synergistic approach that combines formal (academic) and informal (experiential or non-academic) educational subject matter to make it service-oriented. Services provided to clientele consider methods for reflection, analysis, generalization, and making a strong, structured, clear link between applications and experience. This establishes and defines link that often sustains knowledge and services and further understanding of the possible effects, consequences, and outcomes;

6. ***Research-backed and guided***. The University envisions the interweaving and mutual complementation between its Extension and research. Extension stimulates research activities relative to assessing, analyzing, and resolving the target group's needs and concerns. Thus, it is research that supports and provides the scholarly dimension of Extension, taking into cognizance its actual and potential contribution to the generation of knowledge that would have a positive impact and concerns;

7. ***Collaborative and Participatory***. The LMCDAC and other units include partner agencies, adopted communities and/or target groups, and other individuals in conducting extension services. Inputs and suggestions are solicited from target groups and/or adopted communities during the preparation, implementation, monitoring, and evaluation of programs/projects/activities. These are done through consultation and consensus-building meetings.

8. ***Engaged and Sustainable***. The LMCDAC enters into a Memorandum of Agreement (MOA) with the adopted communities. The MOA specifies the duties and responsibilities of all parties involved. It also specifies the need for the adopted communities/target groups to be involved in assessment activities, and they validate assessment results. The crafting of needs-based project proposals also includes the adopted communities/target groups for them to be engaged in implementing the Extension. The project team leader prepares the project proposals, including determining the available human, physical, and financial resources of the sponsoring School and the partner community.



Figure 1. SMU-CES Sustainability Framework

The seven key attributes of sustainable extension programs, as shown in Figure 1, are Global, National, and Local Significance, Mission-Focused, Discipline-Based, Service-Learning Paradigm-Based, Research-Backed and Guided, Collaborative and Participative, and Engaged and Sustainable. These key attributes will be bases and components in crafting relevant and responsive extension services programs. While the framework includes the key attributes as guiding principles, it is patterned after one of the symbols in the University Emblem.

The rose is the traditional emblem of Christian charity, which prompts the Church to spread learning in education. The framework is thus patterned from the rose. This signifies that the University, through the *Lingkod Maria* Community Development and Advocacy Center, situates the Marian employees and students as one body to participate in the mission to extend assistance to the needy sectors of society.

Figure 2 shows the petals of a rose, each signifying the key attributes of sustainable community extension services. These petals emanate from the Center, surrounding the communities indicating that all key attributes are equally necessary for creating empowered communities. This framework, therefore, manifests that the fundamentality of extension services of the University places the communities at the very core. Hence, these key attributes serve as guiding principles in animating the Christian charity of creating empowering activities toward sustainable communities imbued with Christian values.

D. Community Extension Services Model: The ABCDEF Model

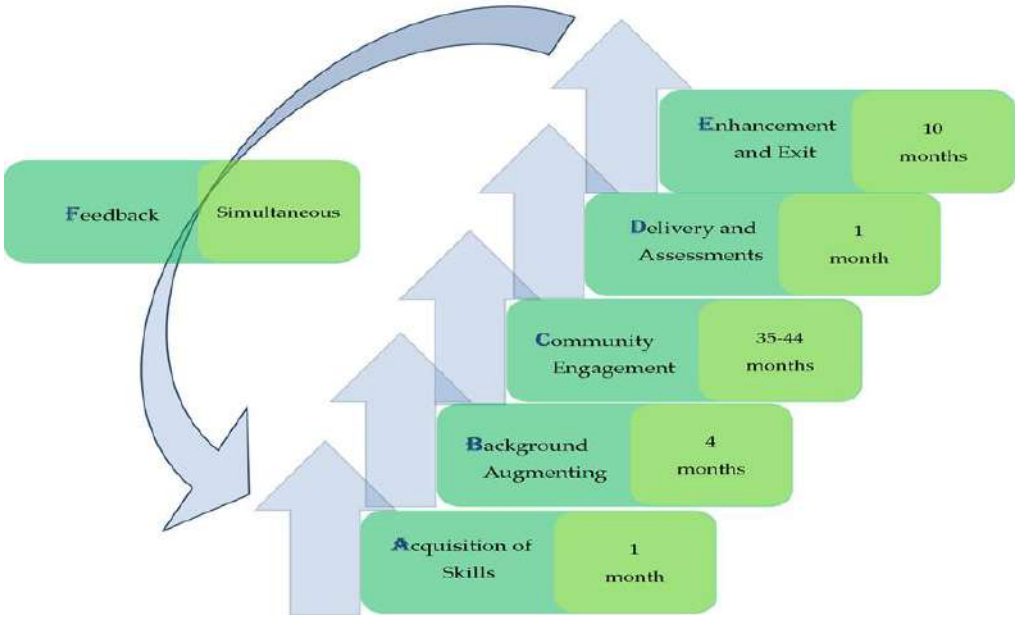


Figure 2. The ABCDEF Community Extension Model

The first stage in the model is the Acquisition of Skills and Orientation/Re-Orientation. This includes training and workshops to capacitate the extensionists in doing research. How to conduct research specifically on needs and impact assessments and data gathering techniques were the identified challenges of the faculty extensionists. Therefore, this stage must capacitate community extensionists before engaging with the community. It can be implemented in one month.

The second stage is Background Augmenting. During this stage, linkage and networking will be established with local government units (LGUs) and other partner agencies. The linkage will allow the University and LGUs to identify a community beneficiary whom the University will work with to identify community gaps, problems, and needs through a needs assessment. This data or background information will be used in crafting and enhancing the project or program proposal, which is then prepared in relation to the global and national research agenda and the vision-mission of the University and schools or departments. Hence, in this stage, the Memorandum of Agreement and/or Memorandum of Understanding will be collaboratively crafted and signed by LGU, partner agency/ies, the partner community, and Saint Mary's University. This stage addresses the challenge of establishing linkage and making the partner communities more participative and engaged in implementing the extension project or program. The duration is four months.

The third stage is Community Engagement. This refers to implementing activities anchored on the identified gaps, needs, and community problems. Faculty extensionists also monitor how the activities are done and resources are utilized. This stage addresses the problem of monitoring the implementation of extension activities. This stage can be implemented in a minimum of 35 months and can be implemented toward the 5-year target of community extension.

The fourth stage is the Delivery and Outcomes Evaluation. In this stage, faculty extensionists conduct post-evaluation by identifying encountered challenges and solutions to the challenges. These are necessary to enhance and improve the extension project or program delivery. This stage also includes outcome and impact assessments. This stage addresses the challenge of how to conduct impact assessments or studies. The delivery and assessments can be implemented in one month.

The fifth stage is Enhancement and Exit. This stage includes revision of the syllabus for a possible integration of the research and extension results and the possible revision of the flagship program. The exit component of this stage refers to the process or strategies by which the university and partner community extensionists can systematically and responsibly move out after a sustainable implementation of the project. This stage addresses the challenge of integrating the extension program to select students' courses. This can be accomplished in 10 months.

The Feedback stage is the last but not the end of the model. The feedback stage serves as a loop from the enhancement and exit stage to the acquisition of skills stage to capacitate faculty extensionists for future extension services further. Noteworthy to mention is that the feedback stage is connected to all stages. Hence, feedback will always be conducted at every stage.

E. Components of the LMCDAC Community Extension Services

There are eight advocacy programs of the University. These advocacy programs were based on the existing documents and were officially adopted in AY 2021-2022. Under each advocacy program are extension flagship programs of each School/Department/Unit.

1. ***Indigenous Peoples Advocacy and Development Program***. An essential section of the LMCDAC is the Indigenous Knowledge and Tradition section. Working in the context of brotherhood and the CICM spirit of mission, the Center advocates multiculturalism, social justice, peace, and Integrity of God's creation under the Saint Mary's University Office of the President for Mission and Identity. The CICM, through SMU, works with stakeholders, particularly the poor, the marginalized, and those in the remotest areas, including but not limited to the Peoples of Indigenous Cultural Communities (ICCs). Thus, the IKAT section envisions itself as a premier advocate of indigenous peoples' concerns in Northern Luzon or the *Amianan* dedicated to empowering the peoples of Indigenous Cultural Communities (ICCs) for self-determination, growth, and development. Its mission

is to preserve, promote, and protect indigenous knowledge, systems, and practices, including arts, traditions, ceremonies, and languages, for the growth and development of the Peoples of Indigenous Cultural Communities. The extension flagship project under this is the *Dinnāda* Project, supervised by the program is the Indigenous Knowledge and Traditions (IKAT) Desk of LMCDAC.

2. ***Hunger Alleviation Program***. This program provides food to poor but deserving Saint Mary's University students. Other than giving them the nutrition they need while enrolled, the recipients are trained in budgeting, marketing, and cooking. It is also part of the tasks and responsibilities of the recipients to prepare food for other learners from the adopted communities. Through the Feed My Lambs Project, the unit assigned to implement this is the Non-Academic Personnel.

3. ***Sustainable Environment Program***. This project contributes to responsible consumption and production through reforestation, site-clearing, school-based vegetable production, and other activities that will protect the environment. The Center for Natural Sciences oversees the implementation of the Marian Green STEPS, the extension flagship project under this advocacy.

4. ***Disaster Risk Reduction Program***. Guided by the urgency of our global and local environmental situation, the program teaches awareness and understanding of the interdependence between human beings and nature. It encourages the commitment of the clientele to develop skills in formulating solutions to environmental problems and community plans for environmental protection. It aims to achieve these goals through environmental education, advocacy campaigns, and a provision for action-based projects geared toward environmental protection and management. This program also provides strategic actions to help disaster-prone communities reduce the risk of natural hazards and manage disasters/calamities. This advocacy program helps mitigate the aftermath of natural and man-made disasters. Besides the *Sagip Maria* and *Tulong Maria* outreach activities, this advocacy program also provides fire and earthquake drills training. The Senior High School Department implements this project through the Marian KALASAG extension flagship project.

5. ***Health and Wellbeing Program***. The community health and wellbeing services program of the *Lingkod Maria* Center is an integral component of the total development of the target clientele. Improving the health of its target clientele and promoting the capacity of these groups to deal with health problems contributes to achieving goals and objectives of poverty alleviation and empowerment. The School of Health and Natural Sciences leads in implementing this advocacy program through the flagship Child Jesus Mobile Clinic extension flagship project.

6. ***Poverty Alleviation Program.*** This advocacy program has two subcomponents – livelihood and entrepreneurial skills development and technical and technological skills development. The livelihood and entrepreneurial skills development component makes clients knowledgeable and competent in other livelihood enterprises that could provide additional economic opportunities for target sectors like women, mothers, and fathers. The program trains small-scale or beginning entrepreneurs in meat or food processing and food-cart business. The School of Accountancy and Business unit implements this through the *Entrep sa Barangay* and *PABookAS* extension flagship project. In addition, the technical and technological skills development allows the clients to know about computer use, robotics, electrical and electricity, information technology, and other engineering and architecture consultancies. The School of Engineering, Architecture, and Information Technology leads in implementing the technical and technological skills development component.

7. ***Socio-Pastoral Ministry and Evangelization Program.*** Social transformation and total human development are best achieved through a program to empower target communities or groups by increasing their human, social, and leadership assets. Social transformation is also built through awareness and understanding of various social issues and concerns and the actions initiated to resolve them. This advocacy program ensures that justice, peace, and integrity of creation are observed and practiced. It also ensures that underserved and marginalized sectors receive continuing education on justice, peace, and human rights. The School of Teacher Education and Humanities implements this advocacy program through the Socio-Pastoral Integral Life and Wellbeing Advocacies and Ministry (SILAWAM) extension flagship project.

8. ***Education for All Program***. This advocacy program contributes to the achievement of education for life. It endeavors to deliver services in education appropriate to the needs of poor children, including the youth and professionals, the indigenous peoples, and other target groups, and increase their access to those services. Christian values formation is integral to literacy promotion, which characterizes the Marian education. This advocacy program also endeavors to provide an enabling environment and a strong social safety net through the development of livelihood strategies and help alleviate hunger, poverty, and other challenges that various communities may encounter. The units in charge are the Grade School Department through the *Nanumo nga Pagadalan*, Junior High School through the Marian Service Learning, and the School of Graduate Studies through the Graduate Initiatives for Trainings, Empowerment, and Development (GIFTED) Project.

Today's changing signs of the world necessitate renewed partnerships, stronger connections, and collaborations between and among countries, communities, agencies or groups, and private and non-governmental organizations - particularly in addressing the challenges of humanity or realizing sustainable development goals. Reflecting on the various SDGs relative to being a higher education institution, Saint Mary's University, through the LMCDAC as its extension arm, identifies several SDGs that it can address through receptivity, collaboration, and teamwork. The different extension flagship projects are all based on the advocacy programs of Saint Mary's University. The following are the extension flagship programs and the corresponding SDGs they address.

1. *NANUMO NGA PAGADALAN*

The *Nanumo nga Pagadalan* is the extension flagship program of the Grade School Department. The *Nanumo nga Pagadalan* delivers projects and activities to all learners, boys, and girls, contributing to functional literacy and improving learning and nutritional statuses through supplementary feeding activities. Hence, this program addresses SDG #2 and SDG #4. The implementers of this program coordinate with partner agencies like DepEd and other DOST-accredited enterprises to provide food. Thus, it also targets SDG#17.

2. MARIAN SERVICE LEARNING

The Marian Service Learning (MSL) is the extension flagship program of the Junior High School/Science High School Department. This extension program delivers projects and activities to youth and out-of-school youth. Like the *Nanumo nga Pagadalan*, the MSL provides functional literacy; thus, it also addresses SDG#4 and SDG#17.

3. MARIAN KALASAG

Marian KALASAG, an acronym for *Kaagapay Laban sa Sakuna at Gabay sa Paghahanda*, is the extension flagship program of the Senior High School Department. This extension program helps communities become more prepared and resilient to disasters like typhoons, earthquakes, and fires. Hence, it addresses SDG# 11 and SDG # 13. It also addresses SDG#17 since it partners with the Philippine Red Cross, Hospitals, Disaster Risk Reduction and Management Bureaus/Councils, and the Bureau of Fire Protection. It also targets SDG#17.

4. ENTREP-SA-BARANGAY AND PABOOKAS

The Entrep-sa-Barangay and PABOOkas is the extension flagship program of the School of Accountancy and Business. Through this, livelihood and entrepreneurial development are provided to target recipients and adopted communities. Hence, this program addresses SDG#1 and SDG #8. In addition to this, it also addresses SDG #5, for it empowers women to be providers. Lastly, this program addresses SDG # 17 because it establishes linkages with DTI and TESDA.

5. *TULUNGAN SA TEKNOLOHIYA*

The *Tulungan sa Teknolohiya* is the extension flagship program of the School of Engineering, Architecture, and Information Technology. This program provides technical and technological skills development training and workshops. This introduces innovations to a group of individual and/or community recipients. It may also provide solar panels for access to electricity and work with the Center for Natural Sciences (CNS) for clean water. This program, therefore, addresses SDG #6, SDG #7, and SDG #9. It also targets SDG#17.

6. JESUS MOBILE CLINIC

The Jesus Mobile Clinic is the extension flagship program of the School of Health and Natural Sciences (SHANS). This program delivers community-based medical and health-related services to remote and underserved areas. This program, therefore, addresses SDG #3 and SDG # 10. In addition, the Center for Natural Sciences, which is under SHANS, is also involved in conducting water analysis. Hence, this program also addresses SDG# 6 and SDG# 17 for partnerships and linkages.

7. SILAWAM Project

SILAWAM, an acronym for Socio-Pastoral Integral Life and Wellbeing Advocacies and Ministry, is the extension flagship program of the School of Teacher Education and Humanities. This program provides education for adult literacy, interfaith or interreligious dialogue, and peace and justice. Hence, it oversees the Justice, Peace, and Integrity of Creation advocacy. SDG #16 is therefore addressed through this extension program. It also targets SDG#17.

8. Project GIFTED

The Project GIFTED is the extension flagship program of the School of Graduate Studies that stands for Graduate Initiative for Training, Empowerment, and Development. It provides or delivers training for professionals in different fields of specialization. This addresses SDG # 4 and SDG # 17 because it collaborates with other agencies, schools, and universities to conduct training and workshops.

9. Feed My Lambs Project

The Feed My Lambs Project is the extension flagship program of Non-Academic Personnel. This program supports poor but deserving students to have complete meals daily. This project also trains student recipients to prepare food for children in various schools or communities. Student-recipients and employees are also involved in sustainable vegetable production activities like the *Gulayan sa Paaralan*. Hence, this project addresses SDG #2 and SDG # 12. It also targets SDG#17.

10. Marian Green STEPS

The Marian Green STEPS, which stands for Service Towards Environmental Protection and Sustainability, is the extension flagship project of the Center for Natural

Sciences (CNS). The CNS takes charge of site-clearing activities, tree planting, reforestation, and responsible consumption and production. Hence, this project addresses SDG 12 and 15.

11. DINNĀDA PROJECT

The Dinnāda Project is the I.P. Development and Advocacy Program of the University. The I.P. Desk of the LMCDAC takes charge of its implementation. This provides assistance and empowerment to indigenous peoples, training for I.P. education teachers, and other activities geared towards addressing the needs of various indigenous cultural communities. The other extension flagship programs must be geared towards indigenous peoples' development because it is the main advocacy of Saint Mary's University as a CICM. This extension flagship program, therefore, addresses SDG # 10. It also targets SDG#17.

F. Outreach Activities

The University is also involved in one-time and immediate assistance to victims of disasters and calamities, or occasional gift-giving such as *Alay Kapwa* like the *Sagip Maria* and *Tulong Maria*, which are disaster-related outreach activities, and the *Pamaskong Handog*. The University also assists the parishes through the Parish Outreach Program for the Sick, Elderly, and Disabled (POPSAD). Nonetheless, the University considers it a call of duty to mobilize the Marian community to respond to emergencies and or exigencies of need.

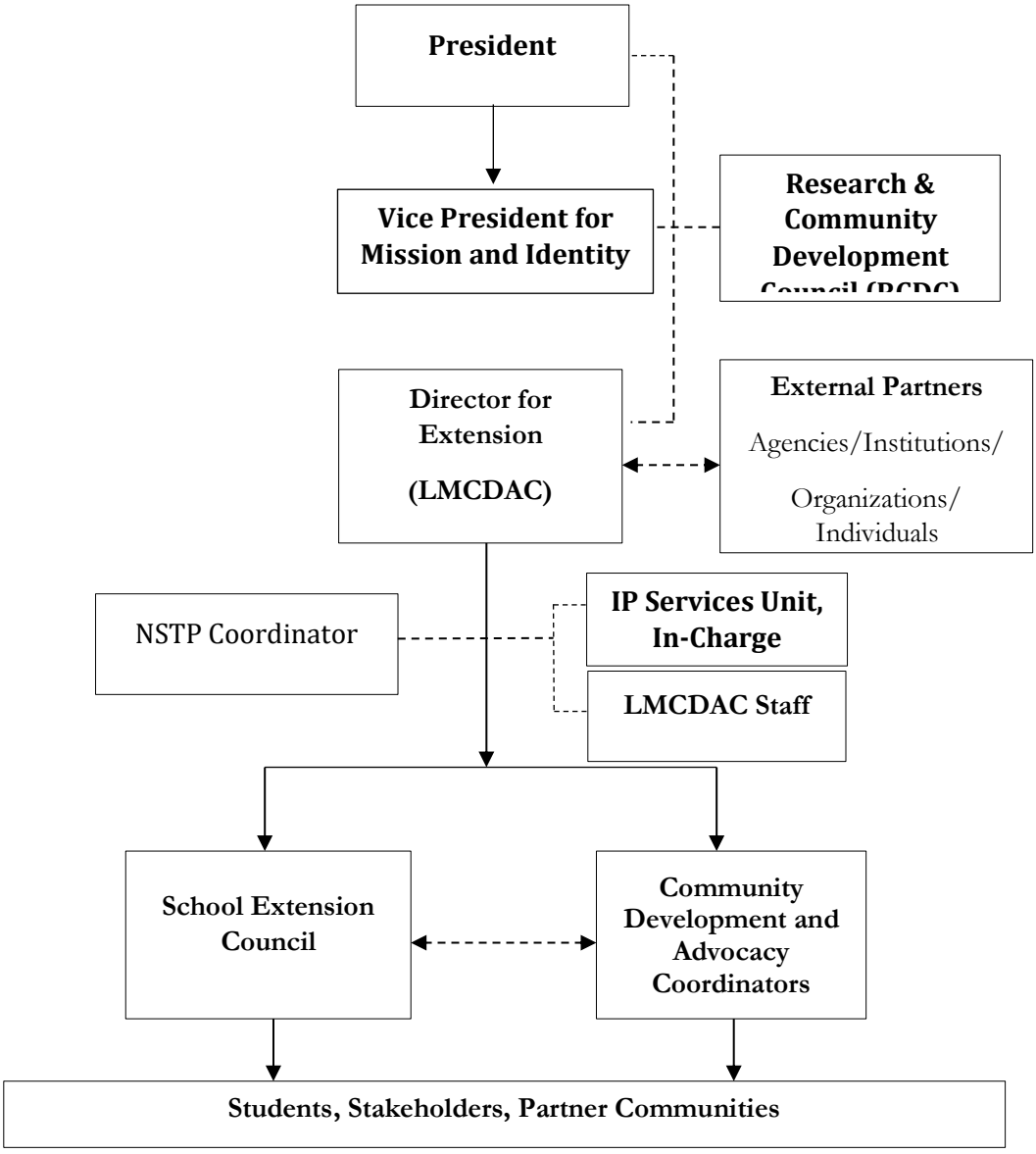
G. The National Service Training Program (NSTP)

The NSTP, while a separate program, works in accordance with the established duties and functions of the *Lingkod Maria* Community Development and Advocacy Center. The National Service Training Program serves as a support unit of LMCDAC in implementing other advocacy programs.

V. ORGANIZATIONAL STRUCTURE

I. Organizational Structure

The University's delivery of extension programs and services follows defined channels reflected in its organizational structure.



1. ***Research and Community Development Council (RCDC).*** The RCDC initiates, deliberates, and provides direction for the policies, programs, and activities related to the University's research and community extension services; decides on issues or concerns and activities related to research and community extension programs; and

receives reports from the research and extension services coordinators. It is composed of the President as the chairman. The members are Vice Presidents, Academic Deans, Basic Education Principals, the Director of the Research Center, the Director of LMCDAC, the Director of the Center for Natural Sciences, the Head of the Technology Transfer and Business Development Office (TTBDO), and the Head of the University Ethics Review Office.

2. **The Vice President for Mission and Identity (VPMI).** The VPMI ensures the promotion of living out the CICM Catholic Identity and missionary spirituality in the various communities that SMU serves through the LMCDAC;

3. **The *Lingkod Maria Community* Development and Advocacy Center** *(LMCDAC)*. The LMCDAC is the University's office that carries out its community extension programs and services. Its main task is to ensure that the University's extension development agenda is carried out and well-organized. Specifically, it promotes collaboration among the different schools, offices and extension institutes, and foundations in the University and provides support services to facilitate their extension endeavors; and

4. ***School Extension Council (SEC).*** Each School has its Extension Council chaired by the School Community Development and Advocacy Coordinator. This includes the Department Heads or representatives, representative/s from University Offices aligned to the School as per discipline, and student leaders/volunteers. The council is a consultative body in the School's extension projects and outreach activities. It accepts, assists, and evaluates a project proposal before it is forwarded to the LMCDAC for further review, evaluation, and approval. The council also participates in the performance evaluation of faculty members and students. The SEC shall select or appoint a Community Development and Advocacy Coordinator for the School.

VI. Duties and Functions of LMCDAC Human Resource

A. Director

Being the person in charge of supporting and coordinating different extension initiatives in the University, the LMCDAC Director*:*

1. Provides and manages a sustainable and comprehensive community extension services program for the University;
2. Reviews and recommends to the Vice President for Mission and Identity the approval of all extension and outreach activities which are not included in the program, including the programming, implementation, monitoring, and evaluation of said projects/ activities;
3. Submits quarterly evaluation report on the community extension programs to the Vice President for Mission and Identity;
4. Prepares a realistic annual budget for the different extension services;

5. Requests financial and technical support from external sources with the approval of the Vice President for Mission and Identity and in coordination with the Vice-President for Finance and Treasurer;
6. Represents the University in meetings/conferences on social development concerns;
7. Spearheads a well-coordinated and systematic disaster and calamity mitigation outreach for an immediate need to assist the victims of disasters and calamities;
8. Evaluates all extension and outreach activities rendered by the academic and non-academic in consultation with the Academic Deans, the Principals and Heads of Offices;
9. Recommends research work/projects pertinent to community extension development program;
10. Reviews and evaluates the community extension services outputs of students and endorses approval of clearance to the Academic Dean
11. Maintains an Indigenous Peoples Desk manned by a focal person;
12. Performs other related functions as may be designated by the University President and the Vice President for Mission and Identity.

B. IP Services Unit In-Charge

1. Assists the LMCDAC Director in the following:
   a. Planning, organizing, and directing institutional advocacy programs, projects, and activities;
   b. Preparation of possible funding proposals for community services to supplement institutional and local resources;
   c. Monitoring and evaluation of community extension programs for purposes of enhancing relevance, functionality, and sustainability;
   d. Preparation of annual plans and accomplishment reports;
   e. Preparation of status and progress reports on community services for submission to possible funding agencies and/or partner agencies;
   f. Dissemination of information regarding the University's extension programs both within and outside the University.
2. Develops strategic partnerships and agreements with government agencies, indigeous peoples (IP) organizations and the non-government sector in the implementation of the unit's goals and objectives;
3. Works closely with government and non-government agencies and leads negotiations to ensure that the needs and priorities of Ips are progressively met through appropriate program design, delivery strategies and resource allocation;
4. Consults and advises the Vice President for Mission and Identity on the activities and issues regarding the preservation, promotion, and protection of IP culture in the University;
5. Initiates strategies and projecrts to improve access and coordination of services provided to IPs;
6. Spearheads, coordinates and assists in oprganizing training/s for IPs; and

7. Works with the Research Cenrter on IP researches;
8. Coordinates with the Community Development and Advocacy Coordinators in the preparation, implementation, monitoring, and evaluation of the latter's programs and projects;
9. Takes part in the evaluation of extension activities of faculty members, staff, and students;
10. Provides technical assistance of extension activities of faculty members, staff, and students; and
11. Coordinates with community stakeholders and linkage partners about relevant conferences, seminars, fora, and/or lectures reflective of the Center's advocacies and program projects.
12. Performs other duties that the Director may assign.

C. School Community Development and Advocacy Coordinator

1. Acts as liaison officer between the LMCDAC and their respective School;
2. Facilitates in the planning through coordination with the LMCDAC and their respective Schools/Departments concerning extension projects and activities;
3. Studies the background and nature of the problem to be addressed (relative to the target clients or community) through action research or needs assessment;
4. Prepares the program proposal with the attachments and discuss it with the School Extension Council for critiquing and finalization;
5. Facilitates in the assignation of Project Leaders subject to the endorsement of the School Extension Council;
6. Finalizes program title, overall goal, outcomes, and objectives with the Project Leaders;
7. Establishes linkages with possible external partners for the implementation of community development programs and projects;
8. Spearheads in the service-learning through reviewing syllabi for inclusion of community-based course objectives, and community-based researches as references in relevant and appropriate subjects;
9. Assists in the implementation and operationalization of international linkages related to community development;
10. Disseminates information to students and colleagues in their respective Schools concerning the state and development of extension programs/ projects and activities;
11. Sees to it that the specifics of the implementation of the program are observed as specified in the activity plan;
12. Takes the lead in evaluating the program's outcome and impact;
13. Assists in the conduct of community-based researches organized by the LMCDAC;
14. Conducts sound financial management and makes financial request/s from the Accounting Office during the program implementation;

15. Prepares and submits to the University Extension Director the program's terminal report; and
16. Submits periodic reports to University Extension Director

D. Secretary

The Secretary:

1. Maintains physical orderliness/neatness of the office;
2. Entertains and assists clients with their concerns and requests;
3. Coordinates and maintains effective office procedures and efficient workflow;
4. Receives and screens phone calls, welcomes and entertains clients and visitors, and provides information on office transaction procedures;
5. Records and routes incoming and outgoing communications;
6. Maintains the calendar of activities, meetings, and various events in the office;
7. Organizes the materials for posting and maintains the bulletin board and display area of the office;
8. Documents records, and transcribe the proceedings of the office/departmental meetings and other activities and prepares narrative/accomplishment report;
9. Makes available data, information, and pertinent documents in the preparation of correspondence, memoranda, and reports;
10. Organizes, maintains, and acts as custodian of all files and ensure confidentiality and security of files and materials in her care;
11. Maintains the inventory of equipment issued to the office and requests supplies from the IMO;
12. Operates and maintains office equipment such as computers and printers;
13. Arranges and coordinate appointments for the head;
14. Provides staff support to offices and/or committees during institutional activities;
15. Assists in the conduct of training/programs initiated by the office;
16. Assists in the upkeep and maintenance of the office facilities and reports maintenance/repairs to the appropriate office if needed;
17. Assists in the pre-community engagements of LMCDAC and other schools/units/departments.
18. Assists in the preparation of narrative/documentation reports;
19. Assists in the preparation of midyear and annual accomplishment reports;
20. Updates the Marian community and other stakeholders regarding the accomplished activities and other LMCDAC-related information through the LMCDAC online platform (e.g., Facebook)
21. Performs other related duties that the LMCDAC Director may assign.

CHAPTER III:
GENERAL POLICIES AND GUIDELINES

I. General Policies

1. Setting up Extension Projects and Outreach Activities

a. A school/department may initiate and/or host an extension project or outreach activity, either individually or in partnership with other schools and departments;

b. At least each School should maintain one extension flagship project, either collaboratively or on its own. They may have more projects, however, insofar as they can reasonably sustain these; and

c. An office that wants to get involved in an extension program may align itself with a school/department with the same or related disciplines.

2. Extension Project and Outreach Activity Design and Processing

All extension programs/projects must be formally set on a document with all the necessary elements/components as stated in this MOPG.

a. Outreach Activity

For outreach activities, an outreach request form must be completed and submitted to the LMCDAC for approval at least one week before the conduct of the activity. Outreach activities should be aligned to existing extension projects and programs or converted into a full-blown project. Important documents like transmittal letters from partner agencies must be appended or attached.

b. Extension Program/Project

All extension programs/projects must be formally put into writing by completing the project proposal template with all necessary elements/components as stated in this MOPG. The following are some important considerations in planning out a project proposal:

1. The project proposal must be aligned to any of the core programs of the University and must originate from, in accord with, or at least relate to existing academic disciplines of the school/department;

2. It must address a specific problem of identified beneficiary groups. It must be noted that a project is an intervention or response to the felt or expressed need of the identified target beneficiary group. It is expected that the proposed project will feasibly solve in part or in full the problem identified target beneficiary group;

3. It is important to understand that any intervention injects a new and foreign element/input, whether material, like tools, machinery, funding, and other material resources, and/or non-material, like knowledge, skills, values, and attitude, which were used to be lacking or missing from the identified target beneficiary group*;*

4. A project must be sustainable (at least three years). Aside from the availability of funds, a more important consideration is the capacity of target beneficiary groups to absorb the input. This means that a project of developmental aim in nature involves in advance or simultaneously capacity-building to prepare target beneficiary groups to receive and sustain the project;

5. Finally, it must be ascertained that the project will not create in the target beneficiary group a sense of dependency on the project or the project proponents but instead develop their self-reliance and self-determination in facing new challenges; and

6. The finalized project proposal and related documents shall be submitted to the School Extension Council (SEC) for an initial evaluation based on basic requirements. After which, the project proposal shall be forwarded to the LMCDAC; and

7. If a proposal meets the basic requirements, the LMCDAC director may signal the commencement of the project. Or, if necessary, the Director presents this to the Research and Community Development Council for further evaluation.

3. Program/Project Implementation and Reporting

a. The Project Team shall implement the program/project after its approval. A key implementation component is effective project information dissemination through word of mouth, news releases, and various publications, including the University website. The implementing School or Unit sees to it that the partner group or community provides the Consent Form and Manifestation of Support of the Target Group/Community;

b. Major changes in the projects can occur during the implementation. The project leader shall inform the SEC immediately before implementing such changes in such a case or situation. Then the SEC endorses this to the LMCDAC;

c. Project implementation, including their component sub-projects, shall be monitored by the SEC and the LMCDAC through the Monitoring and Evaluation Report Form that has to be submitted based on the project/s' specified timeline.

d. The Monitoring and Evaluation Report Form should contain the actual and updated entries in the activity plan and timeline and line-item budget matrices to determine the extent to which the program is being implemented as planned.

e. A project or a component subproject may be discontinued anytime during its implementation if the evaluation results dictate so. Discontinuation may be temporary or permanent, depending upon the assessment of the SEC and LMCDAC.

f. Suppose a program or its component project is deemed not implementable due to circumstances beyond the control of the Project Team. The Project Team may recommend terminating the program or project in that case. Such termination needs the SEC's endorsement and the LMCDAC Director's approval.

4. Program/Project Termination and Evaluation

a. Once the program has been completed, the Project Team should conduct an outcome assessment.

b. After conducting the outcome assessment, the Project Team shall prepare a terminal report containing an executive summary, which will overview the most important points in the program's component projects and outcomes evaluation report to be submitted to the SEC. The SEC submits the report to the LMCDAC.

5. Submission of Extension/Outreach Reports

a. The project leader of an outreach or extension activity assigns team members who will check the attendance, spearhead the community feedback survey and write the narrative/documentary report.

b. Each assigned member will accomplish the following which will be submitted to the Project Leader.
   - ✓ LMC-FO-007: Monitoring and Evaluation Report Form (for extension projects)
   - ✓ LMC-FO-015: Narrative/Documentation Report
   - ✓ LMC-FO-004: Extension/Outreach Attendance/Participation Report
   - ✓ LMC-FO-023: Community Feedback Survey Form or Activity Evaluation Form

c. The Project Leader reviews the submitted forms and submits these to the LMCDAC Director within 5 to 7 working days.

6. Official Communications and Transactions

a. All transactions/communications (on budget, vehicle service requests, etc.) shall be accomplished and signed by the Community Development and Advocacy Coordinator and to be noted by the School Dean/Head of Office/Principal;

b. Official communications from the SEC that are addressed to the target group, collaborating school/department/institute/foundation cooperating agency, funding agency, and other relevant parties relative to the extension program shall be duly noted by the School Dean/Head of Office/Principal and the LMCDAC Director and copy furnished to them likewise; and

c. The LMCDAC Director shall be furnished copies of official communications from the target groups, cooperating agencies, funding agencies, and other relevant parties relative to extension programs.

7. Financial Transactions

a. Extension program/project proposals shall include a proposed budget that covers the cost of implementing said program/project and its component activities. All needed supplies and expected expenses should be itemized in the line-item budget of the activities comprising the program or project;

b. Once the program/project proposal and its budget are approved, the Community Development and Advocacy Coordinator may request the Treasury and Accounting Office through the LMCDAC Director for budget request in relation to a particular line item of expenditures;

c. A one-time contingency fund may be requested anytime during the duration of the extension program/project, with complete justification and subject to the endorsement of the LMCDAC Director; and

d. Other than those provisions above, all financial transactions shall be dealt with by the Treasury and Accounting Office and subject to the existing policies and regulations.

8. Faculty and Staff Participation in Extension/Outreach

a. Depending on their involvement, faculty, staff, and students involved in extension/outreach programs and services shall earn corresponding credit points in their evaluation. To facilitate the evaluation process by the SEC and the LMCDAC, each faculty member/staff shall fill-up the required forms (*Extension/Outreach Attendance/Participation Report*, and *Summary of Faculty/Staff Participation in Extension*);

b. Given the nature of the Extension, no monetary remuneration shall accrue to faculty, staff, and students who participate in the flagship programs/projects of their respective schools nor the institutional extension programs and services.

c. Participation of Non-Academic Personnel in extension and outreach activities must be during weekends or beyond their office time. If in case that non-academic Personnel renders assistance to external partners during office hours, it will be considered official time but not counted for extension points.

d. Participation in extension/outreach activities of Non-Academic Personnel who claim overtime pay shall not be considered for extension points.

9. Distribution and Computation of Extension Points for Faculty and Staff

a. For Institutional Advocacy Programs (IAP)

- The maximum point for involvement in Institutional Advocacy Programs is six (6). Any excess of this will be added as merit points. For merit points, any excess above the maximum is divided by 10. The following table shows the distribution of points per nature of involvement.
- The maximum points for donation is 3 points.

Nature of Involvement	***Equivalent Points***
Organizer/Project Leader	5 points
Sub-Project Leader	4 points
Facilitator/Speaker	3 points
Participant	2 points
Donor	1 Point
Total	20 points
Total Points for Institutional Advocacy Programs	6 points
Merit Points	1.4

b. For Personal Outreach Activities (POA)

The maximum number of points for participation in personal outreach activities is four (4). An excess of this will not be considered as merit points. The following table shows the distribution of points per nature of involvement

Nature of Involvement	***Equivalent Points***
Organizer	4 points
Participant and Donor	3 points
Participant	2 points
Donor	1 point
Total	10 points
Total Points for Personal Outreach Activities	4

c. Grand Total on Extension Points

Name of Employee	***IAP***	***POA***	***Total***	***Merit Points***
Sta. Maria, Teofilo U.	6	4	10	1.4

8. Students' Involvement in Extension

a. Individual students and student organizations are encouraged and required to support and participate in their respective School's projects and activities. Individual students may be involved in any existing extension projects of other schools where one's expertise is highly needed, if extremely necessary, and upon the approval of one's respective dean;

b. Students should be involved in the extension programs/projects of their respective schools and the institutional advocacy programs of the University. Such an arrangement is highly encouraged as the students' participation in community engagement will contribute not only to their academic training but also to their sense of social responsibility;

c. All student organizations, based on their discipline, are encouraged to align the social involvement objectives of their proposed community engagement activities to the extension flagship project of their mother school/department/unit;

d. Any student social involvement or community engagement activity that is part of an academic requirement of a course or subject shall be classified as curricular Extension and may be considered an extension credit on the part of the students. Likewise, participation in extension programs/projects classified as co-curricular or discipline-based projects of the School (that is, not required for the completion

of a course or subject) shall be considered as extension credit on the part of students;

e. All students involved in extension and outreach activities must submit a waiver duly signed by their parents/guardians; and

f. Graduating students must submit a summary of their participation in extension and outreach activities to their respective school community development and advocacy coordinators as part of their school clearance. The CDAC receives the students' reports and signs the school clearance form. The LMCDAC Director shall sign the University clearance form upon receipt of the school clearance form presented by the student.

9. Awards and Recognition

a. The mandate of the University for Community Development and Advocacy was derived from its identity and role as an institution of higher learning with its three functions: research, instruction, and Extension. This extension function is gaining a prominent status and commitment from the Institution's instruction and research.

b. The *Lingkod Maria Award (individual and school/unit)* is aimed to encourage leadership, resourcefulness, effectiveness, and dynamism in carrying out the extension function of the University. The University recognizes schools or units for an outstanding program or project implementation based on guidelines and criteria. The awarding will be conducted during the *Gawad Maria.*

- *The Lingkod Maria Award* (Best Extensionist) is awarded to a faculty and/ or staff with the most extension points. If there is a tie, the basis will be the nature or type of involvement. An extensionist who is much involved as a project leader will be awarded the *Lingkod Maria Award* (Best Extensionist).

The following will be the basis for computation for the Best Extensionist Award:

Area/Component	***Percentage***	
Institutional Advocacy Programs	75%	75%
Personal Outreach Activities		
• Project Leader	8%	25%
• Subproject Leader	7%	
• Facilitator / Speaker	5%	
• Participant	3%	
• Donor	2%	
Total Points for Personal Outreach Activities		100%

- The *Lingkod Maria Award* (Best Implementing School/Unit) is awarded to a School/Unit that completed its projects.

The following will be the basis for the computation of the Best Implementing School/Unit:

Area/Component	Percentage
Accomplishements: a. Based on action plan b. Based on service learning	 20 20
Completeness, Timeliness, and Quality of Submitted Reports	20
Community Feedback	30
Faculty/Staff, Student, and Alumni Involvement	10
Total	100%

10. Extension Information and Dissemination

a. During the annual *Linggo ng Likha at Lingkod* celebration, the LMCDAC showcases the best features of all extension-related activities. These shall be organized at the individual schools and the university levels. This is also the formal forum where action research findings are presented to the academic community**;**

b. The announcement of activities and the highlights of accomplishments by the different schools/units/foundations will be directed to the LMCDAC Director for information dissemination;

c. Action research outputs shall be published in appropriate research journals and other publications.

II. Guide for Community Selection

Community selection is the process of identifying a community that Saint Mary's University will officially adopt based on given criteria. These adopted community/communities become the recipient/s of the advocacy programs of SMU through the LMCDAC.

1. The community is an indigenous cultural community (ICC).
2. The ICC is characterized as geographically isolated due to a lack of transportation, wherein residents consider the latter a major detriment to community development.
3. The ICC is characterized as economically deprived; most residents live below the poverty threshold.
4. The ICC is characterized as socially deprived, where social services like health and education are not usually extended.

5. The ICC is characterized as environmentally vulnerable due to water contamination and other environmental health hazards.

III. Guide for Target Group Needs Assessment

1. A need is a gap between the present situation and the desired situation. For an extension program/project to be effective, a Subproject Team must be formed to get to know their identified target group. Occasionally, individuals or the target group are unaware of the need/s that the program/project can address. However, there may also be instances where the Project Team perceives a need when there is not. The needs assessment process should answer the following questions:

1.	What are the needs of the target group? (Each unit/school can design its own guide questions or survey questionnaire relative to the nature of their project)
2.	Does a need, which is within the domain of the program/project, really exist?
3.	How widespread is the need?
4.	How do people feel about the seriousness of the need?
5.	What are the potential consequences if no effort is made to address the need?

2. The following considerations are to be taken in deciding which of the needs assessment technique(s) may be most appropriate:

1.	What is the timeframe?
2.	What resources are available to conduct the assessment (financial, human, and physical)?
3.	How is the target group involved in the process, and how might they relate to various techniques?
4.	Who will be included in the assessment?
5.	What will be done in the assessment even if the results are unexpected?
6.	Does the project team prefer one technique over another?
7.	To what extent does the target group already know their need and articulate them?
8.	What is the time lag between the data collection and taking action?
9.	How reliably does the data need to be accepted and acted upon? Are there issues of confidentiality?
10.	What is the level of trust between the assessor and the target group being assessed?

3. The techniques that shall be selected will depend on the answers to the questions in number 2.

Technique	Description
Advisory Groups and Task Forces	Advisory groups and task forces are called together for various purposes—to represent the target group's ideas and attitudes, make suggestions, generate new ideas, advise, recommend, or carry out a specific task. Participants may be specially selected or invited to participate because of their unique skills and backgrounds; they may be volunteer, nominated, or elected, or a combination of these processes may form the group.
Brainstorming	This generates an extensive list of ideas or solutions to a problem by suspending criticism and evaluation.
Case Study	This involves the in-depth description of a few cases to stimulate ideas, define special characteristics, or reach a consensus about what is happening.
Census and Vital Statistics Records	This technique accurately describes how much the local population has grown during a certain period. These records also provide a detailed breakdown of community residents on various demographic indicators, which may be compared to other communities undergoing change.
Community Impressions	This is a small group strategy for obtaining opinions or impressions of the larger community.
Delphi Technique	This is another way of group inputting ideas and problem-solving. It does not require face-to-face interaction. This technique utilizes a series of carefully designed questionnaires interspersed with summarized information and feedback from previous responses.
Focus Groups	This brings together selected individuals to address specific issues systematically. Under the direction of a trained facilitator, the participants will provide and exchange information. Focus groups are specially geared toward the interaction between the participants so that a complete picture is created. Unlike many other groups, the purpose of a focus group is data collection. Focus groups shall not focus on decision-making, program planning, discussion, Delphi, or community fora. However, the insights collected through focus group interviews may be helpful to these other groups.
Group Discussion	This may be structured or unstructured, formal or informal, and may be focused on a specific issue or gathering input on several issues. Usually, group discussion involves other group techniques such as brainstorming, nominal group process, etc.
Interviews	This may be formal or casual, structured or unstructured. This technique may be used with a sample of a particular group or with the entire membership. The interview may be done in person, by phone, at the worksite, or away from it, individually or group.
Key Informant	This technique secures information from those in a good position to know the target group's needs by virtue of their formal or informal

	standing. Once identified, data can be gathered from these consultants through interviews, group discussions, or questionnaires.
Nominal Group	This technique is a structured problem-solving and idea-generating strategy. It involves a face-to-face, non-threatening group environment to generate ideas, clarify ideas, reach a consensus, prioritize, and make decisions.
Observation	This technique can be as technical as time-motion studies or functionally or behaviorally specific as observing a new board or staff member interacting during the meeting. This technique can be used normatively to distinguish between effective and ineffective behaviors, organizational structures, and/or processes.
Questionnaires	This may be in the form of surveys or polls of a random or stratified sample of respondents and an enumeration of an entire "Population." They can use a variety of question formats: open-ended, projective, forced-choice, and priority ranking. This is one of the few techniques with the potential to represent the broader community. Questionnaires may be self-administered. i.e., by mail or administered under controlled conditions, including interviews.

4. The format for the Needs-Assessment Report is based on the template of the University Research Center.

IV. Guide for Non-Formal Education Methods and Techniques

Part One. These are the factors to be considered in selecting non-formal educational methods and techniques:

Factors	Guide Questions
Learning Objectives	Will you teach to build understanding, develop skills, or change attitudes?
Learning Characteristics	How many people need information? What are their educational levels? What are their ages?
Logistical Issue	What facility options are available? What equipment is available? Is time a factor?
Teacher Characteristics	Is the teacher more proficient at one technique?

Part Two. Educational methods may be divided into four categories.

Group Method	Individual Method	Mass Media Method	Indirect Method
This provides learning experiences for persons together in one place or interacting together.	This may be a one-on-one direct or indirect contact between the learner and educator.	The information presented in this method may be directly through print, broadcast, or other technical media.	Learning or information transmission occurs outside of planned group techniques in this method.

Note: Teaching via the Internet may fall into any of the above categories.

Part Three. Once the method is selected, the technique should be determined. The technique is the form or experience used to present material to be learned. The teaching techniques common to Extension include:

Technique	Description
Camp	This is an outdoor recreational activity where an educational activity is also a part.
Demonstration	This pertains to visual and verbal explanation simultaneously showing and telling about a process, fact, or idea; illustrated talk.
Discussion	This can be conducted with a small group of people led by a moderator who expresses ideas, exchanges information, or explores a topic to learn more about the subject.
Field Day	This group meeting is conducted on a single site to observe and discuss improved practices, equipment, or facilities.
Fact Sheet	This is where the information is presented in an easy-to-read written format, usually limited to 1-2 pages and one topic or one aspect of a topic.
Home Study	This is where the learner materials and their leisure will be studied within specific timeframes.
Lecture	This is a prepared talk or presentation on a topic, usually with limited interaction from the audience.
Meeting Series	This is a sequence of separate group sessions related to a common learning goal.
Newsletter	This is written material used to present new information to learners regularly.
Question and Answer	This is a planned interaction between learner and teacher in which content is transmitted in response to questioning.

Role-Play	This is a dramatic skit or socio-drama in which participants act out a realistic situation as if they are the persons involved (e.g., Poverty Simulation)
Structured Exercise	This learning activity allows learners to practice new skills taught through another teaching method or reinforce the knowledge gained.
Tour	This is a group meeting conducted at two or more sites to observe and discuss improved practices, facilities, and/or equipment.

V. Guide for Assessment Activities

A. Community Feedback Survey

The Community Feedback Survey form is administered after the implementation of an activity and answered by the recipients. The recipients evaluate the following areas on a four-point scale.

	Very Satisfied *(Napnek Unay)*	Satisfied *(Napnek)*	Unsatisfied *(Saan a Napnek)*	Very Unsatisfied *(Permi a saan a napnek)*
Product/Service *(Produkto/Serbisio)*				
1. Usefulness *(Pakausaran)*				
2. Quality *(Kalidad)*				
3. Delivery *(Pannakaitunda/ Pannakaideliver)*				
Reprentatives *(Representante/Tattao a Mangibagi)*				
4. Responsiveness *(Panagsungbat)*				
5. Friendliness *(Pannakipagayam)*				
6. Preparedness *(Pannakaisagana)*				
Overall Experience *(Pakagupgupon ti Padas)*				

The community feedback survey form also qualitatively asks the recipients to provide suggestions for improving the extension and outreach activities of SMU.

B. Outcome Assessment

Outcomes assessment looks at benefits/changes in the target group due to the program during and/or after they participated in the program/project.

Inputs. The program uses these materials and resources in its activities or processes to serve target groups, e.g., equipment, staff, volunteers, facilities, money, etc.

Activities. These are the component processes that the project undertakes with/to the target group to address their needs, i.e., teaching, counseling, sheltering, feeding, clothing, etc.

Outputs. These are the direct products from programs/projects/activities, i.e., number of service units, participants, products developed, etc.

Outcome Indicators. "Outcome indicators refer more specifically to the objectives of an intervention, that is, its 'results,' its outcome. These indicators refer to the reason why it was a certain intervention is to be conducted. They are the result of both the "quantity" (how many) and quality (how well) of the implemented activities. For example, the outcome of training health providers is the improved management of sick children under five years old is the proportion of sick children correctly managed by the trained health providers (WHO Regional Office for the Eastern Mediterranean, 2022).

C. Impact Assessment

Impact assessment, according to OECD (2014), focuses on the effects of the intervention. This definition appears to be similar to outcome so much so that even the OECD mentioned that the "idea of 'impact is itself problematic'. With this, the LMCDAC adopts/adapts the Community Impact Scale developed by the team of Srivinas, Meenan, Drogin, and DePrince (2015). The following is the Table of Specifications showing the dimensions and their corresponding number of items

Dimension	Number of Items	Item Placement
Overall Experience	6	1, 2, 3, 4, 5, 6
Social Capital	8	7, 8, 9, 10, 36, 37, 38, 39
Skills and Competencies	5	12, 13, 14, 31
Motivations and Commitments	6	15, 16, 17, 18, 19, 20
Personal Growth and Self-Concept	6	11, 21, 22, 23, 24, 25, 26
Knowledge	5	27, 28, 29, 30, 32
Organizational Operations	5	33, 34, 35
Organizational Resources	5	40, 41, 42, 43, 44, 45, 46
Total	46	

**See the community impact scale questionnaire*

SAINT MARY'S UNIVERSITY
COMMUNITY ENGAGEMENT AND
INDIGENOUS PEOPLES STUDIES CENTER

MANUAL OF PROCEDURES AND GUIDELINES

2025



The Cover Page:

The background features the *Ues Pinutuan*: The Isinay Traveling Ikat Blanket, woven in 1978 by Ina Felipa Mangayat, an Isinay weaver from Dupax del Sur, Nueva Vizcaya. The original photograph was rendered in black and white, and its transparency was reduced to effectively serve as a subtle yet meaningful background. Overlaying this background is a filmstrip featuring photographs from various community engagement activities across the University's eight advocacy programs: Health and Well-being; Education for All; Hunger Alleviation; Disaster Risk Reduction; Socio-Pastoral Ministry and Evangelization; Poverty Alleviation; and Entrepreneurial, Technological, and Sustainable Development.

PREFACE

The mandate for community extension services is derived from the identity and roles of the school as an institution of higher learning with its trifocal function, including instruction and research. Saint Mary's University, as a CICM educational institution, pursues community programs anchored on the missionary priorities of the CICM-Philippines while also targeting national and international goals.

The seven missionary priorities of the CICM-Philippines include the Ministry to the Indigenous Peoples, Ministry of Christian Formation and Leadership Education, Ministry to the Poor, and the Abandoned, especially the Youth, Ministry of the Word and Proclamation, Ministry of Justice, Peace, and the Care of our Environment, Dialogue with Peoples of Different Religions, Cultures and Convictions, and Religious Community as Life Mission. The extension office of SMU embraces the Indigenous Peoples Apostolate, emphasizing the call to conduct community-based projects for the different indigenous cultural communities, especially in the province of Nueva Vizcaya.

The community engagement services also target international and national development goals. These advocacy programs include Indigenous peoples' development, poverty alleviation, hunger alleviation, ecological protection and sustainability, socio-pastoral ministry and evangelization, disaster risk reduction and mitigation, education-for-all, health and wellbeing and gender and development.

Other than delivering community-based activities, Indigenous peoples and cultural studies are also conducted. Capacitation of teachers and students in doing ethnographic and cultural research, as well as integrating Indigenous knowledge systems and practices (IKSPs) in teaching-learning, is one of the priorities for promoting and preserving cultural heritage. Thus, the Community Engagement and Indigenous Peoples Studies Center was adopted.

Community Engagement was adopted over community extension and community development. On the one hand, community extension presupposes providing basic services and resources like education and health to hard-to-reach or far-flung communities. This also includes the transfer of knowledge, skills, and technology. Hence, it is primarily service-oriented. On the other hand, community development focuses on the sustainable development of a community's total quality of life. Its goal is a sustained or continuous improvement in social, economic, and environmental areas. It is, therefore, a long-term endeavor.

The mission of Saint Mary's University is to empower communities. In doing this, SMU engages people in decision-making, planning, and problem-solving. Collaboration is a mechanism where people are capacitated to work harmoniously together. Engaging them is to collaborate with them in making decisions that matter for their community; it is empowering them that leaving the community will have less impact on them, but leaving them inspires them further for continued efforts towards sustainable development. SMU, therefore, is an instrument for providing community-based services and resources and engaging communities so that they can continue and sustain their development even in the physical absence of SMU.

Moreover, Indigenous Peoples Studies (IPS) was espoused to be more aligned with the language and intent of the Indigenous Peoples Rights Act. The IPS is more academic and research-oriented, as it encompasses the promotion and preservation of IKSPs and the protection of Indigenous issues and rights, IP representation, and the conduct of studies pertinent to Indigenous peoples' lives.

Therefore, the Community Engagement and Indigenous Peoples Studies Center is the lead unit in prioritizing and strategizing for Saint Mary's University's Indigenous Peoples Apostolate.

CHAPTER I:
SAINT MARY'S UNIVERSITY GENERAL INFORMATION

I. HISTORY OF SAINT MARY'S UNIVERSITY

Saint Mary's University traces its roots back to the dream and initiative of Msgr. Constant Jurgens, CICM, one of the earliest CICM missionaries to arrive in the Philippines. In pursuit of his dream to establish a school for Christian education for parishioners' children, he purchased a lot of materials. Upon his recall to Europe, his successor, Rev. Fr. Achilles de Gryse, CICM, saw his dream come true.

Their efforts resulted in the inauguration of Saint Mary's Elementary School in June 1928. The High School Department was opened in 1934 under Rev. Fr. Godfrey Lambrecht, CICM.

In 1947, the College Department started offering Associate in Arts, Bachelor of Science in Education, Bachelor of Arts, and Junior Normal courses (Elementary Teacher's Certificate). Gradually, the course offerings expanded with a Bachelor of Science in Commerce, including a major in Accounting in 1951, a Bachelor of Science in Civil Engineering in 1955, and Graduate courses in 1962. Through the years, Institutes, Colleges/Schools were established with more program offerings. Many more academic units opened, including the Schools of Accountancy, Business, Computing Sciences and Information Technology, Engineering and Architecture, Health Sciences, Public Administration and Governance, Graduate School, and the College of Law. In 2016, a restructuring was done, resulting in the merging of selected schools. The tertiary level comprises five schools and a college: School of Accountancy and Business; School of Engineering, Architecture, and Information Technology; School of Health and Natural Sciences; School of Teacher Education and Humanities; School of Graduate Studies; and College of Law. Rapid campus expansion started in 1968 with the purchase of the 6.5-hectare campus along the Magat River and the construction of the academic building named in honor of Rev. Godfrey Lambrecht, CICM. The college department moved from the old campus to its present site in 1969, two years after the ownership and management were turned over to the CICM. Construction of other buildings continued over the years, thus providing more learning space for the students. In 1994, the University Building, now Constant Jurgens building, was constructed to commemorate the elevation of Saint Mary's College to university status, with Rev. Fr. John Van Bauwel, CICM, as the first University President. With the installation of Rev. Fr. Jesse M. Hechanova, CICM, as the second University President in 1998, more edifices for different purposes like the Institute of Science and Mathematics Building, St. Joseph's Inn, Sacred Heart Center, High School Building (Phase I), *Balai na Alumni*, Jubilee Library Building, and SMU FEA Multi-Purpose Cooperative Building were put up. 2005 saw the installation of Rev. Fr. Manuel D. Valencia, CICM, as the third University President. With him at the helm, two four-story buildings were constructed – one commemorating the CICM centenary in the Philippines (Florentina) and the other named after the CICM founder, Rev. Fr. Theophile Verbist.

As the University's course offerings increased and its population expanded, new buildings were constructed to cater to the needs of the students and the ever-changing thrusts of education and technology. The construction of the Engineering Laboratory Building, now Renato Seargent Building, in August 2011, is not only a testament to the commitment to the CICM educational apostolate of Rev. Fr. Renillo H. Sta. Ana, CICM, as the fourth University President (installed in 2010), but also as a grateful testament to the dedication of Rev. Fr. Renato Sergeant, CICM, who generously served the SMU community for 24 years. In mid-2014, the Joseph Van den Daelen Building was inaugurated to house the Senior High School. The following year, the Maurits Vanoverberg Building was rebuilt, and the St. Aloysius Gonzaga Building was built at the Grade School Campus. Construction of more edifices continued in 2016, like the Clement Daelman Multi-purpose Building at the Junior High School Campus, the Georges Debusschere Building, and the renovation of

the Gerard Decaestecker Building, both in the College Campus. In 2017, the inauguration of the Antonio Tanchoco and the New Engineering Buildings took place.

In its quest for academic excellence, the University has achieved various levels of accreditation for its programs through the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU). It has gained a reputation as one of the best training institutions for future teachers, having been named as one of the five most outstanding Teacher Education Institutions in the Philippines in the academic year 1983-1984 and designated as a Center of Excellence for Teacher Education by the Commission on Higher Education in 1996, 2008, and 2016. It was designated as the Center of Development in Civil Engineering in 1999, 2010, and 2016, and the Center of Development in Information Technology Education in 2007 and 2016. SMU was also one of the institutions nationwide granted Full Autonomy by CHED in 2001 and 2016. It was recognized as the International Quality Summit (IQS) Awardee-Gold Category by the Business Initiatives Directions based in Madrid in 2013. Graduates of SMU have excelled in licensure examinations, consistently producing a high percentage of board passers in most of its board courses.

True to the challenge of maintaining quality education, the Institution has submitted itself for accreditation of its programs by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU). Level I accreditation was granted to the Liberal Arts, Commerce, and Education Programs in 1983, Level II in 1985, Level III in 1988, with Level III re-accreditation for the Liberal Arts, Education, Commerce, and Accountancy Programs in 1999 and Level II in 2004 (except Accountancy), and Level III re-accredited status in 2012 and 2015. For the Civil Engineering Program, Level I was granted in 1995 and Level II in 2001, re-accreditation for five years in 2006, Level III re-accreditation in 2012, and re-accreditation for another five years in 2018. The High School Program was granted Level I accreditation in 1988, Level II in 1996, Level II re-accreditation in 1999, and Level II re-accreditation for five years in 2016. The Grade School Program was granted Level I accreditation in 1985, Level II in 1989 with Level II re-accreditation in 1999, Level II re-accreditation for five years in 2005, and Level III re-accreditation for five years in 2016. For the Accountancy/Management Accounting Program, Information Technology Program, and Nursing Program, Level I accreditation was granted in 2015, and another 5-year re-accreditation in 2018. And in 2019, the Architecture Program was granted Candidate Status.

For the graduate programs in Arts and Sciences, Education and Business, Level I accreditation was granted in 2000 and Level II in 2003, Level II re-accredited status in 2012, and Level III accredited and 5-year re-accredited status for the following programs was granted in 2014 and 2018, respectively: Educational Management (Ph.D. EDM/EdD) Program, Master of Arts in Teaching (MAT/MST) Program.

In August 2018, Fr. Fernold G. Denna, CICM, formally sat as the Officer-in-Charge of the Office of the University President and Vice President for Mission and Identity.

Recently, Dr. John Octavious S. Palina was officially installed as the fifth university president of SMU.

The University remains steadfast in its vision of being a premier CICM Catholic educational institution drawn into communion by the Wisdom of God. It is dedicated to forming persons exemplifying excellence, innovation, and passion for Christ's mission. Now in its 90th year, Saint Mary's University has steadily grown and has metamorphosed into one of the most important academic institutions in the Philippines, particularly in the Cagayan Valley region.

II. VISION-MISSION

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:

1. Joyfully witnessing to Christ's mission;
2. Responsibly taking the lead and participating in community building;
3. Relentlessly manifesting academic, personal, and professional excellence;
4. Conscientiously strengthening communion; and
5. Steadfastly nurturing creativity and physical prowess.

III. MOTTO

Our motto, "Sapientia a Deo (Latin)," translated as "wisdom of God," quoted from I Corinthians 1:30, explicitly expresses the Christo-centric character of the University that puts Christ Jesus, the Divine Wisdom, at the Center of the Marian community and the core of every goal of the University.

IV. CORE VALUES

Excellence

1. To develop in the individual a solid foundation of knowledge, attitudes, habits, and skills necessary for professional, civil, social, and moral life; and
2. To develop the individual's potentials as a human being to the maximum so that he will turn out to be a responsible and dynamic leader and a productive and versatile citizen capable of meeting both local and global demands.

Innovation

1. To act as a center of research for the discovery and advancement of new knowledge and promotion of scientific attitude among intellectual leaders;
2. To provide avenues for collaborative planning for short-term and long-term institutional plans, and identifying, developing and delivering innovative programs in order to cope with the challenges of the times; and
3. To provide opportunities for the enhancement of creativity in the literary, visual and performing arts.

Communion

1. To develop in the individual an attitude of dedicated service to others, to the community, and to the nation;
2. To lead and assist other educative agencies in fostering an awareness of the socioeconomic and environmental situation and to commit to their development and improvement;
3. To develop in the individual, personal discipline and social responsibility;
4. To instill in the individual, faith and pride in the national culture and respect for other cultures;
5. To provide the students equitable opportunities to avail themselves of the different school services and resources; and

6. To provide occasions for alumni to grow professionally and to voluntarily share their expertise and resources.

Passion for Christ's Mission

1. To acquire and develop Christian values in order to live out and effectively share the Christian message especially to the marginalized and bring about more just and humane society;
2. To deepen and strengthen the spiritual and missionary life of the community;
3. To provide a wholesome character formation to build inspiring models in the community; and
4. To promote ecumenism and interfaith dialogue.

IV. QUALITY POLICY

"We, at Saint Mary's University, commit to the integral formation of persons inspired by Christ's mission and driven by excellence.

We strive for continual improvements through socially responsive, ethical, and effective education practices".

V. INSTITUTIONAL LOGO

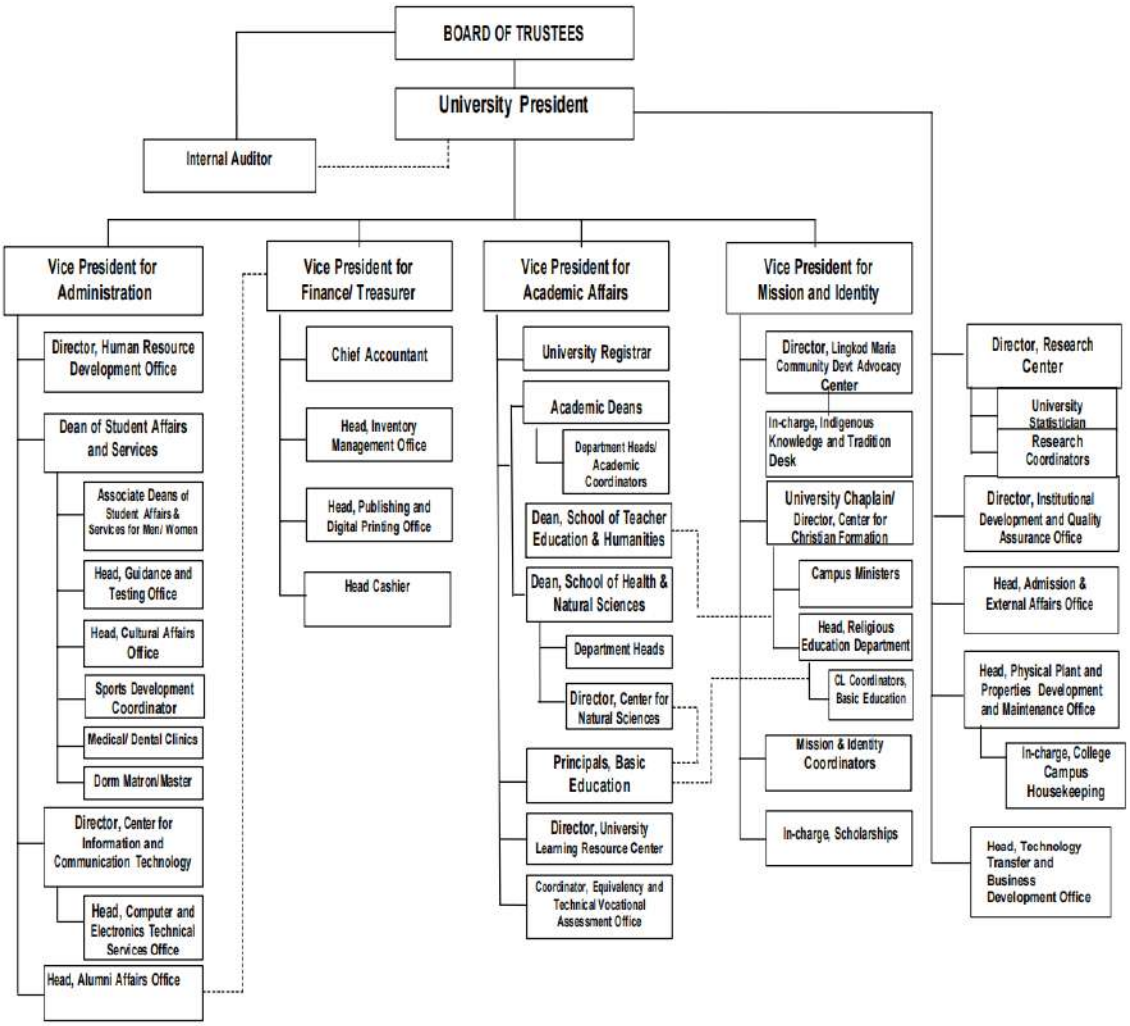
Saint Mary's University logo bears the following key elements with their significant meanings:

Motto — Our motto, "**sapienta a Deo (Latin)**," translated as "**wisdom from God**", quoted from 1 Corinthians 1:30, explicitly expresses the Christo-centric character of the University that puts Christ Jesus, the Divine wisdom, at the Center of the Marian community, and the core of every goal of the University.

Image of the Blessed — The image of the Blessed Virgin Mary seated on a throne with **Virgin Mary** the child Jesus on her lap represents "**Sedes Sapientiae-Seat of Wisdom,"** which is one of the many devotional titles for Mary. Mary, revered as the Theotokos, Mother of God, whose total submission to

	the will of God granted her nurturance of the incarnate wisdom of God - Jesus Christ, and accorded her the "model of discipleship", our patroness and our exemplar.
Rose	The rose is a symbol of devotion to the Blessed Mother (Rosary) as Queen of heaven and earth, reminding the Marian community of Mary's participation in Christ's passion. The rose is also the symbol of Mary's charity attributed to Saint Bernard of Clairvaux heralding the University's mission to transform the poor and the marginalized into empowered communities.
Lily	The fleur-de-lis, a stylized lily, symbolizes the immaculate nature and royalty of the Blessed Mother as a model of purity and unity, reminding the University, in unison with the CICM schools, to continue to uphold purity and excellence at all times.
Coat of arms	The coat of arms represents the Marian resilience and strength of character empowered by the Holy Spirit in confronting life challenges.
10 stripes	The 10 stripes represent the principal virtues of the Blessed Mother that every Marian should emulate. These virtues are the following: most pure, most prudent, most humble, most faithful, most devout, most obedient, most poor, most patient, most merciful, and most sorrowful.
1928	The year 1928 marks the foundation of Saint Mary's University, reflecting its long and vibrant missionary journey in evangelization through Christian education.
Scallop of eight waves	The scallop of eight waves, symbolizing God's infinite abiding presence and love, represents the unwavering dynamism of the University to respond to the challenges of the times.
Blue and white	The colors of blue and white represent the school colors attributed to the Blessed Mother. Blue signifies prudence and temperance, while white represents fortitude and justice-the four cardinal virtues.

VI. ADMINISTRATION AND MANAGEMENT



CHAPTER II:
THE COMMUNITY ENGAGEMENT AND INDIGENOUS PEOPLES STUDIES CENTER (CEIPSC)

I. HISTORICAL BACKGROUND

One of the three trifocal functions of a Higher Education Institution is extension. To embody its apostolic mission as a *Congregatio Immaculati Cordis Mariae* (CICM) academic institution and as one of the leading Higher Education Institutions in the Philippines, Saint Mary's University has established a unit dedicated to extension since 1998. Mrs. Lucena B. Magno was the Community Extension Services Coordinator from 1998 to 1999 and became the Head of the Kalinga Mission Center (KMC) from 2006 to 2007. Dr. Anita V. Boceta was the Head of KMC from 1999 to 2006. It was then renamed from the Community Extension Services Program with Dr. Isabelita G. Rabec as the Director from 2007 to 2010 to Community Extension Services Center (CESC) with Mrs. Alicia Z. Jubay as the Director from 2010-2019.

The CESC was merged with the Indigenous Knowledge and Traditions Center in 2019. The merging eventually established the Lingkod Maria Community Development and Advocacy Center (LMCDAC). This was primarily done to consolidate all Saint Mary's University community extension services. *Lingkod Maria* highlights Saint Mary's University's (SMU) brand identity under the *Congregatio Immaculati Cordis Mariae* (CICM). Before the merging, the CESC was under Mrs. Alicia Z. Jubay, and the IKAT was under Dr. Darwin Don M. Dacles, who then became the Director of LMCDAC from 2019-2020. Dr. Christopher Allen S. Marquez became the Director from 2020-2024.

The expansion in nature and scope of LMCDAC in 2024 resulted in renaming the Center as the Community Engagement and Indigenous Peoples Studies Center (CEIPSC). The Community Engagement captures its function as the clearing house of all advocacy programs and outreach activities of the different University schools and offices. The Indigenous Peoples Studies embraces the University's apostolate for the indigenous cultural communities, one of the Congregation's priority concerns. Hence, the University now directly supervises community engagements, the Museo de Maria, and the Indigenous Knowledge and Learning Hub. These developments took place in AY2024- 2025 with Dr. Christopher Allen S. Marquez as the Director. The CEIPSC is under the direct supervision of the Vice President for Mission and Identity.

Saint Mary's University now has eight advocacy programs. The eight advocacy programs are IP Advocacy and Development, Hunger Alleviation, Sustainable Environment, Disaster Risk Reduction, Health and Wellbeing, Poverty Alleviation, Socio-Pastoral Ministry and Evangelization, and Education for All. The College of Law coordinates with the School of Teacher Education and Humanities for the Peace, Justice, and Integrity of Creation. At the same time, it led to the implementation of their flagship extension project, the Legal Clinic. The Research and Community Development Council officially approved these in AY2021- 2022, and the Legal Clinic of the College of Law was introduced during the First Semester, 2023-2024. Accordingly, the CEIPSC has served as the office responsible for overseeing and bolstering volunteerism initiatives.

The Museo de Maria was blessed and launched in October 2023 during the opening of Ethnicity and Museum Week. Museo de Maria is an institutional museum. It showcases the contributions and accomplishments of CICM and SMU. It is also an ethnographic museum. It showcases cultural practices, beliefs, and material artifacts of different ethnic groups to preserve and showcase the diversity of human cultures, especially indigenous peoples. It is also a space for local artists to exhibit their artworks. Hence, the Museo de Maria will have three sections: a section for CICM and SMU, a section for cultural artifacts, and a section for local artists, which will soon be in the mezzanine.

The Indigenous Knowledge and Learning Hub, launched last October 2024 during the opening of the Indigenous Peoples and Museum Month, was previously a desk that assisted with knowledge and technology transfers to various Indigenous cultural communities. As a separate office, it serves as a learning space for Indigenous students to come together and learn, including non-IP students and other stakeholders interested in conducting cultural studies. Therefore, the *Pansin-uuh'mu-an*, an *Isinai* word for gathering or to gather or come together, was adopted to capture the purpose of the Hub. It is a repository of books and other materials about Indigenous cultural communities and a socialization area for stakeholders on IP-related advocacies and projects. It takes the lead in the conduct of cultural studies and Indigenous Peoples Education. The IKL Hub also took the lead in crafting the general education course syllabus on Philippine Indigenous Cultures (GPIC), which will be taught during the second semester of 2024-2025.

II. VISION

The Community Engagement and Indigenous Peoples Studies Center envisions to become a leading center for the empowerment of diverse populations regardless of ethnicity, religion, gender, and socioeconomic status, and in the preservation of Indigenous cultures and promotion of care for the common home through respectful engagement and transformative partnerships.

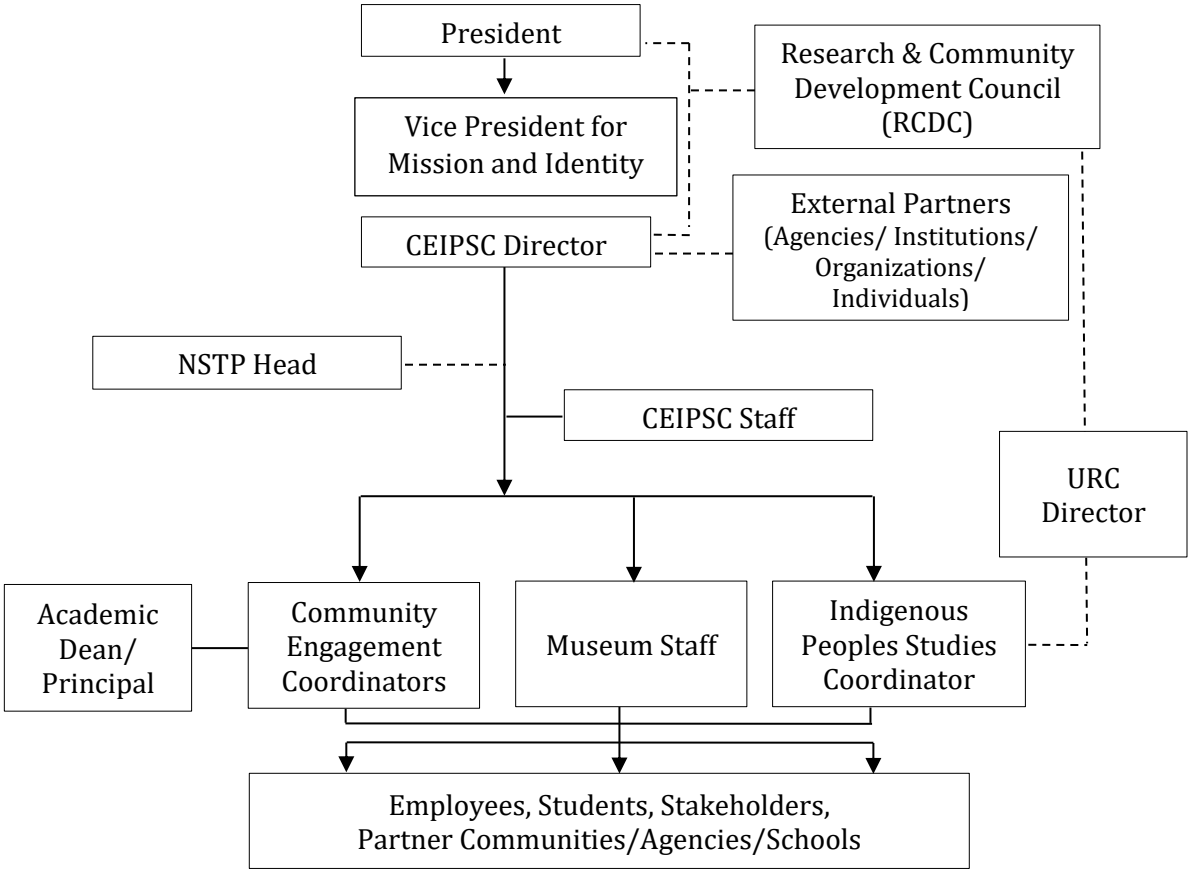
III. MISSION

The Community Engagement and Indigenous Peoples Studies Center is committed to foster inclusive and transformative relationships in facilitating community-driven initiatives to empower diverse populations and in the promotion of care for the common home. It is committed to the promotion of understanding, respect, and collaboration through the study and celebration of Indigenous peoples' culture, history, and contributions.

IV. OBJECTIVES

1. Relentlessly foster critical and creative thinking, and academic rigor in all community-based programs, projects, and activities that are locally and globally relevant and responsive;
2. Persistently encourage interdisciplinary collaborations that bring new perspectives and initiatives to community challenges;
3. Steadfastly build partnerships and mutual learning among the University, Indigenous cultural communities and local organizations in the preservation of Indigenous knowledge systems and traditions, and promotion of social justice and care for the common home; and,
4. Conscientiously engage students and employees in community-based projects that embody Christ's mission of compassion for the historically marginalized and underrepresented groups.

V. ORGANIZATIONAL STRUCTURE



VI. DUTIES AND RESPONSIBILITIES

1. CEIPSC Director

The Director of the Community Engagement and Indigenous Peoples Studies Center is directly responsible to the Vice President for Mission and Identity and is mandated to:

a. provide and manage a sustainable community engagement services program for the University;
b. review and recommend to the Vice President for Mission and Identity the approval of all community engagement and Indigenous peoples-related projects and activities that are not included in the program, including the programming, monitoring, and evaluation of said projects and activities;
c. submit a quarterly evaluation report on the community engagement and IP-related programs to the Vice President for Mission and Identity;
d. prepare a realistic annual budget for the different community engagement and IP-related services;
e. request financial and technical support from external sources with the approval of the Vice President for Mission and Identity and in coordination with the Vice President for Finance and Treasurer;

f. represent the University in meetings/conferences on social development concerns;
g. evaluate all community engagement and Indigenous peoples-related activities rendered by the academic and non-academic personnel in consultation with the Academic Deans, the Principals, and the Heads of Offices;
h. recommend research work/projects pertinent to community engagement and IP-related programs;
i. review and evaluate the community engagement and IP-related outputs of students and endorse approval of clearance to the Academic Dean;
j. maintain an Indigenous knowledge and learning hub manned by the Indigenous Peoples Studies Coordinator;
k. supervise the Museo de Maria manned by the Museum Curator;
l. develop strategic partnerships and agreements with government agencies, Indigenous peoples (IP) organizations, and the non-government sector in the implementation of the Center's goals and objectives;
m. work closely with the government and non-government agencies and leads negotiations to ensure that the needs and priorities of the IPs are progressively met through appropriate program design, delivery strategies, and resource allocation;
n. consult and advise the Vice President for Mission and Identity on the activities and issues regarding the preservation, promotion, and protection of IP culture in the university;
o. initiate strategies and projects to improve access and coordination of services provided to Indigenous cultural communities;
p. spearhead, coordinate, and assist in organizing training/s for IPs;
q. coordinate with the University Research Center on IKSP and cultural studies;
r. perform other related functions as may be assigned by the Vice President for Mission and Identity or the University President.

2. Indigenous Peoples Studies Coordinator

The IP Studies Coordinator will be supervised by the CEISP Director and is mandated to:

b. supervise the Indigenous Knowledge and Learning Hub *(Pansin-uuh'mu-an)*;
c. coordinate with the IP Director of the CBCP-ECIP;
d. supervise and monitor the academic development and co-curricular/extracurricular activities of the CBCP-ECIP Scholars;
e. coordinate with the STEH Academic Dean regarding the general course on Philippine Indigenous Cultures (GPIC);
f. produce/collect learning resources for the IP Education integration and GPIC;
g. collaborate closely with the CEIPSC Director in the conduct of cultural studies;
h. assist in the conduct of the International Conference on Cultural Studies;
i. coordinate with the CEIPSC Director in the conduct of Ethnicity and Museum Month together with the Museum Curator;
j. prepare and update the ISO processes of the Indigenous Knowledge and Learning Hub
k. contribute and implement the ISO processes of the CEIPSC;
l. perform other related functions as may be assigned by the CEIPSC Director, VPMI, or the University President

3. Museum Staff

The Museum Curator will be supervised by the CEIPSC Director and is mandated to:

a. identify, evaluate, and acquire new artifacts or works of art to expand the Museo de Maria's collection;
b. maintain accurate records of the museum's holdings, including detailed descriptions, provenance, and condition reports;
c. ensure the proper care, storage, and conservation of the collection, protecting it from damage and deterioration;
d. conduct regular inventory checks to track and manage the museum's assets;
e. conceptualize, plan, and organize exhibitions, selecting themes, objects, and displays that align with the University's mission and academic goals;
f. conduct educational outreach by collaborating with academic departments, local artists, and community organizations for lectures, workshops, and other museum-related projects for various audiences, including students, faculty, and the general public;
g. plan the publicity program and public relations activities of the Museo de Maria, including the planning of displays and exhibits;
h. ensure the museum operates in compliance with relevant laws, regulations, and ethical standards, particularly regarding the acquisition and display of cultural artifacts;
i. conduct an annual Museo de Maria exhibition, preferably during Indigenous Peoples and Museum Month;
j. conduct research with the CEIPSC Director, IP Studies Coordinator, and/or other scholars that can be utilized for museum exhibits;
k. prepare flyers, video presentations, and posters for the Museo de Maria;
l. supervise the physical makeup and the security of the museum;
m. prepare and update the Museo de Maria ISO processes;
n. contribute and implement the ISO processes of the CEIPSC;
o. perform other related functions as may be assigned by the CEIPSC Director, VPMI, or the University President

4. The Community Engagement Coordinators

The Community Engagement Coordinators are mandated to:

a. act as liaison officer between the CEIPSC and their respective School;
b. facilitate the planning through coordination with the CEIPSC and their respective Schools/Departments concerning community engagement programs, projects, and activities;
c. study the background and nature of the problem to be addressed (relative to the target clients or community) through action research or needs assessment;
d. prepare the program proposal with the attachments and discuss it with the School Extension Council for critiquing and finalization;
e. facilitate the assignation of project leaders subject to the endorsement of the School Extension Council;
f. finalize program title, overall goal, outcomes, and objectives with the lead organizers;
g. establish linkages together with the Promotions and Linkages Coordinators with possible external partners for the implementation of community engagement programs, projects, and activities;

h. coordinate with the Academic Dean for inclusion of community-based course objectives, and community-based researches as references in relevant and appropriate subjects;
i. assist in the implementation and operationalization of international linkages related to community engagement;
j. disseminate information to students and colleagues in their respective Schools concerning the state and development of community engagement programs, projects and activities;
k. see to it that the specifics of the implementation of the program, project, or activities are observed as specified in the activity plan;
l. take the lead in evaluating the program project or activity's outcome and impact;
m. assist in the conduct of community-based researches organized by the CEIPSC;
n. conduct sound financial management and make financial request/s from the Treasury and Accounting Office during the program implementation;
o. prepare and submit to the CEIPSC the program, project or activity's narrative/documentation report;
p. submit periodic reports to the CEIPSC Director;
q. encode in the CEIPSC system the community engagement activities of the faculty and staff in their respective school; and
r. perform other related functions as may be assigned by the CEIPSC Director, VPMI, or the University President

5. The CEIPSC Staff

The CEIPSC Staff is mandated to:

a. maintain physical orderliness/neatness of the office;
b. entertain and assist clients and visitors with their concerns and requests;
c. coordinate and maintain effective office procedures and efficient workflow;
d. receive and screen phone calls, and provide information on the Center's office transaction procedures;
e. record and route incoming and outgoing communications;
f. maintain the calendar of activities, meetings, and various events in the Center;
g. organize the materials for posting and maintain the bulletin board and display area of the Center;
h. document records, and transcribe the proceedings of the Center's meetings and other activities and prepare narrative/accomplishment report;
i. make available data, information, and pertinent documents in the preparation of correspondence, memoranda, and reports;
j. organize, maintain, and act as custodian of all files and ensure confidentiality and security of files and materials in his/her care;
k. maintain the inventory of equipment issued to the Center and request supplies from the IMO;
l. operate and maintain the Center's equipment, such as computers, printers, etc.;
m. arrange and coordinate appointments for the Director;
n. provide staff support to offices and/or committees during institutional activities;
o. assist in the conduct of programs, projects, and activities initiated by the Center;
p. assist in the upkeep and maintenance of the Center's facilities and report maintenance/repairs to the appropriate office if needed;

q. assist in the pre-community engagements of CEIPSC and other schools/units/departments;
r. assist in the preparation of narrative/documentation reports;
s. assist in the preparation of midyear and annual accomplishment reports;
t. update the Marian community and other stakeholders regarding the accomplished activities and other CEIPSC-related information through online platforms (e.g., Facebook); and
u. perform other related duties that the CEIPSC Director may assign.

6. National Service Training Program Head

The NSTP, while it is directly supervised by the Vice President for Academic Affairs, works in accordance with the established duties and functions of the Community Engagement and Indigenous Peoples Studies Center. The National Service Training Program Office serves as a support unit of CEIPSC in implementing the University's advocacy programs. Accordingly, the NSTPO Head is the designated alternate volunteerism focal person.

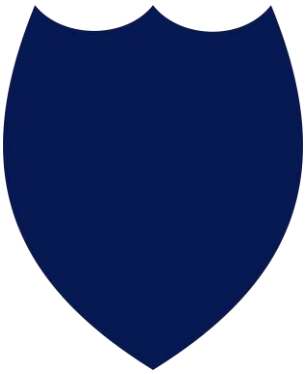
7. University Research Center Director

One of the functions of the Indigenous Peoples Studies Coordinator (IPSC) is the conduct of Indigenous and cultural studies. On the one hand, the IPSC crafts Indigenous and cultural research proposals with the CEIPSC Director and forwards these to the URC Director for review and approval. On the other hand, the URC Director coordinates with the IPS Coordinator for Indigenous cultural community-based research.

VII. CEIPSC LOGO

The **Community Engagement and Indigenous Peoples Studies Center (CEIPSC)** logo clearly reflects its core mission of promoting diversity, cultural heritage, community involvement, and empowering Indigenous Peoples. This was the winning work submitted by Maverine Dulay during the 2025 commemoration of Indigenous Peoples and Museum Month.

The logo has the following elements with their meanings:



Shield Structure

The logo is framed as a shield, symbolizing protection, advocacy, and the center's commitment to safeguarding indigenous communities' heritage, rights, and dignity and promoting inclusive engagements.



Sun and Mountains

The sun symbolizes hope and resilience, while the mountain, surrounding the province of Nueva Vizcaya, highlights the support for indigenous communities through awareness and development programs.



Book on a Pillar

The book represents knowledge and quality education, while the pillar symbolizes the Four Pillars of Saint Mary's University as the academic foundation. This signifies the importance of education in promoting cultural understanding and social justice at the Center.



Traditional Indigenous House with Embracing Arms

The traditional indigenous house represents the ancestral wisdom and cultural heritage with embracing arms, representing the Center's goal of unity, participatory development, and mutual respect.



Mother Mary and the Child Jesus

This symbolizes the Center's commitment to nurturing communities with compassion and respect, guided by Catholic values. It highlights the Center's mission to preserve culture, protect indigenous identity, and promote community service rooted in faith and love.



Laurel Leaves

This symbol showcases the vibrant tapestry of diverse cultures and traditions. It emphasizes collaboration to pursue peace and understanding among all communities.

COMMUNITY ENGAGEMENT

A. Community Engagement

The Community Engagement Unit is in charge of the crafting, implementation, and evaluation of extension, service-learning, and outreach activities. Each school has an appointed Community Engagement Coordinator. The Community Engagement Coordinator, accordingly, leads the volunteers in the implementation of their school's extension flagship projects, service-learning and outreach activities.

a. Key Feature of the key features of the Community Engagement Programs:

1. *Globally, Nationally and Locally Significant.*

   The advocacy programs are anchored on the Sustainable Development Goals set forth by the United Nations Organization, *Ambisyon Natin* 2040 of the Philippine Government.

2. *Mission-Focused.*

   Having been founded and inspired by the CICM missionaries, the University seeks to comply with the state's academic standards and its responsibility and identity as a Catholic missionary institution. As such, its extension programs are aligned with the CICM pastoral priorities directed toward people experiencing poverty and the marginalized sectors of society. The University is also responsive to the call of the Catholic Educational Association of the Philippines (CEAP) in articulating in the education and community extension efforts the promotion of social justice, ecological integrity, engaged citizenship, poverty alleviation, and gender equality.

3. *Research-Backed and –Guided.*

   The University envisions the interweaving and mutual complementation between Extension and research. Community-based researches are done to determine the real needs and concerns of the community and becomes the basis for crafting project proposals. Thus, research supports and provides the scholarly dimension of Extension, considering its actual and potential contribution to generating knowledge that would positively impact the community beneficiaries.

4. *Discipline-Based.*

   This means that an extension project stems from, relates to, or at least complements an existing academic or research program or a combination of these. The University thus promotes Extension in all disciplinary areas. It is open to a variety of ways in terms of communicating and transferring knowledge and technology that cater to the needs of the larger society.

5. *Service-Learning Paradigm-Based.*

   Extension projects have usually evolved from research outputs. Inputs to instruction and research from the extension programs are lifted from studies relative to the implemented extension projects. Also, students are provided experiential learning by applying theories and concepts learned in classrooms to real-life situations. Service learning provides opportunities for students and clients to use newly acquired skills and knowledge in real-life situations and foster care in different communities. Hence, service-learning blends service and learning goals. It is a synergistic approach that combines formal (academic) and informal (experiential

or non-academic) educational subject matter to make it service-oriented. Services provided to clientele consider methods for reflection, analysis, generalization, and making a strong, structured, clear link between applications and experience. This establishes and defines a link that often sustains knowledge and services and further understanding of the possible effects, consequences, and outcomes;

6. *Research-backed and guided*.

   The University envisions the interweaving and mutual complementation between its Extension and research. Extension stimulates research activities relative to assessing, analyzing, and resolving the target group's needs and concerns. Thus, it is research that supports and provides the scholarly dimension of Extension, taking into cognizance its actual and potential contribution to the generation of knowledge that would have a positive impact and concerns;

7. *Collaborative and Participatory*.

   The CEIPSC and other units include partner agencies, adopted communities and/or target groups, and other individuals in conducting extension services. Inputs and suggestions are solicited from target groups and/or adopted communities during the preparation, implementation, monitoring, and evaluation of programs/projects/activities. These are done through consultation and consensus-building meetings.

8. *Engaged and Sustainable*.

   The CEIPSC enters into a Memorandum of Agreement (MOA) with the adopted communities. The MOA specifies the duties and responsibilities of all parties involved. It also specifies the need for the adopted communities/target groups to be involved in assessment activities, and they validate assessment results. The crafting of needs-based project proposals also includes the adopted communities/target groups for them to be engaged in implementing the Extension. The project team leader prepares the project proposals, including determining the available human, physical, and financial resources of the sponsoring School and the partner community.

The seven key attributes of sustainable extension programs, as shown in Figure 1, are Global, National, and Local Significance, Mission-Focused, Discipline-Based, Service-Learning Paradigm-Based, Research-Backed and Guided, Collaborative and Participative, and Engaged and Sustainable. These key attributes will be the basis and components in crafting relevant and responsive extension services programs. While the framework includes the key attributes as guiding principles, it is patterned after one of the symbols in the University Emblem.



Figure 1. SMU-CES Sustainability Framework

The rose is the traditional emblem of Christian charity, which prompts the Church to spread learning in education. The framework is thus patterned from the rose. This signifies that the University, through the CEIPSC, situates the Marian employees and students as one body to participate in the mission to extend assistance to the needy sectors of society.

Figure 1 shows the petals of a rose, each signifying the key attributes of sustainable community extension services. These petals emanate from the Center, surrounding the communities, indicating that all key attributes are equally necessary for creating empowered communities. This framework, therefore, manifests that the fundamental importance of extension services of the University places the communities at the very core. Hence, these key attributes serve as guiding principles in animating the Christian charity of creating empowering activities toward sustainable communities imbued with Christian values.

b. Community Engagement Model

The Community Engagement Model illustrates the different stages towards the completion of extension projects with a partner school/community. Figure 2 illustrates this model. The first stage in the model is the Acquisition of Skills and Orientation/Re-Orientation. This includes training and workshops to capacitate the volunteers in doing research. How to conduct research specifically on needs, impact assessments, and data gathering techniques was the identified challenge of the faculty volunteers. Therefore, this stage must capacitate volunteers before engaging with the community. It can be implemented in one month.

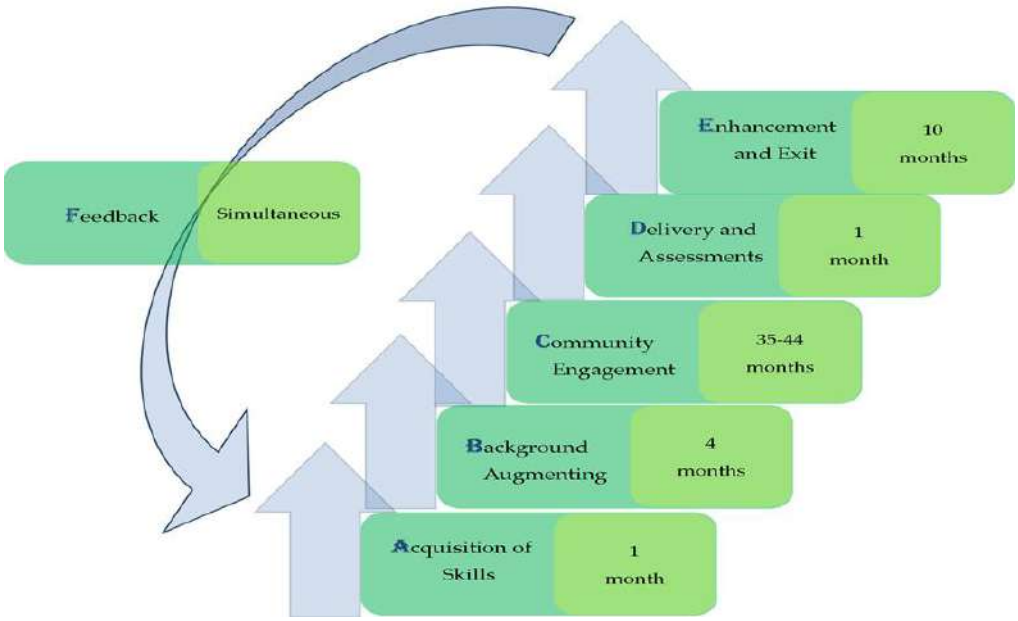


Figure 2. The ABCDEF Community Engagement Model

The second stage is Background Augmenting. During this stage, linkage and networking will be established with local government units (LGUs) and other partner agencies. The linkage will allow the University and LGUs to identify a community beneficiary with whom the University will work to identify community gaps, problems, and needs through a needs assessment. This data or background information will be used in crafting and enhancing the project or program proposal, which is then prepared in relation to the global and national research agenda and the vision-mission of the University and schools or departments. Hence, in this stage, the Memorandum of Agreement and/or Memorandum of Understanding will be collaboratively crafted and signed by the LGU, partner agency/ies, the partner community, and Saint Mary's University. This stage addresses the challenge of establishing a linkage and making the partner communities more participative and engaged in implementing the extension project or program. The duration is four months.

The third stage is Community Engagement. This refers to implementing activities anchored on the identified gaps, needs, and community problems. Volunteers also monitor how the activities are done and how resources are utilized. This stage addresses the problem of monitoring the implementation of extension activities. This stage can be implemented in a minimum of 35 months and can be implemented toward the 5-year target of community extension.

The fourth stage is the Delivery and Outcomes Evaluation. In this stage, volunteers conduct a post-evaluation by identifying encountered challenges and solutions to the challenges. These are necessary to enhance and improve the extension project or program delivery. This stage also includes outcome and impact assessments. This stage addresses the challenge of how to conduct impact assessments or studies. The delivery and assessments can be implemented in one month.

The fifth stage is Enhancement and Exit. This stage includes revision of the syllabus for a possible integration of the research and extension results, and the possible revision of the flagship program. The exit component of this stage refers to the process or strategies by which the university

and partner community volunteers can systematically and responsibly move out after a sustainable implementation of the project. This stage addresses the challenge of integrating the extension program into the selection of students' courses. This can be accomplished in 10 months.

The Feedback stage is the last but not the end of the model. The feedback stage serves as a loop from the enhancement and exit stage to the acquisition of skills stage to capacitate volunteers for future extension services. Noteworthy to mention is that the feedback stage is connected to all stages. Hence, feedback will always be conducted at every stage.

c. Advocacy Programs

There are eight advocacy programs of the University. These advocacy programs were based on the existing documents and were officially adopted in AY 2021-2022. Under each advocacy program are extension flagship programs of each School/Department/Unit.

1. *Indigenous Peoples Development Program*.

   This program advocates multiculturalism and social justice. It aims to promote the rights, welfare, and cultural integrity of Indigenous peoples through community-driven initiatives. It focuses on capacity building, cultural preservation, and sustainable development efforts that uphold indigenous knowledge systems and practices. Lastly, this program fosters meaningful partnerships can collaborations with Indigenous cultural communities and other stakeholders.

2. *Hunger Alleviation Program*.

   This program provides food to poor but deserving Saint Mary's University students and to the learners of partner schools/communities. This program aims to provide nourishment and address the societal problem of a lack of access to food.

3. *Sustainable Environment Program*.

   This project contributes to responsible consumption and production through reforestation, site-clearing, school-based vegetable production, and other activities that will protect the environment. This advocacy program promotes ecological integrity through environmental stewardship and sustainability.

4. *Disaster Risk Reduction Program*.

   Guided by the urgency of our global and local environmental situation, the program teaches awareness and understanding of the interdependence between human beings and nature. It encourages the commitment of the clientele to develop skills in formulating solutions to environmental problems and community plans for environmental protection. It aims to achieve these goals through environmental education, advocacy campaigns, and a provision for action-based projects geared toward environmental protection and management. This program also provides strategic actions to help disaster-prone communities reduce the risk of natural hazards and manage disasters/calamities. This advocacy program helps mitigate the aftermath of natural and man-made disasters.

5. *Health and Wellbeing Program*.

   The community health and well-being services program of the CEIPSC is an integral component of the total development of the target clientele. Improving the health of its target clientele and promoting the capacity of these groups to deal with health problems contribute to achieving the goals and objectives of poverty alleviation and empowerment.

6. *Poverty Alleviation Program.*

   This advocacy program addresses and alleviates poverty. It has two subcomponents: livelihood and entrepreneurial skills development, and technical and technological skills development.

   a. The livelihood and entrepreneurial skills development component makes clients knowledgeable and competent in other livelihood enterprises that could provide additional economic opportunities for target sectors like women, mothers, and fathers.

   b. The technical and technological skills development allows the clients to know about computer use, robotics, electrical and electronics, information technology, and other engineering and architecture consultancies.

7. *Socio-Pastoral Ministry and Evangelization Program.*

   Social transformation and total human development are best achieved through a program to empower target communities or groups by increasing their human, social, and leadership assets. Social transformation is also built through awareness and understanding of various social issues and concerns, and the actions initiated to resolve them. This advocacy program ensures that justice and peace are observed and practiced. It also ensures that underserved and marginalized sectors receive continuing education on justice, peace, and human rights. Furthermore, this advocacy program fosters active and responsible participation in society.

8. *Education-for-All Program*.

   This advocacy program contributes to the achievement of education for life. It endeavors to deliver services in education appropriate to the needs of poor children, including the youth and professionals, the indigenous peoples, and other target groups, and increase their access to those services. Christian values formation is integral to literacy promotion, which characterizes the Marian education. This advocacy program also endeavors to provide an enabling environment to develop functional literacy, numeracy, and values formation; thus, empowering children, youth, and adults to reach their full potential.

9. *Gender and Development Program.*

   This advocacy program promotes equality and fairness between genders. It endeavors to provide community-based activities that may address gender-based disparities, uphold the rights of all genders, and foster inclusive and equitable community development through awareness campaigns, capacity-building initiatives, and gender responsive interventions.

d. Community-Based Disaster Response Framework

This framework aims to capacitate volunteers to respond to calamities that greatly affected Marians and communities, other than increasing the number of volunteers. It consists of five phases: orientation, preparedness, response, evaluation, and sustainability.

i. Orientation Phase: This phase includes awareness on volunteerism and capacitation trainings to equip volunteers with the skills needed for community-based disaster response.
ii. Preparedness Phase: This phase includes a pre-assessment to determine the needs of the community, the number of affected families, especially in partner communities, Marians, and other nearby communities. This also includes coordination with other units and external partners, such as PDRRMO, MDRRMO, DSWD, PRC, CDC, DILG, Nuvelco, and LGUs.
iii. Response Phase: This phase includes the conduct of donation drives, coordination for distribution and other logistic matters, distribution/turnover of donations, and, if needed, site clearing in affected areas and teleconsultation.
iv. Evaluation: This phase includes coordination for post-assessment in the community, psychological first aid training, and teleconsultation.
v. Sustainability Phase: This phase includes training and re-training on fire, calamity, and basic first aid training.

The Community-Based Disaster Response Core Team is composed of:

1. Community Engagement and Indigenous Peoples Studies Center
2. Senior High School
3. Safety and Pollution Control Office
4. National Service Training Program Office
5. University Health Services Office
6. Guidance and Testing Office
7. Community Engagement Coordinators
8. Student Central Council
9. Reserve Officers' Training Corps
10. Marian Emergency Response Team
11. The Marian

Phase	**Activities**	**Key Units/Offices**	**Partner Agencies**
Orientation Phase	• Awareness Seminar on Volunteerism • Capacitation Training	• CEIPSC, SPCO, NSTP, UHSO	PDRRMO
Preparedness Phase	• Pre-assessment • Coordination	• CEIPSC, SrHS, SPCO, SCC, UHSO, NSTP, MERT, ROTC,	PDRRMO, MDRRMO, DSWD, PRC, CDC, DILG, Nuvelco,

		GTO, CE Coordinators	LGUs, Communities
Response Phase	• Donation Drives • Coordination • Distribution of Donations • Teleconsultation	• SrHS, CEIPSC, SCC, MERT, ROTC, CE Coordinators, The Marian • CEIPSC and SCC • UHSO, MERT, ROTC, SCC • UHSO	PDRRMO, MDRRMO, DSWD, PRC, CDC, DILG, Nuvelco, LGUs, Communities
Evaluation Phase	• Post-Assessment • Psychological First Aid • Teleconsultation	• UHSO, GTO, CEIPSC • UHSO	BLGU, Communities
Sustainability Phase	• Trainings and Re-trainings	• SPCO, MERT, UHSO, CEIPSC	PDRRMO, MDRRMO, DSWD, PRC, CDC, DILG, Nuvelco, LGUs, Communities

PANSIN-UUH'MU-AN
(Indigenous Knowledge and Learning Hub)

A. PANSIN-UUH'MU-AN

The *Pansin-uuh'mu-an*, derived from the Isinai term meaning "to come together," is an Indigenous Knowledge and Learning Hub dedicated to the preservation, promotion, and dissemination of indigenous knowledge systems and practices. It serves as a repository for collected and produced studies, research outputs, ethnographic materials, and other IKSP-related resources.

The Hub provides a dynamic space for meaningful interaction between IP and non-IP students who share an interest in indigenous cultures, thereby fostering intercultural understanding and respect.

In addition to its educational functions, the *Pansin-uuh'mu-an* also serves as a lead unit in conducting cultural studies and creative works—including documentaries—that explore the worldviews, belief systems, and traditional practices of various indigenous cultural communities, particularly those in the province of Nueva Vizcaya.

Moreover, it spearheads the organization of the International Conference on Cultural Studies and manages the International Forum on Cultural Studies journal, thereby contributing to global academic discourse on culture, heritage, and indigenous knowledge.

MUSEO DE MARIA

A. MUSEO DE MARIA

The Museo de Maria envisions itself as a center for cultural learning and appreciation, fostering a deeper understanding of the university's identity, indigenous knowledge systems, and the evolving narratives of local communities.

Its name is derived from its commitment to giving tribute and honor to the legacy and mission of the *Congregatio Immaculati Cordis Mariae* (CICM) and the institutional journey of Saint Mary's University. As an institutional museum, it functions as a dedicated space for showcasing the historical milestones, achievements, and contributions of the CICM missionaries and the University with regard to education, faith, and community.

The Museo de Maria also serves as a cultural museum that highlights the rich cultural heritage of various indigenous cultural communities, particularly those from the province of Nueva Vizcaya. Through the curated display of traditional artifacts, textiles, tools, and other culturally significant objects, the museum seeks to preserve, promote, and educate the public about the diverse indigenous lifeways and traditions.

In addition, it also aims to nurture creativity and artistic expression by providing an inclusive venue for local artists to exhibit their works. Through rotating and solo exhibitions, performances, and community art initiatives, the Museo de Maria aspires to be a cultural hub where meaningful dialogue about history, heritage, and contemporary creativity is done.

GENERAL POLICIES AND GUIDELINES

I. POLICIES ON COMMUNITY ENGAGEMENT

1. Selection of a Partner Community

   Community selection is the process of identifying a community that Saint Mary's University will officially partner with based on the given criteria. Hence, the community must be:

   a. described as an Indigenous cultural community;
   b. geographically isolated due to a lack of transportation, wherein residents consider the latter as a major detriment to community development;
   c. characterized as economically deprived; most residents live below the poverty threshold;
   d. characterized as socially deprived, where social services like health and education are not usually extended;
   e. characterized as environmentally vulnerable due to water contamination and other environmental health hazards.

2. Community Engagement Activities

   A. Extension Activities

      Extension activities are services focused on community development, capacity-building, and social responsibility to benefit communities. These are multidisciplinary and emphasize collaboration among units/departments in the university and partner agencies like government institutions, people organizations, and other schools, colleges, and universities. These are systematic and planned transfers of knowledge, skills, and technologies to the partner communities and schools.

   B. Service-Learning Activities

      Service-learning activities are teaching-learning strategies that integrate meaningful service with instruction and reflection. These are class-based activities where students are immersed in communities and/or schools in order for them to apply the knowledge and theories discussed during classroom discussions.

   C. Outreach Activities

      Outreach activities are short-term activities that are implemented on a one-time or occasional basis. They are in the form of donations, relief operations, clean-up drives, and other one-time aid/assistance activities.

3. Conduct of Community Engagement Activities

   a. Activity Design and Processing

      i. Request to conduct extension and outreach should be processed before the actual implementation. The following should be taken into account:

         1. For extension activities, the Program/Project Proposal should be processed and approved at least seven days before the implementation of the activity. Once approved, the project leader shall process the request to conduct the community engagement activity.

2. For outreach activities, the Request to Conduct a Community Engagement Activity Form should be processed and approved at least five days before the actual implementation of the activity

ii. The Consent and Manifestation Form should be accomplished by the community or school's focal person. The Form should be submitted before the actual implementation of the activity.
iii. Only CEIPSC-approved extension and outreach activities will be issued student waivers by the Office of the Dean of Student Affairs and Services.
iv. After the extension and outreach, the Attendance Form, Community Feedback Survey Form, and Narrative/Documentation Form should be submitted within five working days after the actual implementation. The Monitoring and Evaluation Form should be completed and submitted, especially for extension projects that are conducted over a series of days or events.

b. Activity Implementation and Reporting

i. The project team shall implement the program/project/activity after its approval. A key implementation component is effective project information dissemination through word of mouth, news releases, and various publications, including social media. The implementing unit sees to it that the partner school, group, or community provides the Consent Form and Manifestation of Support.
ii. Changes in the program/project/activity may occur during the implementation. The project leader and/or CE Coordinator shall make the necessary decision in consultation with the partner school, group, or community before implementing such changes in such a case or situation.
iii. Program/project/activity implementation, including their component subprojects, shall be monitored by the SEC and CEIPSC.
iv. A program/project/activity may be discontinued anytime during its implementation if the evaluation results dictate so. Discontinuation may be temporary or permanent, depending upon the assessment of the SEC and CEIPSC.

c. Activity Termination and Evaluation

i. If a program/project/activity is deemed not implementable due to circumstances beyond the control of the Project Team, the partner school, group, or community shall be informed before the SEC's endorsement and/or the CEIPSC Director's approval.
ii. For a completed outreach activity, the project team shall administer the Community Feedback Survey Form. Recipients, participants, and volunteers shall accomplish/complete the community feedback survey form, except recipients who are below 18 years old.
iii. For a completed extension program/proposal, the Project Team shall conduct an outcome/impact assessment.
iv. After conducting the outcome/impact assessment, the Project Team shall prepare a terminal report containing an executive summary, which will overview the most important points in the program's component projects and outcomes evaluation report to be submitted to the SEC and CEIPSC.

d. Submission of Community Engagement Reports

i. The project leader of an outreach or extension activity assigns team members who will check the attendance, document through pictures and videos, administer the community feedback survey, and write the narrative/documentary report.

4. Budget Requests and Other Financial Transactions

a. Request for the budget should be at least three working days before the conduct of the community engagement activity;
b. Only approved community engagement activities will be granted a budget that can be obtained from the school's extension fund and/or CEIPSC fund;
c. Schools must design community engagement activities that are within their budget. In case the needed budget is beyond the current extension fund, the school can conduct fundraising activities or donation drives upon the approval of the Academic Dean, the supervising Vice President, or the University President;
d. Donation drives for the victims of calamities must only be conducted upon approval by the CEIPSC Director and the top administration. Only the recognized Bank or GCash accounts will be used for online transactions;
e. Personal outreach activities will not be funded by the university, school, or the CEIPSC;
f. Extension points will not be credited to university drivers who availed of the overtime pay for their driving services.

5. Extension Point System

A. Community engagement refers to a collaborative partnership between SMU and partner communities to address societal needs. Hence,

a. Activities conducted for Marian students and employees will not be assigned extension points. The academic deans and heads of offices consider the commitment to serve Marian students and employees in their performance evaluation;
b. The only institutional activities that will be credited for extension points are the annual CHSF and Feed-my-Lambs activities.
c. For extension projects implemented with a series of activities, the lead implementer shall be awarded points based on their role as Project Leader only for the initial activity. For subsequent activities, points shall be granted corresponding to their role, either as a facilitator or as a participant, as applicable.

B. Extension Points for Employees

a. Employees shall earn corresponding credit points in their evaluation depending on their involvement. The sources of extension and outreach points are the institutional and school-based activities, and other personal outreach activities.

i. The activities that have been approved by the CEIPSC shall be considered for extension points. All employees can be involved in activities as project leaders, facilitators, participants, and donors. However, a maximum of 4 points only will be allowed for involvement as a donor.
ii. Each employee is given a maximum of 10 points, and a maximum of 5 points is given to tertiary academic employees who obtained their doctoral degree. An excess of this will be considered as merit points. For merit points, any

excess above the maximum is divided by 10, and the maximum merit point for extension is 2.5.

iii. Personal outreach activities will be considered for extension points only if evidence (e.g., certificate of participation, certificate of donation) is provided. The maximum number of points for personal outreach activities is four (4). An excess of this will not be considered as merit points.

b. The following table shows the distribution of points per nature of involvement:

Nature of Involvement	Equivalent Points
Project Leader	5
Facilitator	4
Participant and Donor	3
Participant	2
Donor	1
Total	10 points

c. Computation of Extension Points

Employee Name: Sta. Maria, Teofilo U.				
Institutional Advocacy Programs	**Project Leader**	**Facilitator**	**Participant**	**Donor**
1. Feed my Lambs	5			
2. Run for the Forest		4		
3. Pamaskong Handog			2	
4. Tulong Maria				1
5. Dugong Marian para sa Mamamayan			2	
6. Project STIR	5			
7. Healthcare for IP Learners				1
IAP	10	4	4	2
IAP Total	20			
Personal Outreach Activity				
1. Stations of the Cross at Bangan Hill	5			
2. Book Donation Drive			2	
POA	5		2	
POA Total	7			
Credited Points	4			

Name of Employee	**Institutional Advocacy Programs**	**Personal Outreach Activities**	**Credited for Performance Evaluation**	
	Total	**Total**	**Total Points**	**Total Merit Points**
Sta. Maria, Teofilo U.	20	4	10	1.4

d. The computation of extension points for performance evaluation is conducted annually in accordance with the University's academic calendar. Hence, all extension activities conducted and participated in during the Academic Year will be considered.

C. Extension Points for Students

a. Required Hours of Community Engagement

i. Four hours of service is equivalent to one point;
ii. Eight hours of service is equivalent to two points

b. Required Points

i. All students are required to earn 16 points for community engagement activities, including 7 points for discipline-based activities. This means that students shall render 48 hours of extension or outreach activities and 28 hours of discipline-based activities.

c. Donations

Each academic year, a student is allowed to make up to two different types of donations, which include the following:

i. A Php500.00 cash donation is equivalent to one point
ii. One blood donation is equivalent to two points
iii. In-kind donations include the following:
    1. 10 items of used clothes (usable) are equivalent to one point
    2. A complete set of school supplies for three students is equivalent to one point
    3. A combination of three slippers, boots, umbrellas, and raincoats is equivalent to one point
    4. 500 worth of grocery items is equivalent to one point

d. Penalty

i. Students who incurred less than the required points shall render hours of community service within the University that are equivalent to every point missed. Hence, a student who missed one point shall render four hours of community service.

e. Volunteer engagements or community involvement outside the University shall be acknowledged, subject to the submission of a valid certificate of participation or documented proof of donation.
f. Students may accumulate the required 16 points over the course of their residency at the University.

D. Awards and Recognitions

a. The mandate of the University for Community Engagement was derived from its identity as a missionary academic institution and its role as an institution of higher learning with its three functions: research, instruction, and extension.

b. The *Lingkod Maria* Award

i. *Best Implementing Unit.* This award aims to encourage leadership, resourcefulness, effectiveness, and dynamism in carrying out the extension function of the University. The University recognizes schools or units for an outstanding program or project implementation based on the guidelines and criteria. The awarding will be conducted during the *Gawad Maria.* The following is the basis for the computation of the Best Implementing Unit

Area/Component	Percentage
Accomplishments based on the Action Plan	30
Completeness, Timeliness, and Quality of Submitted Reports	30
Community Feedback	30
Stakeholder's Involvement	10
Total	100%

A merit point is given to every accomplished activity that is not included in the School/Unit's Action Plan, and the computation is 1/10. The maximum merit point is 2.5.

ii. *Best Extensionist*. This award recognizes an employee who has exemplified outstanding volunteerism, dedication and commitment to service, collaboration, and innovation. This is awarded to a faculty or staff member with the most extension points.

In case of a tie, the basis of computation will be the total percentage based on the computed 75% Institutional Advocacy Programs and 25% Personal Outreach Activities. The following is the basis for the computation.

Name	IAP	75%	POA	25%	Total
Elisa Purificacion	19	14.25	0	0	14.25
Cirila Vicente	15	11.25	4	1	12.25

E. Extension Information and Dissemination

a. During the annual *Linggo ng Likha at Lingkod* celebration, each school/unit will showcase the best features of their community engagement-related activities. These shall be organized at the individual and institutional levels. This is the formal forum where community-based researches are presented to the academic community.

b. The announcement of activities and the highlights of accomplishments by the different schools/units will be directed to the CEIPSC Director for information dissemination.

c. At the end of each academic year, the CE Coordinators are tasked to conduct a stakeholders' meeting to discuss the community's evaluation of the delivered community engagement activities as well as the possible activities to be implemented during the new academic year.

II. POLICIES AND GUIDELINES OF THE PANSIN-UUH'U-AN

1. Access and Utilization
    a. The Pansin-uuh'mu-an shall be open to all bona fide students, researchers, and university personnel during official operating hours, and shall be utilized exclusively for academic and cultural discourse. The space shall not be used for regular classroom instruction or formal class sessions.
    b. Researchers and visitors from other institutions must secure prior authorization and/or endorsement from the Director of the Community Engagement and Indigenous Peoples Studies Center
    c. Indigenous leaders, elders, student organizations, and research groups may reserve the space for academic activities, subject to approval.
    d. All users must log in upon entry for monitoring and documentation purposes.
2. Ethical Use of Indigenous Knowledge
    a. All materials are for room use only, and users must handle the materials with care and respect, especially culturally sensitive items or those subject to customary restrictions;
    a. Photocopying or scanning of materials is not allowed.
    b. Research involving indigenous knowledge must follow ethical guidelines, including obtaining Free, Prior, and Informed Consent from relevant communities and/or the National Commission on Indigenous Peoples.
    c. The Pansin-uuh'mu-an reserves the right to restrict access to specific materials that are confidential or culturally restricted.

III. POLICIES AND GUIDELINES FOR THE MUSEO DE MARIA

1. Access and Visitation
    a. The museum is open to employees, students, researchers, and the general public during official visiting hours.
    b. Group visits, such as class or school tours, must be scheduled at least a day before the visit and must be coordinated with museum personnel
    c. All visitors must log in upon entry for monitoring and documentation purposes, and must adhere to museum policies during their stay
2. Access to Pun-adalan
    a. Pun-adalan shall be used primarily for class film showings, forums, and symposia that require a minimum of 30 participants. The venue has a maximum seating capacity of 100 persons.
    b. Prior reservation is required for the use of Pun-adalan, and no activity shall be allowed without a confirmed booking in advance.
3. Code of Conduct
    a. Visitors must observe proper decorum and cultural sensitivity in the museum to maintain a respectful and contemplative atmosphere
    b. Touching of exhibits is not allowed unless permitted by the museum staff
    c. Photography may be allowed for personal and non-commercial use. Flash photography and videography require prior approval.

Scope of Environmental and Biodiversity Protection and Conservation of Plant Species and Restoration of Natural Habitats through Tree Planting and Reforestation Activities.





SMU Conservation Area – Masoc, Bayombong Property

A 2.06-hectare watershed conservation site in Masoc, Bayombong, designated via agreement with the Provincial Government of Nueva Vizcaya for carbon sink creation, water table recharge, and species restoration.





SMU Mini Forest

An established urban canopy sanctuary housing diverse native tree species, bird populations, and rescued wildlife, serving as a protected biodiversity zone and living laboratory.





MARIAN Gulayan sa Paaralan

It is a school-based gardening initiative that promotes environmental awareness, sustainable food production, and responsible care for nature through planting and maintaining vegetables and other useful plants within the school.








Feed My Lamb Garden Project (Backyard gardening)
An initiative that encourages families and community members to grow vegetables and other useful plants in their backyards to promote food security, healthy eating, environmental stewardship, and sustainable living.








Botanical Garden
A dedicated ex-situ conservation facility and living taxonomy laboratory supporting medicinal flora research and indigenous plant preservation.

Inventory of Trees and Assessment of Environmental Conditions of Saint Mary's University Campus

Relative Species Abundance of Trees

Table 1. Frequency and Relative Species Abundance of Trees Across Four Quadrats

Family	Species	Common Name	f	RA	Total
Anacardiaceae	*Mangifera indica L. var. indica*	Mango	36	4.66%	36
Annonaceae	*Polyalthia longifolia (Sonn.) Thwaites*	Ashoka Tree	2	0.26%	2
Araliaceae	*Schefflera actinophylla (Endl.) Harms*	Umbrella Tree	6	0.78%	6
Araucariaceae	*Araucaria heterophylla (Salisb.) Franco*	Norfolk Island Pine	12	1.55%	12
Arecaceae	*Hyophorbe lagenicaulis (L.H.Bailey) H.E.Moore var. lagenicaulis*	Bottle Palm	1	0.13%	54
	Veitchia merrillii (Becc.) H.E.Moore var. merrillii	Christmas Palm	49	6.35%	
	Cocos nucifera L. var. nucifera	Coconut Palm	1	0.13%	
	Phoenix dactylifera L. var. dactylifera	Date Palm	1	0.13%	
	Cayota mitis (Jacq.) Cogn.	Poison Arrow Tree	1	0.13%	
	Cyrtostachys renda Blume var. renda	Red Sealing Wax Palm	1	0.13%	
Asparagaceae	*Dracaena marginata Lam. var. marginata*	Dragon Tree	4	0.52%	5
	Dracaena cinnabari Balf.f. var. Cinnabari	Socotra Dragon Tree	1	0.13%	
Caricaceae	*Carica papaya L. var. papaya*	Papaya	26	3.37%	26
Combretaceae	*Terminalia catappa L. var. catappa*	Indian Almond	6	0.78%	6
Cupressaceae	*Cupressus sempervirens L. var. sempervirens*	Italian Cypress	2	0.26%	5
	Platycladus orientalis (L.) Franco var. orientalis	Oriental Arborvitae	3	0.39%	
Dipterocarpaceae	*Artocarpus blancoi Merr.*	Blanco's Breadfruit	29	3.76%	29
Fabaceae	*Acacia koa A.Gray var. koa*	Hawaiian Koa	25	3.24%	73
	Cassia fistula L. var. fistula	Golden Shower Tree	3	0.39%	
	Pterocarpus indicus Willd. var. indicus	Narra	27	3.50%	
	Leucaena leucocephala (Lam.) de Wit var. leucocephala	White Leadtree	12	1.55%	
	Inga edulis Mart. var. edulis	Ice Cream Bean	2	0.26%	
	Delonix regia (Hook.) Raf. var. regia	Royal Poinciana	4	0.52%	
Firmiana	*Firmiana simplex (L.) W.Wight var. simplex*	Chinese Parasol Tree	6	0.78%	6
Icacinaceae	*Icacina oliviformis Oliv.*	Icacina	6	0.78%	6
Lamiaceae	*Gmelina arborea Roxb. var. arborea*	Gmelina	42	5.44%	57
	Vitex negundo L. var. negundo	Chinese Chaste Tree	6	0.78%	
	Tectona grandis L.f. var. grandis	Teak	9	1.17%	
Lauraceae	*Persea americana Mill. var. americana*	Avocado	3	0.39%	3
Malvaceae	*Pachira aquatica Aubl. var. aquatica*	Money Tree	7	0.91%	7
Meliaceae	*Toona calantas Merr. var. calantas*	Philippine Mahogany	361	46.76%	361
Moraceae	*Ficus benjamina L. var. benjamina*	Weeping Fig	1	0.13%	6
	Artocarpus altilis (Parkinson) Fosberg var. altilis	Breadfruit	1	0.13%	
	Ficus carica L. var. carica	Common Fig	4	0.52%	
Moringaceae	*Moringa oleifera Lam. var. oleifera*	Moringa	7	0.91%	7
Musaceae	*Musa spp. L. var. spp.*	Banana	17	2.20%	17
Myrtaceae	*Psidium guajava L. var. guajava*	Guava	5	0.65%	5
Pinaceae	*Pinus sylvestris L. var. sylvestris*	Scots Pine	17	2.20%	17
Podocarpaceae	*Podocarpus macrophyllus (Thunb.) Sweet var. macrophyllus*	Buddhist Pine	4	0.52%	4
Rosaceae	*Antidesma bunius (L.) Spreng. var. bunius*	Bignay	4	0.52%	4
Rubiaceae	*Gardenia jasminoides J.Ellis var. jasminoides*	Gardenia	1	0.13%	1
Rutaceae	*Citrus maxima (Burm.) Merr. var. maxima*	Pomelo	4	0.52%	14
	Citrus reticulata Blanco var. reticulata	Mandarin Orange	8	1.04%	
	Citrofortunella microcarpa (Bunge) Wijnands var. microcarpa	Calamondin	2	0.26%	

Republic of the Philippines
PROVINCE OF NUEVA VIZCAYA
Bayombong
ooOoo

BAGONG PILIPINAS

PROVINCIAL ENVIRONMENT AND NATURAL RESOURCES OFFICE (PENARO)

Contact No.: (078) 332-3000 (loc 425)
Email Address:
pgonuevavizcaya.penro@gmail.com
Provincial Capitol Compound, Bayombong, Nueva Vizcaya
Website: https://nuevavizcaya.gov.ph

January 10, 2025

DR. JOHN OCTAVIOUS S. PALINA
University President
Saint Mary's University

RECEIVED BY:
DATE: 1/10/2025
TIME: 9:55
REMARKS: 1353

Attention : **Dr. Elsa L. Cajucom**
Director, Center for Natural Sciences

Dear Dr. Palina,

Environmental Greetings!

This has reference to your proposal entitled "**Establishment of a 2-Hectare Vernacular Ecological Station**" which was submitted and requested for funding during the preparation of Annual Investment Plan (AIP) for 2025 of the Province of Nueva Vizcaya. Specifically, under the Provincial Environment and Natural Resources Office (PENARO) appropriation.

Relative thereto, this is to officially inform you that the above-subject proposal was approved and funded with Php. 500, 000.00 for implementation this CY 2025. Hence, may we request your organization and/or the department concerned to prepare a Memorandum of Agreement (MOA) and submit the same for review of our Provincial Legal Office (PLO). Be informed further that you may need to provide or attached your approved counterpart specified in your proposal and have your official receipt ready to facilitate smooth transaction upon completion of the MOA. Lastly, your organization will also be required to submit liquidation report upon utilization of the funds later on.

For your information and further appropriate action, please.

Respectfully yours,

TITO A. TANGUILIG, RPF
ENR Officer
This Province

Recieved by LC Ragodon
01-10-25

1353

Narrative/Documentation Report

Project Title:	Imugan Enviro-Culture Learning Encounter
Date:	November 29-30, 2024
Time:	7:00am – 10:00pm/6:30am – 4:00pm
Team Composition:	
Lead Organizer:	Alicia Z. Jubay
Project Staff/Members:	Mr. Jason Arnold Maslang Miss Vivien Junelle Almendra Miss Leanna Alap Miss Gregg Austin Balanag BS Biology 2, BS Biology 3 and BS Biology 4 students

Narrative

Rationale:
The on-site field exposure to a forest ecosystem and an Indigenous community offers students and faculty a unique opportunity to engage with nature and learn about sustainable environmental practices directly from Indigenous groups with a close relationship with their natural surroundings. This immersive experience helps bridge the gap between classroom-based learning and real-world applications, fostering a deeper understanding of ecological principles, biodiversity, and the role of indigenous knowledge in environmental conservation. Moreover, it cultivates respect for cultural diversity and the wisdom of traditional environmental practices that contribute to the sustainability of natural resources.

While the academic community seeks to learn from the target community, SMU, through the Center for Natural Sciences, intends to contribute to enhancing the knowledge of students and the pedagogical skills of teachers of Kalahan Academy through planned lectures and practical work in selected science topics. Thus, the Imugan Encounter shall be an opportunity for community engagement.

Objectives:
1. To enhance students' knowledge of forest ecosystems, including flora, fauna, and ecological processes, through direct observation and interaction with the environment.
2. To provide students with an understanding of how indigenous communities interact with their environment, focusing on sustainable resource management and traditional ecological practices.
3. To raise awareness about biodiversity conservation, emphasizing the importance of protecting forest ecosystems and the species that inhabit them.
4. To foster appreciation and respect for indigenous peoples' cultural practices and values, recognizing their contributions to biodiversity conservation and ecological sustainability.
5. To develop students' practical skills in field research, ecological observation, and environmental documentation through hands-on activities within the forest ecosystem.
6. To inspire students to become advocates for environmental sustainability by witnessing firsthand the importance of maintaining balanced ecosystems and respecting indigenous practices that promote ecological harmony.
7. To contribute to the enhancement of knowledge and skills of the students and teachers of the target community through the conduct of lecture sessions and practical work on selected science topics.

(

Highlights of the Encounter

The two-day Imugan Enviro-Culture Encounter was an engaging field study aimed at highlighting the critical importance of biodiversity conservation. For students , studying pristine environments like Imugan is essential to understanding complex ecological interactions, assessing ecosystem health, and shaping effective conservation strategies

The guided forest exploration facilitated by two professional Foresters of Kalahan Education Foundation was a very enriching experience. Beyond the ecological concepts learned in a natural setting, the enjoyment and awe of the beauty of the place, the

encounter fostered meaningful engagement with the indigenous Kalanguya (IKalahan) community, whose sustainable practices and traditional ecological knowledge play a vital role in preserving Imugan's natural resources.

In the evening of November 29, the SMU team and community members came together for a vibrant socio-cultural encounter. The event featured traditional dances, songs and traditions that highlighted the Kalanguyas'/Imugan heritage. The performances, led by the local residents created a sense of camaraderie and appreciation for the local traditions. The night ended on a celebratory note, reinforcing the connection between education and cultural preservation.

The academic community of SMU represented by the CNS faculty and students has demonstrated its support for community education by conducting lectures and hands-on sessions in on November 29 for the junior high school students and teachers of Kalahan Academy of Imugan, Sta. Fe. Ninety-two (92) students and five (5) teachers participated in the lecture sessions and hands-on activities provided by the SMU faculty and students through the Mobile Classroom Laboratory.

Extensionists profile:

Category	Male	Female	Total
Faculty	1	4	5
Students	6	19	25

Beneficiaries/Participants' Profile

Category	Male	Female	Total
Community leaders/elders	6	1	7
Kalahan Educ'l. . Foundation Staff	2	1	3
Teachers (Kalahan Academy)	0	5	5
Technical Staff	0	3	3
Students	37	55	92
	45	65	110

Documentation

Photos below showing activities accomplished during Day 1 (November. 29. 2024) Lecture sessions and hands-on activities facilitated by faculty and students.





Mr. Jason Maslang with his opening remarks during the opening



Biology faculty members delivering their tasks in the lecture sessions and in the practical work under the Mobile





Students of Kalahan Academy performing hands-on tasks



Hands-on activities for the students of Kalahan Academy





Team SMU – Imugan Enviro-Culture Learning Encounter

Day 1 (November 29, 2024) 6:00pm – 10:00pm: Socio-Cultural Sharing and Learning



Conversations with the IP elders/culture bearers



Culture-bearers sharing some Kalanguya traditions and practices expressed through their







BSBio 2 in their show of talent! Dancing the Carinosa



BSBio 3 rendering a Christmas song



BSBio4 – dancing with the beat of the gongs



The faculty's turn to dance!



Biology faculty learning how to play the djembe



Team SMU with Team Imugan

Day 2 (November 30, 2024) Guided forest walk/exploration: Biodiversity study and indigenous knowledge and practices on natural resources conservation.





The Biology Forest Explorers!





Forester Tina Omas and Forester . Patricio Cosep delivering a brief lecture on preservation of indigenous crop species



Team SMU @ THE IMUGAN ENVIRO-CULTURE LEARNING ENCOUNTER

Prepared by:	***Alicia Z. Jubay***
Date Submitted:	*January 15, 2025*

Unified Research Agenda 2021-2026

A. School of Graduate Studies Research Agenda

GENERAL CATEGORIES / KEY AREAS	TOPICS	PROGRAM CLUSTERS
1. Science, Mathematics and Technology	● 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	● Curricular program studies ● Student assessments ● Indigenous people's education ● International benchmarking ● Proficiencies of students and professionals in the academe ● Effectiveness of instructional materials and strategies ● Teaching and learning styles ● Studies on special children ● Best practices in management	Teacher Education Educational administration and management Guidance and Counseling Social Studies Languages (English and Filipino) Biology, Physics and Chemistry Education

GENERAL CATEGORIES / KEY AREAS	TOPICS	PROGRAM CLUSTERS
	● 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	Mathematics Education Business IT Management Engineering
3. Language, Literature and English Language Teaching	● 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 ● Discourse Analysis ● Psycholinguistic Studies ● Stylistic Analysis ● Forensic Linguistics ● Corpus Linguistics ● Translation Studies ● Language Policies and Language ● Planning	Language (English and Filipino) Social Studies Educational management Teacher education

GENERAL CATEGORIES / KEY AREAS	TOPICS	PROGRAM CLUSTERS
	● Other related studies	
Health Science and Health Profession	● 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	● Use and function of ICT ● Analysis of existing systems, design of a new system, development and evaluation of programs ● Social dimensions of adoption of ICT in individuals, organizations and communities ● Information and Communications Technologies for Health	Information Technology Management Engineering Teacher Education Business Library Science
6. Social Sciences	● 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	Communication Arts (English and Filipino) Nursing Education and Administration Social Studies Public Administration and Governance Library Science

GENERAL CATEGORIES / KEY AREAS	TOPICS	PROGRAM CLUSTERS
	● Conservation of material culture ● Media (Film, TV, radio) convergence in popular culture ● Museum studies, curatorship and museology ● Peace and Peace Education ● Conflict Resolutions	
7. Institutional Oriented Studies	● Quality Assurance Mechanisms ● Departmental Program Evaluations/Assessments ● Leadership Styles	All programs
8. Business, Industries and Commerce	● Foreign Debt Issues ● Monetary Policies ● Corporate social responsibility in developing economies ● Technology development and economic performance ● 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	Business Administration Accountancy Business Management Management Engineering
9. Public Administration and Governance	● 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	Social Studies Library Science Management (Business, Public Administration and Engineering)

GENERAL CATEGORIES / KEY AREAS	TOPICS	PROGRAM CLUSTERS
	● 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	
10. Gender, Population and Development Studies	● Women in power ● Gender issues in literary pieces ● Media, culture and gender ● Gender themes in TV and films and literature ● Economics of poverty ● Poverty alleviation and sustainable development ● Poverty issues ● Family and child studies ● Gender Equality ● Women Empowerment ● Overseas Filipino workers' issues	Languages (English and Filipino) Guidance and Counseling Social Studies 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	- 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	- 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
	- Energy and Power	- Artificial intelligence

Core Themes	Sub Themes	Specific Themes /Topics
Electronics, Electrical, Computer Engineering	- Control Engineering - Micro Electronics - Signal Processing - 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	- Internet of Things - Automated Systems (Security, Domestic works, industrial operations, - 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	- Energy and Power - Control Engineering - Micro Electronics - Embedded Systems - Automation - Green Engineering - Clean Engineering - Safety Engineering - Sustainable Energy and Machinery	- 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 - Generation of energy Systems - Energy Saving Technologies

Core Themes	Sub Themes	Specific Themes /Topics
	- Environmental Protection Management - Engineering Economy	- Smart Grids - Condition Assessment of Systems - Case Studies of Successful Electrical Engineers - Reduction of Energy Consumption in designs - Optimization of Energy
ICT and Multimedia	- Software Customization - Emerging Trends - Web Applications - Mobile Computing - Network Design - Agriculture - Responsive Health Systems - Health Resiliency - Global Competitiveness and Innovation in Health - Artificial Intelligence	- 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	- Technopreneurship	- Digital marketing systems - Case study on Business Analytics - Case studies of Successful Technopreneurs - 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
		- Reuse of Waste / Hazardous Waste

Core Themes	Sub Themes	Specific Themes /Topics
	- Waste Management	- 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

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 Graduate Tracer Studies	- Professional ethics of medical technologists - Current issues in the medical technology profession: a) Medical engineering b) Genetic engineering c) Allied health profession and its moral implications d) Occupation risks in the medical technology - The medical technologists and the diseases of the 21th century - Tracer Studies of Graduates - Employability Research of Graduates
	Occupational health and migration	- 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	- 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	- Different blood chemical constituents, metabolism, functions, actions, laboratory techniques and principles, reference values and clinical significance

Core Themes	Subthemes	Specific Themes/Topics
		- Diagnostic kit production of the urine and other body fluids. - Parasitic diseases - Controlling growth of parasites - Epidemiological studies on the diseases associated with urine and fecal analysis
Microbiology	Microbial studies	- 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	- 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	- 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 a) Immuno-modulations b) Assays of immune-competence c) Hypersensitivity reaction

Core Themes	Subthemes	Specific Themes/Topics
		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	- Socio-behavioral studies to address stigma, discrimination, and other barriers to HIV and STI screening and control
Genomics/molecular technology	Molecular Diagnostic Laboratory	- 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	- 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)

Core Themes	Subthemes	Specific Themes/Topics
Pandemic-Related Researches	Emerging and re-emerging diseases Communicable diseases	- Studies on certain diseases which have the capacity to spread through outbreaks and pandemics, including but not limited to Zika, SARS, Malaria, MERSCoV, etc. - 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)
		- 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	- 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	- Trends in pharmaceutical biochemistry - Role of pharmacist in biotechnology - Correlation of the structure of the biochemical and its biologic functions

Core Themes	Subthemes	Specific Themes/Topics
		- Transmission and expression of genetic function
Pharmaceutical Microbiology and Parasitology	Clinical cases of pathogenic microorganisms Antimicrobial Resistance (AMR)	- Correlate the antimicrobial property of the antimicrobial agents in the control of pathogenic microorganisms - 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	- 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	- 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	- 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	- Patient counseling process - Prevention of medication errors through patient counseling - Communication skills development

Core Themes	Subthemes	Specific Themes/Topics
		- Health service delivery | (NUHRA.2017-2022).
	Pharmaceutical Care for Drug dispensing	- Good dispensing practices (GDP) - Good compounding practices - Medication error prevention through - GDP and Good Pharmacy Practices (GPP)
Clinical Pharmacy	Clinical Pharmacy	- 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	- 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	- Discovery of new drugs to be developed up to the preclinical stage - Access to essential medical products, vaccines and technologies (NUHRA. 2017-2022). a) From natural sources (herbal, marine, terrestrial) - For common infectious diseases and lifestyle related disorders
Hospital Pharmacy	Hospital Pharmacy Management	- Trends in Hospital Pharmacy Management - Ethical issues on Hospital Pharmacy Role of Pharmacists

Core Themes	Subthemes	Specific Themes/Topics
		- Legal Issues on institutional practice
Quality Control II	Drug testing and assay with instrumentation	- Principles of instrumental methods of analysis in various pharmaceutical products - Application of stability tests and statistical quality control as tools for evaluating process - Role of the pharmacists in the risk assessment and management of poisoning
Pharmaceutical Management and Administration	Pharmacy Admin Graduate Tracer Studies	- Management principles and functions in pharmacy practice - Management principles in business settings - Pharmaceutical industry and pharmaceutical market system a. Tracer Studies of Graduates - Employability of Graduates
Pharmacy Informatics	Pharmacy information management	- 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	- 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

Core Themes	Subthemes	Specific Themes/Topics
	Cultural management/propagation of priority organisms	- 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
Pandemic Related Research		- 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
		- 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	- Community participation in community health needs assessment and capacity-building to address the assessed needs

Core Themes	Subthemes	Specific Themes/Topics
		- Factors affecting community participation in capacity-building for sustainable community health and development - Improvement of Community Health Nursing Program and COPAR Process
	Effectiveness of the Community Health Nursing Services	- Evaluation of the implementation status of the DOH-sponsored programs. -
Nursing Education	Issues and trends in Health Education	- Readiness of Nurse Educators for Special Education Clients Implementation of Virtual Health Education
	Technology and Education	- 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	- Curriculum Evaluation (Outcome Based Education)
	Research on quality and standards in the context of:	- International rankings and global benchmarking - Quality assurance system
	Graduate Tracer Studies	- Tracer Studies of Graduates - Employability of Graduates
Maternal Nursing	Women's Health	- 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)

Core Themes	Subthemes	Specific Themes/Topics
		- 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	- Management of COVID 19 among Pediatric Patients - Management of Childhood Illnesses
Medical-Surgical Nursing	Preventing and Managing Illnesses	- 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 a) Cancer Management - Emergency & Disaster Nursing
Psychiatric Nursing	Care of Clients with Maladaptive Patterns of Behavior	- Death and Dying - Mental Health of Nurses handling COVID Patients 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	- 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	- Essential components of palliative care - Nurses role in palliative care
Acute/Critical Care Nursing		- Trends in the management of acutely and critically ill patients
Geriatrics Care	Care of the chronically ill and the older person	- Trends in geriatrics care in the midst of the Pandemic

Core Themes	Subthemes	Specific Themes/Topics
	ICT for Health Health information systems	- 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 - 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 Health service delivery	- 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
Pandemic research related	Care of the chronically ill and the older person	- 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

Core Themes	Subthemes	Specific Themes/Topics
CNS Short to Medium Term Research Agenda		
Functional Food Research and Development	Basic Researches	- Public Health and Nutrition
		- 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 *(to include new and improved technologies)*
		- Packaging, marketing, patenting, of finished products

Core Themes	Subthemes	Specific Themes/Topics
		- 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

DOST National Integrated Basic Research Agenda (NIBRA) 2017-2022

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

Core Themes	Sub Themes	Specific Themes /Topics
Accountancy and management accounting	- Financial accounting and reporting - Intermediate Accounting	- Knowledge in Financial -Recording and Reporting - Financial Ratio Analysis - Accounts receivable management practices
	- Cost accounting and control	- Valuation and cost-benefit analysis - Costing strategies - Activity based costing - Target Costing
	- Strategic cost management	- Budget accountability - Budget allocation and implementation - Performance measurement - Lean accounting - Management accounting practices - Tactical Decision Making
	- Financial management	- Assessment of the financial and management operations - Financial Ratio Analysis - Financial Planning - Credit and Collection Strategies - Working Capital management Practices - Capital Budgeting
	- Operations management and total quality management	- Total quality management practices and problems - Operations management practices
	- Accounting for government and non-profit organization	- Budget allocations and implementation - Compliance with government policies - Bookkeeping and FS preparations for NGOS - Awareness and attitudes and problems on electronic new government accounting system`

Core Themes	Sub Themes	Specific Themes /Topics
		- Performance Evaluation of cooperatives - Compliance with Cooperative Laws
	- Strategic business analysis	- Standard Costing - Balanced Scorecard - Activity Based Management - Life cycle costing - Operational Performance Measurement
	- Accounting for business combination and special transactions	- Construction Contracts - Installment Sales - Franchise Accounting
	- Business ethics, corporate social responsibility, and value-based management	- 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	- Tax compliance - Tax practices - Tax avoidance mechanisms
	- Environmental accounting	- Perception on environmental accounting - Compliance with environmental rules - Environmental practices
	- 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

Core Themes	Sub Themes	Specific Themes /Topics
	- 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
Marketing management	- Consumer behavior	- Buying decision -making process - Market research - Creating market - Customer satisfaction - Customer loyalty - Consumer preference and attitude - Consumer rights and responsibilities

Core Themes	Sub Themes	Specific Themes /Topics
		- Means of consumer advocacy
	- Product management	- Improvement of food shelf-life - Innovative food product - Product development and packaging
	- Services marketing	- Customer relationship management - Customer retention - Complaint-handling techniques
	- Pricing strategies	- Pricing strategies
	- New market development	- Market development and assistance
	- Promotion	- Direct marketing (CRM) - Effectiveness of integrated marketing communication with respect to consumer - Professional salesmanship and sales management - Public relations/advocacy marketing
	- Retail management	- Retail store management - Retail management strategies
	- Distribution management	- Supply chain management/logistics management - Distribution innovation
	- E-commerce and internet marketing	- Online selling - Electronic marketing and e-Commerce
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

Core Themes	Sub Themes	Specific Themes /Topics
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
	- 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
	- 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

Core Themes	Sub Themes	Specific Themes /Topics
	- Food and beverages service operations	- Operations of food and beverages service establishments
	- Hospitality marketing	- Hospitality marketing strategies
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
	- 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

Core Themes	Sub Themes	Specific Themes /Topics
	- 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 - 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	- 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

Core Themes	Sub Themes	Specific Themes /Topics
		- Socio-economic studies on production and marketing efficiencies
	Research on quality and standards	- Impact of community extension program - International partnership performance - Work and travel abroad program (WAT)
	Manpower demand and supply studies	- 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	- Supply chain/value chain related issues - Competitive Strategy

References

Ambisyon Natin 2040. http://2040.neda.gov.ph/about-ambisyon-natin-2040/

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

School of Accountancy and Business Research Agenda

D. 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
	Multi-faith Education	Teaching and Learning Approaches in a Multi-faith Classroom
		Relevance of Religious Education Curriculum to Multicultural Issues
Studies related to New Testament Themes	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
	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
Studies on Applied Theology	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	- Strategic planning - Operations planning - Data management - Monitoring and evaluation - Policy research and development	- 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	- Social Studies Instruction during the Pandemic	- Effectiveness of social studies modules for flexible learning - Technology (ICT) in online social studies learning - Online classroom management
	- Social Studies Curriculum	- Local history as form of localization - Profiling of community heritages - Effectiveness of spiral progression in social studies - Indigenization - Culturally responsive pedagogy - Peace Education
	- Assessment in Social Studies	- Flipped-classroom in social studies - Effectiveness of problem-based assessment
	- Philosophy and Education	- Pedagogy of Inclusion and Distance Education - Ecopedagogical Approaches in Education

	- Ecopedagogy	

Socio-cultural Studies	- IP Resilience during the pandemic
	- Ethics and the Pandemic
	- Cultural Mapping
		- 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
		  - worldviews, rituals, beliefs, values, etc.
		- Tangible Cultural Heritages
		  - artifacts, clothing, economic tools, etc.
		- Environment
		  - Rivers, tourist spots, mountains, etc.

Gender Studies	- Dynamics of Masculinity in the Society	- Addressing the Dynamics of the Hegemony of Masculinity in the Society: Towards Gender Equality
Studies on Philosophy of the Human Person	- Philosophy and Human Life	- Philosophy as Living Wisely: Going Back to the Basics of Being Human

https://www.adzu.edu.ph/research-agenda-2/

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	- 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

Core Themes	Sub Themes	Specific Themes /Topics
		- 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 - 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	- 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

Core Themes	Sub Themes	Specific Themes /Topics
	- Religious and Values Education	- 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 - 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	- Inclusive Education - Special Education	- 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

Core Themes	Sub Themes	Specific Themes /Topics
		- Pedagogical knowledge in teaching learners with: ▪ developmental disabilities ▪ sensory and physical disabilities ▪ emotional, behavioral, language and communication disabilities ▪ gifted and talented - Transition programs during the pandemic - 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	Policy Orientation - Community-based Education - Educational Management	- 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

References

American Educational Research Association (2021). *Coronavirus pandemic and relevant education research resources.* https://www.aera.net/Education-Research/Issues-and-Initiatives/Coronavirus-Pandemic

Commission on Higher Education (2009). *National higher education research agenda – 2: NHERA 2 2009-2018*. https://ched.gov.ph/wp-content/uploads/2017/11/NHERA-2.pdf

Commission on Higher Education (2017). *Policies, standards and guidelines for Bachelor of Elementary Education (BEEd). (CMO No. 74, s. 2017).* https://ched.gov.ph/wp-content/uploads/2017/11/CMO-No.-74-s.-2017.pdf

Commission on Higher Education (2017). *Policies, standards and guidelines for Bachelor of Secondary Education (BSEd). (CMO No. 75, s. 2017).* https://ched.gov.ph/wp-content/uploads/2017/11/CMO-No.-75-s.-2017.pdf

Commission on Higher Education (2017). *Policies, standards and guidelines for Bachelor of Special Needs Education (BSNEd). (CMO No. 77, s. 2017).* https://ched.gov.ph/wp-content/uploads/2017/11/CMO-No.-77-s.-2017.pdf

Commission on Higher Education (2017). *Policies, standards and guidelines for Bachelor of Early Childhood Education (BECEd). (CMO No. 78, s. 2017).* https://ched.gov.ph/wp-content/uploads/2017/11/CMO-No.-78-s.-2017.pdf

Commission on Higher Education (2017). *Policies, standards and guidelines for Bachelor of Physical Education (BPEd).* (CMO No. 80, s. 2017). https://ched.gov.ph/wp-content/uploads/2017/11/CMO-No.-80-s.-2017.pdf

Duke University (2021). *ICLSTE Research agenda: research Agenda for advancing service-learning in teacher education.* https://educationprogram.duke.edu/ICSLTE/research-agenda

University of the Immaculate Conception (n.d.). *Research agenda: Education program research.* https://www.uic.edu.ph/cte/research-agenda/

IV. MATHEMATICS

Core Themes	Sub Themes	Specific Themes /Topics
Mathematics Education	- Mathematics Teaching & Learning	- 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.	- Extent of online professional development of math teachers

References

American Educational Research Association (2021). *Coronavirus pandemic and relevant education research resources.* https://www.aera.net/Education-Research/Issues-and-Initiatives/Coronavirus-Pandemic

Commission on Higher Education (2009). *National higher education research agenda – 2: NHERA 2 2009-2018*. https://ched.gov.ph/wp-content/uploads/2017/11/NHERA-2.pdf

Commission on Higher Education (2017). *Policies, standards and guidelines for Bachelor of Secondary Education (BSEd). (CMO No. 75, s. 2017)*. https://ched.gov.ph/wp-content/uploads/2017/11/CMO-No.-75-s.-2017.pdf

Duke University (2021). *ICLSTE Research agenda: research Agenda for advancing service-learning in teacher education.* https://educationprogram.duke.edu/ICSLTE/research-agenda

University of the Immaculate Conception (n.d.). *Research agenda: Education program research.* https://www.uic.edu.ph/cte/research-agenda/

V. PSYCHOLOGY, HUMAN SERVICES AND SOCIAL WORK

Core Themes	Sub Themes	Specific Themes /Topics
Disaster Risk Management	- Policy formulation - Community development - Prevention and mitigation - Public awareness	- Development of risk management frameworks - Psychosocial determinants of vulnerability to disasters
Peace process and conflict resolution	- Peace education	- Challenges and effectiveness of the implementation of Peace Education in Higher Education Institutions
Families and community transitions	- Drivers, processes and consequences of community transition - Changing family structure	- Parent-school partnership during online learning -
Mental Health	- Suicide and self-injurious behavior - Online gaming addiction - Covid-19 and mental health - Mental health during online learning	-
Thanatology	- Psychological mechanisms on dealing with death and dying	- 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 (Survival, Social Protection, and Development)	• Children and Youth in Need of Special Protection - Children in Conflict with the Law (CICL) and Children at Risk (CAR) - Violence against Children (VAC- RA 9262) - Children victims of abuse, exploitation, and discrimination (RA 7610, RA 8353, etc.) - Absence/ lack of children and youth residential care facilities

Core Themes	Sub Themes	Specific Themes /Topics
		- Early teenage pregnancy (high incidence in Region II) - Gender-based violence - Out of School Youth - Working students
	Women Welfare	● Women in Especially Difficult Circumstances - Violence against Women (VAW- RA 9262) - Gender-based violence ● Gender and Development (GAD) ● Solo Parents
	Senior Citizens Welfare	● Absence of residential care facilities for senior citizens in Region II ● Elder Abuse Cases ● Social Pension Program
	Persons with Disability Welfare	● Limited access to education, training, and financial opportunities ● Status of implementation of the Magna Carta for PWDs
	Family and Community Welfare	● Street Families ● Impact of COVID-19 to Families ● Drug Abuse ● Mental Health ● Disaster-preparedness

References

American Psychiatric Association (2013). Diagnostic and Statistical Manual for Mental Disorders, Fifth Edition. American Psychiatric Publishing, Washington, D.C.

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

https://www.dswd.gov.ph/issuances/AOs/AO_2019-022.pdf

https://www.unicef.org/philippines/media/556/file

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)	- 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**

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 contests (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…

Core Themes	Sub Themes	Specific Themes /Topics
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 21st 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
		McDonaldisasyon/Filipinasyon ng wikang Filipino
	Ortograpiyang Pambansa	Paggamit/Pagtanggap/Kahandaan sa Ortograpiyang Pambansa
	Umuusbong na wika	Gramatika (Oral na Paggamit) ng mga kabataan sa wikang Filipino sa kasalukuyang panahon
		Gramatika (Pasulat na Paggamit) ng mga kabataan sa wikang Filipino sa kasalukuyang panahon
	Baryabilidad ng wika	Paggamit ng mga baryabilidad wikang Filipino sa npasalita at pasulat na pamaraan
	Nanganganib na mga wikang katutubo sa Pilipinas	Pagpapasigla (Reviving) ng mga wikang katutubo sa Pilipinas
	Ponolohiya ng mga wikang katutubo	Dalumat- wika tuon sa ponolohiya ng mga wikang katutubo
Katutubong Wika	Morpolohiya ng mga wikang katutubo	Dalumat – wika tuon sa mga morpolohiya ng mga wikang katutubo (Morpho-analysis)
		Pagsusuring estruktural ng mga wikang katutubo sa bansa
	Estruktura ng wikang katutubo	Paggamit ng katutubong wika sa pagtuturo

Core Themes (Paksa)	Sub Themes (Tema)	Tiyak/Ispesipikong Larang
	MTB-MLE (Paggamit at Pagtuturo)	Mga estratehiya sa pagtuturo ng gamit ang MTB-MLE
Panitikan	Pagsasalin Pagtitipon (Gathering) ng mga panitikang katutubo/rehiyonal Dokumentasyon (Literature documentation) Genre ng panitikan Genre ng panitikan – analisis/pagsusuri	Pagsasalin ng mga panitikang katutubo Pagsasalin ng mga panitikang asyano / pandaigdig Pagtitipon at pagsasalin ng mga panitikang katutubo Pagsasadokumento ng mga literaturang pambansa/katutubo Pagsulat/Pagtitipon 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 dulog 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 nagtutuon sa wikang katutubo at pagpapabulas ng wika at panitikan.		

References

Ambisyon Natin 2040 from https://2040.neda.gov.ph/

ASEAN Framework of Reference for English Proficiency (AFREP)

ASEAN Qualifications Reference Framework (AQRF) fromhttps://pqf.gov.ph/Uploads/AQRFC%204-35%20Ref.%20AQRF%20Referencing%20Guidelines%20(September%202016).pdf

Brown, H.D. (2007). *Principles of language learning and teaching*. 5th ed. New York: Pearson Education, Inc.

Common European Framework of References (CEFR) for Languages in https://www.coe.int/en/web/common-european-framework-reference-languages/illustrations-of-levels

Gender and Development from https://bmb.gov.ph/index.php/gender-and-development

Philippine Qualifications Framework (PQF) from https://pqf.gov.ph/

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
Journalism, Mass Media, and Communication Research	- Digital Literacy	- 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	- Pedagogies in Media Education - Understanding and Opposing Fake News and Propaganda
	- Advocacy campaigns	- Advocacy Campaign and News Frames of Peace Issues - Development Communication - Risk Disaster Management, Climate Change - Environmental Journalism
	- Mass Media Laws and Ethics	- 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	- Safety of Journalists - Peace Journalism - War Journalism
	- Graduate Tracer Studies	-

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

Philippine Association of Philippine Educators (PACE) https://www.pace.org.ph

Polo, M. (n.d.). National Communication Research Agenda (Draft).

VII. PHYSICAL EDUCATION DEPARTMENT Research Agenda

Core Themes	Sub Themes	Specific Themes /Topics
Pedagogical Studies in Physical Education	- Physical Education Instruction during the Pandemic	- Effectiveness of PE modules for flexible learning - Technology (ICT) in online physical education learning - Online classroom management
	- Physical Education Curriculum	- 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	- 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	- Self - assessment of the competencies of the BPEd students towards the enrichment of the existing BPEd curriculum

Core Themes	Sub Themes	Specific Themes /Topics
	and Development	- 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	- Strategic planning - Operations planning - Monitoring and evaluation -	- 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

References

Foster, James. The impact of managers on workplace engagement and productivity. Retrieved March17, 2021.https://www.interactsoftware.com/blog/the-impact-of-managers/

The 12 Key Qualities of a Good Manager. Retrieved May 2021. https://www.tinypulse.com/blog/the-12-key-qualities-of-a-good-manager

Human Resources In Sports Organizations. Retrieved April 21, 2021. http://athleticadminonline.ohio.edu/resources/articles/human-resources-in-sports-organizations/

Aicher, T.J., Koba, A.L.P. & Newland, B.L. (2016). Sport facility and event management. Burlington, Mass.: Jones & Bartlett Learning.

Coakley, J. (2015). Sports in society: Issues and controversies (11th ed.). New-York: McGraw-Hill.

Conrad, Mark. (2011). The Business of Sports: A Primer for Journalists. 2nd ed. New York, N.Y.: Routledge.

DeGaris, L. (2015). Sports marketing: A practical approach. London: Routledge.

Hoeger, W.W.K. & Hoeger, S.A. (2015). Lifetime physical fitness & wellness: A personalized program (13th ed.). Australia: Cengage Learning.

Lavay, B. W., French, R. & Henderson, H.L. (2016). Positive behavior management in physical activity setting. 3rd ed. Champaign, III.: Human Kinetics.

Masterman, G. (2014). Strategic sports event management (3rd ed.). London: Routledge.

Weed, Mike and Chris Bull. (2010). *Sports Tourism: Participants, Policy and Providers*. 2nd ed. Amsterdam: Elsevier.

Tomlinson, Alan. (2010). *A Dictionary of Sports Studies*. Oxford: Oxford Univ., Press.

Doherty, Jonathan and Peter Brennan. (2008). *Physical education and development 3- 11*. A guide for teachers. Routledge

Rink, Judith E. (2009). *Designing the physical education curriculum*. McGraw Hill.

R.A. 9155: Governance of Basic Education Curriculum

DepEd Order No. 35, s. 2005

DepEd Order No. 55 s.2008 SCHOOL-BASED MANAGEMENT GRANT, FY 2007 BUDGET

DepEd Order No. 48 s.2008 UPGRADING/RECLASSIFICATION OF INCUMBENT HEAD TEACHERS TO PRINCIPALS

VIII. BS Criminology and & BS in Forensic Science

CORE THEMES	SUB THEMES	SPECIFIC THEMES/TOPICS
Criminology	• Law Enforcement Administration	✔Management Operation of Law Enforcement Agencies ✔Best Practices of Law Enforcement Agencies ✔Comparative Policing ✔Industrial Security ✔Crime Mapping ✔Employment of Graduates in related agencies
	• Criminal Sociology	✔Juvenile Delinquency ✔Criminal Behavior ✔Victimology ✔Crime Witnesses ✔Theories of Crimes ✔Crises Management ✔Professional Conduct and Ethical Behavior of Government/Law Enforcement Agencies
	• Criminalistics, Crime Detection and Investigation	✔Best Practices and Lapses of Criminal Investigation Process ✔Traffic Management and Violations ✔Factors and Adverse Effects of Vice and Drugs
	• Correctional Administration	✔Institutional Correction ✔Non-Institutional Correction ✔Therapeutic Modalities ✔Dispute Resolution
	• Criminal Law and Jurisprudence	✔Best Practices and Loopholes of the Criminal Justice System and the Law ✔Barangay Justice System ✔Restorative Justice System ✔Human Rights ✔Implementation of Laws ✔Court Practices

CORE THEMES	SUB THEMES	SPECIFIC THEMES/TOPICS
Forensic Science	• Criminalistics, Crime Detection, and Investigation	✔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
	• Criminal Sociology	✔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
	• Criminal Law and Jurisprudence	✔Effectiveness and Efficiency of Laws in Crime Prevention ✔Laws governing investigators and forensic science experts

University : SAINT MARY'S UNIVERSITY
Country : PHILIPPINES
Web Address : https://smu.edu.ph/

[1] Setting and Infrastructure (SI)

[1.22] Conservation: plant, animal, and wildlife, genetic resources for food and agriculture secured in either medium or long-term conservation facilities (SI.10)




SMU Conservation Area – Masoc, Bayombong Property




SMU Mini Forest




MARIAN Gulayan sa Paaralan (SMU Junior HS Backyard Gardening)








Feed My Lamb Garden Project (College campus Backyard gardening)








Botanical Garden

Inventory of Trees and Assessment of Environmental Conditions of Saint Mary's University Campus

Relative Species Abundance of Trees

Table 1. Frequency and Relative Species Abundance of Trees Across Four Quadrats

Family	Species	Common Name	f	RA	Total
Anacardiaceae	*Mangifera indica L. var. indica*	Mango	36	4.66%	36
Annonaceae	*Polyalthia longifolia (Sonn.) Thwaites*	Ashoka Tree	2	0.26%	2
Araliaceae	*Schefflera actinophylla (Endl.) Harms*	Umbrella Tree	6	0.78%	6
Araucariaceae	*Araucaria heterophylla (Salisb.) Franco*	Norfolk Island Pine	12	1.55%	12
Arecaceae	*Hyophorbe lagenicaulis (L.H.Bailey) H.E.Moore var. lagenicaulis*	Bottle Palm	1	0.13%	54
	Veitchia merrillii (Becc.) H.E.Moore var. merrillii	Christmas Palm	49	6.35%	
	Cocos nucifera L. var. nucifera	Coconut Palm	1	0.13%	
	Phoenix dactylifera L. var. dactylifera	Date Palm	1	0.13%	
	Cayota mitis (Jacq.) Cogn.	Poison Arrow Tree	1	0.13%	
	Cyrtostachys renda Blume var. renda	Red Sealing Wax Palm	1	0.13%	
Asparagaceae	*Dracaena marginata Lam. var. marginata*	Dragon Tree	4	0.52%	5
	Dracaena cinnabari Balf.f. var. Cinnabari	Socotra Dragon Tree	1	0.13%	
Caricaceae	*Carica papaya L. var. papaya*	Papaya	26	3.37%	26
Combretaceae	*Terminalia catappa L. var. catappa*	Indian Almond	6	0.78%	6
Cupressaceae	*Cupressus sempervirens L. var. sempervirens*	Italian Cypress	2	0.26%	5
	Platycladus orientalis (L.) Franco var. orientalis	Oriental Arborvitae	3	0.39%	
Dipterocarpaceae	*Artocarpus blancoi Merr.*	Blanco's Breadfruit	29	3.76%	29
Fabaceae	*Acacia koa A.Gray var. koa*	Hawaiian Koa	25	3.24%	73
	Cassia fistula L. var. fistula	Golden Shower Tree	3	0.39%	
	Pterocarpus indicus Willd. var. indicus	Narra	27	3.50%	
	Leucaena leucocephala (Lam.) de Wit var. leucocephala	White Leadtree	12	1.55%	
	Inga edulis Mart. var. edulis	Ice Cream Bean	2	0.26%	
	Delonix regia (Hook.) Raf. var. regia	Royal Poinciana	4	0.52%	
Firmiana	*Firmiana simplex (L.) W.Wight var. simplex*	Chinese Parasol Tree	6	0.78%	6
Icacinaceae	*Iodina oliviformis Oliv.*	Icacina	6	0.78%	6
Lamiaceae	*Gmelina arborea Roxb. var. arborea*	Gmelina	42	5.44%	57
	Vitex negundo L. var. negundo	Chinese Chaste Tree	6	0.78%	
	Tectona grandis L.f. var. grandis	Teak	9	1.17%	
Lauraceae	*Persea americana Mill. var. americana*	Avocado	3	0.39%	3
Malvaceae	*Pachira aquatica Aubl. var. aquatica*	Money Tree	7	0.91%	7
Meliaceae	*Toona calantas Merr. var. calantas*	Philippine Mahogany	361	46.76%	361
Moraceae	*Ficus benjamina L. var. benjamina*	Weeping Fig	1	0.13%	6
	Artocarpus altilis (Parkinson) Fosberg var. altilis	Breadfruit	1	0.13%	
	Ficus carica L. var. carica	Common Fig	4	0.52%	
Moringaceae	*Moringa oleifera Lam. var. oleifera*	Moringa	7	0.91%	7
Musaceae	*Musa spp. L. var. spp.*	Banana	17	2.20%	17
Myrtaceae	*Psidium guajava L. var. guajava*	Guava	5	0.65%	5
Pinaceae	*Pinus sylvestris L. var. sylvestris*	Scots Pine	17	2.20%	17
Podocarpaceae	*Podocarpus macrophyllus (Thumb.) Sweet var. macrophyllus*	Buddhist Pine	4	0.52%	4
Rosaceae	*Antidesma bunius (L.) Spreng. var. bunius*	Bignay	4	0.52%	4
Rubiaceae	*Gardenia jasminoides J.Ellis var. jasminoides*	Gardenia	1	0.13%	1
Rutaceae	*Citrus maxima (Burm.) Merr. var. maxima*	Pomelo	4	0.52%	14
	Citrus reticulata Blanco var. reticulata	Mandarin Orange	8	1.04%	
	Citrofortunella microcarpa (Bunge) Wijnands var. microcarpa	Calamondin	2	0.26%	

Sustainability in Action: Repurposing Trees into Campus Furniture



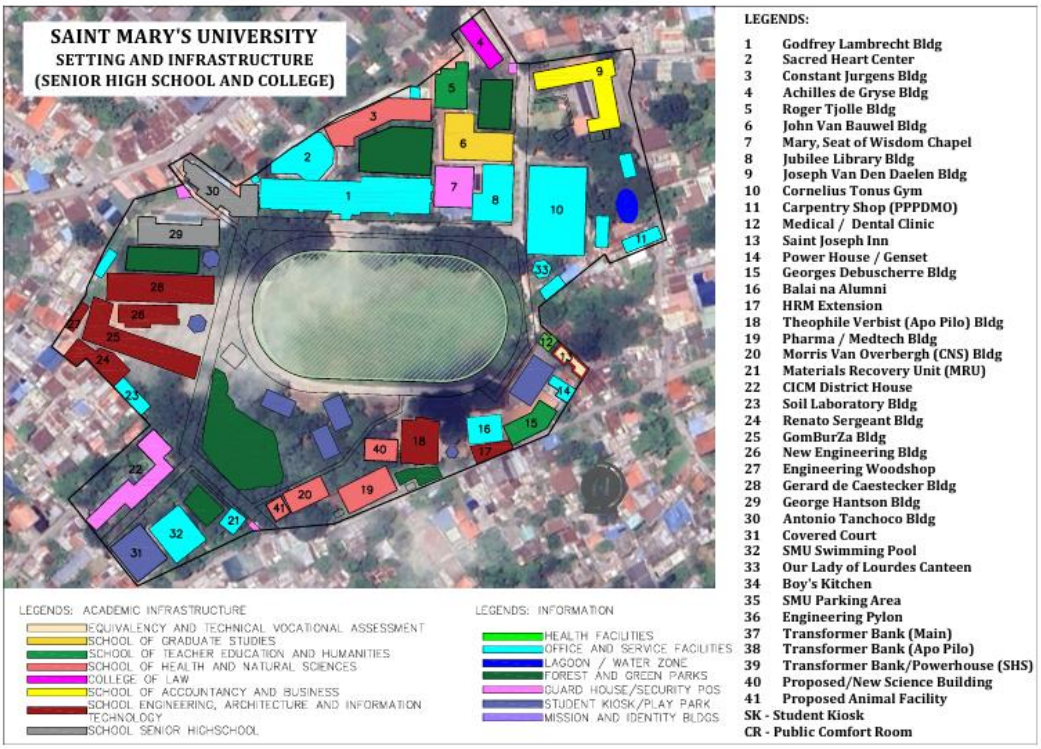


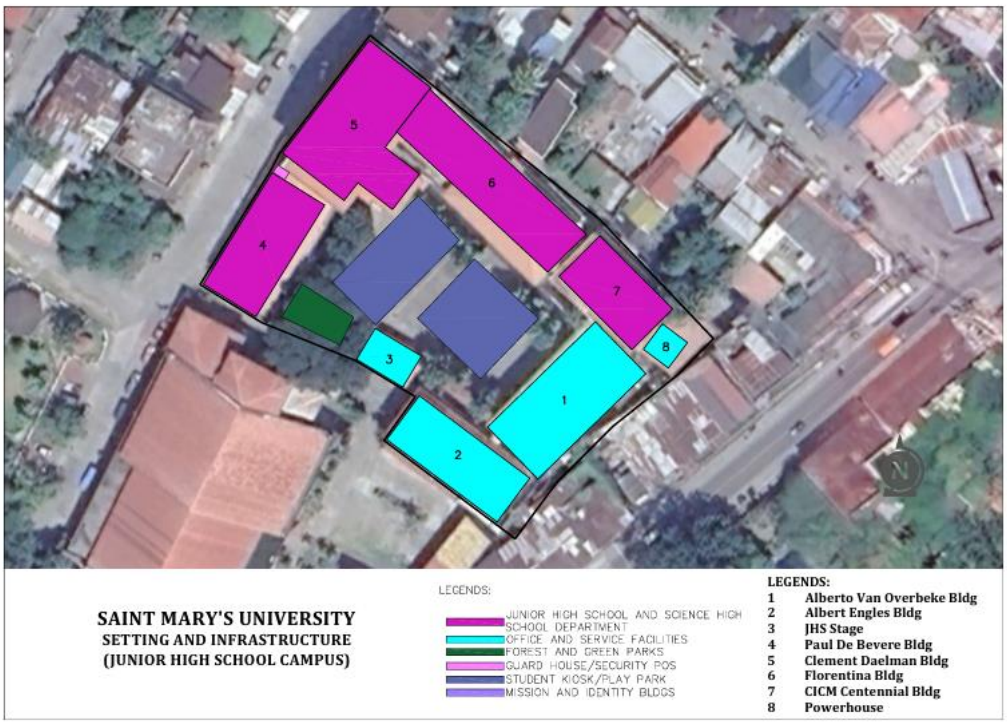


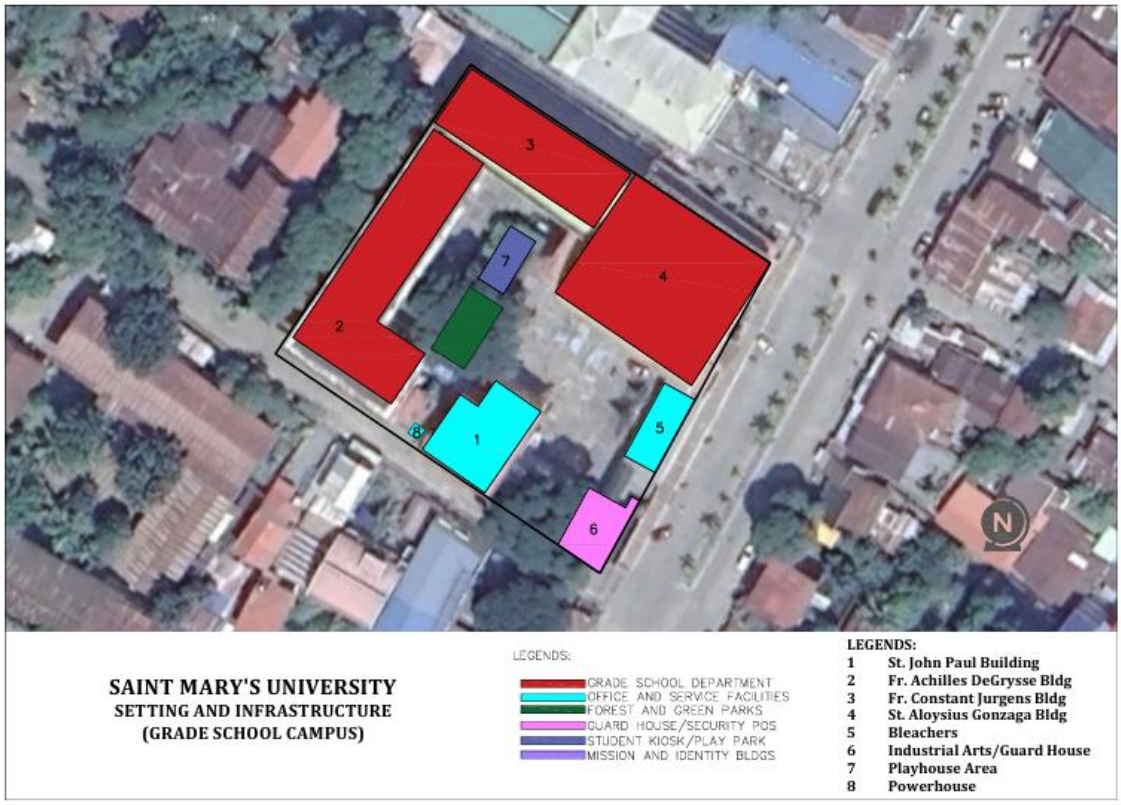







SAINT MARY'S UNIVERSITY
SETTING AND INFRASTRUCTURE
(SENIOR HIGH SCHOOL AND COLLEGE)
LEGENDS: ACADEMIC INFRASTRUCTURE
EQUIVALENCY AND TECHNICAL VOCATIONAL ASSESSMENT
SCHOOL OF GRADUATE STUDIES
SCHOOL OF TEACHER EDUCATION AND HUMANITIES
SCHOOL OF HEALTH AND NATURAL SCIENCES
COLLEGE OF LAW
SCHOOL OF ACCOUNTANCY AND BUSINESS
SCHOOL ENGINEERING, ARCHITECTURE AND INFORMATION TECHNOLOGY
SCHOOL SENIOR HIGHSCHOOL
LEGENDS: INFORMATION
HEALTH FACILITIES
OFFICE AND SERVICE FACILITIES
LAGOON / WATER ZONE
FOREST AND GREEN PARKS
GUARD HOUSE/SECURITY POS
STUDENT KIOSK/PLAY PARK
MISSION AND IDENTITY BLDGS
LEGENDS:
1 Godfrey Lambrecht Bldg
2 Sacred Heart Center
3 Constant Jurgens Bldg
4 Achilles de Gryse Bldg
5 Roger Tjolle Bldg
6 John Van Bauwel Bldg
7 Mary, Seat of Wisdom Chapel
8 Jubilee Library Bldg
9 Joseph Van Den Daelen Bldg
10 Cornelius Tonus Gym
11 Carpentry Shop (PPPDMO)
12 Medical / Dental Clinic
13 Saint Joseph Inn
14 Power House / Genset
15 Georges Debuscherre Bldg
16 Balai na Alumni
17 HRM Extension
18 Theophile Verbist (Apo Pilo) Bldg
19 Pharma / Medtech Bldg
20 Morris Van Overbergh (CNS) Bldg
21 Materials Recovery Unit (MRU)
22 CICM District House
23 Soil Laboratory Bldg
24 Renato Sergeant Bldg
25 GomBurZa Bldg
26 New Engineering Bldg
27 Engineering Woodshop
28 Gerard de Caestecker Bldg
29 George Hantson Bldg
30 Antonio Tanchoco Bldg
31 Covered Court
32 SMU Swimming Pool
33 Our Lady of Lourdes Canteen
34 Boy's Kitchen
35 SMU Parking Area
36 Engineering Pylon
37 Transformer Bank (Main)
38 Transformer Bank (Apo Pilo)
39 Transformer Bank/Powerhouse (SHS)
40 Proposed/New Science Building
41 Proposed Animal Facility
SK - Student Kiosk
CR - Public Comfort Room


SAINT MARY'S UNIVERSITY
SETTING AND INFRASTRUCTURE
(JUNIOR HIGH SCHOOL CAMPUS)
LEGENDS:
JUNIOR HIGH SCHOOL AND SCIENCE HIGH SCHOOL DEPARTMENT
OFFICE AND SERVICE FACILITIES
FOREST AND GREEN PARKS
GUARD HOUSE/SECURITY POS
STUDENT KIOSK/PLAY PARK
MISSION AND IDENTITY BLDGS
LEGENDS:
1 Alberto Van Overbeke Bldg
2 Albert Engles Bldg
3 JHS Stage
4 Paul De Bevere Bldg
5 Clement Daelman Bldg
6 Florentina Bldg
7 CICM Centennial Bldg
8 Powerhouse



SMU Settings and Infrastructure Campus Layout

Description:

The SMU Masoc Reforestation Project focuses on the reforestation and development of specific areas, including 2.06 hectares designated by the Provincial Government within the watershed area in Masoc, Bayombong, as well as additional SMU property in the same barangay. This initiative involves tree planting and maintenance activities aimed at combating global warming and climate change. Furthermore, the developed areas serve as venues for ecological research and studies, contributing to environmental education. In 2021, a portion of this property was leased to SMU employees, allowing them to cultivate fruit-bearing trees and vegetables, thereby enhancing their livelihoods while promoting sustainable practices. This multifaceted approach not only addresses environmental challenges but also supports community engagement and economic development through agricultural initiatives.

The Nueva Vizcaya Provincial Local Government Unit (PLGU)-funded project through the Provincial Environment and Natural Resources Office (PENARO) tagged as the SMU Vernacular Ecological Station is being established at the Jamboree site through a Memorandum of Agreement between SMU and the PLGU. The project seeks to advance the province's environmental protection agenda by emphasizing the integral role of indigenous communities and their Indigenous Knowledge Systems and Practices (IKSPs) in sustainable resource management. The two-hectare reforestation area at the Jamboree site will be improved and converted into a vernacular ecological station designed to simulate the natural environments of selected indigenous communities in Nueva Vizcaya. The project envisions outcomes such as increased forest cover, enhanced biodiversity, and opportunities for community-based income generation. Equally important, it aims to educate and empower local communities by enhancing their capacity to participate in environmental conservation and natural resource management using their traditional ecological knowledge. Once established, the Vernacular Ecological Station will serve as a learning resource and model of innovative environmental governance, celebrating and preserving the ingenuity of Nueva Vizcaya's indigenous peoples in promoting sustainability and resilience.

Within the university campus, the SMU Botanical Garden stands as a vital component of the institution's greening and research initiatives. It serves as a living laboratory and biodiversity hub, housing a rich collection of indigenous and cultivated plant species. The garden supports both ecological conservation and academic research, particularly among BS Pharmacy students, who utilize it for studies on medicinal plants and herbal medicine formulation. This initiative bridges traditional plant knowledge with modern pharmaceutical science, reinforcing SMU's commitment to sustainability, health, and innovation through environmentally rooted research and education.

Another initiative, the "Feed My Lambs" with Vegetables Project, spearheaded by SMU employees—particularly office personnel and later expanded to include faculty members—fosters community engagement through sustainable food production. By cultivating a community vegetable garden within the university premises, the project provides opportunities for camaraderie, cooperation, and wellness among employees outside formal workplace settings. It promotes food security and healthy eating, especially among low-income community members, while also supporting institutional initiatives such as the "Alkansiya para sa Kapilya" project through proceeds from the sale of surplus produce. Beyond its nutritional and social impact, the project encourages physical activity and holistic well-being. A similar initiative, the "Gulayan sa Paaralan" led by the Kalinangan Club at the SMU Junior High School, strengthens environmental awareness and sustainability practices among younger students.

The SMU Mini Forest, established in the 1970s as part of the university's campus development plan, stands as one of the earliest symbols of the institution's commitment to caring for the environment. Nestled within the main campus, this vibrant green sanctuary is home to a diverse collection of native and endemic tree species that provide shade, clean air, and shelter for both birds and land-dwelling animals. Acting as a small yet vital ecosystem within the university, it helps maintain ecological balance, stores carbon, and regulates the campus microclimate. Over time, it has also become an outdoor classroom for students of Biology, Environmental Science, and related fields, supporting hands-on learning through biodiversity studies, ecological monitoring, and environmental awareness programs.

A memorable example of the thriving biodiversity in the Mini Forest occurred when an owl was rescued from the area, an event that highlighted the forest's role as a safe haven for wildlife. The story gained national attention and was featured in *The Philippine Star*, one of the country's top newspapers, celebrating Saint Mary's University's success in creating a wildlife-friendly environment within its academic grounds. This incident emphasized that the Mini Forest is not just research and learning space but also a living example of how campus ecosystems can promote wildlife conservation and environmental responsibility.

In line with the university's sustainability efforts, trees that were pruned or damaged by typhoons were not discarded. Instead, the wood was repurposed into functional furniture such as benches and tables, now used by students and visitors within the campus. This creative initiative reflects SMU's dedication to resource conservation, waste reduction, and sustainable design practices.

Together, the Masoc Reforestation Area, Vernacular Ecological Station, Botanical Garden, Community Vegetable Gardens, and Mini Forest showcase Saint Mary's University's long-standing dedication to environmental protection, biodiversity conservation, cultural preservation, and sustainable growth. These efforts strongly align with the United Nations Sustainable Development Goals (SDGs), particularly SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities), SDG 13 (Climate Action), and SDG 15 (Life on Land), solidifying SMU's role as an environmentally responsible and sustainability-driven university.

Additional evidence link:

Feed my Lambs Gardening Project 2021-2022 & 2022-2023Narrative Reports
LMCDAC Minutes of the Meeting on Zoning of the Masoc Reforestation - March 13, 2024
Additional Photos for SMU Open Space Areas