

## 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:

1. 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;
2. scholarly researchers and creative thinkers who, kindled by St. Thomas Aquinas' ardour for truth, aspire to become founts 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;
3. 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;
4. 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;
5. 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

6. 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 MA in Education major in Curriculum and Instruction, the graduate will be able to:

1. Demonstrate higher order level of skill in analyzing, assessing and communicating information in the various areas of curriculum, instruction and assessment.
2. Demonstrate skills of critical inquiry and creative approaches in the conduct of curriculum documents, designing test and performance assessment, and quality study such as classroom-based and action researches.
3. Demonstrate the ability to lead and work independently and collaboratively with others in exercising ethical actions and in resolving curriculum, instruction and assessment issues.
4. Demonstrate global awareness and deeper understanding of diversities in curriculum, instruction and assessment practices.
5. Demonstrate updated and in-depth professional and functioning knowledge of curriculum and instruction in applying them to problems in the educational fields across levels and disciplines.
6. Demonstrate initiatives and self-direction to advance one's knowledge and skills in curriculum, instruction, and assessment using established sources of advanced information in the field beyond program requirements.

## MASTER OF EDUCATION MAJOR IN CURRICULUM & INSTRUCTION

### PREREQUISITE COURSES: (6 UNITS)

#### GS 500 – St. Thomas and Critical Thinking

As the philosophical foundation of Research Methodology, it is a study of the principles of and skills in critical thinking according to St. Thomas Aquinas in the three areas of mental cognition: simple apprehension, judgment, and reasoning; and of common fallacies towards the acquisition of the art of argumentation.

#### GS 501 – Research Methodology

Introduces the student to both the theoretical and the procedural aspect of designing a research. Examines and analyses the nature, scope, uses and the process and design of research as applied to education. Provides concepts, techniques, rules, and tools needed in undertaking research; focuses on developing learner's skills both as producer and user of research findings.

### CORE COURSES: (9 UNITS)

#### CI 601 – Curriculum Foundations: Psychological, Sociological, and Philosophical

Synthesizes the psychological, the enduring philosophical theories, the sociological and disciplinary foundations that serve to define and impact the dynamics of the curriculum and instructional fields.

#### CI 602 – 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.

#### 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.

### SPECIALIZATION COURSES: (18 UNITS)

#### CI 603 – 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 604 – Curriculum Designs

An in-depth study of basic and representative current curriculum design types. Analyzes how curricula are created, components, sources, design dimensions and issues of design.

#### CI 605 – Development of Curriculum Documents and Materials

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

#### CI 606 – Teaching Models and Methodologies across Educational Levels

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 607 – 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 education and in-service training settings. Focus is on the development of competencies in the four components of instructional designing.

#### CI 608 – Theory & Practice of Test Construction and Authentic Assessment

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 in assessing the result of instruction.

#### CI 609 – Supervisory Leadership in Instruction: Theory and Process

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.

**CONCENTRATION/COGNATE: (3 UNITS)**

**CI 615 – Trends, Issues, Problems of Philippine Education across Levels**

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

*Any course in the Master of Arts in Education major in Educational Management.*

**TERMINAL REQUIREMENTS: (9 UNITS)**

Written Comprehensive Examinations (WCE)

TW I - 3 units (Thesis Proposal)

TW II - 3 units (Research Colloquium)

TW III - 3 units (Thesis Defense)

**Total = 45 Units**

**Summary of Program Requirements**

Degree Requirements	units
Prerequisite Courses	6
Core Courses	9
Specialization Courses	18
Cognate Courses	3
Written Comprehensive Exam	--
Thesis Writing I	3
Thesis Writing II	3
Thesis Writing III	3
<b>TOTAL</b>	<b>45</b>

**UST Graduate School Administration  
Officials and Faculty Set-up**

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

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.



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

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**CURRICULUM AND**  
**INSTRUCTION**