

## Mission Statement

We are a Catholic institution of learning dedicated to advancing the frontiers of knowledge in the theoretical and applied fields through quality graduate education that is comprehensive and responsive to the needs of society.

We are committed to the formation of scholars and high-quality professionals who are ethical, competent, compassionate, and committed to the service of their respective professions, the church, the nation, and the global community.

## Vision Statement

We envision a Graduate School that stands for excellence and innovation and that is globally recognized for its distinct degree programs and quality research outputs.

## Goals and Objectives

The Graduate School commits itself to develop:

- competent professionals who, inspired by the ideals of St. Antoninus of Florence, promote excellence in the production, advancement, and transmission of specialized knowledge and skills in the sciences, the arts, and community service;
- scholarly researchers and creative thinkers who, kindled by St. Thomas Aquinas' ardour for truth, aspire to become fonts of intellectual creativity and, in their quest for quality research, are proficient and critical in assessing and communicating information in various fields that impact the professions, the church, the nation, and the global community;
- professional Christian leaders who, touched by St. Dominic de Guzman's apostolic fire and warmed by Mary's motherly care, articulate ethics and truth, high level of moral maturity in resolving issues and promoting social justice and compassion for the poor, and care for the environment;
- globally engaged citizens who, with ardent advocacy for life, promote a deeper understanding of tolerance and justice as well as linguistic, religious, and cultural diversities as a result of precise evaluation of modern problems and inquiries;
- committed scholars who, nurtured by the dogmas of Christian faith and values, are dedicated to the pursuit of truth through the promotion of an intellectual culture that values academic rigor and freedom of scientific investigations; and

- lifelong learners who, empowered by St. Antoninus of Florence's zeal for learning, are committed to the advancement of a higher culture through a continuous search for intellectual inquiries and new knowledge as well as faithfulness to Catholic intellectual traditions.

## Program Intended Learning Outcomes (PILO)

Upon successful completion of the Doctor of Education major in Curriculum and Instruction, the graduate will be able to:

1. Demonstrate expert level of theoretical understanding, reflective inquiry and creative application of established curriculum and instructional theories, principles, design, models and practices across educational levels and disciplines.
2. Demonstrate intellectual creativity in conducting quality research-based inquiry, and communicating the evidences, results and implications to diverse curriculum specialists and non-specialist audience.
3. Demonstrate exceptional leadership qualities, styles, creative skills and ethical actions, social justice and compassion in managing complex curriculum processes and issues of change.
4. Demonstrate deeper understanding of relevant curriculum and instructional reengineering actions anchored on global 21<sup>st</sup> century skills, trends, practices as well as cultural diversities.
5. Demonstrate skills in constructing informed judgments and convincing arguments on complex curriculum and instructional challenges that generate transformative curriculum and instructional policies, programs and reforms.
6. Demonstrate commitment in continuous search for new knowledge and innovations to reengineer curriculum and instruction both in content and process through continuing education beyond program requirements.

## DOCTOR OF EDUCATION MAJOR IN CURRICULUM & INSTRUCTION

### CORE COURSES: (6 UNITS)

#### CI 800 - 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 801 - 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.

### SPECIALIZATION COURSES: (30 UNITS)

#### CI 802 - 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 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 and 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 - Seminar in Curriculum Leadership and Management

An advanced professional seminar on intensive analysis of curriculum leadership and management principles and

strategies and their application to current educational problems and issues. Topics may vary each year.

#### CI 806 - Seminar on Teacher Education across Educational Levels

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 807 - Theory, Research & 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 - 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 809 - 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 given to the role of educational leadership.

#### CI 810 - Seminar in Instructional Leadership 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.

#### CI 812 - 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.

**COGNATE COURSES: (9 UNITS)**

**CI 813 - 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 814 - 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 815 - 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.

*Any courses in the Ph.D. in Education major in Educational Management or in other related programs.*

**OTHER REQUIREMENTS: (15 UNITS)**

Written Comprehensive Exam  
 Dissertation Writing I           6 units  
 Dissertation Writing II           3 units  
 Dissertation Writing III           3 units

**Total = 57 Units**

**UST Graduate School  
Administration  
Officials and Professorial Staff**

MARILU R. MADRUNIO, Ph.D.  
*Dean*

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

ALEJANDRO S. BERNARDO, Ph.D.  
*Faculty Secretary*

GRECEBIO JONATHAN D. ALEJANDRO, Dr.rer.nat.  
*Director for Graduate Research*

MARCELA J. LEUS, Ed.D.  
*Program Lead*  
Education, Curriculum & Instruction, Educational  
Management and Leadership, Library &  
Information Science

PROFESSORIAL STAFF  
Allan B. De Guzman, Ph.D.  
Armando F. De Jesus, Ph.D.  
Emily B. Tan, Ph.D.  
Amelita A. Gaerlan, Ph.D.  
Fe A. Hidalgo, Ph.D.  
Marcela J. Leus, Ed.D.  
Rodrigo A. Litao, Ph.D.  
Rev. Fr. Jesus M. Miranda, Jr., OP, Ph.D.  
Nilo L. Rosas, Ph.D.  
Aleli V. Sevilla, Ph.D.

**Summary of Program Requirements**

Degree Requirements	units
Core Courses	6
Specialization Courses	30
Cognate Courses	9
Written Comprehensive Exam	--
Dissertation Writing I	6
Dissertation Writing II	3
Dissertation Writing III	3
<b>TOTAL</b>	<b>57</b>



University of Santo Tomas  
 THE CATHOLIC UNIVERSITY OF THE PHILIPPINES  
 MANILA, PHILIPPINES  
**The Graduate School**

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 CURRICULUM AND  
 INSTRUCTION**