

## 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

## **DOCTOR OF EDUCATION MAJOR IN CURRICULUM & INSTRUCTION**

The program of study for the Doctor of Education degree in Curriculum and Instruction is a more advanced study and extensive preparation in curriculum and academic leadership in all levels from preschool to college teaching in which the student has demonstrated competence. The exact program and sequence of study is determined by the previous academic preparation, professional experience and professional career objectives of the students.

Admission to the program leading to the Ed.D. degree is determined on the basis of academic ability as evidenced by success in prior academic aptitude, demonstrable potential for research, field inquiry or development activities in education and successful teaching or equivalent academic leadership experience.

Units completed from previous graduate work in the Education Cluster may be credited upon approval of the Dean through the recommendation of the student's Program Adviser.

## CURRICULUM PROGRAMS

### A. CORE COURSES: (9 UNITS)

#### **CI 800 - Research Seminar (Methods and Design of Research on Curriculum and Instruction)**

Evaluates and applies selected methods of research in terms of the research requirements in curriculum and instruction. Focuses on alternative research methods, instruments development and evaluation models.

Keep students abreast of general trends in research methods.

#### **CI 801 - Advanced Educational Statistics**

Guides students to advance in research knowledge and skills. Focuses on multiple correlation, linear regression, multiple regression, discrete and continuous variables and analysis of variance.

#### **CI 802 - Qualitative Research**

A study of the fundamentals of qualitative research and their applications in curriculum and instruction. Included are characteristics, nature of qualitative research problems, selecting participants, techniques of obtaining information, multiple methods of data collection data analysis, and credibility. Students are expected to conduct qualitative mini study of current problems in curriculum and instruction.

Primarily for students approaching dissertation research.

## **B. SPECIALIZATION (REQUIRED): (21 UNITS)**

### **CI 803 - Theory and Inquiry in Curriculum and Instruction**

Introduction to and exploration of important problems and issues in curriculum and instruction, methods of formulating questions, and modes of inquiry appropriate to doctoral level research.

### **CI 804 - New Developments & Directions in the Curriculum Fields**

Critical analysis of current and historical developments in the practice of curriculum making and implementation in the different curriculum fields.

### **CI 805 - Alternative Instructional and Learning System**

A study of the different models of alternative instructional and learning system. Emphasis is on the background concepts, theory delivery mechanics, instructional methodologies and learning strategies, of the following models: open education, distance education, technology centered education, self-directed, school-based, tutorials, community based and work-based. Concludes with analysis of issues and problems related to the various models of alternative learning system for different target learners.

### **CI 806 - Educational Media and Technology**

Overview the types and functions of media and technology; the nature and development of automaton in education; and computer aided instruction.

### **CI 807 - Theory Research and Practice of Curriculum Design**

Analyzes vital curriculum designs as to theory, foundations, components, dimensions, characteristic features, processes, application and limitations. Emphasis is on current research on innovative designs. Provides opportunities for students to discuss issues and fundamental issues and questions in the field of curriculum and instruction.

### **CI 808 - Designing Instructional System: Theory and Process**

A theory and practice based course that deals with both macro and micro level instructional designs in both formal educational and in-service training settings. Focus is on the development of competencies in the four components of instructional designing.

### **CI 809 - Curriculum Evaluation Model**

A study of the process of educational program evaluation, its purpose and procedures with emphasis on settings, principal theories, analysis of models, data collection, techniques, approaches to data interpretation and utilization of evaluative information.

#### CI 810 - Trends, Innovations, Issues and Problems in Curriculum and Instruction

A critical study of curriculum and instructional practices in basic and higher education, current trends in the subject and discipline areas, and unintended consequences of practice. Special attention will be paid to the role of educational leadership.

#### CI 811 - Seminar in Supervision and Curriculum Improvement

Intensive study of selected problems in curriculum and instruction. Major emphasis is on formulation of supervisory strategies and facilitating curriculum change and improvement.

#### C. COGNATE/ ELECTIVES: (15 UNITS)

##### CI 812 - Management and Supervision of Continuing Education Programs

Analysis of the process of planning and conducting continuing education programs for adults. Include theory, research, and practice, need appraisal, objectives, selection and organization of learning activities and evaluation.

##### CI 813 - 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 814 - Management of Research and Evaluation Programs in Curriculum and Instruction

Designed to equip students with knowledge and skills in preparing research priorities/ agenda. Researches on curriculum and instructional problems will be reviewed to enable the students to develop a research program for their respective institutions.

##### CI 815 - Educational Innovations in College Instruction

Investigates innovative practices in college instruction in the different disciplines; identifies and develops procedures for organizing new knowledge and research into the tertiary curriculum.

##### CI 816 - Studies and Policies in Curriculum and Teaching

Examination of the theoretical and political bases of curriculum and instructional policies and their influences on school programs and organization and teaching procedures. Explore the policymaking process from policy design through implementation.

##### CI 817 - Staff Development Processes and Procedures

Concepts and practices related to staff development, in-service education and organizational

improvement. Emphasis is on application of staff development using institutional cooperation, organizational dynamics and research on teacher training.

##### CI 818 - Seminar in Higher Education

An integrating seminar that examines underlying and emerging curriculum issues, problems and trends to enable students to formulate initial research plan.

##### CI 819 - Independent Study

Permits study of problems not considered in other courses for students who excel in self-direction and intellectual curiosity, and have demonstrated writing competence, research potentials, and scholarly attitude.

By advisement, courses listed in other doctoral programs, Education Cluster at the University of Santo Tomas Graduate School:

**Doctor of Philosophy in Education  
major in Educational Management**  
**Doctor of Philosophy  
major in Development Studies**

#### D. DISSERTATION WRITING: (15 UNITS)

Dissertation Seminar	6
Dissertation Writing I	3
Dissertation Writing II	3
Dissertation Writing III	3

Total = 60 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

Doctor of Education major in  
Curriculum & Instruction

España, Manila