

VISAYAS STATE COLLEGE OF AGRICULTURE
Baybay, Leyte

7. RESOLUTION NO. 23-A, s. 1981 APPROVED
MINUTES OF THE 38th (SPECIAL) MEETING OF THE VISCA BOARD
OF TRUSTEES HELD ON FEBRUARY 23, 1981, AT THE
PASUC CONFERENCE ROOM, MEC, METRO MANILA

DECISIONS/AGREEMENTS MADE BY THE BOARD OF TRUSTEES

ITEMS

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1. RESOLUTION NO. 18, s. 1981

Approving the recommendation of the College President to resume the payment of honoraria to the heads of offices/departments/centers, effective Jan. 1, 1981, until the Ministry of the Budget decides to implement NCC No. 12 subject to ...

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2. RESOLUTION NO. 19, s. 1981

Approving the recommendation of the College President that 5% of the 1981 capital outlay be set aside for administrative (overhead) cost to cover wages, honoraria, travel, supplies and sundry, ...

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3. RESOLUTION NO. 20, s. 1981

Approving the recommendation that an accreditation program entitled "Advanced Credits for Exceptional Students" (ACES), ...

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4. RESOLUTION NO. 21, s. 1981

Approving in toto the modified financial Assistance to VisCA graduate scholars/fellows on extended study leave (Appendix B), with special ...

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5. RESOLUTION NO. 22, s. 1981

Approving in toto the program/project plan for 1981, with the corresponding budget appropriation

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6. RESOLUTION NO. 23-A, s. 1981

Noting the recruitment of Dr. Leonardo L. Manalo, as Assistant to the College President ...

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APPROVED
MINUTES OF THE 38th SPECIAL MEETING OF THE VISCA
BOARD OF TRUSTEES HELD ON FEBRUARY 23, 1981
AT THE PASUC CONFERENCE ROOM, MEC,
METRO MANILA

7. RESOLUTION NO. 23-B, s. 1981

Confirming the temporary appointment of Ms. Marissa T. Sabares as Instructor at the rate of ₱11,328.00 per annum, ...

Hon. Onofre ...
Minister of Education
(Represented by: Dr. Abraham I. Felipe)
Deputy Minister

8. RESOLUTION NO. 23-C, s. 1981

Confirming the permanent appointment of Dr. Nelson M. Esguerra as Associate Professor under the Department of Plant Protection, ...

9. RESOLUTION NO. 24, s. 1981

Hon. Jose ...
Asst. Director General, NEDA

Approving the recommended revisions on the VISCA Code/Catalog, particularly on the (1) Substitution of Subjects, (2) Scholastic Delinquency, (3) Classification of Students, and (4) Transfer of Students ...

Others Present:

Dr. Vedasto G. Suarez

10. RESOLUTION NO. 25, s. 1981

Culture

Approving the recommendation that the subject Ag Ext 134 (Ag Ext Teaching) be made a major elective, ...

11. RESOLUTION NO. 26, s. 1981

College Secretary, VISCA

Approving the recommendation that an engineering service subject be instituted (Appendix G) for non-engineering students, ...

Deputy Minister Felipe, the presiding officer, called the

12. RESOLUTION NO. 27, s. 1981

meeting to order at 12:45 p.m.

Approving the recommendation that the new Engineering Service subject, Ag Eng'g 20 (Appendix H), be used to substitute the subject Ag Eng'g 21, in the BSA and BSADE curricula, ...

the Board Secretaries of the state colleges and universities

attended, Minister Felipe was pleased to hear about the

success of the said seminar-workshop and he voiced his desire to

see that the decisions of the Board Secretaries are implemented.

APPROVED

MINUTES OF THE 38th (SPECIAL) MEETING OF THE VISCA BOARD OF TRUSTEES HELD ON FEBRUARY 23, 1981 AT THE PASUC CONFERENCE ROOM, MEC, METRO MANILA

Present:

Hon. Onofre D. Corpuz
Minister of Education and Culture
(Represented by: Dr. Abraham I. Felipe
Deputy Minister of Education & Culture)

Chairman

Hon. F. A. Bernardo
President, Visayas State
College of Agriculture

Vice Chairman

Hon. Jose M. Lawas
Asst. Director General, NEDA
(Represented by: Remegio Mercado
Stock Economist, NEDA)

Member

Others Present:

Dr. Vedasto G. Suarez
Asst. Minister of Education and
Culture

MEC Representative

Mr. John S. Inlan
PASUC Coordination Office

MEC Representative

Prof. Andres F. Duatin
College Secretary, VISCA

Board Secretary

Call to Order:

Deputy Minister Felipe, the presiding officer, called the

meeting to order at 12:45 p.m.

Dr. Suarez reported the result of the seminar-workshop
on the preparation of agenda and minutes of meetings where all
the Board Secretaries of the state colleges and universities
attended, Minister Felipe was pleased to hear about the
success of the said seminar-workshop and he voiced his desire to
see that the decisions of the Board Secretaries are implemented.

I. Preliminaries:

A. Approval of the Proposed Agenda:

The Board approved the agenda as submitted.

B. Report of the College President:

1. Science and Agricultural Attaches to Saudi Arabia.

Pres. Bernardo apprised the Board about plans of Leyte Gov. Romualdez to send one (1) Science Attache and one (1) Agricultural Attache to Saudi Arabia. The College recommended Dr. Nelson M. Esguerra as the Science Attache and Mr. Zosimo M. de la Rosa, the Agricultural Attache.

2. PASUC Conference at VISCA.

The College President advanced the information about plans for the College to host the PASUC annual conference at VISCA, Baybay sometime in May 7-8, 1981. "The theme for the conference has been discussed with the Faculty," he added.

At this juncture, Min. Felipe butted in and suggested that school superintendents and college presidents meet together to create a situation where these heads could discuss matters of common interests. He bared plans of the PASS to meet in May after the elections.

Pres. Bernardo welcomed the idea of the Minister and agreed that the PASUC should consider the meeting with the PASS in a convention of school heads.

3. Next Board Meeting to Coincide with the Commencement Exercises at VISCA.

Pres. Bernardo suggested that the next Board meeting

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be held at VISCA to coincide with the 1981 Commencement Exercises which has been set March 31 and invited the Deputy Minister to be the Graduation Speaker. Min. Felipe gladly accepted the invitation.

4. Student Administration

Pres. Bernardo reported that the ban on fraternities has been lifted by the VISCA Administration and now students intend to organize. "We set guidelines for them to follow and we hope they would not run against MEC policies," Pres. Bernardo said.

Dr. Suarez reminded the College President that the 1976 guidelines are still in force. "Pending issuance of new guidelines, the school head is responsible," he added.

5. National Compensation Circular No. 12

Pending the implementation of NCC No. 12, Pres. Bernardo recommended that the designated heads of the various depts./offices at VISCA be given their honoraria.

Since the circular was no impediment to the giving of honoraria to designated heads, the Board passed.

RESOLUTION NO. 18, s. 1981

Approving the recommendation of the College President to resume the payment of honoraria to the heads of offices/departments/centers, effective Jan. 1, 1981, until the Ministry of the Budget decides to implement NCC No. 12 subject to COA/Budget rules and regulations, provided that the heads of offices/departments/centers are willing to reimburse any excess payments when the NCC No. 12 is finally applied on their cases.

Approved

6. Administrative Cost from Capital Outlay

The College President informed the Board that the College has reduced construction costs by having the construction of buildings by administration. This has been made possible because of the cooperation and capability of the Physical Plant personnel and other offices directly involved in these projects. In view of this, it was recommended that 5% of the capital outlay be set aside for administrative costs including honoraria of the engineers up to 100% of their salaries.

The suggestion of the Board to concentrate on a few construction projects at a time was well taken.

On motion duly seconded, the Board passed:

RESOLUTION NO. 19, s. 1981

Approving the recommendation of the College President that 5% of the 1981 capital outlay be set aside for administrative (overhead) cost to cover wages, honoraria, travel, supplies and sundry, provided, that the engineers and supply officer directly involved in the construction of the Administration Building, Student Dormitories, and Staff Houses are given honorarium up to 100% of their salaries as special justifiable cases, effective February 1, 1981, subject to COA rules and regulations.

Approved

II. Ratification of the Minutes of Previous Meeting:

With only a question on page 11, line 19 regarding the annual salary of the Shop Electrician, the minutes of the meeting last January 19, 1981, were ratified.

III. Matters Arising from the Minutes:

Pres. Bernardo said that the Resolution No. 10, s. 1981 may

have some modifications which he would like to check.

IV. Matters for Approval/Confirmation/Ratification:

A. Advanced Credits for Exceptional Students (ACES)

A proposal was presented recommending that an accreditation program entitled "Advanced Credits for Exceptional Students" (ACES) for incoming college freshmen through admission tests be adopted. All freshmen granted admission to ViSCA are eligible to take said tests with a nominal fee of ₦2.00 (Appendix A).

On motion duly seconded, the Board passed:

RESOLUTION NO. 20, s. 1981

Approving the recommendation that an accreditation program entitled "Advanced Credits for Exceptional Students" (ACES), (Appendix A) through validating tests intended for high school graduates with a nominal fee of ₦2.00 be adopted, provided, that all incoming freshmen granted admission to ViSCA are eligible to take said tests, provided further, that the procedure for implementation/administration of said validating tests, and results thereof be given the widest publicity available.

Approved

B. Modified Financial Assistance to ViSCA Graduate Scholars/
Fellows on Extended Study Leave

This modified financial assistance scheme is for those ViSCA graduate scholars/fellows on extended study leave (Appendix B).

The suggestion of the Board to allow one semester of extension was well taken. Other corrections/suggestions were incorporated.

On motion duly seconded, the Board passed:

RESOLUTION NO. 21, s. 1981

Approving in toto the modified financial assistance to VISCA graduate scholars/fellows on extended study leave (Appendix B), with special proviso that "On exceptional cases, however, a VISCA graduate scholar may be granted one (1) semester of extended study leave with pay."

Approved

C. Scholarship for Undergraduate Students

A proposal was presented recommending that all high school valedictorians and salutatorians of recognized institutions be granted admission as honorific scholars with grants-in-aid of ₱50.00 per month.

The Board deferred action on this proposal and requested justification that valedictorians and salutatorians from government recognized schools, regardless of the number of graduating students they belong to, be granted honorific scholarship.

D. Establishment of an Internal Control Unit

The proposed establishment of an internal control unit, as a medium for pre-auditing activities, requires the amendment/modification of the administrative functions of the Vice President and Directors of the various offices/centers.

The Board deferred action on this and requested that the old/new functions of said officers of the administration be identified.

E. Program/Project Plan for 1981 with Corresponding Budget Appropriation

The program/project plans for 1980 and 1981 and their corresponding appropriations were presented side by side

according to projects, for comparison (Appendix C).

Since all projects are carry-over of the long range development plan, and there being no objections, the Board passed:

RESOLUTION NO. 22, s. 1981

Approving in toto the program/project plan for 1981, with the corresponding budget appropriation (Appendix C).

Approved

F. Appointment of Personnel

1. Recruitment of Dr. Leonardo L. Manalo as Assistant to the President. Dr. Leonardo L. Manalo was recruited to be detailed at the VISCA Manila office to assist in establishing/ maintaining linkages with outside agencies for institutional development, attend to needs of scholars/fellows, and perform liaison work, with a monthly compensation of ₱2,250, with representation and transportation allowances, effective March 1, 1981 (Appendix D).

On motion duly seconded, the Board passed:

RESOLUTION NO. 23-A, s. 1981

Noting the recruitment of Dr. Leonardo L. Manalo, as Assistant to the College President (Appendix D), to be assigned at the VISCA Manila Office to represent/assist the College President in establishing/maintaining linkages with outside agencies for institutional development, to attend to the needs of scholars/fellows, and perform other liaison work, at the rate of ₱2,250 per month, with representation allowance at ₱225/month, and transportation allowance at ₱225/month, effective March 1, 1981, subject to availability of funds and COA rules and regulations.

Approved

2. Recruitment of Ms. Marissa T. Sabares as temporary
Instructor. Ms. Marissa T. Sabares was hired as instructor
 under the DASVM with an annual salary of ₱11,328.00, effective
 February 9, 1981 (Appendix D). The Board passed:

RESOLUTION NO. 23-B, s. 1981

Confirming the temporary appointment of
 Ms. Marissa T. Sabares as Instructor at the rate of
 ₱11,328.00 per annum, effective February 9, 1981,
 (Appendix D) subject to the usual attestation by the
 Civil Service Commission.

Approved

3. For Permanent Status

Dr. Nelson M. Esquerro, Ph.D. in Entomology, was given
 permanent appointment as Associate Professor in the Dept. of
 Plant Protection, effective March 1, 1981, (Appendix D).

The Board passed:

RESOLUTION NO. 23-C, s. 1981

Confirming the permanent appointment of
 Dr. Nelson M. Esquerro as Associate Professor under
 the Department of Plant Protection, (Appendix D)
 effective March 1, 1981.

Approved

G. Revision of the VISCA Code/Catalog

The revisions on the VISCA Code/Catalog were mainly on
 the (1) substitution of subjects, (2) scholastic delinquency,
 (3) classification of students (Appendix E).

Minor corrections were made, after which the Board passed:

RESOLUTION NO. 24, s. 1981

Approving the recommended revisions on the
 VISCA Code/Catalog, particularly on the (1) Substitu-
 tion of Subjects, (2) Scholastic Delinquency, (3) Clas-

sification of Students, and (4) Transfer of Students as corrected, (Appendix E) effective upon approval of this resolution.

Approved

H. Curricular Revisions and Institution of a Course

1. Change from fundamental subject into a major elective.

A curricular revision was recommended making Ag. Ext. 134 (Ag. Ext. Teaching) a major elective, instead of a foundation/fundamental subject under the BSA and BAS programs (Appendix F).

On motion duly seconded, the Board passed:

RESOLUTION NO. 25, s. 1981

Approving the recommendation that the subject Ag Ext 134 (Ag Ext Teaching) be made a major elective, instead of a fundamental/foundation subject under the BSA and BAS degree programs (Appendix F), effective not earlier than Summer 1981.

Approved

2. Institution of a Course

A two-unit engineering subject, Ag. Eng'g. 20 - Basic Farm Shop Practice, requiring 1 hour of lecture and 4 hours of laboratory, was recommended for institution as a service course for non-engineering students (Appendix G).

On motion duly seconded, the Board passed:

RESOLUTION NO. 26, s. 1981

Approving the recommendation that an engineering service subject be instituted (Appendix G) for non-engineering students, particularly the following subject:

Ag. Eng'g. 20 - Basic Farm Shop Practices -
Fundamentals of woodworking,
general metal work and other
shop practices.

Pre-requisite: None

4 hrs. a week (1 lec., 3 lab)
credit 2 units

Implementation of this new subject shall take effect upon approval but not earlier than Summer 1981.

Approved

3. Substitution of a Subject in the BSA and BSADE Curricula

Ag. Engineering 20 - Basic Farm Shop Practice, was recommended as a substitute subject for Ag Eng'g 21 - Farm Shop Practice, in the BSA and BSADE curricula (Appendix H).

On motion duly seconded, the Board passed:


RESOLUTION NO. 27, s. 1981

Approving the recommendation that the new Engineering service subject, Ag Eng'g 20 (Appendix H), be used to substitute the subject Ag Eng'g 21, in the BSA and BSADE curricula, effective upon approval, but not earlier than Summer 1981.

Approved

There being no other matter to discuss, the presiding officer adjourned the meeting at 3:00 p.m.

CERTIFIED TRUE AND CORRECT:


ANDRES F. DUATIN
Secretary

ATTESTED:

(SGD.) HON. ABRAHAM I. FELIPE
Presiding Officer

Ratified
April 3, 1981

ADVANCED CREDITS FOR EXCEPTIONAL STUDENTS (ACES)

It has come to the attention of the Director of Instruction that a few talented college students in VISCA have been experiencing boredom while attending classes in subjects which have been substantially covered in the high school. This is happening particularly among top graduates of science curriculum from high schools of good academic standards. One such graduate, now a sophomore student, is thinking of transferring last semester to another institution and shifting to another degree program. When asked by the Director of Instruction, this particular student said that the reason for her desire to transfer is that she is not finding the field she is pursuing interesting enough. Among close friends however, she has mentioned also that she is not finding enough of the invigorating academic challenge that she used to meet in the high school.

It is probably appropriate to recall at this point some of the important reasons why progressive institutions, including VISCA, decided to introduce a few advanced subjects in the high school curricula. Among them are to (1) increase the competing chance of their graduates for scholarship grants and/or admission to reputable universities and colleges, (2) keep the mentally gifted students adequately challenged and, (3) promote the development of students' talents and capabilities to the fullest. Graduates of these high schools, therefore, come to college full of hopes and expectations for greater challenges and opportunities for intellectual development. Hence, as these students sit in "repeat classes" in college, one should readily appreciate the feeling of despair and frustrations that may develop in them, they having been trained under a "high gear" learning scheme in the high school. This was the very reason why UP Los Banos decided to implement a program for advanced units accreditation for in-coming freshmen students.

Started in 1974, the original target clientele of the UPLB program were the graduates of the Philippine Science High School. It was observed that as they took college freshmen courses, majority of said graduates did not find it necessary to study to pass the subjects adequately covered in the high school. This resulted in an undesirable change in their study habits such that a number of them became care-free and were not able to maintain a good academic performance in the upper years. ViSCA, therefore, should learn from this sad experience of UPLB.

Conduct of Surveys

In July 1979, the Office of the Director of Instruction (ODI) in ViSCA conducted a survey to (1) assess if there are students in the College who may pass validating tests (2) determine what subjects should be considered for validation (3) know if there are many students experiencing boredom while attending "repeat classes" (4) know if the talented students would opt to take validating tests and (5) get insights on the criteria or parameters for identifying students who may be given validating tests.

The survey questionnaire used was prepared by ODI and presented to some members of the Office of Student Affairs (OSA) for comments/suggestions for improvement. With the help of Mrs. Aurora Alkuino of OSA who keeps the background data of in-coming freshmen students, second year students who had a high school average rating and/or ViSCAAT score of 86 or higher, and those who had lower high school averages or ViSCAAT scores but have been doing very well academically in ViSCA, were identified and requested to fill up the survey form. The information gathered were summarized and interpreted by the Director of Instruction.

Highlights of the survey results (Appendix A-I) were presented to the

heads of academic departments for deliberation. As a consequence, it was decided that the questionnaire be improved and a survey be made also among the current freshmen students. Results of the second survey are presented in Appendix A-II.

Conclusions Drawn from the Survey Results

1. Apparently there is a need to initiate a program on advanced course units accreditation in ViSCA.
2. There are some talented college students who may pass validating tests in some subjects.
3. Validating tests should be confined to freshmen subjects and possibly Physics 11, Spanish 11, and fundamental agriculture courses.
4. Performance of in-coming freshmen students in the ViSCAT appeared to be the most logical and practical basis to use in the selection of students who will be allowed to take validating tests.

Advance Credits for Exceptional Students (ACES)

This accreditation program for incoming freshmen through validating tests is intended primarily for graduates who have taken advanced courses as part of their curriculum in the high school. Said students are usually graduates of science high schools. The procedure for implementation is as follows:

1. All incoming freshmen granted admission to ViSCA are eligible for taking the validating tests.
2. The subjects available for validation are English 11 & 12, Mathematics 11 & 12, Chemistry 11 & 12, Biology, Economics 11, Education 11, Agronomy 21, Animal Science 21 & 22, Horticulture 22, Physics 11 and Spanish 11.
3. Two months before the validating tests, those who are eligible for admission will be notified accordingly, and sent the list

4. The validating tests will be given in ViSCA, Baybay, Leyte during the whole week immediately before the first day of registration.
5. The examinees will be allowed to take the validating tests only in those subjects they want to take. An examination fee of ₱2.00 per subject will be charged upon filing their application for the tests.
6. The different departments offering the various courses listed will prepare and administer the tests for their courses and evaluate the examination results. OSA will coordinate the administration of the tests.
7. The examinees will be informed of the validation results not later than a day before the last day of the regular registration period.
8. Those who will be able to validate at least 15 units will be automatically awarded full ViSCA scholarships. Those who will be able to validate less than 15 units will be given corresponding credits but not the scholarships unless they qualify for said scholarships based on their ViSCAAT scores.

Highlights of Survey Results Among Sophomore Students and Their Implications
(July, 1980)

- A. Out of the 67 sophomore students identified, 66 submitted accomplished survey forms. Of the 66, 65 students listed 2 to 6 subjects they feel they would have passed if given validating tests while one student did not list any.
- B. Table 1 shows the 14 subjects listed by individual students. As shown, there were remarkably more students who listed first semester subjects (English 11, Bio. 11, Ed. 11, Math. 11, Econ 11 and Chem. 11) than those who listed second semester subjects (English 12, Zoo. 11, Bot. 11, Chem. 12, Mat 12, Ed. 12); much less were those who listed second year subjects (Physics 11, Span. 11 and Soc. Sci. 11). This suggests that the greatest overlap in the subject matter coverage of high school with college courses are in the first semester first year subjects. However, a few bright students may still be able to validate second semester first year subjects and first semester second year subjects.

As suggested by the average relative ranks, students in general felt that English 11 should have been the easiest to pass through validation among the first year subjects. PE and Euthenics classes were also listed by some students but only academic subjects were included in the Table.

- C. Table 2 shows the grades of students in the subjects they indicated they should have passed through validation. It can be seen that there were a number of students who did not get high grades in the subjects they listed. About 33% of the students had GPAs for the subjects listed ranging from 2.00 to 2.75.

Table 1. College subjects some sophomore students feel they would have passed if given validating tests and their relative ranks indicating ease in passing them^{a/}

SUBJECTS	Students who listed specific subjects & feel they would have passed the validating tests in said subjects		Relative rank c/
	No.	% d/	
English 11	52	80.00	1.87
English 12	8	12.31	2.88
Biology 11	29	44.62	2.55
Education 11 (psychology)	31	47.69	2.32
Education 12 (sociology)	9	18.85	3.33
Sociology 11	8 ^{b/}	12.31	3.38
Math 11 (Algebra)	23	33.38	2.30
Math 12	6	9.23	2.33
Econ. 11	21	32.31	3.05
Chem. 11	22	33.85	3.28
Botany 11	5	7.69	3.20
Physics 11	1	1.54	1.0
Spanish 11	1	1.54	1.0
Geo. Sci. 11 (Phil. Hist.)	1	1.54	1.0

a/ A rank of (1) was given to the subject listed by each student as the easiest to pass, 2 for the next and so on

b/ The only subject no student indicated as the easiest to pass

c/ Average of the relative ranks given by all the students who listed the subject

d/ Percentage was computed by dividing the no. of students who listed said subject by 65 (total no. of students who listed some subjects).

Table 2. Number of students who obtained indicated grades in the subjects they felt they should have passed if given the validating tests.

SUBJECTS	Final Grades Obtained								Total Number of Students
	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	
English 11		7	12	12	11	1	7		50
English 12			1	3	3		1		8
Biology 11		1	5	4	6	6	5	2	29
Education 11	1	8	11	5	3	2			30
Education 12		3	3	2					8
Biology 11		1	1	1	3	1			7
Math. 11	1	4	4	3	2	2	1	4	21
Math. 12		1	1	1			2	1	6
Econ. 11		3	3	8	3	1	2	1	21
Chem. 11			5	4	6	5	2		22
Art. 11	1				2				3
Physics 11		1 (mid-term grade, still taking the course)							1
Spanish 11			1 (mid-term grade, still taking the course)						1
Soc. Sci. 11					1				1

a/ A few students did not indicate grades obtained in the subjects they listed

These must have been cases of overestimating their capabilities or, like some of the Philippine Science High School graduates mentioned earlier, they might have taken the subjects for granted and did not study well anymore. There were indications, however, that it was more of the first possibility.

- D. The 65 respondents (those who listed subjects for validation) came from 51 high schools. Seven were graduates of the ViSCA ERHS, 3 from Cebu City National Science High School, two each from other high schools and the rest of the schools represented had only (1) graduate each.
- E. Table 3 shows the high schools were the respondents with high GPAs for the subjects they listed for validation graduated. Half of the group (6 out of 12 students) were graduates of science high school curricula and, except that one from the Hinunangan Agr. & Voc. School, all the rest graduated from city high schools.

As footnoted in the Table, there were seventeen (17) students with GPA's of 1.51 to 1.75 for the subjects they listed. They graduated from 14 high schools other than those listed in the Table except the ViSCA ERHS.

Another observation worth considering is that among the 21 students who got scores of 86 or higher in the 1979 ViSCAAT, only four (4) had GPA's for the courses indicated for validation which were lower than 1.75. On the other hand, only (1) student with ViSCAAT score lower than 85 (score of 82) made it to the above mentioned GPA bracket.

No clear relationship between the high school average rating and the GPA's for the courses listed for validation was apparent. This must have been due to the presumably variable academic standards of the different high schools where the students graduated.

Table 3. Respondents with high grade point averages for the subjects they indicated they would have passed if given the validating tests.

High School they Graduated from	High Sch. Average Grade	1979 'GPA for subj' 'VISCAAT' listed for Grade	Subjects listed for validation													
			Eng.	Bio.	Chem	Math	Math	Zoo.	Physics	Bot.	Econ	Ed.	Ed.			
University of Bohol*	89	87.0	1.20		X					X				X		X
ERHS, VISCA***	92.3	118.5	1.25**	X					X				X			
Central Negros Academy***	89.4	None (Cocofed Scho.)	1.25	X					X							
Hinunangan Agr & Voc Sch.	87.0	93.0	1.35	X	X	X								X		X
Cebu City Nat. High Sch.	88.2	108.0	1.35	X	X										X	X
Cebu City Nat. High Sch.*	86.4	103.0	1.38	X	X	X	X									
Cebu City Nat. High Sch.	81.8	98.0	1.42	X	X	X	X	X					X	X		
ERHS, VISCA	87.6	95.0	1.45	X	X	X							X	X		
Abellana Nat. High Sch.***	83.2	89.0	1.50	X	X											
DWU, Tagbilaran*	88.8	None (Cocofed Scho.)	1.50	X												
ERHS, VISCA	87.85	97.5	1.50		X	X	X									
St. Nicholas Acad. (Bohol)	88.00	None (Cocofed Scho.)	1.50									X	X			

* / Would have opted not to take the validating tests for reasons like "I found the subjects very interesting" or "to gain more knowledge about the subject."

** / Mid-term grade (1.25) in Physics 11 was considered in the computation because student is still taking the sub this semester.

*** / Felt bored in class

F. When the 65 students who listed subjects for validation were asked whether they would have actually taken the validating tests if given the opportunity, 48 answered "yes" while 17 answered "no".

a. Reasons given for opting to take the tests other than "to finish the degree program earlier and to avoid feeling bored in class" were:

1. To see if my high school courses was really worth-taking and worth the experience (given by 1 student)
2. To be able to take advance subjects so that if I fail in some subjects I might still finish the degree on time (3 students)
3. To test my capability or background in said subjects absorbed in the high school (6 students)
4. To have more time for and be able to concentrate in harder subjects (11 students)
5. To lessen my load of laboratory subjects (1 student)
6. To lessen school fees for subjects registered (4 students)
7. To be able to take subjects I am interested in but not required in my degree program (1 student)
8. It is a waste of time and effort repeating said subjects (4 students)

b. Reasons for opting not to take the validating tests even if the students think they could pass were:

1. To possibly gain more knowledge about the subjects enumerated (15 students)
2. The subjects are not easy and I would have reviewed very hard to pass them (1 student)

3. High school instruction is a preparation for college and complete information about the subject is learned in college (1 student)

4. I found the subjects very interesting (1 student)

G. Out of the 65 students who listed subjects for validation, 18 said they felt bored in classes in said subjects while 47 said they did not. The reasons given for not feeling bored were:

1. The subjects were really interesting (14 students)
2. Teachers were good and able to make subjects interesting (13 students)
3. I made jokes that helped liven the class (1 student)
4. I enjoyed studying those subjects (1 student)
5. They were my favorite subjects since high school days (2 students)
6. There were still some new things I learned (7 students)
7. Teacher has sense of humor (1 student)
8. With adequate background I found the subjects interesting (1 student)
9. Some reading assignments dealt with advanced subject matter (1 student)
10. My mind was not always in the class because of my longing for home (1 student)

SURVEY ON ADVANCE COURSE UNITS ACCREDITATION

I. BACKGROUND INFORMATION

Student Code No. _____ Name of High School You Graduated From _____ Address of High

High School General Average Rating _____ NCEE Rating _____ VISCAAM Score _____ Degree Program in Vis

II. ACADEMIC PERFORMANCE IN VISCA

1. Semestral Average Grade _____

2. Did you fail in any subject last semester? _____ Yes _____ No. If yes, please list them _____

3. If you were allowed to validate some subjects before you started attending classes, what subjects do
would have passed? _____

Subjects you should have passed _____ Degree of difficulty in passing _____ Grades Obtained in VISCA
Very easily! Easily! Hard! Very Hard!

4. Did you feel bored when you took the subjects listed under no. 3? _____

Subject _____ Felt Bored (Pls check) _____ Did not feel bored in the class because
Yes _____ No _____

5. If you were given a chance, would you have taken the validating test for the subjects listed (no. 3) _____

Subject _____ Would have taken test (Pls. check) _____ If no, reasons for opting not to take the
YES _____ NO _____

Highlights of Survey Results Among Freshmen Students (November, 1980):

1. Out of the 124 student respondents identified by OSA, 108 submitted the accomplished survey forms.
2. Of the 108 students, 4 did not list any subjects they felt they would have passed through validating tests while another 4 gave very incomplete information. These 8 student respondents were discarded in the survey.
3. The 100 students considered listed 2 to 6 subjects they claimed they would have passed through validating tests as shown in Table 1. Most of the respondents felt that Biology 11 should have been the easiest to pass among the subjects they listed followed by Education 11 and English 11.
4. Some of the student respondents got very high grades in VISCA in the subjects they listed for validation but there were also some who got only a passing grade or slightly higher. This latter group of students could have overestimated their academic capability when they indicated that they would have passed said subjects through validation. There is also a possibility, however, that they did not study well anymore in said subjects which they might have found as repetitions of their high school lessons.
5. Table 3 shows the 11 high schools where students who obtained very high grades in the subjects indicated for validation graduated from. The VISCA Experimental Rural High School had the greatest number of such students.
6. There were 3 to 4 times more students who felt bored in English 11 and Education 11 classes than in Chemistry 11 and Mathematics 11 classes as shown in Table 4. Among the four reasons for boredom given, "Instructor not too good" was mentioned by the greatest number of students. Repetition

Table 4. High schools where students who obtained very high grades in indicated subjects graduated from

Subject	Grade	
	1.00	1.25
Mathematics 11	<p>ViSCA, Exper. Rural High Sch. - (1)</p> <p>Leyte Research & Dev. High School - (1)</p> <p>St. Joseph College (Maasin) - (1)</p>	<p>Estella Maris Acad. (Nog. Occ.) - (1)</p> <p>Immaculate Acad. (Bohol) - (1)</p> <p>Cebu City Science High Sch. - (1)</p>
Biology 11		<p>ViSCA, ERHS - (3)</p> <p>Estella Maris Acad. - (1)</p> <p>Leyte Res. & Dev. H.S. - (1)</p> <p>Cangawa Brgy. H. S. (Bohol) - (1)</p> <p>Hinunangan Agr. & Voc. Sch. - (1)</p> <p>Madyas Inst. (Aklan) - (1)</p> <p>St. Joseph College - (1)</p>
Chemistry 11		<p>ViSCA, ERHS - (1)</p>
Subject	Grade	
	1.00	1.25
Education 11		<p>ViSCA, ERHS - (1)</p> <p>Bohol Nat'l. High Sch. - (1)</p> <p>Agusan Nat'l. High Sch. - (1)</p> <p>Leyte Res. & Dev. H.S. - (1)</p> <p>Hinunangan Ag. & Voc. Sch. - (1)</p>

of subject matter taken in the high school was mentioned by 1 to 3 students per subject listed.

7. Not all students who felt they could pass the validating tests would have actually taken the examination if given the chance as reflected in Table 6. Based on the three reasons given, it appears that they had not actually taken substantially similar courses in the high school and it is doubtful if they could pass the validating tests.
8. Table 6 shows the high schools where the respondents with high GPAs for the subjects they listed for validation graduated. Most of them also have high GPAs for all the subjects they have taken in VISCA. Except for a graduate of the VISCA Experimental Rural High School who had a VISCAAT score of 65, all the rest had scores of 81 or higher. All the other student respondents (not included in the table) with VISCAAT scores of 80 or higher had GPAs for the subjects listed for validation and for all courses taken in VISCA ranging from 1.76 and 2.25. However, there were many respondents with high school averages of 83 or higher and NCEE ratings of 93 to 99 who had GPAs lower than 2.50 for all the subjects taken. Thus, it appears that VISCAAT is a more reliable index of students' academic performance in VISCA than the high school and NCEE ratings.

Table 6. Respondents with high grade point averages (GPA) for the subjects (at least 2) they indicated they would have passed if given validating tests and also with high GPA for all the subjects they have taken

High School they graduated from	High Sch. Ave. Grade	1980 VISCAAT Score	NCEE Rating	GPA for sub. listed for validation	Subjects listed for validation
Leyte Res. and Dev. High School	86	93	97	1.25	X
VISCA, ERHS	83	93	93	1.25	X
St. Joseph College	94.75	81	96	1.25	X
VISCA, ERHS	87.5	65	95	1.37	X
Leyte Res. and Dev. High School	87	84	97	1.37	X
VISCA, ERHS	85.75	108	95	1.42	X
Estrella Maris Academy (Negros Occ.)	95	(None)	97	1.42	X
Hinunangan Agr. and Voc. School	89.75	(None)	96	1.48	X
Holy Spirit School (Tagbilaran City)	84.75	101	98	1.50	X
VISCA, ERHS	87.75	107	99	1.54	X
Lemery Mun. High School (Iloilo)	92.45	(None)	97	1.50	X
St. Peter's Academy (Algeria, Cebu)	86	(None)	99	1.50	X
Colegio de San Jose Recoletos	87.25	102	99	1.68	X
St. Columban College	83.75	101	99	1.68	X
Kananga Municipal High School	85	82	92	1.75	X
VISCA, ERHS	84.75	83	92	1.69	X
Holy Rosary Academy (So. Leyte)	93	92	96	1.67	X
Leyte National High School	86	84	97	1.55	X

SURVEY ON ADVANCE COURSE UNITS ACCREDITATION

BACKGROUND INFORMATION

Student Code No. _____
 Name of High School You Graduated from _____
 Year Graduated _____
 Address of High School _____
 High School General Average Rating _____ NCEE Rating _____
 Date First Enrolled in ViSCA _____ Degree Program _____

ACADEMIC PERFORMANCE IN ViSCA

1. Semestral Average Grades
 - A. First year: First Semester _____ Second Semester _____
 - B. Second year: First Semester _____ Second Semester _____
2. Did you fail in any subjects in ViSCA? If yes, please enumerate:

3. If you were allowed to validate some subjects before you started attending classes, what subjects do you think you would have passed? (Please enumerate according to ease in passing then):

Subjects	Final Grades Obtained in ViSCA
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Did you feel bored when you took said subjects? ☐ Yes ☐ No
 If not, what was the reason? _____
5. If you were given a chance, would you have taken the validating tests for the subjects enumerated above? ☐ Yes ☐ No
 If no, why not? _____

 If yes but for reasons other than finishing college earlier or avoiding boredom in class, please give those other reasons:

MODIFIED FINANCIAL ASSISTANCE TO VISCA GRADUATE SCHOLARS ON EXTENDED STUDY LEAVE

A Proposal to change the financial assistance extended by VISCA to staff members requesting for extension of their study leave with pay beyond the two and three years normally allowed for masteral and doctoral degree programs, respectively.

Rationale:

The massive staff development program of the College began in June 1975. Of the 50 staff members who were sent for masteral studies and 23 doctorate degree programs, all of whom should have gotten doctorate candidates were able to complete their degree programs within the allotted study periods of two and three years, respectively. In many instances, the delay in the completion of graduate studies of staff members in the same department for graduate studies. This is because staff members on study leave continuously receive their salaries, making it not possible to hire substitutes charged to their items. Such chain of delays has caused a great lag in the over-all staff development program of the College.

While some of the reasons for the delay in the completion of graduate studies, particularly in the biological sciences, may be beyond the control of the staff members concerned, majority were consequences of poor planning and seemingly inadequate dedication of time and effort to graduate studies. Thus, to allow hiring of substitute instructors chargeable to the items occupied by staff members on study leave and, at the same time, put a little pressure on the scholars to devote all their time and effort on their studies, there is a need to modify the privileges of "over-extending" scholars, making sure, however, that they will still receive enough financial support for the completion of their degree programs.

Modifications:

1. After two and three years of study leave while in pursuit of masteral and doctoral degree programs, respectively, VISCA staff members will no longer receive their salaries but will be given some financial assistance as specified in number 3 below. On exceptional cases, however, a scholar may be granted one (1) semester of extended study leave with pay.
2. If the scholarship/fellowship grants they are enjoining and given by outside agencies can be extended such that they will continue to receive the same financial privileges, VISCA will no longer pay their salaries while completing graduate studies.

23 - Part
Sub-ty

3. If the scholarship/fellowship award cannot be extended, VISCA will give financial assistance of \$800.00/month. The College will shoulder also the legitimate school fees payable during registration. In case the stipend is less than \$800.00.
4. The above provisions shall apply to all VISCA scholars/fellows who will be granted scholarship/fellowship with pay, effective April 1, 1981, or those who have started graduate studies and currently on leave without pay but may be granted leave with pay effective said date.

month
1981
JAN 7, 1981

A Proposal
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Rational:

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Project 1.5 Extension		Project 1.6 Auxiliary Services		Project 1.7 Can. Adm. & Sup. Serv.		TOTAL		Increase Amount	
1980	1981	1980	1981	1980	1981	1980	1981		
195	249	189	271	1,385	1,074	4,861	5,770	909	
20	100	30	70	290	500	470	960	490	
-	-	-	-	100	631	100	631	531	
-	100	-	10	20	100	200	470	220	
4	5	1	5	15	30	60	70	10	
-	-	-	-	-	-	200	250	50	
12	21	-	41	115	183	189	387	198	
-	30	-	50	-	55	-	445	445	
-	50	-	-	-	197	-	700	700	
-	-	-	-	-	75	-	75	75	
30	-	30	-	23	-	536	-	(536)	
261	585	250	447	1,948	2,845	6,666	9,758	3,092	
22	39	15	34	102	219	350	800	450	
283	624	265	481	2,050	3,064	7,016	10,558	3,542	
-	60	10	30	260	260	470	580	110	
5	5	5	4	39	30	100	56	(44)	
-	105	10	75	650	1,156	800	1,726	926	
3	3	2	1	35	25	80	46	(34)	
-	50	48	51	500	410	1,751	1,849	98	
383	-	-	526	-	-	2,555	2,950	395	
-	-	-	-	-	2,000	-	2,300	2,300	
55	120	55	240	600	500	1,750	2,445	695	
446	343	130	926	2,084	4,681	7,506	11,952	4,446	
-	30	20	-	90	40	220	151	(69)	
2,961	-	2,220	239	1,481	-	14,805	1,339	(13,466)	
3,407	373	2,370	1,165	3,655	4,721	22,531	13,442	(9,089)	

COMPARATIVE STATEMENTS OF
CY 1980 and 1981
(In thousand pes

I. CURRENT OPERATING EXPENDITURES (COE)

Project 1.1 Advanced Education		Project 1.2 Higher Education		Project 1.3 Secondary Education		Project 1.4 Research	
1980	1981	1980	1981	1980	1981	1980	1981

Personal Services

01 - Total Salaries - Permanent	-	85	2,383	3,082	428	549	2
01 - Wages	-	-	-	170	80	20	1
01 - Lumpsum subject to Special Budget	-	50	65	10	30	30	75
01 - Honoraria	-	-	32	20	5	5	3
01 - Merit Increase	60	50	70	70	30	50	40
01 - Substitute Instructors	-	29	22	53	20	33	20
01 - Student Laborers	-	13	-	250	-	60	-
01 - Faculty Development	-	-	-	210	-	80	-
01 - Cost of Living Allowance	-	-	-	-	-	-	-
01 - Representation Expense	-	-	143	-	75	-	235
01 - Salary Adjustment Fund	-	-	-	-	-	-	-
Net Salaries	60	227	2,715	3,955	638	827	734
	-	8	143	387	42	68	26
01 - Fixed Expenditures (GSIS)	-	-	-	-	-	-	-
Total Personal Services	60	235	2,858	4,342	680	895	760

Maintenance and Other Operating Expenses

02 - Traveling Expenses	-	20	40	50	20	10	140
03 - Communication Services	5	1	20	5	10	1	16
04 - Repairs and Maintenance	-	35	30	80	30	65	80
05 - Transportation Services	10	1	10	5	10	1	10
06 - Other Services - Regular	10	30	315	239	48	54	830
World Bank	-	-	1,533	1,571	-	-	639
Power Plant	-	-	-	-	-	-	-
07 - Supplies and Materials	10	155	200	300	100	130	730
Sub-total	35	242	2,148	2,250	218	261	2,445
23 - Furniture and Equipment	30	50	-	-	30	25	50
Regular	-	-	5,182	720	-	-	2,961
World Bank	65	292	7,330	2,970	248	286	5,456

SUBSTITUTION OF SUBJECTS

APPENDIX D

Substitution

Appointments of College Personnel for Confirmation
the following:

- a. When a student is pursuing a curriculum that has been superseded by a new one and the substitution tends to bring the old curriculum in line with the new one.

A. RecruitmentProposed Position

1. Dr. Leonardo L. Manalo
Doctor of Public Administration
Centro Escolar University 1980
Age: 44 years old
Assistant to the President
Salary: ₱2,250.00 per month
Effectivity: March 1, 1981
Status: Contractual
2. Ms. Marissa T. Sabares
BS in Animal Science
VISCAT (Cum Laude) 1980
Age: 21 years old
Instructor
Salary: ₱11,328.00 p.m.
Effectivity: February 9, 1981
Status: Temporary

B. For Permanent StatusPresent Position

- No substitution shall be allowed for any subject prescribed in the curriculum where the student failed or received a grade of "5" except by the department head concerned and of the Director of Instruction.
1. Dr. Nelson M. Ingvarra
Ph.D. in Entomology
No. of years in present position - 1 year
Performance Rating - Very Satisfactory
Effectivity - March 1, 1981
Associate Professor
Dept. of Plant Protection
- Substitution shall be acted upon by the department head within three days from submission. In case the Director of Instruction disapproves the recommendation of the adviser and the department head, the student concerned shall be notified immediately. He can appeal to the President whose decision is final.

All approved petitions for substitution must be submitted to the Office of the Registrar at least within one week after the opening of the classes during the summer term and two weeks during the regular semester. Any petition submitted thereafter shall be considered for the following term.

SUBSTITUTION OF SUBJECTS

Substitution

Every substitution of subject must be based on at least one of the following:

- a. When a student is pursuing a curriculum that has been superseded by a new one and the substitution tends to bring the old curriculum in line with the new;
- b. When there is conflict of class hours between two elective courses;
- c. When the required subject in an old curriculum being phased out is no longer offered. This applies particularly to some "returning" students.

Petition for substitution must be between courses carrying the same number of units or the number of units for the substituted subject is bigger than that of the course being substituted and must be recommended by the adviser and head of the department where the student is majoring and by the head of the department offering the course being substituted and approved by the Director of Instruction.

No substitution shall be allowed for any subject prescribed in the curriculum where the student failed or received a grade of "5" except when, in the opinion of the department head concerned and of the Director of Instruction the proposed substitute covers substantially the same subject matter as the required subject.

All applications for substitution shall be acted upon by the department head within three days from submission. In case the Director of Instruction disapproves the recommendation of the adviser and the department head, the student concerned shall be notified immediately. He can appeal to the President whose decision is final.

All approved petitions for substitution must be submitted to the Office of the Registrar at least within one week after the opening of the classes during the summer term and two weeks during the regular semester. Any petition submitted thereafter shall be considered for the following term.

SCHOLASTIC DELINQUENCY

Students who have not maintained satisfactory scholarship and are therefore considered not in good academic standing shall be subjected to the following sanctions:

1. Warning - Any student who obtains at the end of the semester final grades below "3" in 26-50% of the total number of academic units in which he is registered shall be warned by the Registrar through the Department Head and advised to improve his work.
2. Probation - Any student who obtains at the end of the semester final grades below "3" in 51-75% of the total number of academic units in which he has final grades shall be placed on probation for the succeeding semester and his load shall be reduced accordingly by the Department Head concerned.

Probation may be lifted if the student gets a final grade of "3" or better in at least 50% of the units he is allowed to carry during the immediate succeeding semester.

3. Disqualification - The following students will be disqualified from enrolment in ViSCA:
 - a) Any student who obtains at the end of the semester final grades below "3" in at least 76-100% of the total number of units in which he has final grades.
 - b) Any student on probation who fails in more than 50% of the total number of reduced academic units in which he received final grades.

A grade of "Incomplete" is not included in the computation until it is replaced by a final grade which shall be included in the grades during the term when the completion is made.

A student who has been disqualified or dropped from the roll as described above may request for readmission if there are valid reasons to do so. Said request should be favorably endorsed by the adviser and the head of the department where the student is majoring and by the OSA, to the Committee on Student Readmission. The Committee will forward its recommendation to the Director of Instruction for approval. However, any student who has been disqualified and readmitted twice but gets disqualified for the third time will no longer be considered for readmission.

Cases of conflict between the recommendations of the Department Head and the Director of Student Affairs and the action of the Director of Instruction may be elevated to the President whose decision is final.

CLASSIFICATION OF STUDENTS

Students are classified as follows:

A. Regular, Irregular, Special

1. Regular Students - Those registered for academic credits who carry the subjects scheduled for a given term as prescribed in the curriculum for which he is registered.
2. Irregular Students - Those registered for academic credits but do not carry the subjects for a full load scheduled for a given semester as prescribed in the curriculum for which he is registered.
3. Special Students - Those registered but not earning academic credits for their work.

B. Freshman, Sophomore, Junior and Senior

1. Freshman - A student of a four-year or a five-year degree program who has not finished the prescribed subjects of, or has not completed the total number of units required for the first year of his curriculum.
2. Sophomore - A student for a four-year or a five-year degree program who has finished the prescribed subjects of, or has completed the total number of units required for the first year of his curriculum.
3. Junior - A student of a four-year or a five-year degree program who has finished the first two years, or has completed the total number of units required for the first two years of his curriculum.
4. Senior - A student of a four-year/five-year degree program who has finished the prescribed subjects of the first three years of, or has completed the total number of units required for the first three years of his curriculum.

A student pursuing a five year degree program will still be classified as a senior after finishing the first four years of, or has completed the total number of units required for the first four years of his curriculum.

TRANSFER STUDENTS

Proposed Amendment on the provision on Transfer Students, viz:

Section 319

x
x
x

6. Any transferee will have to complete in this college no less than 50% of the units required for his course;

x
x
x

To read:

Section 319

x
x
x

6. Any transferee will have to complete in this college no less than 50% of the units required for his degree program, or no less than 80% of the units required for the fundamental and major subjects of his course.

x
x
x

PROPOSED CURRICULAR REVISIONS AND INSTITUTION OF A COURSE

To make Ag. Ext. 134 (Ag. Ext. Teaching) a major elective instead of a fundamental course under the BSA and BAS degree programs.

Rationale:

With the return of some staff members from graduate studies, some departments are now able to offer BSA and BAS students other fields of specializations. Among those recently made available are agricultural chemistry, insect physiology, pesticide toxicology and animal breeding. Graduates who specialized in these fields are likely to take jobs dealing exclusively with instruction and research in technical agriculture, unlike majors in crop and animal production and animal health who may also take jobs dealing with agricultural extension. As such, it will be advantageous for the latter group of majors, to take Ag. Ext. 134 (Ag. Ext. Teaching) while the former group may be better off if they take an advanced course in chemistry, plant physiology, mathematics or other disciplines instead of Ag. Ext. 134. Thus, to allow this additional little flexibility in the choice of major courses for the BSA and BAS students, it is proposed that Ag. Ext. 134 be made a major elective instead of a foundation course. By definition, a foundation course is one which is required for all students of a curriculum regardless of major fields of specialization.

Substitution in the BSA and BSAD curriculum of:

Ag. Eng'g 21 - FARM SHOP PRACTICE - Use of common hand tools; woodworking, metal working, painting, varnishing, brazing, soldering, pattern making.

Prerequisite: None
6 hrs a week (lab)
Credit: 2 units

with

Ag. Eng'g 20 - Basic Farm Shop Practices - Fundamentals of woodworking, general metal work and other shop practices.

Prerequisite: None
4 hrs a week (1 lec., 3 lab.)
Credit: 2 Units

Rationale:

Experience during the past years has shown that it is necessary to give students taking Ag. Eng'g 21 some lectures before they proceed to actual shop practice. Also, considering the number of students required to take the course, the instructors had to resort to lecture-demonstration type of instruction instead of purely student practice when the facilities needed (equipment, supplies and materials) for the scheduled work are not adequate. With the ever increasing prices of instructional supplies, instructors may be considered to do this more often. Thus, there is a need to officially prescribe a lecture hour for the course.

The reduction in the amount of practical training that students will get as a consequence of the reduction in the number of laboratory classes from 2 to 1 may not necessarily affect adversely their training for future employment because, with the basic skills that they will acquire, they will be in a posi-