

## APPLICATION PROCEDURES

- A. Application for admission to the UST Graduate School is until October 15 for October enrollees, April 5 for Summer enrollees and May 25 for June enrollees.
- B. Application forms for Admission are available at the UST Graduate School, UST Admissions Office & at the UST Graduate School Web Site – <http://www.ust.edu.ph>

## REQUIREMENTS:

Certified true copy of Transcript of Records, one (1) colored passport size, recent photo (if any) document(s) attesting to passing a Bar/Board Exam, or being a scholar of any agency.

Two (2) Referral Forms: One(1) for the current (immediate) superior (or Dean, in the case of a school); and the other, for the professor in one specialization (major) subject.

## For Foreigners:

**All of the above and;**

TOEFL English Proficiency and Student Visa Requirements.

## ADMISSION REQUIREMENTS

1. Bachelor's Degree in Education or related courses with a general average of at least 2.0/85% or B.
2. Complete accomplished application and referral forms.

## PROGRAM RATIONALE:

The Master of Education (Ed.M.) and the Doctor of Education (Ed.D.) major in Curriculum and Instruction are both designed for experienced inservice teachers, administrators and other educators who have professional preparation as well as those who are directly involved in teaching in the Arts and Science. The programs has two broad goals: first to contribute to the fields of curriculum development and improvement, general curriculum design and theory, educational and instructional leadership, teacher education, basic

education and college teaching; and, second to prepare teachers and other professionals in the different levels and disciplines to assume dual leadership roles and functions on curriculum and instruction.

The programs will provide students opportunities to become experts in such areas as curriculum development, educational leadership, elementary education, secondary education and college teaching. The typical positions for which students are prepared include:

1. Curriculum Specialist
2. Master Teacher of Elementary and Secondary Education
3. Academic Coordinators/ Head in the Areas of Basic Education
4. Academic Supervisor
5. College Professors of Graduate and Undergraduate Programs
6. College Academic Department Chair
7. Administrator (Supervisor/Consultant/Coordinator/Director) in charge of:
  - Curriculum and instruction
  - Curriculum research
  - Professional development
8. Teacher leaders in Curriculum Programs
9. Consultants or Educational Specialist in a Non-School Agency

## PROGRAMS OBJECTIVES:

To prepare teachers/educators and experienced and prospective educational leaders for advancement in the series of career steps in curriculum and teaching the two programs aim to

1. Provide students advanced academic knowledge, pedagogical competence and sophistication in curriculum and instruction.
2. Keep students abreast with the current development, issues and directions in curriculum and instruction.
3. Develop competencies essential for effective leadership in the areas of curriculum and instruction in a variety of educational settings and levels.
4. Engage students in inquiry into and reform of curriculum, teaching and teacher through research.
5. Create, participate in, and nurture many learning communities to pursue deeper understanding of persistent problems of curriculum and instructional practice in the different levels and disciplines

## **MASTER OF EDUCATION MAJOR IN CURRICULUM & INSTRUCTION** *(Non-Thesis Track)*

The Master of Education with specialization in Curriculum and Instruction is a non-thesis program that affords students the opportunity to develop an area of expertise beyond that required for classroom teaching in the different educational levels

### A. CORE COURSES: (6 UNITS)

#### **GS 501 - Research Methodology**

Introduces the student into the systematic nature of educational research; different types of educational research and their application; and, in the sequential pattern of general activities and process conducting a research study and the relationship of such activities to existing knowledge.

#### **GS 502 - Educational Statistics**

An introduction to the major concepts of statistical descriptions, central tendency, dispersion, relative position, relationship, and elementary inferential methods specially as they relate to educational measurement and research. Focus is on the presentation and interpretation of statistical data in educational literature.

### B. SPECIALIZATION COURSES: (18 UNITS)

#### **CI 601 - Philosophy of Education**

An in-depth study of the foundations of education in philosophy based on the Angelic Doctor's philosophical teachings, in particular. Provides basic background on enduring educational philosophical theories from classical times to the present especially as they involve Christian Education in Philippine setting.

#### **CI 602 - Sociological and Anthropological Foundations of Curriculum and Instruction**

Synthesizes the sociological and anthropological foundations that serve to define and impact the dynamics of the curriculum and instructional field.

#### **CI 603 - Theories of Learning & Instruction**

An advanced course in the major theories relevant to childhood, adolescent and adult learning, nature and condition of long term cognitive learning leading to the improvement of classroom teaching and in the psychological aspects of curriculum development.

#### **CI 604 - Curriculum Development: Theory and Process**

A comprehensive overview of the theories and the technical process including methods and techniques for developing, designing, implementing and evaluating the curriculum.

#### **CI 605 - Teaching Models and Methodologies**

Comparative study of traditional, current, and innovative teaching models and methodologies designed for all levels of instruction. Emphasis is on the application of the models to field practice in teaching, supervision, and curriculum design.

#### **CI 606 - Curriculum Documents and Materials Development**

Critical analysis of the basic curriculum document types: philosophy, statement documents, general, scope and sequence documents; curriculum guides, grade level plans, course or syllabus plans, instructional unit plans and different types of curriculum materials. Emphasis is on the development and preparation of prototypes.

#### **CI 607 - Theory & Practice of Test Construction**

The relationship of classroom testing to educational objectives and the curriculum; the construction, preparation, administration, and scoring of the various types of tests and other means of measuring the attainment of objectives, and marking procedures.

### C. CONCENTRATION/COGNATE: (12 UNITS)

Students may choose to concentrate in one area and select any of the four (4) courses listed under the preferred concentration

#### Area 1: College Teaching

#### **CI 607 - The Psychology of College Teaching**

Emphasis is on theories, principles, and research on adult learning and development and the technology of teaching and learning. Includes adjustment and psycho-educational problems of college students and undergraduate and graduate teaching.

#### **CI 608 - Critical Thinking for Teachers (St. Thomas on Critical Thinking)**

A comprehensive course on the art of critical and creative thinking for teachers to enable them to generate and evaluate ideas and communicate ideas persuasively and ultimately to develop higher order thinking skills of students in the school curriculum making the classroom as a community of inquiry.

### CI 609 - Designing Curriculum and Instruction in College

Application of theories and models for designing curriculum and instruction in the college level. Students design curriculum in their respective disciplines in collaborative groups.

### CI 610 - Theories, Models, and Strategies of College Instruction

Theory based models and strategies in teaching the various structures of the disciplines in college will be analyzed, and applied.

### CI 611 - Seminar in Teacher Education Programs

Current development in programs for the preparation and in service growth of teachers in all levels of education. Examine curriculum, teaching methodologies, instructional materials and teacher professional growth programs.

### CI 612 - Practicum in College Teaching

A laboratory course for developing teaching skills and strategies based on contemporary models. Application of the models to specific disciplines. Intensive inservice internship under the close supervision of an adviser/ senior college professor.

### Area II: Educational Leadership

#### CI 613 - Supervision of Instruction

Examines and analyzes the nature, scope, purposes, historical development, patterns, functions, processes, approaches, methods, techniques and evaluation of the supervision of instruction. Focus is on role-process, theoretical and reflective practice issues in instructional supervision.

#### CI 614 - Management of Curriculum and Instruction

A study of the institutional management process functions and tasks in the context of curriculum and institution. Expects students to engage in self-assessment, extensive research, case analysis, theory building in human relation, organization, communication, power and influence, and leadership which can provide useful models for which management of curriculum and instruction can be built.

#### CI 615 - Trends, Issues, and Problems of Basic Education

A study of world trends in basic education through comparative analysis and inquiry into the emerging patterns of basic education of representative contemporary western and oriental societies. Focus is on

the many facets of basic education in the Philippines; concepts, goals, functionality, educational structure, curriculum educational environment and governance anchored on major development and trends, issues and problems.

#### CI 616 - Problem Solving and Decision Making in Education

Analysis of the kinds of educational problems encountered in curriculum, supervision, and instruction. Instruction and practice in the case approach to educational problems.

#### CI 617 - Trends, Issues, Problems of Tertiary Education

A study and analysis of the many facets of tertiary education: concepts, philosophy, goals, functionality, educational structure, curriculum, educational environment, administrative structure and governance anchored on major development and trends, reform initiatives and innovative strategies. Engages students to analyze vital problems and critical issues of Philippine tertiary education within the framework of its avowed mission and thrusts.

#### D. SPECIAL PROJECT: CLASSROOM BASED RESEARCH - (6 UNITS)

Designed to prepare Master of Education students to conduct school based inquiry focused on educational practice in any of the three levels of education: elementary, secondary and higher education.

**Total = 42 Units**

#### UST GRADUATE SCHOOL ADMINISTRATION OFFICIALS AND FACULTY

LILIAN J. SISON, Ph.D.  
*Dean*

JOSÉ ANTONIO E. AUREADA, O.P., S.Th.D.  
*Regent*

MICHAEL ANTHONY C. VASCO, Ph.D.  
*Faculty Secretary*

CARLOS P. GARCIA, Ph.D.  
*Director for Graduate Research*

ANNA MARIA GLORIA-WARD, M.A.  
*Director, Center for Professional Development &  
Consultancy Services*

ROMUALDO DEL ROSARIO, Ph.D.  
*Supervising Scientist, UST Botanical Garden*

MARCELA LEUS, Ph.D.  
*Consultant for Education & Development Studies*

#### PROFESSORIAL STAFF

CLOTILDE ARCANGEL, Ph.D.

FR. JOSE ANTONIO AUREADA, S.Th.D.

ALLAN DE GUZMAN, Ph.D.

ARMANDO DE JESUS, Ph.D.

JOHNNY DECATORIA, Ph.D.

PRAXEDES DELA ROSA, Ed.D.

JAIME JIMENEZ, Ph.D.

LYSANDER PADILLA, Ph.D.

EVELYN SONGCO, Ph.D.

CRISTETA TAN, Ph.D.

EMILY TAN, Ph.D.

FR. MARIO EVANGELISTA, Ph.D.

AMELITA GAERLAN, Ph.D.

LEONORA GUERRERO, Ph.D.

MARCELA LEUS, Ed.D.

CATALINO RIVERA, Ph.D.

ALELI SEVILLA, Ph.D.

#### **SCHOOL CALENDAR**

The University of Santo Tomas follows an Academic Year Calendar of two (2) semesters and a summer term.

Summer Term: April-May

**For further information, please call,  
Tele-Fax: (632) 740-9732 or  
Tel. No. (632) 786-1611 loc 8247; 731-5396  
Web-http://graduateschool.ust.edu.ph  
E-mail: odgs@mnl.ust.edu.ph  
or write to:**

**The Dean/Faculty Secretary  
UST Graduate School  
España, Manila, Philippines 1008**

**University of Santo Tomas**

GRADUATE SCHOOL



**GRADUATE PROGRAM**

AY 2004 – AY 2006

**EDUCATION**

Master of Education major in  
Curriculum & Instruction  
(Non-Thesis Track)

España, Manila