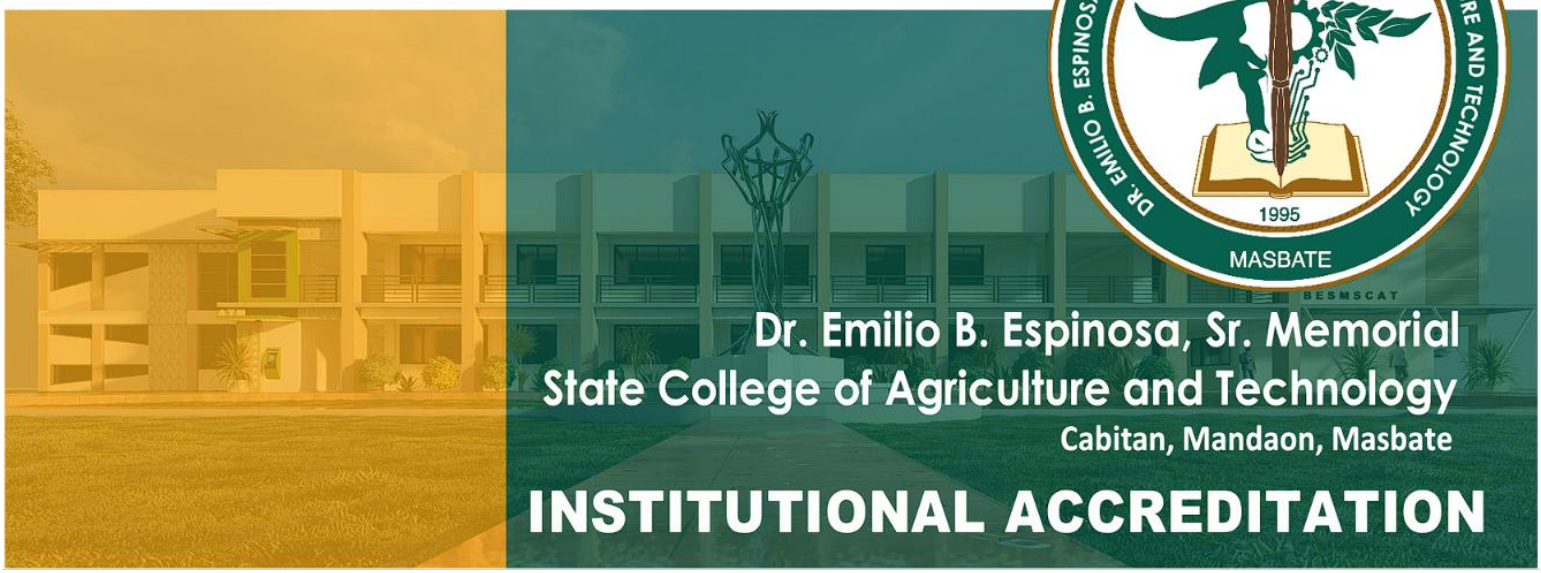


AREA II

TEACHING, LEARNING, AND EVALUATION

Area II – Teaching, Learning, and Evaluation of the Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology proactively responds to the rapidly changing demands of today's educational landscape by anchoring its academic offerings on emerging trends to ensure relevance and forward-looking direction. Every curricular program is deliberately designed to address the specific socio-economic and cultural realities of the surrounding communities, grounding instruction in real-world contexts that effectively bridge theory and practice. This deliberate alignment transforms students from passive recipients of knowledge into active contributors to local development. Ultimately, DEBESMSCAT institution fulfills its mandate not merely by producing degree holders, but by cultivating a transformed province of Masbate.

PARAMETER A. SETTING AND ACHIEVING PROGRAM STANDARDS

DEBESMSCAT adheres to a structured process for the design, development, and formal approval of all academic offerings, to ensure alignment with strategic goals and regulatory standards. Academic offerings are developed and approved through a unified work instructions from adoption/revision of curriculum to graduation of students. All academic offerings are the product of rigorous feasibility studies, benchmarking activities conducted, issuance of new CMOs, and feedbacks from alumni and stakeholders to ensure their responsiveness to the pressing needs of the community. These programs undergo meticulous evaluation through a review process, commencing with the curriculum development committee and receiving endorsement from the academic council before securing final approval from the Board of Trustees. The review process is operationalized through the distinct responsibilities of the following approving bodies:

1. Curriculum Development Committee. The Curriculum Development Committee is comprised of the deans and directors, who serve as the primary evaluators of proposed academic programs and chaired by the Vice President for Academic Affairs. Their thorough scrutiny covers all aspects of the proposal, including curriculum content, instructional design, faculty competence, resource availability, and adherence to the institution's quality standards and strategic priorities based on the Commission on Higher Education Memorandum Orders. The committee, then endorses the curriculum to the Academic Council if found compliant with the CMO.

2. Academic Council. The Academic Council is comprised of senior faculty members holding ranks from Assistant Professor to Professor, representing the institution's foremost academic leaders. The Council is mandated to review and endorse all proposed academic programs, ensuring that each proposal demonstrates curricular coherence, scholarly merit, and adherence to academic standards prior to its submission to the Board of Trustees for final approval.

3. Board of Trustees. The Board of Trustees is the institution's highest governing authority, vested with the ultimate power to approve all academic programs. Upon receipt of the Academic Council's endorsement, the Board conducts its own review, focusing on the program's alignment with institutional strategic goals, fiscal viability, and responsiveness to national and regional development priorities.

The Board's approval constitutes the final and most critical stage of the program approval process, formally authorizing the institution to offer the program. As the highest policy-making body of the institution, the Board's approval serves as the ultimate authorization for the program's implementation, signifying its alignment with the college's strategic goals and quality standards.

A.1. Flow Chart on the Approval of Curricular Programs

The flowchart below outlines the end-to-end approval process for all curricular programs of the Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology including procedure, accountability, and required deliverables at every phase. The following unified ISO work instructions govern the approval process for curricular programs. The procedure includes: (1) receipt of new CMOs and revision to existing ones; (2) the design and adoption of the CMO; (3) submission of the program to the Curriculum Committee for review and subsequent endorsement to the Academic Council; (4) endorsement by the SUC President through the Office of the Vice President for Academic Affairs to CHED Region V for appropriate action; and (5) final endorsement from the Academic Council to the BOT for approval.

CMO Receipt Phase: The college receives the latest Commission on Higher Education Memorandum Orders (CMOs), including both new issuances and revisions to existing ones, marking the formal start of the curriculum alignment process.

Design and Adoption Phase: During this phase, the college designs and formally adopts the Commission on Higher Education Memorandum Order to guide curriculum development. This process involves a comprehensive feasibility study and a careful analysis of key factors, including industry demand, student needs, and feedback from alumni and stakeholders. To ensure a structured approach, the college utilizes specific forms to document both new curriculum designs and revisions to existing programs.

Submission Phase: The dean submits the proposed curriculum to the Curriculum Committee for deliberation, using the prescribed CHED format (CHED 5-CRM No. 94, s. 2025). The Curriculum Development Committee then evaluates the proposal against the relevant CMO, carefully reviewing prerequisite subjects, total unit load, and course offerings for compliance. Should the proposal be found non-compliant, it is returned to the proponent along with specific comments and recommendations documented on the Curriculum Compliance Report Form (DEBESMSCAT-F-OVPAA-21).

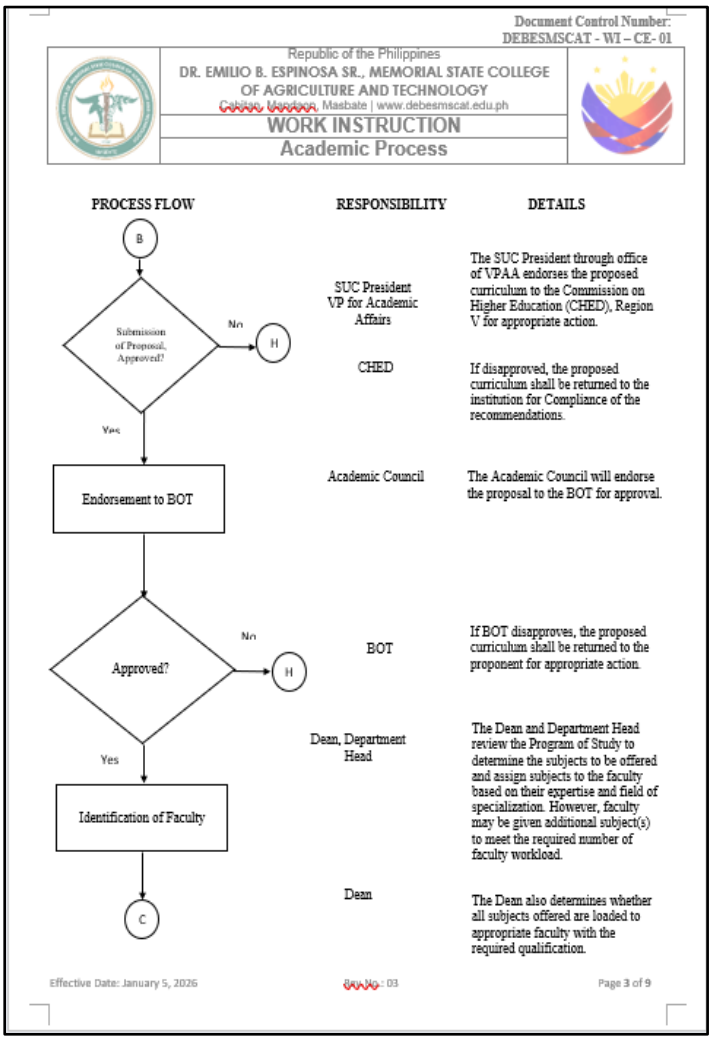
Endorsement Phase: Upon determining that the proposed curriculum fully complies with the CMO, the Curriculum Development Committee endorses it to the Academic Council. This compliance is formally certified using the Certification Form (DEBESMSCAT-F-OVPAA-09), which serves as the official record of the Committee's approval.

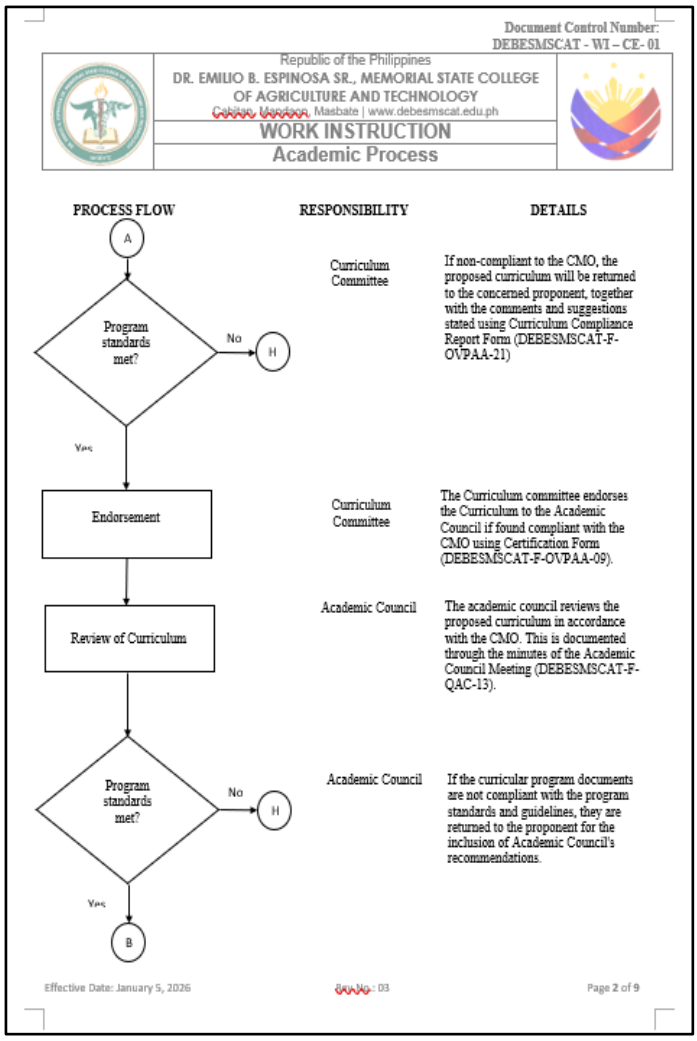
Curriculum Review Phase: This phase involves a rigorous evaluation by the Academic Council to verify that the proposed curriculum adheres to the CMO and all applicable program standards and guidelines. The Council's deliberations, decisions, and any identified deficiencies are formally recorded in the minutes of the Academic Council Meeting (DEBESMSCAT-F-QAC-13). When the

curriculum documents do not satisfy the compliance criteria, they are referred back to the proponent, who is then required to address and incorporate the Council's recommendations prior to resubmission.

Endorsement to BOT and Approval Phase: In this final phase, the proposed curriculum undergoes endorsement and approval at two levels. First, the SUC President, acting through the Office of the Vice President for Academic Affairs (VPAA), submits the proposal to CHED Regional Office V for evaluation and appropriate action. Any disapproval from CHED results in the return of the documents to the institution, accompanied by specific recommendations that must be fully addressed. Second, the Academic Council simultaneously endorses the proposal to the Board of Trustees (BOT) for its final approval. If the BOT does not approve the proposal, it is returned to the original proponent, who is then responsible for implementing the required changes and resubmitting the proposal for reconsideration.

DEBESMSCAT Unified Work Instruction for Academic Process





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Republic of the Philippines
DR. EMILIO B. ESPINOSA SR., MEMORIAL STATE COLLEGE
OF AGRICULTURE AND TECHNOLOGY
Cahilan, Mandaon, Masbate | www.debesmscat.edu.ph

WORK INSTRUCTION
Academic Process

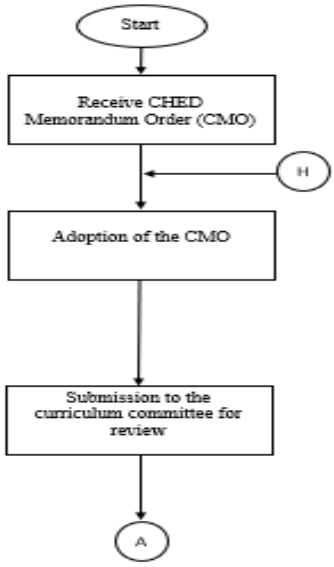
1.0 Objective

To facilitate the instructional delivery systems in the institution.

2.0 Scope

This work instruction covers adoption/revision of curriculum to graduation of students in colleges and campuses of the institution.

3.0 Procedure



PROCESS FLOW	RESPONSIBILITY	DETAILS
Receive CHED Memorandum Order (CMO)	Dean	Receive new or revised copy of CMO from Commission on Higher Education (CHED).
Adoption of the CMO	College/Faculty	The college adopts the CMO in the design of Curriculum and consider Industry demand, needs of the students, feedbacks from alumni and stakeholders. For new design the college will be using Curriculum Design Form (DEBESMSCAT-F-OVPAA-24) For revision of the curriculum, the college is using Curriculum Revision Form (DEBESMSCAT-F-OVPAA-19)
Submission to the curriculum committee for review	Dean	The Dean submits proposed curriculum using format from CHED (CHED5-CRM No. 94 s. 2025) to the Curriculum Committee for deliberation.
	Curriculum Committee	The Curriculum Committee reviews the prerequisites, number of units, subjects to be taken based on the CMO.

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The curriculum development process at DEBESMSCAT follows a systematic, multi-phase workflow that ensures quality, regulatory compliance, and strategic alignment. From the receipt of CMOs to final approval by CHED and the BOT, each phase encompassing the design, submission, review, endorsement, and approval incorporates rigorous evaluation, documented feedback, and clear mechanisms for correction and resubmission. This thorough and systematic process guarantees that every curricular program in DEBESMSCAT is not only relevant and viable but also aligned with the institution's strategic direction and the broader development goals of the province.

A.2 Comparative Chart on the Institution's Curricular Programs and CHED

The curricular programs of the Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology are aligned with the Commission on Higher Education Program Standards and Guidelines, benchmarked activities from other Higher Education Institutions, national standards making them responsive and relevant to the industry demands, student needs, and feedback from alumni, internal and external stakeholders.

In crafting its curricular programs, the institution ensures alignment with national and regional development frameworks, including the CHED ACHIEVE Agenda 2030, the National Higher Education Research Agenda, the Sustainable Development Goals (SDGs), the Philippine Development Plan (PDP) 2023–2028, AMBISYON 2040, and the Bicol Regional Development Plan (RDP) 2023–2028. These guiding documents collectively inform the institution's response to the evolving demands of the contemporary educational landscape to ensure responsiveness of its programs to current educational demands and long-term development goals.

The following comparative chart serves as a visual benchmark of DEBESMSCAT's curricular programs. It systematically compares them against the Commission on Higher Education Program Standards and Guidelines (PSGs) and the offerings of other Higher Education Institutions, highlighting their relevance and responsiveness to current educational demands. The comparison includes all academic programs offered by the institution, spanning both the graduate and undergraduate levels at the DEBESMSCAT Main Campus. Specifically, it covers a total of nine (9) graduate programs and twenty- seven (27) undergraduate programs, representing the institution's complete academic inventory. By incorporating all curricular programs, the comparative chart offers a holistic view of DEBESMSCAT's curricular landscape, facilitating a meaningful evaluation of how each program aligns with national standards, regional development goals, and the program offerings of other Higher Education Institutions.

Curricular Programs	CHED CMO No.	Total Units (CHED)	Total Units (DEBESMSCAT)	PRC/Prof. Organization	HEIs Benchmarked
Graduate Programs					
Master of Arts in Education (MAED) major: Administration and Supervision	CMO No. 15, series of 2019 CMO No. 21, series of 2025	30	36	PAFTE	BU
Master of Arts in Education (MAED major: Mathematics Education	CMO No. 15, series of 2019	30	36	PAFTE	BU

Curricular Programs	CHED CMO No.	Total Units (CHED)	Total Units (DEBESMSCAT)	PRC/Prof. Organization	HEIs Benchmarked
	CMO No. 21, series of 2025				
Master of Arts in Education (MAED) major: Science Education	CMO No. 15, series of 2019 CMO No. 21, series of 2022	30	36	PAFTE	BU
Master of Arts in Education (MAED) major: English Language Education	CMO No. 15, series of 2019 CMO No. 21, series of 2025	30	36	PAFTE	BU
Master of Science in Agriculture (MSA)	CMO No. 15, series of 2019 CMO No. 21, series of 2025	30	36		CLSU CAVSU VSU UP CBSUA
Master in Public Administration (MPA)	CMO No. 15, series of 2019 CMO No. 21, series of 2025	33	42		UP BU
Doctor of Education in Educational Leadership	CMO No. 15, series of 2019 CMO No. 21, series of 2025	36	42	PAFTE	BU
Doctor of Philosophy in English Language Education (PhD ELE)	CMO No. 15, series of 2019 CMO No. 21, series of 2025	36	51	PAFTE	ADMU ADNU UP

Curricular Programs	CHED CMO No.	Total Units (CHED)	Total Units (DEBESMSCAT)	PRC/Prof. Organization	HEIs Benchmarked
Doctor of Philosophy in Science Education (PhD Sci Ed)	CMO No. 15, series of 2019 CMO No. 21, series of 2025	36	45	PAFTE	NVSU DLSU UP
Undergraduate Programs					
Bachelor of Science in Agriculture (BSA) majors: Animal Science, Crop Science	CMO No. 23, series of 2021	154	175	PAA PSAS	CBSUA CLSU VSU
Bachelor of Science in Environmental Science (BSES)	CMO No. 35, series of 2005	138	166		CBSUA
Bachelor of Science in Agribusiness (BSAB)	CMO No. 24, series of 2007	172	172		CBSUA
Bachelor of Science in Computer Science (BSCS)	CMO No.25, series of 2015 CMO No. 20, series of 2013	128	146	Philippine Society for IT Educators CODITE	BU
Bachelor of Science in Information Systems (BSIS)	CMO No. 20, series of 2013	146	146	Philippine Society for IT Educators CODITE	ADNU
Bachelor of Science in Computer Engineering (BSCpE)	CMO 87 series of 2017	166	188	PACE	BU
Bachelor in Public Administration (BPA)	CMO No. 06 series of 2010	141	155		
Bachelor of Arts in Economics (AB Econ)	CMO No. 32, series 2017	105	150		BU BISCAST PUP
Bachelor of Science in Entrepreneurship (BS Entrep)	CMO No.18, series 2017	129	154		BU BISCAST

Curricular Programs	CHED CMO No.	Total Units (CHED)	Total Units (DEBESMSCAT)	PRC/Prof. Organization	HEIs Benchmarked
					PUP
Bachelor of Science in Agricultural and Biosystems Engineering (BSABE)	CMO No. 94, series of 2017	172	190	PSABE	BU
Bachelor of Science in Civil Engineering (BSCE)	CMO No. 92, series of 2017	171	188	PICE	BU
Bachelor of Science in Electrical Engineering (BSEE)	CMO No. 88 series of 2017	168	187	IIEE	BU
Bachelor of Science in Mechanical Engineering	CMO 97 series of 2017	172	191	PSME	BU
Bachelor of Science in Industrial Technology Major in: Automotive	CMO No. 20, series of 2013 CMO No. 1 and No.2 series of 2019 CMO No. 39 series of 2021		177		
Bachelor of Science in Industrial Technology Major in: Civil Technology	CMO No. 20, series of 2013 CMO No. 1 and No.2 series of 2019 CMO No. 39 series of 2021		171		
Bachelor of Science in Industrial Technology	CMO No. 20, series of 2013		171		

Curricular Programs	CHED CMO No.	Total Units (CHED)	Total Units (DEBESMSCAT)	PRC/Prof. Organization	HEIs Benchmarked
Major in: Electronics	CMO No. 1 and No.2 series of 2019 CMO No. 39 series of 2021				
Bachelor of Science in Industrial Technology Major in: Electrical	CMO No. 20, series of 2013 CMO No. 1 and No.2 series of 2019 CMO No. 39 series of 2021		171		
Bachelor of Science in Industrial Technology Major in: Food Technology	CMO No. 20, series of 2013 CMO No. 1 and No.2 series of 2019 CMO No. 39 series of 2021		176		
Bachelor of Elementary Education (BEED)	CMO No. 74 series of 2017	152	152	PAFTE	
Bachelor of Secondary Education (BSED) major in: English	CMO No. 75 series of 2017	161	161	PAFTE	
Bachelor of Secondary Education (BSED) major in: Filipino	CMO No. 75 series of 2017	158	158	PAFTE	

Curricular Programs	CHED CMO No.	Total Units (CHED)	Total Units (DEBESMSCAT)	PRC/Prof. Organization	HEIs Benchmarked
Bachelor of Secondary Education (BSED) major in: Mathematics	CMO No. 75 series of 2017	155	155	PAFTE	
Bachelor of Secondary Education (BSED) major in: Science	CMO No. 75 series of 2017	165	165	PAFTE	
Bachelor of Secondary Education (BSED) major in: Social Studies	CMO No. 75 series of 2017	161	161	PAFTE	
Bachelor of Early Childhood Education (BECED)	CMO No. 76 series of 2017	158	158	PAFTE	
Bachelor of Physical Education (BPED)	CMO No. 80 series of 2017	161	161	PAFTE	
Bachelor of Technology and Livelihood Education (BTLED) Major in: Home Economics	CMO No. 78 series of 2017	164	164		

A.3 Congruence

A.3.1 Program objectives with VM of the Institution

The table below presents the congruence map of the Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT) program objectives, illustrating their alignment with the institution's Vision and Mission, as well as with broader Local and National Goals and Global Trends. This mapping exercise serves as a vital tool for assessing the coherence and strategic relevance of each academic program to ensure that the institution's curricular offerings are not only internally consistent but also externally responsive to the demands of the larger educational, socio-economic, and developmental landscape. By visually linking program objectives to these multi-level frameworks, the map provides stakeholders with a comprehensive overview of how DEBESMSCAT's

academic programs contribute to local development priorities and national policies. This alignment underscores the institution's commitment to produce graduates who are not only competent professionals but also catalysts for positive change in their communities and beyond. The congruence map employs a clear and systematic legend to facilitate interpretation: **V** denotes the institution's Vision, **M** signifies its Mission, **LG** refers to Local Government Goals, **NG** represents National Goals, and **GT** stands for Global Trends.

Legend: V-Vision M-Mission LG-Local Goals NG-National Goals GT-Global Trends

Program Objectives-Master of Arts in Education (MAED) major: Administration and Supervision	V	M	LG	NG	GT
▪ To develop graduate students with functional competencies in administering and supervising educational institutions.		✓	✓	✓	✓
▪ To equip teachers with functional research skills to contribute to the body of knowledge that is essential in the development of the society.	✓	✓	✓	✓	✓
▪ To produce experts in Sciences, Mathematics, Languages, Humanities, Administration who would become potent agents of transformational teaching in the academe.	✓	✓	✓	✓	✓
▪ To develop graduate students with the highest degree of commitment, sense of responsibility, confidence to serve and cater quality service to those they are bound to serve in the ASEAN areas.	✓	✓	✓	✓	✓
Program Objectives- Master of Arts in Education (MAED) major: Mathematics Education	V	M	LG	NG	GT
▪ To develop graduate students with functional competencies in supervising		✓	✓	✓	✓

and administering educational institutions.					
▪ To equip teachers with the ability and expertise to undertake research endeavors to contribute to the body of knowledge that is essential in the development of society.	✓	✓	✓	✓	✓
▪ To produce experts in sciences, mathematics, languages, humanities, and administration who would become potent agents of transformational teaching in the academe.	✓	✓	✓	✓	✓
▪ To develop graduate students with the highest degree of commitment, sense of responsibility, and confidence to serve and provide quality service to those they are bound to serve in the ASEAN areas.	✓	✓	✓	✓	✓
Program Objectives- Master of Arts in Education (MAED) major: Science Education	V	M	LG	NG	GT
▪ To develop graduate students with functional competencies in administering and supervising educational institutions.		✓	✓	✓	✓
▪ To equip teachers with functional research skills to contribute to the body of knowledge that is essential in the development of the society.	✓	✓	✓	✓	✓
▪ To produce experts in Sciences, Mathematics, Languages, Humanities, Administration who would become potent agents of transformational teaching in the academe.	✓	✓	✓	✓	✓
▪ To develop graduate students with the highest degree of commitment, sense of responsibility, confidence to serve and cater quality service to those they are bound to serve in the ASEAN areas.	✓	✓	✓	✓	✓

Program Objectives- Master of Arts in Education (MAED) major: English Language Education	V	M	LG	NG	GT
▪ To develop graduate students with functional competencies in administering and supervising educational institutions.	✓	✓	✓	✓	✓
▪ To equip teachers with functional research skills to contribute to the body of knowledge that is essential in the development of the society.	✓	✓	✓	✓	✓
▪ To produce experts in Sciences, Mathematics, Languages, Humanities, Administration who would become potent agents of transformational teaching in the academe.	✓	✓	✓	✓	✓
▪ To develop graduate students with the highest degree of commitment, sense of responsibility, confidence to serve and cater quality service to those they are bound to serve in the ASEAN areas.	✓	✓	✓	✓	✓
Program Objectives-Master of Science in Agriculture (MSA)	V	M	LG	NG	GT
▪ Demonstrate advanced, integrated knowledge and skills in a specialized or multidisciplinary field.	✓	✓	✓	✓	✓
▪ Engage in applied research and evidence-based practice with independence and collaborative competence.		✓	✓	✓	✓
▪ Exercise professional judgment, initiative, and problem-solving skills in managing complex agricultural situations.	✓	✓	✓	✓	✓
▪ Assume responsibility and leadership in innovation, development work, instruction, and professional practice.	✓	✓	✓	✓	✓
Program Objectives-Master in Public Administration (MPA)	V	M	LG	NG	GT

▪ Provide knowledge, skills and values essential for the public administrators.	✓	✓	✓	✓	✓
▪ Equip the public administrators with strategy and administrative skills, embracing ethical and moral principles to better and effective leadership.	✓	✓	✓	✓	✓
▪ Develop the research skills of the advanced education students honing their problem-solving skills in their specific fields.		✓	✓	✓	✓
Program Objectives-Doctor of Education in Educational Leadership	V	M	LG	NG	GT
▪ Prepare the students to become leaders equipped with applicable skills in a. Leadership; b. Research; c. Policy-making; and d. Ethics.	✓	✓	✓	✓	✓
▪ Let the student discover, integrate and apply knowledge as leaders in schools, government and non-government agencies;		✓	✓	✓	✓
▪ Contribute significantly to the current body of scientific knowledge in the realm of educational leadership;	✓	✓	✓	✓	✓
▪ Acquire a genuine understanding of the cultural heritage of the Filipinos, their immediate clientele and to a larger extent the students in the ASEAN region.		✓	✓	✓	✓
Program Objectives- Doctor of Philosophy in English Language Education (PhD ELE)	V	M	LG	NG	GT
▪ Demonstrate advanced knowledge of language education theories, research methodologies, and pedagogical practices and conduct original research that address complex language education issues and contributes to the field's body of knowledge.	✓	✓	✓	✓	✓

▪ Apply advanced pedagogical strategies and innovative approaches in diverse educational contexts and effectively communicate research findings, theoretical insights, and pedagogical innovations to academic and professional audiences.	✓	✓	✓	✓	✓
▪ Advocate for evidence-based language education policies and practices at local, national, and international levels.		✓	✓	✓	✓
▪ Contribute to the development of transformative and sustainable language education programs.		✓	✓	✓	✓
▪ Cultivate interdisciplinary perspectives to critically analyze language education issues within broader societal contexts and foster cross-cultural communication skills and intercultural competence.	✓	✓	✓	✓	✓
▪ Engage in lifelong learning, continuous professional development, and scholarly growth.	✓	✓	✓	✓	✓
▪ Mentor future language educators and researchers.	✓	✓	✓	✓	✓
Program Objectives-Doctor of Philosophy in Science Education (PhD Sci Ed)	V	M	LG	NG	GT
▪ Develop advanced expertise in science education by equipping doctoral students with comprehensive and critical understanding of contemporary theories, practices, policies, innovations, and emerging trends in science teaching and learning.	✓	✓	✓	✓	✓
▪ Cultivate research excellence and scholarly productivity by developing the capability of graduates to conceptualize, conduct, publish, and disseminate rigorous, ethical, evidence-based, and innovative research that addresses significant issues in	✓	✓	✓	✓	✓

science education and related fields.					
▪ Promote data-driven and innovative science education practices through the application of appropriate scientific, technological, pedagogical, and research methodologies to improve teaching, learning, assessment, curriculum development, and educational decision-making.	✓	✓	✓	✓	✓
▪ Prepare transformative leaders in science education who demonstrate intellectual independence, professional competence, ethical responsibility, resilience, and leadership in schools, higher education institutions, government agencies, research organizations and other educational settings.		✓	✓	✓	✓
▪ Advance science education responsive to local and global challenges by developing scholars who can generate context-sensitive and internationally relevant solutions to educational, environmental, technological, agricultural and socio-economic concerns affecting communities, particularly in Masbate and the Philippines.		✓	✓	✓	✓
▪ Foster collaboration and interdisciplinary engagement by preparing graduates to establish and sustain partnerships with local, national, and international institutions for research, instruction, extension, innovation, and community-based initiatives.	✓	✓	✓	✓	✓
▪ Promote values-oriented and socially responsible science education by integrating ethical conduct, inclusivity, sustainability, cultural responsiveness, and community engagement into		✓	✓	✓	✓

teaching, research, leadership, and professional practice.					
Program Objectives- Bachelor of Science in Agriculture (BSA)	V	M	LG	NG	GT
▪ Produce globally competitive, values-oriented, and leadership-honed graduates who drive food security and the socio-economic; transformation of Masbate.	✓	✓	✓	✓	✓
▪ Develop and disseminate environment-friendly, data-informed technologies addressing Masbate's regional challenges in alignment with international standards.		✓	✓	✓	✓
▪ Advance innovative, collaborative research and development positioning the College of Agriculture as a flagship Center of Development or Center of Excellence.	✓	✓	✓	✓	✓
▪ Foster multi-sectoral partnerships with local, national, and international institutions contributing directly to Masbate's sustainable development.		✓	✓	✓	✓
▪ Promote economically viable, socially acceptable, and environmentally sustainable agricultural production systems support lifelong learning and global market readiness.	✓	✓	✓	✓	✓
Program Objectives-Bachelor of Science in Environmental Science (BSES)	V	M	LG	NG	GT
▪ Demonstrate broad, coherent, and advanced knowledge and understanding of core areas in environmental science through innovative, outcomes-based, and data-driven curricula that integrate modern technologies, research-informed teaching, and global standards for professional practice and lifelong learning.	✓	✓	✓	✓	✓
▪ Effectively disseminate knowledge and promote	✓	✓	✓	✓	✓

sound practices in environmental protection, conservation, sustainable utilization, and management, fostering ethical decision-making, leadership, and awareness for local and global sustainability.					
▪ Develop the ability to actively contribute to environmental protection, stewardship, and management by designing and implementing sustainable solutions that address regional challenges such as climate resilience, biodiversity conservation, and food security in Masbate.		✓	✓	✓	✓
▪ Critically analyze local, regional, and global environmental issues and problems using interdisciplinary, evidence-based approaches, while considering socio-economic impacts and opportunities for transformative change in Masbate.		✓	✓	✓	✓
▪ Apply innovative knowledge, technologies, and multi-sectoral partnerships to environmental challenges, driving research, technology transfer, and collaborative initiatives that support socio-economic development, community resilience, and the College's role as a center for sustainable management.		✓	✓	✓	✓
Program Objectives- Bachelor of Science in Agribusiness (BSAB)	V	M	LG	NG	GT
▪ Equip graduates to become globally competitive, values-oriented, and leadership-honed professionals who contribute significantly to Masbate's agricultural economy.	✓	✓	✓	✓	✓
▪ Empower graduates to develop and advocate innovative, market-driven business models that meet international benchmarks and	✓	✓	✓	✓	✓

address rural market access challenges in Masbate.					
▪ Prepare graduates to lead applied research and innovation supporting the College of Agriculture's pursuit of flagship Center of Development or Excellence status.	✓	✓	✓	✓	✓
▪ Enable graduates to build and sustain multi-sectoral partnerships with local, national, and international that accelerate entrepreneurial development and socio-economic progress in Masbate.		✓	✓	✓	✓
▪ Instill in graduates the commitment to champion economically viable, socially inclusive, and environmentally responsible agribusiness systems foster lifelong learning and global market readiness.		✓	✓	✓	✓
Program Objectives-Bachelor of Science in Agroforestry	V	M	LG	NG	GT
▪ Equip graduates to become globally competent, values-oriented, and leadership-capable professionals who, within 3–5 years after graduation, design and manage dynamic, interactive agroforestry systems integrating trees, woody perennials, crops, and livestock; apply scientific, artistic, and business principles to optimize land use; and lead sustainable initiatives that balance ecological conservation with socio-economic productivity in Masbate and similar contexts.	✓	✓	✓	✓	✓
▪ Empower graduates to develop and implement integrated agroforestry models that arrange trees, agricultural crops, animals, and soils either zonally, simultaneously, or sequentially on the same land unit, utilizing data-driven		✓	✓	✓	✓

tools and international standards to enhance climate resilience, biodiversity conservation, and rural livelihoods.					
▪ Prepare graduates to advance participatory research and innovation in the science, art, and business of agroforestry, generating and sharing knowledge on multi-dimensional land-use systems that simultaneously achieve environmental protection and economic viability, thereby contributing to the College of Agriculture's aspiration for flagship Center of Development or Excellence status.	✓	✓	✓	✓	✓
▪ Enable graduates to forge multi-sectoral partnerships with local communities, national agencies, international organizations, NGOs, and indigenous groups for collaborative extension, policy development, and community-based projects that promote agroforestry adoption and drive socio-economic transformation in Masbate.		✓	✓	✓	✓
▪ Instill in graduates a lifelong commitment to professionalize agroforestry practice by championing ethical, inclusive, and resilient land management systems that deliver twin outcomes of conservation and productivity, while fostering global awareness and readiness to address emerging environmental and socio-economic challenges.		✓	✓	✓	✓
Program Objectives-Bachelor of Science in Computer Science (BSCS)	V	M	LG	NG	GT
▪ Develop advanced proficiency in computing theory, software engineering, and system innovation to solve complex technological challenges in	✓	✓	✓	✓	✓

industry, research, and global contents.					
▪ Cultivate research competence in emerging computing fields such as Artificial Intelligence, data science, cybersecurity, and distributed systems to generate knowledge and sustainable technological solutions.		✓	✓	✓	✓
▪ Engage in technology-driven outreach and innovation transfer that empowers communities through digital tools, technical training, and sustainable technology interventions.	✓	✓	✓	✓	✓
▪ Foster ethical, innovative, and leadership-ready computing professionals equipped to design, develop, and lead in a rapidly evolving, technological landscape.		✓	✓	✓	✓
Program Objectives-Bachelor of Science in Information Systems (BSIS)	V	M	LG	NG	GT
▪ Provide competitive instruction in IS design and business process analysis to produce technically competent, ethically grounded, and leadership-ready graduates.	✓	✓	✓	✓	✓
▪ Conduct and share IS research that enriches knowledge, informs policy, and benefits communities		✓	✓	✓	✓
▪ Involve students in IS-related extension and partnerships that foster inclusive growth and sustainable development	✓	✓	✓	✓	✓
▪ Form graduates who embody DEBESMSCAT's core values and demonstrate independence, ethical responsibility, and professional competence in IS practice.		✓	✓	✓	✓
Program Objectives-Bachelor of Science in Computer Engineering (BSCpE)	V	M	LG	NG	GT
▪ Demonstrate professional competence and leadership by planning, implementing,		✓	✓	✓	✓

supervising, and evaluating Computer Engineering projects and programs that meet industry standards, ethical practices, and global competitiveness.					
▪ Pursue lifelong learning and continuous professional development through graduate studies, research, certifications, and participation in professional organizations.	✓	✓	✓	✓	✓
▪ Engage in research, innovation, and technology development that contribute to sustainable development and address societal needs in the field of Computer Engineering.	✓	✓	✓	✓	✓
▪ Exhibit ethical leadership, teamwork, and effective communication in multidisciplinary and multicultural environments.	✓	✓	✓	✓	✓
Program Objectives- Bachelor in Public Administration (BPA)	V	M	LG	NG	GT
▪ Provide relevant and understanding on the fundamentals of good governance and acquire skills in innovative public administration.	✓	✓	✓	✓	✓
▪ Develop high ethical values for public service, accountability, nationalism, and regenerative endeavors.		✓	✓	✓	✓
▪ Develop adequate ability to engage in scientific research leading to public policy analysis and formulation.		✓	✓	✓	✓
▪ Engage in extension activities to build strong connection with communities in promoting and protecting public interests	✓	✓	✓	✓	✓
▪ Produce graduates equipped with knowledge on public policy formulation in the field of smart governance, agriculture, fishery, and technology-based livelihood programs.		✓	✓	✓	✓

Program Objectives- Bachelor of Arts in Economics (AB Econ)	V	M	LG	NG	GT
▪ Provide strong foundation in microeconomics, macroeconomics, econometrics, and quantitative methods.	✓	✓	✓	✓	✓
▪ Develop critical thinking and analytical modeling for policy and business contexts.		✓	✓	✓	✓
▪ Promote research literacy with opportunities for applied economics projects.	✓	✓	✓	✓	✓
▪ Build ability to communicate economic concepts to diverse audiences.	✓	✓	✓	✓	✓
▪ Link economic theory to real-world issues in Masbate Province through case studies and internship, enhancing student's ability to address local economic challenges.		✓	✓	✓	✓
Program Objectives- Bachelor of Science in Entrepreneurship (BS Entrep)	V	M	LG	NG	GT
▪ Cultivate opportunity recognition and venture creation through hands-on projects and business plan development.	✓	✓	✓	✓	✓
▪ Develop entrepreneurial mindset and risk management using lean startup and design thinking.	✓	✓	✓	✓	✓
▪ Establish linkages with local mentors, incubators and securing mentorship for students can boost entrepreneurship in Masbate Province. ▪ Integrate financial literacy, budgeting, and basic accounting into entrepreneurial activities for sustainable ventures	✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
▪ Demonstrate ethical leadership, social entrepreneurship, and community impact in capstone.	✓	✓	✓	✓	✓
Program Objectives-Bachelor of Science in Agricultural and	V	M	LG	NG	GT

Biosystems Engineering (BSABE)					
▪ Provide leadership in planning, implementing, and monitoring agricultural and biosystems engineering (ABE) projects and programs.	✓	✓	✓	✓	✓
▪ Occupy supervisory positions in private and public organizations locally and internationally.	✓	✓	✓	✓	✓
▪ Own and/or manage ABE-based business enterprises.		✓	✓	✓	✓
▪ Pursue advanced studies in ABE and related emerging fields.		✓	✓	✓	✓
▪ Occupy responsible positions in ABE education.		✓	✓	✓	✓
Program Objectives-Bachelor of Science in Civil Engineering (BSCE)	V	M	LG	NG	GT
▪ Apply engineering principles and modern technological tools to design, analyze, and manage complex civil engineering projects, ensuring they meet international standards.	✓	✓	✓	✓	✓
▪ Demonstrate effective leadership and values-oriented management in multidisciplinary teams, upholding the ethical standards and professional responsibility in the practice of civil engineering.	✓	✓	✓	✓	✓
▪ Engage in continuous professional development, or advanced research that contributes to the body of knowledge in civil engineering and adapts to the evolving needs of the industry.		✓	✓	✓	✓
▪ Participate in the implementation of sustainable infrastructure projects that directly contribute to the transformation of Masbate and the nation.	✓	✓	✓	✓	✓
Program Objectives-Bachelor of Science in Chemical Engineering (BSChE)	V	M	LG	NG	GT
▪ Demonstrate technical competence in the design,	✓	✓	✓	✓	

operation, and optimization of chemical processes to provide sustainable solutions for the industrial development of Masbate and the nation.					
▪ Assume leadership or supervisory roles in multisectoral organizations, practicing the profession with ethical standards and a commitment to environmental and social responsibility.	✓	✓	✓	✓	✓
▪ Engage in continuous professional development through advanced studies, specialized certifications, or research to stay competitive in a data-driven and internationalized engineering landscape.	✓	✓	✓	✓	✓
▪ Contribute to the advancement of chemical engineering through innovative research, production, and extension services that address the evolving needs of the community and the industry.		✓	✓	✓	✓
Program Objectives-Bachelor of Science in Electrical Engineering (BSEE)	V	M	LG	NG	GT
▪ Apply electrical engineering knowledge and modern tools to design, operate, and maintain safe, reliable, and standards-compliant electrical systems in professional practice.	✓	✓	✓	✓	✓
▪ Engage in continuous professional development through licensure examinations, advanced studies, certifications, or trainings to remain technical competent.	✓	✓	✓	✓	✓
▪ Exhibit ethical conduct, leadership, teamwork, and accountability in the workplace while contributing to sustainable development and community transformation.	✓	✓	✓	✓	✓
▪ Participate in research, innovation, or industry and	✓	✓	✓	✓	✓

community-based projects that address local, and national needs in energy and electrical systems.					
Program Objectives-Bachelor of Science in Mechanical Engineering	V	M	LG	NG	GT
▪ Practice mechanical engineering competently and ethically by applying engineering principles and modern technologies in industry, government, or entrepreneurial settings.	✓	✓	✓	✓	✓
▪ Pursue continuous professional growth through licensure examinations, graduate studies, research, certifications, and lifelong learning to adapt to emerging technologies and data-driven engineering innovations.	✓	✓	✓	✓	✓
▪ Demonstrate leadership, professionalism, and values-oriented decision-making while working effectively in multidisciplinary teams and multi-sectoral partnerships at the local and national levels.	✓	✓	✓	✓	
▪ Participate in the design of sustainable, safe, and environmentally responsible mechanical systems and solutions that support community development, industrial productivity, and the socio-economic transformation of Masbate and the nation.	✓	✓	✓	✓	
Program Objectives-Bachelor of Science in Industrial Technology Major in: Automotive	V	M	LG	NG	GT
▪ Produce students to become technologically professional in their own field of specialization.	✓	✓	✓	✓	✓
▪ Enhance student's capability based on acquired knowledge, skills and values.		✓	✓	✓	✓
▪ Encourage students to conduct state-of-the-art researches and developmental studies.	✓	✓	✓	✓	✓

▪ Extend services to the community through varied livelihood related programs.	✓	✓	✓	✓	
▪ Promote partnership among units by engaging projects, services and priorities.	✓	✓	✓	✓	
Program Objectives-Bachelor of Science in Industrial Technology Major in: Electronics	V	M	LG	NG	GT
▪ Produce students to become technologically professional in their own field of specialization.	✓	✓	✓	✓	✓
▪ Enhance student's capability based on acquired knowledge, skills and values.		✓	✓	✓	✓
▪ Encourage students to conduct state-of-the-art researches and developmental studies	✓	✓	✓	✓	✓
▪ Extend services to the community through varied livelihood related programs.	✓	✓	✓	✓	
▪ Promote partnership among units by engaging projects, services and priorities.	✓	✓	✓	✓	
Program Objectives-Bachelor of Science in Industrial Technology Major in: Electrical	V	M	LG	NG	GT
▪ Produce students to become technologically professional in their own field of specialization.	✓	✓	✓	✓	✓
▪ Enhance student's capability based on acquired knowledge, skills and values.		✓	✓	✓	✓
▪ Encourage students to conduct state-of-the-art researches and developmental studies	✓	✓	✓	✓	✓
▪ Extend services to the community through varied livelihood related programs.	✓	✓	✓	✓	
▪ Promote partnership among units by engaging projects, services and priorities.	✓	✓	✓	✓	
Program Objectives-Bachelor of Science in Industrial Technology Major in: Food Technology	V	M	LG	NG	GT
▪ Produce students to become technologically professional in their own field of specialization.	✓	✓	✓	✓	✓

▪ Enhance student's capability based on acquired knowledge, skills and values.		✓	✓	✓	✓
▪ Encourage students to conduct state-of-the-art researches and developmental studies	✓	✓	✓	✓	✓
▪ Extend services to the community through varied livelihood related programs.	✓	✓	✓	✓	
▪ Promote partnership among units by engaging projects, services and priorities.	✓	✓	✓	✓	
Program Objectives-Bachelor of Elementary Education (BEED)	V	M	LG	NG	GT
▪ Produce professionally competent elementary teachers who demonstrate mastery of foundational and interdisciplinary content areas and apply sound pedagogical principles, learner-centered strategies, and developmentally appropriate practices in teaching diverse elementary learners.	✓	✓	✓	✓	✓
▪ Develop graduates who can design, implement, and evaluate outcomes-based and inclusive instructional plans, integrating literacy, numeracy, science, social studies, values education, and ICT to enhance meaningful learning experiences.	✓	✓	✓	✓	✓
▪ Equip future elementary teachers with assessment literacy and basic research skills to effectively monitor learner progress, use data for instructional decision-making, and engage in classroom-based and action research for continuous improvement.		✓	✓	✓	✓
▪ Instill professionalism, ethical practice, and leadership among graduates, enabling them to collaborate with parents, school personnel, and community stakeholders in promoting child-centered, values-oriented, and culturally responsive basic education.		✓	✓	✓	✓

▪ Prepare graduates for lifelong learning and global readiness by fostering reflective practice, adaptability, and the effective use of educational technologies to respond to emerging trends and challenges in elementary education.	✓	✓	✓	✓	✓
Program Objectives- Bachelor of Secondary Education (BSED) major in: English	V	M	LG	NG	GT
▪ Produce professionally competent English teachers who demonstrate advanced proficiency in English language and literature and apply research-based, learner-centered, and outcomes-based pedagogies in teaching secondary learners.	✓	✓	✓	✓	✓
▪ Develop graduates who can design, implement, and evaluate inclusive, culturally responsive, and technology-enhanced English instruction, integrating listening, speaking, reading, writing, viewing, and critical literacy skills.	✓	✓	✓	✓	✓
▪ Equip future English teachers with assessment literacy and research competence to develop valid and reliable language and literature assessments, analyze learner performance data, and engage in classroom-based and action research to improve teaching and learning.		✓	✓	✓	✓
▪ Instill professionalism, ethical practice, and leadership among graduates, enabling them to collaborate with parents, school leaders, and community stakeholders and to advocate for literacy development and effective communication in diverse learning contexts.		✓	✓	✓	✓

▪ Prepare graduates for lifelong learning and global competitiveness by fostering reflective practice, adaptability, and continuous professional development in response to emerging trends in English language teaching and learning.	✓	✓	✓	✓	✓
Program Objectives-Bachelor of Secondary Education (BSED) major in: Filipino	V	M	LG	NG	GT
▪ Produce professionally competent Filipino teachers who demonstrate mastery of Filipino language, literature, and culture and apply learner-centered, inquiry-based, and outcomes-based pedagogies in teaching secondary learners.	✓	✓	✓	✓	✓
▪ Develop graduates who can design, implement, and evaluate inclusive, contextualized, and technology-enhanced Filipino instruction that integrates listening, speaking, reading, writing, viewing, and critical literacy skills.	✓	✓	✓	✓	✓
▪ Equip future Filipino teachers with assessment literacy and research competence to develop valid and reliable language and literature assessments, analyze learner data, and conduct classroom-based and action research.		✓	✓	✓	✓
▪ Instill professionalism, ethical practice, and leadership among graduates, enabling them to collaborate with parents, school leaders, and community stakeholders and to advocate for Filipino identity, cultural heritage, and effective communication.		✓	✓	✓	✓
▪ Prepare graduates for lifelong learning and global readiness by fostering reflective practice, adaptability, and continuous professional development in response to emerging	✓	✓	✓	✓	✓

trends in Filipino language and literature education.					
Program Objectives-Bachelor of Secondary Education (BSED) major in: Mathematics	V	M	LG	NG	GT
▪ Produce professionally competent mathematics teachers who demonstrate deep conceptual understanding of mathematical content and apply learner-centered, inquiry-based, and problem-solving pedagogies appropriate for secondary learners.	✓	✓	✓	✓	✓
▪ Develop graduates capable of designing, implementing, and evaluating outcomes-based, inclusive, and technology-enhanced mathematics instruction, integrating mathematical reasoning, critical thinking, and real-world applications.	✓	✓	✓	✓	✓
▪ Equip future mathematics teachers with assessment literacy and research skills to construct valid and reliable assessments, analyze learner performance data, and conduct classroom-based and action research to improve mathematics teaching and learning.		✓	✓	✓	✓
▪ Instill professionalism, ethical practice, and leadership among graduates, enabling them to collaborate effectively with parents, school leaders, and community stakeholders and to promote a culture of mathematical literacy and numeracy.		✓	✓	✓	✓
▪ Prepare graduates for lifelong learning and global competitiveness by fostering reflective practice, adaptability, and continuous professional development in response to emerging trends in mathematics education.	✓	✓	✓	✓	✓

Program Objectives-Bachelor of Secondary Education (BSED) major in: Science	V	M	LG	NG	GT
▪ Produce professionally competent science teachers who demonstrate strong conceptual understanding of the core science disciplines and apply inquiry-based, learner-centered, and outcomes-based pedagogies in teaching secondary learners.	✓	✓	✓	✓	✓
▪ Develop graduates capable of designing, implementing, and evaluating inclusive, contextualized, and technology-enhanced science instruction, integrating scientific inquiry, critical thinking, problem solving, and real-world applications relevant to local and global contexts.	✓	✓	✓	✓	✓
▪ Equip future science teachers with assessment literacy and research competence to develop valid and reliable science assessments, analyze learner performance data, and conduct classroom-based and action research to continuously improve science teaching and learning.		✓	✓	✓	✓
▪ Instill professionalism, ethical practice, and leadership among graduates, enabling them to collaborate with parents, school leaders, and community stakeholders and to promote scientific literacy, environmental stewardship, and evidence-based decision-making.		✓	✓	✓	✓
▪ Prepare graduates for lifelong learning and global competitiveness by fostering reflective practice, adaptability, and continuous professional development in response to emerging trends and innovations in science education.	✓	✓	✓	✓	✓
Program Objectives-Bachelor of Secondary Education	V	M	LG	NG	GT

(BSED) major in: Social Studies					
▪ Produce professionally competent Social Studies teachers who demonstrate strong interdisciplinary understanding of history, geography, economics, government, and culture and apply learner-centered, inquiry-based, and outcomes-based pedagogies in teaching secondary learners.	✓	✓	✓	✓	✓
▪ Develop graduates capable of designing, implementing, and evaluating inclusive, contextualized, and technology-enhanced Social Studies instruction, promoting critical thinking, historical and civic literacy, global awareness, and appreciation of local and national heritage.	✓	✓	✓	✓	✓
▪ Equip future Social Studies teachers with assessment literacy and research competence to develop valid and reliable assessments, analyze learner performance data, and conduct classroom-based and action research to improve Social Studies teaching and learning.		✓	✓	✓	✓
▪ Instill professionalism, ethical practice, and leadership among graduates, enabling them to collaborate effectively with parents, school leaders, and community stakeholders and to advocate for civic responsibility, social justice, peace education, and democratic values.		✓	✓	✓	✓
▪ Prepare graduates for lifelong learning and global readiness by fostering reflective practice, adaptability, and continuous professional development in response to emerging trends and issues in Social Studies education.	✓	✓	✓	✓	✓

Program objectives-Bachelor of Early Childhood Education (BECED)	V	M	LG	NG	GT
▪ Produce competent and compassionate early childhood educators who demonstrate mastery of child development principles to design, implement, and evaluate developmentally appropriate, inclusive, and culturally responsive learning experiences consistent with national and international standards.	✓	✓	✓	✓	✓
▪ Develop pre-service teachers who can effectively utilize learner-centered, play-based, and inquiry-driven pedagogies, integrating literacy, numeracy, arts, health, and socio-emotional learning to support holistic child development.	✓	✓	✓	✓	✓
▪ Equip graduates with assessment and research skills to systematically observe, document, assess, and interpret children's learning and development, and to use data to improve instruction, classroom environments, and early childhood programs.		✓	✓	✓	✓
▪ Prepare graduates to collaborate effectively with families, communities, and multi-sectoral partners, demonstrating professionalism, ethical practice, leadership, and advocacy for the rights and welfare of young children, particularly in diverse and underserved contexts such as Masbate.		✓	✓	✓	✓
▪ Foster lifelong learning, adaptability, and global readiness among graduates through the integration of educational technology, reflective practice, and continuous professional development, enabling them to respond to emerging trends	✓	✓	✓	✓	✓

and challenges in early childhood education.					
Program Objectives-Bachelor of Physical Education (BPED)	V	M	LG	NG	GT
▪ Produce competent and physically literate physical education teachers who demonstrate mastery of movement concepts, sports and fitness sciences, and apply learner-centered, developmentally appropriate, and outcomes-based pedagogies in teaching physical education across educational settings.	✓	✓	✓	✓	✓
▪ Develop graduates capable of designing, implementing, and evaluating inclusive, safe, and engaging physical education programs, integrating movement skills, fitness, health education, and lifelong physical activity to support holistic learner development.	✓	✓	✓	✓	✓
▪ Equip future physical education teachers with assessment literacy and basic research skills to assess physical fitness, movement performance, and health outcomes, and to use data for instructional improvement and evidence-based practice.		✓	✓	✓	✓
▪ Instill professionalism, ethical practice, and leadership among graduates, enabling them to promote sportsmanship, wellness advocacy, and collaboration with schools, families, and community stakeholders in advancing healthy and active lifestyles.		✓	✓	✓	✓
▪ Prepare graduates for lifelong learning and global readiness by fostering reflective practice, adaptability, and continuous professional development in response to emerging trends in physical education, sports science, and wellness promotion.	✓	✓	✓	✓	✓

Program Objectives- Bachelor of Technology and Livelihood Education (BTLED) Major in: Home Economics	V	M	LG	NG	GT
▪ Produce professionally competent TLE teachers who demonstrate mastery of technical, livelihood, and entrepreneurial competencies and apply learner-centered, outcomes-based, and industry-aligned pedagogies in teaching Technology and Livelihood Education.	✓	✓	✓	✓	✓
▪ Develop graduates capable of designing, implementing, and evaluating contextualized, inclusive, and competency-based TLE instruction, integrating life skills, entrepreneurship, work ethics, and sustainable livelihood practices responsive to local and national development needs.	✓	✓	✓	✓	✓
▪ Equip future TLE teachers with assessment literacy and basic research skills to assess technical competencies, analyze learner performance data, and conduct classroom-based and action research for continuous improvement in TLE teaching and learning.		✓	✓	✓	✓
▪ Instill professionalism, ethical practice, and leadership among graduates, enabling them to collaborate with industry partners, schools, families, and community stakeholders and to promote employability, entrepreneurship, and lifelong skills development.		✓	✓	✓	✓
▪ Prepare graduates for lifelong learning and global competitiveness by fostering reflective practice, adaptability, and continuous professional development in response to emerging technologies, industry standards, and innovations in technical and livelihood education.	✓	✓	✓	✓	✓

A.3.2 Program with Local and National Goals

This congruence matrix serves to articulate the explicit alignment of the curricular programs offered by the Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT) with the established local and national educational goals, to affirm the institution's commitment to quality and relevance.

Academic Program Cluster	Local Alignment	National Alignment
Agriculture & Biosystems ▪ Master of Science in Agriculture ▪ BSA majors in: Animal Science, Crop Science) ▪ Bachelor of Science in Agribusiness (BSAB) ▪ Bachelor of Science in Agricultural and Biosystems Engineering (BSABE) ▪ Bachelor of Science in Environmental Science (BSES)	▪ These academic programs directly address local economic and food security needs in the province of Masbate and in Bicol Region. They are designed to support regional agricultural industries and equip professionals to solve local challenges in sustainable production, which is a primary goal for many LGUs in the region. The research and extension work of these programs often focuses on community-specific needs, such as improving crop yields or developing agri-entrepreneurship opportunities for local farmers (Institutional and community levels)	▪ Included in this academic program cluster are directly core to the goal of **Modernize agriculture and agri-business** in order to raise productivity, ensure food security, and promote diversification. Specifically, BSABE directly aligns with the goal to **Expand and upgrade infrastructure** through Agri-fishery machinery. (Philippine Development Plan (PDP) 2023-2028) ▪ Support Centralized **One-Nation Human Capital Development** by producing professionals for the critical agriculture sector (CHED ACHIEVE Agenda 2030). ▪ Contribute to a prosperous, stable, and comfortable life through food security and rural development (AmBisyon 2040). ▪ Align with research areas on Food and Conservation, which aims to generate knowledge for productivity and sustainability (NHERA).
Public Administration, Economics, & Entrepreneurship ▪ Master in Public Administration ▪ Bachelor in Public Administration ▪ Bachelor of Arts in Economics ▪ Bachelor of Science in Entrepreneurship	▪ As outlined in this matrix are academic programs in DEBESMSCAT that have directly support to the goal of good local governance and community development. These programs are crucial for producing competent public servants and administrators dedicated to the welfare of communities in Masbate province and in the Bicol Region. They align with the objective to build efficient	▪ These academic programs are directly Core to goals of good governance and job creation**.** The PDP aims for efficient, reliable, and responsive institutions. AB Econ and BS Entrepreneurship are essential for revitalizing industry and creating more and better jobs. (Philippine Development Plan (PDP) 2023-2028) ▪ Support **Effective and Efficient Public Service** and **Vitalized Policies**. These directly address the need to improve governance

Academic Program Cluster	Local Alignment	National Alignment
	and responsive local institutions. The BS Entrepreneurship program specifically aligns with local goals of job creation and revitalizing local industries in the province. (Institutional and community level)	and create a responsive human resource base. (CHED ACHIEVE Agenda 2030) ▪ Align with research on Good Governance, Community Development, and Poverty Alleviation (NHERA). ▪ These programs are key to build a society with a robust and inclusive economy (AmBisyon 2040).
STEM, Technology, & Engineering ▪ Bachelor of Science in Computer Science ▪ Bachelor of Science in Information System ▪ Bachelor of Science in Computer Engineering ▪ Bachelor of Science in Civil Engineering ▪ Bachelor of Science in Electrical Engineering ▪ Bachelor of Science in Mechanical Engineering ▪ Bachelor of Science in Industrial Technology major in Automotive Technology ▪ Bachelor of Science in Industrial Technology major in Civil Technology ▪ Bachelor of Science in Industrial Technology major in Electronics ▪ Bachelor of Science in Industrial Technology major in Electrical ▪ Bachelor of Science in Industrial Technology major in Food technology	▪ The academic programs that are included in this cluster directly support local industrialization and innovation goals. They produce the technical workforce required to support local industries, infrastructure projects, and the adoption of new technologies. These align with the local aim to produce a skilled labor pool for regional economic growth and to improve the quality of life through innovation (Institutional and local levels)	▪ Presented in this cluster has directly Core to the goal to **Revitalize industry** and **Transform the production sectors through innovation.** The PDP aims to encourage innovation, technology adoption, and raise the Philippines' rank in the Global Competitiveness Index (Philippine Development Plan (PDP) 2023-2028) ▪ Support **Harmonized SDG-based Research and Innovation Agenda** and **Expanded Internationalization** by producing globally competitive professionals in high-demand fields (CHED ACHIEVE Agenda 2030). ▪ Strongly aligned with research priorities on Climate Change, Energy, and ICT (NHERA). ▪ Crucial for building a resilient and globally competitive society (AmBisyon 2040).
Teacher Education Programs: ▪ Master of Arts in Education (MAED) major: Administration and Supervision ▪ Master of Arts in Education (MAED) major: Mathematics Education ▪ Master of Arts in Education (MAED) major: Science Education	▪ These academic programs are fundamental to meeting local educational development goals. They are the primary means of ensuring a qualified teaching workforce for local schools and communities in the province of Masbate considering that DEBESMSCAT is the lone state college in Masbate.	▪ Directly Core to the goal to **Promote and improve lifelong learning and education** by providing access to high-quality learning and developing qualified teachers, this cluster is a central pillar for social and human development. (Philippine Development Plan (PDP) 2023-2028). Moreover, the Doctorate programs are critical for developing the leadership and

Academic Program Cluster	Local Alignment	National Alignment
▪ Master of Arts in Education (MAED) major: English Language Education ▪ Doctor of Education in Educational Leadership ▪ PhD in English Language Education ▪ PhD in Science Education ▪ Bachelor in Elementary Education ▪ Bachelor in Secondary Education major in English ▪ Bachelor in Secondary Education major in Filipino, ▪ Bachelor in Secondary Education major in Mathematics, ▪ Bachelor in Secondary Education major in Science ▪ Bachelor in Secondary Education major in Social Studies ▪ Bachelor in Early Childhood Education ▪ Bachelor in Physical Education ▪ Bachelor of Technology in Livelihood Education (BTLED) major in Home Economics	They are central to providing access to high-quality learning and promoting lifelong learning at the local level. The doctoral programs are vital for developing local academic leaders who can shape regional education policy and improve institutional quality. ▪ Improve Education and Lifelong Learning, Regional Higher Education Development, Industry Innovation and Climate Action, and Infrastructure and Quality Assurance (RDP 2023–2028) ▪ Higher Education Access, Teacher Quality Improvement, Local Leadership Development, Human Capital Development, Inclusive Education and ▪ Lifelong Learning Culture (Masbate's Transformation)	research capacity needed for higher education transformation. (CHED ACHIEVE Agenda 2030). ▪ These programs are central to all research priorities for Education which aim to improve teaching, learning, and policy (NHERA). ▪ Fundamental for creating a well-educated and capable Masbateño populace for a prosperous future (AmBisyon 2040). ▪ Improve Teacher Competencies (PDP) 2023–2028)

Congruence with the United Nations Sustainable Development Goals (SDGs)

The Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology systematically integrates the global sustainability agenda into its academic core. Across its four distinct program clusters, the College strategically addresses a comprehensive portfolio of 11 UN SDGs: SDG 1 (No Poverty), SDG 2 (Zero Hunger), SDG 4 (Quality Education), SDG 7 (Affordable and Clean Energy), SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation, and Infrastructure), SDG 11 (Sustainable Cities and Communities), SDG 12 (Responsible Consumption and Production), SDG 15 (Life on Land), and SDG 16 (Peace, Justice, and Strong Institutions) with a specific emphasis on Target 4.7, which ensures learners acquire the knowledge and skills needed to promote sustainable development.

Academic Program Cluster	SDG's Alignment
Agriculture & Biosystems ▪ Master of Science in Agriculture ▪ BSA majors in: Animal Science, Crop Science) ▪ Bachelor of Science in Agribusiness (BSAB) ▪ Bachelor of Science in Agricultural and Biosystems Engineering (BSABE) ▪ Bachelor of Science in Environmental Science (BSES)	▪ SDG 2 (Zero Hunger): Food security and sustainable agriculture ▪ SDG 12 (Responsible Consumption & Production): Sustainable food systems ▪ SDG 15 (Life on Land): Sustainable land use for Crop Science and Animal Science
Public Administration, Economics, & Entrepreneurship ▪ Master in Public Administration ▪ Bachelor in Public Administration ▪ Bachelor of Arts in Economics ▪ Bachelor of Science in Entrepreneurship	▪ SDG 8 (Decent Work & Economic Growth): Entrepreneurship and economic development. ▪ SDG 16 (Peace, Justice & Strong Institutions): Good governance and public administration. ▪ SDG 1 (No Poverty): Through poverty alleviation strategies.
STEM, Technology, & Engineering ▪ Bachelor of Science in Computer Science ▪ Bachelor of Science in Information System ▪ Bachelor of Science in Computer Engineering ▪ Bachelor of Science in Civil Engineering ▪ Bachelor of Science in Electrical Engineering ▪ Bachelor of Science in Mechanical Engineering ▪ Bachelor of Science in Industrial Technology major in Automotive Technology ▪ Bachelor of Science in Industrial Technology major in Civil Technology ▪ Bachelor of Science in Industrial Technology major in Electronics ▪ Bachelor of Science in Industrial Technology major in Electrical ▪ Bachelor of Science in Industrial Technology major in Food technology	▪ SDG 9 (Industry, Innovation & Infrastructure): Directly core for all engineering and computer science programs. ▪ SDG 7 (Affordable & Clean Energy): Specifically for Electrical Engineering and related fields. ▪ SDG 11 (Sustainable Cities): For Civil Engineering
Teacher Education Programs: ▪ Master of Arts in Education (MAED) major: Administration and Supervision ▪ Master of Arts in Education (MAED) major: Mathematics Education ▪ Master of Arts in Education (MAED) major: Science Education ▪ Master of Arts in Education (MAED) major: English Language Education ▪ Doctor of Education in Educational Leadership ▪ PhD in English Language Education ▪ PhD in Science Education ▪ Bachelor in Elementary Education ▪ Bachelor in Secondary Education major in English	▪ SDG 4 (Quality Education): This is the direct and core focus for all teacher education and educational leadership programs. ▪ SDG 4.7: For Education for Sustainable Development.

Academic Program Cluster	SDG's Alignment
▪ Bachelor in Secondary Education major in Filipino, ▪ Bachelor in Secondary Education major in Mathematics, ▪ Bachelor in Secondary Education major in Science ▪ Bachelor in Secondary Education major in Social Studies ▪ Bachelor in Early Childhood Education ▪ Bachelor in Physical Education ▪ Bachelor of Technology in Livelihood Education (BTLED) major in Home Economics	

A.3.3 Congruence with Global Trends

DEBESMSCAT offers a diverse array of graduate and undergraduate programs from Doctor of Education in Educational Leadership and Master of Science in Agriculture to Bachelor of Science degrees in Engineering, Education, Agriculture, and Information System that are strategically designed to align with global trends. The college actively demonstrates this congruence through internationalization efforts, including faculty and student mobility programs, partnerships with institutions like participation in cross-cultural initiatives such as the SEAMEO SEA-Teacher Project. Moreover, DEBESMSCAT integrates global sustainability frameworks into its academic community, participating in WURI ranking. Through these efforts, the institution ensures that its graduates are globally competitive, socially responsible, and equipped to contribute meaningfully to the challenges of the 21st century.

Global Trends Focus Area	Aligned DEBESMSCAT Academic Programs	Program Contribution or Alignment
Internationalization & Global Linkages	All Graduate and Undergraduate Programs	▪ DEBESMSCAT implements a Strategic Internationalization Plan (2025-2029) to establish academic linkages, promote faculty/student mobility, and benchmark with global institutions. ▪ Participation in regional internationalization fora and conferences like IRODEO that demonstrates commitment to global engagement.
Sustainability & ESG Integration (SDGs and Internationalization Ranking)	All Programs (Institutional-Wide)	DEBESMSCAT adopts ESG principles, aligning with SDGs 4, 7, 9, and 13, and has earned inclusion in the WURI 2025 rankings.

Global Trends Focus Area	Aligned DEBESMSCAT Academic Programs	Program Contribution or Alignment
Quality Assurance & Global Competitiveness	All Accredited Programs	The institution participates in international quality assurance frameworks and rankings, ensuring programs meet global standards. Recognition in WURI demonstrates commitment to global competitiveness
Interdisciplinary Research & Innovation	Agriculture, Environmental Science, Engineering, IT, Education, Public Administration Programs	DEBESMSCAT co-hosts the IRODEO Conference with SEARCA, focusing on multidisciplinary research addressing global challenges like smart agriculture, climate change, and sustainable development. Conference tracks comprise agriculture, IT, engineering, and social sciences.
World Bank Focus: Foundational Education & Learning Recovery	Teacher Education Programs: BEED, BSED (English, Filipino, Math, Science, Social Studies), BECED, BPED, BTLED	DEBESMSCAT's teacher education programs directly prepare educators equipped with pedagogical skills for elementary grades pupils and junior high school students, addressing learning gaps targeted by the World Bank.
World Bank Focus: Teacher Professional Development & School Leadership	Graduate Education Programs: Doctor of Education in Educational Leadership, MAEd programs	DEBESMSCAT's doctoral and master's programs in educational leadership produce education leaders capable of mentoring teachers and improving school-level management
World Bank Focus: Sustainable Agriculture Transformation	Agriculture Programs: MSA, BSA (Animal Science, Crop Science), BSAB, BSABE, BSES	DEBESMSCAT's agriculture programs align with sustainable farming practices, post-harvest systems, and farmer training, contributing to food security and rural development
World Bank Focus: Agrifood Exports & Institutional Strengthening	BSAB, BS Entrepreneurship, BPA, AB Econ	These academic programs at DEBESMSCAT like agribusiness, entrepreneurship, and economics prepare graduates for agrifood value chains.

Sample Engagement of DEBESMSCAT to Global Trends

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RODEO 2026

DEBESMSCAT College of Education Joins SEA-Teacher
Project Batch 10 at Universitas Negeri Jakarta

7th Annual International Research Conference attended by the DEBESMSCAT Research Director at
Tharaka University Main Campus, Marimati, Kenya

A.4 List of Curricular Programs

Below is the complete list of DEBESMSCAT's academic programs and their program objectives covering the graduate and undergraduate programs.

Curricular Programs	Program Objectives
Master of Arts in Education (MAED) major: Administration and Supervision	▪ To develop graduate students with functional competencies in administering and supervising educational institutions. ▪ To equip teachers with functional research skills to contribute to the body of knowledge that is essential in the development of the society. ▪ To produce experts in Sciences, Mathematics, Languages, Humanities, Administration who would become potent agents of transformational teaching in the academe. ▪ To develop graduate students with the highest degree of commitment, sense of responsibility, confidence to serve and cater quality service to those they are bound to serve in the ASEAN areas.
Master of Arts in Education (MAED) major: Mathematics Education	▪ To develop graduate students with functional competencies in supervising and administering educational institutions. ▪ To equip teachers with the ability and expertise to undertake research endeavors to contribute to the body of knowledge that is essential in the development of society. ▪ To produce experts in sciences, mathematics, languages, humanities, and administration who would become potent agents of transformational teaching in the academe. ▪ To develop graduate students with the highest degree of commitment, sense of responsibility, and confidence to serve and provide quality service to those they are bound to serve in the ASEAN areas.
Master of Arts in Education (MAED) major: Science Education	▪ To develop graduate students with functional competencies in administering and supervising educational institutions. ▪ To equip teachers with functional research skills to contribute to the body of knowledge that is essential in the development of the society. ▪ To produce experts in Sciences, Mathematics, Languages, Humanities, Administration who would become potent agents of transformational teaching in the academe. ▪ To develop graduate students with the highest degree of commitment, sense of responsibility, confidence to serve and cater quality service to

Curricular Programs	Program Objectives
	those they are bound to serve in the ASEAN areas.
Master of Arts in Education (MAED) major: English Language Education	▪ To develop graduate students with functional competencies in administering and supervising educational institutions. ▪ To equip teachers with functional research skills to contribute to the body of knowledge that is essential in the development of the society. ▪ To produce experts in Sciences, Mathematics, Languages, Humanities, Administration who would become potent agents of transformational teaching in the academe. ▪ To develop graduate students with the highest degree of commitment, sense of responsibility, confidence to serve and cater quality service to those they are bound to serve in the ASEAN areas.
Master of Science in Agriculture (MSA)	▪ Demonstrate advanced, integrated knowledge and skills in a specialized or multidisciplinary field. ▪ Engage in applied research and evidence-based practice with independence and collaborative competence. ▪ Exercise professional judgment, initiative, and problem-solving skills in managing complex agricultural situations. ▪ Assume responsibility and leadership in innovation, development work, instruction, and professional practice.
Master in Public Administration (MPA)	▪ Provide knowledge, skills and values essential for the public administrators. ▪ Equip the public administrators with strategy and administrative skills, embracing ethical and moral principles to better and effective leadership. ▪ Develop the research skills of the advanced education students honing their problem-solving skills in their specific fields.
Doctor of Education in Educational Leadership	▪ Prepare the students to become leaders equipped with applicable skills in a. Leadership; b. Research; c. Policy-making; and d. Ethics. ▪ Let the student discover, integrate and apply knowledge as leaders in schools, government and non-government agencies; ▪ Contribute significantly to the current body of scientific knowledge in the realm of educational leadership; ▪ Acquire a genuine understanding of the cultural heritage of the Filipinos, their

Curricular Programs	Program Objectives
	immediate clientele and to a larger extent the students in the ASEAN region.
Doctor of Philosophy in English Language Education (PhD ELE)	▪ Demonstrate advanced knowledge of language education theories, research methodologies, and pedagogical practices and conduct original research that address complex language education issues and contributes to the field's body of knowledge. ▪ Apply advanced pedagogical strategies and innovative approaches in diverse educational contexts and effectively communicate research findings, theoretical insights, and pedagogical innovations to academic and professional audiences. ▪ Advocate for evidence-based language education policies and practices at local, national, and international levels. ▪ Contribute to the development of transformative and sustainable language education programs. ▪ Cultivate interdisciplinary perspectives to critically analyze language education issues within broader societal contexts and foster cross-cultural communication skills and intercultural competence. ▪ Engage in lifelong learning, continuous professional development, and scholarly growth. ▪ Mentor future language educators and researchers.
Doctor of Philosophy in Science Education (PhD Sci Ed)	▪ Develop advanced expertise in science education by equipping doctoral students with comprehensive and critical understanding of contemporary theories, practices, policies, innovations, and emerging trends in science teaching and learning. ▪ Cultivate research excellence and scholarly productivity by developing the capability of graduates to conceptualize, conduct, publish, and disseminate rigorous, ethical, evidence-based, and innovative research that addresses significant issues in science education and related fields. ▪ Promote data-driven and innovative science education practices through the application of appropriate scientific, technological, pedagogical, and research methodologies to improve teaching, learning, assessment, curriculum development, and educational decision-making. ▪ Prepare transformative leaders in science education who demonstrate intellectual independence, professional competence,

Curricular Programs	Program Objectives
	ethical responsibility, resilience, and leadership in schools, higher education institutions, government agencies, research organizations and other educational settings. ▪ Advance science education responsive to local and global challenges by developing scholars who can generate context-sensitive and internationally relevant solutions to educational, environmental, technological, agricultural and socio-economic concerns affecting communities, particularly in Masbate and the Philippines. ▪ Foster collaboration and interdisciplinary engagement by preparing graduates to establish and sustain partnerships with local, national, and international institutions for research, instruction, extension, innovation, and community-based initiatives. ▪ Promote values-oriented and socially responsible science education by integrating ethical conduct, inclusivity, sustainability, cultural responsiveness, and community engagement into teaching, research, leadership, and professional practice.
Bachelor of Science in Agriculture (BSA) majors: Animal Science, Crop Science	▪ Produce globally competitive, values-oriented, and leadership-honed graduates who drive food security and the socio-economic; transformation of Masbate. ▪ Develop and disseminate environment-friendly, data-informed technologies addressing Masbate's regional challenges in alignment with international standards. ▪ Advance innovative, collaborative research and development positioning the College of Agriculture as a flagship Center of Development or Center of Excellence. ▪ Foster multi-sectoral partnerships with local, national, and international institutions contributing directly to Masbate's sustainable development. ▪ Promote economically viable, socially acceptable, and environmentally sustainable agricultural production systems support lifelong learning and global market readiness.
Bachelor of Science in Environmental Science (BSES)	▪ Demonstrate broad, coherent, and advanced knowledge and understanding of core areas in environmental science through innovative, outcomes-based, and data-driven curricula that integrate modern technologies, research-informed teaching, and global standards for professional practice and lifelong learning. ▪ Effectively disseminate knowledge and promote sound practices in environmental

Curricular Programs	Program Objectives
	protection, conservation, sustainable utilization, and management, fostering ethical decision-making, leadership, and awareness for local and global sustainability. ▪ Develop the ability to actively contribute to environmental protection, stewardship, and management by designing and implementing sustainable solutions that address regional challenges such as climate resilience, biodiversity conservation, and food security in Masbate. ▪ Critically analyze local, regional, and global environmental issues and problems using interdisciplinary, evidence-based approaches, while considering socio-economic impacts and opportunities for transformative change in Masbate. ▪ Apply innovative knowledge, technologies, and multi-sectoral partnerships to environmental challenges, driving research, technology transfer, and collaborative initiatives that support socio-economic development, community resilience, and the College's role as a center for sustainable management.
Bachelor of Science in Agribusiness (BSAB)	▪ Equip graduates to become globally competitive, values-oriented, and leadership-honed professionals who contribute significantly to Masbate's agricultural economy. ▪ Empower graduates to develop and advocate innovative, market-driven business models that meet international benchmarks and address rural market access challenges in Masbate. ▪ Prepare graduates to lead applied research and innovation supporting the College of Agriculture's pursuit of flagship Center of Development or Excellence status. ▪ Enable graduates to build and sustain multi-sectoral partnerships with local, national, and international that accelerate entrepreneurial development and socio-economic progress in Masbate. ▪ Instill in graduates the commitment to champion economically viable, socially inclusive, and environmentally responsible agribusiness systems foster lifelong learning and global market readiness.
Bachelor of Science in Computer Science (BSCS)	▪ Develop advanced proficiency in computing theory, software engineering, and system innovation to solve complex technological

Curricular Programs	Program Objectives
	challenges in industry, research, and global contents. ▪ Cultivate research competence in emerging computing fields such as Artificial Intelligence, data science, cybersecurity, and distributed systems to generate knowledge and sustainable technological solutions. ▪ Engage in technology-driven outreach and innovation transfer that empowers communities through digital tools, technical training, and sustainable technology interventions. ▪ Foster ethical, innovative, and leadership-ready computing professionals equipped to design, develop, and lead in a rapidly evolving, technological landscape.
Bachelor of Science in Information Systems (BSIS)	▪ Provide competitive instruction in IS design and business process analysis to produce technically competent, ethically grounded, and leadership-ready graduates. ▪ Conduct and share IS research that enriches knowledge, informs policy, and benefits communities ▪ Involve students in IS-related extension and partnerships that foster inclusive growth and sustainable development ▪ Form graduates who embody DEBESMSCAT's core values and demonstrate independence, ethical responsibility, and professional competence in IS practice.
Bachelor of Science in Computer Engineering (BSCpE)	▪ Demonstrate professional competence and leadership by planning, implementing, supervising, and evaluating Computer Engineering projects and programs that meet industry standards, ethical practices, and global competitiveness. ▪ Pursue lifelong learning and continuous professional development through graduate studies, research, certifications, and participation in professional organizations. ▪ Engage in research, innovation, and technology development that contribute to sustainable development and address societal needs in the field of Computer Engineering. ▪ Exhibit ethical leadership, teamwork, and effective communication in multidisciplinary and multicultural environments.
Bachelor in Public Administration (BPA)	▪ Provide relevant and understanding on the fundamentals of good governance and acquire skills in innovative public administration.

Curricular Programs	Program Objectives
	▪ Develop high ethical values for public service, accountability, nationalism, and regenerative endeavors. ▪ Develop adequate ability to engage in scientific research leading to public policy analysis and formulation. ▪ Engage in extension activities to build strong connection with communities in promoting and protecting public interests ▪ Produce graduates equipped with knowledge on public policy formulation in the field of smart governance, agriculture, fishery, and technology-based livelihood programs.
Bachelor of Arts in Economics (AB Econ)	▪ Provide strong foundation in microeconomics, macroeconomics, econometrics, and quantitative methods. ▪ Develop critical thinking and analytical modeling for policy and business contexts. ▪ Promote research literacy with opportunities for applied economics projects. ▪ Build ability to communicate economic concepts to diverse audiences. ▪ Link economic theory to real-world issues in Masbate Province through case studies and internship, enhancing student's ability to address local economic challenges.
Bachelor of Science in Entrepreneurship (BS Entrep)	▪ Cultivate opportunity recognition and venture creation through hands-on projects and business plan development. ▪ Develop entrepreneurial mindset and risk management using lean startup and design thinking. ▪ Establish linkages with local mentors, incubators and securing mentorship for students can boost entrepreneurship in Masbate Province. ▪ Integrate financial literacy, budgeting, and basic accounting into entrepreneurial activities for sustainable ventures ▪ Demonstrate ethical leadership, social entrepreneurship, and community impact in capstone.
Bachelor of Science in Agricultural and Biosystems Engineering (BSABE)	▪ Provide leadership in planning, implementing, and monitoring agricultural and biosystems engineering (ABE) projects and programs. ▪ Occupy supervisory positions in private and public organizations locally and internationally. ▪ Own and/or manage ABE-based business enterprises. ▪ Pursue advanced studies in ABE and related emerging fields.

Curricular Programs	Program Objectives
	▪ Occupy responsible positions in ABE education.
Bachelor of Science in Civil Engineering (BSCE)	▪ Apply engineering principles and modern technological tools to design, analyze, and manage complex civil engineering projects, ensuring they meet international standards. ▪ Demonstrate effective leadership and values-oriented management in multidisciplinary teams, upholding the ethical standards and professional responsibility in the practice of civil engineering. ▪ Engage in continuous professional development, or advanced research that contributes to the body of knowledge in civil engineering and adapts to the evolving needs of the industry. ▪ Participate in the implementation of sustainable infrastructure projects that directly contribute to the transformation of Masbate and the nation.
Bachelor of Science in Electrical Engineering (BSEE)	▪ Apply electrical engineering knowledge and modern tools to design, operate, and maintain safe, reliable, and standards-compliant electrical systems in professional practice. ▪ Engage in continuous professional development through licensure examinations, advanced studies, certifications, or trainings to remain technical competent. ▪ Exhibit ethical conduct, leadership, teamwork, and accountability in the workplace while contributing to sustainable development and community transformation. ▪ Participate in research, innovation, or industry and community-based projects that address local, and national needs in energy and electrical systems.
Bachelor of Science in Mechanical Engineering	▪ Practice mechanical engineering competently and ethically by applying engineering principles and modern technologies in industry, government, or entrepreneurial settings. ▪ Pursue continuous professional growth through licensure examinations, graduate studies, research, certifications, and lifelong learning to adapt to emerging technologies and data-driven engineering innovations. ▪ Demonstrate leadership, professionalism, and values-oriented decision-making while working effectively in multidisciplinary teams and multi-sectoral partnerships at the local and national levels.

Curricular Programs	Program Objectives
	▪ Participate in the design of sustainable, safe, and environmentally responsible mechanical systems and solutions that support community development, industrial productivity, and the socio-economic transformation of Masbate and the nation.
Bachelor of Science in Industrial Technology Major in: Automotive Technology	▪ Produce students to become technologically professional in their own field of specialization. ▪ Enhance student's capability based on acquired knowledge, skills and values. ▪ Encourage students to conduct state-of-the-art researches and developmental studies. ▪ Extend services to the community through varied livelihood related programs. ▪ Promote partnership among units by engaging projects, services and priorities.
Bachelor of Science in Industrial Technology Major in: Civil Technology	▪ Produce students to become technologically professional in their own field of specialization. ▪ Enhance student's capability based on acquired knowledge, skills and values. ▪ Encourage students to conduct state-of-the-art researches and developmental studies. ▪ Extend services to the community through varied livelihood related programs. ▪ Promote partnership among units by engaging projects, services and priorities.
Bachelor of Science in Industrial Technology Major in: Electronics	▪ Produce students to become technologically professional in their own field of specialization. ▪ Enhance student's capability based on acquired knowledge, skills and values. ▪ Encourage students to conduct state-of-the-art researches and developmental studies. ▪ Extend services to the community through varied livelihood related programs. ▪ Promote partnership among units by engaging projects, services and priorities.
Bachelor of Science in Industrial Technology Major in: Electrical	▪ Produce students to become technologically professional in their own field of specialization. ▪ Enhance student's capability based on acquired knowledge, skills and values. ▪ Encourage students to conduct state-of-the-art researches and developmental studies. ▪ Extend services to the community through varied livelihood related programs. ▪ Promote partnership among units by engaging projects, services and priorities.
Bachelor of Science in Industrial Technology Major in: Food Technology	▪ Produce students to become technologically professional in their own field of specialization.

Curricular Programs	Program Objectives
	▪ Enhance student's capability based on acquired knowledge, skills and values. ▪ Encourage students to conduct state-of-the-art researches and developmental studies. ▪ Extend services to the community through varied livelihood related programs. ▪ Promote partnership among units by engaging projects, services and priorities.
Bachelor of Elementary Education (BEED)	▪ Produce professionally competent elementary teachers who demonstrate mastery of foundational and interdisciplinary content areas and apply sound pedagogical principles, learner-centered strategies, and developmentally appropriate practices in teaching diverse elementary learners. ▪ Develop graduates who can design, implement, and evaluate outcomes-based and inclusive instructional plans, integrating literacy, numeracy, science, social studies, values education, and ICT to enhance meaningful learning experiences. ▪ Equip future elementary teachers with assessment literacy and basic research skills to effectively monitor learner progress, use data for instructional decision-making, and engage in classroom-based and action research for continuous improvement. ▪ Instill professionalism, ethical practice, and leadership among graduates, enabling them to collaborate with parents, school personnel, and community stakeholders in promoting child-centered, values-oriented, and culturally responsive basic education. ▪ Prepare graduates for lifelong learning and global readiness by fostering reflective practice, adaptability, and the effective use of educational technologies to respond to emerging trends and challenges in elementary education.
Bachelor of Secondary Education (BSED) major in: English	▪ Produce professionally competent English teachers who demonstrate advanced proficiency in English language and literature and apply research-based, learner-centered, and outcomes-based pedagogies in teaching secondary learners. ▪ Develop graduates who can design, implement, and evaluate inclusive, culturally responsive, and technology-enhanced English instruction, integrating listening, speaking, reading, writing, viewing, and critical literacy skills. ▪ Equip future English teachers with assessment literacy and research competence

Curricular Programs	Program Objectives
	to develop valid and reliable language and literature assessments, analyze learner performance data, and engage in classroom-based and action research to improve teaching and learning. ▪ Instill professionalism, ethical practice, and leadership among graduates, enabling them to collaborate with parents, school leaders, and community stakeholders and to advocate for literacy development and effective communication in diverse learning contexts. ▪ Prepare graduates for lifelong learning and global competitiveness by fostering reflective practice, adaptability, and continuous professional development in response to emerging trends in English language teaching and learning.
Bachelor of Secondary Education (BSED) major in: Filipino	▪ Produce professionally competent Filipino teachers who demonstrate mastery of Filipino language, literature, and culture and apply learner-centered, inquiry-based, and outcomes-based pedagogies in teaching secondary learners. ▪ Develop graduates who can design, implement, and evaluate inclusive, contextualized, and technology-enhanced Filipino instruction that integrates listening, speaking, reading, writing, viewing, and critical literacy skills. ▪ Equip future Filipino teachers with assessment literacy and research competence to develop valid and reliable language and literature assessments, analyze learner data, and conduct classroom-based and action research. ▪ Instill professionalism, ethical practice, and leadership among graduates, enabling them to collaborate with parents, school leaders, and community stakeholders and to advocate for Filipino identity, cultural heritage, and effective communication. ▪ Prepare graduates for lifelong learning and global readiness by fostering reflective practice, adaptability, and continuous professional development in response to emerging trends in Filipino language and literature education.
Bachelor of Secondary Education (BSED) major in: Mathematics	▪ Produce professionally competent mathematics teachers who demonstrate deep conceptual understanding of mathematical content and apply learner-centered, inquiry-based, and problem-solving pedagogies appropriate for secondary learners.

Curricular Programs	Program Objectives
	▪ Develop graduates capable of designing, implementing, and evaluating outcomes-based, inclusive, and technology-enhanced mathematics instruction, integrating mathematical reasoning, critical thinking, and real-world applications. ▪ Equip future mathematics teachers with assessment literacy and research skills to construct valid and reliable assessments, analyze learner performance data, and conduct classroom-based and action research to improve mathematics teaching and learning. ▪ Instill professionalism, ethical practice, and leadership among graduates, enabling them to collaborate effectively with parents, school leaders, and community stakeholders and to promote a culture of mathematical literacy and numeracy. ▪ Prepare graduates for lifelong learning and global competitiveness by fostering reflective practice, adaptability, and continuous professional development in response to emerging trends in mathematics education.
Bachelor of Secondary Education (BSED) major in: Science	▪ Produce professionally competent science teachers who demonstrate strong conceptual understanding of the core science disciplines and apply inquiry-based, learner-centered, and outcomes-based pedagogies in teaching secondary learners. ▪ Develop graduates capable of designing, implementing, and evaluating inclusive, contextualized, and technology-enhanced science instruction, integrating scientific inquiry, critical thinking, problem solving, and real-world applications relevant to local and global contexts. ▪ Equip future science teachers with assessment literacy and research competence to develop valid and reliable science assessments, analyze learner performance data, and conduct classroom-based and action research to continuously improve science teaching and learning. ▪ Instill professionalism, ethical practice, and leadership among graduates, enabling them to collaborate with parents, school leaders, and community stakeholders and to promote scientific literacy, environmental stewardship, and evidence-based decision-making. ▪ Prepare graduates for lifelong learning and global competitiveness by fostering

Curricular Programs	Program Objectives
	reflective practice, adaptability, and continuous professional development in response to emerging trends and innovations in science education.
Bachelor of Secondary Education (BSED) major in: Social Studies	▪ Produce professionally competent Social Studies teachers who demonstrate strong interdisciplinary understanding of history, geography, economics, government, and culture and apply learner-centered, inquiry-based, and outcomes-based pedagogies in teaching secondary learners. ▪ Develop graduates capable of designing, implementing, and evaluating inclusive, contextualized, and technology-enhanced Social Studies instruction, promoting critical thinking, historical and civic literacy, global awareness, and appreciation of local and national heritage. ▪ Equip future Social Studies teachers with assessment literacy and research competence to develop valid and reliable assessments, analyze learner performance data, and conduct classroom-based and action research to improve Social Studies teaching and learning. ▪ Instill professionalism, ethical practice, and leadership among graduates, enabling them to collaborate effectively with parents, school leaders, and community stakeholders and to advocate for civic responsibility, social justice, peace education, and democratic values. ▪ Prepare graduates for lifelong learning and global readiness by fostering reflective practice, adaptability, and continuous professional development in response to emerging trends and issues in Social Studies education.
Bachelor of Early Childhood Education (BECED)	▪ Produce competent and compassionate early childhood educators who demonstrate mastery of child development principles to design, implement, and evaluate developmentally appropriate, inclusive, and culturally responsive learning experiences consistent with national and international standards. ▪ Develop pre-service teachers who can effectively utilize learner-centered, play-based, and inquiry-driven pedagogies, integrating literacy, numeracy, arts, health, and socio-emotional learning to support holistic child development.

Curricular Programs	Program Objectives
	▪ Equip graduates with assessment and research skills to systematically observe, document, assess, and interpret children's learning and development, and to use data to improve instruction, classroom environments, and early childhood programs. ▪ Prepare graduates to collaborate effectively with families, communities, and multi-sectoral partners, demonstrating professionalism, ethical practice, leadership, and advocacy for the rights and welfare of young children, particularly in diverse and underserved contexts such as Masbate. ▪ Foster lifelong learning, adaptability, and global readiness among graduates through the integration of educational technology, reflective practice, and continuous professional development, enabling them to respond to emerging trends and challenges in early childhood education.
Bachelor of Physical Education (BPED)	▪ Produce competent and physically literate physical education teachers who demonstrate mastery of movement concepts, sports and fitness sciences, and apply learner-centered, developmentally appropriate, and outcomes-based pedagogies in teaching physical education across educational settings. ▪ Develop graduates capable of designing, implementing, and evaluating inclusive, safe, and engaging physical education programs, integrating movement skills, fitness, health education, and lifelong physical activity to support holistic learner development. ▪ Equip future physical education teachers with assessment literacy and basic research skills to assess physical fitness, movement performance, and health outcomes, and to use data for instructional improvement and evidence-based practice. ▪ Instill professionalism, ethical practice, and leadership among graduates, enabling them to promote sportsmanship, wellness advocacy, and collaboration with schools, families, and community stakeholders in advancing healthy and active lifestyles. ▪ Prepare graduates for lifelong learning and global readiness by fostering reflective practice, adaptability, and continuous professional development in response to emerging trends in physical education, sports science, and wellness promotion.
Bachelor of Technology and Livelihood Education (BTLED) Major in: Home Economics	▪ Produce professionally competent TLE teachers who demonstrate mastery of

Curricular Programs	Program Objectives
	technical, livelihood, and entrepreneurial competencies and apply learner-centered, outcomes-based, and industry-aligned pedagogies in teaching Technology and Livelihood Education. ▪ Develop graduates capable of designing, implementing, and evaluating contextualized, inclusive, and competency-based TLE instruction, integrating life skills, entrepreneurship, work ethics, and sustainable livelihood practices responsive to local and national development needs. ▪ Equip future TLE teachers with assessment literacy and basic research skills to assess technical competencies, analyze learner performance data, and conduct classroom-based and action research for continuous improvement in TLE teaching and learning. ▪ Instill professionalism, ethical practice, and leadership among graduates, enabling them to collaborate with industry partners, schools, families, and community stakeholders and to promote employability, entrepreneurship, and lifelong skills development. ▪ Prepare graduates for lifelong learning and global competitiveness by fostering reflective practice, adaptability, and continuous professional development in response to emerging technologies, industry standards, and innovations in technical and livelihood education.

A.4.1 List at least three programs that have applied for recognition

With an unwavering commitment to deliver quality education, DEBESMSCAT has officially submitted its flagship curricular programs for the prestigious AACCUP Level IV accreditation. The programs undergoing this rigorous evaluation include the following:

- Master of Arts in Education, major in Administration and Supervision
- Bachelor of Elementary Education
- Bachelor of Science in Industrial Technology major in Automotive Technology and the Bachelor of Science in Electrical Technology

Accreditation Report of the DEBESMSCAT Quality Assurance Office as of July 2026

Republic of the Philippines
DR. EMILIO B. ESPINOSA SR. MEMORIAL STATE COLLEGE
OF AGRICULTURE AND TECHNOLOGY
Quality Assurance Office
www.debesmscat.edu.ph Cabitan, Mandaon, Masbate

		3. Master of Arts in Education Major in: English, Mathematics and Science	No. 11 s. 2016/ 3/10/2016 *CEB Res. No. R048-2026* *CEB Res. No. 437-2026*	Level I	3.03	March 16, 2024 – March 15, 2027
3. Master of Science in Agriculture: Animal Science, Crop Science	Re-Accredited	4. Master of Science in Agriculture	No. 11 s. 2016/ 3/10/2016	Level III	4.04	December 16, 2025 – December 15, 2029
4. Master in Public Administration	Accredited	5. Master in Public Administration	No.124 s,2021/ 1/21/2022	Level I	3.42	December 1, 2024 – Nov. 30, 2027
UNDERGRADUATE						
COLLEGE OF EDUCATION (CE)						
1. Bachelor of Physical Education (BPEd)	Accredited	1. Bachelor of Physical Education (BPEd)	No. 43 s, 2022/ 11/8/2022	Level I	3.03	December 1, 2024 – Nov. 30, 2027
2. Bachelor of Technology and Livelihood Education (BTLEd) Major in: Home Economics	Accredited	2. Bachelor of Technology and Livelihood Education (BTLEd) Major in: Home Economics	No. 44 s, 2022/ 11/8/2022	Level I	3.12	December 1, 2024 – Nov. 30, 2027
3. Bachelor of Early Childhood Education BECEd)	Accredited	3. Bachelor of Early Childhood Education BECEd)	No. 72 s, 2022/ 12/15/2022	Level I	3.02	December 1, 2024 – Nov. 30, 2027
4. Bachelor of Elementary Education (BEED)	Accredited	4. Bachelor of Elementary Education (BEED)	No. 42 s, 2022/ 11/8/2022	Level IV	4.53	November 1, 2023 – October 31, 2028
5. Bachelor of Secondary Education (BSED) in English	Accredited	5. Bachelor of Secondary Education (BSED) in English	No. 45 s, 2022 11/8/2022	Level III	4.0	August 1, 2023 - July 31, 2027
6. Bachelor of Secondary Education (BSED) in Filipino	Accredited	6. Bachelor of Secondary Education (BSED) in Filipino	No. 46 s, 2022/ 11/8/2022	Level I	3.31	March 16, 2024 – March 15, 2027
7. Bachelor of Secondary Education (BSED) in Social Studies	Accredited	7. Bachelor of Secondary Education (BSED) in Social Studies	No. 49 s, 2022/ 11/8/2022	Level I	3.31	March 16, 2024 – March 15, 2027
8. Bachelor of Secondary Education (BSED) in Science	Accredited	8. Bachelor of Secondary Education (BSED) in Science	No. 47 s, 2022/ 11/8/2022	Level III	4.0	August 1, 2023 - July 31, 2027
9. Bachelor of Secondary Education (BSED) in Mathematics	Accredited	9. Bachelor of Secondary Education (BSED) in Mathematics	No. 48 s, 2022/ 11/8/2022	Level III	4.0	August 1, 2023 - July 31, 2027

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ACCREDITATION REPORT *as of July 2026*

DEPARTMENT: Quality Assurance
GOAL: Relevant and quality tertiary education ensured to achieve inclusive growth and access of poor but deserving students to quality tertiary education increased
OBJECTIVE: To submit academic programs to accreditation bodies.
INDICATORS: 100% accredited graduate and undergraduate programs (accreditable only)
Highlight/s:

Overall

36/38 or ***94.74%*** of Accreditable Programs overall has been accredited.
32/34 or ***94.12%*** of Accreditable Undergraduate Programs overall has been accredited.
4/4 or ***100%*** of Accreditable Graduate Programs has been Accredited.

ACCREDITATION VISIT – MANDAON, MAIN CAMPUS

2 programs applied for Level II - Survey Visit. *(BSEd Filipino & Social Studies)*
1 program applied for a Preliminary Survey Visit (PSV). *(Bachelor of Public Administration)*
1 program to comply with the mandatory recommendations for Level IV – Re-accreditation. *(BS Computer Science)*
1 program to comply with the mandatory recommendations for Level III – Re-accreditation. *(Doctor of Education in Educational Leadership)*
Total of ***3*** programs subject for Accreditation for 2026 and ***2*** programs to comply with the mandatory recommendations.

ACCREDITATION VISIT – CAWAYAN CAMPUS
No programs from Cawayan Campus to apply for this 2026.

AWARDS CONFERRED
2 out ***2*** programs applied for First Survey Visit last September 2025 was awarded Level I Accredited Status on January 14, 2026. *(BSIT – ET & ELT, Cawayan Campus)*
1 out ***1*** program applied for Level I – Revisit last December 2025 was awarded Level I Accredited Status on March 13, 2026. *(BS Civil Engineering)*

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BAGONG PILIPINAS

1 out ***4*** programs applied for Level III – Re-accreditation last December 2025 was awarded Level III Re-accredited Status on March 13, 2026. *(Master of Science in Agriculture)*

No. of Programs - Main Campus
6 Graduate Programs
29 Undergraduate Programs

No. of Accreditable Programs - Main Campus
4 Graduate Programs
29 Undergraduate Programs

No. of Programs - Cawayan Campus
5 Undergraduate Programs

No. of Accreditable Programs - Cawayan Campus
5 Undergraduate Programs

Total No. of Programs – Main and Cawayan
40 Programs

Total No. of Accreditable Programs – Main and Cawayan
38 Accreditable Programs

PROGRAMS	Status of Accreditation	PROGRAM WITH MAJORS	COPC NUMBER/DATE ISSUED	Accreditation Level	Grand Mean	VALIDITY
MAIN CAMPUS						
SCHOOL OF GRADUATE STUDIES AND RESEARCH						
1. Doctor of Education in Educational Leadership	Re-Accredited	1. Doctor of Education in Educational Leadership	No. 26 s, 2017/ 9/22/2017 *CEB Res. No. R048-2026*	Level II	4.00	January 1, 2026 – December 31, 2026
2. Master of Arts in Education	Accredited	2. Master of Arts in Education Major in: Administration and Supervision	No. 26 s, 2017/ 9/22/2017 *CEB Res. No. R048-2026*	Level IV	4.58	November 1, 2023- October 31, 2028

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COLLEGE OF AGRICULTURE AND AGROFORESTRY (CAAF)						
10. Bachelor of Science in Agriculture (BSA) Major in: Agricultural Education, Animal Science and Crop Science, Agroforestry	Re-Accredited	10. Bachelor of Science in Agriculture (BSA) Major in: Agricultural Education, Animal Science and Crop Science	No. 68 s, 2021/ 12/3/2021	Level III	4.0	December 16, 2024 – December 15, 2028
11. Bachelor of Science in Environmental Science	Accredited	11. Bachelor of Science in Environmental Science	No.22 s, 2022/ 9/9/2022	Level I	3.11	December 1, 2024 – Nov. 30, 2027
12. Bachelor of Science in Agroforestry	Accredited	12. Bachelor of Science in Agroforestry	No.67 s, 2021/ 12/3/2021	Level I	3.31	December 1, 2024 – Nov. 30, 2027
13. Bachelor of Science in Agribusiness	Accreditable	13. Bachelor of Science in Agribusiness	No. 69 s, 2021/December 3, 2021	-	-	-
COLLEGE OF COMPUTING AND INFORMATION TECHNOLOGY (CCIT)						
14. Bachelor of Science in Computer Science	Accredited	14. Bachelor of Science in Computer Science	No. 63 s, 2022/ 10/26/2022	Level III	4.52	January 1, 2026 – December 31, 2026
15. Bachelor of Public Administration	Accreditable	15. Bachelor of Public Administration	No. 33 s, 2024/May 31, 2024	-	-	*For Preliminary Survey Visit*
16. Bachelor of Science in Information Systems	Accredited	16. Bachelor of Science in Information Systems	No. 05 s, 2024/ 1/22/2024	Level I	3.08	December 1, 2024 – Nov. 30, 2027
17. Bachelor of Science in Computer Engineering	Accredited	17. Bachelor of Science in Computer Engineering	No. 037, s.2023/ 9/11/2023	Level I	3.54	December 1, 2024- November 30, 2027
COLLEGE OF BUSINESS, TOURISM, AND ECONOMICS (CBTE)						
18. Bachelor of Science in Entrepreneurship	Accredited	18. Bachelor of Science in Entrepreneurship	No. 09 s,2022/ 3/7/2022	Level I	4	December 1, 2024 – Nov. 30, 2027
19. AB in Economics	Accredited	19. AB in Economics	No.50 s,2022/ 11/3/2022	Level I	3.05	December 1, 2024 – Nov. 30, 2027
COLLEGE OF INDUSTRIAL TECHNOLOGY (CIT)						
20. Bachelor of Science in Industrial Technology in Automotive Technology	Accredited	20. Bachelor of Science in Industrial Technology in Automotive technology	No. 34 s, 2024/ 6/19/2024	Level IV	4.5	November 1, 2023 – October 31, 2028
21. Bachelor of Science in Industrial Technology in Electrical Technology	Accredited	21. Bachelor of Science in Industrial Technology in Electrical Technology	No. 35 s, 2024/ 6/19/2024	Level IV	4.5	November 1, 2023 – October 31, 2028
22. Bachelor of Science in Industrial Technology in Electronics Technology	Re-Accredited	22. Bachelor of Science in Industrial Technology in Electronics technology	No. 36 s, 2024/ 6/19/2024	Level II *Revisit all areas*	3.43	January 1, 2026 – December 31, 2027

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23. Bachelor of Science in Industrial Technology in Civil Technology	Accredited	23. Bachelor of Science in Industrial Technology in Civil Technology	No. 37 s, 2024/ 6/19/2024	Level IV	4.5	November 1, 2023- October 31, 2028
24. Bachelor of Science in Industrial Technology in Food Technology	Accredited	24. Bachelor of Science in Industrial Technology in Food Technology	No. 38 s, 2024/ 6/19/2024	Level IV	4.5	November 1, 2023- October 31, 2028
COLLEGE OF ENGINEERING (CEng)						
25. Bachelor of Science in Civil Engineering	Accredited	25. Bachelor of Science in Civil Engineering	No.04, s. 2016/ 3/3/2016	Level I	3.09	December 16, 2025 – December 15, 2028
26. Bachelor of Science in Mechanical Engineering	Accredited	26. Bachelor of Science in Mechanical Engineering	No. 280, s.2022/ 5/31/2023	Level I	3	December 1, 2024- November 30, 2027
27. Bachelor of Science in Chemical Engineering	Accredited	27. Bachelor of Science in Chemical Engineering	No. 250, s.2023/ 2/23/2024	Level I	3.14	December 1, 2024- November 30, 2027
28. Bachelor of Science in Electrical Engineering	Accredited	28. Bachelor of Science in Electrical Engineering	No. 281, s.2022/ 5/31/2023	Level I	3.24	December 1, 2024- November 30, 2027
29. Bachelor of Science in Agricultural and Biosystems Engineering	Re-Accredited	29. Bachelor of Science in Agricultural and Biosystems Engineering	No. 16 s, 2019/ 9/28/2022	Level II *Revisit: Licensure Examination*	4.11	January 1, 2026 – December 31, 2026
CAWAYAN CAMPUS						
30. Bachelor of Secondary Education (BSED)	Accredited	30. Bachelor of Secondary Education (BSED)	No. 20, s. 2024/ 04/30/2024	Level I	3.3	December 1, 2024- November 30, 2027
31. Bachelor of Elementary Education (BEED)	Accredited	31. Bachelor of Elementary Education (BEED)	No. 19, s. 2024/ 04/30/2024	Level I	3.23	December 1, 2024- November 30, 2027
32. Bachelor of Science in Agriculture (BSA) Major in: Agricultural Education and Crop Science	Accredited	32. Bachelor of Science in Agriculture (BSA) Major in: Agricultural Education and Crop Science	No. 21, s. 2024/ 05/09/2024	Level I	3.29	December 1, 2024- November 30, 2027
33. Bachelor of Science in Industrial Technology Major in Electrical Technology	Accredited	33. Bachelor of Science in Industrial Technology	No. 15, 2024/ 04/15/2024	Level I	3.08	October 1, 2025- September 30, 2028
34. Bachelor of Science in Industrial Technology Major in Electronics	Accredited	34. Bachelor of Science in Industrial Technology	No. 16, 2024/ 04/15/2024	Level I	3.08	October 1, 2025- September 30, 2028

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BAGONG PILIPINAS

NOT ACCREDITABLE PROGRAMS

GRADUATE			
1. Doctor of Philosophy in English Language Education	Not Accreditable Yet	No. 83 s, 2024	10/4/2024
2. Doctor of Philosophy in Science Education	Not Accreditable Yet	No. 84 s, 2024	10/4/2024
UNDERGRADUATE			
None			

SUMMMARY OF ACCREDITATION LEVELS

Status/Level	Graduate Programs		Undergraduate Programs		Total
Level IV – Re-accredited	1	*MAEd – Admin & Supervision*	5	*BEEd, BSIT Food Tech, Civil Tech, Automotive Tech, Electrical Tech*	6
Level III – Re-accredited	1	*MSA*	5	*BSCS, BSA, BSEd English, Science, Math*	6
Level II – Re-accredited	1	*EdDEL*	2	*BSABE, BSIT ELT*	3
Level I – Re-accredited	2	*MAEd – English, Math, Science / MPA*	20	*BSCE, BSCpE, BSME, BSEE, BSChE, AB Econ, BS Entrep, BECEd, BTLEd, BPEd, BSEd Filipino & Social Studies, BSIS, BSAF, BSES, BSEd English (Caw), BSIT ET (Caw), BSIT ELT (Caw), BSA (Caw), BEEd (Caw)*	22
Candidate Status	0		0		0
Total No. of Levels	**5**		**32**		**37**

Note: One program under graduate programs have two (2) levels.

Prepared by:
REX JR. G. TORREFIEL
AO IV, Quality Assurance Center

Reviewed by:
ROCEL A. TURCO, MAT
Director, Quality Assurance Center

APPROVED:
ARNEL B. MILLESCA, EdD., JD.
SUC President III

A.5 Cite at least three prevailing best strategies related to the setting of standards in curriculum development

1. Participative Curriculum Development Committee

The Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT) has formally established a Curriculum Development Committee tasked with conducting a comprehensive evaluation of its academic programs. The Committee's primary mandate is to assess the relevance, industry responsiveness, and structural alignment of the current curricula with the latest Commission on Higher Education (CHED) Memorandum Orders (CMOs), ensuring that all offerings meet national quality standards and evolving industry demands. This initiative institutionalizes participatory curriculum development through faculty-led technical work, a committee review system, and inclusive consultations with students, alumni, employers, industry, government, and the community. The committee is composed of the college deans, campus director, and the Vice President for Academic Affairs. The Curriculum Development Committee conducted a review on April 30, 2026, with a significant portion of the session devoted to the presentation of curriculum mapping and alignment for selected undergraduate programs. The minutes of that meeting are as follows.

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FORM
Minutes of the Meeting

CURRICULUM DEVELOPMENT REVIEW
Title of the Activity

Date and Time: April 30, 2026/ 9:00AM

Venue: QA Conference Room

	Name	Designation
ATTENDEES:	• Dr. Arnel B. Millesca • Dr. Elreen A. Delavin	SUC President III VP for Academic Affairs
	• Mr. Randy Bello • Genesis Tumbaga • Carla Amarille • Jerryl Romero • Nacel Altizon • Marco Angelo Dejucos • Francis Kyle Malto • Paolo Valdez • Randy Ramos • Jessie L. Magalang • Emma O. Cajurao • Dahlia Cristobal • Arlene Carmen • Janette Solinap • Nedie Sevilla • Jocelyn Casi • Mark Anthony Abella • Jessiica Alcantara • Mark Ian T. Ruda • Editha Medina • Maria Christina Rochelle Zaragoza • Mohammad D. Dollison • Nonalym Tombocon	Department Heads from various Colleges
	• Merfe Joy C. Lagarde	Administrative Assistant III
AGENDA:	CURRICULUM DEVELOPMENT REVIEW	
MINUTES	**Host:** Ms. Carla Amarille **Opening Program** **Opening Prayer:** AVP **Welcome Remarks:** Arnel B. Millesca welcomed the participants and emphasized the importance of institutional collaboration in achieving compliance and continuous improvement initiatives toward universityhood.	

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I. Opening Remarks of the President

President Arnel B. Millesca emphasized that all institutional efforts should contribute to the continuous development and improvement of the institution. The following matters were highlighted:

- Rescheduling of the IT Days celebration.
- Revisiting and updating academic manuals, including the Graduate School Manual and other institutional manuals, to incorporate new policies and developments.
- Submission of the Continuity Development Plan to CHEDRO.
- Curriculum review should also include the review of academic policies.
- Revisiting the different academic programs being offered by the institution.
- Subject codes should be written without spaces.
- Preparation for the upcoming CHED Monitoring on May 11–15, 2026, including the Cawayan Campus, to ensure continued compliance.
- Reminder to properly declare effectivity dates in policies, curricula, and proposals.
- Department Heads are responsible for evaluating shiftees and returnees.
- Secure copies of completion forms.
- Laboratories should be properly labeled.
- Fire extinguishers must be prepared and functional.
- Student Council officers may be tapped to assist during activities and monitoring.
- The proposed Solar Panel project is not yet ready for implementation.
- Everyone is encouraged to work together for the institution.
- AACCUP, PQA, and RQAT concerns shall be centralized under the QA Office.

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II. Updates on Chairs and Chalkboards

Chairs

An inventory of chairs shall be conducted.

Updates on chair distribution:

- College of Industrial Technology – to claim chairs
- College of Agriculture – not yet claimed
- College of Business and Technology – next batch
- College of Industrial Technology – already claimed

Chalkboards

- Forty-nine (49) chalkboards were already delivered.
- Installation is scheduled next week.
- Priority colleges for installation are the College of Industrial Technology and the College of Engineering.
- Ms. Nacel Altizon expressed concern that the chalkboards are too large for some classrooms and may not fit properly.

Additional updates:

- TV sizes available are 65 inches and 55 inches.
- CIT has the highest fund allocation from normative financing.
- Nine (9) CIT Contract of Service personnel are expected to become Temporary.
- The President cited the DBM Circular stating that there shall be no additional hiring of Job Orders and COS personnel.
- The Eco Park is suggested by the President to be converted into a Tourism Park.

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III. Curriculum Mapping and Alignment

- Economics and Entrepreneurship are currently the only programs with uploaded instruments; other programs have yet to upload theirs.
- Only Faculty Workloads and Syllabi for the 1st and 2nd Semesters are required for preparation.

IV. CHED Monitoring Preparations

VP Delavin informed the body that evaluation forms were already forwarded to the Deans.

Key reminders:

- Core faculty members refer to faculty teaching major subjects.
- Faculty duplication is allowed; however, duplication in UFORM is not permitted.

Graduate Programs Status

- MAED Science
- MAED Mathematics – crucial, no feedback yet
- MAED English
- MAED ELE
- MAED AS – for En Banc Resolution
- EDDEL

Additional reminders:

- Printing shall be handled by the QA Office.
- Licenses must be updated.
- The original venue plan was in Sorsogon.
- Libraries and laboratories should have clean and updated pictures coordinated with ICTMO.

V. Faculty Development Plan and OPCR/IPCR Calibration

Dr. Ulyssis reported that the OPCRs were calibrated first, followed by the calibration of IPCRs.

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Ms. Medina inquired regarding the use of the CHED template incorporating Bicol 101. VP Delavin clarified that the existing institutional template should still be used.

Other matters discussed:

- Curricula with Board approval should be utilized.
- The College of Engineering currently has two curricula: old and new.
- VP Delavin requested Ms. Nette to provide updates regarding calibration.

Ms. Nette explained:

- Once OPCRs are calibrated by the PMT, IPCRs shall be calibrated by the colleges.
- If the IPCR rating exceeds the OPCR rating, the PMT shall verify and recalibrate the IPCR.
- OPCRs are intended for Deans and Directors.
- Some OPCRs were returned for compliance.

Dr. Ferreras added that colleges are responsible for calibrating IPCRs.

VI. Enrollment Data and RQAT Concerns

Enrollment data for AY 2023, 2024, and 2025 were discussed.

Ms. Medina mentioned the comments from the previous RQAT.

VP Delavin suggested preparing the evaluation forms first, followed by recommendations.

Additional updates and concerns:

- BTLED programs no longer require LET.
- CHED checks library holdings against course syllabi.
- VP Delavin advised that newly acquired books may be cited as justification.
- Dr. Emeros suggested revising syllabi in the colleges.
- Dr. Ferreras disagreed, noting that syllabi were already disseminated to all colleges.
- VP Delavin agreed with Dr. Ferreras and instructed colleges not to include newly acquired books in the syllabus; instead, ensure alignment between syllabus references and library holdings.
- Dr. Alcantara shared that based on Graduate School experience:
  - There should be at least five (5) book titles per subject.
  - Undergraduate subjects should have at least three (3) titles with online subscriptions.
  - References older than five (5) years are no longer acceptable.

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VII. Research Updates

- Clean pictures are required.
- No uploads have been made yet.
- Mock RQAT coordinators: Dr. Alcantara and Dr. Sevilla.

VIII. BSAB Program Concerns

- The BSAB Program currently requires 640 OJT hours.
- VP Delavin suggested revising the curriculum and presenting it during the Academic Committee Meeting for deliberation.
- Dr. Ferreras noted that a revised curriculum already exists but has not yet been submitted to the Academic Committee.
- Dr. Alcantara suggested revisiting the curriculum since the 640-hour requirement exceeds the accord time and even exceeds Engineering requirements.

IX. Curriculum Evaluation Tool Presentation

BPA Curriculum Evaluation Tool

Presented by Ms. Jelyn Sabaulan.

The presentation focused on the Monitoring and Evaluation Instrument Based on Policies and Standards for the Bachelor of Public Administration Program.

Program Administration

- The BPA Program is under the supervision of the College Dean, Prof. Rowelyn M. Ramiso.
- The program is headed by a full-time Program Coordinator, Ms. Jerryl Q. Romero.

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- Ms. Romero possesses a Master in Public Administration and has earned units in Doctor in Public Administration.
- She holds a Bachelor of Arts major in Political Science.
- She has ten (10) years of teaching experience in Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology.
- She has served as Department Head of the BPA Program since September 15, 2023.
- The Program Coordinator carries a teaching load of twelve (12) units per term in accordance with Office Order No. 124, s. 2025 implementing BOT Resolution No. 25-07 on Revised Full-Time Equivalent (FTE) Teaching Load.

Faculty

Professional subjects are taught by qualified faculty members with appropriate graduate studies in Public Administration and related disciplines.

Curriculum

The Bachelor of Public Administration curriculum requires a minimum of 137 units distributed among General Education, Public Administration, Special Core Courses, Free Electives, Practicum, PE/PATHFIT, and NSTP.

The following documents and mechanisms are available:

- Program outcomes
- Curriculum map
- Performance indicators
- Outcomes-based syllabi
- Program assessment and evaluation system
- Continuous Quality Improvement (CQI) system

Enrollment Data

- 1st Year – 49
- 2nd Year – 19
- 3rd Year – 67
- 4th Year – 18
- Total – 153 students

X. Bachelor of Arts in Economics Program

Date Last Monitored: September 9, 2022
Monitored by: Dr. Jean E. Cardino
Presented by Ms. Sharmaena M. Villester

Program Status

- Authority Granted: CHED ROV Order No. 18, s. 2019, SY 2019-2020

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- Accreditation Status: Level I Accredited

Enrollment Data

- 1st Year – 44
- 2nd Year – 36
- 3rd Year – 91
- 4th Year – 28

Number of Graduates

- 36 Graduates

Faculty Qualifications

- 53.8% of economics courses are handled by faculty with qualifications in Economics and allied programs.
- Faculty members handling major courses include Ms. Sharmaena T. Malag and Ms. Marjobel R. Castro.

Library and Physical Facilities

The college reported:

- Two licensed librarians with MLIS degrees.
- Updated textbook collections and references.
- Access to e-journals and databases through DOST subscriptions including Elsevier/Science Direct and Scopus.
- Statistical ICT Laboratory with installed RStudio software and internet access.

The formula for identifying the percentage of subjects handled by the core faculty is:

$$\frac{\text{Number of Major Subjects Handled by the Core Faculty}}{\text{Total Number of Major Subjects}} \times 100 = \%$$

XI. Entrepreneurship Program Evaluation Tool
Presented by Ms. Nonalyn D. Tombocon

Administration

The program is headed by Rony S. Toling, OIC Dean of the College of Business, Tourism and Economics.

Program Coordinators:

- Nonalyn D. Tombocon
- Teresa A. Aguilar

Faculty Qualifications

- 75% of business and professional courses are handled by qualified graduate degree holders.
- 25% doctoral-qualified faculty exceeded minimum requirements.
- No unqualified industry practitioners are teaching core subjects.

Curriculum and OBE Compliance

The curriculum aligns with CHED CMO requirements and includes:

- General Education
- NSTP
- PE
- Business Core
- Entrepreneurship Core
- Track Courses
- Electives

All courses are Outcomes-Based Education (OBE) aligned and include:

- Learning outcomes
- Assessment tools
- Grading systems

Library and Support Services

The institution maintains:

- Licensed librarian with MLIS degree
- E-library system
- Adequate book and journal holdings
- Medical and dental services
- Dormitories
- Counseling and placement services

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	Admissions and Retention • Student Handbook implemented • Faculty Manual in place
ADJOURNMENT	The meeting was adjourned at 5:04 PM and will resume on Monday.

Prepared by:

MERFE JOY C. LAGARDE
Administrative Assistant III

Noted:

ELREEN A. DELAVIN, EdDEL
VP for Academic Affairs

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2. Strengthened Industry–Academe Collaboration

The institution has established strong collaboration with industry-academe partners through experiential learning, curriculum review, equipment or technology requirements and graduate feedback. The practice strengthens the correspondence between classroom outcomes and current workplace expectations. The partnership is established between DEBESMSCAT and DEPED Masbate, DOSTV-DEBESMSCAT-LGU Milagros, DEBESMSCAT-MASIPAG FARMERS ASSOCIATION, DEBESMSCAT-DEPARTMENT OF AGRICULTURE REGIONAL FIELD OFFICE NO.5, DEBESMSCAT-Universitas Negeri Jakarta, Indonesia,

DEBESMSCAT-Universitas Brawijaya, Indonesia. The following matrix outlines the collaborative partnerships between the institution and its external agencies.

Partner Agencies/Association	Nature of Collaboration
DEPED Masbate	Practice teaching Research and Extension activities
DOSTV-DEBESMSCAT-LGU Milagros	Research activities
MASIPAG FARMERS ASSOCIATION	Extension activities
DEPARTMENT OF AGRICULTURE REGIONAL FIELD OFFICE NO.5	Research activities
Universitas Negeri Jakarta, Indonesia,	Faculty and student exchange Research collaboration and other related academic activities
Universitas Brawijaya, Indonesia	Faculty and student exchange Exchange of scientific material, publication, and information Joint conferences and academic program Joint research activity and publication

Sample of Memorandum of Agreement and Understanding established by DEBESMSCAT

DEBESMSCAT-DEPED MASBATE

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Agreement (MOA) is made and entered into by and between:

DR. EMILIO B. ESPINOSA SR. MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY (DEBESMSCAT), a state college duly organized and existing under the laws of the Republic of the Philippines, with principal office at Cabitan, Mandaon, Masbate, represented herein by its SUC President III, **ARNEL B. MILLESCA, ED.D., JD.**, hereinafter referred to as "DEBESMSCAT";

-and-

THE DEPARTMENT OF EDUCATION, a government entity mandated by laws particularly the 1987 Administrative Code (EO 292), Batas Pambansa Blg. 232 (Education Act of 1982), as amended by R.A. No. 9155 (The Governance of Basic Education Act of 2001), represented herein by Schools Division Superintendent of the DepEd Division of Masbate, **RAYMUNDO M. CANTONJOS, CESO VI**, with office address at Rodeo Road, Brgy. Centro, Masbate City, Masbate, Philippines, herein referred to as **"DEPED MASBATE"**;

WITNESSETH, That:

WHEREAS, DEBESMSCAT and the Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat, a regional intergovernmental organization located in Bangkok, Thailand, represented by its Director, Datuk Dr. Habibah Abdul Rahim, entered into an agreement to promote regional cooperation in education, science, and culture;

WHEREAS, the agreement focuses on the participation in the 10th batch of the Pre-Service Student Teacher Exchange in Southeast Asia (SEA Teacher Project);

WHEREAS, as part of this agreement, DEBESMSCAT has been designated as a participating Teacher Education Institution and, as such, is duty-bound to find potential partners for the student exchange program;

WHEREAS, DepEd Masbate, with the recommendation of DEBESMSCAT, has identified Federico A. Estipona Memorial High School (FAEMHS) located in Mandaon, Masbate as a suitable practicum school for the student exchange program;

NOW, THEREFORE, for and in consideration of the foregoing premises and the mutual covenants herein contained, the parties agree as follows:

A. **OBLIGATIONS OF THE PARTIES**

1. OBLIGATIONS OF DEBESMSCAT

   a. Coordinate responsively with SEAMEO Secretariat and DepEd Masbate for program implementation.

   b. Coordinate with the sending Teacher Education Institutions/Universities as determined by SEAMEO for the arrangement of online interviews, letters of acceptance, and pick-up schedules of inbound students.

   c. Provide accommodation for inbound students.

   d. Provide transportation services for inbound students to and from the nearest airport.

   e. Provide mentors and buddies for inbound students.

f. Ensure that inbound students apply for international health insurance from their home country prior to their departure.

g. Ensure or provide support in obtaining student visas/education visas/special student permits if required.

h. Provide educational and cultural activities or trips, preferably during weekends.

i. Ensure that students submit the required documents to SEAMEO Secretariat at the end of the practicum.

2. OBLIGATIONS OF DEPED-MASBATE

a. Ensure the alignment of FAEMHS and CABITAN CENTRAL SCHOOL with the student exchange program and its compliance with SEAMEO standards.

b. Oversee and support FAEMHS and CABITAN CENTRAL SCHOOL in serving as the practicum school, providing opportunities for students to do assisted teaching.

CONFIDENTIALITY

DepEd Masbate shall ensure that all inbound students' information remains confidential and used solely for the purposes of the program.

EFFECTIVITY AND TERMINATION

The duration of the program shall be from March 3, 2025, to March 26, 2025. This Memorandum of Agreement shall automatically terminate upon the completion of the engagement, unless extended or earlier terminated by mutual written agreement of the parties.

MISCELLANEOUS PROVISIONS

1. This Agreement constitutes the entire understanding between the parties and supersedes all prior agreements.
2. Any amendments to this Agreement shall be made in writing and signed by both parties.

IN WITNESS WHEREOF, the parties have hereunto affixed their signatures this ___ day of FEBRUARY, **2025** at _____.

FOR DEBESMSCAT:

ARNEL B. MILLESCA, ED. D., JD.
SUC President III

FOR DEPED MASBATE:

RAYMUNDO M. CANTONJOS, CESO IV
Schools Division Superintendent

Witnesses:

_____ _____

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES) PROVINCE OF _____) S.S.

BEFORE ME, a Notary Public for and in the province of _____, this ___ day of _____, **20**, personally appeared:

1. ARNEL B. MILLESCA, with _____, known to me to be the same person who executed this document and who acknowledged that the same is his free and voluntary act and deed; and
2. RAYMUNDO M. CANTONJOS, with _____, known to me to be the same person who executed this document and who acknowledged that the same is his free and voluntary act and deed.

WITNESS MY HAND AND SEAL, this 7 day MAY 2025, **20**.

Doc. No. 99 ;
Page No. 40 ;
Book No. 1;
Series of 2025.

NOTARY PUBLIC
MANUEL LOPEZ SESE
Notary Public (Masbate)
Until December 31, 2025
Roll No. 26523
O.R. No. 481671/IBP-Masbate Chapter
PTR No. 6935333Q
MCLE (EXEMPT BAR Matter No. 850)

DOSTV-DEBESMSCAT-LGU MILAGROS

Republic of the Philippines
DEPARTMENT OF SCIENCE AND TECHNOLOGY
Regional Office No. V

CERTIFICATION INTERNATIONAL ISO 9001:2015

Ref. No.: 21-1015-022

10 January 2022

DR. RENEE A. LAMELA
SUC President III
DEBESMSCAT
Cabitan, Mandaon, Masbate

Dear **President Lamela**:

This is to transmit the notarized Memorandum of Agreement (MOA) between DOST V, DEBESMSCAT and LGU-Milagros for the implementation of the project "Prodsuct and Process Standardization and Product Development of Carmelado." It is a component project of DOST V-GIA with funding support amounting to Php. 857,700.00 for your information and reference.

Thank you.

Truly yours,

MA. THERESA D. ALCANTARA
ARD-TO

encl: a/s

cc: PSTC-Masbate

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This **MEMORANDUM OF AGREEMENT** made and entered into and executed by and among:

The **DEPARTMENT OF SCIENCE AND TECHNOLOGY REGIONAL OFFICE NO. V,** a government agency devoted to the promotion of science and technology (S&T) to benefit a large mass of people in the region, with principal address at Regional Center Site, Rawis, Legazpi City represented herein by Regional Director **MR. ROMMEL R. SERRANO**, and hereinafter referred to as **DOST V**;

The **DR. EMILIO B. ESPINOSA SR. MEMORIAL COLLEGE OF AGRICULTURE AND TECHNOLOGY**, the lone state college in the Province of Masbate, with main campus in Cabitan, Mandaon, Masbate, herein represented by SUC President III **DR. RENEE A. LAMELA**, and hereinafter referred to as **DEBESMSCAT**;

and

The **LOCAL GOVERNMENT UNIT OF MILAGROS, MASBATE,** a local government unit created under and by virtue of the laws of the Republic of the Philippines, with principal address at Municipal Hall of Milagros, Masbate, represented herein by Municipal Mayor **HON. NATIVIDAD ISABEL R. MAGBALON**, and hereinafter referred to as **LGU-MILAGROS**.

WITNESSETH:

WHEREAS, **DOST V** is mandated to promote S&T initiatives, develop local capability to achieve technological self-reliance, and promote public and private partnership to take productive role in S&T activities in Bicol;

WHEREAS, **DOST V** recognizes the need to strengthen the S&T services for micro, small, and medium enterprises in the food processing industry of Bicol to harness its growth potentials and optimize its contributions to regional development;

WHEREAS, **LGU-MILAGROS**' local delicacy is *carmelado* or pastillas de leche, since its first appearance in 1950, it has thrived into a full-blown local industry, providing livelihood to about 100 families in Milagros as suppliers of carabao/cow's milk, producers, and vendors;

WHEREAS, **LGU-MILAGROS** is committed to strengthening the *carmelado* industry in partnership with **DOST V** and **DEBESMSCAT** through this project;

WHEREAS, the original recipe of *carmelado* need to be preserved and officialy recognized as a local food heritage in Masbate, and developed through appropriate S&T interventions;

ROMMEL R. SERRANO, Regional Director, DOST V
JOSIE D. ALBAO, PSTD- Masbate, DOST V
RENEE A. LAMELA, President, DEBESMSCAT
ERWIN H. MALTO, Vice President for Research, Extension, and Business Affairs, DEBESMSCAT
NATIVIDAD ISABEL R. MAGBALON, Mayor, LGU-Milagros
JESSICA F. MADRILEJOS, Municipal Planning and Development Officer, LGU-Milagros

WHEREAS, **DEBESMSCAT** has the capacity to undertake industry-based research and development anchored on the core competence of the faculty and its other resources alongside with partnership building and networking, thereby improving the productivity of economic sectors supportive of sustainable provincial development;

WHEREAS, **DEBESMSCAT** endeavors to standardize the original *carmelado* recipe and develop product variants through the implementation of the project **"Product and Process Standardization and Product Development of** *Carmelado*;"

WHEREAS, **DOST V, DEBESMSCAT, LGU-MILAGROS** possess the technical qualifications, commitment, and sense of responsibility deemed necessary to implement and monitor the aforesaid project.

WHEREAS, the parties agree that the output of the project will serve the small producers of *carmelado* in Milagros, Masbate

NOW, THEREFORE, for and in consideration of the foregoing, the parties hereto agree to the provisions of this MOA:

1. Project Title: Product and Process Standardization and Product Development of *Carmelado*

2. Objectives of the Project:

   The project aims to strengthen the *carmelado* industry in Milagros, Masbate. In particular, it aims to:

   2.1 Establish product and process standards for the original *carmelado*;
   2.2 Establish a sensory laboratory in support to 2.1;
   2.3 Develop three product variants; and
   2.4 Provide scientific basis in support of a proposed local legislation establishing a *carmelado* industry cluster and launching *carmelado* as a cultural heritage in Milagros, Masbate.

3. Obligations of **DOST V**

   DOST V shall:

   3.1 Provide counterpart fund to **DEBESMSCAT** in the total amount of **Eight Hundred Fifty-Seven Thousand Seven Hundred Pesos (P857,700.00)** for the required laboratory tests, and acquisition/fabrication of the equipment sought for the project in accordance with the specifications provided in the attached Line-Item Budget marked as **Annex B** and made an integral part of this Agreement;

   3.2 Implement the project in accordance with the attached Schedule of Activities marked as **Annex A** and made an integral part of this Agreement;

   3.3 Provide package of technical support for the successful implementation of the project

   3.4 Initiate planning, monitoring, and evaluation of the project;

   3.5 Assist forge linkages and networks with other relevant institutions;

   3.6 Designate focal person who will coordinate and monitor the project implementation;

   3.7 Undertake regular monitoring and evaluation of project activities and developments and, in coordination with **DEBESMCAT** and **LGU-MILAGROS**, recommend measures necessary to ensure success of the project.

4. Obligations of **DEBESMSCAT**

   DEBESMSCAT shall:

   4.1 Take charge of the purchase and acquisition of equipment in consultation with **DOST V**, and in accordance with the specifications provided in the attached Line-Item Budget marked as **Annex B** and made an integral part of this Agreement;

   4.2 Provide building which will serve as a facility for product standardization and development of *carmelado* and will house the equipment to be acquired through the assistance from **DOST V**, as a counterpart in project implementation;

   4.3 Establish adequate sensory laboratory with a floor space of 80-100 square meters and fully equipped to undertake sensory evaluation and analysis;

   4.4 Allow **DOST V** and **COA** representative/s access to the aforementioned facilities for any activities relevant to the implementation of the project;

   4.5 Provide the required personnel complement, a BS degree holder in Food Technology with relevant experience in product standardization and development, to implement the project;

   4.6 Implement the project in accordance with the methodology enumerated in the approved project proposal;

4.7 Coordinate with **DOST V** all activities to be implemented for the project;

4.8 Take charge of purchasing the equipment in consultation with DOST V in accordance with the specifications provided under the approved line-item budget

4.9 Procurement of equipment included in the line-item budget shall be purchased using grant funds and shall be covered by Property Acknowledgment Receipt (PAR);

4.10 Submit terminal report with photo documentation and other documentary requirements for the liquidation of funds released by **DOST V** not later than sixty (60) calendar days after the delivery of purchased DOST V equipment and disbursement of funds as indicated in **Annex A**.

4.11 In consultation with the Project Management Team (PMT), undertake a progressive plan for the eventual turnover of the equipment in support of instruction, research, production, and extension services of **DEBESMSCAT** after the implementation of the project;

4.12 In consultation with the PMT, formulate an operating policy and guidelines on the use, access and overall operation of the project;

4.13 Notify **DOST V** of any deviations in the activities and plans during the one-year implementation of the project;

4.14 Submit to **DOST V** quarterly progress reports (with photo documentation) of project activities including accomplishments and problems met *not later than one week after the end of each quarter;*

4.15 Submit Terminal Financial Report duly received by the Agency's Commission on Audit (COA) Auditor within three (3) months after end of project using the following DOST Forms;

4.15.1 DOST Form 8 Semi-Annual/Annual Financial Report (FR) certified correct by the agency's accountant and approved by the head of the implementing agency;

4.15.2 Report of Check Issued and Report of Disbursement certified correct by the Certified Public Accountant, approved by the Head of Implementing Agency (IA) and duly audited by the Auditor of the AI;

ROMMEL R. SERRANO, Regional Director, DOST V
JOSIE D. ALBAO, PSTC- Masbate, DOST V
RENEE A. LAMELA, President, DEBESMSCAT
ERWIN H. MALTO, Vice President for Research, Extension, and Business Affairs,
NATIVIDAD ISABEL R. MAGBALON, Mayor, LGU-Milagros
JESSICA P. MADRILEJOS, Municipal Planning and Development Officer,

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5.6 Participate and assist in the conduct of planning, monitoring and evaluation of the project;

5.7 Promote and adopt by means of local legislation the product and process standards of the original *carmelado* to be developed through the project;

5.8 Acknowledge the assistance of **DOST V** and **DEBESMSCAT** in all reports, products, papers and materials produced out of project activities.

6. The equipment and tools procured out of **DOST V** fund shall remain as property of DOST V until a formal transfer to **DEBESMSCAT**.

7. Realignment of the approved Line-Item Budget (LIB) is subject to prior approval from **DOST V**. Request for realignment shall be made at least one month before the end of the project's current year and shall not exceed three times in each implementation year (including approved extension) except for meritorious cases approved by **DOST V**.

8. **DOST V** has the right to retrieve the equipment and tools provided if found not in use for the intended purpose by **DEBESMSCAT**.

9. This joint undertaking shall take effect upon the signing of each party represented herein; however, monitoring and evaluation shall be done by the **DOST V** to ensure sustainability of the project even beyond the effectivity of this Agreement.

10. **APPLICABLE LAWS, RULES AND REGULATIONS**

10.1 Pertinent provisions of applicable DOST memorandum circulars, rules and regulations governing intellectual property shall apply in this Agreement. Any dispute, claims or disagreement arising from the implementation of this Agreement shall be resolved through recourse to said DOST issuance, and any other matter not covered thereof shall be resolved by reference to the applicable provisions of R.A. 8293 (INTELLECTUAL PROPERTY CODE OF THE PHILIPPINES) and R.A. 10055 (PHILIPPINE TECHNOLOGY TRANSFER ACT OF 2009) and its implementing rules and regulations.

10.2 The parties further agree that in case of legal actions requiring court litigations that may arise in the enforcement of this contract, the venue of all court litigations shall be in the Courts of Competent Jurisdiction in Taguig City.

11. **EFFECTIVITY**

This Memorandum of Agreement shall take effect immediately upon signing of the parties hereto and shall remain in force for a period

ROMMEL R. SERRANO, Regional Director, DOST V
JOSIE D. ALBAO
RENEE A. LAMELA, President, DEBESMSCAT
ERWIN H. MALTO, Vice President for Research, Extension, and Business Affairs,
NATIVIDAD ISABEL R. MAGBALON, Mayor, LGU-Milagros
JESSICA P. MADRILEJOS, Municipal Planning and Development Officer,

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ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES
LEGAZPI CITY) **S.S.**

BEFORE ME, a Notary Public for and in the LEGAZPI CITY Philippines, this 17 DEC 2021, personally appeared the following persons exhibiting to me their respective Identification Documents (IDs) specified below:

NAME	VALID I.D. NO.	PLACE/DATE ISSUED
ROMMEL R. SERRANO	GSIS ID No. CRN-006-0070-9230-3	Pasay City
RENEE A. LAMELA		
NATIVIDAD ISABEL R. MAGBALON		

All known to me to be the same persons who executed the foregoing instrument and they acknowledged to me that the same is their free and voluntary act and deed as well as the voluntary act of the institutions/agencies they represent.

This instrument consists of eight (8) pages including this page wherein the acknowledgment is written, duly signed by the parties and their witnesses on each and every page thereof.

IN WITNESS WHEREOF, I have hereunto set my hand and seal, this day, the year and the place above written.

ATTY. ROLLY G. MANDORE
Notary public for Legazpi City, Province of Albay
Commission No. DVP-2012-06
Issued on 1/17/2012 valid until 12/31/2021
PTR No. 6[illegible]0519
[illegible] 2012, Leg. City
[illegible] 2012, Leg. City
[illegible] No. 6-[illegible]
Issued on [illegible] Valid until April 14, 2022
Rm. 220 [illegible] Legazpi City
Contact [illegible] 09178022706
[illegible]@yahoo.com

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Series of 2021

ROMMEL R. SERRANO, Regional Director, DOST V
JOSIE D. ALBAO, PSTC- Masbate, DOST V
RENEE A. LAMELA, President, DEBESMSCAT
ERWIN H. MALTO, Vice President for Research, Extension, and Business Affairs,
NATIVIDAD ISABEL R. MAGBALON, Mayor, LGU-Milagros
JESSICA P. MADRILEJOS, Municipal Planning and Development Officer, LGU-Milagros

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ANNEX A

SCHEDULE OF ACTIVITIES

Project Title : **PRODUCT AND PROCESS STANDARDIZATION AND PRODUCT DEVELOPMENT OF *CARMELADO***

Activities	Schedule 2021			2022										Responsible Entities
	O	N	D	J	F	M	A	M	J	J	A	S	O	N	
1. Submission of proposal														PSTC-Masbate, DEBESMSCAT, LGU-Milagros
2. Proposal evaluation and approval														PSTC- Masbate
3. MOA Signing and Fund Release														DOST V, DEBESMSCAT, LGU-Milagros
4. Convening of the Project Management Team														PMT
5. Procurement of equipment & supplies														DEBESMSCAT, DOST V
6. Establishment of Sensory Laboratory														DEBESMSCAT, DOST V
7. Indigenous Knowledge Assessment														DEBESMSCAT, LGU
8. Product and process standardization														DEBESMSCAT, DOST V
9. Submission and approval of product and process standards														DEBESMSCAT, LGU
10. Product development														DEBESMSCAT
11. Monitoring/submission of quarterly report														PSTC-Masbate, DEBESMSCAT
12. Presentation of results to stakeholders														PMT
13. Submission of completion report														DEBESMSCAT, PSTC-Masbate

ROMMEL R. SERRANO, Regional Director, DOST V
JOSIE D. ALBAO, PSTC- Masbate, DOST V
RENEE A. LAMELA, President, DEBESMSCAT
ERWIN H. MALTO, Vice President for Research, Extension, and Business Affairs,
NATIVIDAD ISABEL R. MAGBALON, Mayor, LGU-Milagros
JESSICA P. MADRILEJOS, Municipal Planning and Development Officer,

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ANNEX B

LINE ITEM BUDGET

Project Title : PRODUCT AND PROCESS STANDARDIZATION AND PRODUCT DEVELOPMENT OF *CARMELADO*

Item	Qty	Unit	Unit Price	DOST V	DEBESMSCAT	LGU-Milagros	TOTAL
I. PERSONAL SERVICES 1 Science Research Specialist I (Food Technologist) - SG 13 x 12 mos. @ 33,531.20/month					407,174.40		407,174.40
II. MOOE							
Supplies and Materials					50,000.00		50,000.00
Transportation Expenses							
Traveling expenses				30,000.00	30,000.00	30,000.00	90,000.00
Transportation of samples for analysis to DOST V-RSTL and/or DOST-FNRI					25,000.00		25,000.00
Communication Expenses Cell card (Php500/card)	4	pc	500.00		2,000.00		2,000.00
Representation Expenses							
Coordination meetings						45,000.00	45,000.00
Laboratory tests							
Total Fat Free Fatty Acid Peroxide Value Water Activity Yeasts and Molds Count Salmonella Count Coliform Count E. Coli Count Aerobic Plate Count Sugar Content -for the original carmelado (3 samples) @ P10,450.00/test	Lump	Sum		31,350.00			31,350.00
Shelf analysis of original carmelado				100,000.00			100,000.00
-for the standard carmelado x3 tests @ P10,450.00/test				31,350.00			31,350.00
-for three variants x3 tests @P10,450.00/test/variant				94,050.00			94,050.00
III. Capital Outlay							
Molder -LxWxH: 35"x19.5"x1" -made of 1.4mm T30 FG stainless steel -with stainless steel rolling pin			20,000.00	20,000.00			20,000.00
Confectionery Guitar Cutter -double blade	1	Unit					110,000.00

ROMMEL R. SERRANO
Regional Director, DOST V

JOSIE D. ALBAO

RENEE A. LAMELA
President, DEBESMSCAT

ERWIN H. MALTO
Vice President for Research, Extension, and Business Affairs,

NATIVIDAD ISABEL R. MAGBALON
Mayor, LGU-Milagros

JESSICA P. MADRILEJOS
Municipal Planning and Development Officer,

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steel arms for each, ion: 490x490x97mm x300mm cutting s blade sizes: 15mm, 30mm 304 stainless steel justable cutting			110,000.00	110,000.00		
Mixer king capacity ocket capacity red Low pressure	1	Unit	184,000.00	184,000.00		184,000.00
s Steel Table sions: 4'x8' ottom shelf	1	Unit	28,000.00	28,000.00		28,000.00
Analyzer m Readability: g or 0.01/0.1% stable) : Straight type pen heater of Heater: 400W - rature Setting: 00°C (1°C ements) e restriction when ding 180°C. ze: φ95mm 220~240VAC, z	1	Unit	120,000.00	120,000.00		120,000.00
refractometer proof keyboard, ese ix measurement of 0% gh measurement acy at +/-0.1% Brix	1	Unit	60,950.00	60,950.00		60,950.00
Weighing scale ing Capacity (g): 1 ement: With External bs ability (mg): 10 stability (standard tion) (mg): 10 ity deviation (mg): 30 al stabilization time(s): ing pan size (mm): 0 weight, approx (kg): kg ension, D x W x H x 216 x 360 x 95 mm	1	Unit	75,000.00	75,000.00		75,000.00
od thermometer urement Range: °F to 311°F (-40°C 55°C) ating Range: 32°F to 22°F (0°C to 50°C) or: Thermistor	1	Unit	3,000.00	3,000.00		3,000.00

ERWIN H. MALTO
Vice President for Research, Extension, and Business Affairs,

JOSIE D. ALBAO

JESSICA P. MADRILEJOS
Municipal Planning and Development Officer,
LGU-Milagros

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Resolution: 0.1°F/°C Display Reading Update: 1 second Waterproof						
Sensory Laboratory (To be built inside an existing building) with 60-100 square meters floor space counting table with chairs -sinks -panel booths -lavatory -refrigerator w/ freezer -lights -partitions -cupboards	lump	sum		200,000.00		200,000.00
TOTAL			881,710.00	714,174.40	75,000.00	1,670,884.40

ROMMEL R. SERRANO
Regional Director, DOST V

JOSIE D. ALBAO

RENEE A. LAMELA
President, DEBESMSCAT

ERWIN H. MALTO

NATIVIDAD ISABEL R. MAGBALON
Mayor, LGU-Milagros

JESSICA P. MADRILEJOS

of five years. The project shall be implemented for one year as scheduled after release of the funding assistance from **DOST V**. Extension, amendments, revision, deletion, and addition to this Agreement shall be subject to the mutual consent of the parties concerned.

IN WITNESS WHEREOF, parties hereto set their hands in this ___ day of _____, 2021 in Legazpi City.

DEPARTMENT OF SCIENCE AND TECHNOLOGY (DOST V)

ROMMEL R. SERRANO
Regional Director

DR. EMILIO B. ESPINOSA MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY

RENEE A. LAMELA
President

LOCAL GOVERNMENT UNIT OF MILAGROS, MASBATE

NATIVIDAD ISABEL R. MAGBALON
Mayor

Signed in the presence of:

JOSIE D. ALBAO
Provincial S&T Director

ERWIN H. MALTO
DEBESMSCAT Vice President for Research, Extension, and Business Affairs

JESSICA P. MADRILEJOS
Municipal Planning and Development Officer,
LGU-Milagros

Certified Funds Available:

JOYCE G. FRILLES
Accountant III, DOST V

OBR # 2021 - 1712 GF
8 December 2021

DEBESMSCAT-MASIPAG FARMERS ASSOCIATION

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

The **DR. EMILIO B. ESPINOSA, SR. MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY (DEBESMSCAT),** a state-supported Higher Education Institution, with principal address at Cabitan, Mandaon, Masbate, Philippines represented by its president, **RENEE A. LAMELA,** herein referred to as "First Party";

and

The **Masipag Farmers Association** with office address at Cabitan, Mandaon, Masbate represented, by its President, **NARIE M. ASUNCION**, herein referred to as "Second Party".

WITNESSETH

WHEREAS, the DEBESMSCAT and the **Masipag Farmers Association** entered into a Memorandum of Agreement (MOA) and committed to serve in attaining its vision, mission, goals and objectives in transforming the lives of asean nationals especially Mandaonians.

WHEREAS, the DEBESMSCAT is mandated to give professional and technical trainings, provide advanced and specialized instructions to the stakeholders to attain its vision in transforming the lives of Asian communities specifically the Masbateños.

WHEREAS, the first party an advocate of organic agriculture is interested to extend services in agricultural undertaking to the second party to empower them by enhancing their knowledge, skills and values pivotal in the production of safe and nutritious food for their family and community using organic farming technologies.

WHEREAS, the second party commits to lead their respective barangay in the implementation of the program and help in capacity building of its constituents to harness their full potentials on farm production initiatives.

WHEREAS, the second party shall make ordinances relative to the program for effective delivery and implementation of the program to enable program visible in the community.

WHEREAS, the second party also envisions to transform the lives of their constituents.

NOW THEREFORE, for and in consideration of the foregoing premises and mutual covenant stipulated, the FIRST PARTY and the SECOND PARTY agreed to the following terms and condition, to wit:

1. That in view of the foregoing considerations, the First Party shall undertake the following activities:

   a. Assist the Second Party in Capacity Building, preparing project proposal, feasibility or program of activities, making ordinances more particularly in crop and animal production.

   b. Monitor the farming activities during Fridays and/or holidays or any day as deemed necessary upon request by the Second Party to ensure the successful operations and implementations in their respective barangays

   c. Bring new technology/package technology for adoption by the community.

   d. Conduct impact assessment of the program implementation.

   e. Sustain the project to ensure attaining their vision, mission and objectives.

2. RESPONSIBLITIES OF THE SECOND PARTY

   a. Understand the responsibility of the Barangay in the conduct of Extension Activities.
   b. Commit to implement Republic Acts and develop ordinances relative to the program to ensure visibility of the program in their respective community
   c. Assist and support the needs of the first party during training or consultation meeting in their respective barangay.
   d. Make Action Plan to reinforce program implementation.
   e. Monitor, record, document activities undertaken
   f. Establish Demonstration site/ Techno-demo
   g. Create/Establish Farmer's Organization
   h. Serve as adopter of the new technology

3. That this Memorandum of Agreement will be in full force and effect on the date of its signing and will continue to effect unless sooner dissolved in mutual agreement by the signatories hereof on justifiable grounds.

That this Memorandum of Agreement will be in full force and effect on the date of its signing and will continue to effect unless sooner dissolved in mutual agreement of the parties concerned.

IN WITNESS HEREOF, the FIRST PARTY and the SECOND PARTY here unto set their hands this_____of _____2020.

RENEE A. LAMELA
First Party

NARIE M. ASUNCION
Second Party

Signed in the presence of:

MILAGROS A. CELEDONIO
Dean, Graduate School

DONNA L. VALLER, Ph.D

DEBESMSCAT-DEPARTMENT OF AGRICULTURE REGIONAL FIELD OFFICE NO.5

MEMORANDUM OF AGREEMENT
(Livelihood Development Assistance Program)

KNOW ALL MEN BY THESE PRESENTS:

This agreement made and executed by and between:

The **DEPARTMENT OF AGRICULTURE REGIONAL FIELD OFFICE NO. 5 (DA-RFO 5)**, with principal office at San Agustin, Pili, Camarines Sur, represented by its Regional Executive Director, **RODEL P. TORNILLA, MABE**, herein referred to as the **"DA-RFO 5"**; and

The **DR. EMILIO B. ESPINOSA SR. MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY (DEBESMSCAT)** with principal office at **Cabitan, Mandaon, Masbate** represented herein by **RENEE A. LAMELA, Ph.D.** hereinafter referred to as the **RECIPIENT**.

WITNESSETH

Whereas, it is a vowed policy of this government to conserve and preserve its precious meager livestock resources, to pursue and achieve self-sufficiency and self-reliance;

Whereas, the Department of Agriculture (DA) is one of the major government agencies tasked to implement programs that will increase food production, decrease hunger incidence and help alleviate poverty;

Whereas, the Livestock & Poultry Program is one of the banner programs of the DA that is concerned with ensuring the continuous production of farm animals as source of meat, milk, eggs and other livestock & poultry products to reduce the hunger incidence and malnutrition problem as well as to augment the income of the vulnerable sectors of the society;

Whereas, the DA through its regional arms (RFOs), particularly the DA RFO-5, shall implement the Establishment of Multiplier Farm (MF) Project in Bicol Region, which general objective is to establish production centers in strategic areas in the region where deserving recipients may obtain animals and other inputs for their livelihood. Multiplier Farms will enable institution/farmers to increase their income;

Whereas, the **DA RFO 5** will provide technical supervision and logistic support to the recipients – Farmers Organizations (FOs), Local Government Units (LGUs), State Colleges/ Universities (SUCs) or Rural Improvement Club (RIC) in implementing the project subject to the terms agreed upon;

Whereas, the **RECIPIENT** agrees to establish a MF Project on their land or designated area duly covered by a Deed of Donation, Deed of Sale or Deed of Usufruct and to provide other needed support for its maintenance;

WHEREFORE, for and in consideration of the above premises and the covenants set forth, the parties hereby agree to the following:

Article I
NATURE AND SCOPE OF AGREEMENT

The Memorandum of Agreement pertains to the provision of stocks by the DA-RFO5 to the **RECIPIENT** for the Establishment of Project in an identified area to be maintained by the selected FO/LGU/RIC for the project. The selection of the site and beneficiary shall be in accordance with a set forth criteria in the implementing guidelines of the project.

Article II
ROLES AND RESPONSIBILITIES

DA-RFO 5 shall:

1. Provide any or all of the following for the establishment of the Livelihood Assistance Program
   - Animals – Livestock Outlay (CO). To include freight and Handling-Transportation and delivery of 1,200 heads chicken
2. Provide technical assistance and capability building activities such as trainings/seminars
3. Monitor and report status of the Livelihood Program

The RECIPIENT (FO/LGU/RIC) shall:

1. Ensure that the land where the project will be established is free from any encumbrance and is ready for the construction of housing and fence.
2. Prepare needed facilities for housing, feeding, water and lighting; develop pasture areas; provision of feeds, drugs and biologics, etc.;
3. Provide yearly financial allocation for the maintenance of MF;
4. Provide necessary manpower and supervision for the day-to-day operation;
5. Shall maintain a recording system for the project and provide regular report as to the status of animals (inventory, mortality and distribution, etc.);
6. Provide needed information during DA monitoring activity;
7. Receive documents of inputs provided by the DA;
8. Repayment will be done in 1:1 ratio to be distributed to the next-in-line beneficiaries.

Article III
OTHER TERMS

Eligibility and Requirements

The target recipients should be able to show competence and readiness to sustain and operate their production center. The livestock sector development should be among the priorities of the target areas and livestock and/or poultry should be adaptable and has the potential for development in the locality.

A. Selection of Recipients:

1. Must provide proof of legal tender of the land where the project will be established.
2. With existing housing facility where the animals will be housed and raised.
3. With supply of potable water and electricity.
4. Have sufficient area that can be planted with grasses, legumes, fodder trees and other source of feeds especially for ruminant animals.
5. Must be willing to undergo trainings and seminars.
6. Must be able to comply with other technical provisions and documentations as may be required by the DA-RFO.

B. Documentary Requirement

1. Letter of Intent of the **RECIPIENT** addressed to the DA-Regional Executive Director where the project shall be established.
2. Project proposal indicating counterpart like provision of feeds, drugs and biologics, repair of housing facilities for feeding, water and lighting and pasture development, etc.
3. Certificate of land entitlement/usufruct (*for at least 5 years*) /deed of donation of the proposed site.

IN WITNESS WHEREOF, PARTIES have berounto affixed their signatures this ____ day of _____, 2021 at _____

DEPARTMENT OF AGRICULTURE REGIONAL FIELD OFFICE NO. 5	DR. EMILIO B. ESPINOSA SR. MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY (DEBESMSCAT)
By:	By:
RODEL P. TORNILLA, MABE Regional Executive Director	RENEE A. LAMELA, Ph.D. (VICE PRESIDENT)

SIGNED IN THE PRESENCE OF:

_____ PAFC Chairman	PASTOR D. DALAGDON Municipal Agriculturist/PA/ FO member/authorized representative
MARISA E. GUILLERMO, DVM Regional Livestock & Poultry Program Coordinator	MEGA L. MARID Agricultural Technician

ACKNOWLEDGEMENT

REPUBLIC OF THE PHILIPPINES)
_____) S.S.

BEFORE ME, a NOTARY PUBLIC, this _____ day of _____ 2021, in _____ Camarines Sur, personally appeared the following:

Name	*Current Identification Document*	*Card No.*	*Issuing Authority*
RODEL P TORNILLA, MABE In his capacity as Regional Executive Director, Department of Agriculture -RFO 5			

known to me the same persons who executed the foregoing instrument and acknowledge that the same is their voluntary act and deed as the agencies/parties they represent.

This instrument consisting of four (4) pages including the page of which this acknowledgement is written was signed on each and every page thereafter by parties and their witnesses and stamped with my notary seal.

Doc. No. 99
Page No. 11
Book No. 104
Series of 2021

ATTY. RUBEN A. SONGCO
NOTARY PUBLIC FOR MASBATE

DEBESMSCAT-Universitas Brawijaya, Indonesia

MEMORANDUM OF AGREEMENT
BETWEEN
FACULTY OF COMPUTER SCIENCE, UNIVERSITAS BRAWIJAYA, INDONESIA
AND
DR. EMILIO B. ESPINOSA SR. MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY, PHILIPPINES

In consideration of the wish of the Faculty of Computer Science of Univeritas Brawijaya, Indonesia and Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT), Philippines and to establish cooperation within the framework of the academic exchange with the aim of promoting mutual academic cooperation and exchange.

This UNDERSTANDING entered into by and between:

Faculty of Computer Science of Universitas Brawijaya located at **Jl. Veteran, Malang 65145, East Java, Indonesia** represented herein by its **Dean, Ir. Tri Astoto Kurniawan, S.T., M.T., Ph.D., IPM.** and shall include its lawful representatives and permitted assigns of the first party.

and

Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT) located at **Mandaon, Masbate, Philippines** represented herein by its **SUC III President**, **Dr. Arnel B. Millesca** and shall include its lawful representatives and permitted assigns of the second party.

Whereas: Parties agree to cooperate on academic programs based on equality and reciprocity;

Whereas: Pursuant to prevailing laws and regulations in their respective countries, as well as the procedures and policy of the Government of Indonesia and the Government of Philippines concerning international collaboration on academic, scientific, and research cooperation;

Therefore, in consideration of the above, the Parties have decided to enter into a Memorandum of Understanding which, from the date of its signature.

Parties agree as follows:

Article One
Objective

The objective of the collaboration between parties is to promote mutual academic cooperation and exchange between parties.

Article Two
Areas of Collaboration

a) The parties will jointly develop the following activities based on their respective academic and educational needs, such as:
   1) Exchange of faculty members and students;
   2) Exchange of academic literature, knowledge and information;
   3) Collaborative research; and/or
   4) Any other activities to be decided on the basis of mutual agreement by the parties.
b) This collaboration will be carried out by related study programs as follows:
   1) Bachelor of Informatics Engineering at the first party;
   2) Bachelor of Computer Engineering at the first party;
   3) Bachelor of Information Systems at the first party;
   4) Bachelor of Information Technology at the first party;
   5) Bachelor of Information Technology Education at the first party;
   6) Master of Computer Science at the first party;
   7) Master of Information System at the first party;
   8) Doctor of Computer Science at the first party;
   9) Bachelor of Science in Computer Science at the second party;
   10) Bachelor of Science in Information Systems at the second party;
   11) Bachelor of Technology and Livelihood Education at the second party;
   12) Bachelor of Science in Computer Engineering at the second party;

Article Three
Methods of Cooperation

The implementation of each joint activity set out in this Memorandum of Understanding shall be separately negotiated and determined by the parties. Details of the implementation shall be set forth in a contract to be signed at the appropriate time by representative of the parties.

Article Four
Financial Provision

The terms and necessary budget for each program and project will be described in separate documents, which will be prepared subsequent to this Memorandum of Agreement will be signed by both parties prior to the initiation of a cooperative program or project.

Article Five
Non-Binding Document

a) This Memorandum of Understanding is not intended to be legally binding document. It is meant to describe the nature and to suggest the guidelines of the cooperation between the Parties as described above.

b) Nothing shall diminish the full autonomy of either party nor will any constraints or financial obligations be imposed by either upon the other in carrying out the Memorandum of UNDERSTANDING.

Article Six
Duration and Termination

a) This Memorandum of Understanding becomes effective upon completion of the signatures, valid for a period of 5 years from the date of signing.

b) This Memorandum of Understanding is subject to revision or renewal by mutual agreement.

Article Seven
Notices

Any communication under this Memorandum of Agreement will be delivered to the recipient address or electronic mail address or telephone number which is duly acknowledged:

Faculty of Computer Science, Universitas Brawijaya, Indonesia
Name : Ir. Tri Astoto Kurniawan, S.T., M.T., Ph.D., IPM.
Position : Dean
Phone : (+62)341-577911
Email : filkom@ub.ac.id

Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT), Philippines
Name : Dr. Arnel B. Millesca
Position : SUC III President
Phone : (+63)9399264033
Email : officialmail@debesmscat.edu.ph

IN ACCEPTANCE OF THE TERMS AND CONDITIONS OF THIS MEMORANDUM OF UNDERSTANDING

Signed for and on behalf of Faculty of Computer Science, Universitas Brawijaya	Signed for and on behalf of Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT)
Ir. Tri Astoto Kurniawan, S.T., M.T., Ph.D., IPM. Dean Faculty of Computer Science	**ARNEL B. MILLESCA, EdD, JD** SUC III President
Date: 04/08/2025	Date: 04/08/2025

DEBESMSCAT-Universitas Negeri Jakarta, Indonesia

MEMORANDUM OF UNDERSTANDING
BETWEEN
UNIVERSITAS NEGERI JAKARTA, INDONESIA
AND
DR. EMILIO B. ESPINOSA, SR. MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY, PHILIPPINES

This MEMORANDUM OF UNDERSTANDING (hereinafter referred to as "MOU") is made on 4 March 2025.

BETWEEN

UNIVERSITAS NEGERI JAKARTA (hereinafter referred to as "UNJ"), a public university established in 1964, and having its registered address on Jalan Rawamangun Muka, Jakarta Timur 13220, Indonesia, and shall include its lawful representatives and permitted assigns; hereinafter referred to singularly as "the First Party".

AND

DR. EMILIO B. ESPINOSA, SR. MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY (hereinafter to as "**DEBESMSCAT**"), a state institution in the Philippines, located at Cabitan, Mandaon, 5411, Masbate, Philippines, as the second party.

WHEREAS
hereinafter referred to individually as the "Party" and collectively as the "Parties". Have reached the following understanding:

ARTICLE 1
OBJECTIVE

The objective of this MoU is to establish a framework for collaboration between UNJ and DEBESMSCAT to promote academic cooperation, enhance educational opportunities, and foster international understanding. This MOU outlines the intentions of both institutions to collaborate in areas of mutual interest and other collaborations mutually beneficial to both Parties.

ARTICLE 2
SCOPE OF COOPERATION

2.1 The parties shall encourage and facilitate the following scope of cooperation, but not limited to:
a) Exchange of faculty and/or staff;
b) Exchange of students;
c) Collaborative research and publication;
d) Internship Program;
e) Visiting scholars;
f) Exchange of academic materials and other information;
g) Special short-term academic program;
h) Joint workshops, seminars, and conferences;
i) Participation in seminar and academic meetings
j) Any other fields that are agreed upon by both parties in future.

2.2 The terms of such mutual cooperation of each program and activity enumerated above are not exhaustive and the parties may agree to include such other programs or activities as may be necessary and identified later which shall be mutually discussed and agreed upon in writing by both parties prior to the initiation of the particular program or activity and such shall be negotiated as required.

2.3 UNJ and DEBESMSCAT may appoint the coordinator from each party for the development and management of joint activities.

ARTICLE 3
FINANCIAL ARRANGEMENTS

3.1 This Memorandum of Understanding will not give rise to any financial obligation by one Party to the other and each Party will bear its own cost and expenses in relation to the academic activities under this Memorandum of Understanding.

3.2 Notwithstanding the provision of sub-article 3.1, the Parties agree to discuss and further negotiate before implementing any specific academic or research program(s) on specific budget.

3.3 Any intellectual property developed on collaborative research conducted under this MoU or any contracts pertaining to fee for services rendered will be addressed on a case-by-case basis under separate agreements.

ARTICLE 4
ENTRY INTO FORCE, DURATION AND TERMINATION

4.1 This MoU will come into effect on the date of signing and will remain in effect for a period of five (5) years unless terminated by either Party by giving six (6) months notice in writing.
4.2 This MoU may be extended for a further period subject to mutual agreement in writing by the Parties.
4.3 The termination of this MoU shall not affect the validity and duration of any on-going programs or activities made prior to the termination of this MoU until the complition of such programs or activities.

ARTICLE 5
INTELLECTUAL PROPERTY RIGHTS

5.1 The Parties agree that any intellectual property arising under the implementation of this MoU will be jointly owned and:
a. Each Party shall be allowed to use such intellectual property for the purpose of maintaining, adapting, and improving the relevant property;
b. Each Party shall be liable for any claim made by any third party on the ownership and legality of the use of the intellectual property rights which is brought in by the aforementioned party for the implementation of the cooperation activities under this MoU.

5.2 If either Party whises to disclose confidential data and/or information resulting from the cooperation activities under this MoU to any third party, the disclosing Party must obtain prior consent from the other Party before any disclosure can be made.
5.3 In the event the intellerctual property is used by a Party and/or institution on behalf of the Government for commercial purpose, the other Party shall be entitled to obtain an equitable portion of royalty.
5.4 Whenever each party requires the cooperation another party outside the Republic of Indonesia and the Kingdom of Morocco for any commercial undertaking resulting from intellectual property covered by this MoU, this Party will give first preference of the cooperation to the other Party under this MoU, which will be waived, if the other Party is unable to participate in a mutually benefficial manner.

ARTICLE 6
LIMITATION OF PERSONNEL ACTIVITIES

The Parties shall ensure that their personnel engaged in the activities under this MoU shall not engage in political affairs and any ventures or activities in Indonesia and Morocco outside the program under this MoU.

ARTICLE 7
NOTICES

Any communication under this MoU will be in writing in the English language and delivered by registered mail to the address or sent to the electronic mail address of UNIVERSITAS NEGERI JAKARTA or DR. EMILIO B. ESPINOSA, SR. MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY, as the case may be, shown below or to such other address or electronic mail address as either Party may have notified the sender and shall, unless otherwise provided herein, be deemed to be duly given or made when delivered to the recipient at such address or electronic mail address which is duly acknowledged:

To Universitas Negeri Jakarta
Address : UNJ Rectorate Building, First Floor
Jl. Rawamangun Muka, Jakarta Timur 13220, Indonesia
Telephone No. : +6221-4893982/ +6221-4893982
Fax : +6221-4896977
Website : www.unj.ac.id
Contact : Vice Rector for Cooperation and Business
Email : pr4@unj.ac.id, wr4@unj.ac.id

To Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology
Address : Mandaon, Masbate, Philippines.
Website : debesmscat.edu.ph
Contact : +639388162766
Email : internationalaffairs@debesmscat.edu.ph; nfabantillo@debesmscat.edu.ph

ARTICLE 8
GOVERNING LAW AND DISPUTE RESOLUTION

8.1 Any difference or dispute between the Parties concerning the interpretation and/or implementation and/or application of any of the provisions of this MoU shall be settled amicably through mutual consultation and/or negotiations between the Parties, without reference to any third party.

8.2 Any consultation and/or negotiation for the settlement of dispute shall be governed by the laws of the country where such dispute arises.

ARTICLE 9
SUSPENSION

Each Party reserves the right for reasons of national security, national interest, public order or public health to suspend temporarily, either in whole or in part, the implementation of this MoU which suspension shall take effect immediately after notification has been given to the other Party.

IN WITNESS WHEREOF this MoU has been duly signed in duplicate in two (2) original texts in the English language, all texts being equally authentic.

SIGNED by
For and on behalf of
UNIVERSITAS NEGERI JAKARTA

Prof. Dr. KOMARUDIN, M.Si
Rector
Universitas Negeri Jakarta

Date: _____

SIGNED by
For and on behalf of
DR. EMILIO B. ESPINOSA, SR. MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY

ARNEL B. MILLESCA, EdD, JD
SUC President III
Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology

Date: _____

SUBSCRIBED AND SWORN to before me this _____ day of MAR 2 0 2025 at Masbate City Philippines

DOC. NO. 135
PAGE NO. 96
BOOK NO. 19
SERIES OF 20 25

ATTY. RUBEN A. SONGCO
Notary Public for Masbate
Notarial Commission until December 31, 2025
Appointment No. RTC-08-2024 (1/24/2024)
Roll of Attorneys No. 33690
IBP 02230 (Lifetime 01/03/2001)
MCLE Compliance No. VI-0014078 until 04/20/25
PTR No. 8837061 / 1-2-2025 Masbate City
Mobile No. 0908-881409 / 09770482956
Email: atty.rubensongco@yahoo.com
Municipal Road, City of Masbate

DEBESMSCAT-UNIVERSITAS BRAWIJAYA INDONESIA

MEMORANDUM OF UNDERSTANDING
BETWEEN
UNIVERSITAS BRAWIJAYA, INDONESIA
AND
DR. EMILIO B. ESPINOSA SR. MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY, PHILIPPINES

Universitas Brawijaya, Malang, East Java, Indonesia and Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT), Philippines hereby agree to strengthen ties of friendship and to promote cultural, educational, and scientific cooperation.

SCOPE OF COOPERATION

Subject to mutual consent, the areas of cooperation will include any program offered by either institution as felt desirable and feasible on either side that contributes to fostering and development of the cooperative relationship between the two universities. Cooperation may be carried out through several activities as:

1. Exchange of faculty and/or staff;
2. Exchange of graduate and/or undergraduate student;
3. Exchange of scientific material, publication, and information;
4. Exchange of cultural activity;
5. Joint conferences and academic program; and/or
6. Joint research activity and publication;

These activities are to be carried out after mutual consultation between two institutions or the divisions concerned thereof. Each institution will sign a letter of agreement setting out the responsibilities for the agreed activity and such other matters as the institutions agree are necessary for the efficient achievement of the activity.

ADMINISTRATIVE RESPONSIBILITY

Any communication under this Memorandum of Understanding will be delivered to the recipient address or electronic mail address or telephone number which is duly acknowledged:

Universitas Brawijaya
Name : Ir. Tri Astoto Kurniawan, S.T., M.T., Ph.D., IPM.
Position : Dean of Computer Science Faculty
Phone : (+62)341-577911
Email : filkom@ub.ac.id

Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT)
Name : Dr. Arnel B. Millesca
Position : SUC III President
Phone : +639388162766
Email : officialmail@debesmscat.edu.ph

AMENDMENTS, RENEWAL, AND TERMINATION

This Memorandum of Understanding may be modified through the mutual discussion and consent of the two institutions and shall remain in effect from the date of signature for a period of five years and it shall be extended automatically if neither party expresses the intention to terminate or modify this Memorandum. Either institution may terminate the memorandum by giving six months written notice of such intent.

In Witness of the terms of this agreement our signatures are affixed

Universitas Brawijaya,	DEBESMSCAT,
Prof. Widodo, S.Si., M.Si., Ph.D.Med.Sc	Dr. Arnel B. Millesca
Rector	President
Date: 04 August 2025	Date: 04 August 2025

3. Unified ISO Work Instructions for Curriculum Development

There is a common ISO-aligned work instruction for curriculum initiation, preparation, technical review, approval, revision, document control and records management across academic programs in DEBESMSCAT. This promotes consistency, accountability and traceability while allowing program-specific requirements.

Document Control Number:
DEBESMSCAT - WI – CE- 01

Republic of the Philippines
DR. EMILIO B. ESPINOSA SR., MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY
Cabitan, Mandaon, Masbate | www.debesmscat.edu.ph

WORK INSTRUCTION
Academic Process

1.0 Objective

To facilitate the instructional delivery systems in the institution.

2.0 Scope

This work instruction covers adoption/revision of curriculum to graduation of students in colleges and campuses of the institution.

3.0 Procedure

PROCESS FLOW	RESPONSIBILITY	DETAILS
Start		
Receive CHED Memorandum Order (CMO)	Dean	Receive new or revised copy of CMO from Commission on Higher Education (CHED).
H		
Adoption of the CMO	College/Faculty	The college adopts the CMO in the design of Curriculum and consider Industry demand, needs of the students, feedbacks from alumni and stakeholders. For new design the college will be using Curriculum Design Form (DEBESMSCAT-F-OVPAA-24) For revision of the curriculum, the college is using Curriculum Revision Form (DEBESMSCAT-F-OVPAA-19)
Submission to the curriculum committee for review	Dean	The Dean submits proposed curriculum using format from CHED (CHED5-CRM No. 94 s. 2025) to the Curriculum Committee for deliberation.
A	Curriculum Committee	The Curriculum Committee reviews the prerequisites, number of units, subjects to be taken based on the CMO.

Effective Date: January 5, 2026 Rev No.: 03 Page 1 of 9

Document Control Number:
DEBESMSCAT - WI – CE- 01

Republic of the Philippines
DR. EMILIO B. ESPINOSA SR., MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY
Cabitan, Mandaon, Masbate | www.debesmscat.edu.ph

WORK INSTRUCTION
Academic Process

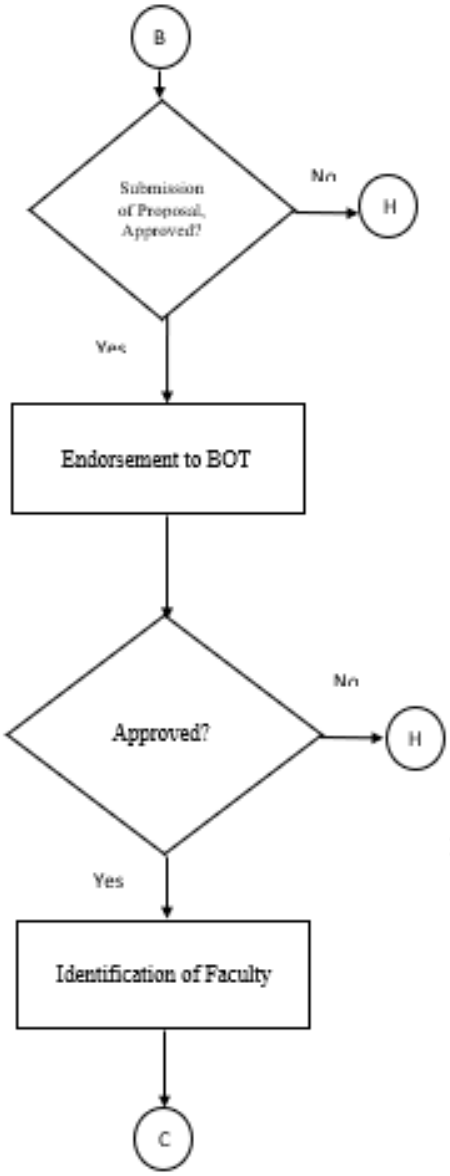
PROCESS FLOW	RESPONSIBILITY	DETAILS
A → Program standards met? → No → H	Curriculum Committee	If non-compliant to the CMO, the proposed curriculum will be returned to the concerned proponent, together with the comments and suggestions stated using Curriculum Compliance Report Form (DEBESMSCAT-F-OVPAA-21)
Yes → Endorsement	Curriculum Committee	The Curriculum committee endorses the Curriculum to the Academic Council if found compliant with the CMO using Certification Form (DEBESMSCAT-F-OVPAA-09).
Review of Curriculum	Academic Council	The academic council reviews the proposed curriculum in accordance with the CMO. This is documented through the minutes of the Academic Council Meeting (DEBESMSCAT-F-QAC-13).
Program standards met? → No → H; Yes → B	Academic Council	If the curricular program documents are not compliant with the program standards and guidelines, they are returned to the proponent for the inclusion of Academic Council's recommendations.

Effective Date: January 5, 2026 | Rev No.: 03 | Page 2 of 9

Document Control Number:
DEBESMSCAT - WI – CE- 01

Republic of the Philippines
DR. EMILIO B. ESPINOSA SR., MEMORIAL STATE COLLEGE
OF AGRICULTURE AND TECHNOLOGY
Cabitan, Mandaon, Masbate | www.debesmscat.edu.ph

WORK INSTRUCTION
Academic Process

PROCESS FLOW	RESPONSIBILITY	DETAILS
	SUC President VP for Academic Affairs	The SUC President through office of VPAA endorses the proposed curriculum to the Commission on Higher Education (CHED), Region V for appropriate action.
	CHED	If disapproved, the proposed curriculum shall be returned to the institution for Compliance of the recommendations.
	Academic Council	The Academic Council will endorse the proposal to the BOT for approval.
	BOT	If BOT disapproves, the proposed curriculum shall be returned to the proponent for appropriate action.
	Dean, Department Head	The Dean and Department Head review the Program of Study to determine the subjects to be offered and assign subjects to the faculty based on their expertise and field of specialization. However, faculty may be given additional subject(s) to meet the required number of faculty workload.
	Dean	The Dean also determines whether all subjects offered are loaded to appropriate faculty with the required qualification.

Effective Date: January 5, 2026 Rev No.: 03 Page 3 of 9

PROCESS FLOW	RESPONSIBILITY	DETAILS
C		If not, the Dean writes a request letter for an additional faculty addressed to the SUC President. Then, the Dean submits the final copy of subject loading using Summary of Faculty Loads Form (DEBESMSCAT-F-OVPAA-04) to the VPAA's Office for consolidation.
	HRMO	For hiring of faculty, please refer to DEBESMSCAT Recruitment Process (DEBESMSCAT-WI-HRMO- 01).
Preparation and Submission of Syllabus	Faculty	The faculty prepares and submits the Outcome- Based Aligned Course Syllabus Form (DEBESMSCAT-F-OVPAA-39) of subject/s handled to the Office of the Dean for appropriate action.
	Dean/Department Head	If the Dean and Department Head find the syllabus not in conformity with the CMO and the approved format, it shall be returned to the concerned faculty for appropriate action.
Admission of Students	Admission Director	Refer to the Admission Process (DEBESMSCAT-WI-AO-01).
I Evaluation and Interview/Qualifying Exam	Department Head/Faculty	The Department Head/Faculty will check the admission requirements using Student Basic Information (DEBESMSCAT-F-OCR-01). After checking, they will undergo interview with the Department Head/Faculty using Student Data and Interview Form (DEBESMSCAT-F-CE-52) for BEED, BECED, BSE and BTLED Programs and BPED Student Data and Interview Form (DEBESMSCAT-F-CE-53) for BPED Program.
D		

PARAMETER B. PROGRAM APPROVAL

B.1 System

The Work Instruction for the program approval across all programs consists of the issuance of new CHED Memorandum Orders, adoption of the CMO, submission to the curriculum committee for review, endorsement of the curriculum committee to the Academic Council, endorsement of the academic council, and approval by the Board of Trustees. Presented below is the consolidated Work Instruction for DEBESMSCAT, serving as the definitive operational guide for all faculty.

Document Control Number:
DEBESMSCAT - WI – CE- 01

Republic of the Philippines
DR. EMILIO B. ESPINOSA SR., MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY
Cahigan, Mandaon, Masbate | www.debesmscat.edu.ph

WORK INSTRUCTION
Academic Process

1.0 Objective

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PROCESS FLOW	RESPONSIBILITY	DETAILS
Start		
Receive CHED Memorandum Order (CMO)	Dean	Receive new or revised copy of CMO from Commission on Higher Education (CHED).
H		
Adoption of the CMO	College/Faculty	The college adopts the CMO in the design of Curriculum and consider Industry demand, needs of the students, feedbacks from alumni and stakeholders. For new design the college will be using Curriculum Design Form (DEBESMSCAT-F-OVPAA-24) For revision of the curriculum, the college is using Curriculum Revision Form (DEBESMSCAT-F-OVPAA-19)
Submission to the curriculum committee for review	Dean	The Dean submits proposed curriculum using format from CHED (CHED5-CRM No. 94 s. 2025) to the Curriculum Committee for deliberation.
A	Curriculum Committee	The Curriculum Committee reviews the prerequisites, number of units, subjects to be taken based on the CMO.

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Document Control Number:
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WORK INSTRUCTION
Academic Process

PROCESS FLOW	RESPONSIBILITY	DETAILS
A → Program standards met? → No → H	Curriculum Committee	If non-compliant to the CMO, the proposed curriculum will be returned to the concerned proponent, together with the comments and suggestions stated using Curriculum Compliance Report Form (DEBESMSCAT-F-OVPAA-21)
Yes → Endorsement	Curriculum Committee	The Curriculum committee endorses the Curriculum to the Academic Council if found compliant with the CMO using Certification Form (DEBESMSCAT-F-OVPAA-09).
Review of Curriculum	Academic Council	The academic council reviews the proposed curriculum in accordance with the CMO. This is documented through the minutes of the Academic Council Meeting (DEBESMSCAT-F-QAC-13).
Program standards met? → No → H; Yes → B	Academic Council	If the curricular program documents are not compliant with the program standards and guidelines, they are returned to the proponent for the inclusion of Academic Council's recommendations.

Effective Date: January 5, 2026 | Rev No.: 03 | Page 2 of 9

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WORK INSTRUCTION
Academic Process

PROCESS FLOW	RESPONSIBILITY	DETAILS
B		
Submission of Proposal, Approved? — No → H	SUC President VP for Academic Affairs	The SUC President through office of VPAA endorses the proposed curriculum to the Commission on Higher Education (CHED), Region V for appropriate action.
	CHED	If disapproved, the proposed curriculum shall be returned to the institution for Compliance of the recommendations.
Yes → Endorsement to BOT	Academic Council	The Academic Council will endorse the proposal to the BOT for approval.
Approved? — No → H	BOT	If BOT disapproves, the proposed curriculum shall be returned to the proponent for appropriate action.
Yes → Identification of Faculty	Dean, Department Head	The Dean and Department Head review the Program of Study to determine the subjects to be offered and assign subjects to the faculty based on their expertise and field of specialization. However, faculty may be given additional subject(s) to meet the required number of faculty workload.
C	Dean	The Dean also determines whether all subjects offered are loaded to appropriate faculty with the required qualification.

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B.1.1 Approval

With the issuance of the new or revised copy of CHED memorandum order, the college adopts the CMO in the design of the curriculum and consider industry demands, needs of the students, feedback from alumni and stakeholders. Using the curriculum design form (DEBESMSCAT-F-OVPAA -24) for new design, the dean submits proposed curriculum based on the format from CHED (CHED 5-CRM No. 94 series 2025) to the Curriculum Committee for deliberation. The Curriculum Committee reviews the prerequisites, number of units, subjects to be taken based on the CMO. Moreover, the said committee endorses the Curriculum to the Academic Council. If found compliant with the CMO using Certification Form (DEBESMSCAT-F-OVPAA-09). On the other hand, the Academic Council reviews the proposed curriculum in accordance with the CMO. This is documented through the minutes of the Academic Council Meeting (DEBESMSCAT-F-QAC-13). The SUC President through the office of the VPAA endorses the proposed curriculum to the Commission on Higher Education, Region V for appropriate action. The Academic Council endorses the proposal to the BOT for approval.

B.1.2 Revision and development

If the curriculum is non-compliant to the CMO, the proposed curriculum is returned to the concerned proponent, together with the comments and suggestions stated using Curriculum Compliance Report Form (DEBESMSCAT-F-OVPAA-21). If BOT disapproves, the proposed curriculum is returned to the proponent for appropriate action.

B.1.3 Accommodation of Recent Trends and Development

The Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT) demonstrates its unwavering commitment to academic excellence, industry relevance, and forward-looking responsiveness by purposefully embedding contemporary global trends into the core of its curricular programs. This strategic integration is operationalized through internationalization, technopreneurship, microcredential programs, futures thinking, sustainable development, and industry-driven curricula for dynamic workforce alignment.

- **Internationalization**

To operationalize its internationalization framework, DEBESMSCAT has strategically embedded foreign language proficiency across the curriculum, facilitated cross-border teaching practicums through the SEA Teacher Program, and consistently fielded student delegates to prestigious international competitions, all aimed at cultivating globally competitive graduates.

- **Technopreneurship**

At DEBESMSCAT, the College of Business, Tourism, and Economics places a strong emphasis on experiential learning, encouraging student participation in inter-school enterprise activities as a critical component of its technopreneurship development framework, enabling learners to bridge academic knowledge with industry-relevant competencies.

- **Micro-credential Programs**

The institution has successfully secured approval for its micro-credential program proposal, an initiative that not only responds to the pressing demands of the 21st-century educational landscape but also expands access to lifelong learning, strengthens industry partnerships, and enhances graduate employability through stackable, skills-based certifications.

- **Futures Thinking**

At the Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT), futures thinking is not merely an academic exercise, it is a transformative lens through which every curricular program is designed, delivered, and continuously refined. By cultivating an institutional culture that deliberately anticipates emerging possibilities, challenges, and opportunities, DEBESMSCAT empowers its academic community to move beyond reactive problem-solving toward proactive, strategic innovation by sending selected faculty to attend a short-term program in the Development Academy of the Philippines and attendance of students to seminars and conferences.

- **Sustainable Development**

True to its identity as an agriculture and technology institution, DEBESMSCAT recognizes that education must go beyond knowledge transmission to become a powerful catalyst for ecological integrity, social equity, and economic viability. The integration of sustainable development across the curriculum is both deliberate and multidimensional. Across all programs, sustainability is integrated into the learning outcomes, research agendas, and extension activities of this institution.

- **Industry-driven Curriculum**

True to its commitment to produce globally competitive yet locally responsive graduates, DEBESMSCAT ensures curricular relevance by actively engaging its internal academic community-faculty, department heads, and students alongside external stakeholders, including industry leaders and LGU partners, in the systematic design, rigorous review, and agile enhancement of all degree programs. To strengthen this initiative, the following strategies are integrated in the DEBESMSCAT's academic processes:

1. Curriculum Review and Updating. To ensure that DEBESMSCAT's curricular programs remain responsive to the rapidly evolving demands of industry, the dynamic needs of students, and the valuable feedback of stakeholders, the institution implements a systematic and regular curriculum review and revision process. This cyclical, data-driven mechanism ensures that program learning outcomes, course content, pedagogical approaches, and assessment strategies are continuously aligned with current labor market realities, technological advancements, and global best practices to ensure that every graduate possesses the competencies required for meaningful employment and lifelong success.

2. Integration of Internship, Practicum, and On-the-Job Training (OJT). To bridge the gap between academic theory and professional practice, DEBESMSCAT deliberately integrates structured internship, practicum, and on-the-job training (OJT) programs into its curricular framework. These immersive, industry-based learning experiences are designed to ensure that students acquire the precise competencies, work ethics, and professional dispositions demanded by the industry.

3. Accreditation and Benchmarking. DEBESMSCAT upholds the highest standards of academic quality through its unwavering commitment to accreditation and benchmarking. The institution actively engages in rigorous accreditation processes conducted by recognized bodies such as AACCUP, ensuring that its curricular programs meet national quality standards and continuously improve through evidence-based assessments. Complementing this is the systematic benchmarking of its programs against leading higher education institutions in the country to identify best practices and adopt innovative pedagogical approaches.

4. Collaboration in Research and Extension Activities. Through partnerships with local government units, DEBESMSCAT offers skillset training that directly addresses community needs and enhances local employability.

5. Lifelong learners and Microcredentials. Recognizing the urgent need for responsive and accessible upskilling opportunities, DEBESMSCAT has taken a bold step forward by securing approval of its proposal to offer microcredential programs tailored to the unique demands of Masbate's industries and the nation's evolving workforce landscape. These innovative, short-term credentials are designed with direct input from industry partners, ensuring that learners gain precisely the competencies employers seek from agricultural technologies and digital skills to entrepreneurial management and sustainable practices.

6. Co-Design of Programs with Stakeholders and Alignment with National and Regional Development Goals. DEBESMSCAT ensures its programs remain relevant by designing them in consultation with various stakeholders and aligning them with broader economic goals. Furthermore, the institution actively participates in regional research and development committees that allow the college to back data-driven and Agri-tech initiatives, ensuring its research and program development are aligned with the region's priority development areas.

7. Faculty Development. The institution invests in an ongoing professional development to keep faculty updated on industry trends and educational best practices.

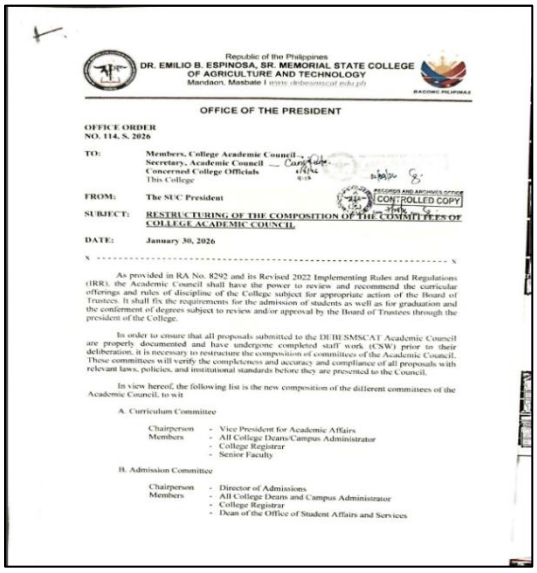
B.2 List at least five (5) programs that have applied for approval

1. PhD Agriculture
2. Bachelor in Industrial Technology major in Automotive Technology
3. Bachelor in Industrial Technology major in Electrical Technology
4. Bachelor in Industrial Technology major in Construction Technology
5. Bachelor in Industrial technology major in Culinary Arts

B.3 Cite at least three (3) prevailing best practices related to the approval of programs

1. Structured Governance Process

The institution adheres to a transparent and sequential program approval process, commencing with the College-level proposal review, advancing through the Curriculum Development Committee for technical evaluation, and proceeding to the Academic Council for deliberation and endorsement. The final authority for approval rests with the Board of Trustees, the institution's supreme governing body. Throughout this progression, all conditions imposed, revisions made, and official notices issued are meticulously documented to maintain a complete and auditable record.



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OFFICE OF THE PRESIDENT

OFFICE ORDER
NO. 114, S. 2026

TO: Members, College Academic Council
Secretary, Academic Council
Concerned College Officials
This College

FROM: The SUC President

SUBJECT: RESTRUCTURING OF THE COMPOSITION OF THE COMMITTEES OF COLLEGE ACADEMIC COUNCIL

DATE: January 30, 2026

As provided in RA No. 8292 and its Revised 2022 Implementing Rules and Regulations (IRR), the Academic Council shall have the power to review and recommend the curricular offerings and rules of discipline of the College subject for appropriate action of the Board of Trustees. It shall fix the requirements for the admission of students as well as for graduation and the conferment of degrees subject to review and/or approval by the Board of Trustees through the president of the College.

In order to ensure that all proposals submitted to the DEBESMSCAT Academic Council are properly documented and have undergone completed staff work (CSW) prior to their deliberation, it is necessary to restructure the composition of committees of the Academic Council. These committees will verify the completeness and accuracy and compliance of all proposals with relevant laws, policies, and institutional standards before they are presented to the Council.

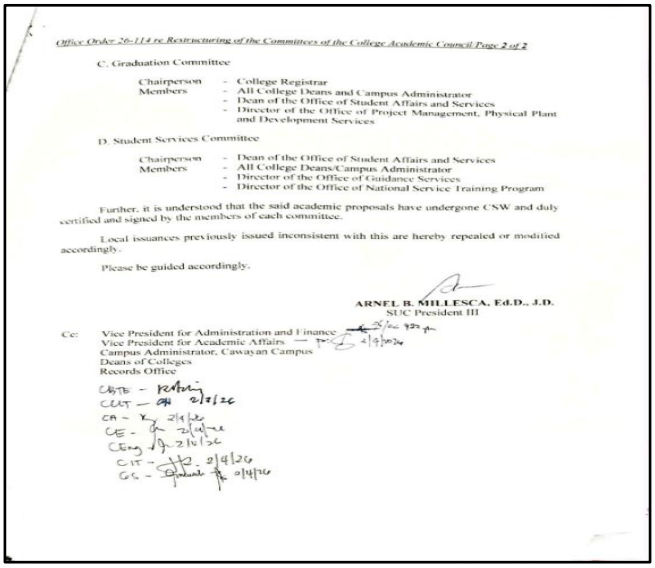
In view hereof, the following list is the new composition of the different committees of the Academic Council, to wit

A. Curriculum Committee

Chairperson - Vice President for Academic Affairs
Members - All College Deans/Campus Administrator
- College Registrar
- Senior Faculty

B. Admission Committee

Chairperson - Director of Admissions
Members - All College Deans and Campus Administrator
- College Registrar
- Dean of the Office of Student Affairs and Services



Office Order 26-114 re Restructuring of the Committees of the College Academic Council Page 2 of 2

C. Graduation Committee

Chairperson - College Registrar
Members - All College Deans and Campus Administrator
- Dean of the Office of Student Affairs and Services
- Director of the Office of Project Management, Physical Plant and Development Services

D. Student Services Committee

Chairperson - Dean of the Office of Student Affairs and Services
Members - All College Deans/Campus Administrator
- Director of the Office of Guidance Services
- Director of the Office of National Service Training Program

Further, it is understood that the said academic proposals have undergone CSW and duly certified and signed by the members of each committee.

Local issuances previously issued inconsistent with this are hereby repealed or modified accordingly.

Please be guided accordingly.

ARNEL B. MILLESCA, Ed.D., J.D.
SUC President III

Cc: Vice President for Administration and Finance
Vice President for Academic Affairs
Campus Administrator, Cawayan Campus
Deans of Colleges
Records Office

2. Alignment with External Standards and Industry Demand

DEBESMSCAT adopts a comprehensive approval framework that subjects all program proposals and curricular revisions to a thorough validation process, measuring alignment with CHED PSGs, professional regulatory standards, institutional benchmarking, feasibility study, and stakeholder expectations. This is complemented by a parallel evaluation of resource readiness and curricular relevance, ensuring that every approved program is not only academically sound but also contextually responsive and sustainably resourced.

Minutes of the Meeting

Curriculum Review of the MAED English Program
Graduate Studies – Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT)

Date: September 11, 2025 (Saturday)
Time: 11:00 AM
Venue: Google Meet (Virtual)
Presiding Officer: Ma'am Jessica Alcantara, Program Head – Graduate School (English)

I. Attendance

The following PhD students attended the meeting:

- Ryian L. Araneta
- Cyrell Joy P. Sampaga
- Arianne Pautan
- Christine Gonzales
- Mary Ann A. Buhat
- Villa De Amor
- Paul Jowen Blancayer
- Queeny B. Duran
- Mary Joy P. Recana
- Melanie Bancolo

II. Agenda

- Presentation of the existing and proposed MAED English curriculum design
- Review of Foundation Subjects
- Review of Major Subjects
- Review of Cognate/Elective Subjects
- Recommendations for curriculum enhancement

III. Proceedings

A. Presentation of Curriculum Design

Ma'am Jessica Alcantara presented the existing and proposed MAED English curriculum for review, with the aim of refining and finalizing a program that is more relevant and responsive to the evolving needs of graduate students and the current trends in English language education.

B. Review of Foundation Subjects

The proposed courses under foundation subjects were:

- EDUC 700 – Foundations, Trends, and Issues in Education
- EDUC 701 – Quantitative Research Methods and Statistics for Education
- EDUC 702 – Qualitative Research Methods and Analysis for Education

Feedback: *Participants agreed that the foundation courses are appropriate and Essential since these provide the necessary theoretical and research Groundwork for MAED students.*

C. Review of Major Subject

The proposed major subjects were:

- EDUC 220 – Advanced Grammar for English Language Teaching
- EDUC 221 – Creative Writing in English
- EDUC 222 – Teaching Reading and Writing in the Content Areas
- EDUC 223 – TESOL Methods in Speaking and Listening
- EDUC 224 – Literary Studies in English

Feedback and Suggestions:

Mr. Paul Jowen Blancayer suggested adding a course on Campus Journalism and Academic Writing, emphasizing that these are essential since campus journalism is an existing and active program in schools. His proposal was supported by Ms. Queeny B. Duran, who noted that the Special Program in Journalism (SPJ) offered in some schools could serve as a model for the subject. Adding to this, Mr. Ryian L. Araneta emphasized that Campus Journalism is timely and relevant, particularly with the emergence of new formats such as TV Broadcasting and Mobile Journalism (MoJo).

D. Review of Cognate/Elective Subjects

The proposed Cognate/Elective subjects were:

- Foreign Language (FL)
- EDUC 280 – Discourse Analysis
- EDUC 281 – Survey of International Literature
- EDUC 282 – Pragmatic Implications of Culture and History for TESOL
- EDUC 283 – Second Language Acquisition
- English Language Education Curriculum Development and Assessment

Feedback and Suggestions:

Mr. Paul Jowen Blancayer proposed the inclusion of a new course titled "Innovations in ELE: AI and Digital Integrations." While it was initially suggested as an elective, he further recommended that the course be elevated to a major subject in recognition of its growing importance and relevance in the digital age.

IV. Conclusion

The meeting served as a meaningful platform for dialogue and collaboration, with participants affirming that the proposed curriculum is comprehensive, relevant, and timely. Suggestions on Campus Journalism, Academic Writing, and AI Integration will be carefully considered in finalizing the curriculum. This underscores the shared goal of equipping graduate students with the competencies required in today's dynamic educational and professional landscape.

V. Adjournment

The meeting was adjourned at 11:50 AM.

VI. Pictorial Documentation

A group pictorial was conducted after the virtual meeting as documentation of the participants' attendance and active involvement in the curriculum review.

Attached below are the official photos/screenshots taken during the session:

Prepared by:

RYIAN L. ARANETA
PhD (ELE) Student

3. Systematic Review and Continuous Quality Improvement Mechanisms

DEBESMSCAT's unwavering commitment to quality excellence is further affirmed by its strict adherence to internationally recognized standards. This dedication was most recently demonstrated when the institution successfully passed the ISO 9001:2015 Stage 2 Audit, conducted by the globally respected certification body, TÜV SÜD. Moreover, the institution actively pursues formal accreditation and CHED RQAT validation as a primary mechanism for systematic program review and quality enhancement.

ZERTIFIKAT ◆ CERTIFICATE ◆ 認證證書 ◆ СЕРТИФИКАТ ◆ CERTIFICADO ◆ CERTIFICAT

CERTIFICATE

Certificate Registration No.: TÜV SÜD PSB-PH 100 01 0074

The Certification Body
of TÜV SÜD PSB PHILIPPINES, INC.

certifies that the organization

Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology
Cabitan, Mandaon,
PH - 5411 Masbate

for the scope

Provision of Tertiary Education under the Colleges of Agriculture and Agroforestry, Industrial Technology, Engineering, Education, Computing and Information Technology, and Business, and Economics including Research and Extension

has established and applies a Quality Management System.

An audit was performed and has furnished proof
that the requirements according to

ISO 9001:2015

are fulfilled. The validity of this cycle is from **2026-08-20** until **2029-08-19**.

Issued Date of this Certificate: 2026-08-20

GLADYS G. GORDOVE
Head of Certification Body
Date of Print: 2026-08-20

TÜV SÜD PSB Philippines Inc. • Unit 1808 The Orient Square Building F. Ortigas Jr. Ave. Ortigas Center, Pasig City 1605

PARAMETER C. PROGRAM MONITORING AND REVIEW

C.1 System

The Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology maintains a systematic, documented procedure for program monitoring and review, operationalized through standardized Work Instructions that govern the entire curriculum lifecycle. This structured framework encompasses seven distinct yet interconnected phases: Receipt of CMO Issuance, Curriculum Design and Adoption, Formal Submission, Internal Endorsement, Comprehensive Curriculum Review, Recommendation to the Board of Trustees (BOT), and Final Approval. This phased approach ensures rigorous oversight, stakeholder engagement, and full regulatory compliance at every stage of program development and enhancement.

C.1.1 Persons Involved

The institution's curriculum alignment protocol is formally initiated upon official receipt by the College Dean of all applicable CMO issuances from the Commission on Higher Education, inclusive of both original directives and subsequent amendments. This event constitutes the formal commencement of the program review and revision cycle.

The faculty designs and formally adopts the CMO to guide curriculum development, grounded in a comprehensive feasibility study and a thorough analysis of industry demand, student needs, and stakeholder feedback. Standardized documentation forms are utilized to ensure a structured and consistent approach for both new program designs and revisions to existing curricula.

The Dean formally transmits the proposed curriculum to the Curriculum Committee for deliberation, employing the official CHED format prescribed under CHED 5-CRM No. 94, s. 2025. The Curriculum Development Committee conducts a systematic compliance assessment against the applicable CMO, with focused attention on the integrity of prerequisite subject articulation, the adherence to prescribed unit load thresholds, and the sufficiency of course offerings. Upon identification of any non-compliance, the Committee remits the proposal to the proponent, attaching specific observations and corrective recommendations, all of which are meticulously documented on the Curriculum Compliance Report Form (DEBESMSCAT-F-OVPAA-21) to ensure a complete and auditable record.

The Curriculum Development Committee formally endorses the proposed curriculum to the Academic Council, with such compliance officially certified through the execution of the Certification Form (DEBESMSCAT-F-OVPAA-09).

The Academic Council subjects the proposed curriculum to a rigorous, standards-based review to ensure full alignment with the CMO and all applicable program guidelines. All Council discussions, decisions, and identified deficiencies are faithfully recorded in the meeting minutes (DEBESMSCAT-F-QAC-13). Should the curriculum fail to satisfy compliance requirements, it is returned to the proponent with clear, actionable recommendations that must be fully addressed prior to resubmission.

The SUC President, acting through the Office of the Vice President for Academic Affairs (VPAA), formally submits the proposal to CHED Regional Office V for evaluation and appropriate action. If CHED does not grant its approval, the documents are returned to the Institution, accompanied by specific recommendations that must be fully and satisfactorily addressed. Moreover, the Academic Council endorses the proposal to the Board of Trustees (BOT) for its final approval. In the event that the BOT does not approve the proposal, it is returned to the original proponent, who is then responsible for implementing the required changes and resubmitting the proposal for reconsideration.

To ensure sustained compliance and continuous quality improvement, the Commission on Higher Education conducts regular program monitoring, while the Professional Regulation Commission exercises concurrent oversight specifically for board-eligible programs. Both regulatory bodies require periodic program reviews to maintain institutional accountability and adherence to professional standards.

C.2 The Learning Process

At DEBESMSCAT, it consistently employs a student-centered approach across all academic programs at both the graduate and undergraduate levels. This pedagogical framework prioritizes active learning, learner empowerment, and individualized engagement, ensuring that students are not passive recipients of knowledge but rather active participants in their own educational journey. By embedding this philosophy across the entire curricular programs, the Institution fosters critical thinking, collaborative skills, and lifelong learning, preparing graduates who are not only academically competent but also socially responsive and adaptable to the evolving demands of their respective professions.

C.2.1 List of Teaching Techniques and Methods

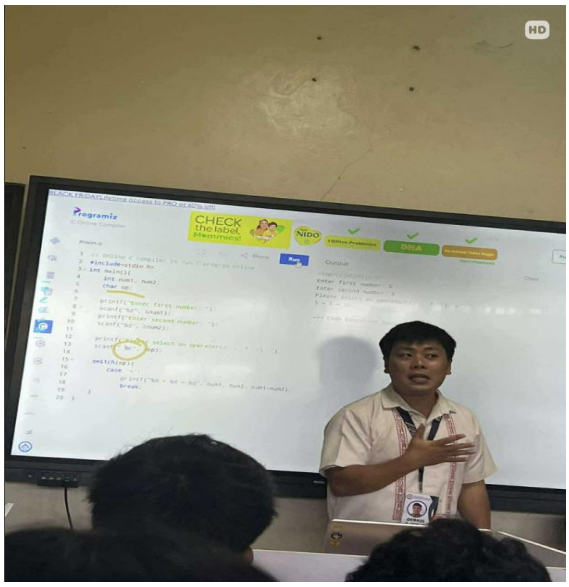
Category	Key Techniques	Description or Focus	Examples of Utilization at DEBESMSCAT
Classical/Traditional	Lecture-Discussion Method Demonstration Teaching Storytelling Technique	While classical and traditional strategies are often teacher-initiated, at DEBESMSCAT they are intentionally designed to position students as active	These teaching and learning strategies are systematically employed across both graduate and undergraduate levels at DEBESMSCAT, with adaptations in depth,

Category	Key Techniques	Description or Focus	Examples of Utilization at DEBESMSCAT
		participants in the learning process. These strategies build the foundational knowledge base upon which students develop higher-order thinking skills, while always placing the learner at the center of the educational experience.	complexity, and student engagement appropriate to each level of study. Their application spans the entire curricular programs: General Education, Professional Education, and Major or Field of Specialization subjects.
Modern	Microteaching Experiential Learning Cooperative Learning Collaborative Learning Inquiry-Based Learning Problem-Based Learning (PBL) Project-Based Learning Case Study Method Reflective Teaching and Journaling Differentiated Instruction Inclusive Teaching Strategies Peer Teaching Lesson Study Approach Action Research-Based Teaching Thesis Capstone Performance-Based Assessment Activities Contextualized Teaching Interdisciplinary Teaching	These modern strategies place learners at the heart of the educational experience, empowering them to take ownership of their learning, collaborate with peers, engage in inquiry, and apply knowledge to authentic contexts. DEBESMSCAT Students are active participants, decision-makers, and co-creators of knowledge rather than passive recipients.	At DEBESMSCAT, these modern, student-centered strategies are systematically employed across all subject types: General Education, Professional Education, and Major or Field of Specialization with adaptations in complexity and depth appropriate to undergraduate and graduate levels.
Alternative and technology-mediated	Simulation and Role-Playing Technology-Enhanced Learning Flipped Classroom, Field Study and Community Immersion	DEBESMSCAT is actively advancing alternative and technology-mediated student-centered strategies as part of its commitment to innovation,	In these alternative and technology-mediated strategies, DEBESMSCAT students are provided with digital platforms such as the use of Google Meet, Google

Category	Key Techniques	Description or Focus	Examples of Utilization at DEBESMSCAT
		accessibility, and future-readiness. The institution's Flexible Learning (FL) system, implemented in response to the pandemic, exemplifies this commitment by providing students with choice, flexibility, and personalized learning pathways. Students utilize medium-level technology, primarily mobile phones with 4G connections, and engage in a mix of online and offline activities. This hybrid approach ensures that learners in geographically dispersed areas of Masbate province can access quality education while taking responsibility for their own learning.	Classroom Zoom, and PowerPoint presentation as digital tool in Blended Learning, immersive experiences, and community engagement to create flexible, interactive, and real-world learning opportunities across all subject types.

Sample photographs showcasing the diverse teaching and learning strategies employed across academic programs at DEBESMSCAT

Lecture-Discussion Method



Storytelling Technique

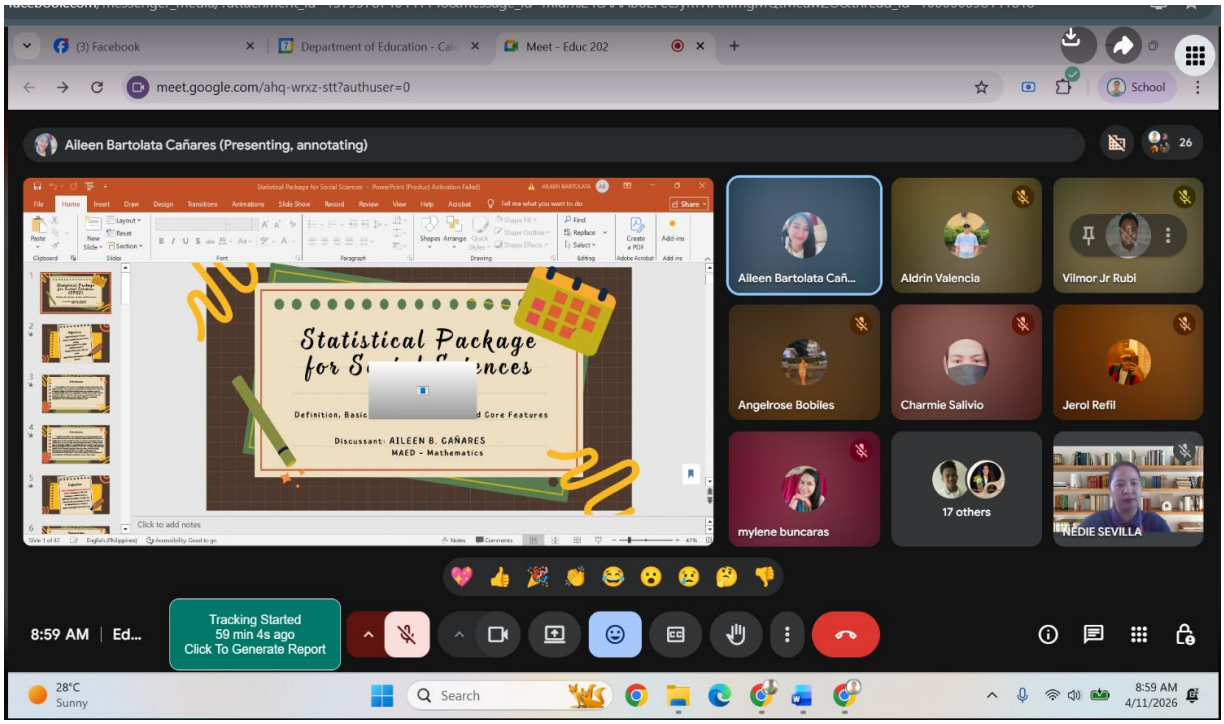
Collaborative Learning

Actual Laboratory Instruction

Experiential Learning

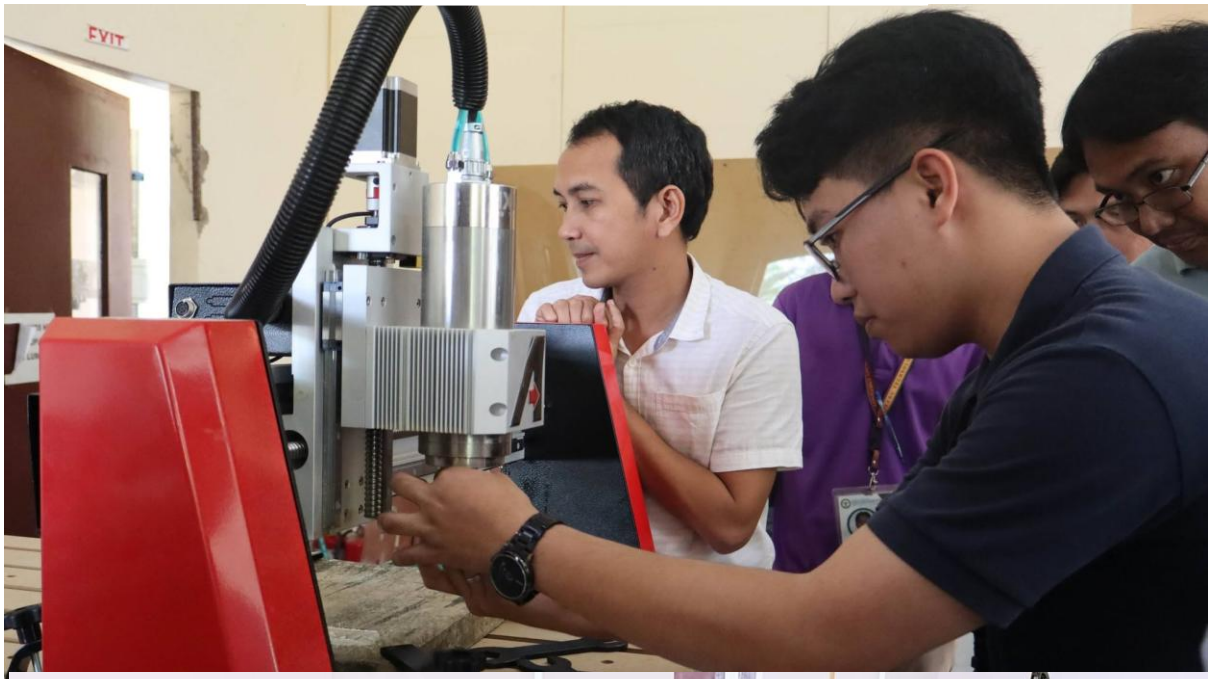
Demonstration Teaching

Problem Based Learning Online Instruction



Technology-Enhanced Instruction

Technology-Enhanced Instruction



C.2.2 Instructional Materials

Category	IMS at DEBESMSCAT	Sample IMs
Print Materials	Module Textbook Manual	▪ Waves and Optics ▪ Quantitative Research Methods and Statistics for Education ▪ MC Science101: Contextualized Self-Learning Modules in teaching Science in Primary Grades ▪ GE7 Science, Technology and Society: Connections and Interactions ▪ Construction Materials and Testing: A Simplified Approach (Lecture & Laboratory) - CE 221 ▪ Direct Current Circuits: Workbook Simplified (supplemental textbook for EE 212, EAC 101 and EAC 121
		▪ Rash Model ▪ DEBESMSCAT ICT Laboratory Policy Manual
Non-print materials	Chalkboards Whiteboards Videos Slides	▪ Student outputs in Environmental Science (Case Studies) First Semester 2025-2026 ▪ Prof Ed 8- ▪ MC SCI. 6 - ▪ MC SCI. 1-
ICT	Smartboards Laptops Projectors TV LED Google Meet Google Classroom Zoom Platform	▪ Digital tools for research activities of graduate and undergraduate students: Inspera (antiplagiarism software) Mathlab (data analysis software) and Quirkos (qualitative data analysis software) ▪ Digital platforms (Google Meet, Google Classroom, Zoom) for Hybrid Learning in undergraduate and graduate programs.

C.2.3 Use of the Syllabus

At DEBESMSCAT, the syllabus is a living document that evolves with emerging trends, industry demands, and student feedback, ensuring that teaching remains relevant, learning remains meaningful, and evaluation remains fair and evidence-based. It is structured into five integrated parts: **Part I** presents the College's foundational identity, including its Vision, Mission, Quality Policy, College Goals, and Core Values, grounding the course within the institution's broader educational philosophy. **Part II** provides essential course information, including course title, code, credit units, and prerequisites. **Part III** outlines program information, detailing the program's learning outcomes and graduate attributes. **Part IV** presents the curriculum alignment, demonstrating how the course contributes to the achievement of program-level outcomes. **Part V** contains the Outcome-Based Teaching and Learning (OBTL) course content and learning plan, which articulates weekly learning objectives, teaching methodologies, learning activities, and assessment strategies designed to achieve measurable learning outcomes.

Faculty members are required to prepare and submit their course syllabi within the prescribed timeframe using the official Outcomes-Based Aligned Form (DEBESMSCAT-F-OVPAA-39). The completed syllabus is submitted to the Office of the Dean for review and appropriate action. The Dean or Department Head evaluates each submission to ensure strict conformity with the Commission on Higher Education (CHED) Memorandum Orders (CMOs) and the approved institutional format. Should the syllabus be found non-compliant, it is promptly returned to the concerned faculty member for revision and resubmission. This quality assurance mechanism ensures that all syllabi adhere to established standards, thereby maintaining the integrity, consistency, and academic rigor of DEBESMSCAT's curricular programs.

C. 3. Students' Progress

C.3.1 Monitoring and Dissemination of Students' Progress

At DEBESMSCAT, student academic progress is systematically tracked through a combination of formative and summative assessments across all programs. Students are introduced to the policies and grading and provided with the student handbook. The institution implements blended modality of learning where human and technology mediated approaches in learning. The student performance is evaluated using paper and pencil tests, actual laboratory skills tests using the rubrics with the aid of a transmutation table.

Recently, the institution utilizes a centralized Student Information System (SIS) that allows students access to their grades on line. Faculty advisors and department heads can monitor grade trends, completion rates, and at-risk indicators each semester. Progress reports are disseminated to students through scheduled academic advising sessions and College Parents Forum during College days or

Charter Celebration. Furthermore, the college actively disseminates aggregated performance data such as licensure examination passing rates and graduation statistics through orientation seminars (ORSEM) and bulletin boards to keep the entire academic community informed and aligned with institutional standards.

C.3.2 Remedial Programs

To improve performance in the licensure examinations of students who are enrolled in board programs, DEBESMSCAT implements structured remedial and enhancement initiatives. Notably, the college offers a Licensure Examination for Teachers (LET) Enhancement for teacher education, LEA Enhancement sessions for Agriculture, as well as the Engineering Licensure examination designed to bridge content knowledge gaps for students. In addition, the institution conducts intervention programs such as summer bridging courses for students who fail key prerequisite subjects, as well as specialized tutorial sessions and Research and Capstone Writing Workshops to assist students struggling with technical writing and methodology. These programs are closely monitored for effectiveness through pre- and post-intervention assessments.

C.4 Student Evaluation

C.4.1 Student Testing

Student evaluation at DEBESMSCAT adheres to a robust and multi-layered testing framework as reflected in the Student Handbook (pages 68-69. The institution conducts two major examinations, the Midterm examination which is done in the middle part of the semester and Final examination at the end of the term. Test papers for Midterm and final examination are supported with Table of Specifications. This also include quizzes, periodic departmental examinations, practical laboratory demonstrations, skills tests and battery tests specifically for engineering programs. Beyond internal testing, the college benchmarks its students against national standards through externally administered assessments and certification such as the LET and Engineering board exams and TESDA certification for Technology programs.

The college also undergoes external quality audits such as those from the Commission on Higher Education (CHED) and the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) which review testing methodologies to ensure they meet national competency benchmarks.

Student evaluation through paper-and-pencil and performance-based assessments

C.4.2 Learning Outcomes

Learning outcomes at DEBESMSCAT are clearly defined per program in alignment with the Philippine Qualifications Framework (PQF). These outcomes emphasize the attainment of discipline-specific knowledge, practical skills, research competence, and ethical values. The college measures these outcomes through direct indicators such as licensure exam performance, capstone project evaluations, and internship assessments and indirect indicators which include graduate tracer studies and employer satisfaction surveys. The institution made use of the following approaches to evaluate and assess the student development

Assessment tools such as rubrics are also developed as reflective tools. Performance based assessment allows students to become aware of their evolving perspectives. Traditional paper- pencil test is also used in the institution to assess outcomes of student performance. DEBESMSCAT publicly recognizes students who excel in licensure examinations, reinforcing a culture of academic excellence and outcome-based achievement.

Practical Examinations are also conducted in laboratory classes in Science, Engineering, Agriculture, Technology, Computing and Information System using meaningful hands-on experiences that enhance theoretical concepts discussed in lectures. As such, students are able to apply scientific principles in real laboratory settings.

C.5 Delivery of Academic Programs

C.5.1 Mechanisms for Continuous Evaluation

The delivery of academic programs is subject to continuous, multi-stakeholder evaluation. DEBESMSCAT employs a semester-based course evaluation system where students provide feedback on faculty performance, course content, and instructional materials. Teaching Performance evaluation, Accreditation Activities, Internal Quality Assurance, Regional Quality Assurance, ISO certification sustain high standards and foster growth. Simultaneously, the college conducts annual program reviews and internal quality audits. External validation is obtained through AACCUP accreditation visits, which comprehensively evaluate curriculum design, faculty qualifications, library resources, laboratory facilities, and student support services. All programs are required to submit Self-Assessment Reports (SARs) as part of this ongoing evaluation cycle.

In addition, the institutions curricular program offerings are also monitored by the Regional Quality Assessment Team (RQAT) where regular visits are done, which comprehensively evaluate curriculum design, faculty qualifications, library resources, laboratory facilities, and student support services.

C.5.2 Mechanism for Improvement

The college has institutionalized a closed-loop improvement mechanism. Findings from internal and external evaluations are documented in evaluation proceedings with clear action items, responsible parties, and target timelines.

The enhancement of academic programs in DEBESMSCAT is anchored on the Professional development of its faculty of instruction, teaching evaluation, quality assurance, curriculum review, and data analysis. At this institution, it demonstrates its commitment to improvement through the formulation of the institution's strategic roadmap for 2026–2030. Feedback from accreditation bodies, industry partners, and alumni is systematically integrated into curriculum updates and faculty development priorities.

C.5.3 Pedagogical Skills

Faculty pedagogical competence is a priority at DEBESMSCAT. The college invests in Continuous Professional Development through partnerships with premier institutions like the Philippine Normal University (PNU) and other Delivering Higher Education Institutions for graduate scholarships and teacher-training programs. Faculty members are regularly trained in Outcome-Based Education (OBE) methodologies, student-centered learning strategies, and the use of modern instructional technologies. The annual Teacher and Student Research Conference (TESREC), PAFTE, National and International Research Presentations also serves as a platform for faculty to present innovative teaching practices, share pedagogical research, and adopt evidence-based instructional techniques to enhance classroom engagement and learner outcomes. To ensure institutional responsiveness and adaptability in a rapidly evolving educational environment, DEBESMSCAT conducts a regular Academic Summit aimed at capacitating its teaching and non-teaching personnel on the latest trends, innovations, and challenges shaping the 21st-century educational landscape. The Summit serves as a strategic professional development intervention that: updates faculty and staff on emerging pedagogical approaches, technological advancements, and policy developments; provides a platform for sharing best practices and innovative strategies; fosters collaboration and alignment across academic and administrative units; and enhances institutional capacity to deliver relevant, responsive, and quality education.

C.6 List at least five programs that have been monitored for sustainability

1. Bachelor of Secondary Education majors in English, Filipino, Mathematics, Science, and Social Studies
2. Bachelor of Elementary Education
3. Bachelor of Science in Agriculture majors in Animal Science and Crop Science
4. Bachelor of Science in Engineering majors in Computer Engineering, Agriculture and Biosystem Engineering, Civil Engineering, Mechanical Engineering
5. Bachelor of Science in Industrial Technology majors in Automotive Technology, Electrical Technology, Electronics Technology, Civil Technology, and Food Technology

C.7 Cite at least three prevailing best practices on the monitoring and review of programs

1. Systematic and Evidence-Based Program Evaluation

As part of its unwavering commitment to academic excellence, DEBESMSCAT conducts systematic curriculum reviews and actively participates in accreditation activities such as AACCUP, CHED Regional Quality Assurance Team (RQAT), and Professional Regulatory Commission evaluation. These comprehensive evaluations scrutinize every aspect of program quality from the currency and relevance of curriculum content and the effectiveness

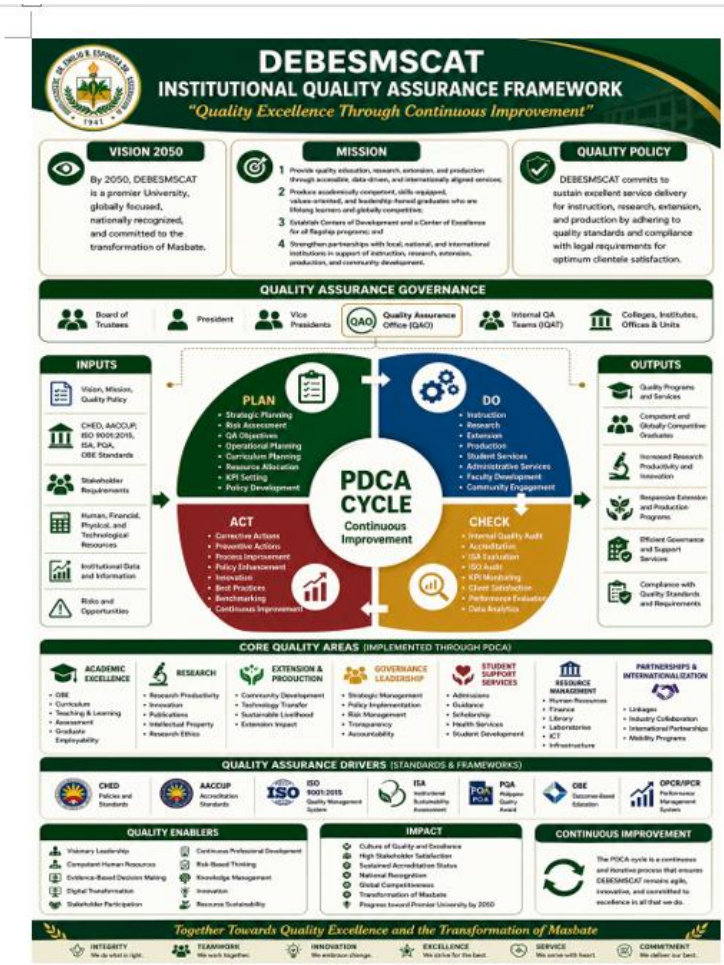
of instructional delivery to the adequacy of institutional resources, student progression patterns, and the attainment of program learning outcomes. Additionally, the evaluation examines licensure examination performance and graduate employment outcomes, providing a holistic picture of program effectiveness. This rigorous quality assurance process ensures that DEBESMSCAT's academic offerings remain current, responsive, and aligned with national standards, industry demands, and the evolving needs of learners and society.

2. Data-Driven Decision-Making and Stakeholder Feedback To ensure that its academic programs remain responsive to the evolving needs of learners, industry, and the broader community, DEBESMSCAT institutionalizes two complementary feedback mechanisms: the Clientele Satisfaction Survey and the Tracer Study. The Clientele Satisfaction Survey captures real-time feedback from current students and other stakeholders regarding the quality of instruction, services, facilities, and overall learning experience that provides immediate insights for program and service enhancement. Meanwhile, the Tracer Study tracks the employment outcomes, career progression, and professional experiences of graduates, offering longitudinal data that reveal the effectiveness of curricular programs in preparing students for the workforce. These mechanisms create a strong feedback loop that informs curriculum review, policy development, and strategic planning to ensure that DEBESMSCAT's academic offerings remain relevant, responsive, and continuously improving.

3. Sustainable Continuous Quality Improvement Framework

DEBESMSCAT's commitment to academic excellence and institutional quality is operationalized through a comprehensive Quality Assurance Framework that assesses and enhances its curricular programs. This framework is driven by five interrelated quality mechanisms, each serving a distinct purpose:

- **CHED Compliance:** Ensures that all academic programs in DEBESMSCAT adhere to the policies, standards, and guidelines set by the Commission on Higher Education, including compliance with Memorandum Orders, curriculum requirements, and faculty qualifications.
- **AACCUP Accreditation:** Provides external, peer-reviewed validation of program quality, assessing curriculum design, faculty competence, facilities, student services, research output, and extension activities against national standards.
- **ISO Certification:** Guarantees that institutional processes, systems, and services in this institution meet international standards for quality management, efficiency, and continuous improvement.
- **Institutional Sustainability Assessment (ISA):** Evaluates the institution's capacity for long-term viability, strategic planning, resource management, and responsiveness to stakeholder needs.
- **Philippine Quality Award (PQA):** Serves as a framework for organizational excellence, benchmarking DEBESMSCAT's performance against the highest standards of leadership, strategic planning, customer focus, workforce engagement, and operational effectiveness.



PARARAMETER D. ACTION TO STRENGTHEN PROGRAM

D.1 Mechanism/s for continuous improvement of curricular programs

D.1.1 Internal Bodies

The institution has developed a culture of continuous improvement as evidenced by the existence of a well-established and fully operational Internal Quality Assurance (IQA) System. These created internal bodies are engaged in continuous Plan-Do-Check-Act cycle and continuous improvement of the curricular program offerings. In order to institutionalized the mechanisms for continuous improvement and ensure strict compliance a local ISO, AACCUP and RQAT workforce were created.

Local International Organization for Standardization (ISO). Internal auditors who passed the assessment process of the external accrediting bodies are assigned to conduct audit to their assigned units. Local Audits are done prior to the actual external audit by the auditing body. Their responsibility involves assessment of the documentary evidence as proof of compliance.

Local Accreditation Teams are created per college and per program. They are tasked to prepare documentary evidences and serve as focal persons during the actual accreditation visit. Pres-survey assessment is done by the local team.

The main purpose of the Local CHED Regional Quality Assessment Team at the Institutional Level, faculty members per degree programs/college are assigned to collect the documentary evidence for the final assessment. They conduct the local pre-assessment based on the CHED tool.

D.1.2 External Bodies

ISO (International Organization for Standardization) aimed to make sure that products, services, and management systems of the institutions are safe, reliable, and high quality anywhere in the world. The operation of the academic units including its services are assessed based on the standard.

AACCUP (Accrediting Agency of Chartered Colleges and Universities in the Philippines). Its goal is to check if a college course meets high national standards. It awards levels from Level I up to the highest rank, Level IV. The Curricular programs are evaluated based on the 10 areas such as Vision, Mission, Goals and Objectives, Faculty, Instruction, Students, Research, Extension, Library, Laboratories, Physical Plant and Facilities and Administration.

RQAT upholds and enforces the quality standards of higher education in the Philippines by evaluating College and University programs. This serve as CHED's quality control team at the regional level. The assessment verifies that a program strictly adheres to CHED's Policies, Standards, and Guidelines (PSGs). This involves a thorough check to confirm that DEBESMSCAT as an institution has the necessary resources, qualified faculty, and proper curriculum to deliver quality education. The conduct of on-site visits and ocular inspections of the university facilities, such as classrooms, libraries, and specialized laboratories, to verify if they are adequate and ready for students.

D.2 Student Assessment

At DEBESMSCAT, assessment tools are the instruments through which student learning is systematically measured, evaluated, and enhanced. This institution employs a diverse array of assessment tools include written examinations (major examination), quizzes, and recitations to measure cognitive understanding; performance tasks, laboratory exercises, and skills demonstrations to evaluate practical competencies; and portfolios, projects, case studies, and research papers to assess higher-order thinking, creativity, and applied knowledge. Each tool is intentionally designed to align with program learning outcomes, ensuring that assessments are valid, reliable, transparent, and responsive to the diverse learning needs of students.

The prescribed criteria for student assessment are outlined below. These criteria as indicated in the DEBESMSCAT Student Handbook (pages 68-69) serve as the institutional standard for evaluating student performance, ensuring consistency, fairness, and alignment with learning outcomes across all academic programs at DEBESMSCAT.

Prescribed Criteria for Lecture and Laboratory Classes

Table 10. College of Agriculture

Criteria	For Lecture Class	For Lecture with Laboratory
Laboratory Exercises / Projects	-	35%
Midterm/Final Examination	40%	30%
Oral Participation / Recitation / Attendance	25%	20%
Quizzes / Assignment	20%	15%
Projects	15%	-
TOTAL	100%	100%

Table 11. College of Industrial Technology

Criteria	General Education Courses (Core/Elective/ Mandatory)	Applied Sciences and Tool Courses Subject with Lecture and Laboratory	Professional and Management Courses Subject with Lecture	Area of Specialization Courses
Factual Conventional & Subjective Learning	45%	-	-	
Quizzes		10%	15%	10%
Project		40%	30%	
Laboratory Exercises				50%
Oral Participation/ Assignment	30%	20%	35%	20%

16.8.2 Students are given grades based on the criteria prescribed in the college where they belong. The criteria are as follows:

Table 9. College of Education

Criteria	For Lecture Class	For Lecture with Laboratory
Laboratory Exercises / Projects	-	35%
Midterm/Final Examination	40%	30%
Oral Participation / Recitation / Attendance	25%	20%
Quizzes / Assignment	20%	15%
Projects	15%	-
TOTAL	100%	100%

Table 10. College of Agriculture

Criteria	For Lecture Class	For Lecture with Laboratory
Laboratory Exercises / Projects	-	35%
Midterm/Final Examination	40%	30%
Oral Participation / Recitation / Attendance	25%	20%
Quizzes / Assignment	20%	15%
Projects	15%	-
TOTAL	100%	100%

Midterm/ Final Examination	25%	30%	20%	20%
TOTAL	**100%**	**100%**	**100%**	**100%**

Table 12. College of Arts and Sciences

Criteria	For Lecture Class	For Lecture with Laboratory
Laboratory Exercises / Projects	-	35%
Midterm/Final Examination	40%	30%
Oral Participation / Recitation / Attendance	25% (Oral participation only)	20% (Oral participation only)
Quizzes / Assignment	20%	15%
Projects	15%	-
TOTAL	100%	100%

Table 13. College of Engineering

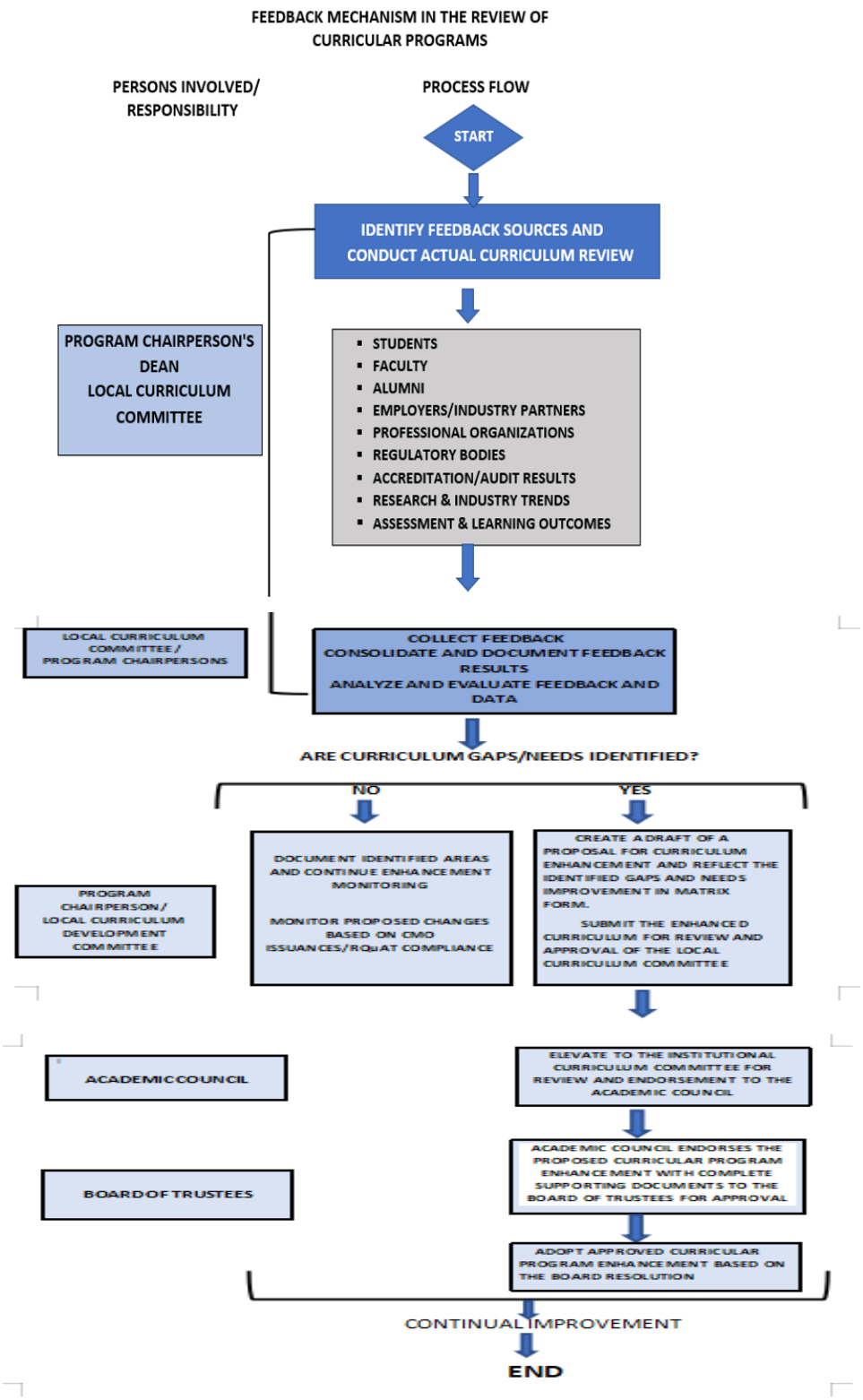
Criteria	For Lecture Class	For Lecture with Laboratory
Laboratory Exercises / Projects	-	35%
Midterm/Final Examination	40%	30%
Oral Participation / Recitation / Attendance	25% (Oral participation only)	20% (Oral participation only)
Quizzes / Assignment	20%	15%
Projects	15%	-
TOTAL	100%	100%

16.8.3 All grades must be signed in by the instructor submitting the grade. This includes midterm and final examinations.

16.8.4 Grades must be submitted at the Dean's office after 10 working days from the last day of the final examination to be forwarded to the Admission and Registration Office and must be signed in at the receiving office.

D.3 Feedback System and Management

The feedback mechanism is presented below. This is the cornerstone of effective curricular program assessment. It transforms assessment from a mere compliance activity into a dynamic engine for continuous improvement. Here is a feedback system adopted by DEBESMSCAT in the development and enhancement of its curricular program offerings and for continual improvement.



This feedback system uses stakeholder collaboration to systematically assess teaching and curriculum- identifying gaps, driving continuous improvement, and giving faculty actionable insights to refine their methods. In DEBESMSCAT, this typically includes:

The students who are the primary consumers of the program, offering insights on curriculum relevance, teaching effectiveness, and the overall learning experience. The faculty members provide expert opinions on curriculum design, content, and the practicality of course delivery as they use the curriculum in their classroom instruction. On the other-hand, the Alumni of the College offer a post-graduation perspective on how well the program prepared them for their careers or further studies. The Industry Experts who handle the On- the -job Trainees for BSAEN, CIT, Economics, CA can provide critical feedback on the relevance of the curriculum to current industry practices, professional skills, and competencies. Academic experts supervising practice-teaching interns (CE) can externally evaluate the curriculum's rigor and quality.

Embedded in the IRR of the Head of the College and its operational plan is the mechanism that ensures the continual improvement of its curricular offerings. This is planned, calendared and with corresponding budgetary allocation every academic year.

The institution uses a variety of methods to collect the feedback from stakeholders. Some common approaches that this institution has adopted is a regular Curriculum Review/Enhancement activity incorporated in the Operational Plan of the College. This gathering brings together the stakeholders of DEBESMSCAT where participants are provided with the opportunity to voice out their observations and suggest possible enhancement to the content of the curriculum. This can include highlights on skills and knowledge required in the field or in the industry. Students' assessment results also form part of the records evaluated reflective of the curriculum content, teaching strategies and assessment tools. Faculty members of the program take part also in the assessment of the content and of the teaching and learning activities and outcomes-based assessment. Tracer studies are also conducted and evaluated both in the industry and other collaborating institutions. Issuances from CHED, AACCUP results, ISO observations can be an input in the continual improvement of the curricular programs. Results of RQAT Compliance of DEBESMSCSAT to the CHED ROV Assessment, AACCUP accreditation recommendations are also input for continual improvement.

Once data are consolidated it is presented in a proposal for submission to the Academic Council for scrutiny and approval. After the endorsement to the academic council a final copy is required with the modifications based on the recommendations of the Council and with complete staff work. The final copy is submitted for scrutiny and approval of the Board of Trustees. Once approved by the Board, the effectivity is based on the issuance of the Board Resolution released by the office of the Board Secretary.

D.4 Image of Curricular Programs

D.4.1 Acceptance and Recognition

DEBESMSCAT's commitment to quality education and the development of competent educational leaders is evidenced by the successful performance of its graduate program graduates in the National Achievement for School Heads (NASH). Graduates of the Master of Arts in Education (MAED), Doctor of Philosophy (PhD), and Doctor of Education in Educational Leadership (EdDEL) programs have successfully passed this national competency assessment, demonstrating their readiness to assume leadership roles in educational institutions. This accomplishment validates the quality and relevance of DEBESMSCAT's graduate programs in preparing educators who possess the knowledge, skills, and ethical grounding required for effective school leadership and management.

D.4.2 Cite at least three strong programs resulting from implementation of mechanisms to improve the programs

1. Bachelor of Elementary Education
2. Bachelor of Industrial Technology majors in: Automotive Technology, Civil Technology, Electrical Technology, and Food Technology
3. Bachelor of Science in Agriculture

D.5 Cite three best mechanisms that are used to strengthen academic programs

1. Data-Driven Program Review and Compliance System

DEBESMSCAT's Data-Driven Program Review and Compliance System is a centralized mechanism that consolidates compliance and performance information to identify gaps, prioritize

interventions, and monitor closure. By linking regulatory requirements, accreditation recommendations, learning outcomes, and institutional targets, the system enables evidence-based decision-making and ensures that program reviews are grounded in accurate, timely, and actionable data.

2. Strategic Industry–Academe–Government Partnerships

Recognizing that meaningful partnerships are essential to educational excellence, DEBESMSCAT actively engages with industry stakeholders, government agencies, and academic institutions to enhance the quality and relevance of its curricular programs. These strategic collaborations serve multiple purposes: they inform curriculum development with current industry insights, provide faculty and students with opportunities for capability building and professional growth, enable authentic experiential learning through internships and practicum, facilitate the utilization of research outputs for community and industry benefit, expose learners to emerging technologies and best practices, and significantly improve graduate employability. Through these partnerships, DEBESMSCAT ensures that its academic offerings remain dynamic, responsive, and aligned with the needs of the local and global workforce. Partnerships with industry, government agencies and academic institutions are used to strengthen curriculum relevance, faculty and student capability, experiential learning, research utilization, technology exposure and employability.

3. International Benchmarking and Accreditation-Enhanced Quality Assurance

DEBESMSCAT utilizes external benchmarking and accreditation findings as strategic tools for continuous improvement. These mechanisms enable the institution to compare its programs and processes against national and international standards, identify transferable best practices, and implement improvements that are appropriate to its unique mandate as an agriculture and technology institution serving Masbate province and the Bicol Region.

PARAMETER E. ICT RESOURCES

E.1 Utilization of ICT resources in Teaching-Learning

ICT is a strategic tool that directly impacts board exam passing rates, curriculum delivery, and graduate employability. Since some of the degree programs in DEBESMSCAT are Board Programs (Education, Engineering, Agriculture), the importance of ICT must be tied to producing globally competitive, licensed professionals.

E.1.1 Faculty

For faculty members, ICT serves as an enhancer of pedagogical efficiency, professional growth, and instructional accuracy. This initiative provides the following key benefits:

- Enhanced Delivery of Complex Concepts through ICT tools (like AutoCAD, QGIS, MATLAB, or virtual labs) allow faculty to visually demonstrate abstract theories in Engineering, Agricultural mapping, and Statistical research. Instead of just lecturing, teachers can show real-time simulations, making it easier for students to grasp board-heavy topics.
- Curriculum Alignment & Updating through digital libraries and online professional networks (like CHED's PHL CHED Connect or PRC updates), faculty can instantly access the latest industry trends and board exam table of specifications. This ensures that their lecture materials are never outdated and always aligned with national association directions.
- Collaborative Professional Development through ICT enables faculty to participate in webinars, international training, and collaborative benchmarking with other SUCs without leaving Masbate. This upskilling directly translates to better board coaching techniques and modern research methodologies.
- Digital platforms for Blended Learning Modality. Teachers can store, organize, and share instructional modules, syllabi, and test banks digitally. This reduces administrative burden, giving them more time to focus on mentoring and one-on-one student coaching for the board exams.

E.1.2 Students

For Students, ICT serves as a bridge to independent learning, board readiness, and 21st-century skill acquisition. It provides the following strategic advantages:

- Self-Paced and Flexible Learning through ICT allows students to access recorded lectures, digitized modules, and e-books. Students who struggle with

fast-paced classroom discussions can revisit difficult topics (like Engineering Mechanics or Organic Chemistry) multiple times at their own convenience, ensuring mastery before the board exam.

- Immersive Simulation and Practical Application through specialized software (e.g., QGIS for Agriculture, SPSS for Education research, or AutoCad for Engineering), students gain hands-on virtual experience. This bridges the gap between theoretical textbook knowledge and actual industry practice, which is exactly what the board exam's applied/problem-solving sections test.
- Access to a Wide Range of Review Materials where students are no longer limited to one textbook. Through ICT, they can access online test banks, PRC sample exams, international journals, and video tutorials from top universities worldwide. This diversifies their review sources and exposes them to various types of board-style questions.
- Collaborative Learning and Peer Support using social media groups, Google Workspace, and messaging apps, students form virtual study groups. They can collaboratively solve complex engineering problems, share agricultural case studies, or peer-review each other's lesson plans (for Education majors) even outside of class hours. This fosters a supportive academic community.
- Development of Digital Literacy and Critical Thinking in board exams are evolving to include more technology-driven scenarios. By regularly using ICT, students develop technological agility and digital ethics. These soft skills are crucial not only for passing the boards but also for thriving in their future careers, where digital documentation and remote collaboration are standard.
- Immediate Feedback and Performance Tracking when students take online quizzes through the LMS, they receive immediate scores and rationalizations. This instant feedback loop helps them quickly identify their weak subjects and focus

their review efforts on high-yield, challenging topics well before the actual board examination date.

E.2 List of ICT resources

ICT Resource/Tool	User Group	Outcomes/Benefit to the Program
INSITUTIONAL/COLLEGE OF AGRICULTURE		
SPIDTECH (Smarter Pest ID Technology	Institutional Faculty Researchers/Students	A mobile application that uses machine learning and a phone's camera to identify crop pests and diseases. It helps users take timely, appropriate action to protect their crops.
CL-Seams (Community-Level SARAI Enhanced Agricultural Monitoring System	Institutional Faculty Researchers/Students	A satellite-based information system that provides farmers with detailed, location-specific data on crop health, weather, and risks like flooding or drought to support informed decision-making.
Automatic Weather Station (AWS)	Institutional Faculty Researcher/ Students	A device that collects real-time weather data (rainfall, temperature, humidity, wind speed, solar radiation) to guide farmers in planning their planting, irrigation, and other farm activities.
MOET App & Leaf Color Computing App (PhilRice LCC)	Faculty/Students	Mobile apps that serve as low-cost diagnostic tools. The MOET App identifies soil nutrient deficiencies, while the LCC app analyzes leaf images to evaluate a rice plant's nitrogen needs.
Leaf color computing app	Faculty Researcher/Students	The PhilRice Leaf Color Computing Application (PhilRice LCC App) is a free mobile application developed by the Department of Agriculture-Philippine Rice Research Institute (DA-PhilRice). It is a digital version of the traditional four-striped Leaf Color Chart (LCC) "ruler". The app uses a smartphone's camera to analyze the green color intensity of a rice leaf from a digital photograph
e-Damuhan Phil Rice.	Faculty/Students	eDamuhan is a mobile application developed by DA-PhilRice that uses artificial intelligence (AI) weed recognition technology. By taking a photo of a weed's leaf or flower with a smartphone, the app identifies the weed species. The latest version, eDamuhan 3.0, features an enhanced database of 1,430 weed and plant species and can identify weeds with up to 98% accuracy. It is designed for farmers and extension workers and can function offline for use in areas with limited internet connectivity

ICT Resource/Tool	User Group	Outcomes/Benefit to the Program
COLLEGE OF INDUSTRIAL TECHNOLOGY		
Programmable Logic Controllers (PLCs) - e.g., Siemens LOGO!, Mitsubishi FX5U	Faculty/ Students	Industrial digital computers used to control machinery and processes on the factory floor, capturing critical process variables for automation.
Low-Code Platforms - e.g., Node-RED Tool	Faculty/Students	Tools that simplify the integration of legacy and modern industrial devices with minimal coding. They allow for the creation of complex data flows and communication between machines.
SCADA Systems & Data Visualization Tools - e.g., InfluxDB, Grafana	Faculty/Students	Systems used for real-time data storage, monitoring, and visualization of performance indicators from the production line, enabling data-driven decisions.
Digital Twins & 3D Simulators - e.g., MELSOFT Gemini 3D Simulator	Faculty/Students	Virtual replicas of physical systems. They allow for simulation, testing, and predictive maintenance of industrial processes without disrupting actual operations.
Industrial IoT (IIoT) Gateways & HMI (Human-Machine Interface)	Faculty/Students	Hardware and software that connect industrial equipment to the internet for remote monitoring and provide a user-friendly interface for operators to control machinery.
COLLEGE OF ENGINEERING		
Engineering Design & Analysis Software - e.g., AutoCAD-Cathea,Solid Works ICT resources	Faculty/Students	Industry-standard software for creating precise 2D and 3D designs and performing structural analysis on projects, preparing students for professional practice.
Cloud Collaboration Platforms - e.g., Google Drive, Microsoft Teams	Faculty/Students	Platforms used for collaborative projects, allowing students to share files, co-author documents, and work together remotely, mirroring professional engineering practice.
COLLEGE OF EDUCATION		
Learning Management Systems (LMS) - e.g., Moodle, Google Classroom	Faculty/Students	Centralized platforms for managing courses, distributing learning materials, facilitating discussions, creating assessments, and tracking student progress.
Interactive Engagement Tools - e.g., Kahoot!, Mentimeter, Padlet	Faculty/Students	Tools used to create interactive quizzes, polls, and brainstorming boards that make classroom sessions more engaging, provide instant feedback, and serve as diagnostic assessments.
Content Creation & Presentation Tools - e.g., Canva, Pi.Inc AI, InVideo	Faculty/Students	Platforms that allow teachers and students to create visually appealing presentations, infographics, images, and interactive videos to make lessons more dynamic and accessible.
Productivity & Collaboration Suites - e.g., Google Workspace for Education	Faculty/Students	A suite of tools (Docs, Sheets, Forms, Slides) that facilitates collaborative lesson planning, document creation, data collection, and seamless communication between teachers and students.

ICT Resource/Tool	User Group	Outcomes/Benefit to the Program
Augmented Reality (AR) & AI-Supported Tools - e.g., Assemblr AR, ChatGPT	Faculty/Students	Emerging technologies used to create immersive learning experiences (like 3D models) and provide personalized tutoring, lesson planning assistance, and creative inspiration.
Virtual Laboratory Simulation	Faculty/Students (Science)	Virtual microscope and microscopy used for detailed observation of specimens. This limits the use of actual living samples for dissection. This is in support of the right to live of organisms.
COLLEGE OF COMPUTING AND INFORMATION SYSTEM		
Adobe Creative Cloud Suite	Faculty/Students	A collection of software for graphic design, video editing, animation, and visual effects, used by students to create professional digital art, infographics, and presentations.
Text & Data Analysis Tools - e.g., Voyant, NVivo, Tableau	Faculty/Students	Tools used for digital scholarship. Voyant helps analyze text patterns, NVivo assists with qualitative data coding, and Tableau is used for creating data visualizations.
Digital Art and Animation Tools - e.g., Wick Editor, Piskel, Krita Software	Faculty/Students	Software used for creating animations, pixel art, and detailed digital paintings, enabling students to express scientific and artistic concepts visually.
Geospatial & Mapping Tools - e.g., ArcGIS	Faculty/Students	Used in geography, history, and art history for mapping artwork provenance, creating interactive maps, and performing geospatial analysis.
AI-Assisted Creation Tools - e.g., AutoDraw, Adobe Voice Animator	Faculty/Students	Accessible tools that use AI to help users create quick sketches, diagrams, and animated videos with voice overs, making complex ideas easier to communicate.
COLLEGE OF BUSINESS, TOURISM AND ECONOMICS		
Enterprise Resource Planning (ERP) Systems - e.g., SAP, Oracle Integrated software	Faculty/Students	Integrated software platforms that manage and automate core business processes (finance, HR, supply chain) in a centralized framework to enhance operational efficiency.
Project Management Tools - e.g., Trello, Asana, Jira	Faculty/Students	Platforms that help teams organize tasks, track project progress, assign responsibilities, and collaborate effectively on complex projects.
Customer Relationship Management (CRM) Systems	Faculty/Students	Salesforce Software used to manage a company's relationships and interactions with customers, track sales, and analyze customer data to improve service.
Data Analysis & Reporting Tools - e.g., MS Excel, Google Sheets	Faculty/Students	Essential spreadsheet tools for recording, organizing, analyzing, and visualizing business data to generate reports and support managerial decision-making.

ICT Resource/Tool	User Group	Outcomes/Benefit to the Program
Business Intelligence (BI) & AI Tools	Faculty/Students	Advanced systems that analyze business data to provide insights, forecasts, and recommendations, aiding in strategic planning and risk management.
SCHOOL FOR GRADUATE STUDIES AND RESEARCH		
Reference Management Software - e.g., Zotero, Mendeley	Faculty/Student	Tools that help graduate students organize, store, and cite their research materials, articles, and notes, streamlining the process of writing papers and theses.
AI-Powered Research Assistants - e.g., Google NotebookLM, Scite, Elicit	Faculty/Student	AI tools that allow students to upload documents and interact with them (asking questions, summarizing) or find and evaluate scholarly articles, dramatically speeding up the literature review process.
Qualitative Data Analysis Software - e.g., NVivo, Taguette	Faculty/Student	Specialized software for coding and analyzing non-numerical data, such as interview transcripts and focus group notes, to identify themes and patterns for research.
Statistical & Computational Tools - e.g., R, Python, Stata	Faculty/Student	Powerful programming languages and software used for advanced statistical analysis, data modeling, and creating reproducible research in theses and dissertations.
Mind Mapping & Ideation Tools - e.g., Coggle	Faculty/Student	Visual tools that help graduate students brainstorm, organize their thoughts, and map out the structure of their research papers and arguments during the ideation phase.

The institution is provided with a shared and centralized computer laboratory where the ICT equipment are available for classroom instruction. A schedule of laboratory utilization is provided and posted outside the laboratory. ICT resources are regularly monitored and maintained to ensure the serviceability of the equipment. Computers and other equipment are included in the College PRE when there is a need to replenish it. Faculty members and designated program chairpersons are also provided with laptops for classroom instruction.

https://www.messenger.com/271ad64a-7793-4069-879a-0316280cb817 (Link to the Inventory of Usable Computer units and other equipment).

E.3 List of ICT based instructional materials

Here are the Hardware and Physical Devises or tools that enable digital learning in DEBESMSCAT.

1. Computers and Internet
2. Projectors

3. Interactive whiteboards
4. Tables and Mobile Devices
5. Audio-Visual Equipment

Below is the list of software and digital content that are programs and digital resources used for instruction in the different Colleges:

1. Productivity Software: Microsoft Office (Word, Excel, Powerpoint) Google Workspace (Docs, Sheets, Slides)

2. Presentation Tools: Specialized software like Prezi, Canva for creating dynamic and visually engaging presentation.

3. Google classroom that manages, deliver, and track educational courses and content.

4. Educational Apps and Games: Subject specific apps and gamefied learning platforms that make learning engaging and interactive. PhysiQuest for Physics Instruction. An interactive gamified platform to master fluid mechanics through quizzes, logical puzzles,etc.

5. Virtual Labs & Simulators: Software that allows students to conduct experiments and practice skills in a safe, virtual environment. PhET for Sciences for an interactive instruction in Physics and math. Virtual Microscopy is used to replace killing animals for dissection.

6. Augmented Reality (AR) & Virtual Reality (VR): Immersive technologies that create interactive, 3D learning experiences used for Anatomy instruction.

E.4 Cite three programs that are fully ICT based

DEBESMSCAT offers Blended Learning type of instructional delivery in all its curricular program offerings. It also incorporates ICT- Infused Instruction or Technology-Enhanced Teaching. The intermittent supply of electricity as well as the connectivity issues due to geographical location of the institution favor the ICT infused delivery mode of classroom instruction. The instructor is given the freedom to use appropriate ICT Infused on -line or off-line tools to enhance instruction. It is a teaching setup where the physical teacher, physical classroom, and the lesson structure remain at the core, but digital tools are woven seamlessly into every single phase of the class

session. Classroom instruction is also enhanced using the modules developed by the faculty for instructional purposes.

In the College of Computing and Information System, they developed Modules for Classroom instruction like Hashing Algorithms, Sorting Techniques algorithms and String Matching with Finite Automata.

E.5 Cite three prevailing best practices on the utilization of resources

1. Strategic Digital Infrastructure Expansion through National Partnerships

In line with its commitment to quality service, DEBESMSCAT has established strategic partnerships with national agencies like the DICT and other institutions to expand connectivity, digital platforms, equipment, content, and technical capacity beyond its regular resources ensuring that stakeholders benefit from enhanced access, innovation, and institutional capability.

Republic of the Philippines
DR. EMILIO B. ESPINOSA SR. MEMORIAL
STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY
www.debesmscat.edu.ph | Cabitan, Mandaon, Masbate

BAGONG PILIPINAS

October 2, 2025

DEBESMSCAT
OFFICE OF THE PRESIDENT
RELEASED
BY :
DATE : 10/02/2025 TIME: 10:50 am

OIC-DIR. RACHEL P. GRABADOR
Regional Director
DICT V
Legazpi, Philippines

Subject: Request for Additional Wi-Fi Sites

Dear Director Grabador:

Greetings from Masbate!

As the lone State College in the island province of Masbate catering to thousands of students, there is an increasing number of personnel, students and staff utilizing our facilities for educational and administrative purposes. Hence, we respectfully request augmentation of our internet connectivity through the provision of additional Wi-Fi sites in our Mandaon and Cawayan campuses. At present, our institution is being served by only one site with access points catering to both campuses. However, both sets of equipment were adversely affected by the recent typhoon Opong, which greatly devastated Masbate province and our institution, further compounding the challenges we are facing in ensuring stable and reliable connectivity for our stakeholders.

The establishment of additional Wi-Fi sites will greatly help in addressing the growing demand for internet access and in sustaining our operations, particularly in the delivery of efficient and timely services.

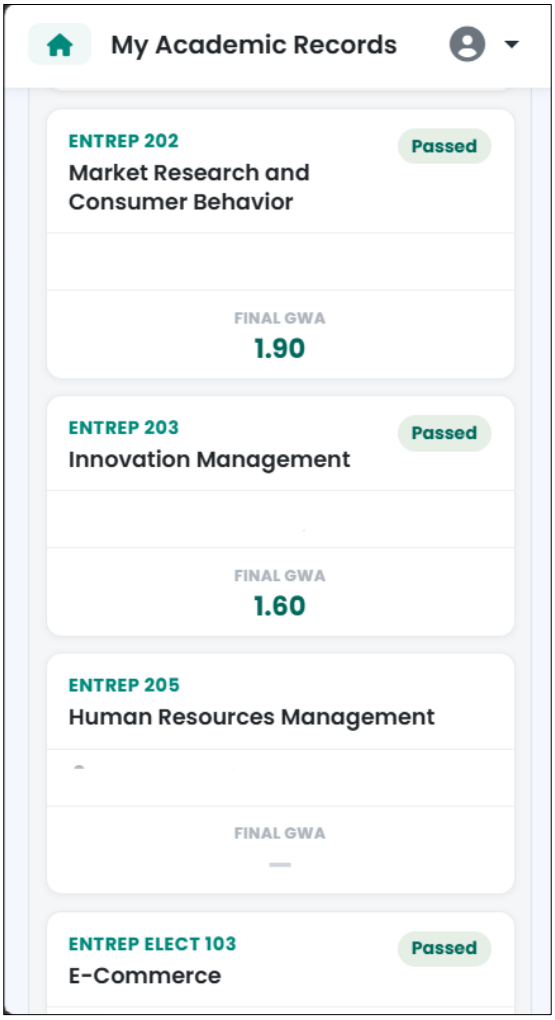
We are hopeful for your favorable consideration of this request. Thank you very much.

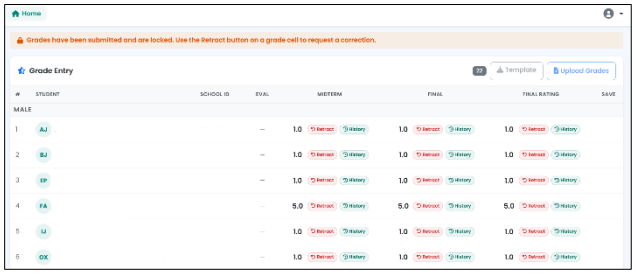
Very truly yours,

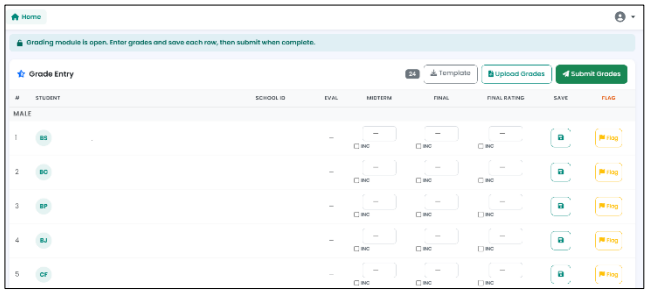
ARNEL B. MILLESCA, EdD, JD
SUC President III

2. System-Wide Collaborative ICT Resource Sharing

DEBESMSCAT strategically coordinates ICT facilities, expertise, digital content, and support mechanisms across all colleges, campuses, and service units to maximize access, optimize resource utilization, and reduce unnecessary duplication to ensure that technology resources are efficiently and equitably distributed throughout the institution.







3. Pedagogically Driven Digital Curriculum Design

This institution adopts a pedagogical-first approach to educational technology, ensuring that digital tools are selected based on their alignment with intended learning outcomes, responsiveness to diverse learner needs, and appropriateness to assessment requirements. The institution's faculty development program consistently emphasizes purposeful pedagogy over technology adoption for its own sake, fostering a culture where digital tools are used meaningfully to enhance, rather than overshadow, the teaching and learning experience.