Tab 1

PARTIDO STATE UNIVERSITY
CAMARINES SUR

PARAMETER A. SETTING AND ACHIEVING PROGRAM STANDARD

S.1 Academic programs have clearly defined objectives and learning outcomes.

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S.1 Academic programs have clearly defined objectives and learning outcomes.

List of Curricular Programs

Below is a comprehensive list of our current curricular programs, each designed with specific program learning outcomes. This structured listing ensures transparency and accountability in our educational offerings.

Table 1. Curricular Programs and Program Learning Outcomes

Programs	Program Learning Outcomes
COLLEGE OF EDUCATION	
Doctor of Philosophy	A. Advance knowledge and skill in a specialized, interdisciplinary, or multidisciplinary field of study for professional practice; B. Self-directed research C. Lifelong learning with a highly substantial degree of independence that involves individual work or teams of interdisciplinary or multidisciplinary experts; and D. Application of the above-mentioned skills in research, professional, or creative work.
Master of Arts in Education	A. Advance knowledge and skill in a specialized, interdisciplinary, or multidisciplinary field of study for professional practice; B. Self-directed research C. Lifelong learning with a highly substantial degree of independence that involves individual work or teams of interdisciplinary or multidisciplinary experts; and D. Application of the above-mentioned skills in research, professional, or creative work.
Bachelor of Elementary Education (BEEd)	1. Demonstrate in-depth understanding of the diversity of learners in various learning areas. 2. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas. 3. Utilize appropriate assessment and evaluation tools to measure learning outcomes. 4. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching. 5. Demonstrate positive attributes of a model teacher, both as an individual and as a professional. 6. Manifest a desire to continuously pursue personal and professional development.
Bachelor of Secondary Education (BSEd)	a.1. Articulate and discuss the latest developments in specific field of practice a. 2. Effectively communicate orally and in writing using both English and Filipino a. 3. Work effectively and collaboratively with a substantial degree of independence in multi-disciplinary and multi-cultural teams. a. 4. Act in recognition of professional, social, and ethical responsibility.

	a.5. Preserve and promote “Filipino historical and cultural heritage”. b. 1. Articulate the rootedness of Education in philosophical, socio-cultural, historical, psychological and political processes. b. 2. Demonstrate mastery of subject matter/discipline. b. 3. Facilitate learning using a wide range of teaching methodologies in various types of environment. b. 4. Develop alternative teaching approaches for diverse learners. b. 5. Apply skills in curriculum development, lesson planning, materials development, instructional delivery and educational assessment. b. 6. Demonstrate basic and higher levels of thinking skills in planning, assessing and reporting. b. 7. Practice professional and ethical teaching standards to respond to the demands of the community. b. 8. Pursue lifelong learning for personal and professional growth. c. 1 Graduates of the university contribute to the generation of new knowledge by participating in various research and development projects.
COLLEGE OF BUSINESS AND MANAGEMENT	
Bachelor of Science in Accountancy (BSA)	1. Resolve business issues and problems, with a global and strategic perspective using knowledge and technical proficiency in the areas of financial accounting and reporting, cost accounting and management, accounting and control, taxation, and accounting information systems. 2. Conduct accountancy research through independent studies of relevant literature and appropriate use of accounting theory and methodologies. 3. Employ technology as a business tool in capturing financial and non-financial information, generating reports, and making decisions. 4. Apply knowledge and skills to successfully respond to various types of assessments and (including professional licensure and certifications). 5. Confidently maintain a commitment to good corporate citizenship, social responsibility, and ethical practice in performing functions as an accountant.
Bachelor of Science in Entrepreneurship (BSEntrep)	1. Conduct a self-assessment to determine the level of entrepreneurial competencies. 2. Analyze/scan the environment to determine business opportunities and develop their profitability profiles from which entrepreneurial ventures can be selected. 3. Prepare a business plan. 4. Mobilize the necessary human, financial, logistical, and technical resources to implement the business plan. 5. Prepare and comply with requirements for business operation. 6. Operate and manage the enterprise observing good governance and social responsibility. 7. Apply entrepreneurial management in any organization other than one's own enterprise.
Bachelor of Science in Economics (BSEcon)	1. Demonstrate knowledge of economic theory and the standard methods used in economic research. 2. Demonstrate the ability to diagnose economic problems using appropriate theories and methodologies. 3. Effectively communicate economic arguments and research results. 4. Appreciate and practice good citizenship. 5. Demonstrate a deep commitment to maintaining high ethical standards especially in constituting, analyzing, and interpreting economic data and

	results.
Bachelor of Science in Business Administration on major in Financial Management (BSBA-FM)	1. Analyze the business environment for strategic direction. 2. Prepare operational plans. 3. Innovate business ideas based on the emerging industry. 4. Manage a strategic business unit for economic sustainability. 5. Conduct business research.
Bachelor of Science in Office Administration (BSOA)	1. Provide general administration and clerical support to high-level executives. 2. Coordinate office management activities. 3. Manage office communications and information. 4. Maintain and manage files and office supplies effectively. 5. Exhibit acceptable human relations skills in a diverse environment.
COLLEGE OF ENGINEERING AND COMPUTATIONAL SCIENCES	
Bachelor of Science in Civil Engineering (BSCE)	By the time of graduation, students of the BSCE program must have the ability to: 1. Apply knowledge of mathematics and science to solve complex civil engineering problems 2. Design and conduct experiments, as well as to analyze and interpret data 3. Design a system, component, or process to meet desired needs within realistic constraints, in accordance with standards. 4. Function in multidisciplinary and multi-cultural teams 5. Identify, formulate, and solve complex civil engineering problems 6. Understand professional and ethical responsibility 7. Communicate effectively civil engineering activities with the engineering community and with society at large 8. Understand the impact of civil engineering solutions in a global, economic, environmental, and societal context 9. Recognize the need for, and engage in life-long learning 10. Know contemporary issues 11. Use techniques, skills, and modern engineering tools necessary for civil engineering practice 12. Know and understand engineering and management principles as a member and leader of a team, and to manage projects in a multidisciplinary environment 13. Understand at least one specialized field of civil engineering practice
Bachelor of Science in Sanitary Engineering (BSSE)	By the time of graduation, students of the BSSE program must have the ability to: 1. Apply knowledge of mathematics and science to solve complex sanitary engineering problems 2. Design and conduct experiments, as well as to analyze and interpret data 3. Design a system, component, or process to meet desired needs within realistic constraints, in accordance with standards 4. Function in multidisciplinary and multi-cultural teams 5. Identify, formulate, and solve complex sanitary engineering problems 6. Understand professional and ethical responsibility 7. Communicate effectively complex sanitary engineering activities with the engineering community and with society at large 8. Understand the impact of sanitary engineering solutions in a global,

	economic, environmental, and societal context 9. Recognize the need for, and engage in life-long learning 10. Know contemporary issues 11. Use techniques, skills, and modern engineering tools necessary for sanitary engineering practice 12. Know and understand engineering and management principles as a member and leader of a team, and to manage projects in a multidisciplinary environment 13. Understand at least one specialized field of Sanitary Engineering practice
Bachelor of Science in Computer Science (BSCS)	1. Analyze complex problems, and identify and define the computing requirements needed to design an appropriate solution. 2. Apply computing and other knowledge domains to address real-world problems. 3. Design and develop computing solutions using a system-level perspective. 4. Utilize modern computing tools.
Bachelor of Science in Information Technology (BSIT)	1. Analyze complex problems, and identify and define the computing requirements needed to design an appropriate solution. 2. Apply computing and other knowledge domains to address real-world problems. 3. Design and develop computing solutions using a system-level perspective. 4. Utilize modern computing tools.
Bachelor of Science in Mathematics (BSMath)	Graduates specifically gain the ability to: 1. Master the core areas of mathematics: algebra, analysis, and geometry. 2. Demonstrate skills in pattern recognition, generalization, abstraction, critical analysis, synthesis, problem-solving, and rigorous argument. 3. Develop an enhanced perception of the vitality and importance of mathematics in the modern world, including its inter-relationship within mathematics and its connections to other disciplines. 3. Appreciate the concept and role of proof and reasoning, and demonstrate knowledge in reading and writing mathematical proofs. 4. Make and evaluate mathematical conjectures and arguments and validate their own mathematical thinking. 5. Communicate mathematical ideas orally and in writing using clear and precise language.
Bachelor of Engineering Technology in Mechanical Engineering Technology Major in Automotive Technology (BEET-MET-AT)	a. Apply knowledge of mathematics, science, engineering technology fundamentals and an engineering technology specialization to be defined and applied engineering technology procedures, processors, systems or methodologies. b. Identify, formulate, research, literature and analyze broadly-defined engineering technology problem reaching substantiated conclusions using analytical tools appropriate to their discipline or area of specialization. c. Design solution for broadly –defined engineering technology problems and contribute to the design of system, components or processes to meet specific needs with appropriate consideration for public health and safety, cultural, societal and environmental consideration. d. Conduct investigation of broadly -defined problem; locate, search and select relevant data from codes, data bases and literature design and conduct experiments to provide valid conclusions. e. Select and apply appropriate techniques, resources and modern engineering

	and IT tools, including prediction and modelling, to broadly –defined engineering technology activities, with an understanding of the limitations. f. Function effectively as an individual and as a member or leader in diverse technical term. g. Communicate effectively on broadly defined engineering technology activities with the engineering technology community and with social at large, by being able to comprehend and write effective reports and design documentation, make effective presentation and give and receive clear instruction. h. Demonstrate understanding of the societal health, safety, legal and cultural issues and the consequent responsibilities relevant to engineering technology practice. i. Understand and commit to professional ethics and responsibilities and norms of engineering technology practice. j. Understand the impact of engineering technology solutions in societal and environment context and demonstrate knowledge of and need for sustainable development. k. Demonstrate an awareness and understanding of management and business practices such as risk and change management and understand their limitations. l. Recognize the need for, and have the ability to engage in independent and life-long learning. m. Exhibit concrete actions for the sustainable use of the natural resources and protection of the environment.
Bachelor of Engineering Technology in Mechanical Engineering Technology Major in Refrigeration and Air-Conditioning Technology (BEET-MET-RAC)	a. Apply knowledge of mathematics, science, engineering technology fundamentals and an engineering technology specialization to be defined and applied engineering technology procedures, processors, systems or methodologies. b. Identify, formulate, research, literature and analyze broadly-defined engineering technology problem reaching substantiated conclusions using analytical tools appropriate to their discipline or area of specialization. c. Design solution for broadly –defined engineering technology problems and contribute to the design of system, components or processes to meet specific needs with appropriate consideration for public health and safety, cultural, societal and environmental consideration. d. Conduct investigation of broadly -defined problem; locate, search and select relevant data from codes, data bases and literature design and conduct experiments to provide valid conclusions. e. Select and apply appropriate techniques, resources and modern engineering and IT tools, including prediction and modelling, to broadly –defined engineering technology activities, with an understanding of the limitations. f. Function effectively as an individual and as a member or leader in diverse

	technical term. g. Communicate effectively on broadly defined engineering technology activities with the engineering technology community and with social at large, by being able to comprehend and write effective reports and design documentation, make effective presentation and give and receive clear instruction. h. Demonstrate understanding of the societal health, safety, legal and cultural issues and the consequent responsibilities relevant to engineering technology practice. i. Understand and commit to professional ethics and responsibilities and norms of engineering technology practice. j. Understand the impact of engineering technology solutions in societal and environment context and demonstrate knowledge of and need for sustainable development. k. Demonstrate an awareness and understanding of management and business practices such as risk and change management and understand their limitations. l. Recognize the need for, and have the ability to engage in independent and life-long learning. m. Exhibit concrete actions for the sustainable use of the natural resources and protection of the environment.
Bachelor of Engineering Technology in Electrical Engineering Technology (BET-EET)	a. Apply knowledge of mathematics, science, engineering technology fundamentals and an engineering technology specialization to be defined and applied engineering technology procedures, processors, systems or methodologies. b. Identify, formulate, research, literature and analyze broadly-defined engineering technology problem reaching substantiated conclusions using analytical tools appropriate to their discipline or area of specialization. c. Design solution for broadly –defined engineering technology problems and contribute to the design of system, components or processes to meet specific needs with appropriate consideration for public health and safety, cultural, societal and environmental consideration. d. Conduct investigation of broadly -defined problem; locate, search and select relevant data from codes, data bases and literature design and conduct experiments to provide valid conclusions. e. Select and apply appropriate techniques, resources and modern engineering and IT tools, including prediction and modelling, to broadly –defined engineering technology activities, with an understanding of the limitations. f. Function effectively as an individual and as a member or leader in diverse technical term. g. Communicate effectively on broadly defined engineering technology activities with the engineering technology community and with social at large,

	by being able to comprehend and write effective reports and design documentation, make effective presentation and give and receive clear instruction. h. Demonstrate understanding of the societal health, safety, legal and cultural issues and the consequent responsibilities relevant to engineering technology practice. i. Understand and commit to professional ethics and responsibilities and norms of engineering technology practice. j. Understand the impact of engineering technology solutions in societal and environment context and demonstrate knowledge of and need for sustainable development. k. Demonstrate an awareness and understanding of management and business practices such as risk and change management and understand their limitations. l. Recognize the need for, and have the ability to engage in independent and life-long learning. m. Exhibit concrete actions for the sustainable use of the natural resources and protection of the environment.
COLLEGE OF ARTS AND HUMANITIES	
Master in Public Affairs (MPA)	A. Advance knowledge and skill in a specialized, interdisciplinary, or multidisciplinary field of study for professional practice; B. Self-directed research C. Lifelong learning with a highly substantial degree of independence that involves individual work or teams of interdisciplinary or multidisciplinary experts; and D. Application of the above-mentioned skills in research, professional, or creative work.
Bachelor of Arts in Communication (BAComm)	Common to all programs in all types of schools a.1. The ability to engage in lifelong learning and understanding of the need to keep abreast of the developments in the specific field of practice. (Philippine Qualifications Framework or PQF level 6 descriptor) a.2. The ability to effectively communicate orally and in writing using both English and Filipino a.3. The ability to work effectively and independently in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor) a.4. A recognition of professional, social, and ethical responsibility a.5. An appreciation of “Filipino historical and cultural heritage” (based on RA 7722)

	Common to Social Sciences and Communication Graduates of the Social Sciences and Communication programs are able to: a.6. Understand and apply social science concepts and theories to the analysis of social issues; a.7. Design and execute social research using appropriate approaches and methods: and a.8. Practice professional and ethical standards in the fields of social sciences and communication Specific to the Bachelor of Arts in Communication program Graduates of the Social Sciences and Communication program are able to: a.9. Define and access information needs; assess and organize information and knowledge; produce, share and utilize information and knowledge a.10.Communicate in different formats and platforms (print, broadcast, and online) a.11.Prepare communication/media plan; a.12.Conduct communication and media research and evaluation; a.13.Develop and produce communication materials in different formats and platforms; a.14.Demonstrate communication management and leadership skills; a.15.Develop entrepreneurial capabilities; a.16.Know and practice rights and responsibilities and accountabilities in the communication profession; a.17.Demonstrate a development orientation in communication work; and a.18.Apply communication theories/models, principles, practices, and tools in development work.
COLLEGE OF SCIENCE	
Bachelor of Science in Geology (BSGeo)	**1. Common to all baccalaureate programs in all types of institutions:** a. Engage in lifelong learning and understanding of the need to keep abreast of the developments in the specific field of practice. b. Communicates effectively thru oral and in writing using both English and Pilipino. c. Perform effectively and independently in multidisciplinary and multi-cultural teams. d. Recognize professional, social, and ethical responsibilities. e. Appreciate the “Filipino historical and cultural heritage” (based on RA 7722). **2. Common to the discipline:** f. Demonstrate broad and coherent knowledge and understanding in the core areas of earth science. g. Apply analytical, critical, and problem-solving skills using the scientific method. h. Gather and interpret relevant scientific data and make judgements that include reflection on relevant scientific and ethical issues.

	i. Carry out basic mathematical and statistical computations and use of appropriate technologies in (1) data assembly; (2) the analysis of data; and (3) in pattern recognition, generalization, abstraction, critical analysis, and problem solving. j. Communicate information, ideas, problems and solutions both, orally and in writing, to other scientists, decision makers and the public utilizing various fora and media. k. Connect science and mathematics to other disciplines. l. Design and perform techniques and procedures following safe and responsible laboratory or field practices. m. Accept and critically evaluate input from others. n. Appreciate the limitations and implications of science in everyday life. o. Commitment to the integrity of data. **3. Specific to BS Geology:** p. Observe and record important geological features as well as the small, subtle, and seemingly unimportant details. q. Analyze and interpret observations and provide solutions to applied geologic problems. r. Incorporate geologic principles in the evaluation, analysis, and interpretation of data. s. Visualize and draw geologic structures/features in multi-dimensions. t. Write and communicate geological ideas to other scientists and the public. u. Participate in geology research projects. v. Adhere to the Code of Ethics of Geologists
Bachelor of Science in Biology (BSBio)	**1. Common to all baccalaureate programs in all types of institution** a. Articulate the latest developments in their specific field of practice. b. Effectively communicate orally and in writing using both English and Filipino language. c. Work effectively and independently in multi- disciplinary and multi-cultural teams. d. Demonstrate professional, social, and ethical responsibility, especially in practicing intellectual property rights and sustainable development. e. Preserve and promote "*Filipino historical and cultural heritage"* based on RA No. 7722. **2. Common to the Science and Mathematics Discipline** f. Demonstrate broad and coherent knowledge and understanding in the core areas of physical and natural sciences. g. Apply critical and problem solving skills using the scientific method.

	h. Interpret relevant scientific data and make judgments that include reflection on relevant scientific and ethical issues. i. Carry out basic mathematical and statistical computations and use appropriate technologies in (a) the analysis of data; (b) in pattern recognition, generalization, abstraction, critical analysis and problem solving. j. Communicate information, ideas, problems and solutions, both, orally and in writing, to other scientists, decision makers and the public. k. Relate science and mathematics to the other disciplines. l. Design and perform safe and responsible techniques and procedures in laboratory or field practices. m. Critically evaluate input from others. n. Appreciate the limitations and implications of science in everyday life. **3. Specific to Bachelor of Science in Biology** p. Develop an in-depth understanding of the basic principles governing the science of life o. Commit to the integrity of data. ; q. Utilize techniques/procedures relevant to biological research work in laboratory or field setting; r. Apply basic mathematical and statistical computations and use of appropriate technologies in the analysis of the biological data; s. Extend knowledge and critically assess current views and theories in various areas of biological science.

S.1.1 The objectives and learning outcomes of a program are aligned with the institution's Vision, Mission and Goals.

Partido State University (PSU) offers a comprehensive range of undergraduate and graduate programs across its five colleges: Education, Business and Management, Science, Arts and Humanities, and Engineering and Computational Sciences. Each program is guided by its **Board of Regents–approved objectives** and is aligned with the **Vision and Mission of the University**, its **Strategic Thrusts (2023–2027)**, and the development needs of the **local, national, and global context**.

The program objectives emphasize the University's commitment to producing graduates who are **competent, ethical, innovative, and globally competitive**, while remaining responsive to the socio-economic and cultural needs of the Bicol Region. They are further aligned with national policies and frameworks such as the **Philippine Qualifications Framework (PQF)**, the **Philippine Development Plan (PDP)**, and relevant **CHED Memorandum Orders (CMOs)**. On the global level, the objectives reflect PSU's contribution to the **United Nations Sustainable Development Goals (UN SDGs)**, particularly in the areas of education, decent work, innovation, sustainable communities, environmental protection, and institutional strengthening.

This section presents the program objectives of each curricular program, accompanied by **accreditation alignment notes** that explicitly demonstrate their consistency with PSU's Vision and Mission, strategic thrusts, and external development frameworks.

College of Education

Doctor of Philosophy in Education (English & Math)

Program Objectives

1. Provide continuing education to teachers and administrators to enhance academic and research knowledge.
2. Develop ability to make informed judgments on complex educational issues.
3. Enhance skills in policy formulation, administration, supervision, and execution of programs.

Aligned with PSU Vision on advancing education and Strategic Thrusts on student excellence and knowledge creation. Supports PDP human capital development and SDG 4.

Master of Arts in Education (English, Math, Science, Instructional Management)

Program Objectives

1. Provide advanced instruction and training to educational leaders.
2. Update and upgrade teachers' content knowledge.
3. Produce competent and committed teachers.
4. Develop teachers' capability for contextualized knowledge and research.
5. Establish linkages with HEIs, LGUs, agencies.
6. Be an active partner in research and extension.

Aligned with PSU Mission to produce globally competent graduates. Supports Strategic Thrusts on student excellence, internationalization, and regional development. Contributes to PDP teacher upskilling and SDG 4, 17.

Bachelor of Elementary Education

Program Objectives

1. Produce elementary education teachers equipped with teaching, research and extension competencies essential for the development of morally, socially, culturally, and environmentally-responsible problem solvers and proactive learners.

Consistent with PSU Vision on resilient communities. Supports Strategic Thrusts on student excellence and regional development. Contributes to PDP goals on basic education and SDG 4, 10.

Bachelor of Secondary Education (English, Math, Filipino, Science, Social Studies, Values)

Program Objectives

1. Produce effective secondary school teachers of Languages, Sciences, Mathematics and Social Sciences equipped with teaching, research and extension competencies essential for the development of morally, socially, culturally and environmentally-responsible problem solvers and proactive learners.

Aligned with PSU Mission of informed, civic-minded graduates. Supports Strategic Thrust on student excellence. Addresses DepEd demand for secondary teachers. Contributes to SDG 4.

College of Business and Management

Master in Business Administration

Program Objectives

1. Equip leaders with advanced managerial tools.
2. Create opportunities for exchange of research-based ideas and best practices.
3. Engage in discourses on national and global business issues.
4. Demonstrate ethics, integrity, patriotism, civic responsibility.
5. Develop capacity for research-based innovation.
6. Inculcate global perspectives with community commitment.

Supports PSU Strategic Thrusts on innovation, knowledge creation, and internationalization. Aligns with PDP competitiveness and SDG 8, 9.

Bachelor of Science in Accountancy

Program Objectives

1. Ensure graduates meet CPA licensure exam standards.
2. Instill strong ethical foundation.
3. Foster lifelong learning and adaptability.
4. Develop leadership and teamwork skills.
5. Promote critical thinking and research.
6. Foster cultural awareness and international accounting standards.
7. Integrate IT for efficient accounting systems.

Aligned with PSU thrusts on excellence and knowledge creation. Supports CHED professional standards, PDP workforce development. Contributes to SDG 16, 8.

Bachelor of Science in Economics

Program Objectives

1. Equip students with economic theory application knowledge.
2. Provide skills for economic analysis and inclusive development research.
3. Conduct trainings, seminars, extension activities for communities.
4. Develop civic responsibility and environmental stewardship.
5. Instill moral values, cultural appreciation, leadership for sustainable development.

Aligned with PSU thrusts on regional development and sustainability. Contributes to PDP inclusive growth and SDG 1, 8.

BSBA – Financial Management

Program Objectives

1. Produce graduates competent in financial systems.
2. Enhance critical and analytical thinking via corporate engagement.
3. Conduct business research and community work for rural innovation.
4. Prepare students to use financial technologies and analytics tools.
5. Inculcate justice, honesty, integrity, adaptability for global competitiveness.

Supports PSU agenda on innovation and technopreneurship. Aligns with PDP digital transformation. Contributes to SDG 8, 9.

Bachelor of Science in Entrepreneurship

Program Objectives

1. Foster self-awareness and purposeful impact.
2. Encourage critical thinking, creativity, leadership, collaboration.
3. Develop business models leveraging local resources and digital tech.
4. Promote ethical, sustainable ventures that support inclusiveness and community service.

Aligned with PSU thrusts on entrepreneurship incubation and regional development. Supports PDP MSME agenda and SDG 8, 11.

Bachelor of Science in Office Administration

Program Objectives

1. Equip students with administrative knowledge and skills.
2. Train in office systems, technologies, and communication.
3. Provide training and extension activities to address social, environmental, economic needs.
4. Instill values of integrity, dependability, and work ethics.
5. Expose students to corporate settings to enhance leadership and adaptability.

6. Prepare graduates for careers in administrative support, supervisory, and managerial roles.

Supports PSU Mission for global competitiveness. Aligns with thrusts on student excellence and workforce readiness. Contributes to SDG 8.

College of Science

Bachelor of Science in Geology

Program Objectives

1. Provide theoretical background and field training in Geological Sciences.
2. Develop intellectual maturity and social responsibility as geoscientists.
3. Prepare students with theoretical and practical knowledge for careers in academe, research, industry.
4. Provide opportunities for societal engagement via fieldwork, organizations, and applied research.

Aligned with PSU Vision on advancing geology and resilient communities. Supports Strategic Thrusts on knowledge creation and regional/global development. Contributes to PDP climate resilience, SDG 13, 11.

Bachelor of Science in Biology

Program Objectives

1. Develop students' mastery of fundamental sciences and research.
2. Train in efficient processing and presentation of information in oral and written forms.

Supports PSU Mission of environmentally proactive citizens. Aligns with thrusts on student excellence and knowledge creation. Responds to regional needs in agriculture, fisheries, health. Contributes to PDP human capital development, SDG 3, 15.

College of Arts and Humanities

Master in Public Administration

Program Objectives

1. Enhance curricular programs for academic excellence.
2. Nurture research interest for knowledge contribution and problem-solving.
3. Develop leadership and management skills for community engagement.
4. Build strong partnerships with local and international organizations.

Supports PSU Mission of producing globally competent leaders. Aligns with Strategic Thrusts on excellence, governance, and internationalization. Contributes to PDP good governance and SDG 16, 17.

Bachelor of Arts in Communication

Program Objectives

1. Develop competent communicators.
2. Foster strategic and ethical planning.
3. Promote research and evaluation skills.
4. Cultivate creative and technical production skills.
5. Build leadership and entrepreneurial capacity.
6. Support development-oriented communication.

Accreditation Alignment

Aligned with PSU Vision for cultural and communication contributions to resilient communities. Supports thrusts on student excellence, knowledge creation, and internationalization. Contributes to PDP digital transformation and SDG 4, 16, 11.

College of Engineering and Computational Sciences

Bachelor of Science in Civil Engineering

Program Objectives

1. Design, plan, and manage civil engineering projects.
2. Apply knowledge for human welfare and environment.
3. Comply with laws, responsibilities, ethics.
4. Uphold honesty, integrity, fidelity in service.
5. Conduct scholarly works and pursue continuing education.
6. Demonstrate community service orientation.

Supports PSU thrusts on resilient infrastructure and regional development. Aligns with PDP infrastructure modernization and SDG 9.

Bachelor of Science in Sanitary Engineering

Program Objectives

1. Undertake projects solving sanitary engineering problems.
2. Address safety, health, environmental, and public welfare.
3. Demonstrate professional success through progression.
4. Pursue lifelong learning via advanced studies or training.
5. Exhibit professionalism in sanitary engineering practice.
6. Initiate improvements in sanitary engineering practice.

Advances PSU thrusts on sustainability and resilient infrastructure. Responds to sanitation and health needs. Contributes to PDP water security and SDG 6, 3.

Bachelor of Science in Computer Science

Program Objectives

1. Produce analytical and competent computer science practitioners.
2. Instill values of integrity, teamwork, and responsibility.
3. Assist communities in technology transfer and digital divide.
4. Promote faculty and student research in computing.

Supports PSU thrusts on digital transformation and knowledge creation. Contributes to PDP ICT priorities and SDG 9.

Bachelor of Science in Information Technology

Program Objectives

1. Develop IT professionals advancing regional and national growth.
2. Prepare graduates to lead in advanced IT research and standards.
3. Deliver IT education and solutions to communities.
4. Train individuals as corporate/industry leaders in ICT.

Consistent with PSU thrusts on excellence and internationalization. Supports PDP ICT-based economy. Contributes to SDG 9.

Bachelor of Science in Mathematics

Program Objectives

1. Equip graduates with advanced mathematical and critical thinking skills.
2. Provide exposure to breadth and depth of mathematics.

3. Prepare graduates for higher studies or analytical careers.

Anchored on PSU thrust of knowledge creation. Contributes to PDP STEM development and SDG 4.

BET – Mechanical Engineering Technology (Automotive)

Program Objectives

1. Provide theoretical and practical know-how in automotive technology.
2. Generate innovative research for commercialization.
3. Extend expertise to communities for economic growth.
4. Instill values for productivity, peace, and environmental sustainability.

Supports PSU thrusts on entrepreneurship, regional development, and technopreneurship. Aligns with PDP tech-voc priorities. Contributes to SDG 8.

BET – Mechanical Engineering Technology (Refrigeration & AC)

Program Objectives

1. Provide theoretical and practical know-how in RAC technology.
2. Generate innovative research for commercialization.
3. Extend expertise to communities for livelihood support.
4. Instill values for productivity, peace, and environmental sustainability.

Contributes to PSU thrusts on resilient industries. Responds to workforce demand in HVAC. Supports PDP industry growth and SDG 9, 8.

BET – Electrical Engineering Technology

Program Objectives

1. Provide theoretical and practical know-how in electrical engineering technology.
2. Generate innovative research for commercialization.
3. Extend expertise to communities for economic growth.
4. Instill values for productivity, peace, and environmental sustainability.

Aligned with PSU Vision on sustainable infrastructure and development. Supports PDP electrification and SDG 7, 9.

The alignment of PSU's program objectives with its institutional mission, strategic thrusts, and development goals underscores the University's role as a **science- and technology-driven higher education institution that advances geology, bio-resource sciences, and other key disciplines in support of sustainable and resilient communities**.

By ensuring that each program has clear objectives linked to teaching, research, extension, and innovation, PSU demonstrates its capability to prepare graduates who are not only **professionally competent** but also **culturally grounded, socially responsible, and globally engaged**. This intentional alignment reinforces PSU's commitment to **continuous quality improvement**, **regional and national development**, and meaningful contribution to the **global education agenda**.

S.1.2 There is a clear articulation of how the programs develop the attributes/desired competencies of its ideal graduates.

Partido State University (PSU) ensures that all academic programs are intentionally designed to develop the competencies and attributes expected of its graduates, consistent with the University's Vision and Mission. Program development follows a rigorous process that begins with needs assessment and stakeholder consultation (students, alumni, industry partners, professional organizations, LGUs, and CHED). These consultations inform the definition of the Program Outcomes (POs), which are benchmarked against national and international standards such as CHED Memorandum Orders (CMOs), the Philippine

Qualifications Framework (PQF), and, where applicable, international qualifications frameworks.

Each program's curriculum is carefully crafted to progressively build students' knowledge, skills, and values through a structured curriculum map. General education courses provide foundational competencies, while major and professional courses emphasize discipline-specific knowledge and applied skills. Graduate programs, such as the PhD and Master's degrees in Education, Business, and Public Administration, focus on advanced instruction, leadership, and research competencies essential for producing scholar-leaders and experts in their respective fields. Undergraduate programs in science, engineering, education, and business ensure vertical alignment with graduate offerings, fostering lifelong learning opportunities.

The ideal PSU graduate is envisioned to be competent, critical, innovative, civic-oriented, and environmentally and culturally responsive. This graduate profile is embedded across curricula through clearly stated course outcomes, learning activities, and d community engagement) to ensure holistic development. Furthermore, regular assessment strategies. Faculty employ diverse teaching-learning methodologies (e.g., research-based instruction, fieldwork, case analysis, practicum, industry immersion, and curriculum review, supported by the University Board of Regents (BOR), guarantees continuous alignment of graduate attributes with evolving societal and industry needs.

SUPPORTING DOCUMENTS

- **BOR-approved program proposals and curriculum revisions** (with highlighted sections on graduate attributes and competencies development).

- **Curriculum maps and alignment matrices** showing linkage of Vision-Mission, Program Outcomes, Course Learning Outcomes, and Graduate Attributes (sample from each college).

- **Sample syllabi per program** highlighting:

    - Learning outcomes mapped to program outcomes.
    - Teaching-learning strategies (e.g., lectures, seminars, practicum, immersion)
    - Instructional materials aligned to outcomes.
    - Assessment/evaluation methods (e.g., performance tasks, research outputs, exams, portfolios).

- **Minutes of curriculum review/consultation meetings** with stakeholders.
- **CHED CMO compliance reports** validating alignment with national standards.

ENHANCEMENT PLAN

To further strengthen alignment of programs to graduate attributes, PSU plans to:

1. **Institutionalize Outcomes-Based Education (OBE) monitoring** across all colleges, ensuring updated curriculum maps and course outcomes are regularly evaluated.
2. **Develop a Graduate Attributes Assessment Tool** to periodically measure the attainment of competencies among graduating students and alumni.
3. **Strengthen stakeholder engagement** by expanding industry linkages and advisory councils to provide input on curriculum responsiveness to labor market trends.
4. **Digitalize curriculum and syllabi repositories** for easier access during accreditation, monitoring, and continuous quality assurance.

EVIDENCE MAPPING

- **BOR-approved program proposals and curriculum revisions**

  Here are the sample BOR Approved program proposal and curriculum revisions

Republic of the Philippines
PARTIDO STATE UNIVERSITY
Goa, Camarines Sur

RESOLUTION PASSED DURING THE 69TH REGULAR BOARD OF REGENTS MEETING HELD ON JUNE 14, 2018 AT CHED CENTRAL OFFICE, C.P. GARCIA AVENUE, DILIMAN, QUEZON CITY

Resolution No. 22, s. 2018

A resolution approving the revision of Doctor of Philosophy (Ph.D.) major in English Language Education effective AY 2018-2019 pursuant to CMO No. 53, s. 2007 as endorsed by the Academic Council and the Commission on Higher Education Region V, subject to compliance with pertinent CHED Memorandum Circulars and other government issuances.

I hereby certify to the correctness of the afore-going approved resolution:

LEIH ANNE R. ODOÑO
Board Secretary V

ATTESTED:

RAUL G. BRADECINA, Ph.D.
SUC President III

Republic of the Philippines
PARTIDO STATE UNIVERSITY
Camarines Sur

RESOLUTION PASSED DURING THE 90th REGULAR BOARD OF REGENTS MEETING HELD ON OCTOBER 26, 2023 AT CNSC, DAET, CAMARINES NORTE

Resolution No. 81, s. 2023

A resolution approving the revision of curriculum for Bachelor of Elementary Education (BEEd), Bachelor of Secondary Education (BSEd) majors: Filipino, Values Education, Mathematics, Science, English, and Social Studies per CMO No. 74 and 75, s. 2017 effective AY 2023-2024, subject to compliance with pertinent CHED issuances and applicable government rules and laws.

I hereby certify to the correctness of the foregoing approved resolution:

LEIH ANNE R. ODOÑO
Board Secretary V

ATTESTED:

RAUL G. BRADECINA, Ph.D.
SUC President III

Republic of the Philippines
PARTIDO STATE UNIVERSITY
Goa, Camarines Sur

RESOLUTION PASSED DURING THE 85th REGULAR BOARD OF REGENTS MEETING HELD ON JULY 21, 2022 AT CAMARINES SUR POLYTECHNIC COLLEGES, NABUA, CAMARINES SUR

Resolution No. 39, s. 2022

A resolution approving the revision of the Curricula for all Bachelor of Engineering Technology Programs pursuant to CMO No. 86, s. 2017 and subject to compliance with applicable CHED issuances.

I hereby certify to the correctness of the afore-going approved resolution:

LEIH ANNE R. ODOÑO
Board Secretary V

ATTESTED:

RAUL G. BRADECINA, Ph.D.
SUC President III

- **Curriculum maps and alignment matrices** showing linkage of vision-mission, program outcomes, course learning outcomes, and graduate attributes

Vision	Mission	College/ Campus	Programs/Courses	CMO	Program Objectives	Program Learning Outcomes
A university of science and technology advancing geology and bio-resource science to promote sustainable and resilient communities.	To provide a high-quality, global educational experience to educate individuals in leadership, innovation, critical thinking, cultural appreciation and civic responsibility so that graduates are competent, informed and environmentally and culturally proactive and productive citizens	COLLEGE OF EDUCATION	**Doctor of Philosophy Majors in English Language Education and Mathematics Education**	**CMO No. 53, 2007**	General Objective 1. Provide a continuing education to English teachers and administrators to enhance their academic and research knowledge in the field of education. Specific Objectives 1. Develop among students the ability to make an informed judgment on complex educational issues and approach problems in innovative ways. 2. Enhance skills in policy formulation, administration, supervision and execution of English and Mathematics programs for the improvement of the teaching and learning process.	Provide a continuing education to English and Mathematics teachers and administrators to enhance their academic and research knowledge in the field of education.
			Master of Arts in Education Majors in English, Mathematics and Science	**CMO No. 36, Series of 1998 CMO No. 09, Series 2003, CMO No. 53, Series 2007 and CMO No. 15, Series 2019**	Provide advanced instruction and training to educational leaders specifically in the areas of English Language Education, Mathematics, Science, and Instructional Management. Specific Objectives 1. Update and Upgrade teachers' content knowledge in specific subject areas 2. Produce honest, competent, updated and committed teachers. 3. Develop teachers' capabilities for replicating, validating, contextualizing and supplying theoretical and practical knowledge on the different aspects of the educational process. 4. Establish strong linkage with other HEIs, LGUs and local and international agencies.	Provide advanced instruction and training to educational leaders specifically in the areas of English Language Education, Mathematics, Science, and Instructional Management.
			Master of Arts in Education Major in Instructional Management	**CMO No. 36, Series of 1998 CMO No. 09, Series 2003,and CMO No. 53, Series 2007**		
			Bachelor of Elementary Education	**CMO No. 74, Series of 2017**	Produce elementary education teachers equipped with teaching, research and extension competencies essential for the development of morally, socially, culturally, and environmentally-responsible problem solvers and proactive learners.	1. Demonstrate in-depth understanding of the diversity of learners in various learning areas. 2. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas. 3. Utilize appropriate assessment and evaluation tools to measure learning outcomes. 4. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching. 5. Demonstrate positive attributes of a model teacher, both as an individual and as a professional. 6. Manifest a desire to continuously pursue personal and professional development.

- **Sample syllabi per program** highlighting:
  - Learning outcomes mapped to program outcomes.

Republic of the Philippines
PARTIDO STATE UNIVERSITY
Camarines Sur

ISSUED DATE: JUL 2 2025 SIGNATURE:

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Document No. : PSU-SYL-EN305
Effectivity Date : July 4, 2025
Rev No. : 03

OBE ALIGNED COURSE SYLLABUS
First Semester, Academic Year 2025-2026
COLLEGE OF EDUCATION

COURSE PROFILE	
Course Code	EN305
Course Title	Language Planning and Policy Formulation in a Bilingual Context
Course Credit	3
Course Prerequisite	None
Class Schedule:	Sunday 8:00am-11:00am CED RM14
Mode of Delivery	Blended Learning
GClassroom Code	e4gidyle
COURSE INSTRUCTOR	
Instructor/ Professor	Kuh V. Paterno, PhD
College	College of Education
Consultation Hours	Mon, Wed, Fri & Sun (11:00am-12:00nn) Faculty Room
Contact Number	09303018685
Email Address	kuh.paterno@parsu.edu.ph

University Vision A university of science and technology advancing geology and bio-resource science to promote sustainable and resilient communities.

University Mission To provide a high-quality, global educational experience to educate individuals in leadership, innovation, critical thinking, cultural appreciation and civic responsibility so that graduates are competent, informed and environmentally and culturally proactive and productive citizens.

Core Values P – Passion for Excellence | S – Service | U – Unity and Inclusiveness

Quality Policy The Partido State University commits to provide quality instruction, responsive research and needs-based extension services for global competitiveness and satisfaction of its clients, stakeholders, regulatory bodies, and other service providers through continual improvement of the quality management system.

College Goal The College of Education shall be the center for training, research and extension programs for effective, morally, socially, culturally and environmentally responsible educational leaders committed to pursuing academic excellence.

Program Objectives **DOCTOR OF PHILOSOPHY (PhD) MAJOR IN ENGLISH LANGUAGE EDUCATION**
Provide a continuing education to English teachers and administrators to enhance their academic and research knowledge in the field of education.

1. Develop among students the ability to make an informed judgment on complex educational issues and approach problems in innovative ways.
2. Enhance skills in policy formulation, administration, supervision and execution of English and Mathematics programs for the improvement of the teaching and learning process.

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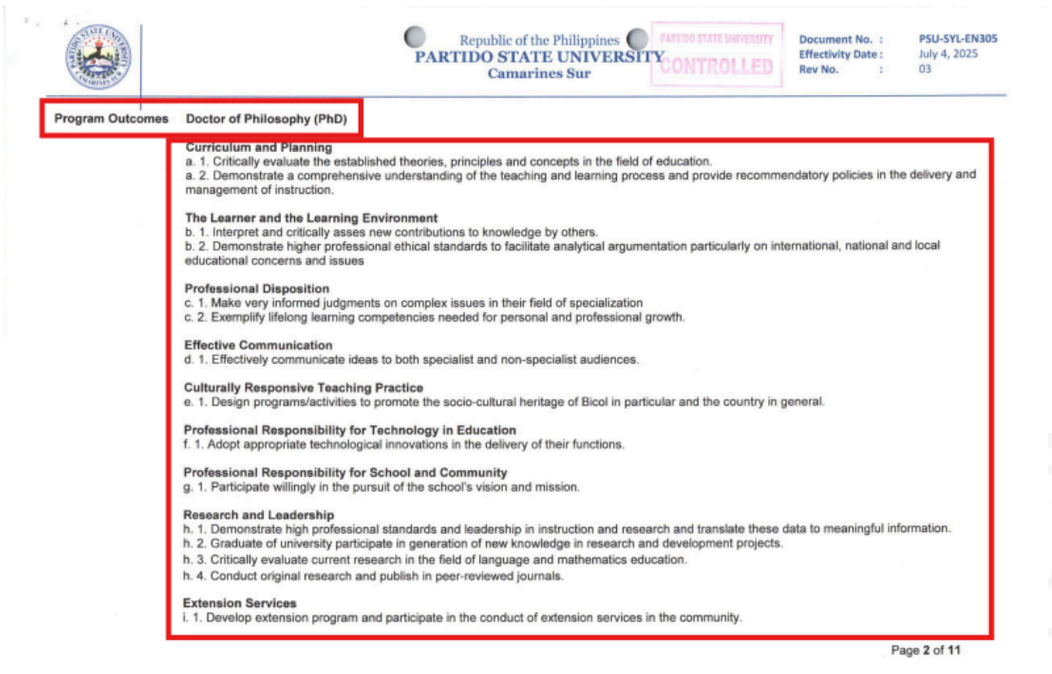

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Program Outcomes **Doctor of Philosophy (PhD)**

Curriculum and Planning
a. 1. Critically evaluate the established theories, principles and concepts in the field of education.
a. 2. Demonstrate a comprehensive understanding of the teaching and learning process and provide recommendatory policies in the delivery and management of instruction.

The Learner and the Learning Environment
b. 1. Interpret and critically asses new contributions to knowledge by others.
b. 2. Demonstrate higher professional ethical standards to facilitate analytical argumentation particularly on international, national and local educational concerns and issues

Professional Disposition
c. 1. Make very informed judgments on complex issues in their field of specialization
c. 2. Exemplify lifelong learning competencies needed for personal and professional growth.

Effective Communication
d. 1. Effectively communicate ideas to both specialist and non-specialist audiences.

Culturally Responsive Teaching Practice
e. 1. Design programs/activities to promote the socio-cultural heritage of Bicol in particular and the country in general.

Professional Responsibility for Technology in Education
f. 1. Adopt appropriate technological innovations in the delivery of their functions.

Professional Responsibility for School and Community
g. 1. Participate willingly in the pursuit of the school's vision and mission.

Research and Leadership
h. 1. Demonstrate high professional standards and leadership in instruction and research and translate these data to meaningful information.
h. 2. Graduate of university participate in generation of new knowledge in research and development projects.
h. 3. Critically evaluate current research in the field of language and mathematics education.
h. 4. Conduct original research and publish in peer-reviewed journals.

Extension Services
i. 1. Develop extension program and participate in the conduct of extension services in the community.

Page **2** of **11**

7.Demonstrate advanced scholarly communication by presenting research findings in written and oral formats, contributing to ongoing academic and policy discussions in LPP.

Instructional Schedule	Program Outcomes	Learning Outcomes	Instructional Content	Teaching and Learning Activities	Instructional Materials	Assessment Tasks
Week 1 August 3, 2025	a.1 A.2	Define LPP; understand scope and importance in multilingual societies.	Introduction to Language Planning and Policy in Bilingual Context	Interactive lecture; class discussion on initial language policy perceptions.	Makoni, Abdelhay, & Severo (2025)	Reflection journal on personal experiences with language policies.
Week 2 August 10, 2025	a.1 a.2 f.1 h.1 h.4	Trace major developments in LPP globally and in the Philippines.	Historical Overview of Language Planning	Lecture; timeline group activity; Philippine LPP mini-quiz.	Zein (2020); Zuckermann (2020); Teigland, N., et al. (2024)	Quiz; group timeline presentation
Week 3 August 17, 2025	a.1 a.2 b.2 c.1 c.2 d.1 g.1	Differentiate between status, corpus, and acquisition planning.	Theoretical Models of Language Planning	Diagramming activity; model comparisons.	McCarty (2011)	Diagram submission and in-class peer explanation
Week 4 August 24, 2025	a.1 a.2 b.2 c.1 c.2 d.1 g.1	Analyze the role of ideology in LPP decisions.	Language Ideologies and Power	Debate; critical reading discussion.	Tollefson & Tsui (2018).	Reflection paper (Journal 1)
Week 5 September 7, 2025	a.1 a.2 b.1 b.2 c.1 c.2	Evaluate policies related to national languages and identity.	National Language Policies and Multilingualism	Philippine and international case study analysis.	Makoni, Abdelhay, & Severo (2025); Tollefson & Tsui(2018);	Group case study response

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- Teaching-learning strategies (e.g., lectures, seminars, practicum, immersion)

OBE ALIGNED COURSE SYLLABUS
First Semester, Academic Year 2025-2026
COLLEGE OF BUSINESS AND MANAGEMENT

COURSE PROFILE		
Course Code	:	AE22
Course Title	:	Cost Accounting and Control
Course Credit	:	3
Course Prerequisite	:	None
Class Schedule:	:	BSA 1A 8-10 am T CBM8; 8-9 am M CBM8 BSA 1B 2-3 pm W CBM8; 3-5 pm F CBM8
Mode of Delivery	:	Onsite
GClassroom Code	:	bq27htyi
COURSE INSTRUCTOR		
Instructor/ Professor	:	Harold R. Sabolarse
College	:	College of Business and Management
Consultation Hours	:	Friday 8 am -12 nn
Contact Number	:	09076775307
Email Address	:	harold.sabolarse@parsu.edu.ph

University Vision	A university of science and technology advancing geology and bio-resource science to promote sustainable and resilient communities.
University Mission	To provide a high-quality, global educational experience to educate individuals in leadership, innovation, critical thinking, cultural appreciation and civic responsibility so that graduates are competent, informed and environmentally and culturally proactive and productive citizens.
Core Values	**P** – Passion for Excellence | **S** – Service | **U** – Unity and Inclusiveness
Quality Policy	The Partido State University commits to provide quality instruction, responsive research and needs-based extension services for global competitiveness and satisfaction of its clients, stakeholders, regulatory bodies, and other service providers through continual improvement of the quality management system.

College Goal

Produce globally competitive, innovative, critical thinkers and value-driven business professionals and entrepreneurs who embody ethical and rational leadership, possess well-rounded skills, and employ sustainable practices to address challenges and seize opportunities in fostering inclusive development.

Program Objectives

BACHELOR OF SCIENCE IN ACCOUNTANCY

1. Ensure that graduates meet the standards required for the Certified Public Accountant (CPA) and related licensure examinations, which attest that they have the necessary knowledge and skills to perform effectively as accountants in various sectors.
2. Infuse a strong ethical foundation in students, emphasizing integrity, independence, objectivity, professional due care, competence, confidentiality, professional behavior and social responsibility in all accounting practices and engaging in community services.
3. Instill a commitment to continuous professional development and lifelong learning, preparing students to adapt to the evolving landscape of the accounting profession and the global business environment.

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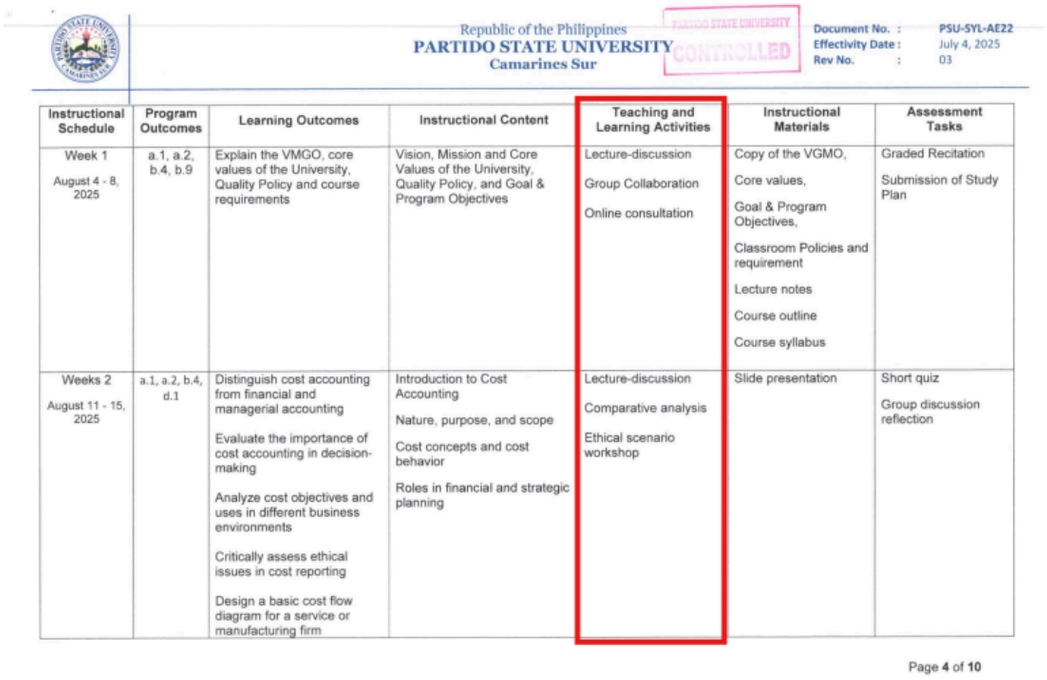

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Instructional Schedule	Program Outcomes	Learning Outcomes	Instructional Content	Teaching and Learning Activities	Instructional Materials	Assessment Tasks
Week 1 August 4 - 8, 2025	a.1, a.2, b.4, b.9	Explain the VMGO, core values of the University, Quality Policy and course requirements	Vision, Mission and Core Values of the University, Quality Policy, and Goal & Program Objectives	Lecture-discussion Group Collaboration Online consultation	Copy of the VGMO, Core values, Goal & Program Objectives, Classroom Policies and requirement Lecture notes Course outline Course syllabus	Graded Recitation Submission of Study Plan
Weeks 2 August 11 - 15, 2025	a.1, a.2, b.4, d.1	Distinguish cost accounting from financial and managerial accounting Evaluate the importance of cost accounting in decision-making Analyze cost objectives and uses in different business environments Critically assess ethical issues in cost reporting Design a basic cost flow diagram for a service or manufacturing firm	Introduction to Cost Accounting Nature, purpose, and scope Cost concepts and cost behavior Roles in financial and strategic planning	Lecture-discussion Comparative analysis Ethical scenario workshop	Slide presentation	Short quiz Group discussion reflection

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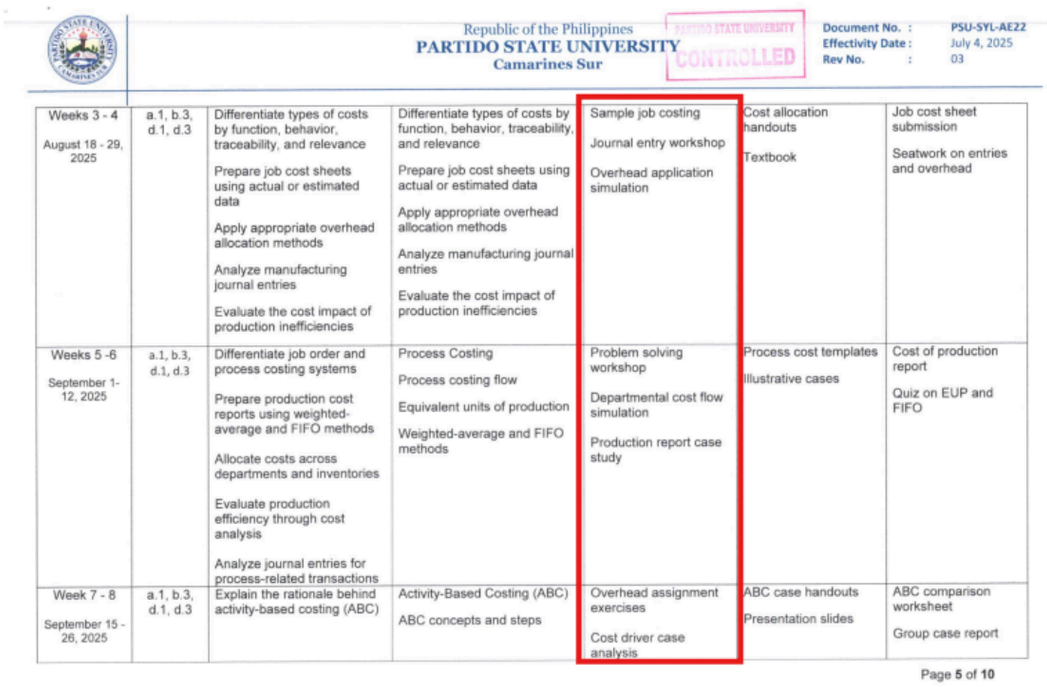

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Effectivity Date : July 4, 2025
Rev No. : 03

Weeks 3 - 4 August 18 - 29, 2025	a.1, b.3, d.1, d.3	Differentiate types of costs by function, behavior, traceability, and relevance Prepare job cost sheets using actual or estimated data Apply appropriate overhead allocation methods Analyze manufacturing journal entries Evaluate the cost impact of production inefficiencies	Differentiate types of costs by function, behavior, traceability, and relevance Prepare job cost sheets using actual or estimated data Apply appropriate overhead allocation methods Analyze manufacturing journal entries Evaluate the cost impact of production inefficiencies	Sample job costing Journal entry workshop Overhead application simulation	Cost allocation handouts Textbook	Job cost sheet submission Seatwork on entries and overhead
Weeks 5 -6 September 1-12, 2025	a.1, b.3, d.1, d.3	Differentiate job order and process costing systems Prepare production cost reports using weighted-average and FIFO methods Allocate costs across departments and inventories Evaluate production efficiency through cost analysis Analyze journal entries for process-related transactions	Process Costing Process costing flow Equivalent units of production Weighted-average and FIFO methods	Problem solving workshop Departmental cost flow simulation Production report case study	Process cost templates Illustrative cases	Cost of production report Quiz on EUP and FIFO
Week 7 - 8 September 15 - 26, 2025	a.1, b.3, d.1, d.3	Explain the rationale behind activity-based costing (ABC)	Activity-Based Costing (ABC) ABC concepts and steps	Overhead assignment exercises Cost driver case analysis	ABC case handouts Presentation slides	ABC comparison worksheet Group case report

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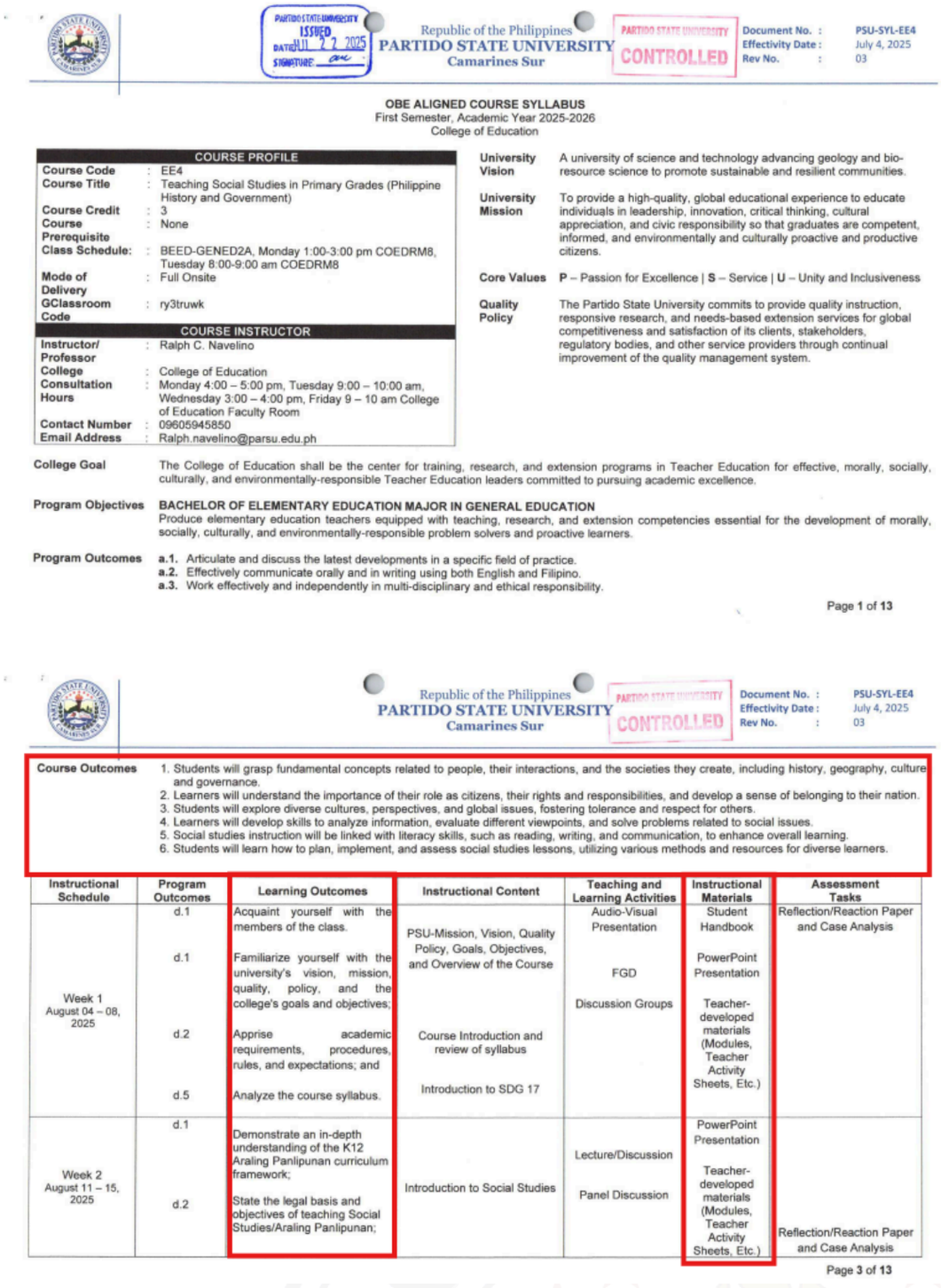
- Instructional materials aligned to outcomes.



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ISSUED DATE JUL 22 2025 SIGNATURE

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Document No. : PSU-SYL-EE4
Effectivity Date : July 4, 2025
Rev No. : 03

OBE ALIGNED COURSE SYLLABUS
First Semester, Academic Year 2025-2026
College of Education

COURSE PROFILE	
Course Code	EE4
Course Title	Teaching Social Studies in Primary Grades (Philippine History and Government)
Course Credit	3
Course Prerequisite	None
Class Schedule:	BEED-GENED2A, Monday 1:00-3:00 pm COEDRM8, Tuesday 8:00-9:00 am COEDRM8
Mode of Delivery	Full Onsite
GClassroom Code	ry3truwk

COURSE INSTRUCTOR	
Instructor/ Professor	Ralph C. Navelino
College	College of Education
Consultation Hours	Monday 4:00 – 5:00 pm, Tuesday 9:00 – 10:00 am, Wednesday 3:00 – 4:00 pm, Friday 9 – 10 am College of Education Faculty Room
Contact Number	09605945850
Email Address	Ralph.navelino@parsu.edu.ph

University Vision A university of science and technology advancing geology and bio-resource science to promote sustainable and resilient communities.

University Mission To provide a high-quality, global educational experience to educate individuals in leadership, innovation, critical thinking, cultural appreciation, and civic responsibility so that graduates are competent, informed, and environmentally and culturally proactive and productive citizens.

Core Values P – Passion for Excellence | S – Service | U – Unity and Inclusiveness

Quality Policy The Partido State University commits to provide quality instruction, responsive research, and needs-based extension services for global competitiveness and satisfaction of its clients, stakeholders, regulatory bodies, and other service providers through continual improvement of the quality management system.

College Goal The College of Education shall be the center for training, research, and extension programs in Teacher Education for effective, morally, socially, culturally, and environmentally-responsible Teacher Education leaders committed to pursuing academic excellence.

Program Objectives **BACHELOR OF ELEMENTARY EDUCATION MAJOR IN GENERAL EDUCATION**
Produce elementary education teachers equipped with teaching, research, and extension competencies essential for the development of morally, socially, culturally, and environmentally-responsible problem solvers and proactive learners.

Program Outcomes
a.1. Articulate and discuss the latest developments in a specific field of practice.
a.2. Effectively communicate orally and in writing using both English and Filipino.
a.3. Work effectively and independently in multi-disciplinary and ethical responsibility.

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Document No. : PSU-SYL-EE4
Effectivity Date : July 4, 2025
Rev No. : 03

Course Outcomes
1. Students will grasp fundamental concepts related to people, their interactions, and the societies they create, including history, geography, culture and governance.
2. Learners will understand the importance of their role as citizens, their rights and responsibilities, and develop a sense of belonging to their nation.
3. Students will explore diverse cultures, perspectives, and global issues, fostering tolerance and respect for others.
4. Learners will develop skills to analyze information, evaluate different viewpoints, and solve problems related to social issues.
5. Social studies instruction will be linked with literacy skills, such as reading, writing, and communication, to enhance overall learning.
6. Students will learn how to plan, implement, and assess social studies lessons, utilizing various methods and resources for diverse learners.

Instructional Schedule	Program Outcomes	Learning Outcomes	Instructional Content	Teaching and Learning Activities	Instructional Materials	Assessment Tasks
Week 1 August 04 – 08, 2025	d.1	Acquaint yourself with the members of the class.	PSU-Mission, Vision, Quality Policy, Goals, Objectives, and Overview of the Course	Audio-Visual Presentation	Student Handbook	Reflection/Reaction Paper and Case Analysis
	d.1	Familiarize yourself with the university's vision, mission, quality, policy, and the college's goals and objectives;		FGD	PowerPoint Presentation	
	d.2	Apprise academic requirements, procedures, rules, and expectations; and	Course Introduction and review of syllabus	Discussion Groups	Teacher-developed materials (Modules, Teacher Activity Sheets, Etc.)	
	d.5	Analyze the course syllabus.	Introduction to SDG 17			
Week 2 August 11 – 15, 2025	d.1	Demonstrate an in-depth understanding of the K12 Araling Panlipunan curriculum framework;	Introduction to Social Studies	Lecture/Discussion	PowerPoint Presentation	
	d.2	State the legal basis and objectives of teaching Social Studies/Araling Panlipunan;		Panel Discussion	Teacher-developed materials (Modules, Teacher Activity Sheets, Etc.)	Reflection/Reaction Paper and Case Analysis

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- Assessment/evaluation methods (e.g., performance tasks, research outputs, exams, portfolios).

OBE ALIGNED COURSE SYLLABUS
First Semester, Academic Year 2025-2026
COLLEGE OF EDUCATION

COURSE PROFILE	
Course Code	EN203
Course Title	Language Testing
Course Credit	3
Course Prerequisite	none
Class Schedule:	MAED English Sunday 8:00-11:00 AM CED RM9
Mode of Delivery	Blended
GClassroom Code	ob224zxd

COURSE INSTRUCTOR	
Instructor/ Professor	MARVIN O. GABATIN
College	College of Education
Consultation Hours	Wednesday 4:00AM-5:00 PM; Friday 8:00 AM-12:00 PM CED Department Chair's Office
Contact Number	+63 956 5631 832
Email Address	marvin.gabatin@parsu.edu.ph

University Vision A university of science and technology advancing geology and bio-resource science to promote sustainable and resilient communities.

University Mission To provide a high-quality, global educational experience to educate individuals in leadership, innovation, critical thinking, cultural appreciation and civic responsibility so that graduates are competent, informed and environmentally and culturally proactive and productive citizens.

Core Values **P** – Passion for Excellence | **S** – Service | **U** – Unity and Inclusiveness

Quality Policy The Partido State University commits to provide quality instruction, responsive research and needs-based extension services for global competitiveness and satisfaction of its clients, stakeholders, regulatory bodies, and other service providers through continual improvement of the quality management system.

College Goal The College of Education shall be the center for training, research and extension programs in Teacher Education for effective, morally, socially, culturally and environmentally-responsible Teacher Education leaders committed to pursuing academic excellence.

Program Objectives MASTER OF ARTS IN EDUCATION MAJOR IN ENGLISH

Provide advanced instruction and training to educational leaders specifically in the areas of English Language Education, Mathematics, Science, and Instructional Management.

1. Update and Upgrade teachers' content knowledge in specific subject areas.
2. Produce honest, competent, updated and committed teachers.
3. Develop teachers' capabilities for replicating, validating, contextualizing and supplying theoretical and practical knowledge on the different aspects of the educational process.
4. Establish strong linkage with other HEIs, LGUs and local and international agencies.

Instructional Schedule	Program Outcomes	Learning Outcomes	Instructional Content	Teaching and Learning Activities	Instructional Materials	Assessment Tasks
Week 1 August 3, 2025	a.1,b.1, c.1,c.3,d.1,g.1	Internalize the PSU Mission, Vision, Quality Policy, etc. in relation to language testing.	PSU-Mission, Vision, Quality Policy, Goals, Objectives and Overview of the Course and Topics	Questioning and Oral Recitation Orientation Learning Contract	Course Syllabus Course Outline	Learning Contract

Week 2 August 10, 2025	a.1,b.1, c.1,c.3,d.1,g.1	Explain key concepts and purposes of language testing.	Introduction to Language Testing: Purposes, historical development, key principles, test types (Review)	Interactive Poll via Mentimeter on the students' knowledge and perception of language testing Reflective sharing: Students share a language test they have taken. Video lecture about language testing (the essentials of language testing) Interactive discussion of a journal article on language testing	Mentimeter (online tool) Video downloaded from YouTube: https://www.youtube.com/watch?v=VGv-AJVcuW8 Yang, Z., & Wang, P. (2025). Current status and research trend of English language assessment: A bibliometric analysis. Language Testing in Asia, 15 (1). DOI: 10.1186/s40468-024-00317-w.	Reflection paper on the role of assessment in Philippine language education
Week 3 August 17, 2025	a.1,b.1, c.1,c.2,c.3,d.1, e.1,g.1,h.1,h.3	Analyze the principles of test validity and test reliability.	Test Quality: Validity, reliability (types and sources of evidence for validity, types of reliability and how to estimate them, factors affecting validity and reliability)	Quick concept sort: students match the definitions/ examples to the correct test quality Interactive lecture with case samples Group Dynamics: test critique workshop Targeted test design and presentation. Students are tasked to design a short diagnostic test for any macro skill ensuring test qualities.	Meta cards with definitions/ examples and test quality Rubrics for test design and presentation Thy, N.N., & Dung, N.L.T. (2020). Major language test qualities and ways of enhancing them. Research Journal of English Language and Literature, 8 (2). DOI: 10.33329/rjelal.8.2.1.	Test critique (local and/or standardized tests)

				not know before?"		
Week 7 September 21, 2025	a.1,b.1, c.1,c.2,c.3,d.1, e.1,g.1,h.1,h.3	Design and evaluate valid and reliable listening comprehension assessments that reflect test purpose, learner context, and sound testing principles.	Assessing listening skills	Advance Organizer: concept mapping on listening skills focusing on cognitive processes, assessment challenges, and real-world examples. Mini lecture and discussion on principles of listening skills testing Simulation activity: Designing a listening skills assessment task Gallery Walk: groups present their designed tasks on posters and slides; other groups critique their work.	Lecture deck Reading Article from: Boaden, D. (2018). Receptive language: To treat or not to treat? That is the question…The Hanen Centre. Retrieved on 30 June 2025 at https://speechandhearingbc.ca/wp-content/uploads/2019/02/Receptive-Language_To-Treat-or-Not-to-Treat-PF-1.pdf Zhang, C., XU, X., & Zhang, Y. (2023). A communicative validation study on an English listening test in Korea. *Language Testing in Asia*, 13. DOI: 10.1186/s40468-023-00238-0.	**Major Course Requirement:** Comprehensive Language Test with documentation: 1 for receptive skills 1 for productive skills Submission Due:

- **Minutes of curriculum review/consultation meetings** with stakeholders.

Republic of the Philippines
PARTIDO STATE UNIVERSITY
Camarines Sur

I. **ACTIVITY TITLE:** **Stakeholders' Consultation Meeting on the Revision of PhD and MAEd Programs**

II. **PROPONENT:** College of Education (Andragogy Department)

III. **DATE AND TIME OF IMPLEMENTATION:** June 19, 2024 (Wednesday) 8:30-11:00 AM

IV. **VENUE:** Google Meet

V. **PARTICIPANTS:** Faculty of CED Andragogy Department, ParSU Officials, MAEd and PhD Students, Alumni, Academic Leaders from other SUCs

VI. **RATIONALE:**

The landscape of higher education is continually evolving due to breakthroughs in research, technology, and societal needs. To ensure that our PhD and MAEd programs remain at the forefront of academic excellence and relevance, it is crucial to periodically review and revise these programs. In response to these dynamic changes, the College of Education Andragogy Department proposes a revision of its Doctor of Philosophy (PhD) programs, majoring in English Language Education and Mathematics Education, as well as its Master of Arts in Education programs, majoring in English, Mathematics, Science, and Instructional Management. This initiative is essential to maintaining the excellence and relevance of these graduate programs in the rapidly changing field of education.

The proposed Stakeholders' Consultation Meeting on the Revision of PhD and MAEd Programs is a strategic initiative designed to engage a diverse group of stakeholders in this critical process. By leveraging the insights and expertise of faculty, students, alumni, industry partners, and educational consultants, we aim to create robust, future-ready programs that meet the highest standards of academic rigor and practical application in education. This consultation meeting is not just a procedural step but a platform for meaningful dialogue and collaborative decision-making. The feedback and recommendations gathered during this meeting will be instrumental in shaping the revised PhD and MAEd programs, ensuring they are aligned with contemporary academic and industry requirements.

Furthermore, this activity aligns with Partido State University's commitment to quality instruction as outlined in its quality management policy. Regularly revising the curricula demonstrates the College of Education's dedication to continuous improvement. By ensuring the programs are rigorous, address contemporary educational issues, and prepare graduates to be effective educators, the revised curricula will further enhance the university's reputation for academic excellence. This commitment to quality education ultimately benefits both students and the educational system, ensuring our programs continue to thrive and contribute significantly to the advancement of knowledge and society.

VII. **OBJECTIVES:**

This activity aims to:

a. Inform stakeholders about the proposed updated curriculum;
b. solicit comprehensive feedback, insights, and recommendations from key stakeholders; and
c. ensure that the programs are aligned with current academic standards, industry needs, and future educational trends.

Stakeholders' Consultation Meeting on the Revision of PhD and MAEd Programs Page 1 of 2

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VIII. PROGRAM OF ACTIVITIES:

Opening Prayer	**AVP**
National Anthem	**AVP**
ParSU Hymn	
Opening Remarks	**DR. MICHAEL A. CLORES** Vice President for Academic Affairs
Overview Rationale, and Acknowledgement of Guests	**DR. JOAN A. MONFORTE-BEDES** Dean, College of Education
Message	**DR. ARNEL B. ZARCEDO** SUC President III
Presentation of the Proposed Curriculum	**MR. MARVIN O. GABATIN** Andragogy Department Chair
Open Forum	
Closing Remarks	**DR. JOAN A. MONFORTE-BEDES** Dean, College of Education
	MR. JAYSON C. SARCILLA Facilitator

IX. BUDGETARY REQUIREMENTS:

N/A

Prepared by:

JOAN A. MONFORTE-BEDES, PhD
College of Education Dean

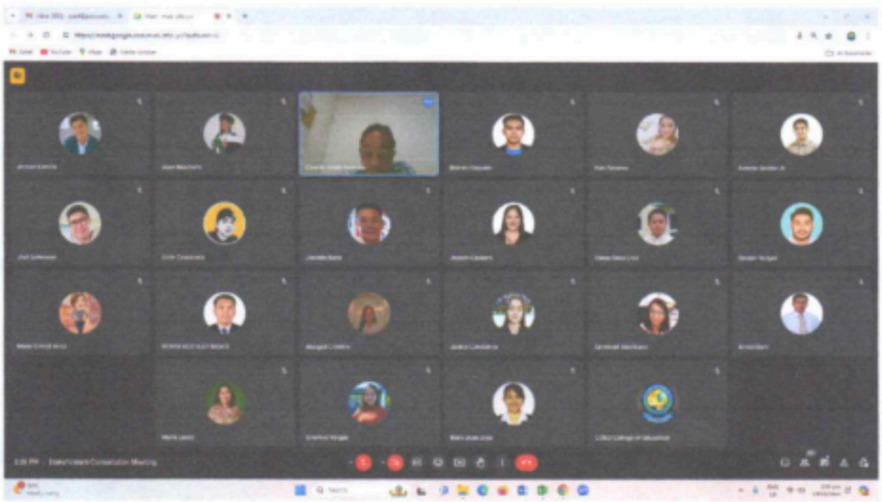
MARVIN O. GABATIN
Andragogy Department Chair

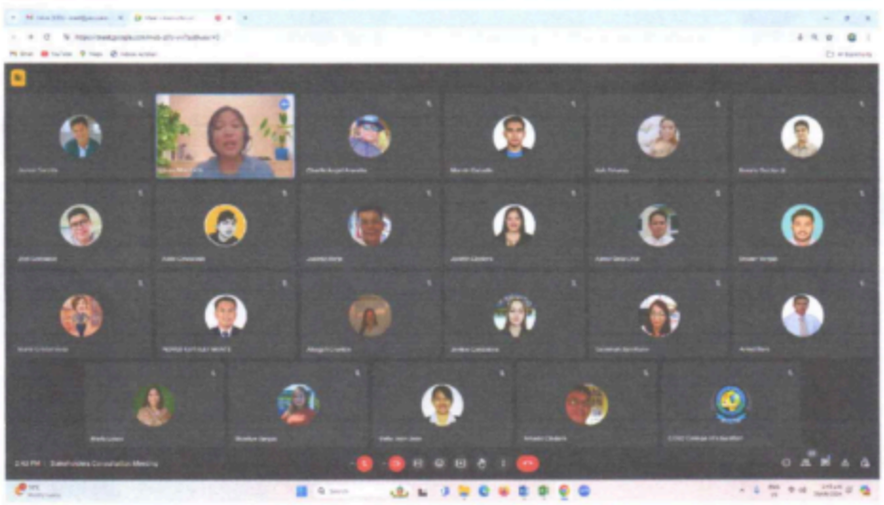
Recommending Approval:

MICHAEL A. CLORES, PhD
Vice President for Academic Affairs

Approved:

ARNEL B. ZARCEDO, EDEL
SUC President III





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I. EXCERPTS FROM THE MINUTES OF THE STAKEHOLDER'S FORUM LAST AUGUST 30, 2024 HELD AT THE RDE BLDG. PARTIDO STATE UNIVERSITY, GOA, CAMARINES SUR.

II. CALL TO ORDER

The Stakeholder's forum was called to order at 8:30 in the morning.

III. DETERMINATION OF QUORUM

The forum commenced with the presence of 27 attendees, establishing a quorum. The attendees comprised faculty members from the College of Business and Management, invited stakeholders, student representatives, and guests from various sectors.

IV. MEETING PRELIMINARIES

1. The forum was officially opened with a prayer, followed by singing the Philippine national anthem through a video presentation.

2. This was followed by welcoming remarks from Dr. Rina A. Abner-Puerta, Dean, of the College of Business and Management.

3. Following the warm welcome from Dr. Abner-Puerta, Professor Charlie V. Balagtas, Vice President for Administration and Finance, delivered a brief yet heartfelt message, extending his congratulations in advance to the college for its forward-thinking initiative in launching the DBA program at the University.

4. The forum was further enriched by a message from Dr. Raul G. Bradecina, Vice President for Research, Extension, and Academic Affairs (VPREA), where he highlighted the transformative potential of the DBA program as a groundbreaking initiative for the College of Business and Management. He emphasized the contributions of future DBA graduates and their role in driving economic development, particularly within the Partido District.

5. Dr. Lea V. Lustre, former Dean of the College of Business and Management, then presented the proposed curriculum for the launch of the DBA Program. She outlined how subjects from the MBA program would transition seamlessly into the DBA coursework. Dr. Lustre encouraged active participation from stakeholders, faculty members, and student representatives to ensure well-informed and collaborative decision-making for the DBA program.

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V. STAKEHOLDERS HOLDERS FEEDBACK AND DISCUSSION

Dr. Bradecina – suggests crafting a subject that will correspond to the outcomes of the DBA graduates including the following:

- Include environmental accounting/economics
- Social Entrepreneurship
- Culture in Business Organization
- Social Innovation
- Environmental Stewardship

Sir Pol Malonda recommended incorporating Digitalization into the DBA curriculum, noting the growing importance of digitization and digital technologies in modern business practices. Sir Pol's suggestion was strongly endorsed by the invited stakeholders, who emphasized that digitization is an inevitable shift in business. They agreed that DBA graduates must be well-versed in digital payments and other emerging technologies to remain competitive.

Dr. Nerissa Paladan, a faculty member from the College of Business and Management and former Program Director of the MBA program, suggested that the university benchmark against other institutions offering DBA programs. This, she noted, would allow the university to adopt best practices and introduce innovative enhancements to strengthen the opening of the proposed program.

Dr. Lea V. Lustre, former Dean of the College of Business and Management and a DBA, proposed opening the DBA program to non-business master's degree holders. She emphasized the importance of not limiting the course to those with business backgrounds, noting that individuals from other disciplines with a passion for integrating business concepts should also have the opportunity to deepen their understanding and broaden their expertise in business.

Dr. Lustre's proposal to open the DBA program to non-business master's degree holders was supported by **Ms. Margarita Tipanero**, a faculty member of the College of Business and Management. She expressed confidence that individuals without a business master's background could also thrive and excel in the DBA program, given the right opportunities.

Dr. Bernadette G. Gumba, former Dean of the School of Graduate Studies, emphasized the importance of retaining the subject of Leadership Sustainability in the DBA program. She highlighted that the program should not solely focus on technical business expertise, but also cultivate leaders with a deep understanding of the unpredictable market

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conditions. These leaders should not only prioritize profits but also demonstrate flexibility, empathy, and a mindful awareness of the people they served.

Dr. Lea Lustre recommended seeking input from CHED regarding the proposed subjects for the DBA program to ensure alignment with their CMOs. This approach would allow any necessary amendments to be made by CHED's guidelines, ensuring that the program remains compliant and relevant.

Sir Pol Malonda suggested introducing bridging courses for non-business master's degree holders before they join the DBA program. This approach would provide these individuals with foundational business knowledge, addressing potential concerns about the program's difficulty and ensuring a smoother transition into advanced studies.

Sir Pol Malonda also recommended including a module on business regulatory awareness in the DBA curriculum. He noted that many businesses fail due to non-compliance with regulatory requirements, often stemming from a lack of awareness about the necessary processes. Addressing this gap would help prevent frustration and increase the likelihood of success and sustainability for future business leaders.

Sir Karlo Pedro Medroso, former BSA program director, and now the Business Affairs Director of the University agreed with the inclusion of a Business Framework module in the DBA curriculum, similar to its introduction in the BSA program. He affirmed that understanding these business frameworks would significantly benefit both current and future business owners, enhancing their strategic insights and decision-making capabilities which was supported by **Dr. Paladan**.

Mr. Primo Barja raised a concern about how students would gain insights into product development within the DBA program. Dr. Gumba clarified that product development concepts have already been covered in the undergraduate courses. However, she suggested that we explicitly incorporate product development, along with local resource management and market capacity, into the course descriptions for the DBA program to ensure comprehensive coverage of these critical areas.

Ms. Jenievi Asia and Ms. Mary Matthew Jamer, both faculty members from the College of Business and Management, suggested including a Business Continuity Management subject in the DBA program, modeled after the framework used in Outsourcing Service Delivery. They highlighted how organizations thrive by utilizing this framework, which includes Impact Analysis, Recovery Strategies, Plan Development, Policies and Guidelines, and Risk Management.

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The Business Continuity Management subject received strong support from our visiting stakeholders, who have successfully implemented it within their own organizations. Dr. Gumba also recognized the subject's relevance and endorsed its inclusion as a major subject of the DBA program.

PROPOSED SUBJECTS FOR THE DBA PROGRAM

Upon thorough deliberations, the attendees from the stakeholder's forum agree on the proposed subjects to be included in the proposed offering of the DBA program.

PSU_MBA EXISTING	PROPOSED DOCTOR OF BUSINESS ADMINISTRATION	UNITS
Foundation Courses (9 Units)	**Foundation Courses (9 Units)**	
	Advanced Applied Management Research	3
	Advanced Applied Statistics	3
	Ethical Issues in Management	3
	Suggestions:	
	Econometrics	
Major Courses (18 Units)	**Major Courses (15 Units)**	
	Sustainable Business Models	3
	Strategic Management for Social Enterprises	3
	Social Impact Measurement and Evaluation	3
	Social Entrepreneurship Immersion/Field Work	3
	Leadership, Spirituality and Organizational Transformation	3
	Suggestions:	
	Social Innovation, Environmental Econ/Acctg, Management Innovation, Innovation and Culture in Bus. Org	
Cognate Courses (9 Units)	**Cognate Courses (6 Units)**	
	Change Management	3
	Business Analytics for Decision making	3
	Sustainable Rural Development and Public Policy	
	Global Business and Economics	
Thesis Writing (6 Units)	**Dissertation Writing (12 units)**	
Thesis 1	Dissertation 1	6
Thesis 2	Dissertation 2	6
		42
		6
	Summary	
	Foundation Courses (9 Units)	
	Major Courses (15 Units)	18