

# Alignment of Pauline Graduate Outcomes with the CMO 15, S. 2019 Standards Basis for Curriculum Enrichment of St. Paul University Dumaguete Graduate Education Programs

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## ABSTRACT

The purpose of this study was to establish the alignment between the Paulinian Graduate Outcomes and the standards of CMO 15 s. 2019. The result of the study was used as a basis for enriching the curriculum of the St. Paul University Dumaguete graduate education program and for proposing a curriculum for the Doctor of Philosophy in Education, aligning with the university's future direction to offer this course. The central phenomenon in this case study was the lived experiences of the students with the implemented curriculum of the St. Paul University Dumaguete Graduate Education program and how they embody the Paulinian Graduate Outcomes in their professional fields. Participants in the study included graduates from various programs under the Doctor of Education and master's degree programs, such as the Master of Arts in Education with majors in Educational Management, English Language Teaching, Guidance and Counseling, Early Childhood Education, and Special Education. An in-depth analysis of the participants' lived experiences was conducted using the thematic analysis method by Caulfield (2022). Major findings revealed that the SPUD graduate school has somewhat achieved the standard and has successfully cultivated graduates according to the Paulinian Graduate Outcomes. However, there is a need to enhance the curriculum with experiential learning, allowing students to engage in hands-on activities related to school management, problem-solving, and school planning. It is recommended that practicum and immersion subjects be integrated into the curriculum to strengthen the research culture by allowing students to participate in local and international research conferences and collaborate in conducting interdisciplinary research. Additionally, a contextualized Paulinian Graduate Outcomes framework reflecting the graduates' perspectives should be developed.

**Keywords:** Graduate education, Paulinian graduate outcomes, curriculum enrichment

## INTRODUCTION

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is much necessary raw material, but warmth is a vital element for the growing plant and for the soul of the child (Jung, n.d. as cited by Kasperowski, 2019).

There are many elements to creating a successful and effective curriculum. These elements can bring the warmth that gives life to it. Integrating Outcome-Based Education and desirable Graduate Outcomes is one of the significant elements that make the curriculum responsive to the needs of the time, truly nurturing the holistic formation of graduates. Therefore, it is a call to all public and private higher education institutions and universities to constantly revisit the curriculum to enrich its implementation and continually produce quality graduates. The curriculum plays a key role in creating a strong foundation for schooling. A pertinent curriculum that aligns with educational objectives puts up lessons and learning opportunities to achieve preset learning objectives. Spady (1994) defined outcomes-based education as a philosophy of education that places an emphasis on learning outcomes and arranges the curriculum, instruction, and evaluation to assure the achievement of such results.

The K–12 curricula were fully implemented in the basic education system in the Philippines, leading to curriculum revisions in higher education. This changed the educational landscape of the country. These activities

led to the creation of Memorandum Order Number 15, Series of 2019 by the Commission on Higher Education (CHED), which called for an upgrade to the nation's graduate school programs. According to Article 1, Section 1 of the CHED Memo Order, the context and viewpoints surrounding graduate education have changed significantly over the past few decades. For students to meet these demands, factors such as globalization, regional integration, internationalization of higher education, and the fourth industrial revolution all call for new or enhanced competencies. The graduate programs focus on a specific or interdisciplinary academic discipline or profession, and they involve objective options like evaluation and interaction with professors and peers, professional experience through internships, teaching, and research, and the creation of original research or creative work, according to Section 2 of the article (Quinto, 2022).

St. Paul University Dumaguete Graduate Education Programs have been following the old curriculum, which has been implemented since the graduate education program was offered at the university. To respond to this reality, as the program chair of the Doctor of Education and Master of Arts in Education programs, the researcher should facilitate change to continue producing quality graduates on par with the standards. Action research conducted by the researcher, which dealt with qualitative and quantitative inquiry, concluded that some subjects are repeated and almost have the same descriptions from the undergraduate studies and master's degree levels. Participants suggested that there is a need to revise the curriculum to address present realities in the field of education, especially in this time of vulnerability, uncertainty, complexity, and ambiguity. These findings are also congruent with the study conducted by Miña, Bercasio, and Llenaresas (2021) on a curriculum review and evaluation of the syllabi of the graduate program, which found a partial alignment of the academic course to the program and graduate outcomes and partial alignment among outcomes, activities, and assessment. To have a bigger picture and gather data from different angles, the researcher focused on the standards of CMO 15, s. 2019 and how they are reflected in the present curriculum and to what extent the graduate school can enrich and improve the curriculum responsive to the needs of the time.

As mandated by CMO 15, s. 2019, every higher education institution should adhere to the standards. It is imperative for every university offering graduate school programs to align the curriculum to the mandate. In this manner, each university should respond to the call of producing graduates who are globally competitive with advanced knowledge in research and publication, enriching the curriculum with transformative leadership skills and innovations on par with global standards. This research was conducted to determine how graduates of the graduate education program of St. Paul University Dumaguete satisfy the standards of CMO 15 s. 2019 and how they exemplify the Paulinian Graduate Outcomes. The purpose of this study is to establish the connection between the Paulinian Graduate Outcomes and the standards of CMO 15 s. 2019. The result of the study will be used as a basis for curriculum enrichment of the St. Paul University Dumaguete graduate education program and for proposing a curriculum for the Doctor of Philosophy in Education, respectively, as the university's direction to offer the course in the future.

### **Statement of the Problem**

This study aims to propose curriculum enrichment for the graduate education program of St. Paul University Dumaguete based on CMO 15 s. 2019 and the Paulinian Graduate Outcomes. Specifically, it addresses the following questions:

- (1) How do graduates of the graduate education program of St. Paul University Dumaguete satisfy the standards of CMO 15 s. 2019?
- (2) How do graduates of the graduate education programs of St. Paul University Dumaguete exemplify the Paulinian Graduate Outcomes?
- (3) How does the manifestation of the Paulinian Graduate Outcomes satisfy the standards of CMO 15 s. 2019?
- (4) What curriculum enrichment can be proposed to satisfy the standards of CMO 15 s. 2019 in the St. Paul University Dumaguete graduate education program?

## Study Flow

This study is illustrated through a schema reflecting the flow of the study using the Systems Approach, composed of Input, Process, and Output. The Input consists of the data-gathering procedures and requisites necessary to ascertain answers to the specific problems raised herein. It employs a case study approach to focus on the existing curriculum in the St. Paul University Graduate Education Programs, particularly in terms of the knowledge, beliefs, and experiences of the graduate school graduates, and how they lived out the Paulinian Graduate Outcomes and standards as they offer services to the community. A case study on this problem is best suited to analyze by describing, comparing, evaluating, and understanding how the CMO 15 s. 2019 standards have been realized in the context of Paulinian Education. Case analysis was conducted through qualitative data gathered based on the satisfaction of the Paulinian Graduate Outcomes relative to the standards of CMO 15, s. 2019, the lived experiences of Paulinian graduates vis-à-vis the existing curriculum, and how the Paulinian graduates lived out the Paulinian Graduate Outcomes. Conclusions were formulated based on the objectives of the study and the in-depth analysis of the matrix created. Recommendations were anchored on the overall findings of the study as a basis for enriching the Graduate Education Program curriculum. This study focuses on the beliefs, experiences, and satisfaction of the graduates under the Doctor of Education and different programs under the Master of Arts in Education regarding the implementation of graduate education programs according to the standards of CMO 15 s. 2019. It also addresses how the graduates exemplify the Paulinian Graduate Outcomes as manifested in their professional work and the curriculum alignment to the CMO 15 s. 2019 standards.

## METHODOLOGY

### Research Paradigm

This study gathered qualitative data, believed to be a pragmatic approach, with rich descriptions and explanations of human encounters through the firsthand experiences of graduates who experienced Paulinian Education at St. Paul University Dumaguete, School of Graduate Studies. These experiences will form the basis for creating a more responsive and relevant graduate outcomes and curriculum that meet current needs. Following a realist perspective, the researcher exclusively used the philosophical perspective of Thematic Analysis by Caulfield (2021) that further illuminated the study's findings.

This strategy establishes the pragmatic theory approach. According to a pragmatist approach, truth is not absolute but changes according to time, ideals, and place. It holds that work that provides satisfaction and pleasure is practical and useful. The aims and beliefs of life are not certain because truth is changeable. Knowledge is created based on activity and the education of sociability. In summary, this research provides a clear concept of education based on a close relationship between theory and practice. The method is based on the idea that education, as a social necessity, demands constant transformation, considering the freedom and worth of the individual, and follows a continuous process of change (Hildebrand, 2024).

The pragmatist approach follows these principles: the principle of utility form, the principle of interest of the students, the principle of integration, the principle of organization, and the principle of activity and experience of the students. In this case study, the main basis for enrichment will be the lived experiences of the graduate students in terms of the implementation of the SPUD graduate school's old curriculum (Hildebrand, 2024).

The procedure, which often includes rigorous analytical attention through the application of different types of codes to data through a succession of cumulative coding cycles, eventually results in the development of a theory. This hypothesis is "based" or grounded in the initial evidence (Morse, 2012). Strauss and Corbin (1998) recommend that at least 10 interviews or observations with meticulous coding be conducted to construct a grounded theory. However, various methodologists have recommended a minimum of 20, 30, or 40 distinct interviews. For instance, a grounded theory experiment used interview data from 15 adolescent participants (Saldana, 2018).

According to Business Bliss Consultants FZE (2018), the foundation of qualitative research is an "interpretive, humanistic, and naturalistic worldview" (Creswell, 2007). It places great value on a person's subjective or unique opinions and experiences. The ontological premise is that every phenomenon consists of multiple realities as

opposed to just one (Speziale & Carpenter, 2003). Furthermore, each person sees, interprets, and experiences a particular situation or phenomenon from their point of view because they all perceive reality differently (Polit & Beck, 2008). The fundamental tenet of epistemology is that knowledge comes through subjective observation, which involves thorough description and in-depth comprehension (Speziale & Carpenter, 2003).

Creswell (2007), as referenced by Business Bliss Consultants FZE, states, "Reality is both intricate and dynamic and can only be attained by observing humans as they interact with and within their sociohistorical conditions" (2018). As a result, Speziale & Carpenter (2003), cited by Business Bliss Consultants FZE, state that phenomena in qualitative research can be understood and categorized best by integrating the researcher into the environment rather than quantifying data that necessitates the development of a fixed instrument or set of questions (2018). It is also time- and context-bound (Polit & Beck, 2008). Naturalistic environments, as opposed to artificial laboratories, are frequently used for qualitative research (Burns & Grove, 2006). By interacting with participants, researchers can elucidate objectively significant experiences that allow broader and in-depth interpretation and analysis of data.

## Research Approach

The researcher followed a case study approach to focus on the existing curriculum in St. Paul University Graduate Education Programs in terms of the knowledge, beliefs, and experiences of the graduate school graduates and how they lived out the Paulinian Graduate Outcomes and standards as they offer services to the community. A case study on this problem is best suited for analyzing, describing, comparing, evaluating, and understanding how the CMO 15 s. 2019 standards have been realized in the context of Paulinian Education. A case study is a suitable research strategy or methodology to acquire detailed, specific, contextual knowledge about reality. It enables the researcher to examine the case's essential traits, significance, and implications (McCombes, 2019).

Two major variables are identified in this research: the *CMO 15 s. 2019* and the *Graduate Education Outcomes of the Graduate School Program* in SPUD. The researcher will establish a comparison and cross-analysis of the extent of the relevance of SPUD-GSPO to the standards of *CMO 15 s. 2019*. The researcher will use a complex case study to analyze a specific issue in depth and to compare and illuminate many components that contribute to attaining the *CMO 15 s. 2019* requirements to establish a deeper analysis of the identified variables.

## Research Design

The study followed the qualitative approach of gathering data through semi-structured interviews. The main questions focused on the beliefs and experiences of the graduates regarding their satisfaction with the program in terms of the standards of *CMO 15 s. 2019* and the extent to which the graduates manifested and exemplified the Paulinian Graduate Outcomes concerning the standards of CMO 15. To gather in-depth data, the researcher identified two participants per program for one-to-one interviews. Participants from the post-doctorate level (Doctor of Education) to the master's degree level represent the graduate education program. The number of participants was determined only when the researcher observed saturation or information power from the qualitative data gathered.

The qualitative data were transcribed individually. From the transcripts, significant statements were identified for the formulation of primary codes and final codes based on the significant statements identified. Clustering of the codes was done to form themes.

The formulated themes were subjected to analysis and comparison to the CMO 15 s. 2019 standards and the realization of the Paulinian Graduate Outcomes. A contextualized matrix was made to establish an interrelationship between the CMO 15, Graduate Education Program Outcomes, and the formulated themes from the interviews. An output of this research was the contextualized Graduate Education Program of St. Paul University Graduate School programs, responsive to the needs of the graduate school students and in adherence to the CMO 15 s. 2019 standards.

## Research Locale

Participants of the study were graduates from the Graduate Education Programs, including Doctor of Education, Master of Arts in Education majoring in Educational Management, Guidance and Counseling, English Language Teaching, Early Childhood Education, and Special Education. Participants of the study were those serving in public schools in Negros Oriental under the different divisions: City Division of Dumaguete, Division of Negros Oriental, Tanjay City Division, and the DepEd Division of Bayawan City. The selection of participants included teachers in the field and graduates holding major positions or designations in the division, making the study wider in scope.

## Data Sources

Graduates from the education programs, including those with degrees of Doctor of Education and Master of Arts in Education with concentrations in Educational Management, Guidance and Counseling, English Language Teaching, Early Childhood Education, and Special Education, will take part in the study. Those working in public schools in Negros Oriental's various divisions—the City Division of Dumaguete, the Division of Negros Oriental, the Division of Tanjay City, and the DepEd Division of Bayawan City—were the study participants. To broaden the scope of the study, teachers in the field and recent graduates handling significant jobs or designations in the division were chosen as participants.

The data-gathering technique was semi-structured interviews that focused solely on the lived experiences of graduates in terms of the implemented curriculum of the department. It also solicited ideas on how the SPUD Graduate School Program's implemented curriculum met the standards of CMO 15 s. 2019 and the interrelationship between the Paulinian Graduate Outcomes and CMO standards vis-à-vis how the graduates manifested the CMO standards and PGO in their field of work.

These qualitative data are significant for establishing a contextualized matrix that would elaborate on the consistency of the CMO 15 s. 2019 standards and the Paulinian Graduate Outcomes across the newly revised curriculum for Doctor of Education, Master of Arts in Education programs, and the proposed Doctor of Philosophy Major in Education curriculum.

## Research Instruments

The researcher followed a semi-structured interview guide. This allows the researcher and the participants to have a true and sincere discussion on the variables identified beforehand. This method allows the participants to share more about their lived experiences on the curriculum of SPUD and how the Paulinian Graduate Outcomes were satisfactory in terms of lesson integration and manifested in the field of work by the graduates. This process of gathering data will allow two-way communication between the researcher and the participants which can result in an in-depth discussion of the variables identified as it combines freedom and flexibility (Personio, 2021).

## RESULTS AND DISCUSSIONS

This section contains data together with their analysis and interpretation. To establish order, the presentation of the information was based on the statement of the problem. Since the study aimed to propose curriculum enrichment for the graduate education program of St. Paul University Dumaguete based on *CMO 15 s. 2019* and the Paulinian Graduate Outcomes, the presentation and analysis followed that line of thinking. The results are relevant to how the graduates of the graduate education program of St. Paul University Dumaguete satisfy the standards of *CMO 15 s. 2019*, and how the graduates exemplify the Paulinian Graduate Outcomes.

To provide an in-depth analysis of the manifestation of the Paulinian Graduate Outcomes in satisfying the standards of *CMO 15 s. 2019*, a template will be created to establish the alignment of all elements while significant statements from the interviews will be utilized to support this alignment. The tables below show the Thematic Analysis (Caulfield, 2022) of the transcripts from the interviews and the extracted codes as bases for the formulated themes.

Question 1: How do graduates of the graduate education program of St. Paul University Dumaguete satisfy the standards of CMO 15 s. 2019?

In terms of curriculum delivery, the graduate education program of St. Paul University Dumaguete satisfies the standards of CMO through enriched classroom implementation of professional sharing, a research-based curriculum, and student engagement in conducting independent research activities that improve the research culture in the university. These findings are relevant to the following statements shared by participants:

P1: "It is higher than my experience in the baccalaureate degree in a way that we are more exposed to giving us a chance to explain our experiences and we are given the opportunity to be exposed to a topic where we can discuss and explain well."

A relevant statement is also observed from P2, who said:

"As I have experienced, the SPUD graduate education program offers more advanced and specialized courses than the baccalaureate or undergraduate/master's degree. The program incorporates more rigorous research and thesis requirements, allowing students to delve deeper into their chosen field. The program may have additional admission requirements, such as relevant work experience or higher academic qualifications, indicating a higher level of student preparedness and commitment."

These findings explain the common pedagogies observed by the graduate school professors in the delivery of instruction. One of the distinct factors that allow students to broaden or have a wider knowledge of the subject is the process of students' and teachers' activities on professional sharing. Based on an enriched sharing of personal experiences in the profession, students and professors exchange knowledge that augments significant inputs of the discussions in every discipline, allowing them to generate relevant knowledge. This phenomenon is relevant to Social Cognitive Theory (Bandura, 1986), which posits that students may learn through "models" from significant people in society, including friends/classmates, family, social media, and most significantly, their professors. As a result, students may tend to assimilate and imitate positive behavior, strategies in problem-solving, leadership styles, etc. Professional learning experiences provide a significant stage for them to share and learn from one another.

The students also perceived the curriculum as advanced, engaging in independent research that allows them to enrich their understanding in the field of education. Students' involvement in individual research across disciplines deeply inculcates the university's research culture. These strategies of student engagement signify adherence to the standards, providing a high-quality experience to students, making the curriculum relevant to present learners. These statements are relevant when a participant shared her experience, stating that:

P6: "I have been linked to SPUD during my thesis work. In my thesis writing, I am really engaged in a higher level of education. Higher than the baccalaureate one. And then right after the graduation of MAED-EM of SPUD, in one of the subjects in my summer Educational Management, we conducted mini research, where we examined the psychological status of city principals. It was qualitative research here in Dumaguete city. We discussed earlier that if each subject required all students to conduct or produce a research-based subject/output, then maybe that would be the way that the teacher can inculcate a research attitude in students. And it is really happening to me while I am studying at SPUD. After the subject on educational planning, we also did mini research on the Problems in the Philippine Education System. The title was 'Ninety Days to our Comprehension Route.' So very timely that I am in year 1 in the Doctor of Education program. I am really exposed to research right now. In other words, right now, I have learned to love research."

A master's degree is designed to give students more information, skills, and abilities in the classroom and/or the workplace. They include a significant amount of research. These programs are theoretically oriented but may also include practical elements. They are informed by state-of-the-art research and/or best professional practices. Advanced knowledge and skills in a specialized, interdisciplinary, or multidisciplinary field of study are expected of master's program graduates to support professional practice, self-directed research, lifelong learning with a high degree of independence, and application of the skills in professional work, research, or creative endeavors (Miña et al., 2021). This statement is also supported by P4, who said:

“The graduate program of SPUD places a greater emphasis on research and independent inquiry. Students are expected to engage in original research, contribute to the body of knowledge in their field, and often complete a thesis or dissertation. The faculty members of the Graduate School of SPUD are experts in their respective fields and actively involved in research, which can provide students with opportunities for mentorship and collaboration.”

Instructions were considered innovative, integrative, and interrogative approaches to learning. The graduate school professors observed relevant practices through integrating technology in teaching and facilitating innovative learning approaches that develop the students’ critical inquiry in learning and problem-solving skills. Professors in the graduate school utilize innovative learning approaches to present learning activities relevant to the learners. Integrative learning approaches were also used to develop problem-solving skills of the students on matters pertaining to school leadership and problem-solving. There is utilization of technology in teaching by allowing students to engage in situational activities across disciplines. Moreover, Graduate School professors are also adapting to the changes in the educational landscape, connecting the classroom to the actual field of teaching and learning environments. These findings support the claims made by Mitshali (2005) that outcome-based education (OBE) is a performance-based, competency-oriented approach to education that attempts to foster transferable life skills like critical thinking and problem-solving while also connecting education with industry standards. According to *CMO No. 15 series of 2017*, OBE focuses on and organizes the educational system to ensure all learners understand, appreciate, and can accomplish a desired level of competence.

These findings are consistent with the statements shared by P3, who said:

“The SPUD graduate education program fosters innovative approaches to learning by encouraging students to explore new ideas, think critically, and propose creative solutions to complex problems. The program also promotes integrative learning by encouraging students to connect knowledge and skills from different disciplines and approach issues from a multidimensional perspective. Likewise, the program utilizes interrogative approaches to learning by encouraging students to ask challenging questions, engage in meaningful discussions, and seek evidence-based answers.”

Specifically, there are four main components that demonstrate how SPUD met the CMO 15 requirements: The graduates felt that the curriculum was grounded in research, that it gave them the ability to generate knowledge, and that it enabled them to participate in national and international conferences and presentations to exchange knowledge and gain insights from researchers worldwide. A curriculum that involves students in research, knowledge creation, and dissemination is necessary for achieving these aims. Since graduate programs were created by universities before the advent of OBE, curricular reviews and adjustments are required if institutions want to achieve the following (Miña et al., 2021).

The above findings are relevant to the sharing of the following participants:

P2: “Research in graduate classes is really a must. Senior teachers provide us opportunities to engage in research and share our learnings in plenary sessions. Also, the manner of discussion, in which every learner is asked to share one’s opinion including group results, is captivating.”

P3: “As a former student at SPUD Graduate School, the graduate education program emphasizes research to produce new knowledge and contribute to the academic community. I am also aware of the SPUD graduate school's power of knowledge sharing and exchange. The students can present their research findings to peers and experts through international and local conferences, seminars, and workshops. This approach is essential to good mentorship, as it enhances students' understanding and equips them with the skills and confidence needed to tackle real-world challenges. Mentors are committed to empowering their students to become leaders in their fields, and their focus on knowledge sharing is one of the many ways they achieve this goal.”

The goal of graduate programs is to contribute more to the realization of sustainable development. Graduate programs are expected to achieve a clear progression beyond elementary education and baccalaureate/undergraduate education by emphasizing cutting-edge, integrative, and interrogative teaching and learning content and methods. They also aim to produce graduates with advanced skills that can support

leadership and innovation, scientific and technological advancement, agricultural productivity, entrepreneurship, good governance, inclusive economic development, and environmental security. They aim to raise students' competency in knowledge production through research, knowledge sharing and exchange through teaching, and knowledge application (Miña et al., 2021).

Question 2: How do graduates of the graduate education programs of St. Paul University Dumaguete exemplify the Paulinian Graduate Outcomes?

Paulinian education has been instrumental in nurturing graduates through a distinct approach. Graduates exemplify the values of living the righteousness of Christ, as manifested in their service to others, especially students. They have developed a distinct leadership style that embodies the threefold mission of becoming a priest, prophet, and king, in line with Christ's mission. This mission is manifested through constant and zealous observation of faith, believing that "It is no longer I who live, but Christ who lives in me" (Gal 2:20). They have gained the attitude of a Paulinian sense of responsibility and fidelity to duty, even in small and humble tasks (Commission). Paulinian graduates strive to contribute and unite all people through their valuable presence (Community). They recognize and accept the uniqueness of their talents and respect the gifts of each person (Charism). A Paulinian graduate gives love to everyone as Christ does (Eph. 5:1-5).

These manifestations align with the statements from the following participants:

P2: "When I tell my teachers to be in the Chapel or elsewhere for the mass or other religious activities, should they still prepare, especially the female teachers, then I go ahead without waiting for them. Once mass or activities have started and I still cannot find them, I will be forced to look for them and inquire about their whereabouts. This, I believe, must be understood by the teachers as they are not only role models for the students but are the 'witnesses' they need in today's world."

P5: "As a Paulinian graduate, I imbibed in my daily work the five core values: Christ-centeredness, commission, charity, charism, and community-oriented. These helped me a lot in becoming a professional and doing my work like Christ. I did charity work like going to the city jail to give enrichment sessions to the prisoners and learned to share my talents to help other people."

P7: "SPUD grad school alumni embody Paulinian graduate outcomes organically. They lead with heart, embracing Paulinian Leadership by making ethical choices and serving others. They face challenges head-on, showcasing Resilient Innovation. As Team Builders, they communicate effectively and contribute positively. Their expertise makes them Productive Experts, and their commitment to community mirrors Charity for All."

P9: "The graduates of SPUD Graduate School exemplify the Paulinian graduate outcomes by being role models—people of dignity and integrity in everything they do, no matter how small or big. In the real world, there would be tons of temptations that would push you to your limits to do something unpleasant, but choosing to be transparent and influential in terms of leadership, not giving up on whatever challenges life may throw at you, being a courier of enlightenment in whatever field of work you are in and with whoever person you are with, trying to find means to improve yourself every single day to offer nothing but the best service to your fellow individuals and the company you are working with, and always being open to giving a hand to the needy are still the top priorities of being a Paulinian graduate."

Moreover, these virtues are manifested in concrete actions of being resilient leaders and innovators, setting good examples, establishing relationships, offering genuine service, and standing amid temptations and trials as persons with dignity. This generalization is relevant to the following statements from participants:

P2: "Learnings from graduate school classes, including products of benchmarking from sharing of best practices, are shared with subordinates and even superiors so they can assess its applicability to our context at the Basic Education Department or in St. Paul University Dumaguete in general."

P4: "SPUD Graduate School helps me become a cutting-edge, resilient visionary, and innovator, demonstrating my creativity and charism through SPUD's advanced education and training, research opportunities,

interdisciplinary learning, faculty expertise, and challenging projects and assignments. An example of this was during the making of my thesis, where I really experienced how the SPUD faculty helped me come up with a good thesis.”

P5: “Paulinian education helped me gain confidence through exposures like reading during masses (lector), dancing during activities at work, and helping facilitate work-related activities (guidance week celebration, camp fest, etc.).”

Paulinian graduates have become engaging persons, trustworthy mentors, and community builders through active collaboration. These findings are relevant to the following statements from participants:

P2: “When I participate in meetings, including planning, even among new teachers, and share my ideas, we come up with an agreed solution so ownership can be attained. Thus, the implementation of activities will not be difficult. Teachers, both old and new, are scheduled for consultation and mentoring so they can feel loved and cared for. This will also be an opportunity for them to express their sentiments, difficulties, and concerns.”

P3: “SPUD Graduate School helps students become engaging individuals, trustworthy team builders, and mentors by promoting active collaboration and fostering a sense of community. For example, students are encouraged to participate in group projects to learn how to effectively communicate, collaborate, and build trust with their peers. Additionally, the university organizes networking events and mentorship programs, allowing students to connect with professionals in their field and learn from their experiences. These opportunities help graduates become skilled team players and mentors who can foster collaboration and community in their workplaces.”

P5: “Paulinian education helped me appreciate myself better. I can communicate with people even though I feel that I am a shy person, but the journey of achieving my master’s degree helped me realize otherwise. I learned to communicate well with our clients at work, especially since we do counseling. My learning in the Graduate School guided me on how to correctly talk to my counselees and what approaches and techniques must be applied according to their concerns.”

Furthermore, Paulinian graduates believe that being resilient and innovative in teaching is a concrete manifestation of the Paulinian spirit of leadership. Setting a good example is a manifestation of living the virtue of Christ. Establishing relationships within and outside the school through SPUD’s advocacy is a sign of professionalism. Maintaining dignity in everything they do exemplifies the Paulinian core values. These actions represent genuine service, fulfilling Christ's call to be charitable to all.

The graduates believe that SPUD has honed them to develop the spirit of honesty as reflected in their work performance. They have adopted a transformative leadership style to be more relevant to the people they serve. They apply what they learned from professional sharing in the classroom, which pushed them to become innovative and creative, offering advanced knowledge to those under their care.

The graduates believe that SPUD has instilled within their hearts, minds, and spirits the attitude of serving the community. Paulinians are standard bearers of teamwork within the community and have developed a spirit of mentoring that influences all members of the community to feel a sense of community, professionalism, and religious engagement.

University graduates are expected to have a certain set of talents, often called "graduate core skills," "employable skills," "graduate attributes," or "generic skills" (Shivoro, Shalyefu, & Kadhila, 2018). These capabilities, traits, or levels of learning outcomes primarily support students in acquiring general and technical/occupational skills based on employer or labor market demands or facilitate a seamless entry and integration into the workforce.

Question 3: How does the manifestation of the Paulinian Graduate Outcomes satisfy the standards of CMO 15 s. 2019?

To elucidate the manifestation of the Paulinian Graduate Outcomes as it satisfies the standards of CMO 15 s. 2019, a matrix was created by aligning the Doctor of Education Program Outcomes and the Master of Arts in

Education Programs to the program outcome standards of Doctor of Education and Master of Arts in Education as mandated by CMO 15, s. 2019 to the Paulinian Graduate Outcomes.

#### A. PGO1-PO4: A Disciple of Christ

**A Disciple of Christ:** This promotes a culture of mentorship, collaboration with peers, practical application of knowledge and skills, and industry exposure. A model of goodness and integrity, a leader worthy of emulation, resilient and a long-term planner, community builder, develops the spirit of voluntarism and generosity, connects with professionals, and is willing to learn from experience.

Paulinian Graduate Outcome No. 1 describes a person who is a Disciple of Christ. Being a Disciple of Christ is the ability of graduates to make assumptions based on the Paulinian formation they have received and experienced. He/she constructs assumptions that become values and beliefs. These values and beliefs are the lens through which they view the world, based on the true Paulinian identity. A true Disciple of Christ is a product of constant manifestation of expertise-based autonomy and accountability to professional leadership for highly specialized interdisciplinary or multidisciplinary projects involving innovation, research, and development management (Commission on Higher Education, 2019). A Paulinian alumnus or alumna symbolizes the spirit of genuine leadership for innovation and development in the spirit of true discipleship for the betterment of society, the community, and the nation.

P4 has elucidated this spirit of leadership and discipleship in her statement:

“Through SPUD’s rigorous education, research projects, and mentorship, it hones my competence in my chosen fields. Exposure to industry trends, access to resources, and collaboration with peers further enhance my expertise. Leadership opportunities and capstone projects promote practical implementation of knowledge. Success stories of alumni who have pursued their life missions serve as inspiring examples. Whether through conducting advanced research, leading initiatives, or making tangible contributions, I, as a graduate student, emerge as competent and ready to pursue my life missions with purpose and proficiency.”

P2 shared similar sentiments:

“My mission of staying here is very simple – to be able to share the Paulinian identity and values I have received from my Alma Mater with future Paulinians. My personhood is a great manifestation of my character and integrity. I may not be a perfect Paulinian – teacher and leader – but I aspire to be a good, if not better, example and witness to both students and teachers. Thus, I walk my talk and practice what I preach.”

P8 supported these statements by saying:

“Paulinian graduates exemplify the Paulinian graduate outcomes by modeling effective leadership, innovation, team building, productivity, and charity. Being models of these virtues made me a leader worthy of emulation. A true model of these virtues demonstrates them through actions, not just words. A Paulinian graduate must possess the leadership trait of setting good examples for subordinates and colleagues. Being a resilient innovator means being a proactive leader with good plans that consider future outcomes. Resiliency means standing the test of time; thus, a resilient innovator plans for good innovations and considers their long-term results. A team builder fosters unity among group or organization members despite diversity. Paulinian graduates must build strong relationships within their organizations. Additionally, being a productivity expert involves knowing what’s most important to get done – prioritization of tasks, scheduling tasks, and eliminating distractions. Moreover, a Paulinian graduate must embody charity, which involves complimenting others, making connections, volunteering for a cause, and being generous.”

P3-Ed. D added:

“The university organizes networking events and mentorship programs, allowing students to connect with professionals in their field and learn from their experiences. These opportunities help graduates become skilled team players and mentors who can foster collaboration and community in their workplaces.”

## B. PGO2-PO3: A Model of Excellence

**A Model of Excellence:** Initiates productivity, internships, collaboration, facilitates practical experience, creates opportunities for research production, develops a global perspective, critical thinking and soft skills, a sense of ethics and social responsibility, strives to become relevant, and is willing to exchange knowledge across disciplinary works and engagements.

A Paulinian who manifests the attitude of being a model of excellence constantly applies leadership in research and creative work with strategic value-added competency (Commission on Higher Education, 2019). A Paulinian graduate always strives to be a model of excellence in the quest for improving life through research and creative work. Participants have shared their opinions on how to improve this area.

P3 suggested:

“The SPUD program must offer courses or research opportunities focused on agro-industrial productivity, such as agricultural management, sustainable farming practices, or agribusiness development. Students may engage in fieldwork, internships, or collaboration with local industries to gain practical experience and contribute to the growth of the agro-industrial sector. Through this competency, students are provided ample opportunities to delve into cutting-edge scientific and technological fields via specialized courses and research projects. State-of-the-art laboratories and equipment are made available for students to access, and the library serves as a prime example, offering hands-on experience and keeping students up to date with the latest developments.”

P4 suggested improvements specifically on resources and facilities:

“Constant assessment of the availability of research resources, laboratories, libraries, and funding opportunities that support knowledge production and research activities. In response to these statements, participants offered recommendations for better applying and using the results of their research more deeply, which will cultivate the graduate school’s research culture.”

P4 added:

“By fostering a global perspective, emphasizing critical thinking and soft skills, and instilling a strong sense of ethics and social responsibility, we can shape graduates who are not only academically proficient but also well-prepared for the evolving demands of their fields and society, especially in the field of research. A culture of continuous assessment, feedback, mentorship, and lifelong learning further enriches the program's responsiveness to contemporary needs.”

P6 supported the idea:

“With my thesis output, I am very eager to implement it in my school or even division-wide so that I can help teachers by making their work easier and faster. I also suggest that there should be a symposium or research presentation in the graduate school, and our research outputs in class should be highlighted. This should not happen once or twice but should be a constant activity to enrich our knowledge by learning from current and pressing problems in the classroom, community, and country. Listening to research gatherings and presentations will widen our perspective across disciplines.”

P5 shared:

“My suggestion is to strengthen the graduate school culture of individual action research and group research for students to have hands-on experiences through actual research engagement, especially across disciplines.”

The graduate school at SPUD must improve its research culture. Opportunities for students to participate in real research projects should be allocated fairly to foster greater understanding and teamwork.

## C. PGO 3-PO1: A Servant Leader

**A Servant Leader:** Advocates for selfless service, cultural engagement, initiates change, is charismatic and a team-builder, engages professionally, serves in the church, and has effective management skills.

Paulinian Graduate Outcome 3 describes a graduate who is a “Servant Leader”. A servant leader strives to work for community building and engages learners in activities that provide authentic learning experiences. Servant leadership can be attained when a graduate demonstrates highly advanced systematic knowledge and skills in highly specialized and/or complex interdisciplinary or field-specific learning (Program Outcome No. 1 of CMO 15, s. 2019). A Paulinian graduate is a servant leader who utilizes advanced knowledge and skills to serve others selflessly. Participants' opinions and ideas about their leadership practices at work support this statement.

P1 stated:

“I became active in all school activities, such as those in the barangay and church organizations, because the SPUD Graduate School taught me to be selfless in serving others. I served in the church as one of the officials.”

P4 shared:

“Community engagement and teaching assistant roles nurture mentoring abilities, while active learning and ethical training enhance communication and collaboration skills. Experiential learning, cultural diversity, and alumni networks further contribute to a culture of engagement, trustworthiness, and collaboration, enabling graduates to make meaningful contributions to their academic and professional communities.”

Indeed, the charity of Christ was instilled and practiced by the graduates in their line of work. They have been bearers of Christ who unselfishly utilized their gifts for the service of all. A Paulinian alumnus used his or her talents to establish a group of devout followers of Jesus Christ's teachings. His or her sophisticated knowledge and abilities serve as the glue that ties people together and promotes peace, love, and harmony. This statement is confirmed by P4:

“The SPUD Graduate School is essential to my development as a charismatic, reliable team builder and mentor who successfully cultivates a sense of community through active cooperation. The school achieves this by encouraging interdisciplinary learning, emphasizing team projects, offering leadership development programs, and promoting faculty mentorship. Students engage in group research and have networking opportunities, fostering trust and teamwork.”

P3 emphasized:

“For example, students are encouraged to participate in group projects to learn how to effectively communicate, collaborate, and build trust with their peers. Additionally, the university organizes networking events and mentorship programs, allowing students to connect with professionals in their field and learn from their experiences. These opportunities help graduates become skilled team players and mentors who can foster collaboration and community in their workplaces.”

P2 supported this by saying:

“I stay beyond office hours to prepare for the next working day and ensure tasks are accomplished. Providing mentoring to new teachers and team leaders has stretched my patience to ensure they understand, resulting in harmony in the Department.”

Indeed, Paulinian graduates are models in their community, with deep devotion to faith and Christ's teachings. This is reflected in their engagement with the community, where they serve as Paulinian leaders called to serve the church. Graduates from St. Paul University are always sensitive to pursuing highly sophisticated and methodical knowledge that enhances the body of knowledge and human quality of life. This statement has been concretely realized through the following significant statements:

According to P3:

"SPUD Graduate School helps students become engaging individuals, trustworthy team builders, and mentors by promoting active collaboration and fostering a sense of community."

This claim is supported by P5, who said:

"It helped me gain confidence through exposures like reading during masses (lector), dancing during activities at work, and helping facilitate work-related activities (guidance week celebration, camp fest, etc.)."

Additionally, P6 shared that:

"My thesis is my innovation that I have contributed to the school. The innovation is still in progress and under study, especially on how to incorporate and improve the process in the school/division."

In a deeper sense, Paulinian graduates are mentors of faith and service. Initiating activities that promote solidarity is essential for all.

#### D. PGO4-PO3: A Community Builder

**A Community Builder:** Strives to tackle complex problems, empower others, provide exposure to industry trends, practical application, collaboration with peers, tangible contribution, develop a global perspective, soft skills, create a culture of continuous assessment and mentorship, apply research, and promote hands-on experiences.

A true Paulinian graduate always strives to collaborate with people and work towards unity, solidarity, and teamwork in every community. They are always willing to work with people from all walks of life to carry out the kingly, priestly, and prophetic mission of Christ. This is achieved by constantly applying knowledge and skills in complex settings that demand leadership in research and creative work with strategic value-added competency (Commission on Higher Education, 2019). A Paulinian graduate is ready to lead and tackle complex problems through the spirit of collaboration and empowering others to succeed in the full implementation and application of research and creative work. This statement is relevant to the significant statements shared by:

Participant 3 said:

"Additionally, the university organizes networking events and mentorship programs, allowing students to connect with professionals in their field and learn from their experiences. These opportunities help graduates become skilled team players and mentors who can foster collaboration and community in their workplaces."

This statement from Participant 3 is supported by Participant 4, who said:

"Through SPUD's rigorous education, research projects, and mentorship, it hones my competence in my chosen fields. Exposure to industry trends, access to resources, and collaboration with peers further enhance my expertise. Leadership opportunities and capstone projects promote the practical implementation of knowledge. Success stories of alumni who have pursued their life missions serve as inspiring examples. Whether through conducting advanced research, leading initiatives, or making tangible contributions, I, as a graduate student, emerge as competent and ready to pursue my life missions with purpose and proficiency."

According to Participant P4:

"By fostering a global perspective, emphasizing critical thinking and soft skills, and instilling a strong sense of ethics and social responsibility, we can shape graduates who are not only academically proficient but also well-prepared for the evolving demands of their fields and society, especially in the field of research. A culture of continuous assessment, feedback, mentorship, and lifelong learning further enriches the program's responsiveness to contemporary needs."

Participant 6 added:

"With my thesis output, I am very eager to implement them in my school or even division-wide so that I can help teachers by making their work easier and faster."

Participant 6 also suggested:

"I suggest that there would be a symposium or research presentation in the graduate school. Our research outputs in the class should be highlighted. I suggest that this should not happen once or twice; it should be a constant activity that the graduate school will do so that we can enrich our knowledge by not only learning from the subject but also learning from the most current and pressing problems in the classroom, community, and our country in general. Listening to research gatherings and presentations will enrich our knowledge not only within the four walls of the classroom but also widen our perspective across disciplines."

Participant 5 said:

"My suggestion is to strengthen the graduate school culture of individual action research and group research for students to have hands-on experiences through actual research engagement, especially across disciplines."

Furthermore, the graduate school at SPUD must improve its research culture. Opportunities for students to participate in real research projects should be allocated fairly to foster greater understanding and teamwork. The spirit of a kindhearted Paulinian graduate is the moving force that encourages them to engage in self-directed research for the betterment of the community. This statement is relevant to the following sharing:

P4-MAED-EM: "Participating in research with a social impact, such as projects to improve community health, has shown me the power of transformative support. My involvement in philanthropic initiatives on campus, from organizing fundraisers to community service projects, has further deepened my commitment to charity. Faculty mentorship and interdisciplinary collaborations have broadened my perspective, while global engagement experiences have expanded my view of compassionate stewardship. I aim to carry these values forward, whether in my career or through nonprofit leadership, to contribute positively to society and all of creation."

P5-MAED-GC: "Well, our classes in the Guidance and Counseling center on the welfare of people. Understanding their behaviors helps us guide them. It also helped us become more compassionate towards those individuals who have suffered disorders."

E. PO2-PGO5: A Compassionate Steward

**A Compassionate Steward:** Initiates social or community impact, transformative support to learners and the community, fundraisers for community projects, commitment to charity, considers the welfare of the people, environmental security and management, sustainable development, social entrepreneurship, and develops inclusive economic growth.

Compassionate stewardship is a constant manifestation of an inner urge to challenge one's perspective to adjust to the present realities of life. To achieve a considerate heart, a Paulinian graduate should engage in intricate research, artistic endeavors, professional practice, and/or the advancement of learning with complete independence in solitary labor and/or in multidisciplinary and interprofessional contexts (Commission on Higher Education, 2019) to constantly address the needs of the people, specifically the students under our care.

The spirit of a kindhearted Paulinian graduate is the moving force that encourages them to engage in self-directed research for the betterment of the community. This statement is relevant to the following sharing:

P4: "Participating in research with a social impact, such as projects to improve community health, has shown me the power of transformative support. My involvement in philanthropic initiatives on campus, from organizing fundraisers to community service projects, has further deepened my commitment to charity. Faculty mentorship and interdisciplinary collaborations have broadened my perspective, while global engagement experiences have expanded my view of compassionate stewardship. I aim to carry these values forward, whether in my career or through nonprofit leadership, to contribute positively to society and all of creation."

P5: "Well, our classes in Guidance and Counseling center on the welfare of people. Understanding their behaviors helps us guide them. It also helped us become more compassionate towards those individuals who have suffered disorders."

Participant 3 suggested that the SPUD program should address inclusive economic development and environmental security through courses or research projects focused on sustainable development, social entrepreneurship, or environmental management. The students may participate in community-based projects or initiatives promoting inclusive economic growth while ensuring environmental sustainability.

Moreover, the idea of conducting community research that impacts unity and camaraderie within the community was born out of the concept of being a compassionate steward.

#### A. PO4-PGO1: PGO1

A Disciple of Christ: Consistent in giving immediate feedback and mentorship, willing to give extra-time, life-long learner, welfare of the students, deeper understanding of students, stewards of all creation, community service, promote environmental sustainability, an advocate for social change, interdisciplinary performance tasks, allows hands-on activities, and positive impact in the community.

**A Disciple of Christ.** Being a Disciple of Christ is the ability of the graduates to make assumptions based on the Paulinian formation received and experienced. He/she construct assumptions that become values and beliefs. They are the lens through which they view the world based on the true Paulinian identity. He/she is urged to perform everything for to glory of God. He/she developed that habit to utilize his/her abilities in professional conduct, become more creative in the delivery of instructions, and conducts research to constantly improve curriculum implementation (CMO 15, s. 2019). A Paulinian master's degree holder continually seeks to apply knowledge and skills in independent and group research projects in the spirit of Christian piety for personal and professional growth to continuously raise the standard of living for people, their communities, and the entire nation.

P2: "My suggestions should be that the students should really spend time to conduct research and give themselves in the conduct of research. And, if there are more teachers/professors who would be willing to help us and give immediate feedback. I believed that this is a two-way process, if students have the desire to conduct research and then if the teachers where we submitted our output will be willing to help and will give immediate feedback, we can achieve more. We really need that because we are working professionals. I know that professors are also very busy but if you can give us your extra time that is very much appreciated. And we will be inspired also to do our part."

This statement is also supported by P4 who said,

"A culture of continuous assessment, feedback, mentorship, and lifelong learning further enriches the program's responsiveness to contemporary needs."

P5 shared: "In our job we do data gathering and we make analysis. Especially when we do evaluation in our initiated activities to our students. So somehow, I considered it as mini research since we are using also desirable statistical tool. So, my learnings in the graduate school in conducting research was very useful. But in terms of full-blown research or publish our outputs or present our outputs to research conferences, I was not able to do this. Because the instrument that we used in gathering data are standardized tool or an evaluation tool to evaluate every activity. Though we have formulated findings, conclusions, and recommendations and, but the results are for our consumptions in the office to serve better the school.

More so, Well, our classes in the Guidance and counseling centers on the welfare of people. Understanding their behaviors which will help us in guiding them. It also helped us to become more compassionate to those individuals who have suffered disorders".

In other words, acquiring the degree helps graduates be more effective in doing their tasks. Helping others in need and influencing positive change is the dictum of a Paulinian graduate. More so, a Paulinian master's degree

is a servant leader whose constant intention is to serve the people with the utmost integrity and pride, utilizing and applying the skills in conducting research and creative works for the benefit of all.

P3 have emphasized that,

"SPUD Graduate School enables students to be dedicated, transformative supporters and stewards of all creation by instilling a sense of compassion and charity. For example, students are encouraged to participate in community service activities that promote environmental sustainability and social justice. Additionally, the university incorporates ethical and sustainable practices into the curriculum, teaching students the importance of being responsible stewards of the environment and advocating for social change. These experiences and teachings empower graduates to make a positive difference in the world and demonstrate compassion and charity towards all beings."

P6 however shared:

In terms of the topics, I don't have any suggestion. I just want to suggest that research engagement should not only limit within the class but also, I hope that we can extend it to other discipline or programs. Like partnership with other courses and so that we can also learn and widen our perspective with other course or area of discipline.

P3-Ed. D.: SPUD Graduate School helps students become reliable, productive experts and implementers by providing comprehensive education and practical training. For instance, the curriculum is designed to equip students with the necessary knowledge and skills to excel in their chosen field. Additionally, the university offers internship programs and hands-on experiences, enabling students to apply their learning in real-world settings. This combination of theoretical and practical education prepares graduates to confidently pursue their missions in life and make a meaningful impact in their respective industries.

A Paulinian graduate held the view that it is his or her duty to share the gift that God has given to them. He or she acknowledges the difficulty in sacrificing self for the good of everyone rather than just themselves. And that is the trademark of a good disciple of Christ.

#### B. PO2-PGO-2: A Model of Excellence

**A Model of Excellence:** Initiates research with social impact, engages with local communities, balances social responsibilities, possesses a deep sense of dedication, compassion, and commitment to charity. Strengthens mentorship and feedback systems, willing to tackle real-world problems, engages in international and local conferences, produces new knowledge, engages in autonomous study, produces original knowledge, organizes effectively, and mentors experience.

**A Model of Excellence.** A Paulinian graduate is expected to adapt to new situations that lead to fresh perspectives with openness to their recurrence in the future. They are self-directed (CMO 15, 2019) in conducting research. Always aspiring to exemplify excellence, they conduct significant research that has a substantial impact on the community. The following statements support this claim:

P4 stated:

"The SPUD graduate program places greater emphasis on investigation and autonomous study. Students are required to conduct original research, contribute to the body of knowledge in their profession, and often complete a dissertation or thesis."

P3 shared:

"As a former student at SPUD Graduate School, the program emphasizes research to generate new knowledge and contribute to the academic community. I also appreciate SPUD's emphasis on knowledge sharing and exchange. Students present their research findings at international and local conferences, seminars, and workshops. This approach is crucial for effective mentorship, as it deepens students' understanding and equips them with the skills and confidence to tackle real-world challenges."

However, P7 suggested:

“Establishing a mentorship buddy system, pairing seasoned researchers or friendly faculty members with our graduate students on research assignments. Also, creating a research writing club could be an innovative addition.”

Curriculum enrichment related to improving implementation and strengthening mentorship with early feedback on research engagement, and creating student organizations or groups focused on research-related activities should be considered. A Paulinian master's degree holder continually seeks to fulfill the calling of a disciple of Christ through self-directed research aimed at enhancing quality of life. This statement resonates with the testimony of participant 4, who elaborated on her experiences:

P4: “My experience at SPUD Graduate School has been transformative, instilling in me a deep sense of dedication, compassion, and commitment to charity for all. Through ethical education, I've learned to make responsible decisions and balance social responsibility with personal and professional pursuits. Engaging with local communities and volunteering at shelters during my studies in social work has underscored the importance of compassion. Participating in research with social impact, such as projects to enhance community health, has demonstrated the power of transformative support.”

However, P9 suggested:

“More training courses or workshops should be offered to graduates to explore new concepts and enhance their skills, providing immediate feedback on their strengths and weaknesses, setting clear and achievable goals, developing an effective and organized plan, and engaging experienced mentors.”

This indicates that graduate schools should offer more training and workshops relevant to research, exposing students to collaboration across disciplines to improve research skills and competencies. Moreover, a Paulinian master's degree holder continually seeks personal growth, updating knowledge and skills across all domains while serving the community and fulfilling their mission as followers of Christ.

### C. PO1-PGO3: A Servant Leader

A living witness of Paulinian identity, assimilates Paulinian character and integrity, exposed to industry trends. Works like Christ, shares talents to help others, integrates values, and employs contextualized approaches in problem-solving.

**A Servant Leader.** A servant leader strives for community building that enables learners to engage in authentic learning activities, fostering genuine learning experiences for students. They consistently pursue excellence in everything they do and focus on multidisciplinary or interdisciplinary fields of study for professional practice (CMO 15, s. 2019). A Paulinian graduate continually seeks progress and enhances their knowledge and skills across all fields while continuing to serve the community and fulfill their mission as followers of Christ. This statement is supported by participant P1:

“I share my faith in God by living by His commandments. For instance, I am one of the speakers in the recollection conducted for graduating pupils.”

And supported by P2:

“My mission here is simple—to share the Paulinian identity and values I received from my Alma Mater with future Paulinians. My persona is a clear manifestation of my character and integrity. I may not be a perfect Paulinian teacher and leader, but I aspire to be a good, if not better, example and role model for both students and colleagues. Thus, I walk my talk and practice what I preach.”

True Paulinian graduates consistently strive to follow Christ in all they do. Every Paulinian graduate lives by the maxim “The charity of Christ urges us,” meaning to serve the community. A Paulinian master's degree holder continually seeks to advance and enhance their knowledge and skills in all fields while continuing to serve the

community and fulfill their mission as followers of Christ.

This is affirmed by participant P2:

“When I instruct teachers to be in the Chapel or elsewhere for Mass or other religious activities, especially the female teachers, I proceed without waiting for them. If Mass or activities have begun and I cannot find them, I must search for them and inquire about their whereabouts. This must be understood by teachers as they are not only role models for students but the ‘witnesses’ they need in today’s world.”

P4 stated:

“Through SPUD’s rigorous education, research projects, and mentorship, I have refined my competence in my chosen fields. Exposure to industry trends, access to resources, and collaboration with peers have further enriched my expertise.”

P5 also commented:

“I have integrated the five basic concepts into my everyday work as a Paulinian graduate—Christ-centeredness, charism, commission, altruism, and community focus. These have been instrumental in my professional development and in doing my work like Christ. I have engaged in charity work, such as conducting enrichment sessions for prisoners at the city jail and learned to share my talents to help others.”

A true Paulinian continually strives to set an example wherever they go. The needs of people and the church always come first. This principle is reinforced, especially through the integration of values in the curriculum. A Paulinian graduate with a master's degree is dedicated to advancing professional development and assumes servant leadership responsibilities to better serve the community. This is supported by the beliefs of participant 5:

“It has improved my self-awareness and ability to communicate with people, even though I initially considered myself shy. My journey to earning my master’s degree has taught me otherwise. I have learned effective communication with our clients at work, especially in counseling, guiding me on how to appropriately communicate with clients and apply approaches and techniques tailored to their concerns.”

#### D. PO3-PGO4: A Community Builder

Facilitates workshops and conferences, initiates training programs on professional development, promotes creativity and effectiveness, adopts student-centered approaches, collaborates across disciplines. Partners with agro-industrial companies and agricultural research institutions, facilitates practical experiences and internships, collaborates with government and non-government agencies, and encourages students and teachers to engage in collaborative research projects.

**A Community Builder.** A true Paulinian graduate consistently strives to collaborate with people and work towards unity, solidarity, and teamwork within every community. They are always willing to work with individuals from all walks of life to fulfill Christ's kingly, priestly, and prophetic mission. This commitment is evident through concrete actions that significantly develop lifelong learning and involve individual or interdisciplinary team efforts (CMO 15, s. 2019). They also embrace the challenge of ongoing professional development.

The following suggestions were shared by participants to foster the constant cultivation of becoming disciples of Christ:

P4 stated:

“Supporting faculty and staff in attending workshops, conferences, and training programs related to the latest advancements in their respective fields. Additionally, providing ongoing professional development opportunities for faculty in pedagogical methods, curriculum design, and the use of educational technologies to promote

creativity and effectiveness in teaching. Insisting on a student-centered approach to education where students actively participate in the learning process, engage in dialogue, and pose questions.”

A Paulinian master's degree holder continually seeks to be a model of excellence by collaborating with individuals in various fields and initiating lifelong learning activities that improve quality of life. Participants shared their thoughts on improving the graduate school curriculum:

P4 stated:

“Establish partnerships with agro-industrial companies, agricultural research institutions, and government agencies to facilitate practical experiences, internships, and collaborative research projects for students. Ensure that the program has access to state-of-the-art laboratory facilities and experimental farms where students can gain hands-on experience in agricultural practices. Collaborate with government agencies, non-profit organizations, and international bodies focused on good governance and ethics to expose students to real-world governance issues. Faculty members should actively engage in research and technological developments to serve as role models for students. By encouraging faculty and students to engage in collaborative research projects with industry partners, research institutions, or government agencies, we can stay abreast of technological advancements. Collaboration and exchange are essential: collaboration and knowledge exchange among students, faculty, and external partners, such as other universities, industries, or research institutions, will propel the school forward with the latest developments in their fields.”

E. PO3-PGO5: A Compassionate Steward

Initiates community outreach activities, committed to lifelong learning, collaborates in professional practices, engages in interdisciplinary coursework, promotes integrative learning, achieves a holistic understanding of complex issues, ensures the welfare of people, and influences positive change.

Compassionate stewardship is a continual manifestation of an inclination to challenge one's own perspective for ongoing adaptation to current realities in life. This is demonstrated through concrete actions that significantly foster lifelong learning and involve individual or interdisciplinary team efforts (Commission on Higher Education, 2019). A Paulinian graduate possesses a compassionate heart and eagerly collaborates with professionals in various fields by initiating lifelong learning initiatives that enhance quality of life.

P2 stated:

“Through leadership trainings, participation in community outreach activities, and student assemblies.”

P4 shared:

“By inviting guest speakers and industry experts to share their experiences and insights on leadership and innovation with students.”

A Paulinian master's degree holder is a steward of faith whose life's direction involves collaborating with professionals to deepen instruction in professional practice. This statement is supported by P4, who shared:

“SPUD fosters collaboration among faculty from different departments, interdisciplinary coursework, and encourages students to draw connections across diverse areas of study. Their programs promote integrative learning, emphasize critical thinking, problem-solving, and holistic understanding of complex issues.”

In alignment with the statements above, P5 shared:

“In our job, we gather and analyze data, especially when evaluating activities we initiate for our students. I consider this akin to mini research, using appropriate statistical tools. My graduate school education in research was invaluable. Although I haven't conducted full-scale research, published findings, or presented at research conferences due to using standardized evaluation tools, the results we generate are used internally to enhance office practices. Our guidance and counseling classes focus on understanding human behavior to better guide

and show compassion to individuals suffering from disorders.”

In summary, earning a degree enhances graduates' effectiveness in their roles. A Paulinian graduate is committed to helping those in need and effecting positive change—an ethos fundamental to their identity.

Question 4: What curriculum enrichment can be proposed to satisfy the standards of CMO 15, s. 2019 in St. Paul University Dumaguete's graduate education program?

Participants have suggested significant enhancements related to specific courses, learning objectives, or subject areas that they believe should be strengthened or added to the curriculum. They propose enriching topics related to Guidance and Counseling to be integrated across disciplines (specifically in the Master of Arts in Education Programs), enhancing curriculum implementation with practical learning activities, conducting regular curriculum reviews, improving linkages with industry/educational institutions, and promoting interdisciplinary research engagement.



Figure 4 Emergent Framework

The framework above illustrates participants' suggestions to increase the impact and improvements in their careers after earning a degree from SPUD Graduate School. It is represented as a continuous list that underscores the importance of each theme towards holistic formation. One participant strongly recommended enriching or integrating topics in guidance and counseling across disciplines to provide more opportunities for practical learning. They emphasized the significance of regular curriculum reviews, establishing strong industry ties, and fostering adaptability. Increasing interdisciplinary opportunities such as engaging in research across different programs was also highlighted.

The findings are aligned with the following statements from participants:

P1: "I believe the topic of guidance should be broadened as it is highly applicable in our roles as educators."

P3: "While SPUD Graduate School offers a comprehensive program, there's always room for improvement. Enhancing practical, hands-on experiences throughout the curriculum could better prepare students for real-world applications. Additionally, incorporating more interdisciplinary courses and research opportunities could broaden students' perspectives and deepen their understanding of their field."

P5: "I would say, more of outside exposures. So far, the subjects were good and very informative. Maybe, a little modification or improvement on the outputs and Hands on activities."

P6: "In terms of the topics, I don't have any suggestion. I just want to suggest that research engagement should not only limit within the class but also, I hope that we can extend it to other discipline or programs. Like partnership with other courses and so that we can also learn and widen our perspective with another course or area of discipline."

This strategy may increase students' awareness, knowledge, and skills in dealing with complex problems in the fields of management, leadership, and problem-solving. Barrie, Hughes, and Smith (2009) revealed an eight-part gap structure that interacts with and influences how an institution promotes curriculum renewal to produce desirable graduate characteristics:

- (1) **Concepts:** Research shows that different people's conceptions of basic graduate qualities influence how policies, curricula, and methods are developed.
- (2) **Stakeholders:** Diverse groups (such as government decision-makers, students, curriculum innovators, businesses, professional groups, and industry) have different perspectives and contribute differently to the articulation and development of graduate attributes.
- (3) **Implementation:** The strategy and coordination of a university's policy on graduate characteristics implementation are sometimes disregarded.
- (4) **Curriculum:** Curriculum enrichment for graduate attributes, general curriculum structure (such as modular and postgraduate entry), and teaching strategies and assessments influence the improvement of graduate qualities.
- (5) **Assessment:** Clear integration of graduate qualities in assessment is crucial for policy implementation.
- (6) **Quality Assurance:** Proper monitoring and supervision are essential for the successful development of graduate qualities.
- (7) **Staff Development:** The success of implementation depends on how a university involves its staff in initiatives to develop graduate attributes.
- (8) **Student-Centered:** Universities may devote significant effort to teaching graduate attributes, but the approach will only be successful if students believe it actively encourages them to develop valuable characteristics.

To constantly improve the program and produce graduates that are responsive to contemporary needs, graduates suggested improvements in individual and group research engagement. They proposed regular open forums through general assemblies, curriculum reviews, and conferences. For curriculum enrichment, graduates recommended implementing immediate feedback activities, fostering research collaboration across disciplines, and providing exposure to training and symposiums. These activities may enhance skills in conducting research, developing transformative learners and implementers, and fostering effective collaboration. The findings are relevant to the following significant statements:

P2: "Students should spend considerable time conducting research and be committed to it. More teachers/professors should be available to provide immediate feedback. This two-way process is essential because delayed feedback can diminish students' motivation to conduct research. Immediate feedback mechanisms should be observed in the graduate school to nurture a culture and love of research among students and graduates."

P3: "To constantly improve the program and produce graduates responsive to contemporary needs, staying updated with the latest trends and advancements in the industry is essential. This can be achieved by regularly reviewing and updating the curriculum to align with current industry standards and practices. Additionally, incorporating technology-driven learning methods and providing access to cutting-edge resources can help students stay ahead of the curve. Fostering partnerships and collaborations with industry professionals can also provide valuable insights and opportunities for practical learning."

P6: "There should be regular symposiums or research presentations in the graduate school where class research outputs are highlighted. This should be a continuous activity to enrich our knowledge by learning not only from the subject but also from the most current and pressing problems in the classroom, community, and country. Listening to these research gatherings and presentations will broaden our perspective beyond the classroom and

across disciplines."

Christy et al. (2019) concluded that involving community members, industry leaders, and others in curriculum improvement is crucial. They also emphasized the need for constant curriculum review to ensure intended outcomes are achieved. This conclusion aligns with the study of Holdsworth et al. (2019), which highlights the development of expected graduate outcomes through effective education for sustainability courses, establishing both knowledge and skills observed in the workplace.

In curriculum implementation, integrating field exposure and research collaboration across disciplines is essential to provide students with experiential learning and ensure constant alignment of the subject matter with industry standards. Immediate feedback is necessary to enhance learning outcomes. A graduate program leading to a doctoral degree emphasizes research and trains students for a career in academia, such as the Doctor of Philosophy. A PhD candidate must demonstrate the ability to work independently and make an original contribution to advancing knowledge through their dissertation. The Doctor of Philosophy in the academic track requires at least twelve (12) units of dissertation work and twenty-four (24) units of coursework. The dissertation must be publicly defended, and passing a comprehensive exam is required for graduation. Additionally, students must publish their research in a nationally or internationally indexed and reviewed journal or have a juried creative outlet (Mia et al., 2021). Improving research and innovation skills among graduates demands a strong commitment to transformative leadership, which can be achieved through strong collaboration between professors and students.

P7 suggested: "How about setting up a mentorship buddy system? Seasoned researchers or faculty members could team up with graduate students on research assignments. A research writing club could also be an innovation."

Moreover, being relevant every day is crucial for an effective educator. Strengthening skills and a positive mindset in conducting individual and group research is necessary to become a transformative learner and leader. To improve the graduate school curriculum, activities must focus on real-world educational circumstances, including developing, implementing, assessing, and designing curricula that support inclusive education. Incorporating subjects that enhance students' real-world involvement will foster critical thinking and problem-solving abilities. More real and engaging fieldwork, internships, immersions, or practicum activities should be integrated into the curriculum.

Graduates suggest that integrating seminars and workshops into the curriculum would enhance learning outcomes, especially when exposed to institutions, businesses, and national and international research conferences. Practical experiences and activities applying theoretical knowledge to real-world scenarios enable students to share and apply their knowledge and abilities. Integrating research-based approaches will increase students' research outputs and opportunities to present their work at conferences. These experiences will boost graduate students' confidence and ability to publish and participate in both solo and group research projects. To make research outputs relevant, more attention should be paid to projects and research engagements pertinent to current realities or contextualized to the line of work. Professors should also engage in, publish, and collaborate on research.

Furthermore, enhancing experiential learning opportunities requires ongoing professional development for instructors to foster novel learning outcomes and an inclusive learning environment. The implementation of this competency standard would be strengthened by connections to TESDA and the inclusion of TESDA competencies in the curriculum, improving students' knowledge of agro-industrial productivity and aligning curriculum standards with industry standards. Considering instructors and professors who are experts in theory and practice or actual practicing professionals in the business field is crucial.

A compelling case for curriculum integration of environmental security and economic development exists, as this approach involves graduate students in real learning tasks and advocacy, fostering a sense of togetherness and camaraderie among those preserving the environment. Incorporating guidance and counseling subjects into other academic fields can increase hands-on learning opportunities. Regular curriculum review, building solid industry relationships, and demonstrating a strong commitment to adaptation are essential. Expanding

interdisciplinary learning opportunities, such as conducting research across programs, can enhance students' awareness, knowledge, and skills in handling challenging issues in management, leadership, and problem-solving.

Curriculum review across disciplines should incorporate both vertical and horizontal articulation of learning goals to create strong organizational objectives in each program or subject. Regular general assemblies, conferences of all stakeholders, open forums, and similar meetings will help establish precise and comprehensive learning outcomes and objectives. To gain ownership of the Paulinian Graduate Outcomes, a contextualized revision should be done according to graduates' perspectives on the department's best practices and their impact on public service duties. Additionally, highlighting curriculum implementation, field exposure integration, and interdisciplinary research collaborations will help students gain real-world experience and ensure curriculum alignment with industry standards. Quick feedback is also required to improve outcomes and reinforce findings.

## SUMMARY CONCLUSIONS & RECOMMENDATIONS

This part provides a detailed summary of the findings derived from the analysis of the research data. This chapter presents the key insights and answers to the research questions based on the evidence collected and analyzed. This chapter serves as a critical section in the research report as it provides a clear and concise overview of the research outcomes.

The purpose of the study was to investigate the viewpoints of those who had completed their Master of Arts in Education and Doctor of Education programs on how the graduate education program of SPUD satisfies the standards of *CMO 15 s. 2019*, how graduates exemplify the Paulinian Graduate Outcomes, examine the manifestation of the Paulinian Graduate Outcomes to satisfy the standards, and to design a proposed curriculum relevant to the standards of *CMO 15, s. 2019*, responding to the call for a relevant, responsive, and inclusive curriculum.

### Summary

**Question No. 1: How do graduates of the graduate education program of St. Paul University Dumaguete satisfy the standards of CMO 15 s. 2019?**

- Graduate school students engaged in independent study, enhancing their understanding of topics related to education. This further contributed to their perception of the curriculum as advanced. Student engagement was particularly seen during professional exchanges, which enable a thorough integration of the university research culture. These engagement techniques show that the standards are being followed, providing graduate students with a top-notch experience and making the curriculum relevant to today's students.
- Integrative learning methodologies were also used to help students improve their problem-solving skills in areas related to school leadership, particularly situational analysis.
- The utilization of technology in teaching was evident, allowing students to engage in situational activities across disciplines. Graduate School professors also adapted to changes in the educational landscape, connecting the classroom to the real world of teaching and learning.
- Graduates felt that the curriculum was grounded in research, enabling them to generate knowledge and participate in national and international conferences and presentations to exchange knowledge and gain insights from researchers worldwide.
- Research and innovation were developed through research engagement collaboration, outreach programs to extend the Paulinian spirit to the periphery, curriculum integration of technology, and mentoring by experienced education professors.

- Participants believed that professional sharing gave professors and students equal opportunities to discuss challenges, issues, and best practices from their respective fields. The sharing of experiences added a more intimate and engaging element to the discussions. Students were also able to learn through experience when challenged to act or solve real-world problems.
- The graduate education program achieved good governance by upholding openness in all activities conducted both within and outside of the classroom. Furthermore, the graduate school has been successful in instilling in students the value of charity and placing Christ at the center of their lives.

**Question 2: How do graduates of the graduate education programs of St. Paul University Dumaguete exemplify the Paulinian Graduate Outcomes?**

- Graduates thought that having a resilient and creative teaching style was a practical way to embody a Paulinian leadership spirit. Being a good example is one way to live out the values that Christ taught.
- Building connections through SPUD's advocacy both inside and outside of the school is a mark of Paulinian professionalism.
- Upholding dignity in all they do is a good illustration of fulfilling the Paulinian core values. These acts also highly accomplish Christ's command to be charitable to all.
- Graduates are represented by sincere service. Their work at the institutions where they were sent to serve shows that they have refined their honesty. They have embodied a transformative leadership approach to increase their significance to the people they serve.
- Graduates applied what they learned from professional sharing in the classroom, which pushed them to become innovative and creative as they offered advanced knowledge to those under their care.
- Graduates felt that SPUD had ingrained in them a sense of communal service in their hearts, minds, and souls. They sharpened their ability to be witnesses of the gospel while integrating gospel values into the curriculum.
- Paulinians are the community's standard bearers of teamwork and have developed a spirit of mentoring that influences all community members to feel a sense of community, professionalism, and religious engagement.
- The integration of research led to the contextualization of activities that met the needs of the students, which improved their services. This has enhanced the delivery of the curriculum.
- Graduates believed that the degree they had earned served as armor and a weapon while offering their services to the community. It allows them to establish networking skills while improving their employment standing. It influences their leadership styles and self-confidence in carrying on the task of Paulinian identity in transformative leadership.

**Question 3: How does the manifestation of the Paulinian Graduate Outcomes satisfy the standards of CMO 15 s. 2019?**

**For Doctor of Education Program Outcomes.** Underlying the significant findings, it proves that Paulinian graduates embody the spirit of becoming a Disciple of Christ in everything they do in school and in the community. This is demonstrated through the following actions:

- Promotes a culture of mentorship, collaboration with peers, practical application of knowledge and skills, and industry exposure. They model goodness and integrity, exhibit leadership worthy of emulation, demonstrate resilience and long-term planning, build communities, foster a spirit of voluntarism and generosity, connect with professionals, and are willing to learn from experience.

Paulinian graduates have embodied the spirit of service by providing equal opportunities to students while bringing Christ to all, especially those who are weak, less privileged, and have fewer opportunities in life due to poverty. These outcomes are manifested through the following actions:

- Initiates productivity, internships, and collaboration, facilitates practical experience, creates opportunities for research production, develops a global perspective, critical thinking, and soft skills, promotes a sense of ethics and social responsibility, strives to remain relevant, and shows willingness to exchange knowledge across disciplines and engage in interdisciplinary work.

Indeed, the charity of Christ is instilled and practiced by the graduates in their work. They have been bearers of Christ, unselfishly utilizing their gifts for the service of all. This is manifested through the following concrete actions:

- Advocates for selfless service, cultural engagement, initiates change, is charismatic and a team-builder, engages professionally, serves in the church, and exhibits effective management skills.

Paulinian graduates are models in their community, having deep devotion to faith and Christ's teachings. This is reflected in their community engagement, where they serve as Paulinian leaders called to serve the church. These outcomes are manifested through the following actions:

- Strives to tackle complex problems, empower others, provide exposure to industry trends, practical application, collaboration with peers, tangible contributions, develops a global perspective, soft skills, creates a culture of continuous assessment and mentorship, applies research, and promotes hands-on experiences.

Paulinian graduates are mentors of faith and service, initiating activities that promote solidarity. SPUD Graduate School faculty and students are also engaged in community research to uplift the community. This is manifested through the following concrete actions:

- Initiates social or community impact, transformative support to learners and the community, fundraises for community projects, commits to charity, considers the welfare of people, supports environmental security and management, promotes sustainable development and social entrepreneurship, and develops inclusive economic growth.

**For Master of Arts in Education Paulinian Graduate Outcomes.** Paulinian graduates consistently aim to follow Christ in everything they do. Every Paulinian graduate lives by the maxim "The charity of Christ urges us," serving the community. These values are manifested through the following:

- Consistently gives immediate feedback and mentorship, is willing to give extra time, is a lifelong learner, prioritizes student welfare, has a deeper understanding of students, acts as stewards of creation, engages in community service, promotes environmental sustainability, advocates for social change, integrates interdisciplinary performance tasks, allows hands-on activities, and creates a positive impact in the community.

A Paulinian graduate aims to set an example everywhere they go, always prioritizing the needs of people and the church. This is strengthened particularly in the curriculum's integration of values. These outcomes are manifested through the following actions:

- Initiates research with social impact, engages with local communities, balances social responsibilities, demonstrates deep dedication, compassion, and commitment to charity, strengthens mentorship and feedback systems, shows willingness to tackle real-world problems, engages in international and local conferences, produces new knowledge, engages in autonomous study, creates original knowledge, acts as effective organizers, and serves as experienced mentors.

A Paulinian graduate views it as their duty to share the gifts that God has given them. They acknowledge the

challenge of sacrificing themselves for the good of everyone rather than just themselves.

- Acts as a living witness of Paulinian identity, assimilates Paulinian character and integrity, stays updated with industry trends, works like Christ, shares talents to help others, integrates values, and uses contextualized approaches in problem-solving.

In other words, acquiring the degree helps graduates be more effective in their tasks. Helping others in need and influencing positive change in the lives of students is the dictum of a Paulinian graduate. Their work is always directed towards community building and is manifested through the following:

- Facilitates workshops and conferences, initiates training and programs on professional development, promotes creativity and effectiveness, uses student-centered approaches, collaborates with professionals across disciplines, partners with agro-industrial companies and agricultural research institutions, facilitates practical experiences and internships, collaborates with government and non-government agencies, and encourages students and teachers to engage in collaborative research projects.

Paulinian graduates develop the value of responsible stewardship by strengthening and improving the lives of people in the community. A Paulinian master's degree holder has the heart of a loving steward who consistently uses the knowledge and abilities that God has given them for the benefit of society. Manifestations of these outcomes are revealed through the following concrete actions:

- Initiates community outreach activities, remains a lifelong learner, collaborates with professional practices, engages in interdisciplinary coursework, promotes integrative learning, gains a holistic understanding of complex issues, prioritizes the welfare of people, and influences positive change.

Put otherwise, having the degree makes graduates more productive in their work. Paulinian graduates are known for their commitment to assisting those in need and promoting positive change.

**Question 4: What curriculum enrichment can be proposed to satisfy the standards of CMO 15 s. 2019 in St. Paul University Dumaguete graduate education program?**

- Integrating topics in guidance and counseling across disciplines through regular curriculum reviews to organize and enrich a strong and contextualized organizational objective in each program/discipline.
- Actual immersion and engaging activities to improve competencies in planning, implementing, evaluating, and creating a curriculum that promotes inclusive education. Simulation in the workplace can also be integrated into the curriculum for students to gain real-world experience with problem-solving, leadership, and management techniques in schools.
- Integrating seminars and workshops into the curriculum to improve student learning outcomes, particularly when students are exposed to national and international research conferences, industries, and institutions.
- Integrating programs that allow experiential learning for students in the actual field of work to develop leadership qualities, with added value on professional sharing through seminars and workshops from local or international speakers to broaden student perspectives beyond the classroom.
- Emphasizing more research engagements and collaboration across disciplines on relevant and specialized topics responsive to present realities or contextualized to the line of work to make research outputs relevant. Professors should also engage in and publish research or collaborate with students in the actual field.
- Enriching the research culture in the graduate school by instilling strong ethics of social responsibility, engaging in local and international research conferences, and improving the mentorship and feedback system to strengthen the conduct of individual and group research.

- Improving local and international linkages and related industries to strengthen the implementation of the curriculum and enrich student engagement.
- Integrating business-related activities to enrich the graduate education curriculum while considering teachers and professors who are experts in both theory and practice.
- Integrating economic development through strong industry ties, environmental advocacy into the curriculum, and dedication to adaptability.
- Integrating the contextualized Paulinian Graduate Outcomes according to the graduates' perspectives into the graduate school curriculum.
- SPUD graduate school should provide more training and workshops relevant to conducting research and allow students to be exposed to or collaborate with other researchers across disciplines to improve research skills and competencies.
- Improving curriculum implementation in terms of mentorship, early feedback on research engagement, creating a student organization or group focused on research-related topics, and offering more opportunities for teachers and professors to engage in ongoing professional development programs to remain relevant.
- Enhancing the curriculum with transformative leadership and development, decision-making activities, strategic planning, and ethical leadership through experiential learning activities. This should be done through strong collaboration with industry partners and other agencies for possible internship and exposure programs.
- Allocating fair opportunities for students to participate in actual research projects to foster greater understanding and teamwork.
- Enriching the research culture in the graduate school by instilling strong ethics of social responsibility, engaging in local and international research conferences, and increasing the mentorship and feedback system to strengthen individual research.
- Providing exposure to national and international research conferences, industries, and institutions to allow students to share and apply their knowledge and skills through practical experiences and integrate activities that translate theoretical knowledge into real-world scenarios.

This part provides a detailed summary of the conclusions and recommendations derived from the research findings. It presents key understandings and deeper analyses of the formulated findings. This chapter serves as a critical section in the research report, as it provides a clear overview of the research outcomes and their practical implications.

## CONCLUSION

- Enrich the curriculum by engaging students in seminars, workshops, simulations, immersions, and exposure to national and international research conferences and gatherings. Increase opportunities for students to engage in action research, both individually and collaboratively across disciplines. Integrate programs and activities that allow experiential learning, professional development for teachers, linkages to related industries, and business-related activities and topics to enrich students' concern for economic development and nation-building.
- To exemplify the Paulinian Graduate Outcomes, regular curriculum reviews are essential to establish strong organizational program objectives. Integrate guidance and counseling-related topics across disciplines, ensure strong dedication to adaptability from industry and national standards, foster

interdisciplinary research engagement, provide field exposure, and promote a positive response to the call of becoming a servant leader.

- Paulinian graduates embody the spirit of service by bringing Christ to the less privileged, taking on the challenge of becoming bearers of Christ through community engagement, and initiating activities that uplift the quality of life in the community.
- In the Doctor of Education program, there is a need to strengthen the integration of experiential learning in the curriculum, develop strong ethics of social responsibility, engage in local and international research conferences, increase mentorship and feedback systems, and strengthen the conduct of individual and group research.
- In the Master of Arts in Education programs, provide more training and workshops relevant to conducting research, allow students to collaborate with researchers across disciplines, improve mentorship and feedback mechanisms, and integrate or enhance curriculum relevant to transformative leadership and development, decision-making activities, strategic planning, and ethical leadership. This should be done through strong collaboration with industry partners and other agencies for potential internship and exposure programs.
- Revise and align the current curriculum to CMO 15, s. 2019, integrating engaging activities such as school immersion, simulation, seminars, workshops, experiential learning in the actual field of leadership and management, and more relevant research engagement through individual and group research across disciplines. Strengthen linkages to industry, national, and international relations, and integrate entrepreneurship and environmental advocacy into the curriculum.
- Revise the Paulinian Graduate Outcomes in the graduate school to align with the perspectives of the graduates.
- Conduct a research study on the development and execution of the curriculum, considering the perspectives of other relevant parties such as parents, educators, and students. Identify the impact and challenges in curriculum development, implementation, and evaluation.

## RECOMMENDATIONS

Based on the analysis of findings and formulated conclusions, the following recommendations are made:

(1) Enhance the curriculum for the Doctor of Education and Master of Arts in Education majors in Educational Management, English Language Teaching, Special Education, Early Childhood Education, and Guidance and Counseling through constant student engagement in seminars, workshops, simulations, immersions, and exposure to national and international research conferences. Increase opportunities for students to engage in action research individually or collaboratively across disciplines. Integrate programs and activities that allow experiential learning, professional development for teachers, and linkages to related industries and business-related activities to enrich students' concern for economic development and nation-building.

(2) Regular curriculum reviews are essential to establish strong organizational or program objectives. Integrate guidance and counseling-related topics across disciplines, ensure strong dedication to adaptability from industry and national standards, foster interdisciplinary research engagement, provide field exposure, and promote a positive response to the call of becoming a servant leader, exemplifying the Paulinian Graduate Outcomes.

(3) Strengthen the integration of experiential learning in the curriculum, develop strong ethics of social responsibility, engage in local and international research conferences, increase mentorship and feedback systems, and strengthen the conduct of individual and group research for the Doctor of Education program. In the Master of Education programs, provide more training and workshops relevant to conducting research through individual and collaborative research endeavors across disciplines, improve mentorship and feedback mechanisms, and integrate or enhance curriculum relevant to transformative leadership and development,

decision-making activities, strategic planning, and ethical leadership with internship programs.

(4) Revise the curriculum of the Doctor of Education and Master of Arts in Education majors in Educational Management, English Language Teaching, Special Education, Early Childhood Education, and Guidance and Counseling to comply with CMO 15, s. 2019. Propose a curriculum for the Doctor of Philosophy in Educational Management that includes engaging activities such as school immersion, simulation, enriching instructions with seminars and workshops, experiential learning in the actual field of teaching, leadership, and school management, more relevant research engagement through individual and group research across disciplines, linkages to industry, national, and international relations, and integration of entrepreneurship and environmental advocacy.

(5) The following Paulinian Graduate Outcomes are proposed:

#### For Doctor of Education Programs

- **PGO1: A Disciple of Christ** - A model of goodness and integrity, a leader worthy of emulation, resilient and long-term planner, community builder, develops a spirit of voluntarism and generosity, and willing to learn from others. Promotes a culture of mentorship, collaboration, and practical application of knowledge and skills.
- **PGO2: A Model of Excellence** - Initiates productivity through collaboration, facilitates practical experience through internships across disciplinary works and engagement, and creates opportunities for research production to develop a global perspective, critical thinking, soft skills, and a sense of ethics and social responsibility.
- **PGO3: A Servant Leader** - Advocates for selfless service through service in the church, cultural and professional engagement. An initiator of change with charismatic and effective management skills for team or community building.
- **PGO4: A Community Builder** - Strives to tackle complex problems by empowering others through collaboration, developing soft skills, providing continuous assessment and mentorship, applying research, and hands-on experiences through exposure to industry trends and practical application.
- **PGO5: A Compassionate Steward** - Initiates activities with social and community impact, develops transformative support for learners, has a deep commitment to charity by initiating fundraisers for community projects, and considers the welfare of people with a strong commitment to sustainable development through environmental security and management, social entrepreneurship, and inclusive economic growth.

#### For Master of Arts in Education Programs

- **PGO1: A Disciple of Christ** - Considers the welfare of learners through consistent feedback and mentorship programs, a life-long learner who allows hands-on activities through interdisciplinary performance tasks that positively impact the community. A steward of all creation willing to offer community service that promotes environmental sustainability and social change.
- **PGO2: A Model of Excellence** - Initiates research that brings social impact, engages with local and international communities, and demonstrates deeper commitment to social responsibility, dedication, compassion, and charity.
- **PGO3: A Servant Leader** - A living witness of Paulinian identity, character, and integrity by consistently doing work like Christ, sharing talents to help others. A formator of values with contextualized approaches in problem-solving through exposure to current trends and industry.

- **PGO4: A Community Builder** - Initiates professional development programs and promotes creativity and effectiveness by facilitating student-centered approaches while collaborating with professionals across disciplines, government and non-government agencies, and partnerships that allow practical experiences, internships, and collaborative research projects.
- **PGO5: A Compassionate Steward** - Initiates community outreach activities that create lifelong learning, willingness to collaborate with professionals through interdisciplinary coursework, promote integrative learning, holistic understanding of complex issues, welfare of people, and influence positive change.

(6) Conduct a research study based on the following topics:

- Further research is required to obtain comprehensive information on the development and execution of the curriculum while considering the perspectives of other relevant parties such as parents, educators, and students.
- Identify the impact and challenges in curriculum development, implementation, and evaluation.
- After 3 to 4 years of implementing the new curriculum, conduct an evaluation to understand its impact on learners.

On the following pages, the proposed curricula are recommended.

| <b>Doctor of Education<br/>(Revised Curriculum)</b>  |  |                 |
|--|--|-----------------|
| <b>COURSE CODE</b>   | <b>COURSE TITLE</b>  | <b>UNITS</b>    |
| <b>FOUNDATION COURSES</b>  |  | <b>9 Units</b>  |
| EDD 301  | Paulinian Spirituality and Mission with Ethics and Accountability for Educators  | 3 units         |
| EDD 303  | Advanced Educational Research Methods with IT and Proposal Defense <i>(Note: To add statistics in the course descriptions)</i> | 6 units         |
| <b>PROFESSIONAL COURSES</b>  |  | <b>16 Units</b> |
| EDD 304  | Strategic Planning and Institutional Resilience and School Transformation  | 3 units         |
| EDD 305  | Management of Curriculum and Instruction   | 3 units         |
| EDD 306  | School Accounting and Resource Generation with School Exposure/Practicum   | 3 units         |
| EDD 307  | Special Topics in Global Education with Publication  | 3 units         |
| EDD 308  | Leadership Exposure or Immersion in School   | 4 units         |
| <b>COMPREHENSIVE EXAMINATION AND PUBLICATION OF ANY OF THE PROFESSIONAL COURSES</b><br><i>Prerequisite: During the last term or after completion of academic courses</i> |  |                 |
| <b>DISSERTATION WRITING AND DEFENSE</b>  |  | <b>12 Units</b> |
| EDD 324  | Dissertation 1: Seminar and Preparing for Colloquium   | 6 units         |
| EDD 325  | Dissertation 2: Pre-Oral and Final Defense   | 6 units         |
| <b>COGNATE SUBJECT</b>   |  | <b>3 Units</b>  |
| EDD 322  | Educational Management Information System  | 3 units         |
| EDD 323  | Foreign Language   | 3 units         |
| <b>TOTAL NUMBER OF UNITS</b>   |  | <b>40 Units</b> |

Figure 5 Proposed Curriculum for Doctor of Education

**Doctor of Philosophy in Education  
(Revised Curriculum)**

| COURSE CODE  | COURSE TITLE   | UNITS           |
|--|--|-----------------|
| <b>FOUNDATION COURSES</b>  |  | <b>9 Units</b>  |
| PhD 301  | Paulinian Spirituality and Mission with Ethics and Accountability for Educators  | 3 units         |
| PhD 303  | Advanced Educational Research Methods with IT and Proposal Defense <i>(Note: To add statistics in the course descriptions)</i> | 6 units         |
| <b>PROFESSIONAL COURSES</b>  |  | <b>15 Units</b> |
| PhD 304  | Strategic Planning and Institutional Resilience and School Management  | 3 units         |
| PhD 305  | Management of School Curriculum and Instruction with School Exposure/Practicum   | 3 units         |
| PhD 306  | Internationalization of Education  | 3 units         |
| PhD 307  | Risk-based and Systems Analysis with Publication   | 3 units         |
| PhD 308  | School Immersion and Exposure with Action Research   | 4 units         |
| <b>COMPREHENSIVE EXAMINATION AND PUBLICATION OF ANY OF THE PROFESSIONAL COURSES</b><br><i>Prerequisite: During the last term or after completion of academic courses</i> |  |                 |
| <b>DISSERTATION WRITING AND DEFENSE</b>  |  | <b>12 Units</b> |
| PhD 324  | Dissertation 1: Seminar and Preparing for Colloquium   | 6 units         |
| PhD 325  | Dissertation 2: Pre-Oral and Final Defense   | 6 units         |
| <b>COGNATE SUBJECT</b>   |  | <b>3 Units</b>  |
| PhD 322  | Educational Management Information System  | 3 units         |
| PhD 323  | Foreign Language   | 3 units         |
| <b>TOTAL NUMBER OF UNITS</b>   |  | <b>40 Units</b> |

Figure 6 Proposed Curriculum for Doctor of Philosophy in Education

**MASTER OF ARTS IN EDUCATION MAJOR IN EDUCATIONAL MANAGEMENT  
(Revised Curriculum Academic Track)**

| COURSE CODE  | COURSE TITLE  | UNITS           |
|--|---|-----------------|
| <b>FOUNDATION COURSES</b>  |   | <b>9 Units</b>  |
| GRD 000  | Paulinian Spirituality and Mission with Professional Ethics for Educators                     | 3 units         |
| GRD 001  | Educational Research with IT, Applied Statistics and Proposal Presentation                    | 6 units         |
| <b>PROFESSIONAL COURSES</b>  |   | <b>15 Units</b> |
| EdM 200  | Adaptive Instructional Supervision and Curriculum Assessment                                  | 3 units         |
| EdM 201  | Global Education Trends and Management of Educational Technology in Industrial Revolution 4.0 | 3 units         |
| EdM 202  | Resource Management System in Education   | 3 units         |
| EdM 203  | Educational Planning, Monitoring and Evaluation   | 3 units         |
| EdM 204  | School Immersion with Action Research   | 3 units         |
| <b>COMPREHENSIVE EXAMINATION AND PRESENTATION/PUBLICATION OF RESEARCH OUTPUT IN FORA/NATIONAL-INTERNATIONAL JOURNAL</b><br><i>Prerequisite: During the last term or after completion of academic courses</i> |   |                 |
| <b>RESEARCH WRITING AND DEFENSE</b>  |   | <b>6 Units</b>  |
| EdM 299A   | Thesis 1: Research Colloquium   | 3 units         |
| EdM 299B   | Thesis 2: Pre-Oral and Final Defense  | 3 units         |
| <b>ELECTIVE SUBJECTS (Choose 1 Elective course)</b>  |   | <b>6 units</b>  |
| EDU 100  | Management Information System   | 3 units         |
| EDU 101  | Online Pedagogy and Praxis  | 3 units         |
| EDU 102  | Dynamics of School Community Relations  | 3 units         |
| EDU 103  | Contemporary Trends in Global Education   | 3 units         |
| <b>TOTAL NUMBER OF UNITS</b>   |   | <b>36 Units</b> |

Figure 7 Proposed Curriculum for Master of Arts in Education Major in Educational Management

**MASTER OF ARTS IN EDUCATION MAJOR IN ENGLISH LANGUAGE TEACHING**  
(Revised Curriculum for Academic Track)

| COURSE CODE  | COURSE TITLE  | UNITS           |
|--|---|-----------------|
| <b>FOUNDATION COURSES</b>  |   | <b>9 Units</b>  |
| GRD 000  | Paulinian Spirituality and Mission with Professional Ethics and Accountability for Educators              | 3 units         |
| GRD 001  | Educational Research with IT, Applied Statistics and Proposal Presentation                                | 6 units         |
| <b>PROFESSIONAL COURSES</b>  |   | <b>15 Units</b> |
| ELT 200  | Theories and Practice of Language Learning and Acquisition  | 3 units         |
| ELT 202  | Research and Pedagogical Principles, Trends, and Techniques in Teaching English as Second Language        | 4 units         |
| ELT 203  | Language Program Management: From Development to Evaluation of Language Curriculum, Materials Preparation | 3 units         |
| ELT 204  | Practicum in Language Teaching with Immersion with Action Research  | 5 units         |
| <b>COMPREHENSIVE EXAMINATION AND PRESENTATION/PUBLICATION OF RESEARCH OUTPUT IN FORA/NATIONAL-INTERNATIONAL JOURNAL</b><br><i>Prerequisite: During the last term or after completion of academic courses</i> |   |                 |
| <b>RESEARCH WRITING AND DEFENSE</b>  |   | <b>6 Units</b>  |
| ELT 299A   | Thesis 1: Research Colloquium   | 3 units         |
| ELT 299B   | Thesis 2: Pre-Oral and Final Defense  | 3 units         |
| <b>ELECTIVE SUBJECTS (Choose 1 Elective course)</b>  |   | <b>6 units</b>  |
| EDU 100  | Management Information System   | 3 units         |
| EDU 101  | Online Pedagogy and Praxis  | 3 units         |
| EDU 102  | Dynamics of School Community Relations  | 3 units         |
| EDU 103  | Contemporary Trends in Global Education   | 3 units         |
| <b>TOTAL NUMBER OF UNITS</b>   |   | <b>36 Units</b> |

Figure 8 Proposed Curriculum for Master of Arts in Education Major in English Language Teaching

**MAED-Early Childhood Education Program**  
**Effectivity Year 2023-2024**

| COURSE CODE  | COURSE TITLE  | UNITS           |
|--|---|-----------------|
| <b>FOUNDATION COURSES</b>  |   | <b>12 Units</b> |
| GRD 000  | Paulinian Spirituality and Mission with Professional Ethics for Educators     | 3 units         |
| GRD 001  | Educational Research with IT, Applied Statistics and Proposal Presentation    | 6 units         |
| ECE 200  | Curriculum Development and Program Evaluation in Early Childhood              | 3 units         |
| <b>PROFESSIONAL COURSES</b>  |   | <b>15 Units</b> |
| ECE 201  | Global Trends, Inclusive Practices in Teaching and Testing of Young Learners  | 3 units         |
| ECE 202  | Interactive and Assistive Tools and Tech. in Teaching Pre-Schoolers           | 3 units         |
| ECE 203  | Theories and Practice of Integrating Technology in Teaching for Pre-Schoolers | 3 units         |
| ECE 204  | Practicum in Early Childhood Education with Action Research                   | 6 units         |
| <b>COMPREHENSIVE EXAMINATION AND PRESENTATION/PUBLICATION OF RESEARCH OUTPUT IN FORA/NATIONAL-INTERNATIONAL JOURNAL</b><br><i>Prerequisite: During the last term or after completion of academic courses</i> |   |                 |
| <b>RESEARCH WRITING AND DEFENSE</b>  |   | <b>6 Units</b>  |
| ECE 299A   | Thesis 1: Research Colloquium   | 3 units         |
| ECE 299B   | Thesis 2: Pre-Oral and Final Defense  | 3 units         |
| <b>ELECTIVE SUBJECTS (Choose 1 Elective course)</b>  |   | <b>3 units</b>  |
| EDU 100  | Management Information System   | 3 units         |
| <b>TOTAL NUMBER OF UNITS</b>   |   | <b>36 Units</b> |

Figure 9 Proposed Curriculum for MAED – Early Childhood Education Program

**MASTER OF ARTS IN EDUCATION MAJOR IN GUIDANCE AND COUNSELING**  
*(Revised Curriculum for Academic Track)*

| COURSE CODE  | COURSE TITLE   | UNITS           |
|--|--|-----------------|
| <b>FOUNDATION COURSES</b>  |  | <b>9 Units</b>  |
| GRD 000  | Paulinian Spirituality and Mission with Ethics and Accountability for Professionals                    | 3 units         |
| MGC 200  | Research Seminar in Guidance and Counseling  | 3 units         |
| MGC 201  | Advanced Statistics in Education Studies   | 3 units         |
| <b>PROFESSIONAL COURSES</b>  |  | <b>27 Units</b> |
| MGC 202  | Philosophical, Psychological, and Sociological Foundation of Guidance                                  | 3 units         |
| MGC 203  | Organization, Administration, and Supervision of Guidance, Counseling Service, and Program Development | 3 units         |
| MGC 204  | Counseling Theories and Techniques 1   | 3 units         |
| MGC 205  | Counseling Theories and Techniques 2   | 3 units         |
| MGC 206  | Psychological Testing  | 3 units         |
| MGC 207  | Career Development   | 3 units         |
| MGC 208  | Group Process  | 3 units         |
| MGC 209  | Internship in Guidance and Counseling with Action Research   | 6 units         |
| <b>COMPREHENSIVE EXAMINATION OF PROFESSIONAL COURSES, RESEARCH AND STATISTICS AND PUBLICATION /PRESENTATION IN PROFESSIONAL FORA/JOURNAL</b> |  |                 |
| <i>Prerequisite: During last term or after completion of academic courses</i>  |  |                 |
| <b>RESEARCH WRITING AND DEFENSE</b>  |  | <b>6 Units</b>  |
| MGC 299a   | Thesis 1: Preparing for Colloquium   | 3 units         |
| MGC 299b   | Thesis 2 Pre-Oral and Final Defense  | 3 units         |
| <b>ELECTIVE SUBJECTS</b>   |  | <b>3 Units</b>  |
| MGC 214  | Developmental Psychology   | 3 units         |
| MGC 215  | Ethics in Guidance and Counseling  | 3 units         |
| MGC 216  | Mental Health  | 3 units         |
| MGC 217  | Theories of Personality  | 3 units         |
| <b>TOTAL NUMBER OF UNITS</b>   |  | <b>45 Units</b> |

Figure 10 Proposed Curriculum for Master of Arts in Education Major in Guidance and Counseling

**MASTER OF ARTS IN EDUCATION MAJOR IN SPECIAL EDUCATION**  
**CHILDREN WITH AUTISM (CWA)**  
*(Revised Curriculum Academic Track)*  
Effective AY 2023-2024

Note: Requirement for Admission: Any Graduate of a Four Year Education Course

| COURSE CODE   | COURSE TITLE  | UNITS              |
|---|---|--------------------|
| <b>FOUNDATION COURSE</b>  |   | <b>9 Units</b>     |
| GRD 000   | Paulinian Spirituality and Mission with Ethics and Accountability for Educators | 3 units            |
| GRD 001   | Advanced Educational Research with Statistics, IT and Proposal Presentation     | 6 units            |
| <b>PROFESSIONAL COURSES</b>   |   | <b>12 Units</b>    |
| CWA 200   | Psycho-Educational Guidance and Assessment in Special Education                 | 3 units            |
| CWA 201   | Teaching Language for Children with Autism                                      | 3 units            |
| CWA 202   | Behavior Management Strategies for Children with Autism                         | 3 units            |
| CWA 203   | Practicum for Children with Autism  | 3 units            |
| <b>COMPREHENSIVE EXAMINATION AND PRESENTATION/PUBLICATION OF RESEARCH OUTPUT IN FORA/NATIONAL-INTERNATIONAL JOURNAL</b> |   |                    |
| <i>(Prerequisite: During last term or after completion of academic courses)</i>   |   |                    |
| <b>RESEARCH WRITING AND DEFENSE</b>   |   | <b>6 Units</b>     |
| CWA299A   | Thesis 1: Research Colloquium   | 3 units            |
| CWA299B   | Thesis 2: Pre-Oral and Final Defense  | 3 units            |
| <b>COGNATE/ELECTIVES</b>  |   | <b>3 units</b>     |
| SEd 100   | Organization, Administration, and Supervision of SPED                           | 3 units            |
| SEd 101   | Theories in Foundation of Special Education                                     | 3 units            |
| SEd 102   | Adaptive Physical Education for Special Children                                | 3 units            |
| <b>TOTAL NUMBER OF UNITS (Without Bridging)</b>   |   | <b>30 Units</b>    |
| <b>BRIDGING COURSES FOR NON-SPED MAJORS</b>   |   | <b>6 Units</b>     |
| SEd 000   | Introduction to Special Education   | 3 units            |
| SEd 001   | Research on Trends, Needs, and Problems in Special Education                    | 3 units            |
| <b>TOTAL NUMBER OF UNITS WITH BRIDGING SUBJECTS</b>   |   | <b>30/36 Units</b> |

Figure 11 Proposed Curriculum for Master of Arts in Education Major in Special Education – Children with Autism (CWA)

**MASTER OF ARTS IN EDUCATION MAJOR IN SPECIAL EDUCATION  
MENTALLY HANDICAPPED (MH)**  
(Revised Curriculum Academic Track)  
Effective AY 2023-2024

⊕ Requirement for Admission: Any Graduate of a Four Year Education Course

| COURSE CODE   | COURSE TITLE  | UNITS           |
|---|---|-----------------|
| <b>FOUNDATION COURSES</b>   |   | <b>9 Units</b>  |
| GRD 000   | Paulinian Spirituality and Mission with Ethics and Accountability for Educators | 3 units         |
| GRD 001   | Advanced Educational Research with Statistics, IT and Proposal Presentation     | 6 units         |
| <b>PROFESSIONAL COURSES</b>   |   | <b>15 Units</b> |
| MHc 200   | Psycho-Education, Guidance, and Assessment for Children with Special Needs      | 3 units         |
| MHc 201   | Speech Development and Correction for the Mentally Handicapped                  | 3 units         |
| MHc 202   | Educational Adaptations/Approaches in Teaching Mentally Handicapped to          | 3 units         |
| MHc 203   | Practicum for Mentally Handicapped  | 6 units         |
| <b>COMPREHENSIVE EXAMINATION AND PRESENTATION/PUBLICATION OF RESEARCH OUTPUT IN FORA/NATIONAL-INTERNATIONAL JOURNAL</b><br>(Prerequisite: During last term or after completion of academic courses) |   | <b>6 Units</b>  |
| <b>RESEARCH WRITING AND DEFENSE</b>   |   | <b>6 Units</b>  |
| MHc 299a  | Thesis 1: Research Colloquium   | 3 units         |
| MHc 299b  | Thesis 2: Pre-Oral and Final Defense  | 3 units         |
| <b>COGNATE/ELECTIVES</b>  |   | <b>3 Units</b>  |
| SEd 100   | Organization, Administration, and Supervision of SPED                           | 3 units         |
| SEd 101   | Theories in Foundation of Special Education                                     | 3 units         |
| SEd 102   | Adaptive Physical Education for Special Children                                | 3 units         |
| <b>TOTAL NUMBER OF UNITS (WITHOUT BRIDGING)</b>   |   | <b>33 Units</b> |
| <b>BRIDGING COURSES FOR NON-SPED MAJORS</b>   |   | <b>6 Units</b>  |
| SEd 200   | Introduction to Special Education   | 3 units         |
| SEd 201   | Research on Trends, Needs, and Problems in Special Education                    | 3 units         |
| <b>TOTAL NUMBER OF UNITS WITH BRIDGING SUBJECTS</b>   |   | <b>39 Units</b> |

Figure 12 Proposed Curriculum for Master of Arts in Education Major in Special Education – Mentally Handicapped (MH)

**MASTER OF ARTS IN EDUCATION MAJOR IN SPECIAL EDUCATION  
VISUALLY IMPAIRED (Vim)**  
(Revised Curriculum Academic Track)  
Effective AY 2023-2024

⊕ Requirement for Admission: Any Graduate of a Four Year Education Course

| COURSE CODE   | COURSE TITLE  | UNITS           |
|---|---|-----------------|
| <b>FOUNDATION COURSES</b>   |   | <b>9 Units</b>  |
| GRD 000   | Paulinian Spirituality and Mission with Ethics and Accountability for Educators | 3 units         |
| GRD 001   | Advanced Educational Research with Statistics, IT and Proposal Presentation     | 6 units         |
| <b>PROFESSIONAL COURSES</b>   |   | <b>12 Units</b> |
| VIm 200   | Psycho-Educational, Guidance, and Assessment for Children with Special Needs    | 3 units         |
| VIm 201   | Braille Reading & Writing I and II  | 3 units         |
| VIm 202   | Orientation and Mobility for the Visually Impaired                              | 3 units         |
| VIm 203   | Practicum on the Teaching Strategies for the Visually Impaired                  | 6 units         |
| <b>COMPREHENSIVE EXAMINATION OF PROFESSIONAL COURSES, RESEARCH AND STATISTICS PUBLICATION</b><br>(Prerequisite: During last term or after completion of academic courses) |   | <b>6 Units</b>  |
| <b>RESEARCH WRITING AND DEFENSE</b>   |   | <b>6 Units</b>  |
| VIm 299a  | Thesis 1: Research Colloquium   | 3 units         |
| VIm 299b  | Thesis 2: Pre-Oral and Final Defense  | 3 units         |
| <b>COGNATE/ELECTIVES</b>  |   | <b>3 Units</b>  |
| SEd 100   | Organization, Administration, and Supervision of SPED                           | 3 units         |
| SEd 101   | Theories in Foundation of Special Education                                     | 3 units         |
| SEd 102   | Adaptive Physical Education for Special Children                                | 3 units         |
| <b>TOTAL NUMBER OF UNITS (Without Bridging)</b>   |   | <b>33 Units</b> |
| <b>BRIDGING COURSES FOR NON-SPED MAJORS</b>   |   | <b>6 Units</b>  |
| SEd 000   | Introduction to Special Education   | 3 units         |
| SEd 001   | Research on Trends, Needs, and Problems in Special Education                    | 3 units         |
| <b>TOTAL NUMBER OF UNITS WITH BRIDGING SUBJECTS</b>   |   | <b>39 Units</b> |

Figure 13 Proposed Curriculum for Master of Arts in Education Major in Special Education – Visually Impaired (Vim)

**MASTER OF ARTS IN EDUCATION MAJOR IN SPECIAL EDUCATION  
HEARING IMPAIRED (HIm)  
(Revised Curriculum Academic Track)  
Effective AY 2023-2024**

⊕ Requirement for Admission: Any Graduate of a Four Year Education Course

| COURSE CODE   | COURSE TITLE  | UNITS           |
|---|---|-----------------|
| <b>FOUNDATION COURSES</b>   |   | <b>9 units</b>  |
| GRD 000   | Paulinian Spirituality and Mission with Ethics and Accountability for Educators | 3 units         |
| GRD 001   | Advanced Educational Research with Statistics, IT and Proposal Presentation     | 6 units         |
| <b>PROFESSIONAL COURSES</b>   |   | <b>15 Units</b> |
| HIm 200   | Psycho-Educational Guidance and Assessment in Special Education                 | 3 units         |
| HIm 201   | Introduction to Auditory and Auditory Training for the HI                       | 3 units         |
| HIm 202   | Speech, Language and Total Communication Training for the Hearing Impaired      | 3 units         |
| HIm 203   | Practicum for the Hearing Impaired  | 6 units         |
| <b>COMPREHENSIVE EXAMINATION AND PRESENTATION/PUBLICATION OF RESEARCH OUTPUT IN FORA/NATIONAL-INTERNATIONAL JOURNAL</b><br>(Prerequisite: During last term or after completion of academic courses) |   |                 |
| <b>RESEARCH WRITING AND DEFENSE</b>   |   | <b>6 Units</b>  |
| HIm 299a  | Thesis 1: Research Colloquium   | 3 units         |
| HIm 299b  | Thesis 2: Pre-Oral and Final Defense  | 3 units         |
| <b>COGNATE/ELECTIVES</b>  |   | <b>3 Units</b>  |
| SEd 100   | Organization, Administration, and Supervision of SPED                           | 3 units         |
| SEd 101   | Theories in Foundation of Special Education                                     | 3 units         |
| SEd 102   | Adaptive Physical Education for Special Children                                | 3 units         |
| <b>TOTAL NUMBER OF UNITS (WITHOUT BRIDGING)</b>   |   | <b>33 Units</b> |
| <b>BRIDGING COURSES FOR NON-SPED MAJORS</b>   |   | <b>6 Units</b>  |
| SEd 000   | Introduction to Special Education   | 3 units         |
| SEd 001   | Research on Trends, Needs, and Problems in Special Education                    | 3 units         |
| <b>TOTAL NUMBER OF UNITS WITH BRIDGING SUBJECTS</b>   |   | <b>39 Units</b> |

Figure 14 Proposed Curriculum for Master of Arts in Education Major in Special Education – Hearing Impaired

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