



UNIVERSITY OF SOUTHERN  
PHILIPPINES FOUNDATION

# USPF Newsletter

2020 – 2022



USPF



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## GIVE TO USPF



# PRESIDENT'S CORNER

My dearest USPian family,

It is my pleasure to finally share with all of you the maiden edition of the Panthers Pride, the official USPF Newsletter, which is our way of showing not only the local academic community but the global network of stakeholders in education that the University of Southern Philippines Foundation continues to thrive and flourish; unprecedented challenges notwithstanding.

This first edition puts a spotlight on the university's undertakings, accomplishments, and lessons learned during the pandemic. While there is no understating the difficulties that each one of us had to go through, the victories that each one of us achieved during such a character-testing, resiliency-provoking time no doubt calls for recognition and celebration.

This publication aims to give perpetual applause and appreciation to these achievements, no matter how modest or ordinary they may seem.

With the support of the entire USPian community, from the alumni to the trustees, to our partner agencies and our employees, to each one who sacrificed to help us navigate the financial crisis and survive as an institution. To our students and their families who continued to trust us with their education during an uncertain time, we owe where we are today to all of you.

Propelled by your support and with confidence in the knowledge that we share the same goal of helping build better tomorrows today, we move forward and upward together.

With you, USPF persists in its commitment to provide private-quality education to the average person in the community and our founders' legacy of transforming lives since 1927 remains alive.

I wish to thank all who have contributed to this edition of Panthers Pride and look forward in eager anticipation to all future contributions as we strive to make USPF a top-of-mind university beyond the borders of Cebu and the Philippines one edition at a time.

With gratitude,

**Atty. Paulino A. Yabao**  
University President





# USPF HISTORY

SINCE 1927

The University of Southern Philippines Foundation was established on May 14, 1927, by men and women who felt the need of establishing a private, non-sectarian educational institution that would offer high standards of instruction within the reach of the average man in the community. These men and women were:

Agustin Jereza, a civil engineer from the State University of Iowa; Virgilio Gonzales, a doctor of medicine from the University of the Philippines; Miguel Sanson, a practicing attorney; Mrs. Natividad Villa-Albino, a school teacher; Felipe Ouano, Fructuoso Ramos, and Hipolito Andrada, businessmen; and Dr. Jose Mirasol, a chemist and former dean of the Cebu Junior College, then the Cebu branch of the University of the Philippines. Dr. Mirasol served as the first director of the school.

The University of Southern Philippines Foundation was first called Southern Institute when it was founded in 1927. Classes were held in a rented building in Colon Street, Cebu City, with 121 students. In 1929, the secondary course was granted government recognition.

In 1933, with the increase in the school population, the school moved to its own two-story concrete building on Mabini Street. In the same year, the College of Commerce was opened. In 1935, the College of Liberal Arts, the College of Civil Engineering, and the College of Law were opened.

In 1937, the Southern Institute changed its name to the Southern College.

The Second World War razed the school buildings to the ground with the exception of the façade of the Administration Building. The U.S. Army occupied the campus. After the war, the school was reconstructed and was re-opened in 1945 in Camputhaw (now Lahug).

On July 8, 1949, the name Southern College was changed to University of Southern Philippines. The course expansions caused the Mabini Campus to extend itself to V. Gullas (formerly Manalili) and P. Burgos streets, where the Sanson and Doña Beatriz Halls that housed the Elementary Department, the Gonzales Hall that housed the College of Engineering, and the Home Economics Building were located.

In 1959, the stockholders agreed to dissolve the original stock corporation and converted USP into a non-stock, non-profit foundation. On May 28, 1959, it was officially registered with the SEC as a foundation.

In 1962, Don Agustin Jereza established the USP Lahug Campus, which is located in Salinas Drive.

In 1977, the University celebrated its Golden Jubilee. In 2020, the University of Southern Philippines Foundation celebrated 93 years as an academic institution and 71 years as a university staying true to its commitment to serve the nation by producing professionals in different fields of specialization. USPF continues to be a premiere educational institution that responds to the high demands of producing globally competitive graduates, upholding the values of professionalism, integrity, excellence, and social responsibility.







# ADMINISTRATION

## Updates



### HEALTH SAFETY AND SECURITY DEPARTMENT



#### Breast Cancer Awareness Month: “United We Fight”

Rachelle Ann P. Te, RN  
Clinic Coordinator

A pink explosion is coming!

As October is Breast Cancer Awareness Month, this is an ideal time to discover more about this deadly disease that devastates the lives of so many. In this light, the Health and Security Services Department organized a webinar in partnership with Lockton Philippines Insurance and Reinsurance Brokers, Inc. and Intellicare.

The session scheduled last October 22, 2021, was graced by Dr. Mary Janice Kanico. The renowned surgeon shared relevant information on breast cancer statistics, simple anatomy of the breast, risk factors, pathology of breast cancer, signs and symptoms, self-breast examination, breast imaging, biopsy, treatment, molecular subtypes, surgery, prevention, and how to lower your risk. Dr. Kanico emphasized the significance of awareness in the fight against breast cancer as



early detection, often through screening, can help us detect the cancer when it is most treatable.

Indeed, with proper education, you can do a lot - even help save lives.

The webinar was attended by more than 100 participants from the USPF community. The Health and Security Services Department expresses our deepest gratitude to all the participants for making the webinar a productive and successful online event.





Health and Security Services is an integral department of the University of Southern Philippines Foundation. Its primary role is to keep the students and faculty safe while also offering learning and social opportunities. COVID-19 has resulted in schools closing down everywhere in the world. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely.

We understand that the commitment and dedication of each individual to abide by the health guidelines and protocols plays a very important role. Our aim is not to eradicate all possible risks but to strongly advocate for standard health and safety protocols in a pandemic. It is imperative for everyone – faculty, staff, and students – to take responsibility for their actions and adhere to the guidelines and protocols of our institution.

Prior to returning to campus, everyone must acknowledge:

The serious nature of COVID-19,

The importance of everyone's knowledge of the risks presented by the virus,

The need to monitor one's own health, and

The need to notify the school clinic if symptomatic and/or exposed and be tested if necessary.

Everyone must practice social distancing, frequent handwashing, coughing/sneezing etiquette proper tis-

## **PHYSICAL DISTANCING**

Maintaining space between yourself and others is necessary to lessen possibilities of contact with someone who has the COVID-19 virus. Anyone can spread the virus without being sick or knowing they are sick, so it is crucial to maintain physical distance from others as much as possible. Physical distancing is required in UPSF campuses to limit exposure to the COVID-19 virus and to slow down the transmission. Always stay at least 3 feet from others (about an arm's length). All workplaces should be positioned at a minimum of 3 feet away from each other. Conferences should take place online rather than in a conference room. If you must meet in person, clean surfaces, chairs, and equipment before and after using. Minimize non-essential movement around the campus.

## **FACE MASK and FACE SHIELD**

The use of face masks are required and must be worn entirely for all students, faculty, staff, and visitors, notwithstanding their vaccination status.

## **HOW TO WEAR FACE MASKS PROPERLY**

- Wash your hands before and after touching the mask.
- Touch only the bands or ties when putting on and taking off your mask.
- Make sure the mask fits to cover your nose, mouth, and chin.
- Make sure you can breathe and talk comfortably through your mask
- Wash reusable masks after each use. If the mask is disposable, discard it when visibly soiled or damaged.

## **HAND HYGIENE**

Frequent handwashing is one of the most valuable actions individuals can do to inhibit the spread of COVID-19. Handwashing should be done after touching something in a public area, after using the restroom, before and after eating, and after touching one's face or blowing one's nose.

### **The correct handwashing technique is as follows:**

- Wet your hands with plenty of clean water. Cover all the surfaces of your hands with soap.
- Rub the palms together to form a lather. *Do this for at least 20 seconds.*
- Rub the palm of one hand over the back of the other hand, making sure to clean in between your fingers. Repeat with the other hand.
- Rub the palms together again, and clean in between the fingers again.
- Rub the backs of the fingers against the opposite palm, interlocking the fingers as you do this.
- Grasp the thumb of one hand with the other hand and rotate the closed hand around the thumb to clean it. • Repeat with the other thumb and hand.
- Rub the tips of the fingers of one hand on the palm of the other hand. Repeat with the other hand.
- If a clean nail brush is available, scrub gently under the nails.
- Rinse the hands under clean, running water.
- Dry them thoroughly, ideally, with a disposable towel. Alternatively, allow them to air dry.
- Use the towel (if you have one) to turn off the tap and then dispose of it.

## **COUGHING AND SNEEZING**

Always cover your mouth and nose with a tissue when you cough or sneeze. Throw tissue in the trash and immediately wash your hands with soap and water or use hand sanitizer that contains at least 60% alcohol.

## **DISINFECTION**

Routine cleaning and disinfecting are important in reducing the risk of exposure to COVID-19. Cleaning workspaces, classrooms, eating areas, laboratories, and public spaces. Moreover, surfaces commonly touched by several people such as door handles, handrails, light switches, and faucets, should be wiped and sanitized frequently.



## DAILY SELF- SCREENING

The University of Southern Philippines Foundation requires all faculty, staff, and students to self-screen every day for signs and symptoms of COVID-19 prior to entry.

### Daily self-screening questions include:

- Have you been in close contact with a confirmed case of COVID-19 in the past 10 days?
- Are you experiencing a cough, shortness of breath, or sore throat?
- Have you had a fever or felt feverish in the past 48 hours?
- Have you had a loss of taste or smell?
- Have you had vomiting or diarrhea in the last 24 hours?

Anyone who reports to work or school must not exhibit any symptoms. As a frontliner, long before the coronavirus pandemic, I have always been passionate about being able to help and provide quality care to patients. This pandemic is a challenge to us that brings a new level of complexity to our job. Head-on in order to flatten the curve, our lives changed drastically and turned our world upside down. Shout out to us frontliners for putting our safety at risk in tirelessly providing essential care to the vulnerable as this is no easy task.

To everyone, my USPF family, together we pray that we can rise above this global health crisis – stronger together after this dark storm, behind this mask.

# DORMITORIES



### USPF-DORMITORY RESPOND TO TRANDED STUDENTS DURING COVID-19

(Mr. Nestor Saballa, Dormitory Manager)

The USPF dormitory was built in 2012. It has a regular capacity of 120 students. There are twenty-five rooms of different categories. The accommodation offers aircon and non-aircon rooms. Boys are in the third floor and the girls are in the second floor of the building with no access in between floors. There is a spacious study area at the ground floor with WiFi on all floor levels. It has a pingpong table and a dart board for recreation. The dormitory has a beautiful green view because it is facing the school football field.

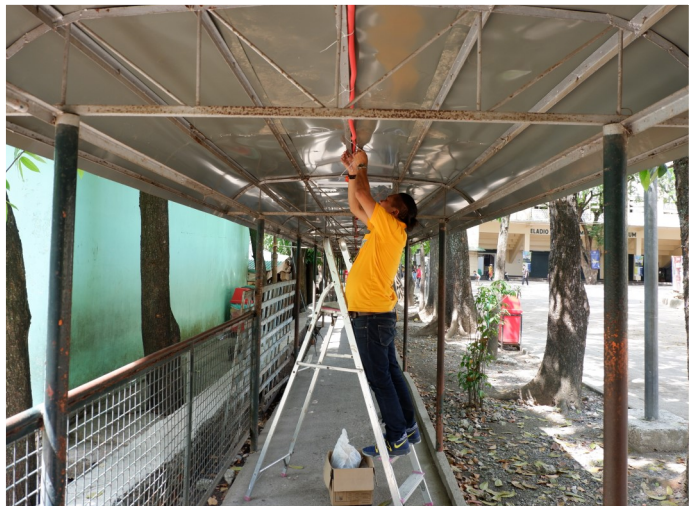
It was in early 2020 that the nation experienced the first wave of the pandemic, which affected numerous establishments and institutions. On March 25, 2020, the government declared a total lockdown for the whole province of Cebu and the rest of the Philippines. There were forty (40) students stranded in the dormitory at that time. These students are from different cities and provinces of the country.

With the coordination of the dormitory manager and the USPF SSG President, these stranded students were given relief goods and cash assistance from the USPF Alumni

Association, Cebu Youth Ambassador, and some Admin/Finance officials of the university.



# FACILITIES MANAGEMENT SERVICES







Engr. Victor O. Maldo,  
Facilities & Infrastructure Manager

The University of Southern Philippines Foundation campuses are located in environments that are conducive to educational activity and relaxation and very much accessible to public transportation. Safety measures have been implemented upon entering the campuses and these were enhanced during the pandemic. In effect, the campuses have provided additional safety equipment and implement stricter protocols.

The campuses are well-planned and attractively landscaped. Employees, faculty, and students are protected from heat or rain when they transfer from one building to another by the covered walks. For the comfort of students, operational drinking facilities are provided in strategic locations. For health reasons, both campuses are strictly “NO SMOKING” zones. And, pursuant to environmental laws, the campuses observe proper segregation of solid waste. The drainage systems of both campuses are adequate with no hazardous effluents involved.

The buildings are functionally constructed in relation to their use. Emergency evacuation exits are adequate. Corridors, doorways, and alleys are constructed to facilitate movement of traffic. Water source is periodically tested. There is adequate ventilation throughout the buildings, enhanced with safety equipment.

The classroom sizes meet the standard specifications. There are enough maintenance personnel to address the needs of the campuses regularly. Classrooms are provided with adequate lighting and ventilation. There are enough classrooms in relation to the student population. Offices and staff rooms are very accessible, with adequate space, and provided with office equipment and fixtures with regular maintenance.

Assembly and Athletic Facilities are adequate, satisfactorily ventilated, and comfortable. There are adequate and well-marked entrances and exits to these facilities. More CCTV cameras were installed in strategic areas for the security of the campuses. The Lahug Campus has enough parking space.

## Facilities/Amenities:

- Main Function Hall (AJH)	= 300 seating capacity
- Theater (AJH)	= 500 seating capacity
- Law Mini Court/Moot Court (AJH)	= 150 seating capacity
- University Library (AJH)	= 242 seating capacity
- Learning Commons (Jueco)	= 100 person
- I-Laboratory (AJH)	= 18 computer sets
- New Dormitory (FVRH)	= 25 rooms
- Elevator (AJH)	= 2 units (9 person/unit capacity)
- Generator Set (AJH & THM)	= 2 units (400 KVA & 125 KVA)
- Solar Power (AJH)	= 100KW
- CCTV Cameras (Lahug)	= 268 units
- CCTV Cameras (Mabini)	= 36 units
- Gymnasium (Lahug)	= 1,500 seating capacity
- Beach Volleyball (Lahug)	
- Covered Court (Lahug)	
- Open Court (Lahug)	
- Football Field (Lahug)	
- Shower Room (Lahug)	
- Athletes Quarter (Lahug)	
- Staffhouses (Lahug)	
- PRT (Lahug)	

# MAJOR PROJECTS ( 2020-Present )

Upgrading Electrical Wiring @ OJH - Lahug Campus  
Contract Price : P 13,500,000.00  
Status : on going (99% accomplished)

Upgrading Electrical Wiring @ Admin. Building - Mabini Campus  
Contract Price : P10,880,235.00  
Status : on going (98% accomplished)

Guidance Office Renovation - Mabini Campus  
Contract Price : P 1,586,500  
Status : 100% accomplished

Renovation of Medical & Dental Clinic - Mabini Campus  
Contract Price : P 862,900.00  
Status : 100% accomplished

Deepwell Drilling (near Ancestral Dormitory) - Lahug Campus  
Contract Price : P 1,505,198.60  
Status : 100% accomplished

Improvement of Laboratory (Phy./Chem./Bio.) - Mabini Campus  
Contract Price : P 2,200,000.00  
Status : 100% accomplished

Renovation of Accreditation Room - Mabini Campus  
Contract Price : P 365,510.00  
Status : 100% accomplished

Renovation of Athletes Quarter - Lahug Campus  
Contract Price : P 778,278.02  
Status : 100% accomplished

Comfort Room Renovation @ AJH - Mabini Campus  
Contract Price : P 261,766.31  
Status : 100% accomplished

Renovation of Principal's Office C.R. - Mabini Campus  
Contract Price : P 42,859.88  
Status : 100% accomplished

Renovation of Principal's Office - Mabini Campus  
Contract Price : P 253,000.00  
Status : 100% accomplished

Room Renovation for Criminology Laboratory @ AJH - Lahug Campus  
Contract Price : P 423,535.14  
Status : 100% accomplished

Drainage Rehabilitation (Near SBM) - Lahug Campus  
Contract Price : P 176,065.88  
Status : 100% accomplished

Fence Retrofitting (Near SBM) - Lahug Campus  
Contract Price : P 159,992.00  
Status : 100% accomplished

DITO Telecommunication Tower @ AJH - Lahug Campus  
Rental Price : P 50,000.00/month  
Status : Operational

Retrofitting of Rooms for Nursing Department (Face to Face Classes)  
Budget Cost : 398,696.67  
Status : 100% accomplished (ready for CHED inspection)





## PHILANTHROPY AND EXTERNAL LINKAGES

Grace Capili-Clabesillas,  
Philanthropy and External Linkages Manager

The University of Southern Philippines Foundation created in August 2021 the office of the Philanthropy and External Linkages (PEL) with the mission of building strong relationships and collaborations with other educational institutions, the alumni association and its members, relevant government and non-government agencies, industries, individual and corporate philanthropists, and funding institutions and agencies, both local and abroad to support the university's various academic activities such as scholarships, athletics, cultural, faculty development, and institutional programs and projects.

The pilot program of USPF PEL, the Adopt-a-Scholar project, aims to support high-potential but financially-disadvantaged students by actively working with organizations, businesses, leaders, philanthropists to bridge the education gap and reduce school dropout rates in response to the need of the community especially in this time of pandemic where more students stopped schooling due to financial constraints.

The success of the organization is dependent entirely upon the financial support of corporations and individuals committed to our mission. We hope you will join us in supporting our vision as we inspire many students in USPF. We can be reached at [pel@uspf.edu.ph](mailto:pel@uspf.edu.ph) or at (032) 265-8773 local 140.



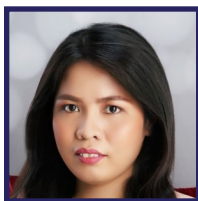
to the  
**University of Southern Philippines Foundation**

# HUMAN RESOURCE MANAGEMENT DEVELOPMENT

presents the

## *Service Awardees of 2020*

### 10 YEARS OF SERVICE



AILEEN N. DACLAN



BENJAMIN T. DELA CERNA, III



MARIA NANCY B. NIMER



CATHERINE P. TABANAO



INOCENCIO M. VERANO, JR.

### 15 YEARS OF SERVICE



PAMILA B. ALTAMARINO



NICOLAS O. CARPELA, III



LIANNE A. CODERA



ELITA L. CUI



ROWENA B. NERVES



SYRIEL S. YBAÑEZ

### 20 YEARS OF SERVICE



ESTELA S. ARANTE

### 25 YEARS OF SERVICE



MARIA GEMMA G. ALKUINO



GENEVIEVE R. DIAZ



LUCILA A. ESPELLARGA



LORNA T. LABAYA

### 30 YEARS OF SERVICE



NIMFA G. DALOGDOG



REMEGIO B. MANGUBAT



LUCIO A. PULMONES



GEORGINA B. PULMONES



MAURA A. VILLAMOR



# *Service Awardees of 2021*

## 10 YEARS OF SERVICE



JUDELYN A. CABALLERO



VENUS M. EMPUERTO



HAIDEE B. MORADAS



FRANCISCO C. POTOT, JR.



GLORIA A. TERNATE

## 15 YEARS OF SERVICE



NELSON M. DINGLASA



CESILLE J. ROSELL

## 20 YEARS OF SERVICE



MAGNO G. AQUINO, JR.



HELBERT C. CABUG-OS



MR. CARMELITO B. CARALDE



JOY E. LIM



ROSARIO E. SEQUITIN



SERGIO T. TABURADA

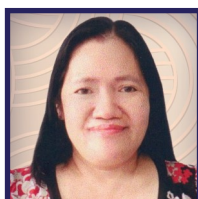


MILA B. TUAZON

## 30 YEARS OF SERVICE



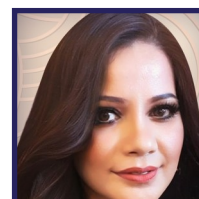
MARIO O. ARNAIZ



MONSERRAT ALEÑA C. DIAPANA



ARLENE B. ROLDAN



JANET S. YBAÑEZ

# Service Awardees

2022



Clark | 10 years of service

Marie | 10 years of service

Jayson | 15 years of service

Rosie | 10 years of service

Evita | 10 years of service

Jacqueline | 15 years of service

Agnes | 15 years of service

Mary | 25 years of service

Maritess | 25 years of service



# 30

Years of Service

Mildred M. Gicos

# 25

Years of Service

Maritess H. Laborte  
Mary Jane R. Muaña  
Olivia G. Vistil

# 15

Years of Service

Agnes S. Avila  
Antonio T. Baran, Jr.  
Marivic S. Bustillo  
Jacqueline O. Ebrada  
Julie Lyn A. Reyes  
Jayson B. Taborada

# 10

Years of Service

Ryan Joseph M. Baclayon  
Rita P. Cuevas  
Clark Dominic C. Lungay  
Rosie B. Maglasang  
Jane Evita S. Ngo  
Marie Joy M. Sanches  
Charlotte E. Villajuan





# ACADEMIC

## Highlights

### ELEMENTARY SCHOOL - LAHUG



Sanson Memorial Hall—Elementary Building



## LEARNING MODALITIES: CHALLENGES AND INTERVENTIONS

**Dr. Elaine May S. Patiño**

Principal, Elementary School Department - Lahug Campus

COVID-19 has not stopped us from continuing to deliver education and we continue to do our best in determining effective teaching-learning modalities.

For the University of Southern Philippines Foundation Basic Education Lahug and Mabini Campuses, which aim to make the new normal of delivering insightful and life-changing learning experiences to our learners, we offer Online and Digitized Modular Learning Modalities.

Our Online Learning modality involves synchronous and asynchronous sessions. The synchronous sessions follow the recommended screen time of DepEd from Kindergarten to Grade 12. For asynchronous, our teachers provide activities and tasks for our pupils to work on offline and given sufficient time allotted for this purpose.

On the other hand, Digitized-Modular Learning is offered to pupils with unstable internet connections. Pupils download the digitized materials and work on their own but with specific due dates for submission. However, they are required to take the monthly summative tests together with the Online students.

The shift to online teaching-learning delivery is a bit difficult and more challenging for it requires the utilization of new pedagogical approaches, learning activities, and technology tools that may be new to teachers, parents, and pupils. Our teachers are provided with PC units, webcams, headsets with microphones, and a monthly communication/load subsidy for those who are teaching in their homes. For those who find it difficult to deliver online classes at home because of the problems of internet connectivity and gadgets, we allow them to use our onsite facilities. They are allowed to come to the

campus to deliver their online classes.

Our first two weeks of classes were really challenging. As far as I remember, phone calls and e-mails from parents in those days came in bulk. The first challenge that we encountered was unstable internet connection for some pupils and teachers. To resolve this, digitized-modular learning was offered to pupils while teachers were allowed to stay inside the campus with free accommodation following health and safety protocols. USPF has dormitory facilities for faculty who opt to stay on campus. And since the start of the pandemic, only very few local and foreign students have stayed on campus, so there were available slots for some of our faculty and staff who have opted to stay on campus.

The second challenge that we had was technical difficulties among some pupils and parents, and even some teachers. To help the Basic Education, an Edutech Coordinator was appointed to oversee and manage the edutech needs and issues by our department.

To help students, parents, guardians, and even teachers, our Learning Management System provider together with our EduTech Coordinator conducted a series of seminars and trainings to students, parents, guardians, and teachers on the use of the LMS and other issues and concerns. Since then, our teachers have been engaging our students, parents, and guardians in an open communication pertaining to concerns and issues in this “new mode of delivering instruction.”

It is my fervent hope that, as we continue to perform our primordial task of educating our children, we all remain steadfast and committed despite everything that besets our educational system.





## UNILAB INC @ USPF ELEMENTARY SCHOOL

Leo I. Ceniza,  
Elementary School SAS Coordinator

This school year 2020-2021, UNILAB Inc.'s HEALTHY LEARNING with Ceelin Plus Chewables and Nutroplex brings a School Tour. It serves to educate private and public elementary school pupils and their parents on the importance of a healthy immune system as protection against COVID-19.

The teachers from USPF elementary school are actively implementing the UNILAB learning materials to our participative and active pupils. The highlights of the program include health and nutrition modules taught to pupils via the blended/distance learning modalities chosen by the participating schools.

Apart from the health and nutrition education for pupils, modules for parents are also shared to ensure that what is being taught to children is also applied at home. The parents' modules focus on the important role they play in helping their kids adjust to the new normal.

Pupils and parents also take part in a fun dance-demo exercise that aims to reinforce further the lessons shared to them in their respective modules.

We teach, we innovate, and we care.





## CESAFI VOCAL COMPETITION AND DECLAMATION CONTEST 2021

Francisco C. Potot Jr.  
Grade 6 Class Adviser



The CESAFI Academic and Cultural Competitions have pushed through for the school year 2020–2021. It has always been a practice of CESAFI to hold academic events such as Math and Science Quiz Bowl, General Information Contest, SUDOKU Challenge, Solo and Duet Vocal Competitions, and Computer Quiz Bowl. For the school year 2020–2021, the CESAFI organization agreed to hold the solo competition and declamation contest only for the Elementary Level.

On April 16, 2021, the Solo Vocal Competition was held through Zoom, which was hosted by the University of Southern Philippines Foundation with Mr. Glen Albutra as the event coordinator. The vocal competition theme was Disney Songs. The Elementary School of the University of Southern Philippines Foundation was represented by Mary Ellen Hauschildt, a grade six pupil of Lahug Campus, coached by Mr. Remy Mangubat and Mr. Francisco Potot Jr. as the assistant coach. She sang “Speechless” from the movie Aladdin. She won 2nd runner-up.

On April 28, 2021, the declamation contest was also held through Zoom, hosted by the University of Southwestern Phinma. The Elementary School of the University of Southern Philippines Foundation was represented by Eliez Weeyan Aquinde, a grade six pupil of Lahug Campus, coached by Dr. Noelabel Bacus. The title of her piece was “Sanity on Fire.” She won 2nd runner-up.

The University of Southern Philippines Foundation has won these two competitions every year in the CESAFI Academic and Cultural Competitions. You can say, it has always been a habit of the Elementary School – Lahug Campus to win in inter school competitions. Congratulations!



# eSPORTS

as a **NON-ACADEMIC  
CULMINATING ACTIVITY  
for 2020-2021**

Wilford G. Sabella

Former Basic Ed EduTech Coordinator

For the first time, the USPF Elementary School Lahug Campus was able to hold online non-academic culminating activities and one of these is our esports. As we all know, the esports community is getting bigger and pro players can make a living with this and it's already a profession. Also, this promotes self-confidence, teamwork, socialization, problem solving, and strategic thinking.

Two days were allotted for this event (May 26-27, 2021) and was broadcast live on our USPF Elementary School Facebook page reaching as many as 776 viewers. Powered by OBS Studio and Facebook Live, one of our activities was Krunker, a free multiplayer shooting online game. No download was needed and it improved the kids' hand-eye coordination, attention, visual acuity, basic processing, and executive functions.

For the main event, the most popular mobile multiplayer online battle arena developed and published by Moonton, Mobile Legend was participated by five teams of Grades 5 and 6 pupils.

As an educator, the activity was not easy for me to execute but I was able to make it with the pupils' cooperation. I can say, it was a successful event. We will try to improve our online activities since no one knows when this pandemic will end and it will be good to also continue building a strong network.







## FIRST ON THE LINE: USPF ELEMENTARY SCHOOL – LAHUG CAMPUS THE FIRST ELEMENTARY PROGRAM IN REGION VII TO HAVE BEEN GRANTED WITH LEVEL III RE-ACCREDITED STATUS



**Harvey B. Tanudtanud**  
Grade 5 Class Adviser

It is a great success to the whole university specially in the Elementary School to receive this one-of-a-kind award -- to have been granted as the first Elementary Program in Region VII with Level III Re-accredited status by PACUCOA.

This award means a lot to all the teachers and staff of the whole department for their hard work and dedication. The sleepless nights spent to create the best outputs for the accreditation has paid off with the guidance of our school principal, Dr. Elaine May S. Patiño.

The award is a lifetime achievement for the whole organization since it gives pride and honor to the university. Kudos to the faculty and staff of USPF Elementary School Lahug Campus.



# Poetry



## **GURO SA NEW NORMAL**

Teresita B. Montecillo  
Grade 5 Class Adviser

Sa mga kapwa ko guro sa kagawaran  
Sa mga gawain na sa atin ay nakalaan  
Alalahanin ay iaalis sa ating isipan  
Gumawa lang tayo ng may kasiyahan.

Kapag pagod pahinga ang kailangan  
Kung nahihirapan ikaw ay tutulungan  
Kapwa nating guro sila ay andiyan naman  
Upang ikaw ay abutin at alalayan.

Sa sitwasyong meron tayo ngayon  
Sakripisyo ng bawat isa ang tugon  
Upang maisakatuparan ang ating misyon  
Para sa edukasyon ng bawat bata sa nayon.

Kaya tayong mga magigiting na kaguruan  
Huwag panghinaan ng isipan at kalooban  
Palakasin ang isa't-isa at magtulungan  
At lahat ng ito ay ating mapagtatagumpayan.



## **ONLINE NGA PLATAPORMA**

Aiza B. Obenza  
Grade 4 Class Adviser

Naka online na ba ang tanan?  
Sagad sa pangutana sa kadaghanan,  
Kay sa una wala mani nga kahimanan.  
Tanang edad, bata, hamtong ug bisan  
tigulang nag-atubang sa kumpyuteran.

Sa eskwelahan gamit kaayo ang online nga plataporma,  
Bisan ang mga magtutudlo nag tuon na  
para sa bag-ong sitwasyon.  
Intawn sa kadtong bag-o pa nagkat-on,  
Lisod man apan gihimong insperasyon.

Giniklanan ug anak nagkahi-usa aning pamaagiha,  
Ma module man o online ang tanan naninguha  
Mahimong maalamon ug dili basta-basta mapapha  
Ug ayaw kini ismola nga plataporma  
Kay kini mogiya og andamon ka sa way pagduha-duha.



## SAONA UG KARON

Dr. Noelabel Carbos Bacus  
Kindergarten Class Adviser

Kinsa ang magdahom, maabot di ay ta aning sitwasyon  
SFH o School from Home  
Saona mga ginikanan ibilin ang mga anak sa eskwelahan  
Hatod ug kuha ang ilahang naandan  
Lunes hangtod Biyernes ang dagway sa mga magtutudlo ang makit-an  
Mga batang malipayon nga nagdagan-dagan, sa dakong hawanan  
sa USPF Lahug ra masuwayan

Makamingaw ang maglina- linya sa ilahang kantina  
Pagkaon nga gibalik-balikan ug gi-ilogan pa  
Usahay apason sa tintera, kay ang plato gidala  
Dinhi mag standby ug mag chika-chika  
Ubanan og kuot-kuot sa gikaon nga chicheria

Ang agik-ik sa mga ginikanan nga nagtapok- tapok sa kakahuyan  
Samtang nagpaabot sa ilahang anak nga gikan sa nagkaiya-iyang  
tulun-anan  
Kini mihawan ug ang tingog sa langgam nalang ang madunggan  
Kakalit ba sa mga panghitabo, kung saona magsuko-suko ang mga  
magtutudlo  
Kung ang mga tinun-an magbitbit og selpon ilahang ipatago  
Pero naunsa naman ni karon? Nabali na jud ang panahon  
Kinahanglan selpon kuyog-kuyogon para mapahibalo sa mga  
buluhaton

Dili lalim ang mga kausaban karon  
Sakit palandugon pero laban lang gihapon  
Ang Google Meet ug Zoom ang taytayan sa pagkat-on  
Usahay pa mawala tungod kay ang internet nagmika  
Mga estudyante nagool kay ang internet naputol  
Struggle is real jud ang maingon

Dili sayon ang magpa-eskwela karon  
Ang anak tuparan sa ginikanan para makit-an  
og basin hinoon sa Mobile Legends ang gisudlan  
Hay! Ato nalang kining dawaton sa walay pagduha-duha,  
nga ang online class lisod ra sa una  
Pero kung ang estudyante makat-on sa mga pislitonon,  
pabantay-bantay kay ang magtutudlo e-remove pa hinoon

Pagka-alegre aning kahimtanga, atoa nalang jud ning ikatawa  
Kay kung imuha kining dibdibon, walay paingnan kundi sa ospital  
og e COVID na hinoon  
Ako kining gi mugna para sa tanan  
Mga magtutudlo, ginikanan, tinu-an, ug tag-iya sa eskwelahan  
Nga muabot ra jud ang panahon magkita-kita ta puhon.  
Busa ayaw kamo kabalaka, ang importante buhi pata karon.



## NEW NORMAL: HOW POSSIBLE COULD IT BE?

Jenebie M. Derecho  
Kindergarten Class Adviser

Life is full of twists and turns,  
We don't know today we're up and tomorrow we're down.  
A sudden change, we never expect  
All we need is to adjust and accept.

When coronavirus went to town,  
Government needs to mandate a lockdown.  
Everyone's safety is important  
Just stay at home, don't be hesitant.

Many questions that come to our mind,  
Thinking solutions are hardly to find;  
Working from home is the new trend,  
And so, education should never end.

New normal, how possible could it be?  
"Education is the key to success," we say  
Before, students and teachers see each other,  
In a physical classroom full of decor.

We don't want students to use gadgets,  
For them to focus and concentrate.  
But now, what they've got: cellphones, computers and laptops  
Always on hand, just to be updated in class.

It's hard to believe at first,  
Adjusting will make us mad and stressed.  
Plus the interruption of internet connection,  
Giving us a hard time to enter the room.

Students and parents are asking for the links,  
But these were already given the past few weeks.  
Always remember to stay calm,  
Be patient and have presence of mind.

Let's take it easy and slow down,  
For us to say, no to learning lockdown.  
Thanks to the parents who are always there  
Continue supporting their kids with tender love and care.

We can do all this together,  
Let's just pray things will get better.  
Looking forward we can all go outside,  
Spreading our arms open wide.



# ACADEMIC

## Highlights

### JUNIOR HIGH SCHOOL - LAHUG



Doña Geatriz Jereza –Junior High School Building





## **PACUCOA Grants JHS Lahug Campus Level III**

Mrs. Mary Jane R. Muaña  
Junior High School Faculty

In the continuing pursuit for excellence, the Junior High School was visited by PACUCOA accreditors last September 10 to 12, 2019. It was an opportunity for the department to continually upgrade its program and medium of instructions. After rigorous preparation and careful evaluation by the acclaimed accreditors, the department was reaccredited into Level III status in November 2019. Indeed, all the hard work paid off!



## **Junior High School Celebrates the National Children's Month and Conducts the Induction of Officers for SY 2020 - 2021**

Mrs. Mary Jane R. Muaña  
Junior High School Faculty

As part of the celebration of the National Children's Month, the SAS headed by Mr. Alfio Soco held a poster making contest with the theme, "Sama-samang Itaguyod ang Karapatan ng Bawat Bata sa Panahon ng Pandemya." Visually artistic students per year level participated in the contest. The students were also asked to recite the Panatang Makabata.

To recognize the newly elected classroom officers per section, the Induction of Officers was also held during the culminating activity of the celebration last November 2020.

# ACADEMIC

## Highlights

### SENIOR HIGH SCHOOL - LAHUG



Eriberto Jueco –Senior High School Building



The **Senior High School Department** started in 2010, when the new administration prioritized the reform in education and pushed for the Enhanced Basic Education Program or K to 12. This educational reform was a by-product of years of study and also the shift in the educational paradigm. The K to 12 program covers Kindergarten and 12 years of basic education (six years of primary education (elementary), four years of junior high school, and two years of senior high school).

The Senior High School refers to the additional two academic years (grades 11 and 12) composed of two semesters each. Each semester is subdivided into 29 mandatory and 2 elective subjects

that each take 80 hours to complete (with the exception of PE and Health, which only take 20 hours each). The SHS program is broken down into career tracks and learning strands. Students may choose a specialization based on aptitude, interests, and school capacity. There are currently 4 career tracks, specifically Academic, TVL/TVE, Arts and Design, and Sports. Each career track has their respective learning strands.

The **University of Southern Philippines Foundation** was granted the **Government Provisional Permit** last **September 1, 2015**, to operate the **Senior High School Program** effective School Year **2016- 2017**.

## **ACADEMIC TRACK**

Accountancy, Business & Management (ABM Strand)

Humanities and Social Sciences (HUMSS Strand)

Science, Technology, Engineering & Mathematics (STEM Strand)

General Academic Strand

## **TECHNICAL – VOCATIONAL & LIVELIHOOD TRACK**

Technical – Vocational & Livelihood – Information & Communications Technology Strand

with specializations in ANIMATION & COMPUTER HARDWARE SERVICING

Technical – Vocational & Livelihood – Home Economics Strand with specializations in COOKERY,

BREAD & PASTRY PRODUCTIONS, FOOD & BEVERAGE SERVICES, BARTENDING, TOUR GUIDING,

TOURISM PROMOTION SERVICES and HOUSEKEEPING

The Senior High School of the University of Southern Philippines Foundation started in June 2016, with approximately 700 students, offering all the programs granted the provisional permit by the government.

From SY 2016 – 2017 to SY 2017-2018, the department was spearheaded by the principal, Dr. Alvin E. Zamora. In June 2018, Mrs. Arlene B. Roldan assumed the office as SHS Principal.



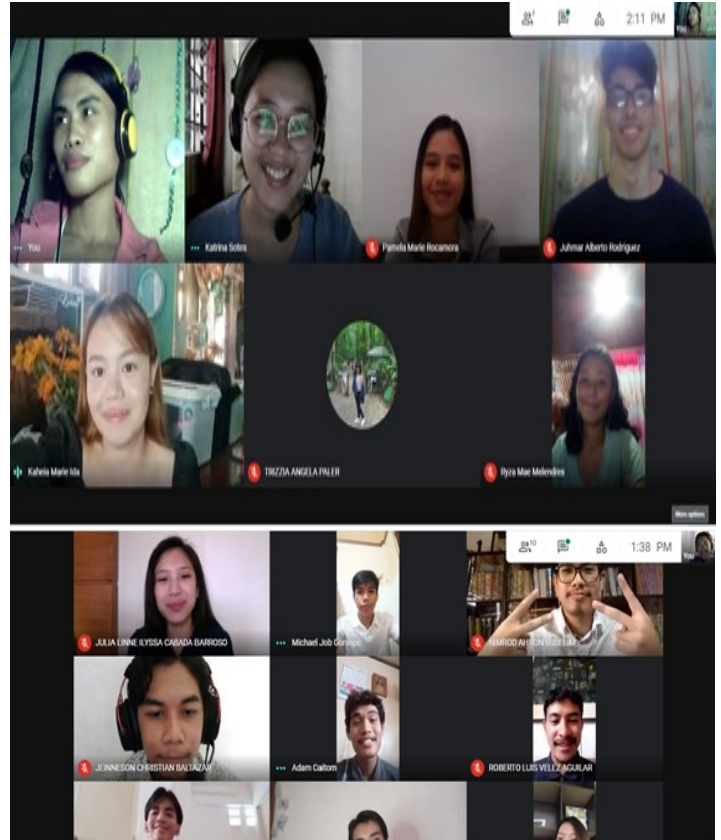
## ENTREPRENEURSHIP: BUSINESS PROPOSAL

Katrina S. Sotes

Senior High School Faculty

Entrepreneurship is a core subject offered in Grade 12, with its main goal of helping senior high students acquire the basic knowledge in entrepreneurship. The course deals with the concepts, underlying principles, processes, and implementation of a business plan. During the pre-covid times, it is expected that by the end of the semester, the students have developed their business plan as an application of all the key concepts they had learned in the subject. Moreover, this business plan is to be realized and implemented through a final performance task called Business Expo wherein the students participate in an exhibit of their business plans.

The wide scale impact of the pandemic has led schools to conduct online classes. Although it was convenient at the time and deemed as the most practical approach, there are some activities that were not realized due to the restrictions and limitations set by the circumstances. Many activities were compromised but some were able to push through. As an alternative to the supposed business exhibit, the Grade 12 students were tasked to have their business plans virtually proposed instead. The picture shows a group from STEM 12 Medallion presenting and defending their business proposal.



## PRACTICAL RESEARCH 1 AND 2: RESEARCH PROPOSAL AND ORAL DEFENSE

Katrina S. Sotes, Senior High School Faculty

Practical Research 1 and Practical Research 2 are applied subjects offered in Grades 11 and 12, respectively. The aim of these subjects is to acquaint the senior high students with the key concepts, themes, and methods in applied research while developing their critical thinking and problem-solving skills through qualitative and quantitative research. Practical Research 1 deals with qualitative methods in research while Practical Research 2 explores the quantitative methods in research.

Just like the other subjects, during the pre-covid times, Practical Research 1 and 2 require the students to present their finished paper through a research proposal and an oral defense at the end of the semester. However, due to the constraints brought about by the pandemic, the research proposal and oral defense were conducted virtually. The [picture](#) shows a group from ABM 11 Social Responsibility. The students showed their heartfelt smiles after having successfully proposed their group research.



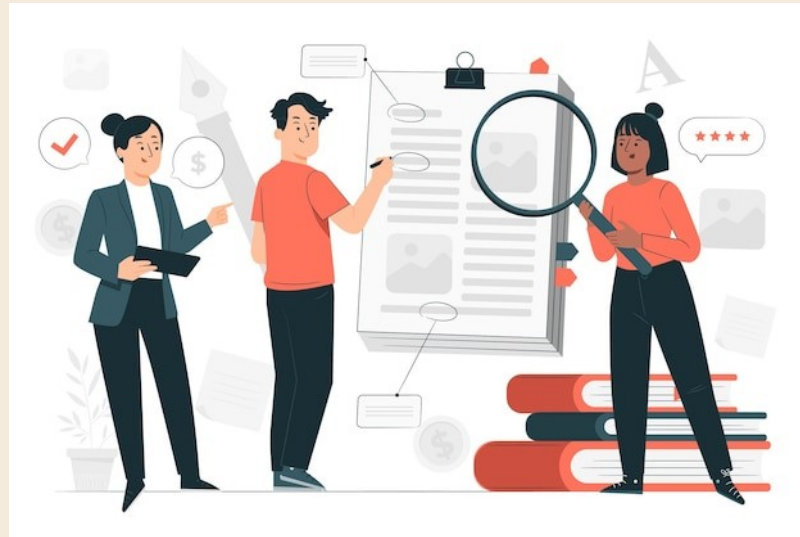


## RESEARCH CAPSTONE

Joveir Lebumfacil

Senior High School Faculty

Albeit the pandemic, the STEM 12 students successfully defended their research proposals in the presence of a competent set of panelists that scrutinized their respective research topics through an online platform. The students were grouped accordingly and have different sets of research topics defended on the said forum. This research capstone is one of the final requirements for STEM students. Students are engaged in scholarly debates to seek knowledge in relevant disciplines of their research topics. This activity is a culmination of their learning across subject areas on their educational experience and their gained skills in the course of their senior high school journey.



## Online PEHlympics

Mr. Jhon Martin Dalogdog , Senior High School Faculty

Health and physical education provide students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life, not only during their time in school but for a lifetime. Health and physical education are integral components of a balanced educational program. Children who are healthy and physically active increase their chances of achieving their highest academic potential and are better able to handle the demands of today's hectic schedules, according to the Pennsylvania Department of Education.

A culminating activity, the final performance for PEH 2 & 4, was organized. This gave our SHS students the chance to share and showcase their talents, enhance and apply what they have learned from the subjects. Every section had their own representatives or players. The winners received a certificate of recognition apart from the corresponding points given by their PEH teacher for their performance task, which is one of the components in computing their grades.

The event was held through Google Meet. Even though it was an online activity, the excitement and eagerness can really be felt. It was a very successful activity indeed. The students organizers, PEH teacher, rest of the faculty members, SAS coordinator of SHS, and the SHS Principal extended their heartfelt gratitude to all the USPF SHS students, judges of the different competitions, USPF CPM department, guests, parents, friends, and to all who have contributed to make the event possible.

*"Athletics are great. But Physical education is for every youngster – to help them learn about themselves, learn about their bodies, learn ways to become physically active but not necessarily to compete."* (George Graham)

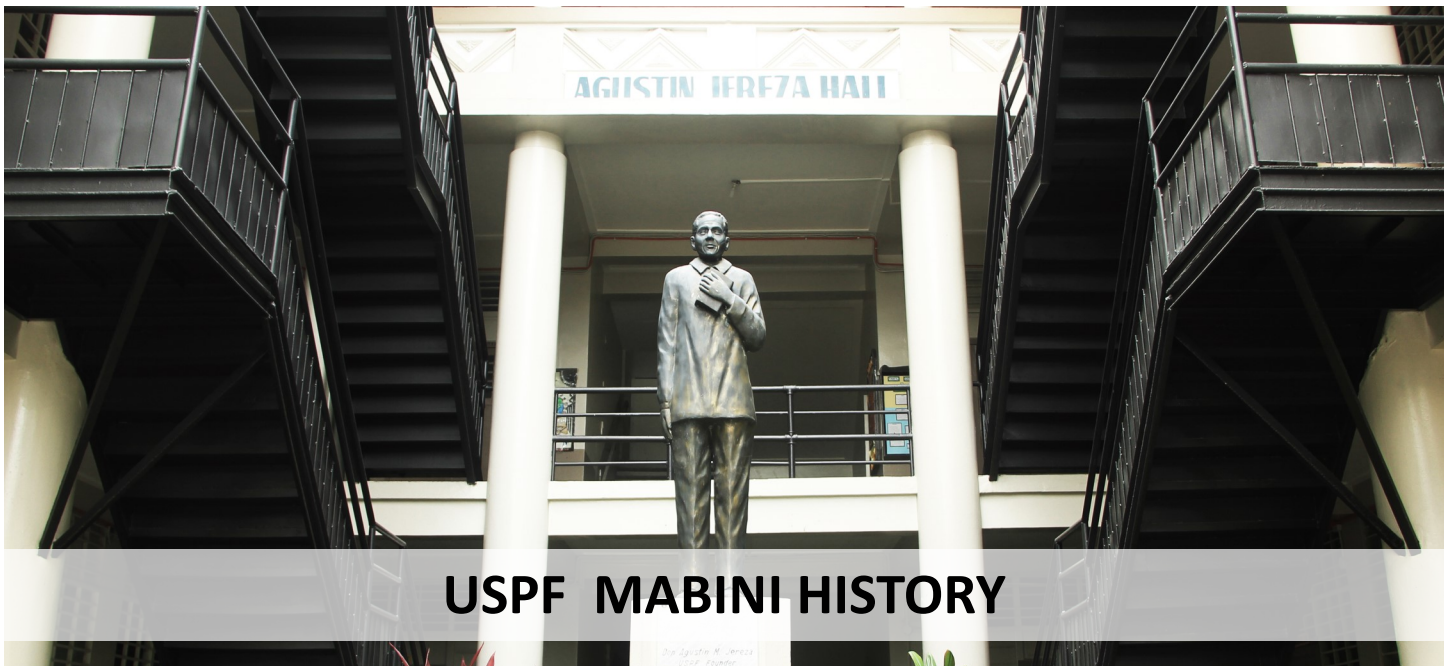
# ACADEMIC

## Highlights

### USPF MABINI CAMPUS



Mabini Street, Cebu City



## USPF MABINI HISTORY

The Mabini Campus was the original campus when the University of Southern Philippines Foundation was founded in 1927. But, the story of the USPF's existence for 94 years since its inception has not been one straight and solid line of growth. It has its own share of hits and misses too.

On January 25, 1989, fire gutted the Administration Building at the Mabini Campus that housed the library and the administrative offices. In 1989-1990, then University President Engr. Oscar Jereza Sr. announced the decision reached by the Board of Trustees to temporarily stop the operations in all levels at the Mabini Campus. It shifted from full to partial operation in the sense that it did not anymore accept enrollees in the Elementary, High School, and Collegiate levels. Only the Graduate School continued to operate under the deanship of Dr. Ruperta A. Martinez, then Vice- President for Academic Affairs. The reason for closing the above-mentioned departments was to save on operational expenses since it was deemed at that time that it was much more expensive to operate two campuses. The operations were all centered at the uptown campus in Lahug.

The opportunity arose to pursue the re-opening of the Mabini Campus. After a year of its partial closure, the university received from the nearby barangay councils signed petitions from more than 500 parents on the plight of their children who either had to transfer to farther schools or had to spend double for transportation in order to continue their education in Lahug Campus. The need to open the Mabini Campus became all the more apparent.

Understanding this situation, then President Ronald R. Duterte brought the matter of reopening the Mabini Campus to the Board of Trustees. They decided to reopen the elementary and the secondary departments during the School Year 1992- 1993, as response to the parents' call for action.

In June 1992, the university's application with the Department of Education, Culture and Sports (DECS) for permit to resume the operation of the Basic Education Department of USPF

Mabini Campus was granted. This time the grade and year levels were opened gradually. Kinder I, II, Grade I, and First Year High School were opened in S.Y. 1992-1993, Grades II, III, IV, and Second Year High School in S.Y. 1993- 1994; Grade V and Third Year in S. Y. 1994-1995, and the Grade VI and Fourth Year High School in S.Y. 1995-1996.

During the first three years of its re-operation, Dr. Ronald R. Duterte appointed Mrs. Elnora N. Almario as the Acting Principal of the Elementary Department while Mrs. Basilides C. Bandajon acted as the High School Principal, with Mrs. Rosa Maria V. Condor as the administrative officer and Mrs. Rosario D. Agcang as the academic supervisor, respectively.

At the end of the S.Y. 1995- 1996, USPF Mabini produced its first batch of graduates; 75 Grade VI pupils and 121 Fourth Year students.

Then the university applied for Government Recognition for both the Elementary and High School Departments. The High School Department was granted its Government Recognition No.2 s.1995, 12498 on July 4, 1995, while the Elementary Department got its recognition Blg. 02s.1996, 06386 on August 13, 1996.

During the S.Y. 1995-1996, Mrs. Basilides C. Bandajon was appointed as Director/ Principal of the Basic Education Department.

In September 2007, USPF Mabini was granted its Level I Accredited Status by the PACUCOA while Level II Reaccredited Status was granted last April 2015.

On June 1, 2017, Mrs. Maura A. Villamor took the office as full -fledged principal of the Mabini Campus until the present.

On May 17 and 18, 2021, USPF Mabini Campus had its first ever PACUCOA Remote Virtual Accreditation. USPF Mabini Campus Basic Education Department continues to perform the arduous task of preparing vigorously for PACUCOA Accreditation, a very significant academic exercise of the university in order to sustain the school's level of quality and excellence.





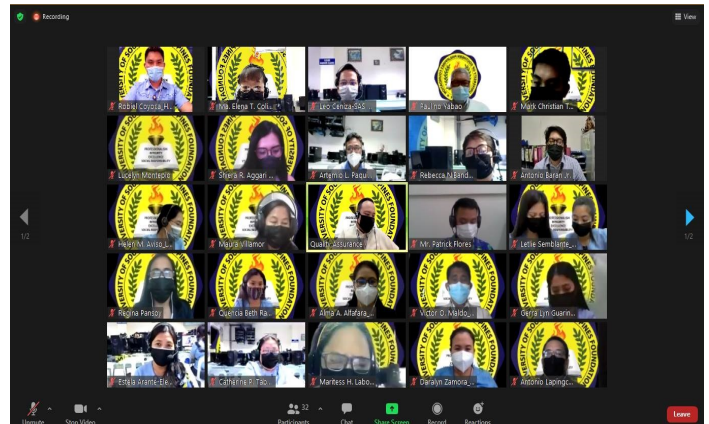
## A Real-time Visit in Times of Pandemic (Virtual Accreditation 2021-Mabini Campus)

Ms. Regina B. Pansoy  
Elementary School Academic Coordinator, Mabini Campus

USPF Mabini Campus has been anticipating the PACUCOA accreditation ever since it was given the schedules. However, with the pandemic, the visits were postponed several times to ensure the security of the accreditors and a virtual accreditation was held instead. Prior to the May 17-18, 2021 PACUCOA virtual accreditation, we had to convert all documents into digital formats in addition to ensuring the safety of everyone involved. Preparing the documents and other supporting papers was not easy, we had lots of sleepless nights just to put in some of the necessary things, but because of dedication, passion, and support of the university, we did it.

We were excited and nervous at the same time since it was our first virtual accreditation and we did not know what would happen, meeting with the accreditors, interviewing our students, faculty, and staff. USPF Mabini is proud to be a pioneer in this type of service. With our outstanding students, committees per review team, we took the opportunity to innovate in the midst of challenging circumstances. Showing the technical and pedagogical talent of our staff, faculty, and students, we welcomed important global perspectives from the accreditors, which opened a new door into the work we do. We are hoping for the best to come.

After the virtual visit, I realized that cooperation can be very effective if the following things are observed:



commitment, sufficient support from the administrators, sufficient time between calls to everyone, and patience. These may sound like simple reminders but when you are in the midst of an actual virtual visit, they need to be embedded in.

These are turbulent times, we do not know whether virtual visits will one day become the norm, but, for certainty, unconventional times require unconventional thinking. We are fortunate to live in a time where technology provides a path forward in new and innovative ways.

KUDOS to all of us.. Till next accreditation..



## Induction of Officers

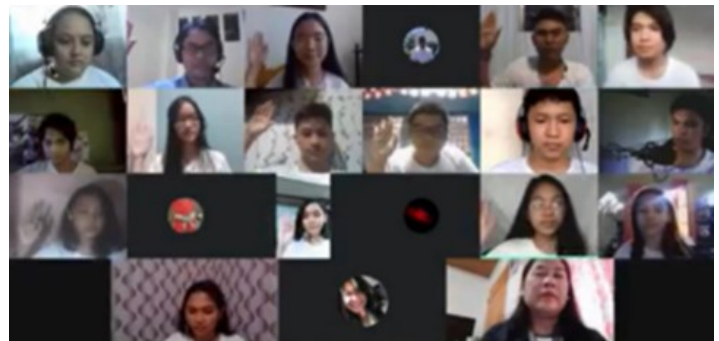
Letlie Semblante  
Mabini Campus, Faculty

“Education is the mother of leadership.”

Wendell Willkie

The University of Southern Philippines Foundation lives up to its commitment to provide a value-laden quality education that nurtures ethical, creative, competent, and socially responsive individuals. It is in being properly holistically educated that an individual fosters leadership skills.

USPians are given various opportunities to unleash the leader within them. One of those is being a part of the student council to be the representative that creates, innovates, encourages, and acts toward active participation of the whole student body in all co-curricular activities. Hence, the election and induction of officers.



USPF-Mabini Campus provides students with the opportunity to discover and enhance their potential through leadership in and outside the classroom. As early as their age, the students are molded into becoming professional, honest, excellent, and socially responsive global citizens.

No amount of distance can hinder a dedicated educational institution from providing a strong foundation for the future of the nation.

TERTIARY DEPARTMENTS

# ACADEMIC

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## Highlights

### COLLEGE OF COMPUTER STUDIES

## BRIEF HISTORY

In 1993, the Computer Studies Center was inaugurated. A year after, the Bachelor of Science in Computer Science (BSCS) was offered with the permit granted by the Department of Education, Culture, and Sports (DECS) for the first year of its four-year program.

Subsequently, the Computer Studies Center was changed into the College of Computer Studies (CCS) that offers computer-related courses. In the year 2000, the Commission on Higher Education (CHED) granted CCS the permit to make the BSCS program a regular program offering of the institution.

In 2003, CHED granted Recognition (GR) No. 104 series of 2003 that allowed CCS to offer the Bachelor of Science in Information Technology (BSIT). Through the efforts of the former Dean, Dr. Paz Jumaoas, BSCS and BSIT were granted

Exemplifying the USPF core values of professionalism, integrity, excellence, and social responsibility, the College of Computer Studies through the deanship of Dr. Aahron Dinauanano continues to conduct collaborative researches and dissemination through scholarly publications that respond to the challenges of the 21st century.

Over the years, CCS has lived its mission of producing graduates who are globally competent, innovative, and socially and ethically responsible computing professionals engaged in life-long learning endeavors and are actively participating in the country's national development goals.



# COLLEGE OF ENGINEERING AND ARCHITECTURE

## Government Recognition

Bachelor of Science in Civil Engineering

-3 July 1947

One year Auto Mechanics Course

-17 June 1952

Bachelor of Science in Electrical Engineering

-25 March 1954

Bachelor of Science in Mechanical Engineering

-29 May 1954

Bachelor of Science in Sanitary Engineering

- 10 June 1958

Bachelor of Science in Architecture

-8 August 1962

One year Practical Electrical Course

One year Machine Shop Practice Course

-22 May 1978

Three year Associate in Geodetic Engineering Course

-4 June 1979

One year Certificate in Geodetic Aide Course

Bachelor of Science in Electronics & Communication Engineering

-17 March 1986

Changed to Bachelor of Science in Electronics Engineering (CMO 101, s2017)

Bachelor of Science in Geodetic Engineering

## Deans and USPF Presidents

Founder: Engr. Agustin M. Jereza, CE (MABINI Campus)

President: Engr. Agustin M. Jereza, CE 1949 - 1954

Engr. Clodoveo C. Soriano, PME

Dean, CEA, 1950 – 1958

President: Mr. Lino J Castillejo 1954 - 1958

President: Engr. Agustin M. Jereza 1958 - 1968

Engr. Oscar J. Jereza, Sr, CE

Dean, CEA, 1958 – 1972

President: Engr. Oscar J. Jereza, Sr. 1969 - 1990

Engr. Ciriaco V. Mirasol, CE

Dean, CEA

1972 – 1984

President: Engr. Oscar J. Jereza, Sr. 1969 - 1990

Engr. Romulo P. Jereza, CE

Dean, CEA

1984 - 1991

President: Engr. Oscar J. Jereza, Sr. 1969 - 1990

Engr. Florencio V. Sy, PME, PEE (LAHUG Campus)

Dean, CEA

1992 - 1997

Engr. Ely P. Dimagiba, MEng(ME), PME

Dean, CEA

1997 – 2006

Engr. Alfredo B. Arenajo, ME, CE, MEng, cand PhD

Dean, CEA

2006 – 2010

President: Dr. Alicia P. Cabatingan

Engr. Mario O, Arnaiz, ECE

OIC, CEA

2010 - 2018

President: Dr. Alicia P. Cabatingan

Engr. Alfredo B. Arenajo, ME, CE, MEng, cand PhD

Dean, CEA

2018 – Present

President: Atty. Paulino A. Yabao

# GOVERNMENT RECOGNITION/S OF THE FOLLOWING COURSES:

- **BACHELOR of SCIENCE in SANITARY ENGINEERING**  
Government recognition of the Sanitary Engineering course leading to the degree of B. S. in Sanitary Engineering – June 10, 1958
- **BACHELOR of SCIENCE in ARCHITECTURE**  
Government recognition of the Architecture course leading to the degree of B. S. in Architecture - August 8, 1962
- **BACHELOR of SCIENCE in CIVIL ENGINEERING**  
Government recognition of the Civil Engineering course leading to the degree of B. S. in Civil Engineering – July 3, 1947
- **BACHELOR of SCIENCE in ELECTRICAL ENGINEERING**  
Government recognition of the Electrical Engineering course leading to the degree of B. S. in Electrical Engineering – May 25, 1954  
Government recognition for the One-Year Auto Mechanics course – June 17, 1952 (?)  
Government recognition for the One-Year Practical Electricity course and One-Year Machine Shop Practice course – May 22, 1978
- **BACHELOR of SCIENCE in ELECTRONICS and COMMUNICATIONS ENGINEERING**  
Government recognition of the Electronics and Communications Engineering course leading to the degree of B.S. in Electronics and Communications Engineering – March 17, 1986  
Changed to B.S. Electronics Engineering (CMO 101, s 2017)
- **BACHELOR of SCIENCE in GEODETIC ENGINEERING**  
Government recognition of the Geodetic Engineering course leading to the degree of B.S. In Geodetic Engineering – March 17, 1986  
Government recognition for the Three-Year Associate in Geodetic Engineering course – June 4, 1979  
Government recognition for the One-Year Certificate in Geodetic Aide course - June 4, 1979
- **BACHELOR of SCIENCE in MECHANICAL ENGINEERING**  
Government recognition of the Mechanical Engineering course leading to the degree of B.S. in Mechanical Engineering – May 29, 1954





# COLLEGE OF HEALTH SCIENCES

## Nursing Department

### Nursing: At the Forefront of Academic Excellence

The USPF Bachelor of Science in Nursing (BSN) Program opened in the first semester of School Year 2003-2004 after it was given a Permit to Operate by the Commission on Higher Education. It started with 15 sections of neophyte nursing students determined to pursue a career in nursing. The pioneer batch graduated in March of 2007.

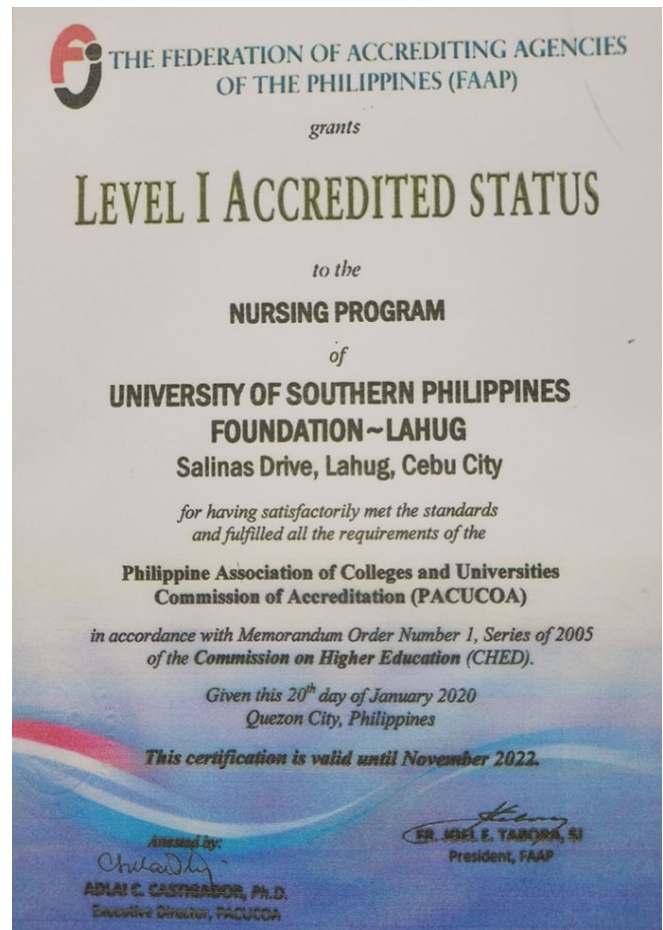
After four successful years of operation and complying all the pertinent requirements, the BSN program was granted full recognition status by the Commission on Higher Education – RO7 on March 20, 2007. The full recognition signifies that the program has satisfactorily met the prescribed standards of instruction and is in compliance with rules and regulations set by CHED.

Currently, with the new outcomes-based curriculum, the Nursing Program of the university remains true to its goal of producing 21<sup>st</sup> century nurse practitioners and health care leaders. In partnership with Cebu's leading public and private institutions such as Vicente Sotto Memorial Medical Center (VSMMC), which is the base hospital, and other affiliated health care agencies like Cebu Puericulture Center and Maternity House Inc., Cebu City Medical Center (CCMC), Adventist Hospital – Cebu, Eversley Childs Sanitarium (ECS), North General Hospital, Maria Josefa Reccio Therapeutic Center and Cebu City Health Department, the college is determined to consistently produce globally competitive nurses equipped with the appropriate knowledge, skills, and attitude to provide safe and quality holistic care to individuals, families, population groups, and communities utilizing the current and relevant nursing trends and evidence-based practices.

On January 20, 2021, the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) granted the Department of Nursing Level 1 accreditation status from April 2019 to 2022. The faculty and staff, headed by the dean, Mrs. Merlyn A. Ouano, prepared rigorously for the visit with the support and guidance of the USPF administration. The collaboration resulted in an accreditation process without major hurdles. The accreditation status validates the excellence of the Nursing Program of the university. It serves as motivation for the nursing faculty and

staff to pursue excellence in the triad functions of instruction, research, and community extension services.

Further, the quality of instruction provided by the nursing faculty is evidenced by the consistent outstanding performance of the department in the Nurses Licensure Examination. The department produced a 100% passing of Nurse Licensure Examination first-takers in the July 2021 NLE. The department is determined to adhere to its goal of producing 21<sup>st</sup> century nurse practitioners and healthcare leaders who are competent, innovative, caring, and compassionate.



## Department of Nursing Holds Webinar Series

The Department of Nursing in its pursuit of excellence even in the midst of the pandemic has organized a 3-part webinar series through the efforts of the level IV students and their adviser Mr. Peter Arnold Tubayan.

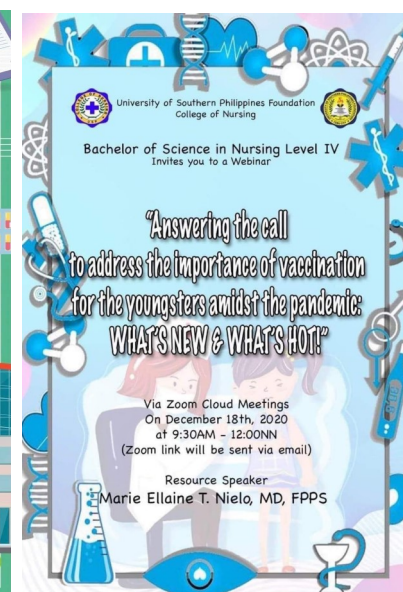
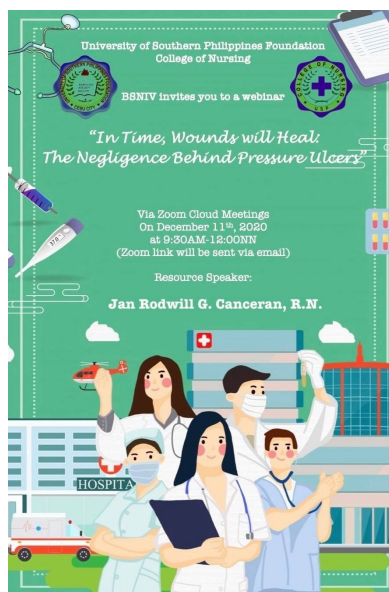
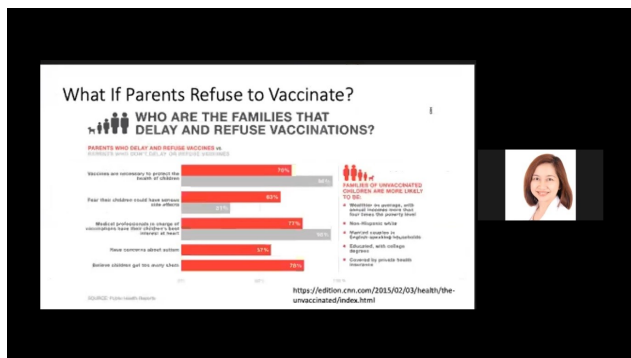
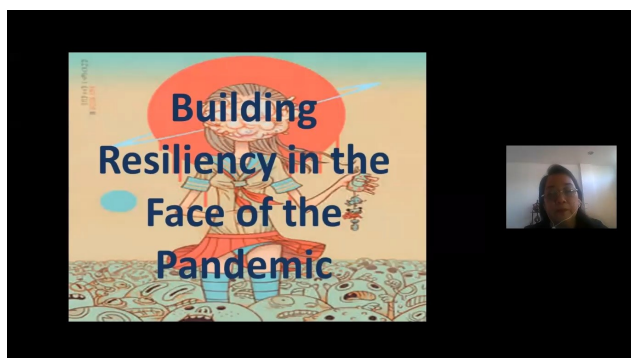
The webinar series session 1 was held on December 4, 2020, with the topic "Building Students and Family Resilience in the Face of a Pandemic: How They Cope?" The webinar was graced by a very competent speaker, Mrs. Maryjun Y. Delgado, a registered psychologist. The session focused on the mental health and psychological wellness of students and their family during the pandemic.

On December 11, 2020, the second session for the webinar series entitled, "In Time, Wounds will Heal: The Negligence Behind Pressure Ulcers," was conducted. This scientific discussion was delivered by an ICU nurse of VSMC,

Mr. Jan Rodwill G. Canceran. The content emphasized on the contributing factors of ulcer formation and the role of nurses in its prevention.

The webinar series session 3 was held on December 18, 2020, with the theme, "Answering the Call to address the Importance of Vaccination for the Youngsters amidst the Pandemic: What's New and What's Hot?". Dr. Marie Ellaine T. Nielo, a renowned pediatrician, talked about vaccine hesitancy, the challenges that hinders children vaccination during the pandemic, and the strategies to address them.

These webinars provided nursing students with current evidence-based knowledge and practices necessary in the nursing profession. The Department of Nursing is committed to consistently provide training programs that aim to develop students holistically.





# Pharmacy Department

## Department of Nursing Holds Webinar Series

When it comes to the provision of primary health care, the profession of pharmacy plays a significant role in society. As early as 2004, the University of Southern Philippines Foundation recognized the need for pharmacists in the community by launching pharmacy courses. As the years passed, the department grew and became more capable of producing high-quality students. The department has been in operation for seventeen years at this point.

### PHARMACEUTICAL MANUFACTURING TRAINING IN THE COMMUNITY

Julie Lynn Reyes, RPh.  
CES Liaison officer

&

Vanessa Louise Cahambing,  
4th Year Pharmacy Student

In addition to producing world class, highly competent and skilled students, the Department of Pharmacy annually conducts a community extension to partner barangays. Through the coronavirus crisis, the department found ways to design and develop community outreach and service-learning programs to address the health and livelihood needs of families living in Barangays Bangbang and San Miguel in Cordova, Cebu.

The residents of Barangay Bangbang, barangay health workers, and adopted children of USPF in Barangay San Miguel received a box of face mask and face shield along with vitamin C, two kilograms of rice, and 500 milliliters of alcohol from the USPF Pharmacy Department to serve as protection

against the threat of COVID-19 virus.

At Barangay San Miguel on December 18, 2020, the Department conducted Basic Pharmaceutical Manufacturing Training with their Women's Organization and Purok Leaders on the production of alcohol and dishwashing soap. The 50 participants of the said training received supplies to help them start a sustainable business.

The Department of Pharmacy in collaboration with the Community Extension Services offered by USPF empowers local communities on both a social and economic level. This small deed of kindness goes a long way toward helping the community build a brighter future.





## COLLEGE OF SOCIAL WORK

The Bachelor of Science in Social Work program of the University of Southern Philippines Foundation got government recognition for its first and second year levels on June 12, 1961, under Government Recognition No. 326 s. 1961 issued by the Department of Education in Manila. Subsequently, Government Recognition No. 176 s. 1966 was issued on July 11, 1966, granting recognition for the third and fourth year levels.

The 1970s were glorious years for the undergraduate BS Social Work program. The Social Work department had the biggest student population in the Mabini campus numbering more than 1,000 students. These students are now well-placed in their profession in different government and non-government organizations all over the country and abroad. With the demand for courses that will ensure overseas employment, the Social Work enrollment gradually dwindled. Fortunately, from the year 2001 onward, there has been a noticeable increase in enrollment in the BS Social Work program.

College days in USPF  
Mabini Campus where Ms.  
Cynthia Potencioso was a  
BSSW student



*Field exposure in Talibon, Bohol*



Immersion of the Community Organizing and Community Development class in  
Alegria, Cebu with faculty, Ms. Cynthia Potencioso, a USPF CSW alumna.



# Hope Makes the Impossible Possible

Jeffrey Razonabe,  
College of Social Work, Faculty

Being selected as one of the ERASMUS MUNDUS Scholars under European Joint Masters in Social Work with Children and Youth and representing the Philippines in the International Arena of Social Work Profession is a great opportunity for me.

The European Joint Master in Social Work with Children and Youth is a collaborative program of the Erasmus+ Programme of the European Union, the Consortium of Mykolas Romeris University (Lithuania) (coordinator), Riga Stradins University (Latvia), the Catholic University in Ruzomberok (Slovakia) and the ISCTE University Institute of Lisbon (Portugal). This is a huge blessing to me studying abroad and traveling the world for free.

Jeffrey Razonabe is a Master's Degree student at MRU who also lectures online to Social Work students in the Philippines at the University of Southern Philippines Foundation. He has a license as a registered social worker in the Philippines and has plans to study in a PhD programme in Europe.



# COLLEGE OF TEACHER EDUCATION, ARTS AND SCIENCES

To encounter the world through the eye of experience is truly one amazing feat of a lifetime. Our students in the College of Teacher Education, in partnership with The University College Copenhagen in Denmark, under the Teacher Education Erasmus exchange program are given the opportunity and the chance to observe, participate, and learn. Studying abroad is both exciting and terrifying but the experiences gained are worth it. To be given the good fortune to learn a new culture, meet new people, and grow as a person is a gift and a privilege. The succeeding stories will give you a tour of the experiences and memories that our students have encountered during their journey as a foreign exchange student. Enjoy and be Inspired by their stories.

## Hygge

Icy Santiago Fernandez



Hygge is a Danish word. It is defined as a mood of coziness and comfortable conviviality with feelings of wellness and contentment. This is the exact feeling that I have felt when I went to Denmark 3 years ago.

It seems like it was only yesterday when I went to study in the happiest place in the world - Copenhagen, Denmark - as an exchange student. Now, 3 years after, these wonderful memories and unforgettable experiences still bring me great pride and joy. This wonderful opportunity was given to me by the University of Southern Philippines Foundation – College of Teacher Education in partnership with University College Capital (Kobenhavns Professions Højskole).





*Smiling, learning, and working in groups.*



*(L-R) Me, all smiles after completing my first day of school and UCC's beautiful entrance.*

Through USPF College of Teacher Education and UCC's partnership, I was granted an Erasmus scholarship, a European Union funding exchange program which allowed me to study in Denmark. UCC is one of Denmark's main providers of teacher education, social education, nursing, and social work. I went to UCC's Campus Carlsberg, the school's largest campus. The school has so much to offer. It has music rooms, basketball court, libraries, and base camps which students can use during their free time. All of these, I was able to enjoy for the entire Spring Semester 2018.

*(L-R). Me and my fellow international students exploring the school's rooftop basketball court and library.*





*Smiling, learning, and working in groups.*

UCC is known for its democratic learning environment. Democratic in a way that the students were encouraged to learn at their own pace and in their own way. Teachers and students were considered equal. Thus, teachers and students address each other on a first name basis. A thing that I had a hard time getting used to considering that I grew up in a country where paying courtesy like calling teachers Ma'am or Sir is a sign of respect. The school also focuses on collaborative and cooperative learning wherein students are encouraged to work and study in groups. I, myself, have different study groups in every subject. As an introvert, I found working in groups challenging at first, but I was able to ease into it gradually. These experiences made me become less awkward socially. I developed a strong sense of accountability, and I earned an ounce of confidence with myself.



It is also through this experience that I was able to prove that race, skin color, language, and nationality do not really matter. We are all the same. Our opinions matter. We all make mistakes; we learn, we adapt, and we grow. That despite our differences, we can work as one.



(L-R): Our home away from home, with Glojean Baylosis, a fellow scholar and USPF Teacher Education student.



We stayed in Denmark the entire Spring Semester. We were housed in a cozy home in Hedehusene, a beautiful suburban town in Denmark. We lived with our fellow international scholars from Russia, Ireland, Spain, and Austria. As we lived in the same house, we were all, in many ways, a representation of our own countries. In that house, I was exposed to different cultures, languages, personalities, and cuisines. I even got to showcase our Filipino dishes, like adobo and giniling and everybody loved it! Everyone was warm and friendly which made my homesickness go away. We were always together on our firsts such as going to school for the first time, figuring out the schedule of the buses and trains, going to the grocery, and figuring out the Danish words that we see on streets. I will forever remember all the fun times I had with them. In Danish words, I felt the feeling of “hygge” in our Hedehusene home.



*With fellow international students from Pakistan, Turkey, Russia, and Azerbaijan.*

Never in my wildest dream have I imagined myself to step foot in Europe, much more being able to study in Denmark. It was life-changing and will be something I will always cherish. It was the best time of my life, and I will always remember how blessed I am to be handed an opportunity to explore the other side of the world. I will be forever indebted to my Alma Mater for this once in a lifetime opportunity. Thank you, USPF!



# Beyond the Corners of the Philippines

Mary Marian Rose B. Famador

An examined life is not worth living, as Socrates claimed. The College of Teacher Education has given me the hardest test I could take, but the most worthwhile. There is no greater opportunity than to study in one of the best higher education systems in the world. In Universitas 21 Ranking in 2016, a ranking of the world's best universities, Denmark hit the third spot of the list. As USPF continues to pursue a transformative environment for global learners, this Student Exchange program is an ace in the hole as it hits what it foresees: ethical, creative, competent, and socially responsive individuals.



The competent spirit in me evolved as I got to study with students from different parts of the world. I had to make sure I kept up as I wasn't only bringing the name of USPF, but also the country's name. I had to be proficient in every activity and project that we do. I see to it that I bear an imaginative and creative mind to provide ideas to accomplish our group tasks, which is one of the focuses of Denmark's education system - group work. And that enriched me as a socially responsive person as most of the tasks are outputs that benefit the society, the students, and the people.



I can still remember the project that we had in our Innovation Lab class - "Addressing Mental Health Issues among Adolescents using Online Classroom." It aims to help students cope with mental health issues and so that they will not be behind in their classes, which is relevant in our society. My ethical values were put to test as I live and study with different races, cultures, and values. As an aspiring educator, I got to see a different perspective and witness a different style of learning and different practice of teaching. I believe this is vital as there's no constant thing in the world except for change. As we go along our changing world, it comes with it the journey of providing the finest to the future of our world, our learners.



To be exposed to a different system of education was the greatest prize as well as the chance to experience and wander the richness of European culture. The Schengen Visa gives you the privilege to visit the neighbouring countries of Denmark. It was so surreal for me to see the fascinating Eiffel Tower as the sun rises, witness the tourists line up to enter the ancient Colosseum of Rome and Italy, and walk through Mercado de La Boqueria in Barcelona, Spain. These adventures made me appreciate the beauty and uniqueness of places. Aside from visiting these places, one thing that I will always be grateful for is the opportunity to live and study with people from different continents. Living with people from Lebanon, Ghana, Ukraine, and Azerbaijan was an eye opener for me. How people around the world differ from each other, the principles, the culture and way of life, yet no matter how different we were, we had the same goal and that made us connected to each other well.



I will always be grateful to the University of Southern Philippines Foundation, to the College of Teacher Education, and to Dr. Janet Arcana, who was God's instrument, for giving me the greatest opportunity in my life. The knowledge, values, and experience that I have learned will surely be my passport to success.



# My Student Exchange Experience

Jude Marvie Torralba



It almost seems like it was just yesterday that I was on a plane, unsure of what to expect but looking forward to what the future holds for me. I was one of the lucky students from the College of Teacher Education of University of Southern Philippines Foundation to experience the student exchange program with their partner school, The University College Copenhagen, in Denmark, under the Teacher Education Erasmus exchange program. I don't have enough words to express my gratitude and excitement about this incredible journey. It is one of the most awe-inspiring, amazing, and memorable moments I've ever had.

I was thrilled when I received the good news from our Dean, Dr. Janet Arcana, that I was selected to participate in the exchange program. I went through the process and successfully received my Erasmus grant. I then started researching and preparing for the Spring Semester. I never thought that my first out-of-the-country trip would be to Europe. When I arrived in Denmark, it was snowing and very cold. Since it was my first time seeing snow, I was delighted and felt like I was five years old again. I arrived in Copenhagen a week before the semester started.

Although there were some difficulties with the new environment, I adjusted. The program included accommodations for the whole semester, and luckily, I stayed in an apartment where all of us were exchange students from different countries. Within a week, I was able to establish good relationships with my housemates. I was able to share my culture through food and interaction with them. I've learned a lot from my housemates and it opened my eyes to the similarities and differences that we have.



My first day at University College Copenhagen was all about meeting the other exchange students and professors. The University prepared some fun games and free lunch for us. I learned on the first day that the primary teaching strategy in Denmark is group learning. They give high importance to groupings and cooperation. Out of the one hundred plus exchange students, I am the only Filipino. After the meet and greet, we were on campus tour, and the thing that made me happy on that day was the library. I was amazed by their library. Although most of the books were in Danish, I was still glad to be there. Their classrooms are different from my home university, but the atmosphere is the same. I enrolled in Innovation Lab, The Pupil's Learning and Development, and Processes in Language Acquisition and Communicative Skills with 30 overall ECTS credits.

The professors and the students in the University were all welcoming and supportive. My first-hand experience with the students was fun and all were responsible. When our professors gave us school work, all the students would comply without complaints, no matter how difficult the task. If we were given library time or group study, all students would show up and do their parts. This is the learning that I wanted to share with my fellow students in my home university. If they can only observe these, maybe they would be influenced too. At first, I thought that learning outside the country would be difficult and that I might be left behind, but I am happy to say that I made it with good outputs. I believe that my home university is at par with the standards of UCC in Denmark. Otherwise, I would have had a difficult time catching up with my classmates.



I was also able to travel around Europe during the holidays. I went to the Netherlands, Norway, Sweden, and Germany. This program made me see what I can only read in books. It gave me a new sense of seeing the world as I experienced it first-hand. I've learned a lot by being gone for six months and living alone in another environment. I've matured, and my viewpoint has shifted in ways I never expected. I can now claim that I am self-sufficient, that I value my family and friends here more, that I am open to new ideas, that I am assertive, and that I am more confident in myself. Having this journey has shown me that everything is possible and that I can accomplish any goal. It

was the happiest moment of my life. I will never forget the lessons that I have learned when I decided to get out of my comfort zone and see what the world has in store for me. It was life changing. Surely, I will never forget these magnificent and marvelous experiences.

Thank you, USPF and the College of Teacher Education!



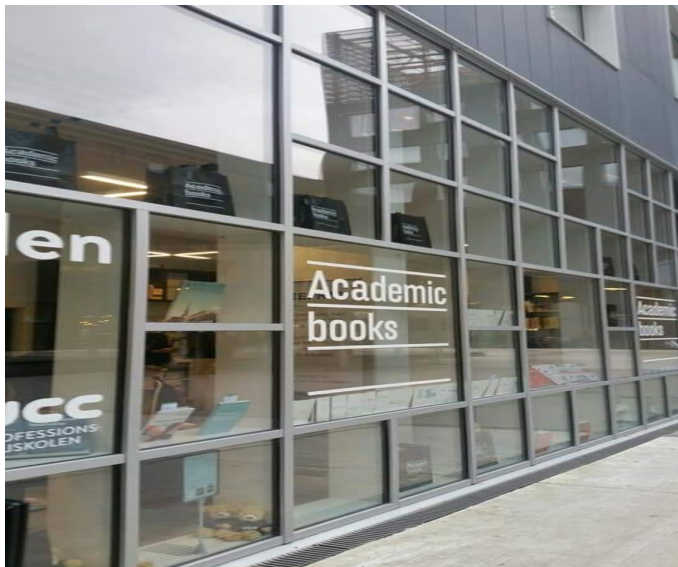
# STUDYING ABROAD: Its Benefits

Glojean D. Baylosis

“Great things never come from the comfort zone.” As the adage says, go beyond your comfort zone and you will see great things waiting on the other side. Studying abroad was beyond my comfort zone. Never in my life have I imagined myself studying abroad. There are a lot of things to consider in studying abroad: new environment, new culture, new school system, and the list goes on. But all you must do is embrace everything that’s new to see the great things in it.

Different countries have different educational standards and Denmark is one of them. Studying as an exchange student is “a once in a lifetime extravagant experience” I have ever had. The process may not be as easy as it seems, but the result was worth it.

In UCC, everything is high-tech. I was taken by surprise on how good the school is. Having experienced their way of education, it helped me open my eyes to a new perspective about my degree program. I enjoyed studying in UCC, especially the group work where I got the opportunity to study with the local students and other international students.



*UCC Bookstore*



*UCC Library*



Studying abroad gave me an opportunity to meet new friends. It was one of the biggest benefits I had enjoyed. While I was studying in Denmark, I was staying in a house with other international students. They were from Austria, Spain, and Russia. We enjoyed each other’s company and learned about the diversity of culture. Since we were all international students, we need to speak English to understand one another. We may have different nationalities or speak different languages but the most important thing while living together is that we respect each other.



*First dinner together*



*During our free time*

While studying abroad, I was able to explore the host country, to see its natural wonders, museums, and landmarks, among others. I was also able to visit its neighboring countries as well. One of my biggest dreams is to travel around the world and studying abroad as an exchange student has given me a glimpse of fulfilling that dream. It has become my stepping stone. I got the chance to visit my dream countries and travel like a local resident. Traveling is an amazing way to learn a lot of things in life. It could also be the best teacher to understand the world, to understand the purposes to survive.



*Spain*



*Sweden*

Studying abroad is indeed worth it. I will hold the experiences and lessons learned dearly. For that, I am extremely grateful. It was simply unforgettable.



## The Throwback with a Flashback

Dr. Venus Empuerto, Dean

The School of Business and Accountancy, formerly named the College of Commerce, was established more than three decades ago with the University's Comptroller, Mr. Geronimo "Gerry" Sta. Ana, as the Dean. The College offered Business Administration and Accounting programs.

By mid 2000, the Accountancy Program became a separate college known as the College of Accountancy with Mr. Ricardo Danlag as the Dean. Later that year, the College of Commerce was changed to the School of Business and Management (SBM) and started to expand to new programs such as Tourism and Hospitality Management.

In 2011, Dr. Venus Empuerto was hired as the new dean of SBM and the construction of the new SBM Building. Dr. Venus Empuerto and Mr. Charles Baguio hosted the groundbreaking.

In 2012, SBM moved into the new building with the state-of-the-art facility and top of the line equipment. The ground floor is known as the Tourism and Hospitality Training Center (THM Function Hall).

When Dr. Empuerto joined in 2011, SBM only had a total of 127 students. Fortunately, in that same year, they were able to triple the numbers until it reached over 500 students prior to the opening of Senior High School. College enrollment was negatively affected and SBM did not have new freshmen due to the K to 12 program.

In 2010, SBM applied for Level I Accreditation, which was released in 2011. In 2013, SBM was granted Level II and was accelerated to apply for Level III. In 2016, SBM was granted Level III by PACUCOA. With the Level III status, SBM was able to open the Expanded Tertiary Education Equivalency and Accreditation (ETEEAP) program in 2018 and the Masters in Business Administration program in 2019.

Suddenly, the COVID 19 became a pandemic in 2020 and badly hit almost all business sectors, specifically tourism and even the academe. So enrollment went down. It was in the last quarter that the school resorted to a restructuring initiative and the College of Accountancy was merged back to SBM, creating a new department that was named the School of



# GRADUATE SCHOOL

## BRIEF HISTORY

Since its founding as Southern Institute by Don Agustin Jereza in 1927, the University of Southern Philippines Foundation has aggressively evolved into what it is today, a dynamic high-tech high touch academic institution offering programs from pre-school to graduate education, including law.

The Graduate School has a long history along with the University's rich history. With the offering of collegiate programs in 1933, Southern Institute became Southern College. The operations of Southern College were interrupted by the war years. Southern College rose from what remained after the war and continued its operations from the Mabini Campus. The offering of collegiate courses in 1937, paved the way for the offering of a Master of Arts in Education degree program in 1949, the initial offering in the Graduate School. In the same year, Southern College became the University of Southern Philippines. Ten years later, in 1959, the University was converted into a non-stock, non-profit foundation into what it is now the University of Southern Philippines Foundation.

In 1970, USPF offered the Master of Laws, but the program has now been suspended. Five years later, in 1975, the Master of Science in Social Work was opened. In 1986, changes were made to the Master of Arts in Education program to include a major in Educational Management and other fields of specialization in Education. In 1987, USPF was granted authority to offer the Doctor of Education degree program. The most recent addition to the Graduate School is the Master's in Business Administration degree program which started in 2019. The Graduate School continues to operate adhering to the standards set by the Commission on Higher Education under the recently issued CHED Memorandum Order No. 15 series of 2019.

Over the years, the Graduate School was led by competent men and women as dean in the persons of, among others, Fr. Josemaria Luengo, Dr. Rosita Mante, Dr. Ruperta Martinez, Dr. Francisca Arcaya, and Dr. Alicia Cabatingan, who concurrently, became President of the University from 2006 to 2017. After the retirement of Dr. Alicia Cabatingan in 2017 as University President and Dean of the Graduate School and the appointment of Atty. Paulino A. Yabao as University President, Dr. Janet Arcana was designated dean of the Graduate School. In 2018, with the appointment of Dr. Ernesto L. Alolor as Vice President for Academic Affairs, the deanship of the Graduate School was turned over to Dr. Alolor.

Recently, Dr. Lucio Pulmones has been appointed Assistant Dean of the Graduate School with Dr. Janet Arcana as Program Chair for Education, Ms. Rosario Sequitin as Program Chair for Social Work, Dr. Venus Empuerto for Business Administration, Ms. Pamila Altamarino as Executive Assistant, and Ms. Chery Galos as Administrative Assistant. Manned by these competent personnel, the Graduate School continues to offer the following graduate degree programs:

Doctor of Education major in Educational Management

Master of Arts in Education, with the following majors:

Educational Management

Curriculum and Instruction

Science Education

Math Education

Special Education

English Language Teaching

Early Childhood Education

Physical Education

Master of Science in Social Work

Master in Business Administration

The Graduate School has produced and continues to produce graduates equipped with advanced knowledge, skills, and appropriate ethos required in their respective workplace environments. Graduates of both the graduate education and social work programs are now occupying important positions in government, industry, and the private sector.



# Graduate School Gearing Up for Quality and Excellence

Dr. Ernesto Lobiogo Alolor, VPAA and Dean  
Dr. Lucio Pulmones, Assistant Dean

In its pursuit of quality graduate education, the Graduate School of the University of Southern Philippines Foundation is now preparing for the accreditation of its programs by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). An orientation visit by a team of PACUCOA accreditors was conducted virtually on July 30, 2021, in preparation for a virtual preliminary visit scheduled in May 2022. The orientation included discussions on standard requirements and guidelines in the accreditation process that resulted in the identification of existing gaps in the programs and the delivery of such programs, research, faculty qualifications, student engagement, outreach, and extension services, among others. The programs to be visited are Doctor of Education (EdD), Master of Arts in Education (MAEd), and Master of Science in Social Work (MSSW).

The Graduate School was also subjected to monitoring and evaluation by CHED Region 7 last October 26 to 28, 2021. A team of assessors headed by Dr. Josefino Ronquillo conducted a virtual monitoring and evaluation of all programs of the University, including the Graduate School. This was done to determine compliance with CHED Memo Order No. 15 series of 2019, Policies, Standards and Guidelines for Graduate Programs.

With these developments, the Graduate School is realigning its faculty and student development program to increase its engagement in quality research, pedagogy, innovations, and creative work to fulfill standards set by CHED and PACUCOA as USPF's accrediting agency. The Graduate School Manual was revised to conform to the standards and policies of CHED Memo Order No 15. An orientation for graduate students was held on August 14, 2021, that included the presentation of the salient features of the CHED memorandum order. And as part of the Graduate School's research capability building for faculty and students,

a webinar on mixed methods as research design was conducted on September 11, 2021, with Dr. Efren John Sabado of the Ateneo de Davao University attended by over 200 faculty and students. All these initiatives and more are done to continuously improve our Graduate School programs.

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# A Closer Look at Mixed Methods as an Alternative Research Design

Mrs. Rosario E. Sequitin, Program Chair for Social Work

On October 9, 2021, the University of Southern Philippines Foundation Graduate School initiated a webinar on Mixed Method Research (MMR). The resource speaker was Professor Efren John “EJ” Sabado, Ph.D. from Ateneo de Davao. Professor Sabado has extensive experience in conducting research, consultancy in research projects, and thesis and dissertation advising. There were 240 graduate school students and professors who attended the webinar.

The webinar shifted paradigms on the traditional step of looking for a research gap or problem first to starting with a reflection on one’s theoretical orientation. The latter is then used as a lens to identify ‘missing links’ pertaining to social phenomena, programs, practices, policies and perplexing situations.

Mixed method’s central premise is that the use of quantitative and qualitative approaches in combination provide a better understanding of research problems that either approach alone (Creswell and Plano Clark, 2007).

There are many arguments why the mixed methods approach is used. It can range from the insufficient argument (qualitative and quantitative are inadequate) to the intuitive argument (it ‘mirrors’ real life). There are a number of labels synonymous to mixed methods such as triangulation, mixed research, integrated, multi-method, and quali-quant. Whatever terminology one uses, there are things to consider before a researcher decides to use mixed methods. These are: (a) what is the research problem, (b) do you have access to both qualitative and quantitative data?, (c) do you have the necessary skills and resources? and (d) are the prospective readers receptive enough to MMR?

Graduate school professors and thesis/dissertation advisers who are either inclined to the positivist approach or the interpretive approach can very well take a second look at MMR as an added instrument to their research toolbox. For the graduate school students of research and thesis/dissertation courses, MMR can be an exciting junction in their research journey.



# From students to attorneys, how these two Cebuanos realized their dreams

By: Dianne Zarina G. Savillo and Rhobie A. Ruaya  
(Cebu Daily News, August 10, 2022)



(L-R): Atty. Paulino A. Yabao (Univ. President), Atty. Peter B. Cañamo (current Dean, School of Law), Atty. Darren Ruelan, Atty. Kimberly Medalle, and Atty. Alicia E. Bathan (former Dean, School of Law) | Contributed Photo

They say you're always one decision away from a totally different life.

But how does one take a step toward a life-changing decision?

For two Cebuanos, it was a matter of wanting to become better professionals and be able to make a difference in their community.

Darren L. Ruelan, 33, and Kimberly Kathe O. Medalle, 31, once dreamed of being called 'attorneys.' After four challenging years and what is considered as the toughest licensure examination in the country, that dream finally became a reality last April 12, 2022.

When the first-ever digital Bar Exam results were out, it reported that 8,241 out of 11,402 hopefuls passed, equivalent to a passing rate of 72.28 percent.

Out of these successful passers, two exemplary passers are from the University of Southern Philippines Foundation (USPF).

If you're thinking about taking the first step to achieving a dream, let's be inspired by personal notes from Atty. Ruelan and Atty. Medalle.

## Why law?

Like any other kid, Medalle, who hails from Minglanilla, Cebu, was taught to focus on her academic performance and to always aim higher. This pushed Medalle to become an achiever and a consistent honor student since she was young.

However, even as a registered nurse, Medalle didn't see herself working for a hospital or medical institution, which led her to work in the Business Processing Outsourcing (BPO) industry after she passed the Philippine Nurse Licensure Exam.

After getting married, she asked herself if she was ready for a new career. With a little bit of encouragement from her husband, who is also an attorney, she decided to try law school and said she would quit after a semester if it didn't work out. Turns out she enjoyed the demands, challenges, and drama that law school had in store for her.

From a small town in Alcoy, Cebu, the goal was simple for Ruelan — to help more people. He aspires to be able to make a difference, if not in the world, at least in the lives of others.

After working in the accounting and banking industry, he wanted to become part of the legal profession with hopes of contributing to the betterment of society as well as teach more people the importance of the rule of law.



Atty. Kimberly Kathe O. Medalle

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*“And it is important to use what the school has taught you and put in a lot of effort and hard work to become a lawyer,” Medalle shared.*

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*“Sometimes you would also feel unmotivated to study, and that is when discipline comes in,” Ruelan shared.*

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Atty. Darren L. Ruelan



## Law School

Studying law is definitely no walk in the park. USPF School of Law Dean Atty. Peter B. Cañamo said that the successful passers manifested a disciplined approach and study habits when they were in law school.

And Ruelan and Medalle proved that although they started as beginners, they definitely finished law school with the confidence to take on any challenge.

“The USPF School of Law has been instrumental in my preparation for the bar exam. The institution has imparted to me the vital legal knowledge and skills to take on the challenges ahead in my journey of becoming a lawyer,” Ruelan shared.

Ruelan shares that one of his most memorable moments as a law student was meeting the people he would need to survive his law school journey.

“They were some of the people who supported and motivated me during all my ups and downs as a law student and ultimately in taking the bar exam, and I am so blessed that I met these people,” he said.

USPF School of Law boasts of its high-quality education evidenced by its hardworking and determined students.

As a working mom and law student, Medalle shared that USPF was a welcoming institution. Studying law while getting pregnant, giving birth, breastfeeding, and taking care of a newborn was indeed no easy ride for her.

“USPF School of Law was like a welcoming educational institution. I was drawn to it because of its class schedule and its treatment of working students like me,” Medalle shared.

Medalle emphasizes that USPF School of Law helped her realize skills and abilities she didn’t know she had until taking up law.

“The environment is conducive to learning and personal growth. The school is very understanding and accommodating to the personal lives of the students as long as the concerns are reasonable. The law professors are also very knowledgeable, updated, and relatable,” she added.

USPF School of Law also has the easiest and fastest enrollment process for interested students to check.



Atty. Peter B. Cañamo, current Dean of USPF School of Law.

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*“We are a Law School with a heart.  
Only USPF Law graduates  
can understand this.  
If people want to know  
and experience this, they have to enroll  
with USPF Law School,”  
Atty. Cañamo said.*

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## The Bar Exams

Exhausting is only one word to describe the gruesome exam days of aspiring lawyers during the digital exam held earlier this year.

Ruelan remembers how he was excited yet nervous at the same time. Medalle recalls how, when the exams were done, it seemed to her that one of the most fulfilling chapters of her life closed by the end of the day.

But indeed, after graduating from law school, only half of the work is done. The preparation for the bar exams was almost twice as hard as in the past years when you had to study law.

“Sometimes you would also feel unmotivated to study, and that is when discipline comes in,” Ruelan shared.

Studying harder is not enough, you should also study smarter like Ruelan, who followed the suggestions of his professors, reviewers, and others who already hurdled the bar.

During the review for the Bar Exams, Medalle also listened to the advice of previous passers, including best practices. So she immediately drew up her study schedule and mentally prepared herself to stick to it no matter what when she graduated law in 2020.

“I was told to stick to one textbook, one review material, and one codal, so I did. I also followed the syllabi to the letter. I allotted buffer days for when I get sick, or feel unmotivated, or for some mental health break,” she shared.

## The Results

Happy and overjoyed would be an understatement to describe Ruelan’s and Medalle’s reactions after finding out they passed the Bar Exams with exemplary performance.

“When it was announced that 72.28 percent of the examinees passed the exams, I admit that I was relieved... But when the list of passers with exemplary performance was released with my name included, I screamed. I cried. I was shaking. I did not expect to be part of the 761 exemplary passers,” Medalle shared.

Like the other successful examinees, Ruelan also easily considers the day the results came out as the happiest day of his life.

“Indeed, it was one of the happiest days of my life. All the years of hard work and sacrifices finally came to fruition,” he added.

## Realize your dreams at USPF

“Being in law school requires a lot of sacrifices,” shares Ruelan. But USPF School of Law, composed of esteemed faculty members and professionals who are experts in their chosen fields, did not only impart knowledge of the law but also encouraged him and his fellow students to strive and believe in their dreams.

Ruelan said that law school has not only opened doors to a fulfilling and exciting career, but it has also allowed him to meet people with whom he keeps close relationships until today.

“The school is one of the main sources of guidance when aspiring to become a lawyer,” according to Medalle. “And it is important to use what the school has taught you and put in a lot of effort and hard work to become a lawyer.”






Even when she has work and family to balance, Medalle shared that USPF School of Law Medalle molded her and helped her pass the bar exams with exemplary performance.

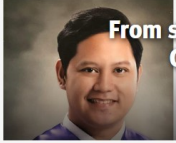

Decisions are the hardest things to make, especially when it is a choice between where you should be and where you want to be, but USPF School of Law is always ready to help you realize your dreams.

To know more about USPF School of Law and other programs of USPF, head over to [www.uspf.edu.ph](http://www.uspf.edu.ph) today.

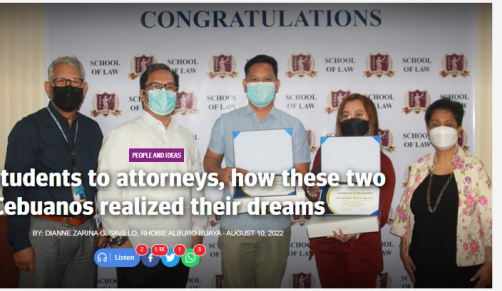
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







CONGRATULATIONS



From students to attorneys, how these two Cebuano's realized their dreams















BY: DANNE ZAPRANA, ANGULO, IN-KHET ALBUHOLHAWA AUGUST 10, 2022



They say you're always one decision away from a totally different life. But how does one take a step toward a life-changing decision?

For two Cebuano's, it was a matter of wanting to become better professionals and be able to make a difference in their community.

Darren L. Ruelan, 33, and Kimberly Kathe O. Medalle, 31, once dreamed of being called 'attorneys.' After four challenging years and what is considered as the toughest licensure examination in the country, that dream finally became a reality last April 12, 2022.



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# USPF'S Enhanced Board/Bar Operations

## 1. What is USPF's vision?

"USPF is a 21st century transformative learning environment of global lifelong learners."

## 2. What is USPF's vision for its students?

"USPF shall provide hope for its students to transform their lives for the better."

- **Engr. Agustin Jereza**  
USPF Founder

## 3. How do we concretize the Founder's vision for USPF students?

"Our responsibility is not only to provide our students the hope and opportunity to graduate from their courses with college degrees but, more importantly, to help them become professionals by passing the licensure examinations. This can be achieved by enhancing USPF's Board/Bar operations in all academic programs requiring licensure examinations."

- **Atty. Paulino A. Yabao**  
University President

## 4. What colleges are covered by the Enhanced Board & Bar Operations?

The Enhanced Board & Bar Operations are to be implemented in colleges with required board or bar examination academic programs, namely Accountancy, Education, Mechanical Engineering, Civil Engineering, Electrical Engineering, Geodetic Engineering, Architecture, Pharmacy, Psychology (Psychometrician), Nursing, Social Work, and Law.

## 5. Traditionally, what are the various strategies or best practices used in the Board or Bar Operations?

The usual best practices by many schools, USPF included, are effective classroom teaching lectures, seminars, workshops, convocations, in-house review classes, mock board or bar exams, formal review in review centers, tutoring, and others.

For brevity, we use the following terms:

"BOARD OPS" for Accountancy, Education, Mechanical Engineering, Civil Engineering, Electrical Engineering, Geodetic Engineering, Architecture, Pharmacy, Psychology (Psychometrician), Nursing, and Social Work; and  
"BAR OPS" for Law.

## 6. What ENHANCED STRATEGY is added to the traditional best practices in the Board/Bar ops?

The additional strategy to enhance the current board or bar ops is:

FRESHMEN TO SENIOR STUDENTS MAKING THE BOARD OR BAR REVIEW MATERIALS FOR FOUR YEARS TO MAINTAIN CONSISTENCY IN EXCELLENT PERFORMANCE IN THE BOARD OR BAR EXAMS.

## 7. What schools are using this strategy to prove its effectiveness?

This enhanced strategy has been used and proven to be very effective with excellent results for many years by the law schools of Ateneo de Manila, UST, UP, San Beda, USC, UC, Silliman, Ateneo de Davao, UC Baguio, and other leading law schools.

## 8. Can this strategy used by these law schools be replicated in USPF?

By using the template of this strategy in the Bar Ops used by the leading law schools in the USPF Board/Bar ops, we can replicate what these law schools have been doing for years.

It has been proven many times, but only if all students from first year to fourth year will commit themselves to personally and actively take part in the learning process. The strong support of the deans and faculty of those academic programs with licensure examinations is also necessary for the Board/Bar ops to succeed.

## 9. As an academic project, what is the VISION of the USPF Enhanced Board or Bar Ops?

Its vision is to make USPF one of the leading universities in the Philippines with 100% of its graduates passing the government licensure examinations.

## 10. What is the MISSION of the USPF Enhanced Board/Bar Ops?

As an institutional continuing academic intervention and a student self-help learning program of the University, the enhanced Board/Bar Ops provides an opportunity for a comprehensive assistance to all students to successfully hurdle the government licensure examinations through their personal and active participation in the Board/Bar Ops that complements the formal classes, placing them in the position to better know, analyze, understand, evaluate, and apply the fundamentals of all the course subjects to enable them to answer correctly and proficiently the board or bar questions.

**11. What are some statements from noted thinkers that can support the value of students' active involvement in preparing their review materials?**

- a. Tell me and I forget. Teach me and I remember. Involve me and I learn. - Benjamin Franklin
- b. Don't limit your challenges. Challenge your limits. If you want it badly enough, there are no limits to what you can achieve. Stop limiting your potentials. - Sonya Parker
- c. Either push your limits or suffocate in your comfort zone. - Arun Parang, Indian commentator

**12. What are the OBJECTIVES of the Enhanced Board/Bar Ops?**

**The objectives of the Enhanced Board/Bar Ops are:**

To experience the preparations of BOARD/BAR REVIEW MATERIALS that will provide students a more intimate knowledge, mastery, and understanding of the Board or Bar subjects.

- b. To correctly collate, integrate, evaluate, and verify various Board/Bar review materials from different sources into something more coherent, logical, and comprehensive product:  
the BOARD/BAR REVIEW MATERIALS – Reviewer Notes, Case Notes (for some programs like Law), and Data Bank of Board/Bar Questions for the Board/Bar subjects.
- c. To develop the spirit of unity and belongingness to the College Academic Community, truly supportive and committed to help each other pass the Board/Bar Examinations.
- d. To establish support programs for improvement of handwriting (needed for Law), communication, reading, comprehension, analysis, memorization, and other relevant learning skills as well as time management, stress management, and techniques of effectively answering the Board/Bar questions.
- e. To reinforce academic support programs for the better understanding of the fundamental principles, formulas, concepts and doctrines, and their applications, such as lectures, workshops, seminars, forums, convocations, review classes, mock Board/Bar Exams, formal review, tutoring, and related best practices.
- f. To provide the resulting Board/Bar Review Materials in digital form, for economic reasons, to the Seniors upon their graduation.
- g. To assist and provide academic, moral, psychological, spiritual, medical, and logistical support to the examinees during the examination days.

**13. What is the Board/Bar ops' organizational structure?**

To function and operate effectively, the Board/Bar ops shall have the following organizational structure:

- a. Board/Bar Ops Committee (Dean/Chair, Faculty, Student Officers)
- b. Secretariat (Students)
- c. Board/Bar Subject Committees or Societies (Students with Faculty as Advisers and Consultants)
- d. Board/Bar Examination Day Working Teams (Volunteer Students & Faculty)

NOTE: The Colleges are advised to make their respective Board/Bar ops committee organizational charts.

**14. Why is it important for students through their official student organization's Board/Bar Ops Committee to be personally and actively involved in this project?**

It is because the truly active participating students are principally involved in the preparation and making of the Board/Bar review materials and this learning process effectively:

- a. Enhances to a very high degree the students' mastery of the Board/Bar subjects, and
- b. Increases their level of confidence when taking the actual licensure examinations knowing well that they are best prepared to pass the examinations through the help of their classmates and schoolmates with the assistance of their Faculty, Chairs, and Deans.

**15. What are the PRIMARY FUNCTIONS of the Board/Bar Ops Committee**

As its primary functions, the Board/Bar Ops Committee:

- a. Functions as the "HEART" of the Board/Bar operations,
- b. Sees to it that the entire machinery and the support mechanisms of the Board/Bar operations are functioning effectively,



- c. Acts on all operational, management, and fiscal problems, if any, in the Board /Bar Ops Committee and decided by the majority of its members, and
- d. Implements the programs in order to accomplish the vision, mission and objectives of the Board/Bar Ops.

#### **16. What are the principal programs of the Board/Bar Ops Committee?**

The following constitute the principal programs of the Board/Bar Ops Committee:

- a. Preparing the Board/Bar Review Materials (Reviewer Notes, Case Digests (for Law & similar programs) & Data Bank of Board/Bar Questions) by the Societies from First Year to Senior Year,
- b. Planning, coordinating, and/or assisting in the holding & conduct of periodic (semestral/annual) Seminars, Lectures, Convocations and Workshops (on Board/Bar subjects, how to study, how to review, how to manage schedule of study/ review, stress management, etc) as well the senior year's In-House Review (prior to formal review in a review center),
- c. Enhancement training skills for reading, memorization, note taking, analysis, how to shade the Board/Bar Examination answers in case of multiple choice type of questions, and others,
- d. Assistance in the Mock Board/Bar Examination,
- e. Assistance in the Board/Bar Examination Days, and
- f. Fundraising (if needed)

#### **17. What are the primary functions of the Secretariat?**

**The primary functions of the Secretariat are:**

- a. To provide general monitoring and coordination in the production and distribution of the researched Board/Bar Review Materials from the Societies,
- b. To promote and help implement the various support programs,
- c. To help raise the Board/Bar Ops Funds,
- d. To monitor and provide support to the Board/Bar Exam Day Volunteers who will be working closely with the Board/Bar examinees during the Board/Bar Examination days.

#### **18. What are the primary functions of the Board/Bar Subject Committees or Societies?**

The primary functions of the Board/Bar Subject Committees or Societies are:

- a. To produce the basic Board/Bar review materials that will be used as basis for the continuing revision and updating,
- b. To produce the official updated (every semester) and improved review materials of the Board/Bar Subjects as the product of continuous research, evaluation, selection and integration of pertinent and relevant input for future examinees, and
- c. After 4-5 years of active involvement in the project, to achieve subject-mastery and develop self-confidence in the students (future Board/Bar Examinees) knowing that content-wise, the continuously enriched and updated Board/Bar Review Materials in all Board/Bar Subjects are an integration of the latest updates from lectures, research, textbooks, references, resources, and reviewers available in the market and in the University – that can be used not only by future examinees but even by students during the years they are still enrolled.

#### **19. What are Board/Bar Subject Committees or Societies?**

The Board/Bar Subject Committees or Societies are the grouping of students corresponding to the number of Board/Bar subjects. Hence, the number of committees or societies will depend on the number of Board/Bar subjects of a particular licensure examination. Each committee or society is further subdivided into Sub-Committees based on the subjects under each Board/Bar subject.

For example:

CIVIL LAW COMMITTEE / SOCIETY

Sub-Committee on PROPERTY (specific subject under a Board/Bar subject)

Sub-Committee on PERSONS

Sub-Committee on OBLIGATIONS & CONTRACTS

Sub-Committee on TORTS & DAMAGES

Etc.

#### **20. What are the Officers of the Board/Bar Subject Committees or Societies?**

- a. The Chairs of subject committees or societies are preferably Senior Students.
- b. The Vice Chairs and other officers (as may be determined by the College/Organization) must come from the Senior or Junior students.
  - Reason 1: They are in the best position to know what materials are pertinent and relevant for inclusion to the Board/Bar Review Materials.
  - Reason 2: They learn more and are actually reviewing while doing, resulting in better comprehension and mastery of the subjects.

C. The Officers of the Sub-Committees (if any) are as follows: Sub-Committee Chairs, Team Leaders, and Encoders.

## **21. What are the policies that govern the membership in Board/Bar Subject Committees or Societies?**

The following policies must be observed:

- a. Every Student must be a member of a Subject Committee or Society from DAY ONE of his/her entry to the College.
- b. Choosing which Subject Committee/Society to join shall be voluntary in the beginning on FIRST COME-FIRST SERVED BASIS until the maximum limit in one group is reached.
- c. Membership is to be distributed proportionately, as much as practicable. The Dean/Chair and Faculty in coordination with the Student Organization President and Board/Bar Ops Committee Chair will determine the maximum number for every Subject Committee/Society from the very start.  
Example 1: If there are 6 board subjects and a total of 210 students, divide 210 by 6 Board Subject/Societies; hence, every Society has about 35 members.  
Example 2: If the course has a total of 15 main category subjects unevenly distributed in those 6 board subjects and a total of 210 students, divide 210 by 15; hence every main category subject has about 14 members.
- d. The Subject Committee/Society Chair (and Vice Chair, if any) cannot be simultaneously chair (and vice chair) in any Other committee/society at any one time within a school year. However, a member may also be a member of another committee/society at the same time.
- d. Membership in one Subject Committee/Society is for at least one school year. A member, however, may be an officer or member of the Secretariat and/or the Board/Bar Exam Day Volunteers.
- e. An officer or member may transfer to another subject committee/society after at least one year of service, in order to become "knowledgeable" in other areas of course.
- d. To give chance to others to learn the skills on how to manage and operate a group, the officers, who are elected by and from among the members, shall serve a term of one year and may be re-elected once only.
- h. Any member of a Subject Committee/Society may submit suggested materials to other committees/societies anytime.

## **22. What is the general procedure in the preparation of Board/Bar review materials to be observed by the Subject Committees/Societies?**

For the preparation of the Board/Bar review materials the following procedure must be observed:

- a. The Subject Committee/Society Chair divides the committee/society into different groups or sub-committees, each to be headed by a Chair and a Vice Chair.
- b. The Sub-Committee Chair creates Teams and designates their respective Team Leaders and members who will be manning the Teams.
- c. The Committee Chair divides the work to be researched by various Teams.
- d. The initial research is to get the Board/Bar review materials from the internet, and adopt one version that shall be the BASIC Board/Bar Review Materials (in digital or soft copy) that will be worked on for continuous enrichment, updating, amendment and improvement.
- e. Thereafter, for any suggested material or item to be integrated into the basic Board/Bar Review Materials, any Researcher/ Contributor annotates the following data to the upper portion of the suggested material or on a separate cover paper: (1) Subject, (2) Topic, (3) Source of material/ author/page, (4) Researcher/ Contributor's name and (5) Date of submission.
- f. Suggested materials are submitted to the Team Leader for comparison with the basic Board/Bar Review Materials.
- g. The Sub-Committee Chair and Team Leader evaluate, validate, and decide if the suggested materials are relevant and pertinent to be integrated into the Board/Bar Review Materials.
- h. The Sub-Committee Chair and Team Leader endorse and recommend the cleared suggested materials to the Society Chair.
- i. The Subject Committee/Society Chair, after evaluation and, if needed, consultation with the subject teachers, approves and clears the materials for integration into the basic Board/Bar Review Materials.
- j. The cleared materials are returned to the Sub-Committee Chair and Team Leader for final integration into the basic Board/Bar Review Materials by the Encoders.

## **23. What is the primary role of the Faculty?**

The subject teachers shall:

- a. Act as Consultants in their respective fields of expertise,
- b. Suggest materials to be included in the Board/Bar Review Materials for consideration by the Societies concerned,
- c. Conduct special lectures and other academic interventions to enhance students' understanding and mastery of specific areas of the Board/Bar subjects, and
- d. Update continuously the contents of their teaching subjects in accordance with the PRC/SC tables of specifications covered in the Board/Bar Exams.

May the fully implemented USPF Enhanced Board/Bar Ops provide hope to the students and provide them an opportunity to

# History

Jesusa A. Perez, LRC Manager and Assessment Manager

The USPF Learning Resource Center was established in 1996 to respond to a great demand for certificate-based non-formal education for learners who cannot pursue four-year courses or bachelor's degree programs. At that time, it was termed "Blue Collar Job" preparation.

The vision was initiated by then Assistant Vice President for Academic Affairs L. D. Jereza, who was also the President of ANTEP (Association of Non-Traditional Education in the Philippines) at the time. ANTEP opened opportunities to network with schools' associations, hotels, restaurants, resorts, and other business establishments.

From 1996 to 2000, the program highlight was providing manpower supply to Singapore, specifically training domestic helpers. By the years 1998 to 2000, USPF became the sole trainer for domestic helpers bound for Singapore. Accredited manpower agents for Visayas and Mindanao enlisted their candidates for the USPF LRC training, which was by batches of 50 to 80 persons for Singapore deployment. However, the program was suspended after the execution of Flor Contemplacion.

When the National Manpower & Youth Council (NMYC) changed its name to TESDA, which was geared to providing Technical Vocational Livelihood (TVL) Projects, LRC applied to be accredited to offer several programs, including Food & Beverage Services NC II, Hotel Housekeeping NC II, Bread & Pastry Production NC II, Cookery NC II (formerly known as Commercial Cooking).

USPF LRC's partnership with TESDA has since progressed, including the granting of accreditation to USPF as a TVET (Technical Vocational Education Training) center.

The highlights of the center are as follows:

Mobile trainers for resorts (i.e. White Sands in Mactan; Maribago Bluewaters in Mactan, San Remegio Resort with Service Plus on designing Operations Manual),

Recipient of scholars in Cookery from Congressman Salimbangon and others in batches of 50 learners,

Partnership with HRRAC (Rizal Hall) thru USAID selected chef of top restaurants for upgrading Cooking Skills,

Scholarship grants to selected bakery owners in mixing dry ingredients for prospective franchiser (LRC-Building), and

MOA with Japan endorsing USPF as center for caregiving with Niponggo language skills for Japan hiring.

USPF also received accreditation as a TESDA Assessment Center for Cookery NC II, Food & Beverage Service NC II, Hotel Housekeeping NC II, Bread & Pastry Production NC II, Barista NC II, and Trainers Methodology Level I.

USPF is the only Barista Training Center and Assessment Center in Cebu City and the province. This recognition was concretized by the USPF Board with the establishment of the Centro Caffè', which was inaugurated in 2018.

Indeed, LRC has become a silent contributor to USPF income from its TESDA Scholarship programs (BARISTA NC II, COOKERY NC II, BREAD & PASTRY PRODUCTION NC II, HOTEL HOUSEKEEPING NC II, FOOD & BEVERAGE SERVICES NC II), Joint Delivery Voucher Program (JDVP) for senior high school students of public schools (Lahug SHS; Bo. Luz SHS; Mabolo SHS; and Camp Lapulapu SHS) to take up their laboratory classes at the USPF LRC for a fee, and

Partnership with DepEd wherein senior high school public school teachers can earn a Trainer's Methodology Level I (TM) certificate from USPF LRC.

For 25 years, the Learning Resource Center has been and still is channeling best efforts and competency skills for human development.



# 2021 USPF LRC Trainings

For 2021, LRC was able to conduct the following trainings:

For the USPF and DepEd JOINT DELIVERY VOUCHER PROGRAM (JDVP) for Senior High Students for a total of 320 hours for 2 qualifications. Because of the pandemic, the mode of learning used was online and modular. If face-to-face classes will be permitted, these students will undergo skills practice and an assessment of the skills learned.

Bread & Pastry Production NC II for 23 Senior High Students from Camp Lapulapu National High School (Apas) and 41 Senior High Students from Lahug Night High School.

Food & Beverage Services NC II for 23 Senior High Students from Camp Lapulapu National High School (Apas) and 41 Senior High Students from Lahug Night High School.

Trained 39 regular enrollees for Barista NC II (no scholarship was given by TESDA for 2021),

Trained 28 for Trainers Methodology Level I, which course is offered to prepare our Technical Vocational Livelihood (TVL) teachers for full implementation of the K to 12 programs. This will enhance their capability in planning, organizing, and facilitating a more effective TECH VOC Education and training programs through the Competency-Based Training and its modalities.



# ACADEMIC SUPPORT SERVICES







## GUIDANCE AND TESTING SERVICES

Elita L. Cui, PhD., RGC, GTSC Director

During his volunteer work in the Civic Service Home in Boston, USA, Frank Parson, the father of vocational guidance, observed that most young men and women at work were not qualified to do their jobs. This observation led him to organize the Breadwinners Institute with an organized program for vocational guidance in 1905. Together with Meyer Bloomfield, they organized the Vocation Bureau of Boston. Since then, vocational guidance has spread to various countries and continents (Evangelista, L. 2001).

When he put up his psychological clinic in 1932, Dr. Sinforoso Padilla introduced the Guidance Movement and was then recognized as the father of Guidance in the Philippines. The cases of student discipline, as well as emotional, academic, and vocational problems were the primary concern of his clinic. Psychological tests were then used in private schools for guidance purposes. During the school year 1939-1940, teachers from four public schools in Manila were chosen as deans and served as student advisers who attended to cases involving discipline, absenteeism, as well as personal, social, and educational cases.

In 1945, the first Guidance Institute was opened. The Bureau of Public Schools sent selected teachers abroad as pensionados to observe and study guidance services. In 1954, the division school superintendents recommended the establishment of guidance services in schools (Evangelista, L. 2001). To this day, we have the Philippine Guidance and Counselling Association (PGCA) to look after the professionals engaged in guidance and personnel work. Furthermore, Guidance as a major field of specialization is offered in the undergraduate and graduate school in universities in the country today.

Similar to the other universities in the Philippines, the University of Southern Philippines Foundation has an established Guidance and Testing Services Center (GTSC) staffed with competent guidance personnel. The department efficiently delivers the guidance services such as counseling, career guidance, testing, consultation, referral, and information services. Today, the widespread outbreak of coronavirus has led to online classes and the Guidance department has adapted to the new normal. All guidance services are now delivered online for easier access to students.



During the pandemic, teachers and students have their share of struggles in meeting the demands of online classes. Both students and teachers were overwhelmed with learning how to operate the Learning Management System (LMS), choosing which platform is workable for virtual classes, intermittent Internet connectivity, costly electronic devices, and academic requirements. These factors pose a threat to the psychological well-being of our students. With this, the guidance department came up with the Virtual Kumustahan. This virtual activity was one of the highlights of the guidance services for the school year 2020-2021.

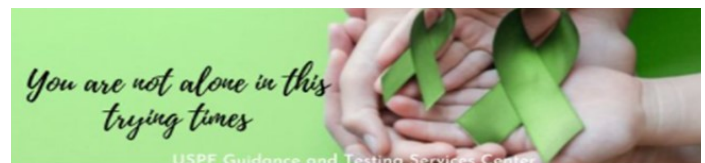
Kumustahan is a virtual group process activity, an avenue where students can empty their “emotional cup” and can say what’s on their minds during these difficult times. Its aim was to hear the voices of the students, learn about how they were dealing with online classes and other challenges they have experienced, and attend to their queries and concerns so we can give better services to them. During the Kumustahan session, students shared their thoughts and feelings, as well as their difficulties in adjusting to the new normal. Kumustahan was found effective because the students were motivated to open up in a group setting since they can relate to the other sharers and it made them feel that they are not alone. Though students are grateful for this activity, there are some issues that deter them from speaking

up including confidentiality, timidity, and reserved personalities. Because of time constraints, the virtual Kumustahan was not extended to parents and teachers.

Another highlight of the Guidance department activities in the school year 2020-2021 was the Mental Health Webinar series with breakout sessions for every grade level (Elementary, Junior High School, Senior High School, and Tertiary). The same was given to teachers since they are the ones who are in close contact with the students. The purpose was to heighten awareness and understanding of mental health and mental disorders. It was also aimed at reducing the risk of chronic diseases related to stress, anxiety, and substance abuse. Most importantly, to disseminate information that mental health services aim to save lives while improving the outlook for students who may feel hopeless and lost.

Both students and teachers have now adapted to the new method of delivery of the guidance services, especially with online counseling. If the students will lessen their reservations in opening up during online counseling and Kumustahan, it would be a huge progress in the upcoming years.

Mental health is equally important to physical health. Hence, the psychological well-being of our students is the primary concern of the Guidance department.





# LIBRARIES

## It's Good to Know Your Library

Jocelyn A. Gonzales, RL  
College/Graduate School/Senior High Librarian

Libraries are the lifeline of teachers and students in the teaching learning process. Learning does not take place only in the four walls of the classroom with the teacher doing the monologue of the lesson for the day. Both the teachers and the students have to make use of the library to have a more engaging, intellectual, and responsive exchange of ideas between them.

The USPF Library Department has services and collections to answer to the reading and research needs of the students and faculty. However, it is interesting to note that there has been a remarkable change in the library and research environment and changes in the behavior of students over the years. As a response, USPF has adapted and transitioned to technology to supplement and complement our physical library and its resources. There is a whole lot of information that can be accessed online so virtual libraries were set-up in the university both in the college and basic education departments. With the ubiquitous computers, laptops, smartphones, Wi-Fi zones were set up in strategic areas in the university.

A joint project was also initiated by ICT and the University Library which is the Learning Commons Knowledge Engine, a depository of e-Resources downloaded by the librarians and uploaded by the ICT to the system. These are made available to both the faculty and students through the use of USER IDs and passcode for additional information and to support their reading and research needs. A link is also integrated into the Learning Management System of the school called CANVAS.

The library also subscribes to the following databases for easy access, retrieval of information, and to augment our printed resources:

1. Online Public Access Catalog (OPAC) by Follett Destiny – a computerized version of the catalog for easy access to the library materials in the library,
2. ProQuest – a collection of many databases that provide access to thousands of journals, magazines, newspapers, dissertations, and other publications,
3. Gale Reference Complete – a database which provides subscription to the largest packages of primary and secondary resources available to libraries today,
4. Philippine E-Journals (PEJ) – is an online collection of academic publications of different higher education institutions and professional organizations. Its sophisticated database allows users to easily locate abstracts, full journal articles, and links to related research materials,
5. Philippine eLib – a collaborative project of the National Library of the Philippines (NLP), University of the Philippines (UP), Department of Science and Technology (DOST), Department of Agriculture (DA), and the Commission in Higher Education with the following resources:
  - Union Catalog of the 5 patrons,
  - Digitized Filipiniana materials including theses and dissertation,
  - Special collection/researches of the 5 patrons, and
  - Online resources/subscription to electronic databases,
6. STARBOOKS (Science and Technology Academic and Research Based Openly Operated Kiosk) – a database which contains thousands of digitized technology resources in various formats (text and video/audio), and
7. Science Direct – a website which provides access to a large bibliographic database of scientific and periodical publications of Elsevier. It hosts over 18 million pieces of content and more than 4,000 academic journals, 3,000 e-books of the publisher. The access of the full text requires subscription while the metadata can be read freely.

Likewise, the use of technology in the library is exacerbated with the pandemic. We have closed the physical library set-up to the library patrons but our online service continues with the following services:

- USPF Book Drop and Pick-up Service – Students are allowed to borrow our physical materials through our pick-up service by sending a message to [www.facebook.com/USPFLibrary](https://www.facebook.com/USPFLibrary), [learning\\_commons@uspf.edu.ph](mailto:learning_commons@uspf.edu.ph), [www.facebook.com/IMCUSPF](https://www.facebook.com/IMCUSPF), [imc@uspf.edu.ph](mailto:imc@uspf.edu.ph), or by calling the USPF Libraries at (032) 265-8773 loc 133 or 141. A notification by email is sent to the borrower that his/her book is ready for pick-up. The items are checked out and appear in his/her online account before the student can pick them up. Those without internet access are called by phone. Books can be picked-up at the school entrance from the security guard. Book returns are dropped in the Book Drop, which is also located at the school entrance. The service is available for residents of Cebu City and province.
- Engaging in social media at [www.facebook.com/USPFLibrary](https://www.facebook.com/USPFLibrary) and [www.facebook.com/IMCUSPF](https://www.facebook.com/IMCUSPF) – online service consultation through social media includes reference consultation and answering of reference queries and other information
- Online Library Orientation and Instruction
- Ask a Librarian Service
- Ask a Librarian Chat
- A sanitizing box for borrowed and returned books is also made available.

There you have it, you've got the resources and services to sate your learning needs and help you with your career goals. Everything is just a click away and hopefully only steps away once we open our physical library for you.





## COMMUNITY EXTENSION SERVICES

### COM EX Projects and Activities from August 2020 to October 2021

The University of Southern Philippines Foundation, through the Community Extension Services, has developed a good understanding of the socio-physical and cultural environment of its adopted communities. It produced a comprehensive community profile at the start of the partnership, which was improved with problems/needs analyses conducted regularly by every sector in the partner communities. A participatory approach in planning was practiced that resulted in a high commitment from the communities to sustain the projects they started. This has ensured that each distinct need of a sector (women, the fishermen, the youth and the senior citizens, and parents of our sponsored elementary pupils) is prioritized and appropriately addressed.

Each department of USPF has a Community Liaison Officer who attends annual assessment and planning for the extension services. Projects are curriculum-aligned and created based on the needs of the community. Activities are regularly evaluated through a checklist or form and focused group discussions are organized. The participating pupils and students submit reflection essays on the activities they participate in. Teaching and non-teaching staff participated well in all extension services conducted in the institutional partner communities as well as departmental outreach activities. In fact, USPF has been very well appreciated and recognized by the communities. Residents and local leaders in all of our partner communities give their full support to our outreach and community development endeavors.

Major projects in the past three years were the banca (phase 1 and 2) project, the “mother boat” project, workshops on basic pharmaceutical products for home cleaning and health promotion products, cooking and food preparations, and educational assistance through school supplies and school bags. The numerous projects are focused on capacity building by providing health training and seminars for the different sectors and on responding to various needs brought about by calamities and the COVID-19 pandemic.

Even amidst the COVID-19 pandemic, USPF never ceased providing projects and services to our partner barangays. In fact, a number of face-to-face activities were implemented with strong coordination with the barangay officials who are present in most of our activities to ensure proper social distancing and other health protocols. These are the several special programs successfully conducted by the Community Extension Services from August 2020 to October 2021, including some donations in kind from the CES network, CSOs, and NGOs:

- Installation of COVID-19 campaign materials
- PISO WIFI Project and turn over to the SK Officers of Brgy. San Miguel, Cordova, Cebu
- Training of the Barangay Health Emergency Team (BHERT) of Brgy. San Miguel on COVID-19, infection control, and roles of BHERTS
- Donation of essential medicines to Brgy. Sto. Nino, Cebu City, for their senior citizens
- Conducting seminars on various topics, including “Addressing Gender-Based Violence During the Pandemic,” “Caring Families to end online sex exploitation of children”
- Christmas gift-giving to 25 sponsored children and 25 BHWs of Brgy. San Miguel, Cordova
- Trainings by CHS -Pharmacy on how to prepare alcohol, liquid detergent soap, powder soap, and hand sanitizer to help them comply with the health protocols, ensure health promotion and illness prevention
- Provision of four foot-operated alcohol dispensers and gallons of alcohol and liquid hand soap
- Continuous donation of protective supplies such as face masks, face shields, bottles of alcohol
- by Mabini Campus, College of Social Work, and College of Health Sciences through solicitations from friends and networks
- Donation of books to Brgy. Sirao Integrated School (Cebu City) by the University college library and Elementary Department, JHS Lahug, SHS Lahug
- Seminar by the CTEAS on the effects of substance use and its effects to the brain as part of the anti-drug campaign of Brgy. San Miguel, Cordova
- Module Tutorials by CTEAS at the Municipalities of Borbon and Alegria, Cebu
- CTEAS “Bridging Hope” project for Brgy. Suba, Brgy. Binaobao, and Brgy. Bantigue in Bantayan Island, Cebu
- Multiple CHS - Nursing Department-initiated donation drives for COVID-19 essentials benefitting Brgy. Lahug and Brgy. San Jose in Cebu City, Brgy. Bangbang and Brgy. San Miguel Cordova, and the frontliners at the Philippine Nurses Association Cebu Chapter
- CHS - Nursing Information Drive dubbed as “Ang Importansiya sa Pagbakuna sa mga Bata Tunga sa Pandemiya”
- Distribution of school bags and school supplies to sponsored children in barangays Ibabao, Bangbang, and San Miguel, in Cordova.

# Featured CES Stories by Department

## College of Engineering and Architecture

CEA donated five foot-operated alcohol dispensers to the barangay health centers of Brgys. Bangbang, Ibabao, and San Miguel, in Cordova.

The department also made a significant contribution in the design of the Mobile Learning and Play Hub of the World Vision Development Foundation project for the city of Mandaue. During lockdowns where learners are prohibited to come to school, this mobile learning and play hub gives them access to books for reading, allows them to watch educational TV shows, and lets them socialize with proper physical distancing. The interior design is colorful, attractive, relaxing, and properly ventilated so that children will love to stay and learn.



## College of Health Sciences – Pharmacy Department

Twenty barangay health workers and 50 members of the women's association in Brgy. San Miguel, Cordova, gained knowledge and skills in the manufacturing of home and health essentials conducted on December 18, 2020, and May 7, 2021, by the CHS - Pharmacy Department. Products such as powdered soap, alcohols, and hand sanitizer were taught in the first training while vapor rub and liniments were taught in the second training. The women's association was able to generate income from the sales of the products.

Also in December 2021, 60 families of PAKABA women's association in Brgy. Bangbang, Cordova, received noche buena packs. Safety and hygiene supplies to prevent COVID-19 like surgical masks, alcohol, and face shields were also distributed.





## College of Health Sciences – Nursing Department

From April 2021 to October 2021, the CHS - Nursing Department provided essential supplies to prevent COVID-19 (surgical face masks, face shields, and alcohol) to frontliners and to their adopted communities. The department also organized two virtual health seminars aimed at increasing knowledge on how we can protect ourselves from COVID-19 through practicing health protocols, campaigning for vaccination, and helping people build resilience and improve mental health in a pandemic.



## College of Teacher Education, Arts and Sciences

On May 11, 2021, the College of Teacher Education, Arts and Sciences conducted a seminar on the effects of substance use to the brain as part of the barangay anti drug awareness. The participants included parents, tricycle drivers, and former drug users ("refreshers").

On October 29, 2021, 90 sponsored children in the three barangays of Cordova received school bags with school supplies. The pupils still need school supplies for their assignments, art works, and many other school projects. This institutional outreach was participated by the CTEAS, College of Social Work, and the office of Student Affairs Services. This project is done every year.







## College of Social Work

CSW raised awareness on the social issues brought about and intensified by the COVID-19 pandemic to the residents of Cordova, specifically conducting seminars to address gender-based violence and promoting caring families to end sex exploitation of children. The college also enhanced the knowledge and skills of barangay health emergency teams (BHERTs) in order for them to respond better to COVID-19 cases. Donations of face shields, face masks, and gallons of liquid soap were also organized by the college for their sponsored children in Brgys. Ibabao and Bangbang, in Cordova.

CSW also enhanced their students' environmental awareness as they participated in the clean-up drives of Cebu City and in the 10th Local Annual River Summit Organized, which was hosted by USPF as chair of the Cebu Academe Network for SY 2021-2022.







## College of Computer Studies

CCS were key players in the installation of COVID-19 infographics/tarps at partner barangays in Cordova at the start of the pandemic. On November 2, 2020, CCS conducted the turnover of the PISO WiFi project to the youth sector of Brgy. San Miguel, Cordova.

A total of 9 topics were discussed in a CCS-sponsored webinar series designed to give students, faculty, staff, alumni, industry partners, and community partners an avenue to support, augment, and realize the vision, mission, and goals of the university and the college in a fully remote learning environment.





## Basic Education Department and University Libraries

Library enhancement through book donations are well implemented by the Basic Education Department of the Lahug and Mabini Campuses. In partnership with the University Libraries, at least five integrated public schools benefited from the book donations. Specifically, these schools are Sirao Integrated School, Malubog Integrated School, Sibugay Integrated School, Adlaon Integrated School, and Taptap Integrated School. These schools are located in the mountain barangays of Cebu City.



## Graduate School

On June 14, 2021, the Graduate School donated school bags and school supplies to Sirao Integrated School, which benefited 105 grades 4 and 5 pupils.





# STUDENT AFFAIRS SERVICES

## Miracles Behind Misfortunes

Miguel Sevilla, DBJS working scholar

Life can change when you least expect it, and in March 2020, every single life was changed.

Just fresh off from finishing my first year in college, I was dumbfounded on how I would continue my education with the pandemic progressively growing. Everything was at a standstill, as if the earth stopped moving.

Days and weeks passed since the government announced the lockdown. I see and hear news about establishments closing, people losing jobs, businesses filing bankruptcy, and the likes. It was honestly terrifying to realize and think, “What about schools and universities? What about... my education?”

It was a no-brainer that financial support would be scarce this time, most especially when we had to choose and prioritize what was necessary for our survival. This was the first time that the uncertainty of what my future would be gravely worried me.

Walking back and forth in deep thought of how my studies would continue, I remembered being a DBJS Working scholar. I remembered the fun times of working and studying at the same time. I met new people that became friends and family to me. I gained knowledge and experience of how it’s like to be working in an office environment. This opportunity has given me numerous experiences that I will carry for the rest of my life.



At first, I had some concerns as to how we were going to be working students with the lockdown implementations, and more so with classes now being online instead of the traditional face-to-face interaction. How would this new normal be for most of us? Am I prepared physically, mentally, emotionally, financially? I don't even know how we, working scholars, would be affected by this change. Despite the troubling doubts, I just continued to pray for any good to come through.

Fast forward to today, here I am now, in my third year in college and continuing my studies thanks to the Agustin and Beatriz Jereza Foundation. This scholarship has helped me immensely as I do not have to worry much about how to make ends meet and instead focus on my studies more. This is the miracle that I have prayed for way back, and it is even more fulfilling to know that this has also helped other students who are in the same situation I am in.

I do miss being a working student in school. While it was challenging to balance work and studies, it has been to my advantage since this has made me a more responsible and efficient person. As of now, all I can do is wait and hope for the day when we would all be back in school and be like how it used to be. Without the ABJ Foundation, all of what I'm saying now would never be possible, and for that I give them my endless gratitude. I do hope to see you all soon when the time is right, and until then, take care always.



# EDUTECH





# USPF EduTech Office: How It Started?

Marie Joy Morano-Sanchez, Education Technology Coordinator

Educational Technological (EduTech) Office is probably one of the newest created offices here in USPF.

The need to create an EduTech Office, apart from the services offered by the ICT department, emerged as the importance of collaborative support from the academe was recommended to boost implementation of Canvas Learning Management System (LMS), which was officially adopted by USPF in 2017.

On June 1, 2019, Mrs. Marie Joy Morano-Sanchez was appointed by Dr. Ernesto L. Alolor, Vice President for Academic Affairs, as the first ever EduTech Coordinator. The office then started conducting training and support for the university-wide roll-out implementation of Canvas LMS. EduTech later extended its services to include promotion and training of other EduTech-related tools for teaching and learning.

With the onset of pandemic in March 2020, EduTech services became increasingly relevant as USPF transitioned to fully online classes starting May 2020. The EduTech Coordinator supports the readiness of faculty members and students through orientation, webinars, and preparation of EduTech guides in different digital formats including the creation of content for USPF EduTech YouTube channel.

Currently, the EduTech Coordinators are Mrs. Marie Joy Morano-Sanchez (for Tertiary and Graduate School) and Mr. Wilford Sabella (for Basic Education).



# USPF INSET 2020

## GETTING READY FOR THE "NEW NORMAL"



**LIVE via**



**StreamYard**

The University's In Service Training primarily aims to promote the holistic development of its faculty and staff and upgrade the professional knowledge, skills, and competence of the teachers.

Therefore, it is imperative that the University provides training and support that enhances the professional growth and development of the teachers using effective available educational technologies and improve their capabilities that will foster educational opportunities of their students.

This year's In Service Training is extraordinary because of the challenges brought about by the COVID-19 pandemic. As almost all educational institutions have now moved to online teaching, USPF needs to be creative and flexible in creating a learning environment that can mitigate the impact of this current health crisis.

Working together with hope, courage, and commitment, this "new normal" can be an opportunity to rethink and reinvent the way USPF will shape high-tech, high-touch quality education in the years to come.

**MAY 11-15, MAY 16-18 2020 | STARTS AT  
9:00 AM ONWARDS  
STREAMCAST LINK AND DETAILED SCHEDULES FOR THE BREAKOUT SESSIONS WILL BE  
SENT TO YOUR EMAILS**

**SIGN UP LINK - <https://forms.gle/VLrbWxKzeqUeVuf7A>**  
Only registered participants will receive the StreamYard link via email