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1-01116 01/11/84

VISAYAS STATE COLLEGE OF AGRICULTURE  
Baybay, Leyte

APPROVED  
MINUTES OF THE 59th (SPECIAL) MEETING OF THE VisCA  
BOARD OF TRUSTEES HELD ON APRIL 17, 1984  
AT THE DAO ROOM OF THE MANILA HOTEL



DECISIONS/AGREEMENTS MADE BY THE BOARD OF TRUSTEES ON ITS  
59th MEETING

<u>I T E M S</u>	<u>PAGE</u>
1. <u>RESOLUTION NO. 19, s. 1984</u>	
Representation Allowance of Key Executives (Amendment to Res. No. 17, s. 1984) . . . . .	3
2. <u>RESOLUTION NO. 20, s. 1984</u>	
M. Ag. Dev. - Language Teaching for Agro-Technical Schools . . . . .	4
3. <u>RESOLUTION NO. 21, s. 1984</u>	
M. Ag. Dev. - Agricultural Economics . . . . .	4
4. <u>RESOLUTION NO. 22, s. 1984</u>	
Revision of General Education (GE) courses . . . . .	5
5. <u>RESOLUTION NO. 23, s. 1984</u>	
Revision of Physical Education Courses . . . . .	5
6. <u>RESOLUTION NO. 24, s. 1984</u>	
Approval of the Negotiated Contract for the Construction of the Gymnatorium Building . . . . .	6
7. <u>RESOLUTION NO. 25, s. 1984</u>	
Approval of the Negotiated Contract for the Construction of the Forestry Building . . . . .	6
8. <u>RESOLUTION NO. 26-A, s. 1984</u>	
Initial Appointment of Personnel . . . . .	7
9. <u>RESOLUTION NO. 26-B, s. 1984</u>	
Appointment of Personnel for Permanent Status . . . . .	8
10. <u>RESOLUTION NO. 26-C, s. 1984</u>	
Promotion of Personnel . . . . .	8



11.	<u>RESOLUTION NO. 26-D, s. 1984</u>	
	Upgrading of positions of personnel . . . . .	8
12.	<u>RESOLUTION NO. 26-E, s. 1984</u>	
	Designation of Dr. Marianito R. Villanueva . . . . .	9
13.	<u>RESOLUTION NO. 27, s. 1984</u>	
	Increase of Dormitory Fees . . . . .	9
14.	<u>RESOLUTION NO. 28, s. 1984</u>	
	Adjustment/Increase of Contract Amount for the Completion of the Bachelorettes Dormitory . . . . .	9
15.	<u>RESOLUTION NO. 29, s. 1984</u>	
	Request to Upgrade the Position of Assistant Buyer . . . . .	10
16.	<u>RESOLUTION NO. 30, s. 1984</u>	
	ViSCA Administrative Personnel Development Plan . . . . .	10
17.	<u>RESOLUTION NO. 31, s. 1984</u>	
	Merit Increase for the College President . . . . .	11



MINUTES OF THE 59th (SPECIAL) MEETING OF THE VISCA  
BOARD OF TRUSTEES HELD ON APRIL 17, 1984  
AT THE DAO ROOM OF THE MANILA HOTEL

Present:

Hon. Abraham I. Felipe	Presiding	5
Deputy Minister		6
Ministry of Education, Culture & Sports		7
Hon. F. A. Bernardo	Vice Chairman	8
President		9
Visayas State College of Agriculture		10
Mr. Remegio Mercado (Represented Hon. Jose M. Lawas)		11
Supervising Economic Development Specialist		12
NEDA, Pasig, Metro Manila		13
Prof. Andres F. Duatin	Secretary	14
College Secretary		15
Visayas State College of Agriculture		16

Call to Order:

Hon. Abraham I. Felipe, the presiding officer, called the meeting  
to order at 1:07 p.m. Mr. Mercado of NEDA apologized for Hon. Jose M.  
Lawas' inability to attend the Board meeting because he was out of town.

I. Preliminary Matters:

A. Approval of Agenda.

The Board approved the agenda as presented.

B. Brief Report of the President.

1. Sabbatical Leaves of Pres. & Mrs. Bernardo

Pres. F. A. Bernardo informed the Board that he and Dr. E. N.  
Bernardo will finally leave on the 21st of April to write a book  
on the institution building of VISCA. He said that they expect to  
be back to the Philippines on the 20th of June, 1984.



2. Change of Admission Requirements for College Entrance to the  
ViSCA Undergraduate Degree Programs.

ViSCA has relaxed a bit on its requirements for college entrance to the various undergraduate degree programs. High school graduates with 78%-80% general average and 60 percentile NCCE may be admitted to enroll in any of the college degree programs. This step should ensure more students to qualify to study at ViSCA.

At this juncture, Hon. Felipe suggested that ViSCA should monitor the result of this more lenient student admission requirements on quantity of enrolment and quality of student performance. The suggestion was well taken.

3. Celebration of ViSCA's 10th Anniversary

ViSCA shall celebrate its 60th anniversary as an educational institution or 10th anniversary as a state college of agriculture on August 23 & 24 this year.

Regarding Hon. Felipe's inquiry if publications about ViSCA's history will be prepared, Pres. Bernardo answered in the affirmative.

II. Approval of the Minutes of the Previous Meeting:

The minutes of the Board meeting held last March 16 were approved without corrections.

III. Matters Arising from the Approved Minutes:

1. Representation Allowances of Key Executives

Resolution No. 17, s. 1984, authorizing representation allowances of selected ViSCA executives, was amended to include the OIC of OSA



to receive P400.00 monthly representation allowance only. Other key executives enjoy transportation or gasoline allowances in addition to representation allowances.

There being no objection, the Board passed:

Resolution No. 19, s. 1984  
(Amendment to Res. No. 17, s. 1984)

Amending Res. No. 17, s. 1984, authorizing the College to give the ViSCA key executives monthly commutable representation and transportation allowances and gasoline allowances to the directors, to include the OSA officer-in-charge, to wit:

Key Executives	Commutable Representation Allowances	Transportation Allowances	Gasoline Allowances
1. President	P750/mo.	---	---
2. Vice President	550/mo.	P550/mo.	---
3. Asst. to the President (Manila Office)	440/mo.	440/mo.	---
4. Director of Instruction	400/mo.	---	25lit/mo.
5. Director of Research	400/mo.	---	25lit/mo.
6. Director of Student Affairs/ OSA Officer-in-Charge	400/mo.	---	25lit/mo.
7. Director of Extension	400/mo.	---	25lit/mo.
8. Adm. Officer	325/mo.	---	---

This shall take effect April 1984, subject to availability of funds and COA rules. Appendix B

Approved

## 2. Representation Allowances of ViSCA Trustees

The Board adopted the certification issued by the Secretary of the CLSU Board of Regents as the necessary supporting paper for the amount of P500 monthly representation allowances that ViSCA should give its Board of Trustees. This, in effect, ratifies Res. No. 18, s. 1984.

## IV. For Approval/Ratification/Confirmation:

### A. Academic Matters -- Curricular Proposals



1. M. Ag. Dev. - Language Teaching for Agro-Technical Schools

The curricular proposal presented offers language teaching for agro-technical schools as a field of specialization in the M. Ag. Dev. program. This language teaching program caters to the needs of those who are teaching English in Agro-Technical schools and those who are involved in supervising language teaching programs.

There being no objection, the Board passed:

Resolution No. 20, s. 1984

Approving in toto the curriculum for M. Ag. Dev. Language Teaching in Agro-Technical Schools, effective not earlier than the First Semester, SY 1984-1985. Appendix C

Approved

2. M. Ag. Dev. - Agricultural Economics

A proposal to offer an option to major in agricultural economics in the Master of Agricultural Development Program was presented for Board approval. The program offers masteral courses to BS graduates of agribusiness or agricultural economics who need an in-depth training to broaden their knowledge for professional growth. Appendix D

The Board passed:

Resolution No. 21, s. 1984

Approving in toto the curriculum for M. Ag. Dev.-Ag Economics, effective not earlier than the First Semester, SY 1984-1985. Appendix D

Approved



3. Revision of General Education (GE) Courses

The revision of the general education courses mainly reduced the credit units in this area by transferring some courses to the fundamental group to allow greater flexibility in the offering of foundation subjects which are pre-requisites to major courses and enables the offering of additional essential technical courses in the various undergraduate degree programs. Appendix E

After some clarifying questions as to the rationale of the proposal, there being no objection, the Board passed:

Resolution No. 22, s. 1984

Approving in toto the revised general education (GE) courses for integration the various undergraduate degree programs, allowing its initial implementation effective the first semester, school year 1984-1985, provided, that the revised curricular offerings, including those that may be instituted, as a result of this revision of the GE courses, be subsequently presented to the Board for confirmation.

Approved

4. Revision of Physical Education Courses

The main feature of the revised physical education subjects are the changes in course title and description and the incorporation of safety education in all the four physical education courses.

Appendix F

There being no objection, the Board passed:

Resolution No. 23, s. 1984

Approving in toto the revised Physical Education courses to take effect not earlier than the First Semester, SY 1984-1985.

Appendix F

Approved



B. Administrative Matters:	1
1. <u>Approval of the Negotiated Contract for the Construction</u>	2
<u>of the Gymnasium Building</u>	3
The proposal recommended approval of the negotiated contract	4
for the construction of the gymnasium, particularly the	5
installation of roof framing and roofing, to the Codilla's Enter-	6
prises at the lowest bid price of P2.5 M. Appendix G	7
There being no objection, the Board passed:	8
<u>Resolution No. 24, s. 1984</u>	9
Approving the negotiated contract with the	10
Codilla's Enterprises with the lowest quotation of	11
P2.5M for the installation of the roof framing and	12
roofing of the Gymnasium, using No. 26 corrugated	13
GI roofing instead of the specified Philsteel roofing,	14
subject to the usual contract to be executed by both	15
parties. Appendix G	16
Approved	17
2. <u>Approval of the Negotiated Contract for the Construction</u>	18
<u>of the Forestry Building</u>	19
It was recommended that the construction of the Agro-	20
forestation Laboratory Building, Phase III-A, be awarded to the	21
Unimaster Conglomeration Incorporated through negotiated contract	22
in the same amount per square meter on the previous contract	23
plus 20% under Phase II, on condition that the aggregate amount	24
be reduced by P20,000.00 due to no mobilization cost.	25
Appendix H	26
The Board passed:	27



Resolution No. 25, s. 1984

Approving the negotiated contract with the Unimaster Conglomeration Incorporated for the construction of the Agroforestation Laboratory Building, Phase III-A, with not more than 20% escalation price, the aggregate amount to be reduced by P20,000.00, due to no mobilization cost, subject to usual contract to be executed by both parties. Appendix H

Approved

3. Appointment of Personnel

The appointment of personnel includes seven (7) under initial appointment; one (1) for permanent status; two (2) for promotion; five (5) for position upgrading; and one (1) for designation. (Appendix I) All passed the screening/promotion board and the Academic/Administrative Personnel Board.

There being no objection, the Board passed the following resolutions:

Resolution No. 26-A, s. 1984

Approving the initial appointment of the following:

1. Mr. Feliciano C. Manuel, as temporary Asst. Prof. at P27,732.00 p.a., effective March 26, 1984;
2. Dr. Jefren Demetrio, as Visiting Professor at P37,380.00 p.a., effective Sept. 1, 1984 until August 3, 1985;
3. Mr. Jonas G. Bautista as temporary Science Research Specialist, at P15,264.00 p.a., effective June 1, 1984;
4. Ms. Epifania K. Gonzales, as temporary Science Research Specialist at P13,824.00 p.a., effective May 16, 1984;
5. Mr. Virgilio R. Bulawan, as temporary Animal Caretaker, at P5,382.00 p.a., effective May 16, 1984;
6. Mr. Julian Cristinito F. Piol, as temporary Security Guard, at P5,382.00 p.a., effective May 16, 1984; and



7. Mr. Mario M. Diaz, as temporary Security Guard, at P5,382.00 p.a., effective May 16, 1984. Appendix I

Approved

Resolution No. 26-B, s. 1984

- Approving the appointment of Ms. Charito G. Fabillar, as Permanent Guidance Counselor, at P12,516.00 p.a., effective June 1, 1984. Appendix I

Approved

Resolution No. 26-C, s. 1984

Approving the promotion of the following:

1. Ms. Archil H. Bacareza as Assistant Chief Information Officer, at P19,584.00 p.a., effective May 16, 1984; and
2. Mr. Alfredo C. Arradaza, Jr. as Supply Officer IV, at P16,860.00 p.a., effective May 16, 1984. Appendix I

Both passed by the ViSCA Selection/Promotion Board

Approved

Resolution No. 26-D, s. 1984

Approving the upgrading of positions of the following:

1. Mr. Pedro T. Armenia from Instructor I to Instructor VI;
2. Mr. Misael Diputado, Jr., from Instructor I to Instructor V;
3. Mr. Audimar P. Bangi, from Instructor I to Instructor V;
4. Ms. Eunice I. Beray, from Instructor I to Instructor VII;
5. Mr. Beverlo P. Pascual, from Science Res. Specialist I to Science Res. Specialist III. Appendix I

All passed by the Academic Personnel Board

Approved



Resolution No. 26-E, s. 1984

Approving the designation of Dr. Marianito R. Villanueva as Director of Research & Extension, with P500 monthly honorarium, P400 monthly commutable representation allowance, and 25 liters per month gasoline allowance, effective June 1, 1984, or upon report to duty. Appendix I

Approved

4. Increase of Dormitory Fees.

It was recommended that the College be authorized to increase the dormitory fees by P5.00 in all dormitories, effective the First Semester, SY 1984-85. Appendix J

There being no objection, the Board passed:

Resolution No. 27, s. 1984

Authorizing the across-the-board fee increase of P5.00 in all the ViSCA dormitories, effective not earlier than the First Semester SY 1984-1985. Appendix J

Approved

5. Adjustment/Increase of Contract Amount for the Completion of the Bachelorettes Dormitory

The proposal recommended an increase in the contract amount for the completion of the bachelorettes dormitory, labor only, not to exceed P19,000.00. Appendix K

The Board passed:

Resolution No. 28, s. 1984

Approving the adjustment/increase of the contract amount for the construction of the ViSCA Bachelorettes Quarters (labor only), due to additional costs of wages/salaries, by 20% but not more than P19,000.00, subject to COA rules. Appendix K

Approved



6. Request to Upgrade the Position of Assistant Buyer

The proposal recommended the restoration of the position title of Assistant Buyer to the original title of Buyer which carries an annual compensation of P8,832.00 in order to attract qualified applicants and to have better compensation for this kind of job at the Manila office. Appendix L

The Board passed:

Resolution No. 29, s. 1984

Authorizing the restoration of the original position title of Buyer at the ViSCA Manila Office that carries a higher annual compensation than the salary of the existing position of Assistant Buyer at the said Office. Appendix L

Approved

7. ViSCA Administrative Personnel Development Program

The recommended administrative personnel development program aims to (1) promote the continuing development of administrative personnel at all levels to increase their capabilities so that they can better contribute to the realization of the institution's goals and objectives and (2) provide opportunities for career and personnel development of qualified personnel to enable them to assume greater responsibilities inherent in a growing institution. Appendix M

There being no objection, the Board passed:

Resolution No. 30, s. 1984

Approving in toto the ViSCA Administrative Personnel Development Program, effective the First Semester, School Year 1984-1985. Appendix M

Approved



V. Other Matters:

1. Merit Increase for the College President

It was recommended that the College President be given increase in his basic salary for his dedicated services and efficient leadership which resulted in the progress and development of ViSCA as evidenced by its elevation to Level I by OBM in its re-evaluation of SCU's. Appendix N

With only the presiding officer and the NEDA representative voting for the proposal, the Board passed:

Resolution No. 31, s. 1984

Authorizing ViSCA to give 5%\* merit increase (of the basic salary) to its President, Dr. F. A. Bernardo, for his unselfish, dedicated service and efficient and effective leadership resulting in the elevation of ViSCA to Level 1 by OBM in the recent re-evaluation of SCU's, effective May 1, 1984, subject to COA rules. Appendix N

Approved

2. Physical Education Training Facilities: Construction of Grounds

It was recommended that the college be authorized to proceed with the construction of the training facilities for physical education training purposes, particularly the ground/field or oval and bleachers to be funded from savings.

There being no objection, the Board passed:

\*Maximum allowed under NCC 12 -- basis of Board action



Resolution No. 32, S. 1984

Approving the development of the Physical  
Education teaching facilities, particularly the  
athletic oval and bleachers, construction to be  
done by negotiated contract, funding to come from  
whatever savings from the present budget, the work  
to start as soon as development plans are ready,  
subject to availability of funds and COA rules.

Approved

There being no other matter to be discussed, the presiding  
officer adjourned the meeting at 1:56 p.m.

Certified True & Correct:

  
ANDRES F. DUATIN  
Secretary

Attested:

ABRAHAM I. FELIPE  
Presiding Officer



VISAYAS STATE COLLEGE OF AGRICULTURE  
Baybay, Leyte  
OFFICE OF STUDENT AFFAIRS

13 April 1984

The President  
VISCA, Baybay, Leyte

S i r :

The Board Resolution No. 17, s. 1984 has approved in toto the proposal to pay commutable representation and transportation allowances to the key executives of VISCA including the director of student affairs, last March 16, 1984.

In this connection, therefore I am requesting your office to extend the same privileges to the Officer-in-Charge of the Office of Student Affairs as the Directorship of the said office has not been filled up yet. It would be very difficult for me to function effectively as the officer-in-charge without such privileges.

I am anticipating for a favorable action on this request.

Very truly yours,

(SGD.) AURORA S. ALKUINO  
Officer-in-Charge  
Office of Student Affairs

BOARD ACTION: Approved  
Date: April 17, 1984



**Proposal:** To Offer Language Teaching for Agro-Technical Schools as a Field of Specialization in M. Ag. Dev.

### I. Rationale

The proposal to offer language teaching as a field of specialization in M. Ag. Dev. answers the clamor of agricultural school administrators in Region 8 to tailor English programs, specifically the teaching of English and other languages for that matter, to the communication needs of students in agro-technical schools. A departmental survey in 1981 using as respondents related subject teachers from nine agricultural and technical schools within Region 8 revealed that 91% had definite plans to pursue graduate studies with 98% giving preference to study in ViSCA. Asked to rank given related subject choices, English for Specific Purposes (geared to students' special needs of English in agro-technical programs) topped as the first choice (28%) among a conglomeration of related subject teachers who were desirous to pursue graduate studies. This was followed by Filipino (23%), education with chosen cognates (17%), behavioral science (14%), sociology (12%), and humanities as a specific discipline (6%). It should be noted that the 96 respondents were related subject teachers in agro-technical schools. Asked to indicate a second choice, education with chosen cognates had the highest frequency, still with ESP ranking second choice, followed by a tie in sociology and behavioral science.

A more detailed 1983 "Language Teaching Needs Assessment Survey" by Dr. N. Watts (DAL Consultant) pointed out that the majority of language teachers in agro-technical schools dominated by English teachers expressed an interest in upgrading themselves primarily to cope with their teaching duties. This was concurred by 100 percent of the administrators who considered the language teaching program in their schools "very important" and felt the need to send at least one English teacher to pursue a masteral



program at VISCA in 1984. The first five chosen areas in language teaching, in a list of 13 choices with an open ended slot for others, are: Advanced English (English Teaching and Related Activities), Language Teaching Methods, Teaching of Literature (in high school), Reading Skills, English for Specific Purposes and Materials Design. The Watts study which focused on language teachers in agro-technical schools in Leyte, Samar, Cebu, Bohol and Dumaguete indicated not only the course areas of a masteral offering in language teaching for agro-technical schools but also implied relevant thrusts of the DAL masteral program to suit its clientele. Another study covering the Phase I Report of the VISCA/Massey Team, which assessed the feasibility of an extramural program at VISCA, also bared specific areas in communication needed for upgrading staff competencies such as technical writing and research reporting, verbal communication skills and understanding reports which converge towards the acquisition of language skills. This third study had agriculture rather than language teachers as respondents; yet concerns pertinent to operational communication skills still surfaced for upgrading as viewed by both supervisors and teachers.

The decision to highlight English for Specific Purposes in the masteral language program springs from the 1) unique needs of students in agro-technical schools compared to students in humanities-oriented institutions 2) reorientation required of English teachers who are products of humanities-oriented institutions but employed in agro-technical schools 3) results of a departmental study wherein students themselves rejected pure general English in favor of a blend between general English and ESP and 4) technical



assistance extended by Massey University through a language consultant in the direction and construction of ESP-oriented instructional materials for basic Freshman English.

No masteral program with either thesis or non-thesis options such as the one proposed exists in Region 8 and hardly would humanities-oriented universities cater to nor fathom the English language needs of agro-technical schools which have been neglected for decades. Existing programs are tailored to produce English majors for humanities-oriented institutions, literary writers as well as literary critics. On the other hand, VISCA as a regional agricultural college is committed to lead in the search for a relevant academic program which greatly affects the specific, unique and functional English language needs of agro-technical schools in Region 8, extending to Bohol, Cebu and Dumaguete. A significant advantage of this masteral program in language teaching is the special skills acquired by the graduates in adapting teaching methodologies and designing instructional materials suited to specific academic needs of students not only for agro-technical but also humanities-oriented institutions, although zeroing in on the unique needs of learners in agro-technical schools. Direct exposure of students to agro-technical learning experiences at VISCA concretizes the envisioned language teaching outlook that complements past humanities-oriented training of English teachers all over the country. This is the challenge of English teachers and those concerned with language programs in agro-technical schools to relate their instructional goals to both agricultural and technical thrusts that are contingent to rural upliftment in the countryside.



The proposed language teaching program caters to the needs of those who have been teaching English for at least two years at any curriculum level, those with prospective English teaching assignments in an agro-technical school, those who have finished the BS/AB program with either a major or minor in English and are involved in supervising a language teaching program. Essentially, the program prepares graduate students for language teaching in agro-technical high schools and colleges; exposes students to socio-psychological research that would help strengthen the language program; provides students with a survey of language learning theories, and the application and testing of these; introduces students to research in language acquisition; familiarizes students with methodologies and principles in designing and evaluating language learning materials; and equips students with the necessary skills to offer professional services for the promotion and upgrading of language teaching among agro-technical schools in Eastern Visayas.



## II. Staff Who May Teach Graduate Courses\*

Name	Degree	Courses to Handle
1. Canada, N. F.	M.A. English	Literature, speech communication, and Language testing.
2. Go, A. S.	Ph.D. Lang. Ed.	Language teaching methodologies, advanced composition, reading, ESP, and instructional materials development.
3. Pagalan, T. V.**	M.A. English	Introductory linguistics and literature.
4. Seroy, J. L.	Ph.D. Lang. Teaching	Psycholinguistics, introductory linguistics, reading, and sociolinguistics.
5. Silao, C. V.	M.A. Spanish	Language testing and sociolinguistics.
6. Subere, J. Q.**	M.A. Pilipino	Literature and reading.
7. Tan, P. M.	Ph.D. Lang. Teaching	Related activities in language teaching, speech communication, reading, and sociolinguistics.
8. Tan, J. S.	M.A. English Ph.D. in Development Communication	Related activities in language teaching; advanced composition; and literature.

Note: Dr. Noel R. Watts, language consultant of DAL from Massey University, will be available for the summer term of 1985.

\*Appointment subject to Graduate School requirements. /

\*\*On part-time basis.



### III. Courses for Institution

#### 1. LT 205 -- Related Activities in Language Teaching

Directing plays, advising school paper, supervising elocution contests, conducting grammar and speech communication review.

Prerequisite: None  
5 hours a week (2 lec., 3 lab.)  
Credit: 3 units

##### Rationale:

This course is useful to language teachers who will be assigned to direct plays, advise school publications, supervise elocution contests and other activities for operationalizing language competencies of learners.

#### 2. LT 207 -- Introductory Linguistics

Descriptive linguistics covering phonology, morphology, syntax, and semantics.

Prerequisite: None  
3 hours a week  
Credit: 3 units

##### Rationale:

Adequate background of this course will strengthen the preparation of language teachers in understanding features of a language.

#### 3. LT 209 -- Second Language Teaching for Special Curricular Programs

Methodologies and content choices in second language teaching with focus on special functions of language as medium of learning.

Prerequisite: Consent of Instructor  
3 hours a week  
Credit: 3 units

##### Rationale:

Sufficient knowledge on teaching methodologies and current approaches as well as proper selection of contents are essential for effective language teaching.



4. LT 211 - Teaching Literature

Strategies in the teaching of Afro-Asian Philippine, and other selected writings.

Prerequisite: Consent of Instructor

3 hours a week

Credit: 3 units

Rationale:

This course is essential for teachers who will be teaching high school literature as springboard for communication activities in the classroom.

5. LT 212 - Techniques in Advanced Composition

Writing essays, term papers and reports.

Prerequisite: Consent of Instructor

3 hours a week

Credit: 3 units

Rationale:

This course is designed for developing skills of students in composition writing, with focus on various types of essays and required written reports.

6. LT 214 - Teaching Reading

Teaching, diagnosing, and evaluating proficiency in reading; vocabulary development.

Prerequisite: LT 209

3 hours a week

Credit: 3 units

Rationale:

This course will help language teachers design a functional reading program as well as equip them with techniques and approaches to the teaching of reading.

7. LT 216 - Teaching Speech Communication

Principles and methods of teaching speech communication; instructional materials development.



Prerequisite: Consent of Instructor  
3 hours a week  
Credit: 3 units

Rationale:

This course is essentially designed for teachers of speech communication to meet specific needs of agro-technical students.

8. LT 218 - Sociolinguistics

Language development and functions in various social groups.

Prerequisite: Consent of Instructor  
3 hours a week  
Credit: 3 units

Rationale:

Findings in sociolinguistic studies are important to second language teachers in understanding language development in a society.

9. LT 221 - Language Testing

Principles, construction and evaluation of language tests.

Prerequisite: LT 209  
3 hours a week  
Credit: 3 hours

Rationale:

This course will help language teachers prepare and use appropriate instruments that assess students' competencies.

10. LT 223 - English for Specific Purposes

Planning functional English language program and development of ESP materials for agro-technical schools.

Prerequisite: LT 209  
3 hours a week  
Credit: 3 units

Rationale:

This course will help language teachers design language programs and teaching materials relevant to specific subject areas and immediate communication needs of agro-technical students.



## 11. LT 225 -- Psycholinguistics

Theories and principles of language acquisition and learning from the integrated perspective of the linguist and psychologist.

Prerequisite: Consent of Instructor

3 hours a week

Credit: 3 units

Rationale:

This course will aid language teachers understand the nature of language acquisition. It focuses on language learning behavior in its integrated aspects.

## 12. LT 227 -- Instructional Materials Development for Special Academic Needs

Selection, preparation and evaluation of instructional materials in teaching a second language which is simultaneously used as medium of exploring knowledge.

Prerequisite: Consent of Instructor

3 hours a week

Credit: 3 units

Rationale:

This course will help teachers design and prepare their own teaching materials appropriate for the level and specific needs of learners.

## 13. LT 290 -- Special Problem

Credit: 2 units

## 14. LT 291 -- Special Topics

1-3 hours a week

Credit: 1, 2, or 3 units

## IV. List of Courses in the M.Ag.Dev. program, Major in Language Teaching (Non-Thesis)

## A. Core (6 units)

Ag. Dev. 201 -- Rural Development Theories -- 3

Ag. Dev. 202 -- Problems and Issues in Agricultural and Rural Development -- 3



B. Major (19 units)

LT 205	-	Related Activities in Language Teaching	-	3
LT 207	-	Introductory Linguistics	-	3
LT 209	-	Second Language Teaching for Special Curricular Programs	-	3
LT 211	-	Teaching Literature	-	3
LT 212	-	Techniques in Advanced Composition	-	3
LT 214	-	Teaching Reading	-	3
LT 216	-	Teaching Speech Communication	-	3
LT 218	-	Sociolinguistics	-	3
LT 221	-	Language Testing	-	3
LT 223	-	English for Specific Purposes	-	3
LT 225	-	Psycholinguistics	-	3
LT 227	-	Instructional Materials Development for Special Academic Needs	-	3
LT 291	-	Special Topics	-	1, 2, or 3

C. Special Problem (2 units)D. Technical Electives (9 units in selected technical fields)

Courses taken should be subject to approval by the Advisory Committee.

Summary of Units

1. Core Courses	-	6
2. Major	-	19
3. Special Problem	-	2
4. Technical Electives in selected field	-	9
Total:		36



## V. Graduate Profile

Degree Program: Master of Agricultural Development Major Field Language Teaching  
 Department: Arts and Letters

### I. KNOWLEDGE

1. Concepts and principles on language learning as well as communicative competence in relation to effective teaching-learning process.
2. Appropriate technical information to include specific facts and figures for inclusion in the teaching materials for technical schools.
3. Related co-curricular activities such as rural-oriented development plays, community publications, and group interactions that strengthen language instruction.
4. Socio-cultural factors as they affect teaching strategies for effective linguistic and communicative competence.

### II. SKILLS

1. Adopting workable modern teaching methodologies to strengthen reliable teaching practices.
2. Producing communication materials for effective language teaching.
3. Initiating and implementing teaching activities such as development plays, school publications, and community-related school interactions.
4. Diagnosing and improving functional language programs.
5. Constructing and evaluating language tests.
6. Conducting research on language learning and use for effective teaching.
7. Diagnosing and correcting language learning difficulties.

### III. ATTITUDES AND VALUES

1. Genuine interest in learning the concepts and principles for functional language use.
2. Readiness to learn relevant ideas and enrich the teaching materials for language education by using functional terms of the learners' fields of specialization.
3. Willingness to assist and provide leadership in the organization of mobile theater, forensic clubs, and community oriented school papers.
4. Appreciation and respect for sociolinguistic variants as well as commitment to promote a standard linguistic medium of communication.
5. Desire to complement humanistic oriented background in language teaching with an agro-technical orientation to meet the needs of learners.



A PROPOSAL TO OFFER AN OPTION TO MAJOR IN AGRICULTURAL ECONOMICS  
IN THE MASTER OF AGRICULTURAL DEVELOPMENT PROGRAM

I. Rationale

One of the avowed objectives of the Visayas State College of Agriculture (VISCA) is to formulate plans and implement program to meet specific regional needs as well as contribute to the over-all regional agricultural development and the improvement of the quality of life in the rural areas. For the College to attain these objectives, its program must include the offering of curricula that will produce graduates who can meet the demands of the region.

The Visayas region is in need of qualified agricultural economists to fill in positions in various institutions and agencies of the area including MA, NEDA, MAR, NIA, FDA, MHS, FSDC, NFA, etc. and the different agricultural colleges and private corporations or companies. Moreover, there is a felt need for these agencies to upgrade professional competencies of their existing staff.

The Department of Agricultural Economics and Agribusiness together with the other technical departments, has been producing Bachelor of Science degree graduates who have contributed to filling the manpower needs of the different ministries, research institutions and private agencies mentioned above.

However, besides the aforementioned developments, there is still a need to provide the region with graduates who have had advanced studies to take care of highly technical and complicated work for which BS graduates are not adequately trained.



This is deemed necessary considering that the region now looks at VISCA as a Regional Agricultural College for agricultural development.

Thus, it is proposed that a Master of Agricultural Development with an option to major in Agricultural Economics be offered in VISCA starting this First Semester of School Year 1984-85 for the following reasons:

Firstly, many of our BSA graduates already employed in various agencies need to have an in-depth training to broaden their knowledge and for professional growth. Many of our graduates have repeatedly inquired as to when the department's Masteral program in Agricultural Economics will be offered. In a recently concluded "Needs Assessment Survey in the Visayas" conducted by VISCA-Massey University (New Zealand) team, it was found that Agricultural Economics and Agribusiness were identified as priority areas for graduate training among rural development personnel.

Secondly, with the massive staff development program of the College, the department is now ready with eleven qualified faculty members (Table 1) to teach the graduate courses (Table 2). These staff members of the department have earned their Masterates and Doctorates at leading universities and have had varied experiences in instruction, research and extension. Right now, these staff members are already teaching graduate courses for masteral students who are doing cognate work in Agricultural Economics.

Thirdly, adequate instructional as well as research facilities are available. The main collections of the VISCA Library consist



Table 1. Department Faculty Who Can Teach Graduate Courses

NAME	DEGREE	COURSES TO HANDLE
1. Agarcio, A.S.	MAAS	Cooperative, Policy, Marketing
2. Alkuino, J.M. Jr.	Ph.D. Ag.Econ.	Resource Economics, Econometrics, Micro, Macro
3. Armenia, P.T.	M.S. Ag.Econ.	Production Econ., Policy, Resource Economics
4. Laguna, R.S.	Pursuing Ph.D.	Econ. Stat., Price, Project Analysis, Development
5. Metz, J.F.	Ph.D. Econ.	Econ. Development, Marketing Seminar
6. Paloma, L.B.	MM	Finance, Marketing, Accounting
7. Parrilla, L.S.	M.S. Ag.Econ.	Farm Mgt., Production Economics, Policy
8. Pascual, N.P.	Ph.D. Ag.Econ.	Farm Mgt., Microecon., Econ. Dev., Econometrics
9. Quiton, G.T.	M.Ed.	Cooperative, Ag. Development
10. Tudtud, D.M. Jr.	Pursuing Ph.D.	Management, Feasibility Studies, Finance
11. Villanueva, C.D.	M.S. Ag.Econ.	Marketing, Feasibility Studies, Finance

\* Available starting January 1985.

\*\* Available until October 1984.

\*\*\* Available starting January 1987.



Table 2. List of Existing and Proposed Courses

EXISTING		PROPOSED	
Undergraduate		Undergraduate	
Econ. 11	- Gen. Economics	Ag. Econ. 122	- Production System
Econ. 12	- Agrarian Reform and Taxation	Ag. Econ. 135	- Introduction to Natural Resources Economics
Ag. Econ. 111	- Farm Management	Ag. Econ. 141	- Agricultural Economics
Ag. Econ. 112	- Cooperatives		Price Analysis
Ag. Econ. 113	- Microeconomics		
Ag. Econ. 114	- Macroeconomics		
Ag. Econ. 115*	- Farm Finance		
Ag. Econ. 116	- Agricultural Policy		
Ag. Econ. 117	- Principles of Accounting	Econ. 214	- National Income & Employment
Ag. Econ. 141*	- Farm Management Practice	Econ. 215	- Econometrics
Ag. Econ. 142	- Business Administration	Ag. Econ. 221	- Advanced Farm Management
Ag. Econ. 144	- Marketing Agri-cultural Products	Ag. Econ. 222	- Agricultural Production Economics
Ag. Econ. 146	- Managerial Econ. Agricultural	Ag. Econ. 235	- Agricultural Resource Economics
Ag. Econ. 148	- Analyzing Agricultural Econ. Data	Ag. Econ. 241	- Agricultural Economics
Ag. Econ. 190	- Special Topic/Res. Problem	Ag. Econ. 244	- Economics of Agricultural Marketing
Ag. Econ. 199	- Undergraduate Seminar		
Ag. Econ. 200	- Undergraduate Thesis	Ag. Econ. 290	- Special Problem/Topic
Graduate		Ag. Econ. 299	- Graduate Seminar
Ag. Econ. 210	- Resource Utilization and Farm Business Analysis		
Ag. Econ. 220	- Economics of Marketing		
Ag. Econ. 230*	- Project Feasibility Studies		

\*To be renumbered.



of over 32,689 volumes and 706 documents and current periodical titles. The Library maintains a good collection of books in agricultural economics and professional journals, documents and other data sources. The Center for Social Research has newly acquired 3 Casio-micro computers and 15 Sharp microcomputers which will be very helpful for data analysis and word processing. The department has audio-visual equipment for instruction.

Fourthly, the geographical location of ViSCA is advantageous to our graduate students from the Visayas and Mindanao regions. Living costs and personal expenses of students will be less compared to the expenses one would incur if he studies in Manila and elsewhere. Transportation expenses will also be minimized due to the proximity of ViSCA to their hometowns or places of work in our region and the nearby regions.

## II. Admission and Academic Requirements

The program will follow the rules, policies and implementing guidelines of the M. Ag. Dev. program (Appendix B). In addition, the prospective students will be required to take micro and macro theory, statistics and mathematical methods. Students deficient in these areas may be admitted on provisional status.

## III. Courses for Institution

### A. Undergraduate Courses

1. Ag. Econ. 122 - PRODUCTION SYSTEM - Management principles in farming system with emphasis on the small farms.

} deferred



Knowledge of the various factors affecting product prices, including price forecasting, is essential to the proper design of rural development policies.

Rationale:

Prerequisites: Math 30 and Econ. 11  
5 hours a week (lecture)  
Credit: 3 units

3. Ag. Econ. 141 - AGRICULTURAL PRICE ANALYSIS. Factors affecting prices of agricultural products; price variation over time, space and form; introduction to price forecasting.

Students in agricultural economics especially those who plan to be actively involved in agricultural and rural development must have basic understanding of the economics of natural resources.

Rationale:

Prerequisites: Economics 11  
5 hours a week (lecture)  
Credit: 3 units

2. Ag. Econ. 135 - INTRODUCTION TO NATURAL RESOURCE ECONOMICS. Meaning and classification of resources; Concepts for static, intertemporal and policy analysis related to natural resources; problems of measurement and pricing natural resources.

An understanding of the farm as a system and its interrelationship with other systems is essential for efficient management of farm resources to attain a continuous profitable return to farming.

Rationale:

Prerequisites: Econ. 21  
5 hours a week (2 Lec., 3 Lab.)  
Credit: 3 units



## B. Graduate Courses

### 1. Econ. 213 - PRICE AND ALLOCATION THEORY.

Theories of consumer behavior and the firm, market organization and equilibrium; welfare economics.

Prerequisite: Ag. Econ. 113 or equivalent  
3 hours a week (lecture)  
Credit: 3 units

#### Rationale:

In a free economy, prices are the instruments that allocate resources, hence, this course is useful especially to students with enough background in economics in understanding the abundance and/or scarcity of various goods and services.

### 2. Econ. 214 - NATIONAL INCOME AND EMPLOYMENT.

Theories of national income determination and aggregate employment; policies for economic stabilization and economic growth.

Prerequisite: Ag. Econ. 114 or equivalent  
3 hours a week (lecture)  
Credit: 3 units

#### Rationale:

Knowledge of income and employment theories and understanding of policies for economic stabilization and growth are essential not only to graduate students in economics but also to those engaged in economic-development-related activities.

### 3. Econ. 215 - ECONOMETRICS. Single equation and simultaneous equation problems; techniques of estimation, specification, and identification problems in economic analysis.

Prerequisite: A course in Calculus  
3 hours a week (lecture)  
Credit: 3 units

#### Rationale:

This course will equip students with knowledge and skills in gathering and measuring economic variables. Among others, this course will specifically equip the learners with the techniques in choosing an estimator that is unbiased, efficient, and consistent. These are useful for research work.



4. Ag. Econ. 221 - ADVANCED FARM MANAGEMENT. Production and decision problems of small and commercial farms; farm business analysis; production decision criteria and resource management.

Prerequisite: Econ. 21 or equivalent  
3 hours a week (lecture)  
Credit: 3 units

Rationale:

An understanding of the methods of farm business analysis and the decision-making criteria in managing resources for small and commercial farms is essential in any agricultural development-related endeavors.

5. Ag. Econ. 222 - AGRICULTURAL PRODUCTION ECONOMICS.

Economic theories and their application to problems in agricultural production and their distribution.

Prerequisite: Econ. 21<sup>5</sup>  
3 hours a week (lecture)  
Credit: 3 units

Rationale:

This course, which will equip learners with knowledge in understanding various production function models and the problems of production schedule and distribution, is useful for students who are interested in production-related activities.

6. Ag. Econ. 235 - AGRICULTURAL RESOURCE ECONOMICS. The role of agricultural land and resource development in the location of economic activity for regional and national economic growth.

Prerequisite: Ag. Econ. 135 or consent of Instructor  
3 hours a week (lecture)  
Credit: 3 units

Rationale

Students who are interested in resource economics will need knowledge in land and resource development to design appropriate plans and strategies for regional or national development



7. Ag. Econ. 241 - AGRICULTURAL PRICES. Price determination in product and factor markets; price policy; dynamic price analysis.

Prerequisite: Ag. Econ. 141 or equivalent  
3 hours a week (lecture)  
Credit: 3 units

Rationale:

An understanding of the methods and techniques in price determination of products and inputs is essential to the proper design of policies affecting agricultural producers and/or consumers.

8. Ag. Econ. 244 - ECONOMICS OF AGRICULTURAL MARKETING. Application of economic theories to marketing of agricultural inputs and products; systems analysis of agricultural market.

Prerequisite: Ag. Econ. 144 or equivalent  
3 hours a week (lecture)  
Credit: 3 units

Rationale:

Knowledge of the application of marketing theories is useful not only to the economists but also to people who are actively involved in agriculture-related projects.

9. Ag. Econ. 290 - SPECIAL PROBLEM

Credit: 2 units

10. Ag. Econ. 291 - SPECIAL TOPIC

Credit: 1-3 units

11. Ag. Econ. 299 - GRADUATE SEMINAR IN AGRICULTURAL ECONOMICS

Credit: 1-2 units

IV. Change of Course Number

1. From: Ag. Econ. 141 - FARM MANAGEMENT PRACTICE - Management of commercial farms.

Prerequisite: Econ. 21  
7 hours a week (1 lec., 6 lab.)  
Credit: 3 units



To Read: Ag. Econ. 121 - FARM MANAGEMENT PRACTICE -  
same description, same prerequisite, same  
number of hours, same credit.

Rationale: All courses in Farm Management and Production Economics are numbered 2 as the second to the last digit.

2. From: Ag. Econ. 121 - LAND ECONOMICS - Agricultural land policies, classification, utilization and land tenure.

Prerequisite: Consent of instructor  
3 hours a week  
Credit: 3 units

To Read: Ag. Econ. 132 - LAND ECONOMICS -  
same description, same prerequisite, same  
number of hours, same credit.

Rationale: This course is under Resource Economics group and all courses under this group are numbered 3 as the second to the last digit. *The last digit is changed from 2 to even because this is normally offered in the second year.*

3. From: Ag. Econ. 115 - FARM FINANCE - Development, mechanics and utilization of rural credit; organization and operation of credit institution serving agriculture.

Prerequisite: Econ. 11  
3 hours a week  
Credit: 3 units

To Read: Ag. Econ. 131 - FARM FINANCE -  
same description, same prerequisite, same  
number of hours, same credit.

Rationale: This course is also under Resource Economics group and all courses under this group are numbered 3 as the second to the last digit.

#### V. Change of Course Number and Prerequisite

1. From: Ag. Econ. 230 - PROJECT FEASIBILITY STUDIES - Project identification; selection and preparation of market, technical, financial, and management studies.

Prerequisite: Ag. Econ. 210  
5 hours a week (2 lec., 3 lab.)  
Credit: 3 units



To Read: Ag. Econ. 231 - PROJECT FEASIBILITY STUDIES -  
same description.

Prerequisite: Consent of instructor  
same number of hours, same credit

Rationale: This service course is to be offered to Ag. Economics students, hence, the last digit 0 is changed to non-zero. The course can be taken without requiring Ag. Econ. 210 as prerequisite.

#### VI. Major Courses To Be Taken From Other Departments

1. Stat. 138 - DESIGN OF SURVEYS - Introduction to sampling methods; parametric estimation and multistage sampling; estimation of sample size.

Prerequisite: Stat. 131 or consent of instructor  
3 hours a week (lecture)  
Credit: 3 units

2. ADE 222 - SOCIAL SCIENCE RESEARCH - Selection of research problems; designing, conducting and reporting of social science research.

Prerequisite: Soc. Sci. Stat.  
3 hours a week (lecture)  
Credit: 3 units



# APPENDIX A. Description of Agricultural Economics Courses:

## A. Existing Undergraduate Courses:

- Econ. 11 - GENERAL ECONOMICS - Principles of economics and their application to current problems of agriculture and economic structure of modern society.  
3 hours a week (lecture)  
Credit: 3 units
- Econ. 12 - AGRARIAN REFORM AND TAXATION - Land tenure and agrarian reform program in the Philippines; Philippine taxation.  
3 hours a week (lecture)  
Credit: 3 units
- Econ. 21 - FARM MANAGEMENT - Management, land utilization, farm labor, analysis of costs and returns, farm finance, and marketing of agricultural products.  
Prerequisites: Econ. 11 and Agron. 21  
5 hours a week (2 lec., 3 lab.)  
Credit: 3 units
- Ag. Econ. 111 - AGRICULTURAL ECONOMICS STATISTICS - Methods of collecting, tabulating, presenting, analyzing and interpreting agricultural economics data.  
Prerequisite: Econ. 11  
5 hours a week (2 lec., 3 lab.)  
Credit: 3 units
- Ag. Econ. 112 - COOPERATIVES - Organization and operation of cooperatives.  
Prerequisite: Econ. 11  
3 hours a week (lecture)  
Credit: 3 units
- Ag. Econ. 113 - MICROECONOMICS - Behavior of the consumer, firm and industry; allocation of resources.  
Prerequisite: Math 30  
3 hours a week (lecture)  
Credit: 3 units
- Ag. Econ. 114 - MACROECONOMICS - Principles relating to aggregate income and employment; products and money market.  
Prerequisite: Econ. 11  
3 hours a week (lecture)  
Credit: 3 units



Ag. Econ. 115 - FARM FINANCE - Development, mechanics and utilization of rural credit; organization and operation of credit institution serving agriculture.  
(Ag. Econ. 131)\*

Prerequisite: Econ. 11  
3 hours a week (lecture)  
Credit: 3 units

Ag. Econ. 116 - AGRICULTURAL POLICY - National Farm organizations; economic analysis of different policies and programs.

Prerequisite: Consent of instructor  
3 hours a week (lecture)  
Credit: 3 units

Ag. Econ. 117 - PRINCIPLES OF ACCOUNTING - Accounting principles as applied to agricultural business.

Prerequisite: Econ. 11  
5 hours a week (2 lec., 3 lab.)  
Credit: 3 units

Ag. Econ. 121 - LAND ECONOMICS - Agricultural land policies, classification, utilization and land tenure.  
(Ag. Econ. 130)\*

Prerequisite: Consent of instructor  
3 hours a week  
Credit: 3 units

Ag. Econ. 140 - FARM MANAGEMENT PRACTICE - Management of commercial farms.  
(Ag. Econ. 121)\*

Prerequisite: Econ. 21  
7 hours a week (1 lec., 6 lab.)  
Credit: 3 units

Ag. Econ. 142 - BUSINESS ADMINISTRATION AND MANAGEMENT - Principles and techniques in business organization and management; case study methods of decision-making in business administration.

Prerequisite: Consent of instructor  
3 hours a week (lecture)  
Credit: 3 units

Ag. Econ. 144 - MARKETING AGRICULTURAL PRODUCTS - Types and functions of marketing organizations and market outlets, costs, prices and margins.

Prerequisite: Econ. 11  
3 hours a week (lecture)  
Credit: 3 units

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\*Proposed new number.



Ag. Econ. 146 - MANAGERIAL ECONOMICS - Economic analysis used in formulating business policies.

Prerequisite: Econ. 11  
3 hours a week (lecture)  
Credit: 3 units

Ag. Econ. 148 - ANALYZING AGRICULTURAL ECONOMIC DATA - Statistical analysis and interpretation of agricultural data.

Prerequisite: Ag. Econ. 111  
5 hours a week (2 lec., 3 lab.)  
Credit: 3 units

Ag. Econ. 190 - SPECIAL TOPICS/RESEARCH PROBLEMS

Credit: 1-3 units

Ag. Econ. 199 - UNDERGRADUATE SEMINAR

Credit: 1 unit

Ag. Econ. 200 - UNDERGRADUATE THESIS

Credit: 6 units

B. Existing Graduate Courses:

Ag. Econ. 210 - RESOURCE UTILIZATION AND FARM BUSINESS ANALYSIS - Uses and management of the factors of production; farm planning and budgeting; analysis of farm records and accounts; calculation of farm earnings.

Prerequisite: Econ. 11 (Gen. Economics) and  
Consent of instructor  
3 hours a week (lecture)  
Credit: 3 units

Ag. Econ. 220 - ECONOMICS OF MARKETING - Market structure and organization; market outlets; costs, prices, and margins.

Prerequisite: Econ. 11 (Gen. Economics)  
3 hours a week (lecture)  
Credit: 3 units

Ag. Econ. 230 - PROJECT FEASIBILITY STUDIES - Project identification; selection and preparation of market, technical, financial and management studies.  
(Ag. Econ. 231)\*

Prerequisite: Ag. Econ. 210 (Resource Utilization and Farm Business Analysis)  
5 hours a week (2 lect., 3 lab.)  
Credit: 3 units

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\*Proposed new number.



# APPENDIX B. Policies and Implementing Guidelines of M. Ag. Development.

All the rules, policies and guidelines for the implementation of the existing MS degree program will also apply to the M. Ag. Dev. Program, except in the following:

## A. Distribution of Units

	MS Degree (w/thesis)	M. Ag. Dev.(non-thesis)
1. Minimum total no of units	30	36
2. Distribution of units		
a. Core Courses	-	6
b. Major field: Courses	15	19
Thesis	6	-
Special Problem	-	2
c. Minor field	9 (in 1 field)	9 (in 1 field)
3. Maximum number of units of undergraduate major courses to be credited*	6	9

## B. Core Courses for the M Ag Dev Program

All students in the M Ag Dev Program shall be required to take six (6) units of core courses in order to meet the following instructional objectives:

1. To develop a holistic understanding of agricultural and rural development.
2. To have a good grasp of rural development issues and problems.
3. To familiarize the students with the major rural development approaches.
4. To make the students aware of the socio-cultural, economic, and bio-physical factors affecting agricultural and rural development.

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\* Provided that such courses have not already been credited towards an earned undergraduate degree.



The required core courses, with their course descriptions, are

as follows:

Ag Dev 201 - RURAL DEVELOPMENT THEORIES AND APPROACHES. Concepts, theories and approaches in rural development and their applications in developing countries.

3 hrs. a week (lec.)

Credit: 3 units

Ag Dev 202 - PROBLEMS AND ISSUES IN AGRICULTURAL AND RURAL DEVELOPMENT. Social, economic, technological and bio-physical problems and issues in agricultural and rural development with emphasis on the Philippine setting.

3 hrs. a week (lec.)

Credit: 3 units



APPENDIX C. Graduate Profile: M. Ag. Dev., major in Ag. Econ.

On graduation, the student should have learned, been tested, and found to be proficient to ViSCA standards so that when faced with professional assignment he can perform the following:

1. Describe objectively various models and strategies of development and the relevant problems and issues related to agricultural economics.
2. Propose feasible/practicable strategies and techniques that have high probability of acceptance with the clientele and that will either remove or circumvent the identified barriers to development.
3. From his/her knowledge of research results, validation trials and current field practice, re-describe the situation as it could feasibly be.
4. Relate economic objectives with the over-all goals and programs of development.
5. Provide interim and final reports to both clients and employing agencies that detail what was planned, the activities undertaken, adjustments/modifications made, and the cost/benefit of the results.



Proposal for the Revision of the  
G.E. Course Requirements of ViSCA

The General Education (G.E.) component of the curriculum introduces the students to the basic sciences, humanities, and the arts so that they will have a sound and balanced understanding of themselves, their bio-physical environment, and the society of which they are part.

When the present G.E. courses was proposed in 1975, the degree programs were oriented towards technical agriculture, the general education requirements were understandably been biased towards the natural sciences and mathematics. The present G.E. requirements prescribe 30 units of natural sciences and math, compared to only 18 units of social science (including 9 units of mandated courses) and 27 units of humanities (including 12 units of Spanish).

As ViSCA expands its curricular offering to include both technical and non-technical degree such as BS Animal Science, BS Experimental Statistics, BS Agricultural Engineering, BS Forestry, BS Agribusiness, BS Food Science, BS Dev. Com. and BS Rural Sociology, there is also a need to revise its G.E. requirements so that it will suit the varied course offerings. There is a need to maintain a balance among the natural sciences, social sciences, and the humanities to allow students to develop a balanced perspective of the three major disciplines.

The reduction of G.E. program allows greater flexibility in the offering of foundation courses which are pre-requisite for major courses. As it is, the present very high G.E. course requirement has been a constraint to the offering of higher-level of courses of certain degree programs. At present the G.E. courses constitute 44 percent of the total units required for a degree. Thus, if a department decides to increase its major course requirement, it is almost impossible to do so without extending the length of time to complete the degree program from extending the length of time to complete the degree program from four to five years.

The reduction of the G.E. course requirements does not mean that the basic preparation of ViSCA students is going to be weakened. A careful study of the present G.E. shows that there are subjects that are fragmented and certain non-G.E. subjects are included as G.E. subjects. The proposal, therefore, is to integrate fragmented subjects and transfer those courses that are not required in all degree programs either to the fundamentals or majors.







Course Schedule (1st Yr.)

**Model A**  
(Regular Student)

**Model B**  
(For students w/ deficiency in Math.)

1st Semester

<u>Course No.</u>	<u>Description</u>	<u>Lec</u>	<u>Lab</u>	<u>Unit</u>	<u>Course No.</u>	<u>Description</u>	<u>Lec</u>	<u>Lab</u>	<u>Unit</u>
Engl 11	Communication Skills I	3	0	3	Engl 11	Communication Skills I	3	0	3
Math 11	College Algebra	3	0	3	Math 10	Basic Mathematics	3	0	3
SocSci 11	General Psychology	3	0	3	SocSci 11	General Psychology	3	0	3
SocSci 13	Socio-Economic System	3	0	3	SocSci 13	Socio-Economics System	3	0	3
Bio 11	General Biology	3	3	4	Bio 11	General Biology	3	3	4
Span 11	Communication Skills	3	0	3	Span 11	Communication Skills I	3	0	3
CMT 11/Enth 11				(1.5/1)	CMT 11/Enth 11				
P. E. 11				(2)	P. E. 11				
Total				18 6 19	Total				18 3 19

2nd Semester

Engl 12	Communication Skills II	3	0	3	Engl 12	Communication Skills II	3	0	3
Hum 11	Intro. to Humanities	3	0	3	Hum 11	Intro. to Humanities	3	0	3
SocSci 12	General Sociology	3	0	3	SocSci 12	General Sociology	3	0	3
Phys 11	General Physics	3	3	4	Math 11	College Algebra	3	0	3
Chem 11	General Chemistry	3	3	4	Chem 11	General Chemistry	3	3	4
Span 12	Communication Skills II	3	0	3	Span 12	Communication Skills II	3	0	3
CMT 12/Enth 12				(1.5/1)	CMT 12/Enth 12				
P. E. 12					P. E. 12				
Total				18 6 20	Total				18 3 19

Summer

(Catch-up program for students required to take Math 10)

Physics 11    General Physics    3    3    4



These remaining CE courses may be offered in any curricular year provided that this model will be followed.

1st Semester

<u>Course No.</u>		<u>Lec</u>	<u>Lab</u>	<u>Unit</u>
Speech 11	Speech Communication I	3	0	3
Span 13	Reading and Literature	3	0	3
SocSci 15	Phil. Hist. Const. & Rizal	3	0	3

2nd Semester

<u>Course No.</u>		<u>Lec</u>	<u>Lab</u>	<u>Unit</u>
SocSci 14	Phil. Soc. Problems, Land Reform & Tax'n	3	0	3
SocSci 16	Prin. of Gov't & Politics	3	0	3
Span 14	Reading & Literature II	3	0	3



## REVISION OF GE COURSES

### A. Revision of Course Description, Course Classification Number, and Course Content.

#### Existing

#### Proposed

#### Educ. 11 -- GENERAL PSYCHOLOGY

(Principles and facts of human behavior in relation to environment.)

3 hrs. a week (lec.)

Credit: 3 units

#### SocSci 11 -- GENERAL PSYCHOLOGY

(Principles and facts of human behavior in relation to environment.)

3 hrs. a week (lec.)

Credit: 3 units

#### Rationale:

General Psychology is not an education subject. It is a basic social science subject so it should be labelled as social science.

#### Educ. 12 -- GENERAL SOCIOLOGY

(Study of social relationships, institutions and forces; the process of social change.)

3 hrs. a week (lec.)

Credit: 3 units

#### SocSci 12 -- GENERAL SOCIOLOGY

(Same title, course description and credit.)

#### Rationale:

General Sociology is not an education subject. It is a basic social science subject so it should be labelled as social science.

#### Econ 11 -- GENERAL ECONOMICS

(Principles of economics & their application to current problems of agriculture and economic structure and modern society.)

3 hrs. a week (lec.)

Credit: 3 units

#### SocSci 13 -- SOCIOECONOMIC SYSTEMS

(Analysis of social and economic systems, consumer-producer relationships within these system, and the impact of policies on resource allocation with emphasis in rural Philippines.)

3 hrs. a week (lec.)

Credit: 3 units

#### Rationale:

The present course is a narrow in scope and theoretical in its orientation. The revised course allows teaching of economics in a system's or integrated approach which would make it more interesting and meaningful to the students. To be consistent with the other classifications, course is under social science classification.



EXISTING

Econ 12 -- AGRARIAN REFORM & TAX'N.  
Land tenure and agrarian  
reform program in the Phi-  
lippines; Philippine taxation.

3 hrs. a week (lec.)  
Credit: 3 units

PROPOSED

Soc Sci 14 -- PHIL SOCIO-ECONOMIC  
PROBLEMS, AGRARIAN REFORM &  
TAXATION  
Philippine issues and problems of  
man's relationship to land and to  
the society; Philippine taxation.

3 hrs. a week (lec.)  
Credit: 3 units

Rationale.

The present existing course is very narrow in scope; it caters principally to the mandate. The revised course is broader in scope. It allows the teaching of agrarian reform and taxation within the context of broader issues and problems of man's relationship to land. The revised course is more meaningful and relevant. It also allows greater coverage. The old course classification was not very appropriate because agrarian reform goes beyond economic considerations.

Soc Sci 12 -- PHIL. HIST. & CONST.  
Political, socio-economic &  
cultural development of the  
cultural development of the  
Philippines, the Philippine  
Constitution.

3 hrs. a week (lec.)  
Credit: 3 units

Soc Sci 15 -- PHIL. HIST. AND CONST.  
& RIZAL

The principles, concepts of political science especially as they apply to the Philippines; the historical development of political institution from pre-Spanish times to the present, with special emphasis on the new constitution with emphasis to the new constitution and work of Rizal.

3 hrs. a week (lec.)  
Credit: 3 units

Rationale

These two mandated courses can be integrated into one subject and allow the offering of higher courses.



OldNew

## Chem 11 -- GENERAL CHEMISTRY I

Inorganic and organic chemistry; principles of chemistry; preparations, properties and classification of typical carbon

5 hrs. a week (2 lec, 3 lab.)

Credit: 3 units

## Chem 11 -- GENERAL CHEMISTRY I

Fund. principles of chemistry; atoms, molecules, states of matter, solutions and properties of solutions; and introduction to chemical dynamics.

6 hrs. a week (3 lec, 3 lab.)

Credit: 4 units

Rationale: This change in course content permits greater depth and coverage in General Chemistry I, since it is the only chemistry course classified as G.E.

## Biol 11 -- GENERAL BIOLOGY

Biological principles and ecology of life; cellular metabolism; general morphology of tissues and organs; heredity.

5 hrs. a week (2lec, 3 lab.)

Credit: 3 units

## Bio 11 -- GENERAL BIOLOGY

Biological principles, chemical and physical basis of life; molecular, cellular, tissue, organ and organismic levels of organizations of living things.

6 hrs. a week (3 lec, 3 lab.)

Credit: 4 units

## Rationale:

The scope of the present Biology 11 is very wide. The tremendous improvement of biological tools and techniques in recent years has led to a deeper understanding of natural phenomena especially those related to physiology, genetics basic and applied biological studies.

## Physics 11 -- GENERAL PHYSICS I

Forces, work and energy; heat & temperature measurement properties of matter.

5 hrs. a week (2 lec, 3 lab.)

Credit: 3 units

## Physics 11 -- FUNDAMENTALS OF PHYSICS

Basic principles of forces, work energy; heat and temperature; electricity and magnetism; light and sound.

Prerequisite: Math 11

6 hrs. a week (3 lec, 3 lab.)

Credit: 4 units

Rationale: Physics 11 is broadened to provide the students a background in all the areas of physics.



B. Institution of a GE Course

Math 10 -- BASIC MATHEMATICS -- Sets, algebra and numbers, plane geometry, measurements and computation.

Prerequisites None

Rationale

This course is required to provide the needed mathematics foundation for students who are deficient in mathematics for student who have good background in mathematics in the high school this course is not required.

C. Elevation of G.E. to Fundamental Subjects

Math 12 -- PLANE TRIGONOMETRY -- Trigonometric functions & identifies; solution of triangles; logarithms and their applications; radian measures, complex number and inverse trigonometric functions.

Prerequisite: Math 11

3 hrs. a week (lec.)

Credit: 3 units

Rationale

This course is not required in all degree programs.

Physics 12 -- APPLIED PHYSICS -- Principles in static and dynamic equilibrium rotational motion, hydraulics, thermodynamics and electromagnetism.

Prerequisite: Physics 11

6 hrs. a week (3lec., 3 lab.)

Credit: 4 units

Rationale

The revision of General Physics I necessitates the revision of Physics 2. General Physics I includes all the fundamental requirements of physics 2. Its emphasis will be on hydraulics, thermodynamics, and electromagnetism.



Stat 11 - ELEMENTARY STATISTICS - Basic statistical concept and measures; frequency distribution; probability and sampling; test of significance; regression and correlation; experimental designs and analysis of variance.

Prerequisite: Math 11  
5 hrs. a week (2 lec., 3 lab.)  
Credit: 3 units

Rationale

Since Elementary Statistics is not a GE course, it should be transferred to the fundamentals.

Chem 12 - GENERAL CHEMISTRY II - Introductory principles of chemical equilibrium; redox reactions; inorganic chemistry & qualitative analysis; organic chemistry and biochemistry.

Prerequisite: Chem 12  
5 hrs. a week (2 lec., 3 lab.)  
Credit: 3 units

Botany 11 - GENERAL BOTANY - Morphology & physiology of angiosperm root, stem and leaf; representative of the divisions in the plant kingdom; distribution; reproduction.

Prerequisite: Bio. 11  
5 hrs. a week (2 lec., 3 lab.)  
Credit: 3 units

Zoology 11 - GENERAL ZOOLOGY 11 - Comparative morphology and physiology of animals; distribution, taxonomy and systematics.

Prerequisite: Bio. 11  
5 hrs. a week (2 lec., 3 lab.)  
Credit: 3 units

Rationale

Botany 11, Chemistry 12 and Zoology 11 are not required in all degree programs. These are, therefore, transferred to the fundamentals.



SCIENCE AND MATH GE SUBJECTS TRANSFERRED TO FUNDAMENTALS

	D E P A R T M E N T											
	Home			Ag			Food			Dev.		
	BSA	BAS	Forestry	Agric	BSES	BSAE	Chem	Tech	Ag/Ed	Ex	Com	
Statistics 21 (major)	/	/	/	/	/	/	/	/	/	/	/	
Math 12 (Trigo.)	/	/	/	X	/	/	/	/	/	X	X	
Physics 12	/	X	X	X	X	/	/	/	/	X	X	
Chem 12	/	/	X	X	/	X	/	/	/	X	X	
Botany 11	/	/	/	/	X	/	/	/	/	X	/	
Zoology 11	/	/	/	/	X	X	/	X	X	/	/	

Legend:

/ = to be taken

X = not to be taken



# PROPOSALS TO CHANGE THE TITLE AND DESCRIPTION OF PHYSICAL EDUCATION SUBJECTS

After seven years of implementing the present course offerings, it has been observed that the students do not attain high levels of competencies in certain activities inspite of the four physical education courses because of the following reasons:

- 1) There is no continuity in the teaching-learning process. In the present offering, activities are fragmented. The basic skills are taught in the first semester of the first year while strategies, techniques and team play are taught in the first semester of the second year. This gap creates a loss of interest in the students.
- 2) The program is deficient in fundamental activities. Skill development does not follow the system where it should start from the simple to the more complex activities. In a sensible out-put oriented instructional program, the course offerings must provide a specially created sequences that will enable students to develop awareness of the transition.
- 3) In Physical Education 13 and 14, there is no provision for safeguarding the health of the students while doing physical education activities. It is known from experience that students with this type of activities are prone to injuries. Safety education is therefore offered in all physical education courses.
- 4) Using the abbreviation P.E., does not really give a very good picture of the course. Others would mistake it for physical examination. For this reason, the Physical Education staff proposes to use Phy. Ed. instead of P.E. as it is more acceptable to the authorities in Physical Education. In addition, it also projects a clear description of the course offering.

Based on the foregoing premise, the Physical Education staff proposes an amendment of the present course offerings with the following changes.

## Present Offering

## Proposed Offering

11 - Health & Physical Education I

to read:

Basic skills in sports; first aid; health; safety education; dance fundamentals.

Phy. Ed. 11 - Physical Fitness & Gymnastics

Prerequisite: None

Physical Fitness tests; conditioning exercises; gymnastics; safety education.

2 hours a week

Prerequisite: None

Credit: 2 units

2 hours a week

Credit: 2 units

First Aid & Health are not included in the proposed offerings as these will be repetition of what has been taught in the secondary level of physical education. Instead, this is replaced by physical fitness program & conditioning exercises in order to identify the weaknesses & strengths of individual students. The results of these will serve as a guide for proper grouping of students in the class.

Gymnastics is also an enclosure to the course offerings as it is a foundational



### Present Offering

#### 12 - Health & Physical Education II

Basic skills in sports, safety education and dance fundamentals (continuation of P.E. 11)

Prerequisite: P.E. 11

2 hours a week

2 units

#### Rationale:

Recreation is a humanistic expression which seeks to embrace man's positive emotions, his expressions of joy, freedom, and self-fulfillment. Enclosure of recreational games to the proposed course is believed to be a necessity because this will enable the students to improve their competencies in physical, mental and social aspects.

Rhythmic activities is transferred from Physical Education 13 to Physical Education 12. It is closely related when taught with dance rather than team sports.

All dance courses are concentrated in Physical Education 12 to have continuity and to allow more time to learn the skills.

### Present Offering

#### 13 - Health & Physical Education III

Specialization in selected sports or rhythmic activities and dance.

Prerequisite: P.E. 12

2 hours a week

2 units

#### Rationale:

Team sports is a more appropriate label to sports specialization offered in P.E. 13.

Rhythmic activities and dance are incorporated in Phy. Ed. 12.

### Present Offering

#### 14 - Health & Physical Education IV

Specialization in selected sports/ rhythmic activities and dance.

Prerequisite: P.E. 13

2 hours a week

2 units

#### Rationale:

### Proposed Offering

to read:

Phy. Ed. 12 - Recreational Games, Rhythmic Activities and Dance

- Group games and contest; lead-up games; rhythmic interpretation; folk and other dance forms; safety education.

Prerequisite: Phy. Ed. 11 or its equivalent

2 hours a week

Credit: 2 units

### Proposed Offering

to read:

Phy. Ed. 13 - Team Sports

- Basic skills, techniques, strategies and officiating team sports; safety education.

Prerequisite: Phy. Ed. 11 or its equivalent

2 hours a week

Credit: 2 units

### Proposed Offering

to read:

Phy. Ed. 14 - Individual-Dual Sports

- Basic skills, techniques, strategies and officiating individual-dual sports; safety education.

Prerequisite: Phy. Ed. 11 or its equivalent

2 hours a week

Credit: 2 units



CODILLA'S ENTERPRISES

C O N T R A C T O R

Eufrocino M Coddila

Proprietor

April 15, 1984

The President  
Visayas State College of Agriculture  
Baybay, Leyte

Subject: PRICE QUOTATION

Reference: Installation of Roof Framing and Roofing  
of the Gymnatorium

S i r :

In connection to the Installation of Roof Framings  
and Roofing of the Gymnatorium, may we have the honor to  
submit our price quotation of the said project.

Using the ordinary #26 Corrugated G.I. sheets instead  
of the Philsteel roofing as per previously specified in  
the plan, our price quotation is two million five hundred *thousand*  
pesos only - ₱2,500,000.00.

Hoping for your kind consideration and acceptance  
on this matter. Thank you.

Very truly yours,

(SGD.) EUFROCINO M. CODILLA, SR.  
M a n a g e r

Approved: April 17, 1984



UNIMASTERS  
CONGLOMERATION INCORPORATED

April 16, 1984

The President  
Visayas State College of Agriculture  
Baybay, Leyte

SUBJECT: Offer to undertake thru Negotiated Contract  
of Agroforestation Laboratory Building  
Phase III-A

Dear Sir:

With reference to the proposed construction of Laboratory Building Phase III-A of Agroforestation Building, may we submit our proposal for its completion as specified in the plan thru negotiated contract in the same amount per square meter on our previous contract plus 20% under Phase II, which we are presently undertaking. However, we are reducing the aggregate amount by ₱20,000.00 due to no mobilization cost.

Hoping that you may find our quotation acceptable.

Thank you.

Very truly yours,

(SGD.) WILLARD L. CHAN  
General Manager



Appointments of College Personnel for Confirmation

I. Recruitment

A. Dept. of Plant Breeding & Ag. Botany

- |                            |                             |
|----------------------------|-----------------------------|
| 1. Mr. Feliciano C. Manuel | Assistant Professor         |
| MS in Plant Breeding       | Salary: P27,732 p.a.        |
| UPLB 1971                  | Effectivity: March 26, 1984 |
| Age: 52 yrs. old           | Status: Temporary           |

B. Dept. of Agronomy & Soil Science

- |                        |                                |
|------------------------|--------------------------------|
| 2. Dr. Jefren Demetrio | Visiting Professor             |
| PhD in Soil Science    | Salary: P25,000.00 p.a.        |
|                        | Effectivity: September 1, 1984 |
|                        | until Aug. 3, 1985             |

C. Center for Social Research-Small Farmer Development (CSR-SFD)

- |                               |                           |
|-------------------------------|---------------------------|
| 3. Mr. Jonas G. Bautista      | Sci. Res. Specialist      |
| BS in Experimental Statistics | Salary: P15,264 p.a.      |
| ViSCA 1984                    | Effectivity: June 1, 1984 |
| Age: 21 yrs. old              | Status: Temporary         |
| 4. Ma. Epifania K. Gonzales   | Sci. Res. Specialist      |
| BS in Applied Mathematics     | Salary: P13,824 p.a.      |
| UPLB 1982                     | Effectivity: May 16, 1984 |
| Age: 22 yrs. old              | Status: Temporary         |

D. Dept. of Animal Science & Vet. Medicine

- |                            |                           |
|----------------------------|---------------------------|
| 5. Mr. Virgilio R. Bulawan | Animal Caretaker          |
| Elementary Graduate        | Salary: P5,382.00 p.a.    |
| Gabas Elem. School 1965    | Effectivity: May 16, 1984 |
| Age: 32 yrs. old           | Status: Temporary         |

E. Security Office

- |                                  |                           |
|----------------------------------|---------------------------|
| 6. Mr. Julian Cristinito F. Piol | Security Guard            |
| High School Graduate             | Salary: P5,382.00 p.a.    |
| Sierra Bullones High Sch. 1979   | Effectivity: May 16, 1984 |
| 7. Mr. Mario M. Diaz             | Security Guard            |
| High School Graduate             | Salary: P5,382.00 p.a.    |
| Baybay High School 1972          | Effectivity: May 16, 1984 |
| Age: 29 yrs. old                 | Status: Temporary         |



#### II. For Permanent Status

1. Ms. Charito G. Fabillar  
BS Psychology  
No. of yrs. in the position - 2 yrs.  
Performance Rating: Very Satisfactory  
CS Eligibility: PD 907  
Guidance Counselor  
Office of Student Affairs  
Effectivity: June 1, 1984

#### III. For Promotion

1. Ms. Archil H. Bacareza  
BS in Agric'l. Dev. Educ (DEVCOM)  
ViSCA 1981  
No. of yrs in the position - 2 yrs.  
Performance Rating - Very Satisfactory  
Present Position - Information Editor II  
Assistant Chief Information Officer  
Information Office  
Effectivity: May 16, 1984
2. Mr. Alfredo C. Arradaza, Jr.  
BS in Commerce  
Univ. of San Carlos 1966  
No. of yrs. in the position - 7 yrs.  
Performance Rating - Very Satisfactory  
Present Position - Supply Officer I  
Supply Officer IV  
Supply & Property Mgt. Division  
Effectivity: May 16, 1984

#### IV. For Upgrading of Academic Staff

<u>Name</u>	<u>Highest Degree</u>	<u>Present Rank</u>	<u>Upgraded Rank</u>
1. Armenia, Pedro T	MS Ag. Economics	Instructor I	Instructor VI
2. Diputado, Misael Jr	MS Horticulture	Instructor I	Instructor V
3. Bangi, Audimar P	MS Forestry	Instructor I	Instructor V
4. Beray, Eunice I	MS Ag. Dev. Educ.	Instructor I	Instructor VII
5. Pascual, Deverlo P	MA Development Studies	Sci. Research Spec. I	Sci. Research Spec. III

Effectivity: Date of completion or report to duty whichever is later.

Note: All recommendations have been passed by the Academic Personnel Board/ViSCA Selection/Promotion Board.

#### V. Designation of Administrative Head

1. Dr. Marianito R. Villanueva  
PhD in Agronomy  
Texas A & A University 1974  
Director, Research & Extension  
Effectivity: June 1, 1984 or  
upon report to  
duty

BOARD ACTION: Approved  
Date: April 17, 1984



PROTASIO GO  
GENERAL ENGINEERING - GENERAL BUILDING  
GENERAL ENTERPRISES

March 26, 1984

The Hon. President  
VISAYAS STATE COLLEGE OF AGRICULTURE  
Baybay, Leyte

SUBJECT: REQUEST FOR ADJUSTMENT OF  
CONTRACT AMOUNT

Sir :

This pertains to my contract for the construction of 20-Door Bachelorettes Quarter (Labor only), ViSCA, Baybay, Leyte. In this connection I would like to request an adjustment with an increase of 25% of its original contract amount due to the following reasons:

- 1) Our working force personnel are demanding increase in salaries/wages;
- 2) Due to the delay in the supply of materials necessary for the completion of the contract work the contractor was not able to finish the work on target date which was expected in the month of September, 1983, thereby incurring additional cost on salaries/wages and other miscellaneous expenses due to increases in prices of everything.

In view of the increases in prices of basic commodities and other necessities of man it becomes inevitable that he has also to crave an equivalent increase of the fruit of his toil in order to survive in this period economic crisis. To maintain a good employer-employee relationship we should answer with satisfaction their demand for increase in salaries/wages.

Kindly give due consideration to this request.

Thanks.

Very truly yours,

(SGD.) PROTASIO GO  
Contractor

BOARD ACTION: Approved  
Date: April 17, 1984



REQUEST TO UPGRADE THE POSITON OF ASSISTANT BUYER

Rationale:

Until 1979, an item of Buyer stationed at Manila Office was existing in the College Plantilla. After the OCPC classified the positions and standardized the salaries of SUC personnel in 1979, the positon of Buyer was reclassified to Assistant Buyer with no reasons given. Requests for the restoration of the original position title were made to the OCPC but to no avail.

Two years ago, the incumbent resigned. Since then, we have tried to recruit one reliable enough and knowledgeable of business transactions in Manila to take care of the procurement of supplies for the various units of the College. Due to the meager authorized hiring rate of P5,928.00 p.a. for the Assistant Buyer position, there were no takers. Restoring the position title to the original (Buyer) which carries an annual compensation of P8,832.00 might help us attract qualified applicants. The increasing need for supplies and materials which are not available locally underscores the urgent need to fill up the position of Buyer at the Manila Office.

BOARD ACTION: Approved  
Date: April 17, 1984



VISCA ADMINISTRATIVE PERSONNEL  
DEVELOPMENT PROGRAM

I. RATIONAL:

The increasing complexity and challenging tasks of the VISCA Administrative and Support Service Units require a more competent and qualified personnel force to carry out its goals and objectives. In an academic institution, more than anywhere else, the need for an efficient administrative machinery is considered vital due to its important role in providing the necessary support to the instruction, research and extension functions of the College. In line with this need, it is necessary that the development and retention of a competent work force be a primary concern of the Administration. Moreover, development thrusts and the rapid change in all phases of human endeavor gave rise to the need for further education among personnel to keep them abreast with this new dynamism. To attain this objective, the administrative personnel must be provided with opportunities for professional growth and development.

II. OBJECTIVES:

1. To promote the continuing development of administrative personnel at all levels to increase their capabilities so that they can better contribute to the realization of the institution's goals and objectives.
2. To provide opportunities for career advancement and personnel to enable them to assume greater responsibilities inherent in a growing institution.



3. To provide the administrative personnel with a certain degree of academic orientation to enable them to appreciate the role and nature of work in an academic institution.

To achieve these objectives, the College intends to provide the following:

1. Opportunities for formal course work leading to academic degree to deserving personnel.
2. A sustained program of continuing education through workshops, seminars, conferences, and training courses.

### III. PROGRAM:

The following programs shall be available to the administrative personnel:

PROGRAM A. Administrative Scholarship/Administrative Financial Assistance - Degree Course Opportunities for academic training leading to either an undergraduate degree or a graduate degree shall be made available to deserving administrative personnel. There shall be a maximum of four (4) scholars at any one time. This means that when four administrative personnel are already on scholarship, additional scholars may only be allowed after all or any of its four scholars shall have stopped engaging the scholarship privileges.

PROGRAM B. Non-Degree Training Courses - Short training programs in specialized fields offered by institutions outside of ViSCA will be made available to personnel.

PROGRAM C. Attendance to conferences and seminars will be granted on a case to case basis as opportunities arise.



IV. FIELD OF STUDY:

A. Degree Programs -- Generally, the awardee shall pursue a degree program in high priority areas that have relevance to the functions of the College.

B. Non-degree Program -- Field of study must have direct relevance to present job or functions of the Office of the awardee.

V. DURATION OF THE PROGRAM:

1. Administrative Scholarship: The scholarship shall be for a period of one year renewable every year but shall not exceed four (4) years for undergraduate studies; two years for master's degree program with thesis and one and a half years for master's degree program without thesis.
2. Administrative Financial Assistance: Financial Assistance shall be for a maximum of five (5) years for undergraduate degree course and two and a half ( $2\frac{1}{2}$ ) years for master's degree.

VI. NATURE OF SUPPORT:

A. Degree Program

1. Scholarship

a. For graduate degree

- a.1 School fees
- a.2 Book allowance of P300.00 per semester not to exceed 4 semesters for master's degree.
- a.3 Thesis allowance of P800.00 for master's degree.
- a.4 Salary for the duration of scholarship.
- a.5 Stipend of P500.00 per month.
- a.6 Round trip transportation once for the duration of scholarship.



b. For undergraduate degree

- b.1 School fees.
- b.2 Book allowance of P250.00 per semester.
- b.3 Thesis allowance of P500.00 to be given during the terminal year.
- b.4 Salary for the duration of scholarship.
- b.5 One round trip transportation for the whole duration of scholarship.
- b.6 Stipend of P500.00 per month.

2. Financial Assistance: (only one of two forms)

- a. School fees and book allowance of P500.00 per semester; thesis allowance of P800.00 for master's degree and P500.00 for undergraduate thesis or
- b. Study leave with pay.

b. Non-degree Program

- 1. Conference fees.
- 2. Special detail when necessary
- 3. Travel expenses from agency to place of training
- 4. Attendance on official time.

VII. GUIDELINES FOR PRIORITIES:

A. Area of Emphasis

- 1. The critical areas of the administrative services must receive priority attention.
- 2. Units and offices which contribute to management efficiency of the various offices of ViSCA including personnel development.
- 3. Development of deserving administrative personnel for their own career advancement.
- 4. Other weak areas that may be determined from time to time.

B. Criteria for Scholarship to Degree Program

- 1. Must have a permanent appointment in any unit of the College.
- 2. Must not have a pending criminal or administrative case.



3. Must be physically fit to pursue an intensive academic program.

4. For under graduate degree:

Must be a high school graduate and must have at least satisfactory performance and meet the entrance requirements for college work; if presently pursuing a College degree -- must have obtained an average grade of 85 or 2.00 or better in his academic subjects registered during the semester prior to his/her application.

5. For graduate degree -- Must be at least a baccalaureate degree holder at the time of his/her application with an average grade of 85 percent or 2.0 or better. If presently working for a graduate degree, the applicant must have weighted average of 2.0 or better or its equivalent during the semester preceding his/her application.

6. Age limit of applicants:  
For scholarship/financial assistance:

a. For undergraduate -- 35 years old

b. For master's degree -- 45 years

7. For masters degree, applicants must have served ViSCA at least five years at the time of application.

8. Potential of the applicant for formal study.

C. CRITERIA FOR SUPPORT TO NON-DEGREE TRAINING PROGRAMS

For attendance in training courses, conference, workshops, seminars, etc., financial support or special detail should be based on the following considerations arranged in the order of priority:

1. The participant is the official representative of the College.
2. The participant's attendance will be in line with his present work with the aim of increasing his/her technical and managerial or administrative expertise.
3. The remaining length of service of participant at the time of his retirement is not less than five years, except in cases where he will be the official representative of the College and whose official status is essential to his participation.



VIII. CONDITIONS OF SCHOLARSHIP:

1. Awardees of both undergraduate and graduate scholarship under this program shall comply with the following conditions:
  - 1.a Awardee shall not accept another scholarship administered by the College or other agency while this program is in effect.
  - 1.b Awardee shall enroll for the semester immediately following the award. No deferment shall be allowed except for justifiable reasons and only upon approval of the College President. In cases of pregnancy or prolonged illness, after the scholarship has been awarded or during the period of scholarship which will unduly delay the completion of the degree being sought, the scholarship shall be suspended or cancelled.
  - 1.c Awardee of full scholarship shall carry a full academic load per semester - at least 12 units for the undergraduate and 9 units for graduate programs.
  - 1.d The choice of institution where applicant desires to study shall be subject to the approval of the APDC who shall assess the capability of the school in the particular field for which the scholarship has been awarded.
2. To qualify for a renewal of scholarship/financial assistance, the awardee must meet the following conditions:
  - 2.a Maintain a weighted average of 2.5 or its equivalent or better for undergraduate and 2.0 or its equivalent or better for graduate during any semesters.
  - 2.b No failing grade.
  - 2.c Must have not been subjected to any disciplinary action involving more than three months suspension from classes.
  - 2.d No transfer from one course to another shall be allowed unless with prior permission of the College President upon the recommendation of the APDC.
3. Obligations of awardees to the College:
  - a. Full scholars: Two years service to College for every year of scholarship or a fraction thereof of more than two months. Two months or less shall be served half the rate.
  - b. Financial assistance grantees: one year of service to the College for every academic year of study without salary; if with salary, two years.



- c. Failure to comply with the service requirement will mean reimbursement in full of all expenses spent by the government in connection with the scholarship. No proportionate refund shall be allowed.
- d. No overtime pay shall be paid while in attendance in school.

IX. PROCEDURE IN APPLYING FOR THE AWARD:

- 1. Application forms for the scholarship/financial assistance shall be formulated by the Administrative Personnel Development Committee for the purpose and may be obtained from the Personnel office.
- 2. Accomplished forms together with the requirements shall be submitted to the APDC through the Personnel Officer; not later than the date set by the Committee.
- 3. Requirements for Applications:
  - a. Medical Certificate from the VISCA Infirmary as to the applicant's fitness.
  - b. Transcript of records or Form 138.
  - c. Recommendation from the head of the applicant's office.

X. ADMINISTRATION:

The Vice President for Administration, through the Administrative Personnel Development Committee (APDC) shall administer the personnel development program of the non-academic personnel in accordance with the established policies and rules duly approved by the College President.

The APDC shall be composed of the Vice President as Chairman, the Personnel Officer and three others appointed by the College President.



It shall perform the following functions:

1. Identifying of priority areas.
2. Screen applicants.
3. Conduct written or oral examination when necessary.
4. Recommends to the College President the successful applicants for appointment.
5. Recommends renewal of scholarship grant.

References: UPLB Administrative  
Personnel Development  
Program LOI Nos. 395  
& 468



PROPOSAL TO GIVE 5%, MERIT INCREASE TO VISCA PRESIDENT  
DR. F. A. BERNARDO

Bases

1. National Compensation Circular No. 12
2. OBM Report to PASUC: Contained in the letter of Mr. LUIS R. BALTAZAR, Deputy Minister of the Budget, dated March 5, 1984 regarding results of the re-evaluation of SCUs

Reason

Pres. Bernardo's dedicated service and efficient and effective leadership resulting in the elevation of VISCA to Level I

Proposal:

Merit Increase of 5%, through the following resolution:

Resolution No. 31, s. 1984

Authorizing VISCA to give 5% merit increase of the basic salary to its President, Dr. F. A. Bernardo, for his unselfish, dedicated and efficient leadership resulting in the elevation of VISCA to Level I by OBM in the recent re-evaluation of SCUs, effective May 1, 1984, subject to COA rules.

BOARD ACTION: Approved

Date : April 17, 1984



Republic of the Philippines  
OFFICE OF BUDGET AND MANAGEMENT  
Malacanang, Manila

March 5, 1984

Dr. Manuel T. Corpuz  
President  
Philippine Association of State  
Universities and College (PASUC)  
Manila

Sir :

This has reference to the on-going re-evaluation of the data sheets of State Universities and Colleges by the Office of Budget and Management (OBM) for purposes of SUCs re-ranking under NCC No. 12.

As of this date, only twenty two (22) SUCs have so far submitted their updated data sheets. This is roughly 29% of 74, the total number of SUCs. We are furnishing you the results of the evaluation per attached computer print-out.

We are also hoping that you could inform the other SUCs who have not submitted their data sheets to submit them soonest.

Thank you for your cooperation on this matter.

Very truly yours,

(SGD.) LUIS R. BALTAZAR  
Deputy Minister of the Budget



RANK	STATE UNIVERSITY/COLLEGE	TOTAL	LEVEL
1	VISAYAS STATE COLLEGE OF AGRICULTURE	75.15	1
2	CENTRAL LUZON STATE UNIVERSITY	47.21	3
3	TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES	44.66	3
4	LEYTE INSTITUTE OF TECHNOLOGY	29.41	5
5	BICOL UNIVERSITY	25.62	6
6	WEST VISAYAS STATE COLLEGE	23.70	6
7	CEBU STATE COLLEGE	21.29	6
8	ISABELA STATE UNIVERSITY	19.20	7
9	PANGASINAN STATE UNIVERSITY	18.39	7
10	RIZAL TECHNOLOGICAL COLLEGES	18.35	7
11	LEYTE STATE COLLEGE	18.33	7
12	UNIVERSITY OF NORTHERN PHILIPPINES	14.84	7
13	PANAY STATE POLYTECHNIC COLLEGE	13.82	8
14	UNIVERSITY OF EASTERN PHILIPPINES	12.43	8
15	DON M MARGOS MEM POLY SC	10.52	8
16	DON SEVERINO AGRICULTURAL COLLEGE	10.45	8
17	PALAWAN TEACHERS' COLLEGE	8.55	8
18	CAMARINES SUR STATE AGRICULTURAL COLLEGE	7.38	8
19	ILOILO STATE COLLEGE OF FISHERIES	6.78	9
20	PHILIPPINE MERCHANT MARINE ACADEMY	6.56	9
21	PALOMPON INSTITUTE OF TECHNOLOGY	6.46	9
22	L. TANCINCO MEM'L INST. OF SCIENCE AND TECHNOLOGY	2.03	9



Republika ng Pilipinas  
Ministri ng Guguling Pampamahalaan  
MINISTRY OF BUDGET  
Malacanang, Manila

NATIONAL COMPENSATION CIRCULAR NO. 12

1. Purpose

This Circular is being issued in compliance with Letter of Implementation No. 94, dated August 9, 1979 directing the rationalization of compensation of executive positions in State Universities and Colleges (SUCs) with comparable positions in the Career Executive Service (CES).

2. Coverage

Positions covered under this Circular shall include executive positions in SUCs which are comparable to positions in the CES, as determined by the Ministry of the Budget and the Career Executive Service Board (CESB) based on the approved 1979 Staffing Pattern of each university/college. Universities or autonomous units in the University of the Philippines System and those of the Mindanao State University shall not be covered by this Circular but shall instead be governed by separate compensation plans.

3. Definitions

- 3.1 The basic salary of an executive for purposes of this Circular shall mean the basic salary duly authorized by previous Circulars as of May 1, 1979 but exclusive of incentive pay, allowances for transportation/representation, cost of living, bonus, honorarium and/or any other forms of additional compensation.
- 3.2 The ranking of a state university or college (SUC) shall be the level to which it is assigned by the Ministry of the Budget in consultation with the CESB and the Philippine Association of State Universities and Colleges (PASUC), through a quantitative evaluation of enrollment size, number of programs, faculty size and profile, resources devoted to research, extension and non-formal training activities, scholarships number of dormitories and residents, appropriations for



current operating expenditures from national and local government sources and such other related factors, to be updated every two years. Enrollment, faculty, and appropriations, etc. pertaining to elementary, secondary, and similar pre- or sub-collegiate activities shall be excluded except those required for laboratory classes for teacher training purposes.

#### 4. Compensation of University/College Presidents

- 4.1 State University or College Presidents shall receive a basic salary equivalent to the ranking of its SUC.

The ranking system shall provide for nine (9) levels corresponding to the salary levels of the CES starting from Rank III-Grade I up to Rank I-Grade 2 as follows:

<u>Level</u>	<u>CES Rank - Grade</u>	<u>CES Salary Level</u>
1	I - 2	₱58,368
2	I - 1	55,536
3	II - 4	52,848
4	II - 3	50,292
5	II - 2	47,856
6	II - 1	45,540
7	III - 3	43,332
8	III - 2	41,232
9	III - 1	39,240

A differential of P12,000 per annum in favor of SUC executives is temporarily allowed over existing CES salary levels until these are upgraded correspondingly.

- 4.2 Incentive pay up to a maximum of P12,000 per annum may be added to the basic salary of the President commensurate with his personal qualifications as scholar and administrator and the nature of his present assignment. The amount of incentive pay shall be determined by the Ministry of the Budget in consultation with PASUC through a quantitative evaluation of the factors involved such as educational attainment, service record, honors and awards received, scholarship (papers and books written, fellowships and grants received),



achievements and leadership in national and international organizations.

The incentive pay shall not form part of the basic salary of the President and shall be removed once the incumbent resigns/retires from office.

5.0 Merit Increases

Merit increases in recognition of performance/ accomplishments may be granted to the President by the respective Governing Board, not to exceed 5% of the basic salary per year.

6.0 Compensation of Executive Positions Below President

- 6.1 The number of Vice-President positions for each SUC shall be determined by the Ministry of the Budget in consultation with PASUC, on the basis of the complexity and magnitude of the administrative responsibility of each SUC, as indicated by its ranking and corresponding level.
- 6.2 The basic salary of a Vice-President shall also be fixed based on the SUC ranking and shall be set five grades below that of the President concerned.
- 6.3 Executive positions above Professor and below Vice-President, as determined by the Ministry of the Budget in consultation with PASUC, shall be limited to not more than two intervening levels. These shall be filled by designation from among duly appointed SUC teaching staff but shall not exceed the number prescribed in the Personal Services Itemization of each SUC. Each designee shall receive a total compensation set either at uniform intervals or midway between the salary of the SUC Vice-President and Professor depending on the number of intervening levels. Such compensation will consist of the designee's basic salary and an honorarium equivalent to the difference. Honoraria shall not be included in the computation of retirement pay.



For SUCs without Vice-Presidents, compensation of executives below Vice-President shall also be determined in the manner prescribed above, as if the SUC were allowed a Vice-President.

- 6.4 Executive positions below the Vice-President which have incumbents with permanent appointments shall be abolished once vacated by the present incumbent. This rule shall also apply to Vice-President positions in SUCs which are not allowed Vice-Presidents.
- 6.5 Administrative and support positions including those of Administrative Officer, Registrar, and Board Secretary are generally not considered as executive positions for purposes of LOImp. No. 94. Such positions, however, which are receiving compensation higher than Professor shall be evaluated by the Ministry of the Budget in consultation with PASUC on a case-to-case basis.

#### 7.0 Salary Adjustment

- 7.1 The salaries of SUC Presidents and Vice-Presidents shall be adjusted as prescribed herein. If the resulting amount falls on a step in the National Salary Schedule under Executive Order No. 594, then the adjusted salary shall be that step in the said Salary Schedule. If, however, the resulting amount falls between salary steps in the said Schedule, the adjusted salary step shall be the immediate higher step in the National Salary Schedule under Executive Order No. 594.
- 7.2 Other executive positions with present incumbents shall be allocated to the levels prescribed in Section 6.3 hereof and their salaries shall be similarly adjusted.
- 7.3 Details of the ranking of each SUC and the corresponding salary adjustments for executive positions shall be transmitted to each SUC by the Ministry of the Budget.

#### 8.0 No Reduction in Pay

In no case shall the present duly authorized salary of an incumbent be reduced. Hence, executives of SUCs covered by this Circular who are receiving salaries



higher than the rates prescribed hereby shall continue to receive salaries not lower than the rates of pay that they were authorized to receive as of May 1, 1979 under previous circulars.

#### 9.0 Funding Sources

- 9.1 The amounts appropriated for salary increases in the budget of SUCs shall be used for salary adjustments directed by this Circular. Any deficiency shall be covered by salary lapses and other personal services savings of the institution concerned.
- 9.2 Any deficiency still remaining thereafter in the amounts needed for the herein provided salary increases/adjustments shall be covered by the Salary Adjustment Fund in the CY 1980 General Appropriations Act and/or from budgetary reserves with the approval of the Minister of the Budget.
- 9.3 No action shall be subsequently taken on the use of savings from personal services for agencies which have been authorized to draw against the Salary Adjustment Fund.

#### 10.0 Responsibility of the Approving or Certifying Officer

The President of a State University or College shall be held liable for the payment of any salary increase not in accordance with the provisions of this circular and the non-submission of required reports, without prejudice, however, to the refund of any excess payments by the employee concerned.

#### 11.0 Saving Clause

- 11.1 Cases where problems on supervisor-subordinate relationships arise from salary adjustments directed by this Circular shall be referred to the Minister of the Budget for resolution.
- 11.2 Cases not covered by the provisions of this circular shall be submitted to the Minister of the Budget for appropriate action.
- 11.3 Presidents of State Universities and Colleges who have not yet submitted an accomplished Data Sheet for Compensation Scheme of SUC Executives and complete bio-data should submit





such to the Ministry of the Budget; said forms can be obtained from the Office of the Deputy Minister II of the Budget, BAEEx Bldg., Diliman, Quezon City.

12.0 Effectivity Clause

The salary increases/adjustments provided herein shall take effect May 1, 1979.

(SGD.) JAIME C. LAYA  
Minister of the Budget