

CAVITE STATE UNIVERSIT GENERAL TRIAS CITY CAMPUS











CAVITE STATE UNIVERSITY GENERAL TRIAS CITY CAMPUS

Town Proper, City of General Trias, Cavite

BACHELOR OF SECONDARY EDUCATION MAJOR IN ENGLISH

PRELIMINARY SURVEY VISIT

AREA III. CURRICULUM AND INSTRUCTION

F. Administrative Support for Effective Instruction

F.1. Administrative Manual

Administrative Manual is found in the University's Manual of Operations

F.2. Evidences of dialogues conducted among the administration, faculty and students

Memo from the Campus Administrator to attend Teaching Internship Orientation



Republic of the Philippines

CAVITE STATE UNIVERSITY GENERAL TRIAS CITY CAMPUS



OFFICE OF THE CAMPUS ADMINISTRATOR

OFFICE MEMORANDUM No. 39. s. 2021

TO : TEACHER EDUCATION DEPARTMENT FACULTY

MEMBERS

FROM : LAURO B. PASCUA, EdD.

Campus Administrator

SUBJECT: TEACHING INTERNSHIP ORIENTATION

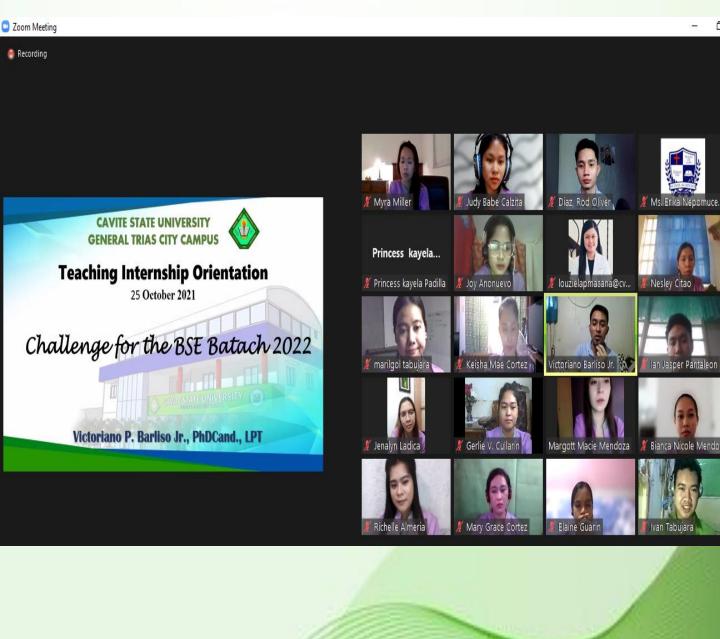
DATE : **OCTOBER 18, 2021**

1. The concerned faculty members shall attend the Teaching Internship Orientation for the BSE intern students on October 25, 2021 from 9 am to 12 noon via zoom.

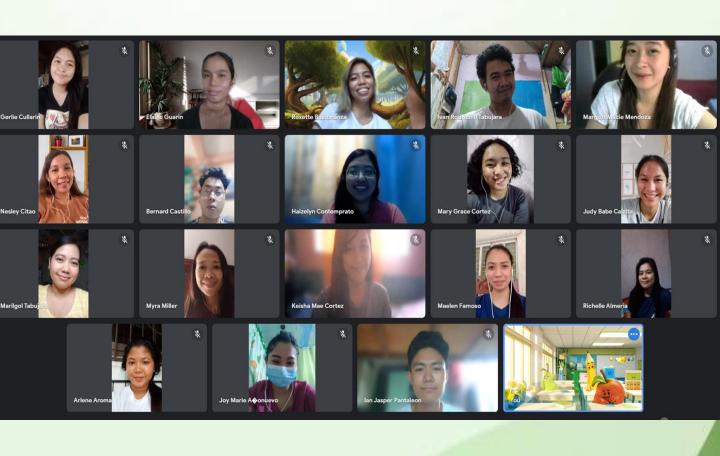
Zoom link will be sent through the campus secretary.

3. For your guidance. Thank you.

Intern students for their Teaching Internship Program with the Campus administrator, Department Chairperson and some faculty



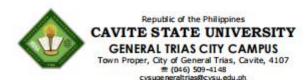
Intern students for their
Teaching Internship
Program with the Campus
administrator, Department
Chairperson and some
faculty



Intern students for their
Teaching Internship
Program with the Campus
administrator, Department
Chairperson and some
faculty



Memo from the Campus Administrator requiring all faculty to attend Workshop on Writing Teaching Modules





OFFICE OF THE CAMPUS ADMINISTRATOR

OFFICE MEMORANDUM No. 20, s. 2022

ALL FACULTY

DEPARTMENT CHAIRS

FROM

LAURO B. PASCUA, Ed.D.

Campus Administrator

SUBJECT

MODULE WRITING WORKSHOP

DATE :

May 17, 2022

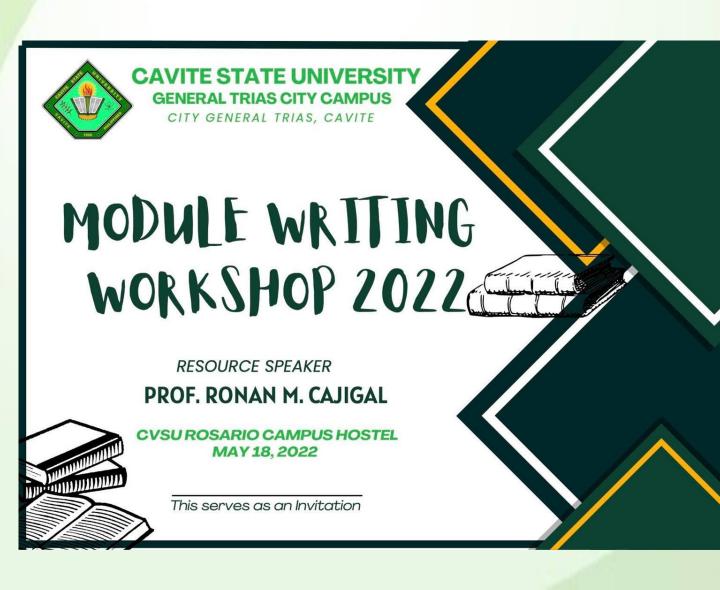
This is to require all faculty to attend a face-to-face Module Writing Workshop on May 18, 2022, at 7 AM at Hostel of Cavite State University - CCAT.

The workshop aims to acquire knowledge and skill on how to write quality modules, to produce and present assigned module to IMDU for initial screening and evaluation, and to endorse at 50% of the module outputs to the University Textbook Board for approval on campus or university-wide utilization.

Those who failed to attend will submit a letter of explanation stating their reason of not attending the workshop.

For strict compliance. Thank you.

Invivation to all faculty for the workshop on Writing Modules



Program during the workshop on Writing Modules



CAVITE STATE UNIVERSITY GENERAL TRIAS CITY CAMPUS MODULE WRITING WORKSHOP 2022

Moderator: Glory Anne Utana, Faculty, DASET

PROGRAM OF ACTIVITIES

REGISTRATION R. Helmo, J. Suing	7:00 - 8:00 AM
INVOCATION AND NATIONAL ANTHEM	8:00 - 8:05 AM
OPENING REMARKS Dr. Lauro B. Pascua, Campus Administrator	8:05 - 8:15 AM
PRESENTATION OF TRAINING ATTENDEES AND MECHANICS OF THE WORKSHOP Roncesvalle J. Caipang, Dept. Chairperson, DASET	8:15 - 8:30 AM
PRESENTATION OF RESOURCE PERSON Victoriano P. Barliso, Coordinator, IMDU	8:30 - 8:45 AM
LECTURE- DISCUSSION Dr. Ronan M. Cajigal, Faculty, Bacoor Campus	8:45 - 12:00NN
LUNCHBREAK	12:00 - 1:00PM
WORKSHOP PROPER Facilitators	1:00 - 3:00PM
PRESENTATION OF OUTPUTS IMDU Evaluators	3:00 - 4:30PM
AWARDING AND CLOSING REMARKS April G. Gile, Dept. Chairperson, DMS	4:30 - 5:00PM

F.3. Schedule of regular faculty consultation hours

Memo from the campus administrator in requiring faculty to report to the campus for their consultation hours



Republic of the Philippines

CAVITE STATE UNIVERSITY

Town Proper, City of General Trias, Cavite, 4107 € (046) 509-4148



OFFICE OF THE CAMPUS ADMINISTRATOR

OFFICE MEMORANDUM No. 22, s. 2022

TO

ALL FACULTY

DEPARTMENT CHAIRS

FROM

LAURO B. PASCUA, Ed.D

Campus Administrator

SUBJECT

REPORTING SCHEDULE TO THE CAMPUS

DATE

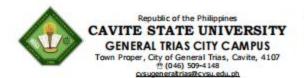
May 22, 2022

- All faculty are requested to report in the campus in their respective schedule starting May 23, 2022.
- Below is the schedule of reporting at the campus:

Monday	IT & Education Faculty
Tuesday	HM & TM Faculty
Wednesday	Psychology & GenEd Faculty
Thursday	BM & OA Faculty

- Follow the campus guidelines and protocols when reporting.
- 4. For strict compliance. Thank you.

List of faculty requiring to report to the campus for their consultation hours



November 16, 2021

DR. HERNANDO D. ROBLES President This University

Dear Dr. Robles:

In reference to the OM PHDR-103-2021, below is the Alternative Work Arrangement During Alert Level II of Cavite State University – General Trias City Campus following the advised 50% employees' on-site capacity effective November 15, 2021:

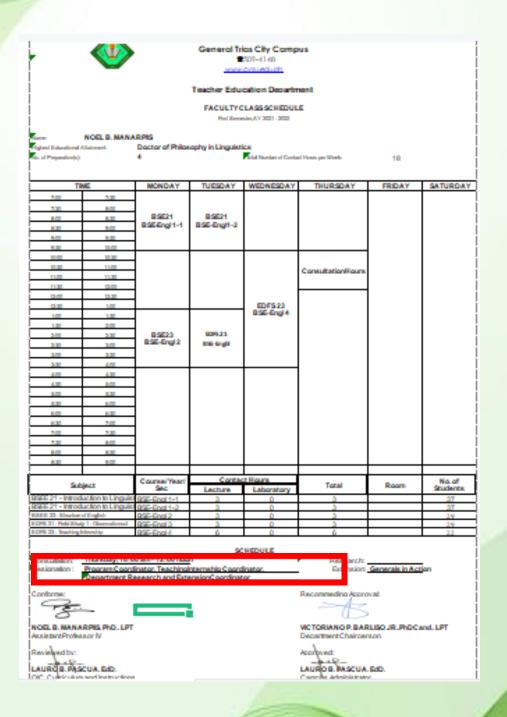
NAME OF FACULTY	SCHEDULE OF REPORTING				
Shaine C. Hayag	Monday 7 AM - 6 PM				
April G. Gile	Tuesday 7 AM – 6 PM				
Roncesvalle J. Caipang	Tuesday 7 AM - 6 PM				
Louziela P. Masana	Wednesday 7 AM - 6 PM				
Alelie B. Diato	Wednesday 7 AM - 6 PM				
Noel B. Manarpiis	Thursday 7 AM - 6 PM				
Victoriano P. Barliso, Jr.	Thursday 7 AM - 6 PM				
Aljevin A. Comiso	Wednesday				
Jonel N. Camalig	Monday				
Rommel H. Sarreal	Tuesday				
Rogelyn P. Alarca	Monday & Thursday 7 AM - 6PM				
Edwin Y. Caadan	Tuesday & Wednesday 7 AM - 6 PM				
Ariel Atienza, Jr.	Monday & Wednesday 7 AM - 6 PM				
Lmarl Saria	Tuesday & Thursday 7 AM - 6 PM				
Myla Sablayan	Tuesday & Thursday 7 AM - 6 PM				

Thank you.

Respectfully.

LAURO B. PASCUA, Ed.D. Campus Administrator

General Trias City Campus 9: 309 -4148 Manus Crissolish Teacher Education Department FACULTY CLASS SCHEDULE Find Remarks, AV 2021: 2020 WCTORIANO P.BARLISO JR.								
Figure I International A Internation Department of Philosophy in Curriculum and Instruction (Candidate) Final Proposition(s) 2 Final Number of Cardinal House, pre Wirels 15								
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VICTORIANO P.	BARLISO JR. PI	ndDCand.LPT			VICTORIANO P. BAR Department Chairpen		nd. LPT	
Reviewed by:					Accritived:		- 1	
to the second second					- Tricker			



CAVITE STATE UNIVERSITY

General Trias City Campus 9:509-4148

www.comueduch

Teacher Education Department

FACULTY CLASS SCHEDULE

Find Stementon, AV 2021 - 2020

MARK JAYSON G. ESPINOSA

ed Education Allaborate Master of Arts in Education major in Educational Management

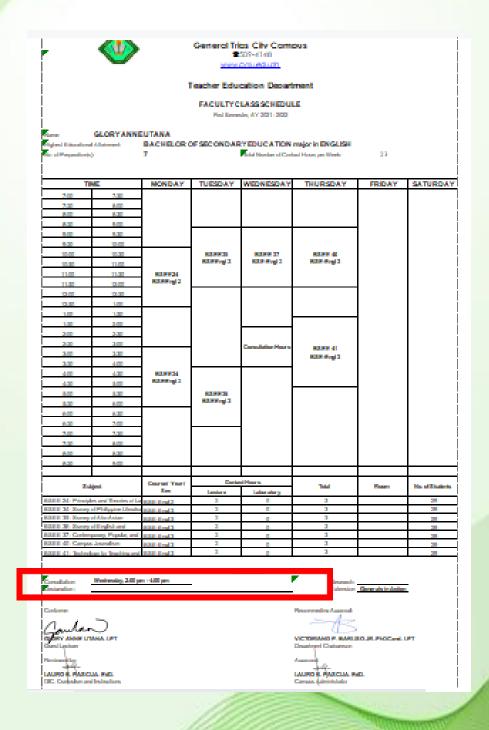
in of Preparation(s)

Total Number of Contact Hours, per Weeks

12

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830	600	BSE-Engl 2	BSE-Engl 2	BSE-Engl3	BSE-Engl 2	$\overline{}$	
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MARK JAYSON G	DEPHOSA MAED. LPT	Recommeding Approval: VICTORIANO P. BARLISO JR. PhDCand. LPT Department Chairperson
Ravinded by: LAURO B. PASC LOC. Curriculum as		Acordinat: LAUROS NASCUA. Edo. Camous, Administrator



			SC	HEDULE				
Consultation:	Wednesday, 2:00	pm - 4:00 pm			Research:			
Designation :	Department Chai	rperson			Extension:	Generals in Action	1	
Conforme:					Recommeding Approval:			
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VICTORIANO P. I	BARLISO JR., Phdl	DCand., LPT			VICTORIANO P. BARLISO JR., PhDCand., LPT			
Instructor I					Department Chairperson			
Reviewed by:					Approved:			
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LAURO E. PASCI					LAURO B. PASCUA, Ed	D.		
OIC, Curriculum ar	nd Instructions				Campus Administrator			
							V01-2018-07-24	

Subject		Course/ Year/	Contac	Contact Hours		D	No of Charles
		Sec	Lecture	Laboratory	Total	Room	No. of Students
BSEE 21 - Introdu	ction to Linguistic	BSE-Engl 1-1	3	0	3		37
BSEE 21 - Introdu	ction to Linguistic	BSE-Engl 1-2	3	0	3		37
BSEE 23 - Structure	e of English	BSE-Engl 2	3	0	3		29
EDFS 21 - Field Stu	ıdy 1 - Observations	BSE-Engl 3	3	0	3		29
EDFS 23 - Teachin	g Internship	BSE-Engl 4	6	0	6		22
			SC	CHEDULE			
Consultation:	Thursday, 10:00 a	ım - 12:00 noon			Research:		
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	Department Rese	earch and Extension	n Coordinator				
Conforme:					Recommeding Approval:		

Conforme:

Recommeding Approval:

VICTORIANO P. BARLISO JR., PhDCand., LPT

Assistant Professor IV

Reviewed by:

Approved:

LAURO B. PASCUA, EdD.

OIC, Curriculum and Instructions

Recommeding Approval:

VICTORIANO P. BARLISO JR., PhDCand., LPT

Department Chairperson

Approved:

LAURO B. PASCUA, EdD.

Campus Administrator

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Jubject	Courses reun see	Lecture	Laboratory	10141	Noom	No. or staucing
UC 95: Building and Enhancing New eracies Across Curriculum	BSEE 2-1	3	0	3	Online Class (vigtzaf)	29
UC 80: Assessment of Learning 2	BSEE 2-1	3	0	3	Online Class(6q45qwm)	29
EE 30: Speech and Theater Arts	BSEE 2-1	3	0	3	Online Class (epcyiet)	29
EE 25: Language Programs and Policies in Itilingual Societies	BSEE 2-1	3	0	3	Online Class (hnky5hx)	29
FS 22: Field Study 2	BSEE 3-1	3	0	3	Online Class(cwa4zrw)	27
		15	0	15		
		SCH	EDULE			
sultation: Wednesday/Thursda	y 4:00 - 5:00 pm			Research:		
ignation :				Extension:	Generals in Actions	
nforme:				Recommending Approva	l:	
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RAMAE R. SARITA, MAESL (Candidate)	, LPT			VICTORIANO P. BARLI	ISO JR., PhDCand., LP	Γ
tructor				Department Chairperson		
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viewed by:				Approved:		
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URO B. PASCUA, Ed.D				LAURO B PASCUA, E	d.D	
C, Curriculum & Instruction				Campus Administrator		Activate Wi

С	D	Е	F	G	Н	1
and Culture	BSEE22/1stYr/1	3	0	3		41
and Culture	BSEE22/1stYr/2	3	0	3		18
Vlaterials Dev't	BSEE26/3rdYr/1	3	0	3		27
ment of Literature	BSEE27/3rdYr/1	3	0	3		27
	BSEE38/3rdYr/1	3	0	3		27
Purposes	BSEE11/3rdYr/1	3	0	3		27
t Literature	BSEE32/2ndYr/1	3	0	3		29
			0	23		
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BSEE 33 - Mythology and		BSE-Engl 2	3	0	3		29
BSEE 110 - Stylistics and D		BSE-Engl 2	3	0	3		29
BSEE 28 - Teaching and As	ssessment	BSE-Engl 3	3	0	3		29
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MARK JAYSON G. ESPII	NOSA, MAE	D., LPT			VICTORIANO P. BARLIS		I., LPT
Instructor 1					Department Chairperson		
Reviewed by:					Approved		
LAURO B. PASCUA, Edi)	+			LAURO B. PASCUA, Ed	D.	
OIC, Curriculum and Instru					Campus Administrator		
							Activate W

F.4. A system of awards/recognition for graduating students with outstanding achievements



Republic of the Philippines

CAVITE STATE UNIVERSITY

Don Severino de las Alas Campus

Indang, Cavite (046) 862-0853

www.cvsu.edu.ph

✓ registrarmain@cvsu.edu.ph

OFFICE OF THE UNIVERSITY REGISTRAR

Existing Guidelines in Granting of Honors to Graduating Students	Proposed Update on the Guidelines in Granting of Honors to Graduating Students
1. The Grade Point Average (GPA) obtained must be: Summa Cum Laude (With Highest Honors) 1.00 - 1.21 Magna Cum Laude (With High Honors) 1.22 - 1.45 1.46 - 1.75	1. Same but to indicate that 1.75 as absolute grade.
Cum Laude (With Honors) 2. The lowest grade obtained in all courses including	2. Same
3. No grade of 4.0 (conditional) in any subject	3. Same
No grade of 4.0 (conditional) in any start of 4.NSTP grade is not included in the computation of 4.NSTP grade is not included in the computation of 4.0 (conditional) in any start of the computation of 4.0 (conditional) in any start of the computation of 4.0 (conditional) in any start of the computation of 4.0 (conditional) in any start of the computation of 4.0 (conditional) in any start of the computation of 4.0 (conditional) in any start of the computation of 4.0 (conditional) in any start of the computation of 4.0 (conditional) in any start of the computation of 4.0 (conditional) in any start of the computation of 4.0 (conditional) in any start of the computation of 4.0 (conditional) in any start of the computation of 4.0 (conditional) in any start of the computation of 4.0 (conditional) in any start of the computation of 4.0 (conditional) in any start of the computation of 4.0 (conditional) in any start of the computation of 4.0 (conditional) in any start of the conditional in any start of the cond	4. Same
 5. The candidate should be able to complete all the academic requirements (including thesis) within the prescribed period of the program. The residency years should be 4, 5 and 6 years for a 4-, 5- and 6-year courses, respectively. Failure to finish within the residency period with the following reasons and justification can be considered: a. Health reasons – submit medical certificate duly certified by the University Physician b. Working students – submit employment record duly certified by HRMO. c. Force majeure (Acts of God) – for unfinished thesis due to fire, typhoon and uncontrollable circumstances, submit report duly certified by the adviser and the College Dean. 	considered for a one (1) semester of extended enrolment and justified with the following reasons: a. Health — submit medical certificate duly certified by the University Physician.



Republic of the Philippines

CAVITE STATE UNIVERSITY

Don Severino de las Alas Campus

Indang, Cavite 图 (046) 862-0853

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OFFICE OF THE UNIVERSITY REGISTRAR

6. For transferees (school or course/degree), all 6.For transferees (school or course/degree) grades obtained from previous school or from another degree/s will be evaluated. To be eligible to graduate with honors, transferees should have taken 75% of their required number of units in this university. Grades of 5, 4 and grades of 2.0, 2.25 and 2.5 for Summa, Magna and Cum Laude, respectively, from previous school/degree will make the student ineligible for honors.

and shiftees, all grades obtained from previous school or from another degree/s (whether credited or not) will be evaluated. To be eligible to graduate with honors, transferees should have taken 75% of their required number of units in this university. Grades of 5, 4 and grades of 2.0, 2.25 and 2.5 for Summa, Magna and Cum Laude, respectively, from previous school or degree will make the student ineligible for honors.

All units earned in other colleges or universities shall be evaluated on the basis of the following "table of conversion".

All units earned in other colleges or universities shall be evaluated on the basis of the following "table of conversion".

Grade	Grade	Equivalent	Grad
1.00	95%	1+ or A+	4.00
1.25	93%	1 or A	1.00
1.50	90%	1- or A-	1.25
1.75	89%	2+ or B+	1.75
2.00	85%		2.00
2.25	\$10000000		2.25
			2.50
a. 3.00	75%	3- and C-	2.7
2.00 2.25 2.50 a.	85% 83% 80% 78%	2 or B 2- or B- 3+ or C+ 3 or C	1

-			
	Grade	Grade	Equivalent
ı	1.00	95%	1+ or A+
	1.25	93%	1 or A
	1.50	90%	1- or A-
	1.75	89%	2+ or B+
	2.00	85%	2 or B
	2.25	83%	2- or B-
	2.50	80%	3+ C+
	2.75	78%	3 or C
	3.00	75%	3- and C-

Non-degree students graduating with GPA of "1.75" and above with no grade lower than 3.0 in all courses (including NSTP) shall be accorded "With Distinction". 7.Non-degree students graduating from a non-degree straight program and with GPA of "1.75" and above with no grade lower than 3.0 in all courses (including NSTP) shall be accorded "With Distinction". 8. Graduating students who satisfies the

grade requirements for honors but fails to comply with the residency and its

- 8. In all cases, the character, conduct, integrity and reputation of the candidate must be beyond reproach (See Student Handbook)
- accompanying requirements shall be accorded "With Distinction". 9. In all cases, the character, conduct, integrity and reputation of the candidate must be beyond reproach (See Student Handbook)

10. Any appeal for reconsideration for eligibility to receive honors must be done on or before the date of the University Academic Council.

Prepared by:

EDWINA O. RODEROS University Registrar

F.5. Result of study on the licensure performance of graudates, if applicable

Performance of the BSE Students in LET

The BSE graduates of Cavite State University-General Trias City Campus have great performance in the Licensure Examination for Teachers. In fact, in the succeeding years, our graduates obtained 66.67%, LET performance rating in 2016, 100% in 2017, 88.8% in 2018, and 77.78% in 2019. Recently this year, one graduate made it to Top 9 in the LET.

Performance of the BSE Graduates in the Licensure Examination for Teachers



F.6. Evidence of administrative support to improve licensure performance of graduates, if applicable

Approved activity to conduct LET review among BSE Students



REVIEW PROJECT PROPOSAL

I. PROJECT DESCRIPTION

Project Title: Licensure Examination for Teachers (LET) Review Center

Agenda Classification: Social Development and Equality

Project Proponent: Dr. Noel B. Manarplis and TED Faculty

Target Beneficiaries: All LET-takers for September 26, 2021

Community Location: General Trias City and adjoining areas

Period of Implementation: Begins May 29, 2021; Ends September 18 (17 weeks)

Total Budgetary Requirement (PhP): 11,500,00

II. Rationale

Every college, campus, or university dream of producing a topnotcher in a national professional examination. For this reason, they ask their students to enroll in a review center where they can get themselves ready for a rigid recoile dion of what they have learned in the past four years.

In the review center, what is necessary is to have a staff of reputable professors who are considered masters in their craft. Their mastery of the subject matter will help reviewers to be inspired to take the board examination to get themselves ready to become professionals in their field of endeavor.

Hence, this proposal is aimed at helping campuses, colleges, and universities by offering a review center for English major graduates who would like to take the Licensure Examination for Teachers.

III. Objectives

The following objectives should be attained every after a period of review:

- 1. To gather participants' expectation of the review center
- 2. To be able to give a pre-examination
- 3. To be able to review thoroughly the following:
 - General Education
 - b. Education
 - c. Specialization (English)
- 4. To be able to give a mock examination
- To be able to give a final examination
- To gather the participants' perception of the review center

IV. Strategies

- 1. There shall be a limited slot of 100 seats to accommodate the participants.
- 2. All reviewers must be able to earn a slot one week before the deadline.
- Materials will be distributed one at a time right at the review for FREE but with a promise that the reviewer could not back out anymore and must continue the review until the final examination.
- A free consultation will also be provided by the review center should the participants ask for it.

- Review is every Friday 6:00 to 9:00 PM and Saturday, 9:00 AM until 6:00 PM with one hour break.
- All sessions will be recorded.
- At the start of the week, the participants will be surveyed to get their expectation of the service offered by the review center.
- One week before the end of the session, the participants will be surveyed to get their perception of the review center and its offered service.
- Reviewers shall be given a certificate and a token of appreciation for their participation and hard work

V. Desired Outcome / Impact

At the very end of the review sessions, the review center proponent and the staff desire to achieve a goal of at least 50% passing. If this goal is achieved, people in the community will most probably trust the reviewers in the review center and it will be expected that more reviewers in the next round of review will enroll.

VI. Organization and Staffing (Persons involved and responsibility)

Campus Administrator Dr. Lauro B. Pascua
Head, Curriculum and Instruction Dr. Noel B. Manarpis
Head, Campus Research and Extension Dr. Louziela P. Masana
Coordinator for Extension Ms. Alexa Joy Colocado
Teacher Education Department Chairperson Eng'r. Estelita A. Villa
TED R&D Coordinator Dr. Noel B. Manarpis

Reviewers:

- Dr. Noel B. Manarpils, LPT = Specialty: Linguistics, English, Education
- 2. Invite three more experts in the field of Education and English

Researchers:

- Mr. Daniel C. Abuton, LPT Specialty: English, Education
- Mr. Joshmond Ivan Supapo Specialty: English, Education

VII. Plan of Activities

- Advertisement via Social Media.
- 2. Display 3 tarpaulins in the most strategic areas of Gen. Trias City
- Date of Registration: April 12, 2021.
- 4. Schedule of Presentation of Review

GENERAL EDUCATION

DAY / TIME	COURSE FOR REVIEW	REVIEWER	TEST
May 29 8:00 AM = 11:00 AM	Language Leaming Materials Development	TBA	11:00 AM = 12:00 NN
May 29 1:00 PM 4:00 PM	Teaching and Assessment of Literature Studies	TBA	4:00 PM = 5:00 PM
June 4 5:00 PM = 8:00 PM	Language and Education Research	TBA	8:00 PM = 9:00 PM
June 5 8:00 AM = 11:00 AM	Literary Criticism	TBA	11:00 AM = 12:00 NN
June 5	English for Specific	TBA	4:00 PM - 5:00 PM

1:00 PM 4:00 PM	Purposes		
June 11 5:00 PM = 8:00 PM	Mathematics in the Modern World	TBA	8:00 PM = 9:00 PM
June 12 8:00 AM = 11:00 AM	Purposive Communication	TBA	11:00 AM = 12:00 NN
June 12 1:00 PM 4:00 PM	Kontekstwalisadong Komunikasyon sa Filipino	TBA	4:00 PM = 5:00 PM
June 18 5:00 PM = 8:00 PM	Science, Technology, and Society	TBA	8:00 PM = 9:00 PM
June 19 8:00 AM = 11:00 AM	Understanding the Self	TBA	11:00 AM = 12:00 NN
June 19 1:00 PM 4:00 PM	Pantikang Panlipunan	TBA	4:00 PM = 5:00 PM
June 25 5:00 PM = 8:00 PM	Mga Babasahin Hinggil sa Kasaysayan ng Pilipinas	TBA	8:00 PM = 9:00 PM
June 26 8:00 AM 11:00 PM	World Literature	TBA	11:00 AM = 12:00 NN
June 26 1:00 PM 4:00 PM	Dalumat ng/sa Filipino	TBA	4:00 PM = 5:00 PM
July 2 5:00 PM = 8:00 PM	Art Apprediation	TBA	8:00 PM = 9:00 PM
July 3 8:00 AM 11:00 PM	Ethics	TBA	11:00 AM = 12:00 NN
July 3 1:00 PM 4:00 PM	Contemporary World	TBA	4:00 PM = 5:00 PM
July 9 5:00 PM = 8:00 PM	Life and Works of Rizal	TBA	8:00 PM = 9:00 PM
July 10 8:00 AM 11:00 PM	Gender and Society	TBA	11:00 AM = 12:00 NN
July 10 1:00 PM 4:00 PM	Retorika / Masining na Pagpapa hayag	TBA	4:00 PM = 5:00 PM

PR OFESSIONAL EDUCATION

DAY / TIME	COURSE FOR REVIEW	REVIEWER	TEST
July 16 5:00 PM = 8:00 PM	Child and Adolescent Learner and Learning Principles	TBA	8:00 PM = 9:00 PM
July 17 8:00 AM 11:00 PM	The Teaching Profession	TBA	11:00 AM = 12:00 NN
July 17 1:00 PM 4:00 PM	The Teacher and the Community, School Culture, and Organizational Leadership	TBA	4:00 PM = 5:00 PM
July 23 5:00 PM = 8:00 PM	Foundation of Special and Indusive Education	TBA	8:00 PM = 9:00 PM
July 24 8:00 AM 11:00 PM	Facilitating Leamer- Centered Teaching	TBA	11:00 AM = 12:00 NN
July 24 1:00 PM 4:00 PM	Technology for Teaching and Learning 1	TBA	4:00 PM = 5:00 PM
July 30 5:00 PM = 8:00 PM	Technology for Teaching and Learning 2 (Technology in Secondary Language Education)	ТВА	8:00 PM = 9:00 PM

July 31 8:00 AM 11:00 PM	Assessment in Le aming 1	TBA	11:00 AM = 12:00 NN
July 31 1:00 PM 4:00 PM	Assessment in Le aming 2	TBA	4:00 PM = 5:00 PM
August 6 5:00 PM = 8:00 PM	The Teacher and the School Curriculum	TBA	8:00 PM = 9:00 PM
August 7 8:00 AM 11:00 PM	Building and Enhancing New Literacies a cross the Curriculum	TBA	11:00 AM = 12:00 NN
August 7 1:00 PM 4:00 PM	Competency Appraisal 1	TBA	4:00 PM = 5:00 PM
August 12 5:00 PM = 8:00 PM	Competency Appraisal 2	TBA	8:00 PM = 9:00 PM

MAJOR IN ENGLISH

DAY / TIME	COURSE FOR REVIEW	REVIEWER	TEST
August 13 8:00 AM 11:00 PM	Introduction to Linguistics	TBA	11:00 AM = 12:00 NN
August 13 1:00 PM 4:00 PM	Language, Culture, and Society	TBA	4:00 PM = 5:00 PM
August 20 5:00 PM = 8:00 PM	Structure of English	TBA	8:00 PM = 9:00 PM
August 21 8:00 AM 11:00 PM	Prindples and Theories of Language Acquisition and Learning	TBA	11:00 AM = 12:00 NN
August 21 1:00 PM 4:00 PM	Mythology and Folklore	TBA	4:00 PM = 5:00 PM
August 27 5:00 PM = 8:00 PM	Stylistics and Discourse Analysis	TBA	8:00 PM = 9:00 PM
August 28 8:00 AM 11:00 PM	Language Programs and Policies in Multilingual Society	TBA	11:00 AM = 12:00 NN
August 28 1:00 PM 4:00 PM	Teaching and Assessment of Grammar	TBA	4:00 PM = 5:00 PM
September 3 5:00 PM = 8:00 PM	Speech and Theater Arts	TBA	8:00 PM = 9:00 PM
September 4 8:00 AM 11:00 PM	Children and Adolescent Literature	TBA	11:00 AM = 12:00 NN
September 4 1:00 PM 4:00 PM	Technical Writing	TBA	4:00 PM = 5:00 PM
September 10 5:00 PM = 8:00 PM	Teaching and Assessment of Magroskills	TBA	8:00 PM = 9:00 PM
September 11 8:00 AM 11:00 PM	Survey of Philippine Literature	TBA	11:00 AM = 12:00 NN
September 11 1:00 PM 4:00 PM	Survey of Afro-Asian Literature	TBA	4:00 PM = 5:00 PM
September 17 5:00 PM = 8:00 PM	Survey of English and American Literature	TBA	8:00 PM = 9:00 PM
September 18 8:00 AM 11:00 PM	Contemporary, Popular, and Emergent Literature	TBA	11:00 AM = 12:00 NN
September 18 1:00 PM 4:00 PM	Campus Journalism	TBA	4:00 PM = 5:00 PM
September 19 5:00 – 8:00	PRE-BOARD EXAMINATION	TBA	5:00 PM = 8:00 PM

VIII. Budgetary Requirement

10 reams Bond Paper	2,500.00
2 Black InkS	900.00
6 CMY	2,100.00
Office Supplies	1,000.00
Token for Reviewers	5,000.00
Total	11,500.00

Prepared by:

NOEL B. MANARPIIS, PhD., LPT

BSE Program Coordinator

Recommending Approval:

MCTORIANO P. BARLISO JR., PhD Cand., LPT Chairperson, Teacher Education Department

Approved:

LAURO B. PASCUA, EdD., LPT Campus Administrator

Memo from the campus administrator encouraging BSE students to attend review sessions



Republic of the Philippines

CAVITE STATE UNIVERSITY GENERAL TRIAS CITY CAMPUS



OFFICE OF THE CAMPUS ADMINISTRATOR

OFFICE MEMORANDUM No. 25, s. 2021

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TO : CHAIPERSON AND FACULTY MEMBERS OF THE TEACHER

EDUCATION DEPARTMENT

FROM : LAURO B. PASCUA, EdD.

Campus Administrator

SUBJECT : LET REVIEW SESSION

DATE : MAY 10, 2021

 The chairperson of the Teacher Education Department is the person-in-charge in facilitating the LET review sessions for the BSE students starting on May 29, 2021 until September 18, 2021 every Saturday from 9 am to 12 noon via google meet.
 The chairperson should supervise other faculty members who will be part of the review sessions.

- 3. All BSE students are encouraged to attend the LET review.
- 4. Google meet link will be sent through the chairperson.
- For your guidance. Thank you.

F.7. Conduct of a tracer study on the employability of graduates

Tracer Study Tracer Study of Graduate Students

RESEARCH PROPOSAL

Part I. Basic Information

A. Study Title: Where are You Now? Tracer Study of Graduate Students of

Cavite State University-General Trias City, Campus

B. Researchers:

Study Leader: Mr. Victoriano P. Barliso Jr.

OSAS Coordinator/Instructor

Cavite State University-General Trias City Campus

E-mail: victorianobarliso@gmail.com

Mobile: 09052781033

Co-study leader: Ms. Louziela P. Masana

Department Chairperson/Instructor

Cavite State University - General Trias City Campus

E-mail: 09175768776

Mobile: masaralouziela@yahoo.com

C. Duration of the Study: November 2017 to November 2018

D. Site of Implementation: General Trias City, Cavite

E, Budget (MOE): Php 50, 000.00

Part II. Technical Information

A. Rationale

Tracer studies are one of the tools that educational institutions use to gauge the applicability of the courses they offer to their work environments. It usually aims to know and collect information of graduate students in their current employment experience. Moreover, the transition time of every graduates from the time they graduated

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to the time they landed to a job requires adjustment and flexibility. Likewise, relevance of the first job to the degree of graduates are also considered by the society. Thus, if a graduate landed to a mismatch on his/her degree, people question the program that he/she finished.

Cavite State University-General Trias City Campus (CvSU-GTC) has limited knowledge of the whereabouts of its graduates, how its graduates fare in the job market, the relevance of its programs to the market and the perceptions of their graduates of the program. It seems that limited or no feedback has been sought ever since the inception of the institution in 2014. The current tracer study partly assisted in yielding such information. It will trace records of alumni who graduated from the campus between 2014 and 2016. The main purpose of the study was to find out where the campus graduates are and what they are doing and establish if the skills they acquired during their education placed them in jobs relevant to their profession. A quantitative survey with a triangulation of data collection methods will be employed. Data will be collected through the use of questionnaires, interviews and document analysis.

B. Objectives

This research focuses on obtaining feedback from CvSU-GTC graduates, and information on the effectiveness of the program in meeting industry needs and the expectations of the instructors and administrator.

Specifically it aims to:

- Identify the employment status of CvSU-GTC graduates;
- Identify whether the graduates employed in areas that are relevant to their education and training;

- 3. Determine what sectors of the economy are CvSU-GTC graduates employed;
- Determine whether the skills and knowledge they acquired from their CvSU-GTC education relevant to their jobs;
- 5. Ascertain the market extent of CvSU-GTC graduates; and
- Determine the expectations of the instructors and administrators after the students graduate.

C. Review of Literature

Tracer studies assist in obtaining feedback from alumni and may lead to program name changes as per the demands of the job market, the improvement of the curriculum, methods of teaching and administrative procedures. The following studies are illustrative:

- Nkomo (2012) carried out a survey using qualitative and quantitative methods in order to understand employment patterns of Journalism and Media Studies (JMS) alumni who graduated from NUST between 2005 and 2010, and explored the relationship between the patterns and the JMS curriculum, graduate motivations and the wider socio-political and economic environment in Zimbabwe. The study revealed that 96.9 percent of the respondents were employed in the field relevant to their studies, and the major employers were the media houses.
- Using a quantitative methodology Ocholla and Shongwe (2011) conducted a
 survey of LIS graduates to establish if the graduates were employed, determine
 the relevance of the skills, knowledge and attitudes they acquired from their
 education to their jobs and note which skills and knowledge were in demand in
 the industry. The results indicated that most LIS graduates were employed in the

public sector and that the knowledge and skills that the graduates attained were relevant to their jobs and the majority of them were satisfied with the training they attained.

- Using a quantitative methodology Nengomasha and Chiware (2009) sought to get feedback from the former students on their employment status, a perspective of their education at the university, what they felt should be done to improve courses and how prepared they were for the job market. The result revealed that most of the graduates were employed and they were happy with the curricula except for the limited practical experience, inadequate resources in terms of lecturers, computers and limited library resources. The library science graduates saw the broadness of the program as a weakness which denied them the opportunity for specialization.
- Based on data gathered through questionnaires distributed to the alumni, employer interviews and document analysis of the curriculum and other relevant documentation, Mammo (2007) carried out a study in Ethiopia on the status of LIS education and perceptions of graduates on the LIS program. Research findings revealed that graduates were dissatisfied with their LIS program as they believed that their qualifications were inadequate to perform their jobs.
- Stilwell (2004) conducted a quantitative survey to gauge the graduates' perceptions of the postgraduate in Information and Library Science program at the University of Natal. The majority of the alumni noted that the program prepared them well for industry. Issues relating to the balancing of the traditional courses in information and library science with information technology were

identified.

- In Uganda, Lutwana and Kigongo-Bukenya (2004) conducted an in-depth qualitative study to establish where graduates worked, what they did, and whether their education met employers' expectations, and identified areas of curriculum revision. Most graduates were employed in academic institutions, government departments, banks and non-governmental organization's libraries, where they performed various professional activities. The study also indicated that employers complained about the lack of practical skills among the graduates and criticized specialization through electives as being inadequate to impart the essential skills.
- Zainab et al. (2004) carried out a tracer study to find out the relevance of the
 content of the Master of Library and Information Science (MLIS) program as
 well as the degree of satisfaction graduates feel about the program. The
 outcomes of this exploratory study identified the job status of MLIS graduates
 and no involuntary unemployment was observed.
- Aina and Moahi (1999) carried out a study to determine the characteristics of graduates from the Department of Library and Information Studies at the University of Botswana, the relevance of their training to their tasks, and their perceptions of the curriculum. The study findings revealed that the graduates were employed in traditional library settings and that the training they received was relevant to the tasks that they performed, though they recommended that more focus be made on strengthening of the information technology component of the curriculum than was currently the case when they graduated.

D. Scientific Basis/Theoretical Framework

Research must be guided by some theoretical perspective because a theoretical framework "provides a framework within which to attempt to answer Why questions. Without a theoretical orientation, the researcher can speculate at best or offer no explanation at all" (Lester 2005:461). A theoretical framework may be used to test, apply or merely locate a proposed study within established theory. Existing theories in records and archives management do not address human capital issues directly, but human resources are part of the records management equation. Hence, the study considered employing the human capital theory from management sciences. Although the higher education policy framework was used by Kaijage (1997) in a tracer study in Tanzania, it was not used in this study because as advised by Quiggin (1999) it does not measure the outputs of an educational program; rather it seeks to present the direction that a higher education program may follow. As a result, the human capital theory was preferred as an appropriate basis for the study although it has been criticized in countries such as New Zealand and Australia (Quiggin 1999). The theory posits that the function of education is to teach students and provide them with information and skills that will be valuable and applicable in the labor market (Quiggin 272 Information Development 31(3) 1999:131). That is reminiscent of John Dewey's (1859-1952) purpose of education. This theory is relevant to this study because it locates the study within the discourse of what CvSU-GTC programs should strive to achieve for their students. There would be a return on investment if the program provides graduates with necessary skills and knowledge to get appropriate employment in a field relevant to their studies. Feedback from tracer

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studies may demonstrate if there was a return on investment, as institutions of higher education cannot afford the luxury of training for unemployment. As stated by Partesan and Bumbuc (2010), the purpose of tertiary education should be to improve students' chances to enter the labor market. There is need for the curriculum to be responsive to the needs of society and to the utilitarian ideal rather than assume an "ivory tower image" (Donoghue 2008). CvSU-GTC programs should be partly influenced and determined by the needs of industry, "the driving force in the higher education system is the ever-growing demand for a highly skilled and academically trained labor force to cope with the challenges of emerging knowledge societies and the global competition of national economies" (Hahn 2005). Tracer studies may aid in the quest to produce graduates that are qualified and employable.

E. Methodology

a. Research Design

Methodological triangulation will be achieved through collecting data using both quantitative and qualitative approaches.

The quantitative approach, informed by a cross sectional survey design will be employed for this study because of its ability to gather data from a relatively geographically dispersed number of cases at a particular time. Ocholla and Shongwe (2011) pointed out that the survey research design, with a questionnaire as the main instrument for data collection, was appropriate for a follow-up study because of its ability to reach out to the vast and scattered alumni.

Document analysis, and content analysis of newspaper in the country and with the highest number of classifieds, between 2004-2016 will be performed also to gather data.

b. Locale of the Study

The research will be conducted the study from every residences of each participants.

The research will be conducted from November 2017 to November 2018.

e. Participants of the Study

The alumni who graduated from CvSU-GTC between 2014 and 2016, the campus dean and instructors will constitute the population of this study.

d. Data Collection Procedure

The first stage of the research will be to analyze and observe some issues or problems about the graduates. After analysis, the researchers searched for some related literatures. Then, the researchers shall request for the list of all the graduates from 2014 to 2016 to the campus registrar. To ensure that the research will be carried out in accordance with ethical standards of research, the researchers will seek for and receive permission to conduct the research, ensure that participation is voluntary, treat responses with confidentiality, and treat results with transparency.

Data will be collected through a self - administered pretested questionnaire to alumni using their last known contact details, interviews will be conducted with six instructors and the campus dean, document analysis, and content analysis of newspaper with the highest number of classifieds, between 2014–2016.

e. Research Instrument

The questionnaire that will be employed in this study is adapted from Ocholla and Shongwe (2011). However, it was amended to suit the research objectives of the current study. Since poor response rates are one of the major shortfalls of a self-administered questionnaire survey (Flick 2011), the interview method, document and content analyses will be used to enrich the questionnaire data.

f. Mode of Analysis

Data collected will be analyzed using the Statistical Package for Social Sciences (SPSS) software and content analysis.

F. Expected Outputs

Baseline data about the feedback from CvSU-GTC graduates, and information on the effectiveness of the program in meeting industry needs and the expectations of the instructors and administrator.

G. Target Beneficiaries

Major beneficiaries of this research are the students of Cavite State

University-General Trias City campus. This will also benefit future researchers who wish
to conduct the same study.

H. Literature Cited

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 - Zainab AN, Edzan NN, Suzan S and Rahman A (2004) Tracing graduates to ascertain curriculum relevance. Malaysian Journal of Library and Information Science 9 (1): 27–37. Zimbabwe Open University (2013) Faculty of Applied Social Science. http://www.zou.ac.zw.

I. Line-Item Budget

Item	Quantity	Unit Cost	Amount
Supplies and			
materials			
Short bond	10 reams	130	1,300
papers			
Ink of printer	20 cartridge	210	4,200
	(black and		
	colored)		
Services			
Stat & Document		5,000	5,000
Analysis			
Instrument		2,000	6,000
Evaluator (3)			
Encoder			5,000
Photocopying			5,000
Travel			20,000
Communication			7,000
	TOTAL		50, 000

F.8. Feedback from employers regarding performance of graduates

Employers' Feedback on Graduates' Teaching Performance

The CvSU-Gentri Campus with the cooperation of LGU support the performance of Ms Leah N. Pejida as Top 9 achiever in the 2022 LET.



Stakeholders and supportive people in the community show support and give appreciation to the performance of Ms. Leah N. Pejida during the 2022 LET.



Great feedback is given to the performance of Ms. Leah N. Pejida during the 2022 LET.





Carl Balita Las Piñas

Mar 13

CBRC is proud of all the eagles who keeps on holding on to their dreams and faith!

... See more