OUTCOMES-BASED QUALITY ASSURANCE
PROGRAM PERFORMANCE PROFILE

Area III. CURRICULUM AND INSTRUCTION

1. Program	
a. Name of the Program	Bachelor of Secondary Education
b. Specialization/majors	Social Studies
c. Degree granted	Bachelor of Secondary Education major in Social Studies
2. Academic unit where program is offered	College of Education
3. Institution	
a. Name	Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT)
b. Location of the main Campus	Cabitan, Mandaon, Masbate
c. Campus where Program is offered	Main Campus, Cabitan, Mandaon, Masbate
4. Name and title of the:	
a. Head/Chair of the Program	Dennis C. Ramiso, Department Head BSEd Social Studies
b. Dean/Director of the academic Unit	Dr. Raiza M. Padasas, Dean, College of Education
c. President of the Institution	Dr. Arnel B. Millesca, SUC President III
5. Legal basis of the Program/BOR or BOT resolution, Date of opening, etc.	BOT Resolution No. 15-16; COPC No. 49, series of 2022; November 8, 2022
6. Accreditation visit applied for (Preliminary, 1st Survey, 2nd Survey, 3rd Survey, 4th Survey)	2nd Survey, 16–20 November 2026
7. Present accreditation status and its inclusive period of effectivity	Level I Accredited/March 16, 2024 – March 15, 2027

PART III. CURRICULUM AND INSTRUCTION

PARAMETER A. CURRICULUM AND PROGRAM OF STUDIES

1. SYSTEM – INPUTS AND PROCESSES

- **Present the BOR/BOT approved Curriculum and/or Program of Studies**

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

EXCERPTS FROM THE MINUTES OF THE 72ND REGULAR MEETING OF THE DEBESMSCAT BOARD OF TRUSTEES HELD ON JUNE 18, 2015 AT THE CAMARINES SUR POLYTECHNIC COLLEGES, NABUA, CAMARINES SUR.

x-x-x

On motion presented, seconded and carried, the Board passed the following Resolution:

RESOLUTION NO. 15-16

A RESOLUTION BY THE COLLEGE BOARD OF TRUSTEES APPROVING THE CURRICULAR ENHANCEMENT OF THE DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP (EDDEL) PROGRAM, CURRICULAR ENHANCEMENT OF THE MASTER OF ARTS IN EDUCATION (MAED) PROGRAM MAJOR IN LANGUAGE EDUCATION, MATHEMATICS EDUCATION AND SCIENCE EDUCATION, AND ADDITIONAL MAJOR FIELDS OF SPECIALIZATION IN THE BACHELOR IN SECONDARY EDUCATION CURRICULUM SUCH AS FILIPINO, SOCIAL STUDIES AND TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE); *PROVIDED, THAT A CERTIFICATION FROM THE COMMISSION ON HIGHER EDUCATION (CHED) REGIONAL OFFICE IS SUBMITTED TO THE BOARD STATING THAT THE PROPOSED PROGRAMS ARE COMPLIANT WITH THE REQUIREMENTS OF CHED.* (Tabs E, F and G, Agenda, June 18, 2015)

x-x-x

I hereby certify the veracity and authenticity of the foregoing Resolution.

ALLAN O. DELOS REYES
Board Secretary

Noted:

ERWIN H. MALTO, Ph.D.
SUC President

OBS
CERTIFIED TRUE COPY
ALLAN O. DELOS REYES
Board Secretary
Date: 9/30/2025

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

FOUR – YEAR CURRICULUM LEADING TO
BACHELOR OF SECONDARY EDUCATION (B.S.E.D)
Major in SOCIAL STUDIES
PER CMO #75, s. 2017 Effective AY 2025-2026

First Semester		FIRST YEAR		Second Semester	
Course Code	**Course Description**	**Units**	**Course Code**	**Course Description**	**Units**
MCFSSE01	Foundation of Social Studies	3	MCFSSE02	Research in Social Studies	3
MCSSE101	Geography 1 (Human Geography)	3	MCSSE102	Asian Studies	3
GE1	Understanding the Self	3	MC SSE103	Geography 2 (Physical Geography)	3
GE2	Readings in Philippine History	3	MC SSE104	Micro Economics	3
GE3	The Contemporary World	3	ProfEd2	Foundation of Special and Inclusive Education	3
GE4	Mathematics in the Modern World	3			
ProfEd1	The Child and Adolescent Learners and Learning Principles	3	GE5	Purposive Communication	3
			GE6	Art Appreciation	3
PATHFit1	Movement Competency Training	2	PATHFit2	Exercise-based Fitness Activities	2
NSTP1	Literacy Training Service 1	3	NSTP2	Literacy Training Service2	3
	Total Units	**26**		**Total Units**	**26**
First Semester		**SECOND YEAR**		**Second Semester**	
Course Code	**Course Description**	**Units**	**Course Code**	**Course Description**	**Units**
MCFSSE03	Places and Landscape in a Changing World	3	MCSSE107	World History 1 (Ancient and Medieval Era)	3
MCSSE105	Socio-Cultural Anthropology	3			
MCSSE106	Macro Economics	3	MCSSE108	Law-Related Studies	3
*FL1	Foreign Language 1 (French)	(3)	M FSSE04	Trends and Issues in Social Studies	3
GE7	Ethics	3	*FL2	Foreign Language 2 (French)	(3)
GE8	Science, Technology and Society	3	GECElec10	Living in the IT Era	3
GE9	The Life and Works of Rizal	3	GECElec11	Gender and Society	3
ProfEd3	The Teaching Profession	3	GECElec12	Philippine Popular Culture	3
PATHFit3	Sports	2	ProfEd4	The Teacher and the Community, School Culture and Organizational Leadership	3
			ProfEd5	The Teacher and the School Curriculum	3
			PATHFit4	Dance	2
	Total Units	**23**		**Total Units**	**26**
First Semester		**THIRD YEAR**		**Second Semester**	
Course Code	**Course Description**	**Units**	**Course Code**	**Course Description**	**Units**
MCSSE109	Comparative Government and Politics	3	MCSSE113	Assessment and Evaluation in the Social Sciences	3
MCSSE110	Comparative Economic Planning	3			
MCSSE111	Geography 3	3	MCSSE114	History 2 (Modern and Medieval Era)	3
MCSSE112	Teaching Approaches in Secondary Social Studies	3	MCSSE115	Integrative Methods in Teaching Social Science Discipline in Basic Education	3
ProfEd6	Facilitating Learner-Centered Teaching	3	MCSSE116	Production of Social Studies Instructional Materials	3
ProfEd7	Assessment in Learning 1	3			
ProfEd8	Technology for Teaching and Learning 1	3	MCTTL	Technology for Teaching and Learning 2	3
MCElec1	Social Networking for Social Integration	3	MCElect02	Basic of School Management and Administration	3
			ProfEd9	Assessment in Learning 2	3
			ProfEd10	Building and Enhancing New Literacies Across the Curriculum	3
	TOTAL	**24**		**TOTAL**	**24**
First Semester		**FOURTH YEAR**		**Second Semester**	
Course Code	**Course Description**	**Units**	**Course Code**	**Course Description**	**Units**
ProfEd11	Observation of Teaching Learning in Actual School Environment	3	ProfEd13	Teaching Internship (OFF Campus)	6
ProfEd12	Participation and Teaching Assistantship	3	Enrichment Course	Enrichment Classes	(12)
	TOTAL	**6**		**TOTAL**	**6**

- **Course requirement for student's mobility (abroad and at home)**
- **A Community Outreach Activity**

SUMMARY

General Education Courses	36
Professional Education Courses	42
Major Courses	63
Cognate/Elective Courses	6
Mandated Courses (PE & NSTP)	14
Foreign Language Subjects	(6)
TOTAL	161

Prepared by:

RAIZA M. PADASAS, EdDEL
Dean, College of Education

Reviewed by: ROSE MARIE A. ARAO
EDUC. SUPERVISOR II

Noted:

DR. DESIDERIO P. ALEVADO JR.
Director, OIA

The Program under Survey

A.1. Description of the Program

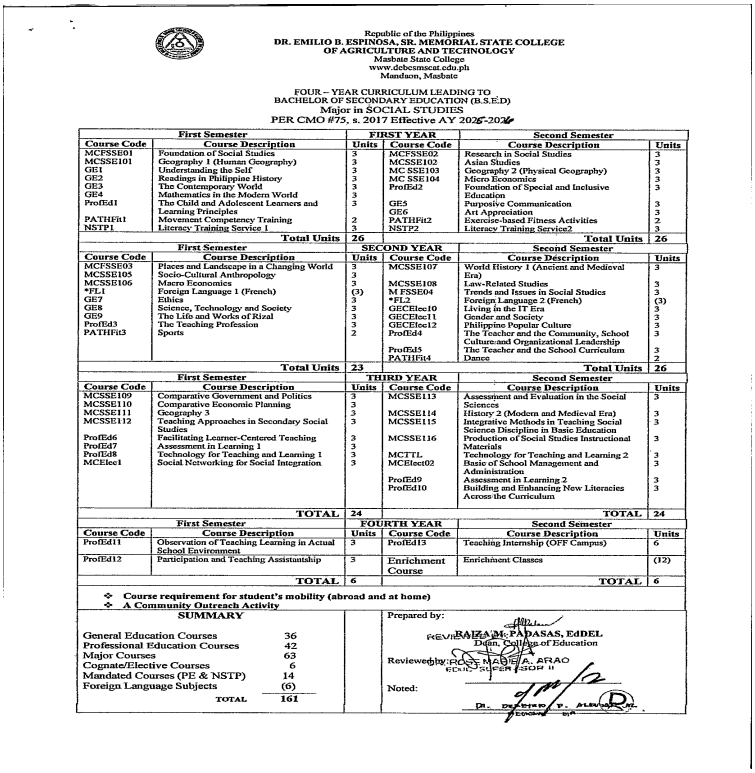
The degree program described herein shall be called Bachelor of Secondary Education (BSED) major in Social Studies.

A.2. Objectives of the Program

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

A.3. The Curriculum of the Program (showing subject distribution by school term and year level).

➢



Republic of the Philippines
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FOUR – YEAR CURRICULUM LEADING TO
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- Course requirement for student's mobility (abroad and at home)
- A Community Outreach Activity

SUMMARY

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Major Courses	63
Cognate/Elective Courses	6
Mandated Courses (PE & NSTP)	14
Foreign Language Subjects	(6)
TOTAL	161

Prepared by:
EMILIA M. PADASAS, EdDEL
Dean, College of Education
Reviewed by: PROF. MARIA A. ARAO
EDUC. SUPERVISOR II
Noted:

➢ **Present the CHED Memorandum Order of the Program (*if there is any*).**

COMMISSION ON HIGHER EDUCATION
REGIONAL OFFICE V

COMMISSION ON HIGHER EDUCATION
Legazpi City
RECORDS SECTION
RELEASED
Date: 21 NOV 2022
By:

CERTIFICATE OF PROGRAM COMPLIANCE (COPC)
No. 49
Series of 2022

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the *"Higher Education Act of 1994,"* and by virtue of CMO No. 14, Series of 2019 – "Policies and Guidelines in the Issuance of Certificate of Program Compliance (COPC) to State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs)", this Certificate of Program Compliance (COPC) certifies that **DR. EMILIO B. ESPINOSA, SR. MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY, Cabitan, Mandaon, Masbate,** complies with the prescribed minimum requirements of CHED to offer the **BACHELOR OF SECONDARY EDUCATION (BSEd)** Program **major in Social Studies,** based on CMO No. 75, Series of 2017, Policies, Standards and Guidelines for Bachelor of Secondary Education (BSEd) Program, effective Academic Year (AY) 2022-2023

This Certificate of Program Compliance (COPC), however, is subject to revocation if herein institution fails to maintain the prescribed standards for the program. Furthermore, this COPC does not extend to any branch or satellite campus of the institution.

Legazpi City, Philippines . November 8, 2022

FOR THE COMMISSION:

ATTY. SEPTON A. DE LA CRUZ, *CESO III*
Regional Director

(Not valid without CHED seal
or with Erasures/Alterations)

EM's Barrio South, Brgy. 2, Legazpi City, Philippines 4500

2. IMPLEMENTATION

➢ **Describe and/or make comparison of the duly approved courses in the curriculum with CHED/PRC standards or minimum requirements in terms of units.**

COURSE	NUMBER OF UNITS		
	SUC Curriculum	CHED Min. Requirements	PRC Requirements
a. General Education	36	36	36
b. Mandated Subjects	14	14	14
c. Professional Subject	42	42	42
d. Specialization	63	63	60
e. Elective	6	6	6
f. Foreign Language	6	Not separately required	3
TOTAL	167	161	161

The duly approved Bachelor of Secondary Education major in Social Studies curriculum of the institution consists of 167 academic units, which is 6 units higher than the 161-unit minimum curriculum requirement prescribed by CHED under CMO No. 75, Series of 2017. The curriculum demonstrates compliance with the prescribed unit requirements in General Education (36 units), Mandated Subjects (14 units), Professional Education (42 units), Specialization (63 units), and Electives (6 units). The additional 6 units allocated to Foreign Language represent an institutional curricular provision intended to further enhance students' communication and language competencies.

In comparison with the figures reflected under PRC requirements, the institutional curriculum provides 36 units for General Education, 14 units for Mandated Subjects, 42 units for Professional Education, 63 units for Specialization, 6 units for Electives, and 6 units for Foreign Language. These allocations exceed the corresponding figures indicated in the table for Specialization (60 units) and Foreign Language (3 units) by 3 units each. Nevertheless, the institution maintains the required curricular components while providing additional learning opportunities through its approved courses. Overall, the comparison indicates that the BSED Social Studies curriculum meets the minimum unit requirements prescribed by CHED and provides additional curricular provisions beyond the prescribed minimum. This reflects the institution's commitment to strengthening the academic preparation, professional competencies, subject-matter expertise, and overall readiness of its graduates for the teaching profession.

➢ **Describe the congruence of the curricular program with the vision and mission of the institution and the Goals of the Academic Unit.**

The Bachelor of Secondary Education major in Social Studies (BSED-SS) program of DEBESMSCAT is aligned with the vision and mission of the institution and the goals of the College of Education. Its 161-unit curriculum aims to develop competent, globally competitive, values-oriented, and community-responsive Social Studies teachers equipped with content knowledge, teaching skills, research capabilities, and leadership competencies.

The program supports the institutional vision of becoming a globally focused and nationally recognized university through courses in Philippine and World History, Geography, Economics, Politics, and Foreign Languages. These subjects develop students' global perspectives, cultural awareness, and understanding of local and international issues.

It also supports the institutional mission of providing quality education, research, and extension services through professional education courses, research activities, teaching internship, and community outreach. These learning experiences strengthen students' teaching competencies, research skills, ethical values, and commitment to community development.
Furthermore, the curriculum addresses the three goals of the College of Education by:
1. Providing Quality Teacher Education – Developing students' content mastery, pedagogical competence, critical thinking, ethical values, and leadership skills through academic and practical learning experiences.
2. Strengthening Research, Extension, and Innovation – Promoting research engagement, technology-based instruction, and community-responsive activities that address educational and societal needs.
3. Establishing Strategic Partnerships – Providing opportunities for collaboration with partner schools and communities through teaching internships, student mobility, and extension activities.
Overall, the BSED Social Studies curriculum translates the institution's vision and mission and the College of Education's goals into meaningful educational outcomes. It prepares future teachers to become professionally competent, socially responsible, and globally responsive educators who can contribute to quality education and the sustainable development of Masbate and the wider community.

- **Describe how the curriculum was designed, developed, monitored, reviewed and approved by authorities concerned, including the participation of the academic community and the stakeholders.**

The BSED Social Studies curriculum of DEBESMSCAT was designed and developed in accordance with CHED policies and standards, institutional goals, and the current demands of the teaching profession. Its development involved the participation of the College of Education Dean, faculty members, curriculum committee, and relevant stakeholders to ensure that the program provides relevant disciplinary knowledge and pedagogical competencies.

The curriculum is regularly monitored, evaluated, and reviewed through faculty consultations, curriculum assessments, and stakeholder feedback to ensure its relevance and responsiveness to emerging educational trends and societal needs. Proposed revisions undergo deliberation and evaluation by the appropriate academic bodies before final approval by the authorized university officials.

- Describe the system/s used in evaluating and improving the quality of the program including:

  - the role of the stakeholders
    The College of Education Dean, BSED Social Studies, department head, faculty, students, alumni, partner schools, and other stakeholders participate in evaluating the program by providing feedback and recommendations on curriculum content, teaching effectiveness, the competencies expected of graduates. Their inputs serve as bases for identifying areas f or improvement and strengthening program implementation.

  - the integration of recent trends and developments
    The program considers emerging trends and developments in Social Studies education, including outcomes-based education (OBE), educational technology, inclusive education, interdisciplinary approaches, historical and geographical inquiry, and the Sustainable

Development Goals (SDGs). These are integrated into relevant courses and instructional activities to ensure that students develop competencies responsive to contemporary educational and societal needs.

- the updating of course syllabi
  Course syllabi are periodically reviewed and evaluated by the concerned faculty members to ensure alignment with CHED standards, program learning outcomes, and institutional goals. Necessary enhancements are identified based on faculty recommendations, student performance, stakeholder feedback, and developments in the discipline. Proposed revisions are subjected to appropriate academic review and approval.

➢ **Describe the system used to accommodate students with special needs.**

DEBESMSCAT provides support and appropriate accommodations for students with disabilities and special needs through the Unit for Services for Students with Disabilities and Special Needs, which coordinates with relevant offices and external agencies to promote inclusive education, accessibility, and equal learning opportunities. As reflected in the institutional linkage and collaboration activity conducted with the Persons with Disability Affairs Office (PDAO) of the Province of Masbate on October 26, 2026, the College undertakes initiatives to strengthen support services for students with disabilities. These include coordinating with PDAO for resource persons, identifying available assistive devices, exploring appropriate support mechanisms, and establishing institutional partnerships through a Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU). The College also seeks to promote an inclusive learning environment through appropriate academic assistance, accessible learning resources, and coordination among concerned offices, faculty members, and external agencies. These efforts aim to address the individual needs of students with disabilities, encourage their participation in academic activities, and ensure equal access to educational opportunities.

1. OUTCOMES

➢ Cite instances that the curriculum is responsive and relevant to the demand of the times.
The BSED Social Studies curriculum of DEBESMSCAT is responsive to the demands of the times through its inclusion of courses that address contemporary social, political, economic, environmental, and global issues. Subjects such as *Trends and Issues in Social Studies, The Contemporary World, Technology for Teaching and Learning,* and *Social Networking for Social Integration* equip future teachers with relevant knowledge, digital competencies, and critical thinking skills. Furthermore, courses in Social Studies pedagogy, research, and teaching internship strengthen their instructional and professional competencies. These curricular components ensure that graduates are prepared to become competent, technologically equipped, and socially responsible teachers who can respond to the changing needs of learners and society.

➢ Show evidences that there is a passing average in the Licensure Examination (*If applicable*)

Republic of the Philippines
Professional Regulation Commission
Manila

BAGONG PILIPINAS

CERTIFICATION INTERNATIONAL ISO 9001:2015

CERTIFICATION

This is to certify that according to the records of this Commission, the Institutional Performance of

DR. EMILIO B. ESPINOSA SR. MEMORIAL AGRICULTURAL COLLEGE

and the National Passing Percentage in the Licensure Examination for

PROFESSIONAL TEACHERS

given in ***September 2023*** *are as follows:*

	Institutional				
	NUMBER OF				Passing
	PASSED	FAILED	COND	TOTAL	Percentage
ELEMENTARY LEVEL					
First Timers	41	2	0	43	95.35%
Repeaters	19	32	0	51	37.25%
Overall	60	34	0	94	63.83%
National Passing Percentage:				47.01%	

Any discrepancy in the actual school performance data is entirely unintentional on the part of the Commission but rather due to miscoding of school codes by the examinees themselves in their application forms.

This certification has been issued upon request for whatever legal purpose it may serve.

Manila, Philippines
March 27, 2024

JOSE A. ABUNDO
Director IV, Planning Management and Financial Service

PAID: Php 75.00
O.R. No.: 17692987
DATE: March 19, 2024

CN 2491-24

Typed by: MIAROSE S. SECCION

Verified by: MYLA Q. SY

DOWIS RENTAS INTERNAS DSK2022 11368107 30 30

ANY ERASURE OR ALTERATION HEREON NULLIFIES THIS CERTIFICATION.
NOT VALID WITHOUT DRY SEAL AND DOCUMENTARY STAMP.

RSD-04
Rev. 02
May 4, 2022
Page 1 of 1

PRC Building, Paredes St., Sampaloc
Manila, 1008 Philippines

www.prc.gov.ph

Philippine International Convention Center
Sotto St., Pasay City, 1307 Philippines

Bachelor of Secondary Education LET Performance

The BSED program demonstrates a marked recovery after its lowest institutional annual average of 43.12% in 2022. The annual average increased to 52.82% in 2023, 59.41% in 2024, and 69.02% in 2025. The 2025 institutional average represents an increase of 25.90 percentage points from the 2022 level.

Year	BSED March	National March	BSED Sept./Oct.	National Sept./Oct.	Institutional Average
2021	No Exam	N/A	59.57%	57.76%	59.57%
2022	41.10%	41.72%	45.14% (Oct.)	50.94% (Oct.)	43.12%
2023	47.33%	46.94%	58.31%	56.26%	52.82%
2024	57.52%	58.78%	61.30%	56.88%	59.41%
2025	53.90%	62.27%	84.13%	72.62%	69.02%

The cycle-level comparison shows that BSED was slightly below the national benchmark in March 2022 (41.10% versus 41.72%) and October 2022 (45.14% versus 50.94%). In 2023, the institutional rate was 0.39 percentage points higher than the national rate in March and 2.05 percentage points higher in September. In 2024, BSED was 1.26 percentage points below the national rate in March but 4.42 percentage points above it in September. In 2025, the March institutional rate was 8.37 percentage points below the national benchmark, while the September/November institutional rate was 11.51 percentage points above the national rate.

1. BEST PRACTICES

- Cite as many best practices as you can on Parameter A (*Curriculum & Program of Studies*)
  Started the revision of the curriculum according to the demand of time involving the stakeholders.

  The BSED Social Studies program of DEBESMSCAT adopts outcomes-based education (OBE) in the preparation and implementation of course syllabi to ensure alignment among program outcomes, course learning outcomes, teaching-learning activities, and assessment methods. The program conducts seminars, orientations, and capability-building activities to prepare students for their chosen teaching profession, particularly in developing their academic, pedagogical, and professional competencies. Faculty members employ varied and learner-centered teaching strategies that enhance students' critical, creative, analytical, and reflective thinking, as well as their values formation and social responsibility. Other best practices include integrating educational technology and current social issues into instruction, conducting research-based and community-oriented learning activities, promoting collaborative and experiential learning, and providing opportunities for microteaching, field study, and teaching internship. These practices aim to develop competent, innovative, ethical, and socially responsive future Social Studies educators.

PARAMETER B – INSTRUCTIONAL PROCESSES, METHOLOGIES AND LEARNING ENHANCEMENT OPPORTUNITIES

1. SYSTEM-INPUT AND PROCESSES

- Present Institutional policies regarding the preparation of course syllabi and other policies on instructional processes, methodologies and learning opportunities.

DEBESMSCAT-Instructional-Material-Develo

2. IMPLEMENTATION

- Major Learning Opportunities
  - Description of procedures adopted in the production of instructional materials.

A. Syllabi

The BSED Social Studies faculty members prepare and develop course syllabi following the Outcomes-Based Education (OBE) framework and prescribed CHED standards. The process involves identifying course learning outcomes, aligning them with program outcomes, selecting appropriate content, teaching-learning activities, and assessment methods. The prepared syllabi undergo faculty review and evaluation to ensure consistency with institutional goals, curriculum requirements, and current developments in Social Studies education before implementation and approval by the concerned authorities.

D. Modules

Instructional modules are developed by faculty members based on approved course syllabi and intended learning outcomes. The process includes identifying learning competencies, organizing relevant topics, preparing learning activities and instructional resources, and developing assessment tools to measure students' learning progress. Modules incorporate relevant references, contextualized examples, interactive activities, and appropriate supplementary materials to promote independent, engaging, and meaningful learning. These materials are reviewed and enhanced based on faculty evaluation, student feedback, and the effectiveness of their implementation.

  - Teacher – made instructional materials

Instructional Material	Title	Date Approved	Subject Where Used
A. Syllabi	Human Geography Socio Cultural Anthropology	July 29,2026 July 29,2026	MC SSE 101 MC SSE 105

	Comparative Government and Politics Macroeconomics Urban Geography Teaching Approaches in Social Studies	August 6, 2026 July 30, 2026 August 3, 2026 July 30, 2026	MCSSE 109 MC SSE 106 MC SSE 111 MC SSE 112
B. Workbooks			
C. Manuals			
D. Modules	Learning Module on MC SSE 101 (Human Geography)	July 27, 2026 July 30, 2026	MC SSE 101
E.Electronic Materials			
F.Others			

- Teaching strategies used to facilitate enrich learning.

Teaching strategy used	Subjects where strategy is used
1. Informal debate, group reporting	MC SSE 101
2. Research	MC SSE 109
3. Micro-teaching	MC SSE 112
4. Debate, research	MC SSE 111
5. Case Study	MC SSE 105

3. OUTCOMES

- Present evidences that course syllabi are updated and approved.

SYLLABUS- MC SSE 101.pdf | SYLLABUS- MC SSE 109.pdf | SYLLABUS- MC SSE 112.pdf | SYLLABUS- MC SSE 111.pdf | SYLLABUS- MC SSE 105.pdf

- Cite evidences that teaching strategies are efficiently and effectively used.

Oros (2007) – *Let's Debate: Active Learning Encourages Student Participation and Critical Thinking***.**

Effectiveness and Characteristics of Programs for Developing Oral Competencies at University: A Systematic Review (2022).

Mediana, N. L., Funa, A. A., & Dio, R. V. (2025). Effectiveness of inquiry-based learning (IbL) on improving students' conceptual understanding in science and mathematics: A meta-analysis. *International Journal of Education in Mathematics, Science, and Technology*, *13*(2), 532–552. https://doi.org/10.46328/ijemst.4769

Bonney, K. M. (2015). Case study teaching method improves student performance and perceptions of learning gains. *Journal of Microbiology & Biology Education*, *16*(1), 21–28. https://doi.org/10.1128/jmbe.v16i1.846

- Show evidences that Instructional Materials are copyrighted/patented.

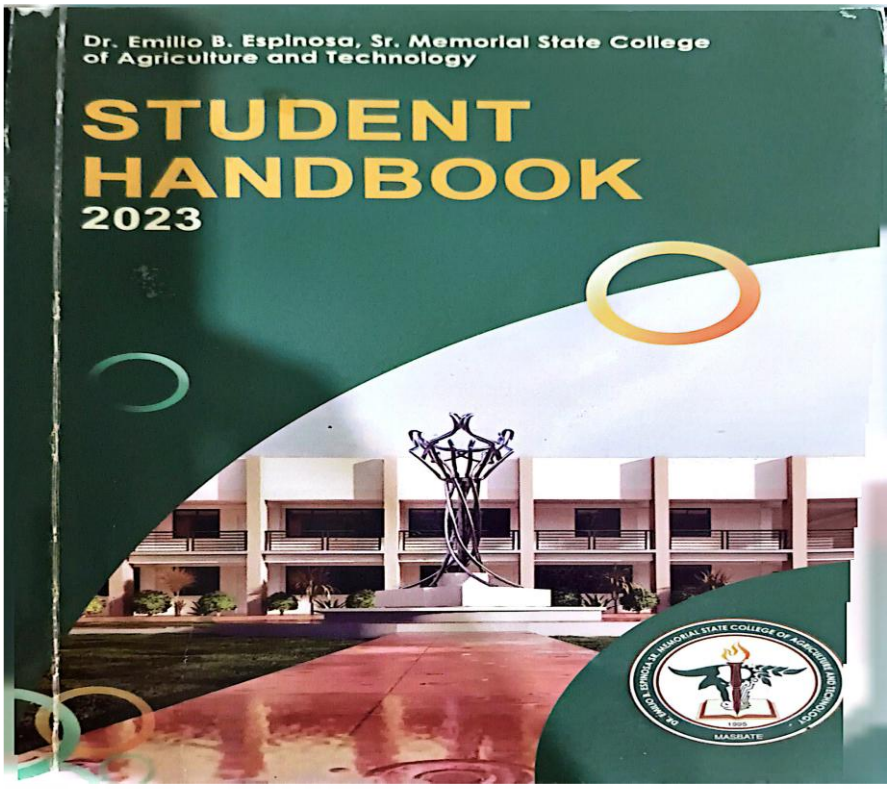
4. BEST PRACTICES

- Cite as many best practices as you can on Parameter B (Instructional Process, Methodologies and Learning Opportunities)
  The Bachelor of Secondary Education (BSED) Major in Social Studies program at Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT) upholds instructional excellence through the consistent implementation of updated, Outcomes-Based Education (OBE) syllabi aligned with CHED standards, the Philippine Professional Standards for Teachers (PPST), and localized Masbateño socio-cultural contexts. To foster critical thinking, civic competence, and pedagogical mastery among pre-service teachers, faculty employ varied, learner-centered methodologies—including structured debates, collaborative group discussions, inquiry-based research, real-world case studies, and iterative micro-teaching demonstrations. These classroom strategies are further reinforced by faculty-developed contextualized instructional materials, digital pedagogy integration, rubric-guided authentic assessments, and strong DepEd partnerships that mentor students from early field immersion through Licensure Examination for Professional Teachers (LET) readiness.

PARAMETER C – ASSESSMENT OF ACADEMIC PERFORMANCE

1. SYSTEM – INPUTS AND PROCESSES

- Present institutional and/or College policies/system of assessing academic performances



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%

2. IMPLEMENTATION

- **List of evaluation measures used to ensure that the student's performance meet expected outcomes.**

Evaluation Measures	Subject Where Used
Midterm/Final Examination	All learning areas
Projects	All learning areas
Oral Participation / Recitation / Attendance	All learning areas
Quizzes / Assignment	All learning areas

- **Description of a system of validating and/or improving tests and other evaluation instruments**.

  To ensure fair, reliable, and outcomes-aligned assessment across all learning areas in the DEBESMSCAT BSED Social Studies program, faculty follow a structured, multi-stage system for validating and improving evaluation instruments—including Midterm and Final Examinations, Projects, Oral Participation/Recitation/Attendance, and Quizzes/Assignments. Prior to administration, faculty construct a Table of Specifications (TOS) for major examinations to align test items with Course Learning Outcomes and Revised Bloom's Taxonomy, while non-pen-and-paper assessments such as projects and oral participation are governed by standardized, transparent rubrics. All examination drafts, TOS blueprints, and rubrics undergo peer and Program Chair review for content validity, clarity, and alignment with approved OBE syllabi before approval. Following administration, faculty conduct item analysis on major exams, return graded outputs for student feedback and grade consultation, and review class performance trends during end-of-semester departmental meetings to refine test banks, recalibrate rubrics, and enhance future assessments.

3. OUTCOMES

- Present and/or evidences that the student's academic performance is commendable.


Republic of the Philippines
DR. EMILIO B. ESPINOSA SR., MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY
OFFICE OF STUDENT AFFAIRS AND SERVICES

CERTIFICATE
OF RECOGNITION
is proudly presented to

Kendrick A. Raagas

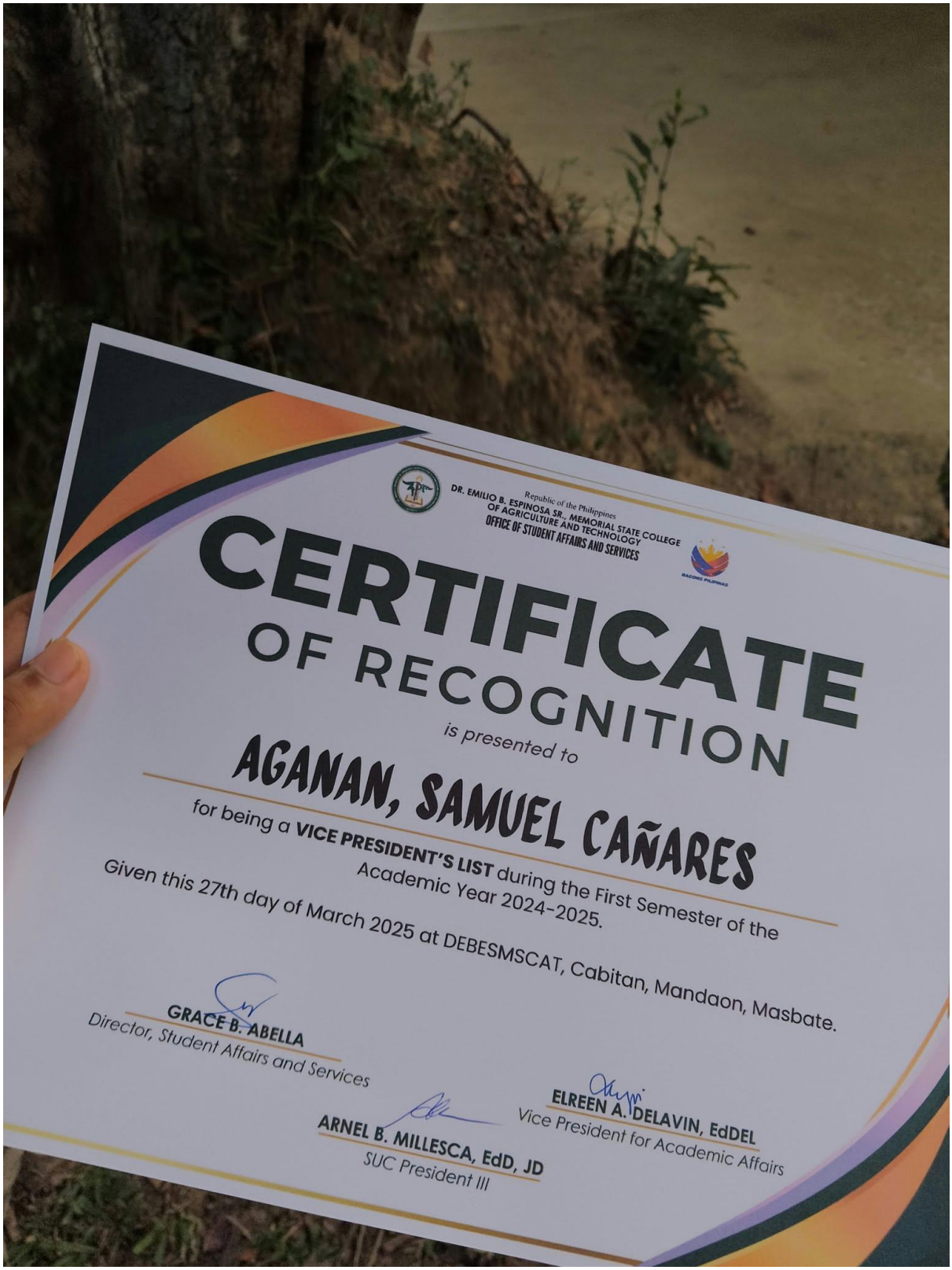
for being 1st Place in Extemporaneous Speech Competition during the PASUC V: Culture and the Arts Festival 2024 conducted on February 6-9, 2024 at Camarines Norte State College.

Given this 27th day of March 2025 at DEBESMSCAT, Cabitan, Mandaon, Masbate.

GRACE B. ABELLA
Director, Student Affairs and Services

ELREEN A. DELAVIN, EdDEL
Vice President for Academic Affairs

ARNEL B. MILLESCA, EdD., JD
SUC President III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OF AGRICULTURE AND TECHNOLOGY
OFFICE OF STUDENT AFFAIRS AND SERVICES
CERTIFICATE
OF RECOGNITION
is presented to
AGANAN, SAMUEL CAÑARES
for being a VICE PRESIDENT'S LIST during the First Semester of the
Academic Year 2024-2025.
Given this 27th day of March 2025 at DEBESMSCAT, Cabitan, Mandaon, Masbate.
GRACE B. ABELLA
Director, Student Affairs and Services
ELREEN A. DELAVIN, EdDEL
Vice President for Academic Affairs
ARNEL B. MILLESCA, EdD, JD
SUC President III



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OFFICE OF STUDENT AFFAIRS AND SERVICES

CERTIFICATE
OF RECOGNITION
is awarded to

BANTAYAN, JESSA MARILAG

for being a VICE PRESIDENT'S LIST during the *Second Semester* of the Academic Year 2024-2025.

Given this 17th day of March 2026, at DEBESMSCAT, Cabitan, Mandaon, Masbate.

GRACE B. ABELLA
Dean, Student Affairs and Services

ELREEN A. DELAVIN, EdDEL
Vice President for Academic Affairs

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



CERTIFICATE
OF RECOGNITION
is awarded to

GUYA, IMEE CEDILLO

for being a DEAN'S LIST during the First Semester of the Academic Year 2025-2026.

Given this 17th day of March 2026, at DEBESMSCAT, Cabitan, Mandaon, Masbate.

GRACE B. ABELLA
Dean, Student Affairs and Services

ELREEN A. DELAVIN, EdDEL
Vice President for Academic Affairs

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

CERTIFICATE
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GUYA, IMEE CEDILLO

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GRACE B. ABELLA
Dean, Student Affairs and Services

ELREEN A. DELAVIN, EdDEL
Vice President for Academic Affairs

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



Yagami

Is making me feel intimidated

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OFFICE OF STUDENT AFFAIRS AND SERVICES

CERTIFICATE
OF RECOGNITION

CABALLERO, JESSA CAMPO

for being a **VICE PRESIDENT'S LIST** during the Second Semester of the Academic Year 2023-2024.

Given this 27th day of March 2025 at DEBESMSCAT, Cabitan, Mandaon, Masbate.

GRACE B. ABELLA
Director, Student Affairs and Services

ELREEN A. DELAVIN, EdDEL
Vice President for Academic Affairs

ARNEL B. MILLESCA, EdD, JD
SUC President III



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DR. EMILIO B. ESPINOSA SR. MEMORIAL
STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY
OFFICE OF STUDENT AFFAIRS AND SERVICES

CERTIFICATE OF RECOGNITION

is awarded to

Jezza C. Caballero

for being a **VICE PRESIDENT'S LIST** during the First Semester of the AY 2023-2024.

Given this 25th day of March 2024 at DEBESMSCAT, Cabitan, Mandaon, Masbate

GRACE B. ABELLA
Director, Student Affairs and Services

ELREEN A. DELAVIN, EdDEL
Vice President for Academic Affairs

ARNEL B. MILLESCA, EdD, JD
SUC President III



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OF AGRICULTURE AND TECHNOLOGY
OFFICE OF STUDENT AFFAIRS AND SERVICES

CERTIFICATE
OF RECOGNITION

is awarded to

DELAVIN, CRYSTAL BEA TRASFIERO

for being a **DEAN'S LIST** during the ***Second Semester*** of the Academic Year 2024-2025.

Given this 17th day of March 2026, at DEBESMSCAT, Cabitan, Mandaon, Masbate.

GRACE B. ABELLA
Dean, Student Affairs and Services

ELREEN A. DELAVIN, EdDEL
Vice President for Academic Affairs

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



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OF AGRICULTURE AND TECHNOLOGY
OFFICE OF STUDENT AFFAIRS AND SERVICES

CERTIFICATE
OF RECOGNITION

is awarded to

DE JESUS, KATE LUISA HAVIER

for being a **DEAN'S LIST** during the ***Second Semester*** of the Academic Year 2024-2025.

Given this 17th day of March 2026, at DEBESMSCAT, Cabitan, Mandaon, Masbate.

GRACE B. ABELLA
Dean, Student Affairs and Services

ELREEN A. DELAVIN, EdDEL
Vice President for Academic Affairs

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Dean, Student Affairs and Services

ELREEN A. DELAVIN, EdDEL
Vice President for Academic Affairs

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

4. BEST PRACTICES

➢ **Cite as many best practices as you can on Parameter C (Assessment of Academic Performance)**

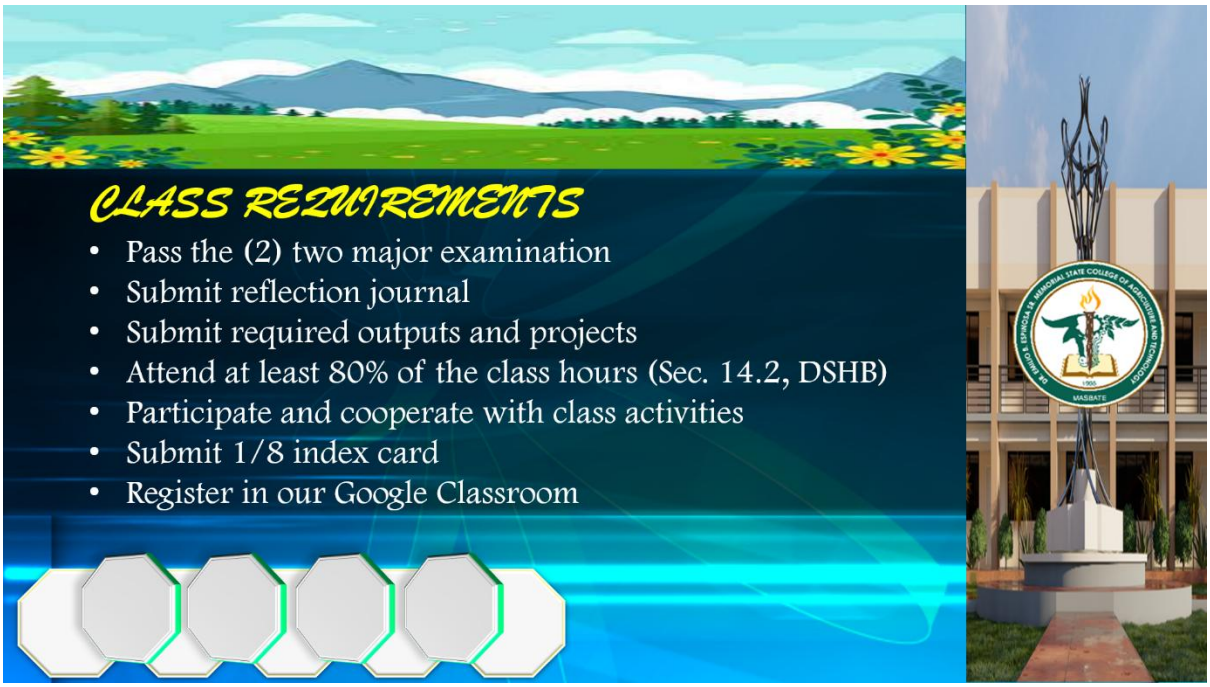
Under Parameter C (Assessment of Academic Performance), the DEBESMSCAT BSED Social Studies program upholds fair, transparent, and outcomes-aligned assessment practices through the strict implementation of institutional grading policies stipulated in the Student Handbook and approved OBE syllabi. Across all learning areas, faculty evaluate student learning using a balanced combination of Midterm and Final Examinations, Projects, Oral Participation/Recitation/Attendance, and Quizzes/Assignments, alongside authentic performance tasks such as micro-teaching and research outputs. To guarantee the validity and reliability of these instruments, major examinations are anchored on a Table of Specifications (TOS) and reviewed by the Program Chair prior to administration, while projects and oral participation are assessed through standardized rubrics, followed by post-test item analysis for continuous test bank improvement. Coupled with the timely return of graded outputs, scheduled grade consultations, early academic remediation for at-risk learners, and accurate submission of verified grade records, these practices consistently yield commendable student academic performance, high passing rates, academic honors, and strong Licensure Examination for Professional Teachers (LET) readiness.

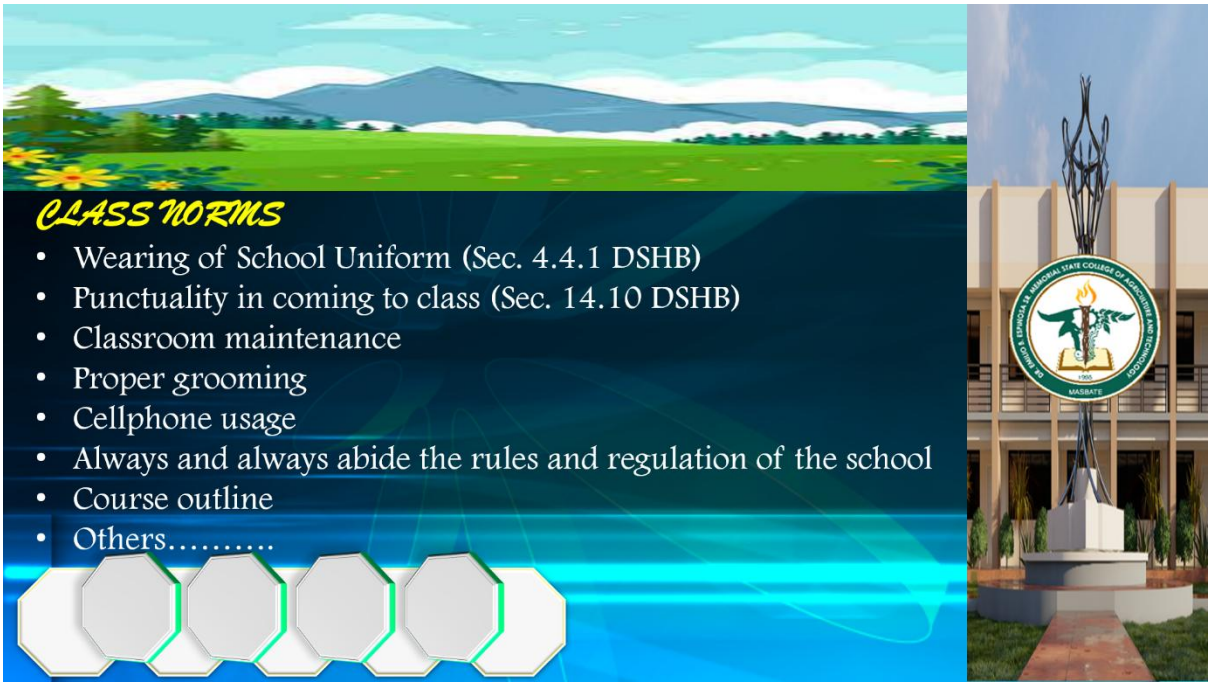
PARAMETER D – MANAGEMENT OF LEARNING

1. SYSTEM – INPUTS AND PROCESSES

➢ Present and/or cite policies on management of learning.

POLICY ON
MANAGEMENT OF LE





2. IMPLEMENTATION

➢ **Describe the system to ensure effective classroom management**

- maintaining classroom discipline;
  In the DEBESMSCAT BSED Social Studies program, effective classroom management and discipline are maintained through a proactive, structured, and learner-centered system aligned with the DEBESMSCAT Student Handbook. During course orientations, faculty establish clear expectations on attendance, punctuality, academic integrity, and respectful civil discourse, essential norms for Social Studies classes tackling sensitive historical and socio-political issues. Throughout the semester, instructors sustain order and engagement by adhering to well-paced lesson plans, utilizing active learning strategies such as debates and collaborative group work, and maintaining clean, well-arranged physical and digital learning spaces. Daily attendance and student conduct are systematically monitored in official class records, allowing faculty and class advisers to address absences or minor behavioral concerns early through positive reinforcement and constructive mentoring, while escalating serious infractions through established institutional due process in coordination with the Office of Student Affairs and Services (OSAS).

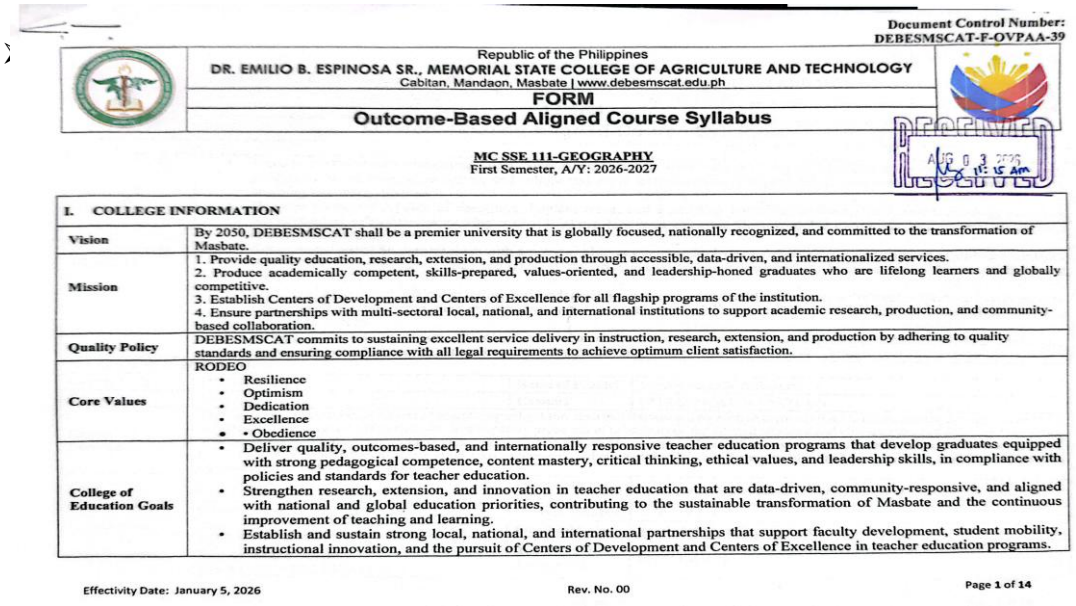
- monitoring student progress;
  In the DEBESMSCAT BSED Social Studies program, student progress is systematically monitored from admission through graduation to ensure competency mastery, timely intervention, and licensure readiness. Faculty maintain updated electronic and physical class records tracking daily attendance, quizzes, assignments, oral recitation, projects, and Midterm/Final Examination results across all learning areas, returning graded outputs promptly and conducting scheduled post-exam grade consultations so learners understand their academic standing. Subject instructors and class advisers collaborate closely to identify at-risk students early, providing targeted academic advising, peer tutoring, and remedial support, while verifying individualized curriculum checklists during every enrollment period to ensure compliance with prerequisites and on-time completion of Field Study, Teaching

Internship, and undergraduate research requirements. In the culminating years, progress is further tracked through cooperating DepEd teacher evaluations during demonstration teaching and pre-board diagnostic assessments to gauge readiness for the Licensure Examination for Professional Teachers (LET).

- developing responsibility and initiative among student; and
  BSED Social Studies program, responsibility and initiative are cultivated among pre-service teachers through learner-centered pedagogy, shared classroom governance, and experiential leadership opportunities. Within courses, students take active ownership of their learning by conducting independent inquiry-based research, analyzing real-world case studies, designing original lesson plans and localized instructional materials, and leading peer discussions and micro-teaching demonstrations. Collaborative activities such as structured debates and group projects assign rotating leadership roles that promote peer accountability and adherence to academic integrity and deadlines. Beyond the classroom, students exercise civic and organizational initiative through the Social Studies student organization—spearheading academic quiz bees, local history exhibits, and community extension projects—while demonstrating professional self-direction during Field Study and Teaching Internship in cooperating DepEd schools.

- enhancing the pedagogical skills of the faculty
  Across the BSED Social Studies program, continuous faculty development, peer collaboration, and reflective teaching practices serve as the core mechanisms for advancing instructors' pedagogical expertise. Faculty members regularly engage in in-service trainings, seminars, and workshops covering Outcomes-Based Education (OBE), learner-centered methodologies, digital instruction, Table of Specifications (TOS) test design, and authentic assessment, supported by institutional encouragement to pursue graduate degrees and present scholarly research. Teaching effectiveness is further elevated through routine classroom observations by the Program Chair and College Dean, peer mentoring, and end-of-semester Student Evaluation of Teachers (SET) feedback, complemented by departmental working sessions where educators co-author contextualized instructional materials and align classroom delivery with the Philippine Professional Standards for Teachers (PPST) and the DepEd secondary Social Studies curriculum.

3. OUTCOMES



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FORM
Outcome-Based Aligned Course Syllabus

MC SSE 111-GEOGRAPHY
First Semester, A/Y: 2026-2027

I. COLLEGE INFORMATION	
Vision	By 2050, DEBESMSCAT shall be a premier university that is globally focused, nationally recognized, and committed to the transformation of Masbate.
Mission	1. Provide quality education, research, extension, and production through accessible, data-driven, and internationalized services. 2. Produce academically competent, skills-prepared, values-oriented, and leadership-honed graduates who are lifelong learners and globally competitive. 3. Establish Centers of Development and Centers of Excellence for all flagship programs of the institution. 4. Ensure partnerships with multi-sectoral local, national, and international institutions to support academic research, production, and community-based collaboration.
Quality Policy	DEBESMSCAT commits to sustaining excellent service delivery in instruction, research, extension, and production by adhering to quality standards and ensuring compliance with all legal requirements to achieve optimum client satisfaction.
Core Values	RODEO • Resilience • Optimism • Dedication • Excellence • • Obedience
College of Education Goals	• Deliver quality, outcomes-based, and internationally responsive teacher education programs that develop graduates equipped with strong pedagogical competence, content mastery, critical thinking, ethical values, and leadership skills, in compliance with policies and standards for teacher education. • Strengthen research, extension, and innovation in teacher education that are data-driven, community-responsive, and aligned with national and global education priorities, contributing to the sustainable transformation of Masbate and the continuous improvement of teaching and learning. • Establish and sustain strong local, national, and international partnerships that support faculty development, student mobility, instructional innovation, and the pursuit of Centers of Development and Centers of Excellence in teacher education programs.

Effectivity Date: January 5, 2026 Rev. No. 00 Page 1 of 14

BSED Program Objectives	• 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.

II. COURSE INFORMATION

Course Code	MC SSE 111	**Name of Faculty**	Maria Jessabelle P. Romano
Course Title	Geography 3	**Campus**	DEBESMSCAT- Main Campus
Course Description	This course is a general introduction to Urban Geography. More than half the world's population currently lives in cities, and the proportion continues to increase. This covers the historical and contemporary processes of urbanization, the internal structure and characteristics of cities, and the nature of urban systems. It is concerned with the relations among people, and between people and their environments, in cities and towns across the world. It will discuss different issues affecting cities such as economy, culture, health, planning, human mobility and transportation. It also includes topics on sustainability and the future of cities.		
Units	3	**Consultation Hours**	Consultation can be accommodated during vacant time
Type	Lecture	**Contact Number**	0970 239 3512
Pre-requisite	None	**Email Address**	jesaabelleromano@gmail.com
Class Schedule	BEED 2 Tuesday -8:30-9:30 AM Wednesday – 8:30-10:30 AM	**Room Assignment**	BEED Building

CO5	Cultivate an understanding of topics such as urban ecology, population, immigration, public transportation, poverty, homelessness, work and unemployment, policing, gentrification, counter-culture, and the right to the city.			/				
COURSE CONTENT IN RELATION TO PROGRAM OUTCOMES		**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
CO1	Review of Important Concepts				L	L		/
CO2	Classifying Countries of the World and Diversity among nations				L	L		/
CO3	Common Characteristics of Developing Countries				P			/
CO4	Domestic Problems and Policies						P	/
CO5	Comparison of Development Theories and Nature of Development Planning and Related Concepts	L	L					/
CO6	Globalization and Technological Advancements					L		/

Legend
L - Learned outcomes (knowledge, skills, values) / outcomes achieved in the subject
P – Practice the learned outcomes (knowledge, skills, values)
O – Opportunity to learn and practice (opportunities to learn and practice knowledge, skills and values but not taught formally)

V. OUTCOME-BASED TEACHING AND LEARNING (OBTL) COURSE CONTENT AND LEARNING PLAN

TIME SCHEDULE	COURSE OUTCOMES (COs)	INTENDED LEARNING OUTCOMES (ILOs)	TOPICS	TEACHING LEARNING ACTIVITIES (TLAs)	OUTCOME-BASED ASSESSMENT (OBA)	CATCH – UP PLANS
Week 1	Introduce the DEBESMSCAT	At the end of the unit, the student must be able to: A. Conceptualize the meaning of the college Vision, Mission, Quality Policy, Goals and Objectives.	DEBESMSCAT VMQPGO, Course Policy and Requirements, Subject Policy	Orientation and Discussion of DEBESMSCAT VMQPGO, Course Policy and Requirements, Subject Policy	Random Recitations of DEBESMSCAT Vision, Mission and Quality Policy	

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FORM
Outcome-Based Aligned Course Syllabus

		B. Understand the course relevance, description, outline, requirements, policies and grading syst...				
Week 2-3	**CO1** Understand and be able to explain major concepts and theories from urban geography (urbanization, central place theory, gentrification, segregation, etc.) **CO2** Integrate geographical, economic, political, cultural, historical and social knowledge in order to analyze urban issues. **CO3** Use the knowledge about cities gained in class to enhance their own visits to cities or lives in cities and gain confidence in their ability to successfully navigate a city via public	Upon completion of this unit, students will be able to: - Discuss the meaning of urban geography; and - Explain the role of urban geography in understanding cities. - Describe the effects of having diversity in cities; - Explain the development of city life; and - Identify the different events and	**I. Introduction** ☐ Thinking about cities relationally ☐ Unsettling Cities, Cities of Connection and Disconnection **II. Negotiating Diversity in the City** ☐ Negotiating Differences in the City ☐ City Life and Informal Settlers	☐ Lecture & Discussion - What does it mean to think about a city relationally? -What are some of the ambivalent tension about cities that you have noted in your everyday life? ☐ Web-based research: Choose a city and bring in some basic demographics and information that you can share in class about the city you chose. ☐ Create a Virtual Tour for an educational trip to a Global City ☐ Lecture & Discussion: A history of the production of	**Recitation** ☐ **Quiz** ☐ **Individual output presentation** (web base research about a city) ☐ **Graded Group Report:** Students will form groups of 3-5. Each group will be assigned a global city to discuss and research on. Their reports should answer the following questions: - How would you describe your city? - What is your city known for? - What makes your	Conduct a remedial discussion and provide learning modules. Students shall submit the missed web-based research activity and take a quiz retake.

STATEMENT ON STUDENT WELLNESS
The safety, security, and protection of our students are our utmost priority. If the fulfillment of any course requirement or other such related task that may impact the health of a student, the course instructor must be informed immediately through any and all available means or as provided in this syllabus.

ADVISING AND SUPPORT
Students may contact the course instructor anytime for advising and support. The use of email is recommended including private messages through FB. But students without internet connection may send text messages. Queries and concerns will be dealt promptly. However, there may be instances when replies may take some time especially when queries are sent in the middle of the night or during weekends. For urgent matter (case-to-case basis), Onsite (Face-to-face) consultation is by appointment basis, please set appointment at least a day or two hours before your intended date of consultation. Health and Safety protocols will be strictly implemented.

Revision Number	Date of Revision	Date of Implementation	Highlights of Revision
01	August 04, 2026	August 11, 2026, 1st Sem AY 2026-2027	• Using controlled copy template • Inclusion of Catch-up plan in the syllabus

Prepared by:	Reviewed by:	Approved by:
MARIA JESSABELLE P. ROMANO Faculty-In-Charge	DENNIS C. RAMISO Department Head	RAIZA M. PADASAS, EdDEL Dean, College of Education
Date:	Date:	Date:

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FORM

College of Education Faculty Workload

First Semester, A/Y 2026-2027

Name: MARIA JESSABELLE P. ROMANO
Bachelor: BSED Social Studies
Masteral: Master of Arts in Education (Social Studies)
Doctoral: NONE

Academic Rank: INSTRUCTOR 1
Mobile Phone No.: 09702393512
Email Address: mjromano@debesmscat.edu.ph
Consultation Hours: Thu: 3:00-5:00 PM

Code	Subject Title	Course/Year/ Section	Class Size	Units	Hrs. per Subj.		Total Contact Hours	Units/ FTE	O.L. Units/ FTE	No. of Preps	Designation
					Lec	Lab					
MC SSE 111	Geography 3	BSED Soc Stud 3		3	3	0	3	3	6	4	None
MC SSE 110	Comparative Economic Planning	BSED Soc Stud 3		3	3	0	3	3			
MC SSC 101	Teaching Social Studies in Intermediate Grade	BEED 2		3	3	0	3	3			
GE 2	Readings in Philippine History	BTLED 1B		3	3	0	3	3			
GE 2	Readings in Philippine History	BEED 1A		3	3	0	3	3			
GE 2	Readings in Philippine History	BEED 1B		3	3	0	3	3			
GE 2	Readings in Philippine History	BSCS 1A		3	3	0	3	3			
GE 2	Readings in Philippine History	BSCS 1B		3	3	0	3	3			
TOTAL				24	24	0	24	3			
Other Functions:											
	Research: Philippine Politics Polarization in the Age of Social Media: A Phenomenology										
	Extension Project Member (Project Kasaysayan), NSTP Instructor										

Time/Day	Mon	Tue	Wed	Thu	Fri	Sat	Sun
7:30–8:30	Lesson Preparation	MC SSE 110 BSED Soc Stud 3	Lesson Preparation	MC SSE 110 BSED Soc Stud 3	QA/Research Extension Assignment		
8:30–9:30	MC SSC 101 BEED 2	MC SSC 101 BEED 2	MC SSC 101 BEED 2				
9:30–10:30	GE 2 BEED 1A	GE 2 BEED 1A	GE 2 BSCS 1B	Checking of Outputs			
10:30–11:30		MC SSE 111 BSED Soc Stud 3	MC SSE 111 BSED Soc Stud 3	MC SSE 111 BSED Soc Stud 3			
NOON INTERMISSION							
1:00–2:00	GE 2 BEED 1B	GE 2 BEED 1B	GE 2 BSCS 1A	GE 2 BSCS 1B	Quasi-teaching assignment		
2:00–3:00		GE 2 BSCS 1A	Lesson Preparation				
3:00–4:00	GE 2 BTLED 1B		GE 2 BTLED 1B	Consultation Hours			
4:00–5:00		Checking of Outputs	Checking of Outputs				

Note: 1. Please check your class schedules if it tallies with your students C.E. Form or the class schedule prepared by the Department Head/ Dean.
2. Changing of day/time/room is strictly prohibited. Any change/s made must have the approval from the office of the VPAA.
3. Secure a copy of master list of students enrolled in the subject

Faculty Signature

Prepared by:
DENNIS C. RAMISO
Department Head

Noted:
RAIZA M. PADASAS, EdDEL
Dean

Approved:
ELREEN A. DELAVIN, EdDEL
VP for Academic Affairs

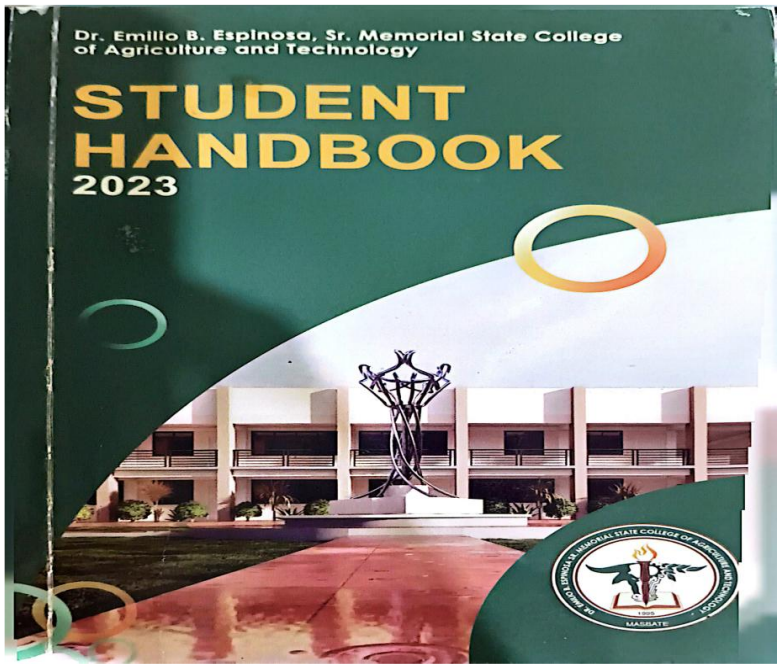
- Cite as many best practices as you can on Parameter D (Management of Learning)

The BSED Social Studies program ensures holistic development and academic excellence by integrating proactive classroom management and systematic progress monitoring, utilizing clear behavioral expectations, early academic interventions, and licensure readiness tracking. To cultivate student responsibility, the program employs learner-centered pedagogies, shared classroom governance, and experiential leadership in both campus organizations and teaching practicums. Complementing this, faculty pedagogical expertise is continuously elevated through targeted professional development, collaborative curriculum alignment with national teaching standards, and multi-source feedback mechanisms, ultimately creating a cohesive, high-quality, and highly engaging educational environment. Faculty establish clear expectations on attendance, academic integrity, and civil discourse during syllabus-embedded orientations, maximizing instructional time through well-paced lessons, flexible classroom setups, prompt make-up sessions, and restorative mentoring. Student progress is continuously monitored across all learning areas via updated class records, timely feedback on graded outputs, scheduled post-exam grade consultations, early academic remediation, and semestral curriculum checklist audits that track readiness for Field Study, Teaching Internship, and the Licensure Examination for Professional Teachers (LET).

PARAMETER E – GRADUATION REQUIREMENTS

1. SYSTEM – INPUTS AND PROCESSES

- Present and/or cite policies on program's academic and graduation requirements.



Section 18. Graduation

18.1 Graduation Requirements

18.1.1 Candidates for graduation must have satisfied all academic and non-academic requirements before graduation.

18.1.2 The date of graduation in the diploma and transcript of records shall bear the original date of graduation.

18.1.3 Evaluation of credentials of graduating students shall be conducted to assess, evaluate, and approve candidates for graduation and identify honor and meritorious candidates for graduation from the different colleges before the Academic Council meeting for graduating students. It shall be done by a committee composed of the Chairpersons and Deans and to be chaired by the Registrar. The evaluation committee will endorse the list of honors and graduates to the Academic Council for approval and then endorse the Board Of Trustees (BOT).

18.1.4 No student shall be allowed to graduate from the College unless his/her name is approved by the College Academic Council and duly confirmed by the College Board of Trustees.

18.1.5 All graduating students shall be required to attend the commencement exercises as scheduled. However, *graduation in absentia* for a just reason be allowed, but must be properly supported with valid certification and must be presented before the commencement program to the Registrar.

18.1.6 The State College President, Vice President for Academic Affairs, the Board Secretary, and the College Registrar shall be the signatories to the diploma.

18.1.7 The graduating student shall apply for graduation within one (1) month before the scheduled graduation day and settle the corresponding fees for graduation as the case may be.

18.2 Graduation with Honors

18.2.1 Students who are candidates for graduation with honors in degree programs shall be given the title of **Summa Cum Laude, Magna Cum Laude,** and **Cum Laude** depending on the General Weighted Average (GWA) grade obtained.

18.2.1.1 Summa Cum Laude

A graduating student who obtained a GWA of 1.24-1.00, with no grade lower than 1.5, has carried the prescribed regular load for the semester/s and had no disciplinary restrictions during his/her incumbency at DEBESMSCAT will be awarded the Summa Cum Laude Honors.

18.2.1.2 Magna Cum Laude

A graduating student who obtained a GWA of 1.45-1.25, with no grade lower than 1.75, has carried the prescribed regular load for the semester/s and had no disciplinary restrictions during his/her incumbency at DEBESMSCAT will be awarded the Magna Cum Laude Honors.

18.2.1.3 Cum Laude

A graduating student who obtained a GWA of 1.75-1.46 with no grade lower than 2.0, has carried the prescribed regular load for semester/s and had no disciplinary restrictions during his/her incumbency at DEBESMSCAT will be awarded the Cum Laude Honors.

2. IMPLEMENTATION

- Describe the Program's academic and graduation requirements and how they are disseminated.

  Under **Parameter E (Graduation Requirements)**, the **BSED Social Studies program** strictly enforces the institutional academic and graduation policies outlined in **Section 18 (Graduation)** of the Student Handbook, requiring candidates to complete all prescribed curricular and non-academic requirements, file a formal graduation application at least one month prior to commencement, and settle corresponding fees. Student credentials and eligibility for academic honors (*Summa Cum Laude*, *Magna Cum Laude*, and *Cum Laude*) are rigorously audited by an evaluation committee composed of the Program Chairpersons and College Deans, chaired by the College Registrar, before being endorsed to the College Academic Council for approval and the Board of Trustees (BOT) for final confirmation. Graduating students are required to attend the commencement exercises, unless granted *graduation in absentia* with valid supporting certification submitted to the Registrar and receive official diplomas signed by the State College President, Vice President for Academic Affairs, Board Secretary, and College Registrar bearing the original date of graduation. To ensure full transparency and timely compliance, these policies are systematically disseminated from admission through graduation via freshman and departmental orientations, the published Student Handbook, bulletin boards and digital platforms, semestral enrollment advising with individualized curriculum checklist audits, and pre-graduation clearance briefings conducted by the Program Chair and the Office of the Registrar

3. OUTCOMES

- Present a comparison of students' who are able to graduate on time with the total number of students enrollees.

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

GRADUATION RATE
AY 2023-2024 to 2025-2026

COURSE	No. of Students Enrolled 1st Sem. AY 2020-2021	No. of Students Graduated AY 2023-2024	%
BACHELOR OF SECONDARY EDUCATION major in SOCIAL STUDIES	23	17	73.91%
	No. of Students Enrolled 1st Sem. AY 2021-2022	No. of Students Graduated AY 2024-2025	%
	51	36	70.58%
	No. of Students Enrolled 1st Sem. AY 2022-2023	No. of Students Graduated AY 2025-2026	%
	56	56	100.00%

Certified Correct:

MELBA C. MAGNIFICO, MPA
College Registrar

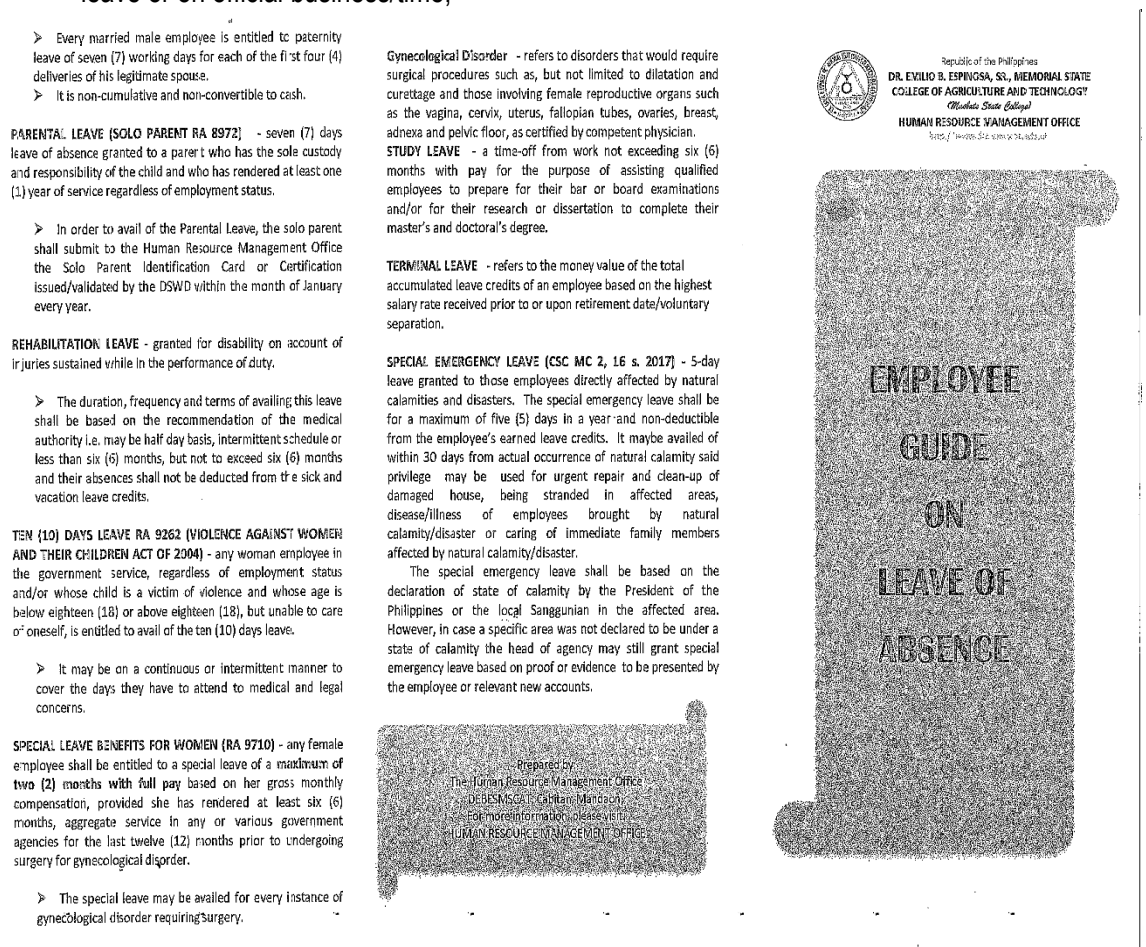
4. BEST PRACTICES

➢ Cite as many best practices as you can on Parameter E (Graduation Requirements Learning)
The **BSED Social Studies program** ensures transparent, accurate, and rigorous degree conferral through proactive academic advising, multi-tiered credential verification, and culminating competency validation. Class advisers and the Program Chair conduct semestral curriculum checklist audits and early pre-evaluation reviews to resolve academic deficiencies ahead of time, complemented by dedicated pre-graduation briefings guiding candidates through the one-month advance filing deadline and fee settlement. Student records and eligibility for academic honors (*Summa Cum Laude*, *Magna Cum Laude*, and *Cum Laude*) are meticulously deliberated by an evaluation committee of Program Chairpersons and College Deans chaired by the College Registrar before formal endorsement to the College Academic Council and final confirmation by the Board of Trustees. Prior to degree conferral, candidates must also satisfy culminating program benchmarks—including Field Study and Teaching Internship evaluations in cooperating DepEd schools, undergraduate research defense, and pre-board Licensure Examination for Professional Teachers (LET) diagnostic assessments—followed by streamlined clearance processing, exit interviews, graduate tracer registration, and the timely issuance of accurate Official Transcripts of Records and Diplomas signed by institutional authorities.

PARAMETER F – ADMINISTRATIVE SUPPORT FOR EFFECTIVE INSTRUCTION

1. SYSTEM – INPUTS AND PROCESSES

➢ Present and/or cite policies on substitution or special arrangements whenever a faculty is on leave or on official business/time;



➢ Every married male employee is entitled to paternity leave of seven (7) working days for each of the first four (4) deliveries of his legitimate spouse.
➢ It is non-cumulative and non-convertible to cash.

PARENTAL LEAVE (SOLO PARENT RA 8972) - seven (7) days leave of absence granted to a parent who has the sole custody and responsibility of the child and who has rendered at least one (1) year of service regardless of employment status.

➢ In order to avail of the Parental Leave, the solo parent shall submit to the Human Resource Management Office the Solo Parent Identification Card or Certification issued/validated by the DSWD within the month of January every year.

REHABILITATION LEAVE - granted for disability on account of injuries sustained while in the performance of duty.

➢ The duration, frequency and terms of availing this leave shall be based on the recommendation of the medical authority i.e. may be half day basis, intermittent schedule or less than six (6) months, but not to exceed six (6) months and their absences shall not be deducted from the sick and vacation leave credits.

TEN (10) DAYS LEAVE RA 9262 (VIOLENCE AGAINST WOMEN AND THEIR CHILDREN ACT OF 2004) - any woman employee in the government service, regardless of employment status and/or whose child is a victim of violence and whose age is below eighteen (18) or above eighteen (18), but unable to care of oneself, is entitled to avail of the ten (10) days leave.

➢ It may be on a continuous or intermittent manner to cover the days they have to attend to medical and legal concerns.

SPECIAL LEAVE BENEFITS FOR WOMEN (RA 9710) - any female employee shall be entitled to a special leave of a maximum of two (2) months with full pay based on her gross monthly compensation, provided she has rendered at least six (6) months, aggregate service in any or various government agencies for the last twelve (12) months prior to undergoing surgery for gynecological disorder.

➢ The special leave may be availed for every instance of gynecological disorder requiring surgery.

Gynecological Disorder - refers to disorders that would require surgical procedures such as, but not limited to dilatation and curettage and those involving female reproductive organs such as the vagina, cervix, uterus, fallopian tubes, ovaries, breast, adnexa and pelvic floor, as certified by competent physician.
STUDY LEAVE - a time-off from work not exceeding six (6) months with pay for the purpose of assisting qualified employees to prepare for their bar or board examinations and/or for their research or dissertation to complete their master's and doctoral's degree.

TERMINAL LEAVE - refers to the money value of the total accumulated leave credits of an employee based on the highest salary rate received prior to or upon retirement date/voluntary separation.

SPECIAL EMERGENCY LEAVE (CSC MC 2, 16 s. 2017) - 5-day leave granted to those employees directly affected by natural calamities and disasters. The special emergency leave shall be for a maximum of five (5) days in a year and non-deductible from the employee's earned leave credits. It maybe availed of within 30 days from actual occurrence of natural calamity said privilege may be used for urgent repair and clean-up of damaged house, being stranded in affected areas, disease/illness of employees brought by natural calamity/disaster or caring of immediate family members affected by natural calamity/disaster.
The special emergency leave shall be based on the declaration of state of calamity by the President of the Philippines or the local Sanggunian in the affected area. However, in case a specific area was not declared to be under a state of calamity the head of agency may still grant special emergency leave based on proof or evidence to be presented by the employee or relevant new accounts.

Prepared by:
The Human Resource Management Office
DEBESMSCAT, Cabitan, Mandaon
For more information, please visit the
HUMAN RESOURCE MANAGEMENT OFFICE

Republic of the Philippines
DR. EMILIO B. ESPINOSA, SR., MEMORIAL STATE
COLLEGE OF AGRICULTURE AND TECHNOLOGY
Masbate State College
HUMAN RESOURCE MANAGEMENT OFFICE

EMPLOYEE
GUIDE
ON
LEAVE OF
ABSENCE

Republic of the Philippines
CIVIL SERVICE COMMISSION
Para sa taumBAYAN

MC No. 9, s. 2012

MEMORANDUM CIRCULAR

TO : **ALL HEADS OF CONSTITUTIONAL BODIES; DEPARTMENTS, BUREAUS AND AGENCIES OF THE NATIONAL GOVERNMENT; LOCAL GOVERNMENT UNITS; GOVERNMENT-OWNED AND/OR CONTROLLED CORPORATIONS (GOCCs) WITH ORIGINAL CHARTERS; AND STATE UNIVERSITIES AND COLLEGES**

SUBJECT : **Amendment to Section 6 (Teacher's Leave) Rule XVI of the Omnibus Rules on Leave**

Pursuant to CSC Resolution No. 1200647 dated April 17, 2012, Section 6 (Teacher's Leave), Rule XVI of the Omnibus Rules on Leave, is amended to read as follows:

> *"Sec. 6. Teacher's Leave. – Teachers shall not be entitled to the usual vacation and sick leave credits but to proportional vacation pay (PVP). The total PVP that shall be earned by teachers shall be based on the computation to be provided by the Department of Education (DepEd) every school year.*
>
> *"A teacher who has rendered continuous service in a school year without incurring absences without pay of not more than 1 ½ days shall be entitled to the total PVP earned from the number of summer and Christmas vacation days as determined by the DepEd. x x x."*

The amended Rule shall take effect after fifteen (15) days from the publication of CSC Resolution No. 1200647 in a newspaper of general circulation.

FRANCISCO T. DUQUE III, MD, MSc
Chairman

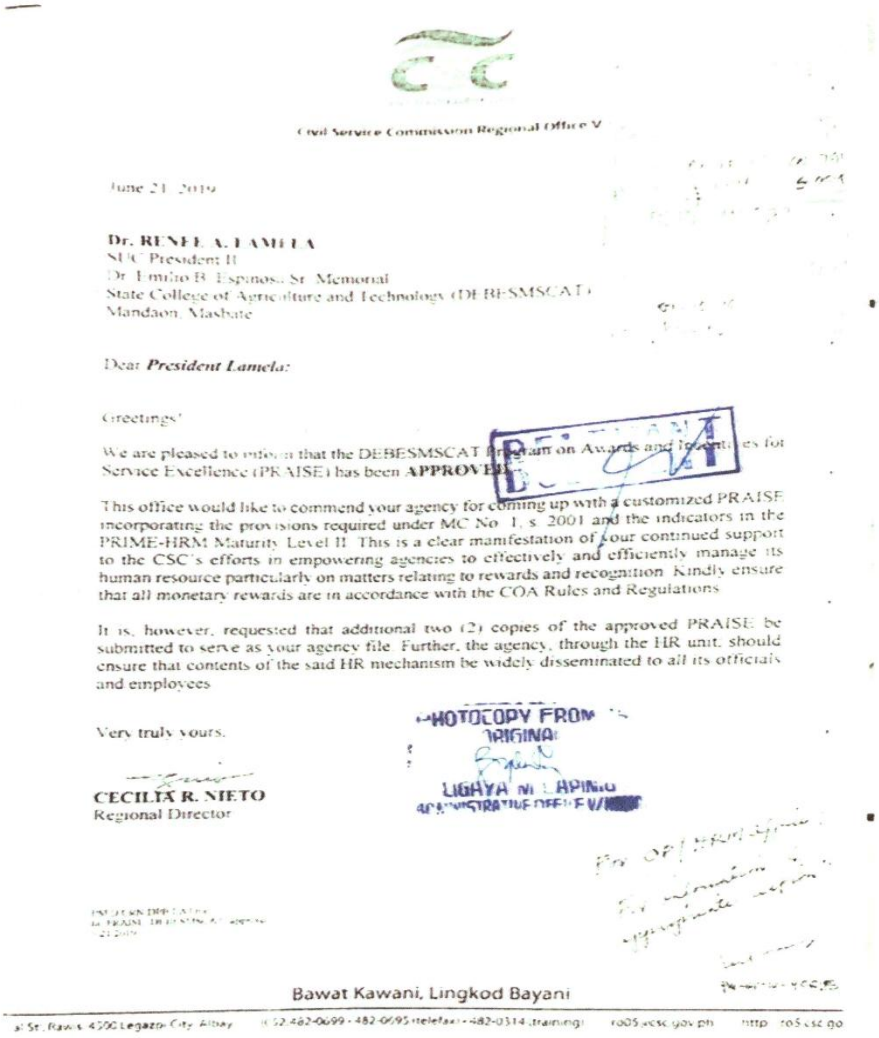
MAY 21 2012

Note: **CSC Resolution No. 1200647** dated **April 17, 2012** was published in the **Philippine Star** on May 11, 2012.

In a Race to Serve: Responsive, Accessible, Courteous and Effective Public Service

CSC Building, IBP Road, Constitution Hills, 1226 Quezon City • ☎ 931-7935/931-7939/931-8092 • cscphil@webmail.csc.gov.ph • www.csc.gov.ph

- Present and/or cite policies on giving awards and/or recognition of faculty and students with outstanding achievements; and



Civil Service Commission Regional Office V

June 21, 2019

Dr. RENEE A. LAMELA
SUC President II
Dr. Emilio B. Espinosa, Sr. Memorial
State College of Agriculture and Technology (DEBESMSCAT)
Mandaon, Masbate

Dear ***President Lamela:***

Greetings!

We are pleased to inform that the DEBESMSCAT Program on Awards and Incentives for Service Excellence (PRAISE) has been **APPROVED**.

This office would like to commend your agency for coming up with a customized PRAISE incorporating the provisions required under MC No. 1, s. 2001 and the indicators in the PRIME-HRM Maturity Level II. This is a clear manifestation of your continued support to the CSC's efforts in empowering agencies to effectively and efficiently manage its human resource particularly on matters relating to rewards and recognition. Kindly ensure that all monetary rewards are in accordance with the COA Rules and Regulations.

It is, however, requested that additional two (2) copies of the approved PRAISE be submitted to serve as your agency file. Further, the agency, through the HR unit, should ensure that contents of the said HR mechanism be widely disseminated to all its officials and employees.

Very truly yours,

CECILIA R. NIETO
Regional Director

PHOTOCOPY FROM ORIGINAL
LIGHYA M. LAPINO
ADMINISTRATIVE OFFICER V

Bawat Kawani, Lingkod Bayani

Cum Laude, and **Cum Laude** depending on the General Weighted Average (GWA) grade obtained.

18.2.1.1 Summa Cum Laude

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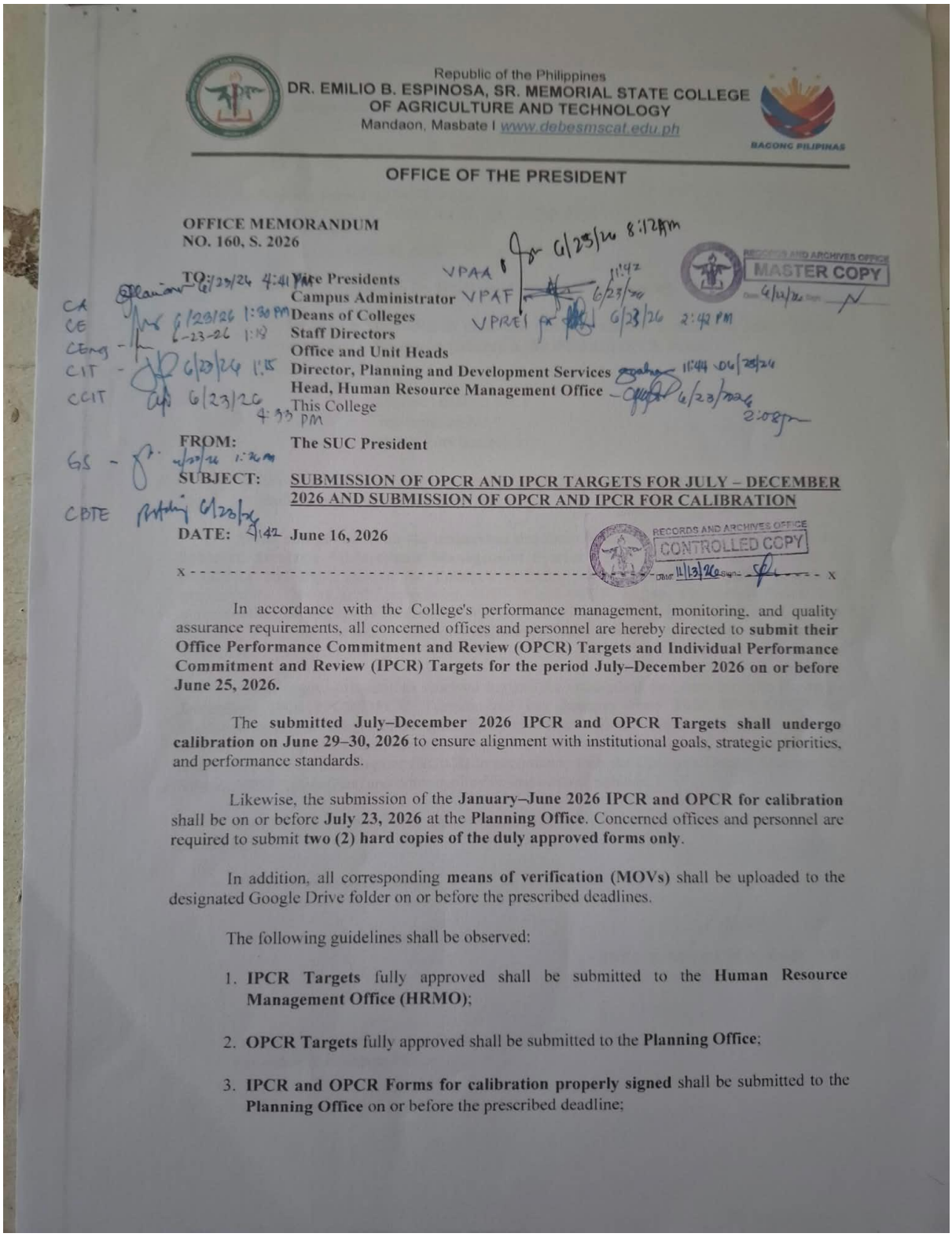
➢ Present and/or cite policies on supervision/monitoring and evaluation of faculty.



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

BAGONG PILIPINAS

OFFICE OF THE PRESIDENT

RECORDS AND ARCHIVES OFFICE
MASTER COPY

OFFICE MEMORANDUM
NO. 160, S. 2026

TO: Vice Presidents
Campus Administrator
Deans of Colleges
Staff Directors
Office and Unit Heads
Director, Planning and Development Services
Head, Human Resource Management Office
This College

FROM: The SUC President

SUBJECT: SUBMISSION OF OPCR AND IPCR TARGETS FOR JULY – DECEMBER 2026 AND SUBMISSION OF OPCR AND IPCR FOR CALIBRATION

DATE: June 16, 2026

RECORDS AND ARCHIVES OFFICE
CONTROLLED COPY

In accordance with the College's performance management, monitoring, and quality assurance requirements, all concerned offices and personnel are hereby directed to **submit their Office Performance Commitment and Review (OPCR) Targets and Individual Performance Commitment and Review (IPCR) Targets for the period July–December 2026 on or before June 25, 2026.**

The **submitted July–December 2026 IPCR and OPCR Targets shall undergo calibration on June 29–30, 2026** to ensure alignment with institutional goals, strategic priorities, and performance standards.

Likewise, the submission of the **January–June 2026 IPCR and OPCR for calibration** shall be on or before **July 23, 2026** at the **Planning Office**. Concerned offices and personnel are required to submit **two (2) hard copies of the duly approved forms only**.

In addition, all corresponding **means of verification (MOVs)** shall be uploaded to the designated Google Drive folder on or before the prescribed deadlines.

The following guidelines shall be observed:

1. **IPCR Targets** fully approved shall be submitted to the **Human Resource Management Office (HRMO)**;
2. **OPCR Targets** fully approved shall be submitted to the **Planning Office**;
3. **IPCR and OPCR Forms for calibration properly signed** shall be submitted to the **Planning Office** on or before the prescribed deadline;

	2:40 PM - 3:00 PM	Office of the Vice-President for Academic Affairs
	3:00 PM - 3:20 PM	Office of Creative Works and Knowledge Management
	3:20 PM - 3:40 PM	Office of Intellectual Property and Technology Business Management
	3:40 PM - 4:00 PM	Office of the Alumni Affairs
January 27, 2026		Non-Teaching Offices
	8:00 AM- 8:20 AM	Office of the President
	8:20 AM - 8:40 AM	Office of the Vice-President for Administration and Finance
	8:40 AM - 9:00 AM	Office of the Chief Administrative Officer
	9:00 AM - 9:20 AM	Office of Project Management, Physical Plant and Development Services
	9:20 AM - 9:40 AM	Financial Management Services
	9:40 AM - 10:00 AM	Office of Planning
	10:00 AM - 10:20 AM	Office of Legal Affairs and Services
	10:20 AM - 10:40 AM	Office of the Board Secretary
	10:40 AM - 11:00 AM	Office of Information and Communications Technology Management
	11:00 AM - 11:20 AM	Office of the Production and Auxiliary Services
	1:00 PM - 1:20 PM	Office of Human Resource Management
	1:20 PM- 1:40 PM	Office of Procurement Planning and Management
	1:40 PM - 2:00 PM	Office of Disaster Risk Reduction and Management
	2:00 PM - 2:20 PM	Office of Supply and Property

Please be guided by important reminders, to wit:

1. All Means of Verification (MOVs) must be uploaded and properly organized in the official Google Drive prior to the scheduled calibration; and

2. No hard copies of MOVs shall be required during the calibration. However, two (2) printed copies of the OPCR form with self-rating and duly approved by the immediate supervisor must be submitted on or before January 23, 2026 to the Office of Planning;

3. All concerned unit heads and designated representatives are requested to attend the calibration meeting strictly on their assigned date and time. Each office is allotted twenty (20) minutes only.

Local issuances previously issued inconsistent with this are hereby repealed.

Please be guided accordingly.

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

Cc: Vice President for Research, Extension, Innovation… 1/27/2026
Director, Office of Planning 1/27/26
Records and Archives Office

2. IMPLEMENTATION

➢ Describe the system of supervision of faculty performance.

In the BSED Social Studies program, faculty performance is closely supervised through proactive instructional monitoring and strict adherence to Civil Service Commission (CSC) attendance and service regulations. Prior to the start of classes, the Program Chair and College Dean review and approve faculty teaching loads, Outcomes-Based Education (OBE) syllabi, and Tables of Specifications (TOS) to ensure instructional readiness and alignment with program standards. Throughout the semester, academic administrators conduct scheduled and unannounced classroom observations, monitor class schedules and consultation hours, and track faculty attendance, continuous service, and leave entitlements in accordance with CSC Memorandum Circular No. 9, s. 2012 (governing Teacher's Leave and Proportional Vacation Pay), ensuring uninterrupted and quality instruction across all learning areas.

➢ Describe the faculty performance evaluation system.

- The program's Faculty Performance Evaluation results in the last 6 terms.

	1st		2nd		1st		2nd		1st		2nd	
	Fre – quency	%	Fre – quency	%	Fre – quency	%	Fre – quency	%	Fre – quency	%	Fre – quency	%
Outstanding												
Very Satisfactory												
Satisfactory												
Fair												
Poor												
Total												

➢ Describe the strategies to recognize students with exemplary performance/achievements

- List of recognition/awards given to students with exemplary academic and non-academic performance/achievements

Awards/Recognition	Sponsors/Donors
First Place- Extemporaneous Speech Competition	PASUC V Culture and Arts Festival

➢ Describe Program outcomes in the last 3-5 years

Bachelor of Secondary Education LET Performance

The BSED program demonstrates a marked recovery after its lowest institutional annual average of 43.12% in 2022. The annual average increased to 52.82% in 2023, 59.41% in 2024, and 69.02% in 2025. The 2025 institutional average represents an increase of 25.90 percentage points from the 2022 level.

Year	BSED March	National March	BSED Sept./Oct.	National Sept./Oct.	Institutional Average
2021	No Exam	N/A	59.57%	57.76%	59.57%
2022	41.10%	41.72%	45.14% (Oct.)	50.94% (Oct.)	43.12%
2023	47.33%	46.94%	58.31%	56.26%	52.82%
2024	57.52%	58.78%	61.30%	56.88%	59.41%
2025	53.90%	62.27%	84.13%	72.62%	69.02%

The cycle-level comparison shows that BSED was slightly below the national benchmark in March 2022 (41.10% versus 41.72%) and October 2022 (45.14% versus 50.94%). In 2023, the institutional rate was 0.39 percentage points higher than the national rate in March and 2.05 percentage points higher in September. In 2024, BSED was 1.26 percentage points below the national rate in March but 4.42 percentage points above it in September. In 2025, the March institutional rate was 8.37 percentage points below the national benchmark, while the September/November institutional rate was 11.51 percentage points above the national rate.

Date of Examination	No. of Graduates Who Took the Examination	National Passing Percentage	Institution's Passing Percentage	Percentage Difference (+/-)

- Top-Performing Graduates in Licensure Examination

Name of Graduate	Year Graduated	Rating	Rank in the Licensure Examination
Renelyn T. Platitas	2023	91	
Ferdinand B. Francisco Jr	2025	91	

- Employability of Graduates

School Year	Number of Graduates	No. of Graduates' Employed Related to Specialization	Percentage of Graduates' Employed

- Describe the graduates' employment pattern (e.g. employer, jobs taken, span of time for one to get employed, etc.)

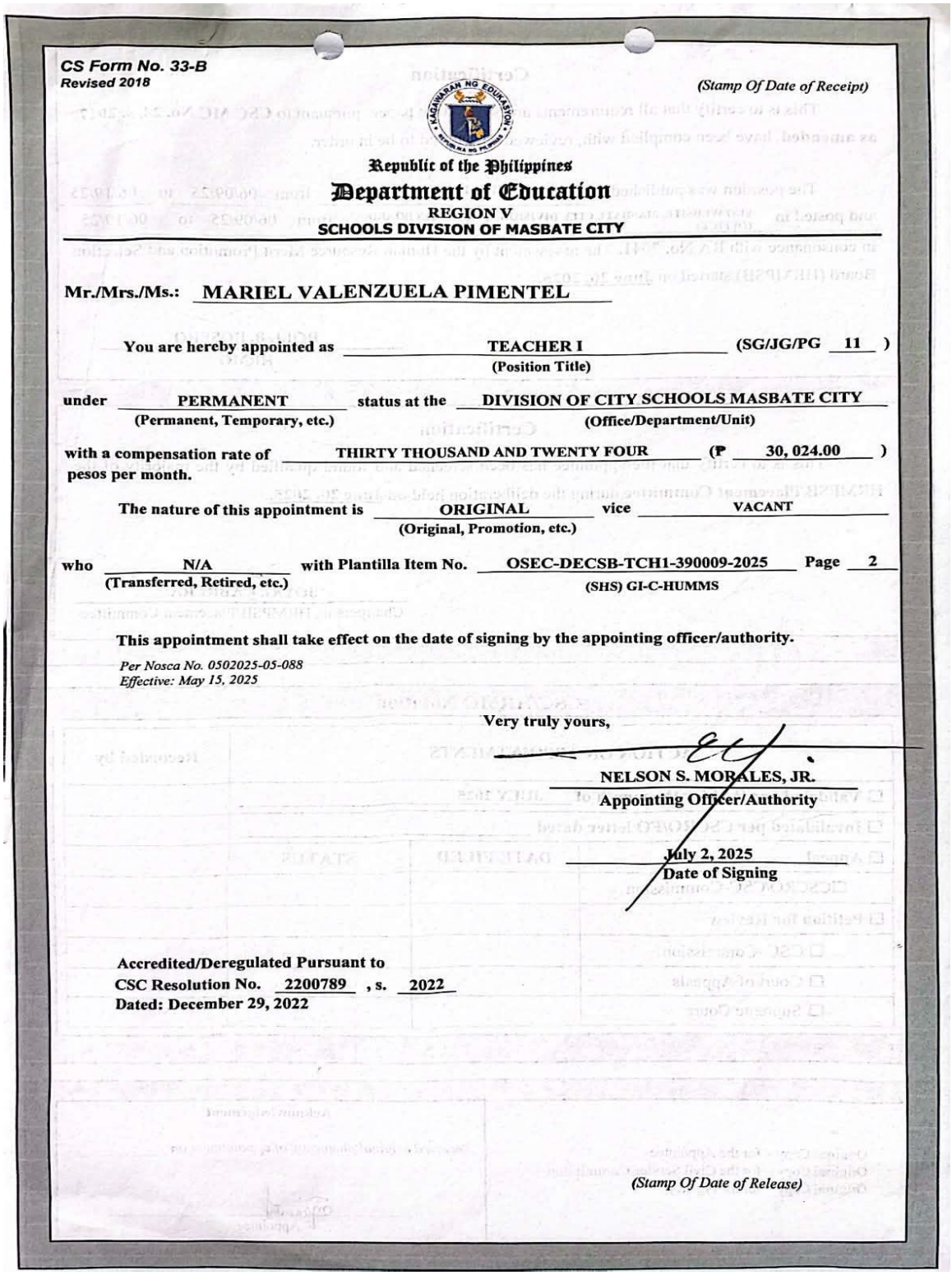
- Describe feedback mechanism from employers regarding the graduates' performance.

3. OUTCOMES

- Present evidences that faculty and students' have commendable performances as a result of administrative support.



➢ Present evidences that graduates of the program are employable.



CS Form No. 33-B
Revised 2018

(Stamp Of Date of Receipt)

Republic of the Philippines
Department of Education
REGION V
SCHOOLS DIVISION OF MASBATE CITY

Mr./Mrs./Ms.: MARIEL VALENZUELA PIMENTEL

You are hereby appointed as TEACHER I (SG/JG/PG 11)
(Position Title)

under PERMANENT status at the DIVISION OF CITY SCHOOLS MASBATE CITY
(Permanent, Temporary, etc.) (Office/Department/Unit)

with a compensation rate of THIRTY THOUSAND AND TWENTY FOUR (₱ 30, 024.00) pesos per month.

The nature of this appointment is ORIGINAL vice VACANT
(Original, Promotion, etc.)

who N/A with Plantilla Item No. OSEC-DECSB-TCH1-390009-2025 Page 2
(Transferred, Retired, etc.) (SHS) GI-C-HUMMS

This appointment shall take effect on the date of signing by the appointing officer/authority.

Per Nosca No. 0502025-05-088
Effective: May 15, 2025

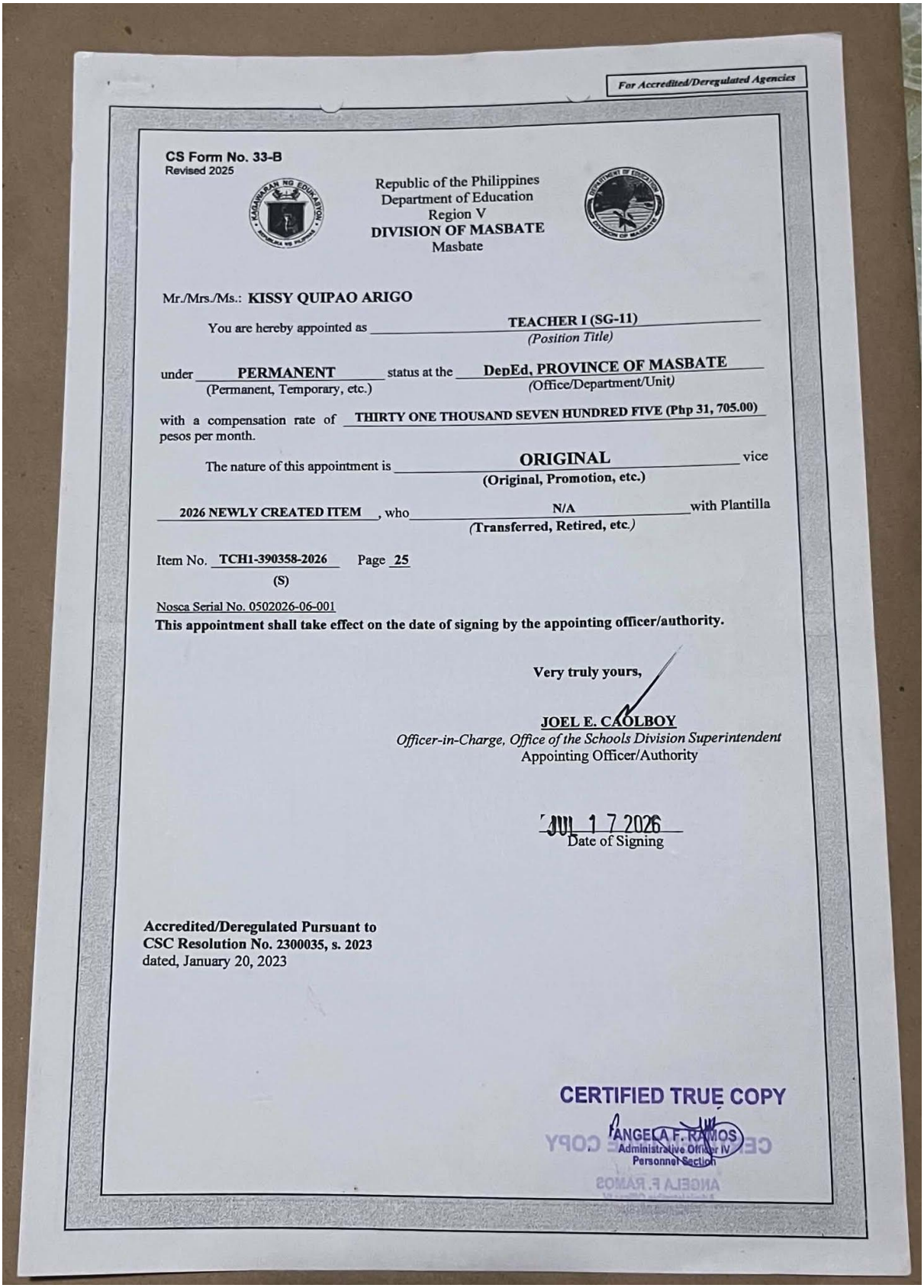
Very truly yours,

NELSON S. MORALES, JR.
Appointing Officer/Authority

July 2, 2025
Date of Signing

Accredited/Deregulated Pursuant to
CSC Resolution No. 2200789 , s. 2022
Dated: December 29, 2022

(Stamp Of Date of Release)



For Accredited/Deregulated Agencies

CS Form No. 33-B
Revised 2025

Republic of the Philippines
Department of Education
Region V
DIVISION OF MASBATE
Masbate

Mr./Mrs./Ms.: **KISSY QUIPAO ARIGO**

You are hereby appointed as **TEACHER I (SG-11)** *(Position Title)*

under **PERMANENT** (Permanent, Temporary, etc.) status at the **DepEd, PROVINCE OF MASBATE** (Office/Department/Unit)

with a compensation rate of **THIRTY ONE THOUSAND SEVEN HUNDRED FIVE (Php 31, 705.00)** pesos per month.

The nature of this appointment is **ORIGINAL** (Original, Promotion, etc.) vice

2026 NEWLY CREATED ITEM, who **N/A** (Transferred, Retired, etc.) with Plantilla

Item No. **TCH1-390358-2026** **(S)** Page **25**

Nosca Serial No. 0502026-06-001

This appointment shall take effect on the date of signing by the appointing officer/authority.

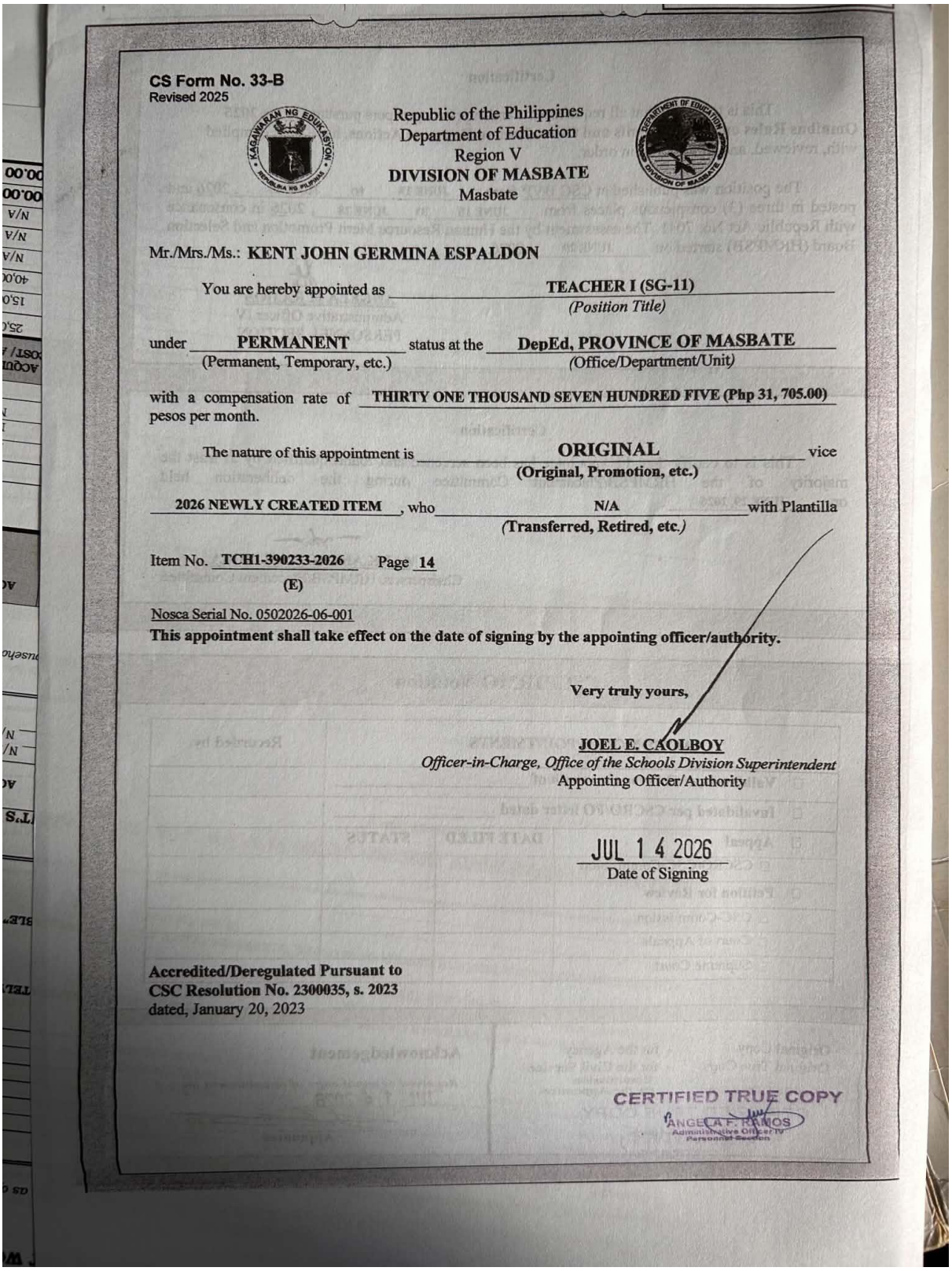
Very truly yours,

JOEL E. CAOLBOY
Officer-in-Charge, Office of the Schools Division Superintendent
Appointing Officer/Authority

JUL 17 2026
Date of Signing

Accredited/Deregulated Pursuant to
CSC Resolution No. 2300035, s. 2023
dated, January 20, 2023

CERTIFIED TRUE COPY
ANGELA F. RAMOS
Administrative Officer IV
Personnel Section



CS Form No. 33-B
Revised 2025

Republic of the Philippines
Department of Education
Region V
DIVISION OF MASBATE
Masbate

Mr./Mrs./Ms.: **KENT JOHN GERMINA ESPALDON**

You are hereby appointed as **TEACHER I (SG-11)**
(Position Title)

under **PERMANENT** (Permanent, Temporary, etc.) status at the **DepEd, PROVINCE OF MASBATE** (Office/Department/Unit)

with a compensation rate of **THIRTY ONE THOUSAND SEVEN HUNDRED FIVE (Php 31, 705.00)** pesos per month.

The nature of this appointment is **ORIGINAL** (Original, Promotion, etc.) vice

2026 NEWLY CREATED ITEM, who **N/A** (Transferred, Retired, etc.) with Plantilla

Item No. **TCH1-390233-2026** **(E)** Page **14**

Nosca Serial No. 0502026-06-001

This appointment shall take effect on the date of signing by the appointing officer/authority.

Very truly yours,

JOEL E. CAOLBOY
Officer-in-Charge, Office of the Schools Division Superintendent
Appointing Officer/Authority

JUL 14 2026
Date of Signing

Accredited/Deregulated Pursuant to
CSC Resolution No. 2300035, s. 2023
dated, January 20, 2023

CERTIFIED TRUE COPY
ANGELICA F. RAMOS
Administrative Officer IV
Personnel Section

4. BEST PRACTICES

- Cite as many best practices as you can on Parameter F (Administrative Support for Effective Instruction)

  Under Parameter F (Administrative Support for Effective Instruction), the BSED Social Studies program sustains instructional excellence through responsive institutional governance, rigorous performance management, and equitable resource allocation. Faculty accountability and teaching quality are safeguarded through calibrated Individual Performance Commitment and Review (IPCR) targets aligned with Office Performance Commitment and Review (OPCR) goals, submission of verified Means of Verification (MOVs) pursuant to Office Memorandum No. 160, s. 2026, strict monitoring of attendance and Teacher's Leave under CSC Memorandum Circular No. 9, s. 2012, multi-source classroom observations and Student Evaluation of Teachers (SET) reviews, and formal recognition through the CSC-approved Program on Awards and Incentives for Service Excellence (PRAISE) under PRIME-HRM Maturity Level II. Furthermore, the administration empowers educators and enhances classroom delivery through specialization-matched faculty loading, protected consultation hours, financial and official time support for graduate studies and trainings, incentives for authoring contextualized instructional materials, modernized multimedia and LMS facilities, continuous library acquisitions, prompt reproduction services, and active Memoranda of Agreement (MOAs) with cooperating DepEd schools supporting Field Study, Teaching Internship, and Licensure Examination for Professional Teachers (LET) review programs.

5. EXTENT COMPLIANCE with the Team Recommendations for Area III – Curriculum and Instruction in the last survey visit.

- Present the status of Compliance Matrix of Area III focusing on interventions done on the recommendations

Table 1. Compliance Matrix of Area III focusing on interventions done on the recommendations

Recommendation from the Previous Program Visit	Actions Taken	Extent of Compliance	MOVs
1.Stakeholder participation by industry sector representatives is indispensable in planning and designing the curriculum. Hence, their involvement is crucial to addressing the mismatch between graduates and industry needs.	The revision of the curriculum was just planned. It is in the phase of identifying the parts to be revised.	Partially complied	PDF REVISION 2-SOCIAL STUDIES CURRICULUM
2.A remediation plan is suggested to enhance the basic skills of the students in the tool subjects, since these are instrumental in	Created and implemented remediation plans.	Partially complied	PDF AREA III-RECOMMENDATIO

enhancing their level of learning acquisition.			
3.The college may institutionalize the use of innovative teaching strategies that will encourage student participation and, thus, develop critical thinking and analytical skills.	Use innovative teaching strategies will encourage student participation and, thus, develop critical thinking and analytical skills.	Fully complied	AREA III-RECOMMENDATION
4. A curriculum map aligned with educational standards, learning objectives, and institutional goals. It ensures that the curriculum covers the necessary content and appropriate teaching pedagogies relevant to the prescribed standards. It also helps the teacher in designing his course plan following scientific principles that serve as the basis for identifying specific teaching strategies appropriate to the different multiple intelligences and learning styles of the students. Hence, this aspect of the preparation of the course syllabus may be given due importance.	Formulate curriculum map aligned with educational standards, learning objectives, and institutional goals.	Fully complied	
5.The college may endeavor to establish linkages and consortia that will serve as avenues for the exchange of instructional and learning materials with other SUCs offering the same programs. Likewise, establishing partnerships with other government or private entities will help the college in outsourcing funds and other services that are instrumental in the implementation of different programs, projects, and activities undertaken by the institution.	The College has strengthened local, national, and international linkages with SUCs, government agencies, private institutions, and partner institutions in selected Southeast Asian countries to facilitate the exchange of instructional materials, share expertise and best practices, and generate financial and material support for the implementation of academic and extension programs, projects, and activities.	Fully complied	28. MOU_UNJI-DEBESMC. SEA Teacher batch 10 REC 5.pdf

6.The faculty are encouraged to seek copyright and patent certification of their instructional materials from the IPO. In doing so, it will not only validate its authenticity for instructional use but also give the author a sense of ownership of his intellectual property.	Created instructional materials for approved by the institutional committee on IMs evaluation and submitted to library holdings.	Partially complied	Certification from IMs committee.pdf Certificate of Library Holdings.pdf
7. The Table of Specifications is significant to test construction. It ensures alignment between the items of an assessment and the content, skills, or constructs that the assessment intends to assess. This requirement gives students assurance that the test questions are taken from the various topics covered within the terms, thus giving them justice in their effort to focus on studying the course contents that are included in the examination. Hence, this requirement in test construction should be considered in preparing for term examinations.	Faculty members prepare and utilize a Table of Specifications (TOS) in constructing term examinations to ensure alignment of test items with course content, learning outcomes, and cognitive levels, thereby promoting validity and fairness in assessment.	Fully complied	TOS REC 7.pdf
8. The evaluation tools must be coupled with rubrics to measure objectively the learning outcomes of the students. Area Leader Compliance Asses	Faculty members develop and utilize rubrics alongside evaluation tools to ensure objective, consistent, and fair assessment of students' performance and attainment of intended learning outcomes.	Fully complied	RUBRICS- REC 8.pdf
9. The revision or enhancement of the evaluation tools may be done periodically to ensure reliability and to measure what they intend to measure.	Revisions were made to certain aspects of the evaluation process to enhance its reliability and ensure that it accurately measures the intended learning outcomes.	Fully complied	EVALUATION TOOL REVISION REC 9.pdf

10.Student involvement in maintaining the cleanliness and orderliness of the classroom may be institutionalized. They play a significant role in helping the college provide a conducive learning environment.	Institutionalized a weekly clean-up drive and monthly *Bayanihan* activities to maintain a clean, safe, and conducive learning environment within the college.	Fully complied	RETURNED EXAMS REC 10.pdf
11. Student involvement in maintaining the cleanliness and orderliness of the classroom may be institutionalized. They play a significant role in helping the college provide a conducive learning environment.	Institutionalized weekly clean-up drive and monthly BAYANIHAN to help the college provide a conducive learning environment.	Fully complied	CLEAN UP DRIVE REC 11.pdf
12. The college may conduct tracer study on the performance of graduates, stipulating their employee's feedback as a variable to assess the overall performance of the graduate.	The College shall conduct regular tracer studies to monitor graduates' employment status and professional performance, incorporating employer feedback to evaluate graduates' competencies and the effectiveness of the BSED Social Studies program.	Partially complied	TRACER STUDY REC 12.pdf

Duly accomplished Self-Survey Instrument

- Present the Summary of Findings and Recommendations for Area III (Curriculum and Instruction) during the March 11-15, 2024 (Preliminary, 1st Survey, 2nd survey, 3rd Survey, or 4th Survey) in terms of;

1. **Strengths**
   A. The curriculum of both the BSED-Filipino and BSED Social Studies meet the requirements prescribed in CMO No. 75, Series of 2017.

2. **Areas Needing Improvement**
   A. There is no evidence to show the industry sector is represented in the planning and designing of the curriculum.
   B. The college does not implement remedial measures to enhance the basic skills of the student in the tool subject
   C. The strategy is that the teacher is the sole purveyor of knowledge manifested during the class observation.
   D. The curriculum map presented by the faculty in the course syllabi fails to show the inclusion of innovative teaching approaches that are crucial in conducting an experimental class.

E. The College of Education has not established linkages and consortia as an avenue for the academic exchange of instructional and learning materials with other SUCs or agencies.
F. The instructional materials, such as lecture notes, modules, and manuals, are not copyrighted or patented.
G. The teacher-made tests administered by the faculty during term examinations are not based on a well-designed table of specifications.
H. The evaluation tools utilized by the faculty do not include rubrics to measure objectively the learning outcomes of the students.
I. Periodic revision or enhancement of evaluation tools is not apparent.
J. Proof to support that test papers and course requirements are returned to the students after checking and recording is not evident.
K. Student's involvement in maintaining the cleanliness and orderliness of the classroom does not manifest.
L. There is no concrete evidence to show that the college conducted a study on graduates' performance and employment feedback.

3. Recommendations

A. Stakeholder participation by industry sector representatives is indispensable in planning and designing the curriculum. Hence, their involvement is crucial to addressing the mismatch between graduates and industry needs.
B. A remediation plan is suggested to enhance the basic skills of the students in the tool subjects since these are instrumental in enhancing their level of' learning acquisition.
C. The college may institutionalize the use of innovative teaching strategies that will encourage student participation and, thus, develop critical thinking and analytical skills.
D. A curriculum map aligned educational standards, learning objectives, and institutional goals. It ensures that the curriculum covers the necessary content and appropriate teaching pedagogies relevant to the prescribed standards. It also helps the teacher in designing his
steps so that the result may serve as the basis for identifying specific teaching strategies appropriate to the different multiple intelligences and learning styles of the students. Hence, this aspect of the preparation of the course syllabus may be given due importance.
E. The college may endeavor to establish linkages and consortia that will serve as avenues for the exchange of instructional and learning materials with other SUCs offering the same programs. Likewise, establishing partnerships with other government or private entities will help the college in outsourcing funds and other services that are instrumental in the implementation of different programs, projects, and activities undertaken by the college.
F. The faculty are encouraged to seek copyright and patent certification of their instructional materials from the IPO. In doing so, it will not only validate its authenticity for instructional use but also give the author a sense of ownership of his intellectual property
G. The Table of Specifications is significant in tool construction. It ensures alignment between the items of an assessment and the content, skills, or constructs that the assessment intends to assess. This requirement gives students assurance that the test questions are taken from the various topics covered within the terms, thus giving them justice in their effort to focus on studying the course contents that are included in the examination. Hence, this requirement in test construction should be considered in preparing for term examinations.
H. The evaluation tools must be coupled with rubrics to measure objectively the learning outcomes of the students.

I. The revision or enhancement of the evaluation tools may be done periodically to ensure reliability and to measure what they intend to measure.
J. Returning test papers and course requirements after checking and recording is very important so these students know their status and class standing. It addresses student's right to information in the exercise of their academic freedom.
K. Student involvement in maintaining the cleanliness and orderliness of the classroom may be institutionalized. They play a significant role in helping the college provide a conducive learning environment.
L. The college may conduct a tracer study on the performance of graduates, stipulating their employee's feedback as a variable to assess the overall performance of the graduate.

4. Present the Summary of Ratings on the quantitative assessment on Area III.

DEBESMSCAT MANDAON MASBATE RECEIVED COPY DATE: 05-08-24 BY:

AACCUP TECHNICAL REVIEW AND BOARD ACTION

S U C: Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology
Address: Mandaon, Masbate Region: V
College/Dept.: Type of Visit: 1st Survey
Program: Bachelor of Secondary Education
Components/Majors:
Social Studies Filipino

ACCREDITED CHARTERED COLLEGES AND UNIVERSITIES IN THE PHILIPPINES RELEASED 050324 BY: *1957*

Date of Survey: March 11-15, 2024

SUMMARY OF RATINGS:

AREA	WEIGHT	MEAN	WEIGHTED MEAN
I. Vision, Mission, Goals *and* Objectives	---	3.67	---
II. Faculty	8	2.98	23.84
III. Curriculum *and* Instruction	8	3.10	24.80
IV. Support to Students	8	3.49	27.92
V. Research	5	2.93	14.65
VI. Extension *and* Community Involvement	4	2.89	11.56
VII. Library	5	3.78	18.90
VIII. Physical Plant *and* Facilities	3	3.67	11.01
IX. Laboratories	4	3.10	12.40
X. Administration	5	4.05	20.25
Overall Total	50		165.33
Grand Mean	3.31		
Descriptive Rating	Satisfactory		

CRITERIA TO PASS THIS LEVEL:

1. Minimum Grand Mean required to qualify for this Level (status) 3.00
2. Minimum Area Mean required to qualify for this Level (status) 2.50

RECOMMENDED BOARD ACTION:

1. Award: Level I Accredited Effective: March 16, 2024 – March 15, 2027
   May apply for the next survey starting:
2. Defer the award: And, revisit:
3. Starting: But not later than:
   Meantime, the program may retain/enjoy:
   Status, until:

Technical Review – Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology - *Mandaon Campus*
Bachelor of Secondary Education

1

Prepared by:

DENNIS C. RAMISO
Area III Leader, BSEd Social Studies

EMMA O. CAJURAO
Area III Member, BSEd Social Studies

MARIA JESSABELLE P. ROMANO
Area III Member, BSEd Social Studies

Reviewed by:

DENNIS C. RAMISO
Program Chair, BSED Social Studies

Noted by:

DR. RAIZA M. PADASAS
Dean, College of Education

Approved by:

DR. ARNEL B. MILLESCA
SUC President III