

GRADUATE SCHOOL MISSION STATEMENT

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

We are committed to the formation of scholars and high level professionals who are ethical, competent, compassionate and committed to the service of the Church, the Nation and the Global Community.

GRADUATE SCHOOL VISION STATEMENT

We envision a Graduate School that stands for excellence and innovation and that will be globally identified for the distinction of its programs and quality of its research.

GRADUATE SCHOOL GOALS

To realize this mission-vision, the Graduate School commits itself within the next five (5) years:

- To develop the intellect and creativity through excellence in instruction, research, and extension work.
- To form scholars and high level professionals in the arts and humanities, the natural and allied health sciences, the social and management sciences who are ethical and who demonstrate competencies functional in both the local and global workplace.
- To hone the professional and social skills, and critical capabilities of students enabling them to become responsible leaders in their careers and community.
- To provide students opportunities to serve the larger community through extension work and community service.

- To produce quality research in the various fields of knowledge that is internationally recognized.
- To recruit Faculty who are acknowledged experts in the field and to complement the teaching staff by inviting international scholars in the various disciplines.
- To build partnerships and linkages between the Graduate School and academic institutions, industry and government entities at the local and international level.
- To enhance the image and visibility of the Graduate School and its work in both the local and global community.

APPLICATION PROCEDURES

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

REQUIREMENTS:

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

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

For Foreigners:

All of the above and;

TOEFL English Proficiency and Student Visa Requirements.

ADMISSION REQUIREMENTS

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

PHILOSOPHY & OBJECTIVES

The Master of Arts Major in Development Studies Program with its holistic-integrated curriculum envisions itself as a unit of the Graduate School serving as a change catalyst for sustainable societal transformation, especially in the marginalized sector through its knowledge/research-based, skills capability-building and service-learning based.

The best features of the program are as follows:

1. Faculty members who are ethical, globally competent, effective and locally responsive using alternative educational delivery modes;
2. To train students to produce relevant RESEARCHES that will revolutionize time-tested and emerging educational concerns and paradigms;
3. Active involvement in EXTENSION SERVICES for sustainable development guided by faith vision.

CURRICULUM

MASTER OF ARTS MAJOR IN DEVELOPMENT STUDIES

PRE-REQUISITE COURSES: 6 UNITS

GS 500 - St. Thomas on Critical Thinking

ST. THOMAS ON CRITICAL THINKING is a course on Aristotelian and Symbolic Logic that focuses on the fundamental laws of thought. It provides guiding principles in order to enhance critical and reflective skills that would facilitate correct and responsible judgment and reasoning. It gives an opportunity to be in control of one's thinking activities.

GS 501 - Research Methodology

The student is introduced to research concepts relevant to Development Studies. Discussions center

on how to prepare a thesis emphasizing choice of title, statement of the problem, sources of data, analysis and evaluation of information gathered among others. Course output is a thesis proposal.

CORE COURSES: 9 UNITS

DEVS 601 - Statistics

Behavioral Statistics is a course that attempt to equip students with statistical tools especially needed in research. It covers descriptive statistics and inferential statistics used for hypothesis testing. It is designed for graduate students in psychology and in other related fields who need to understand statistical tools used in theses and publications in their respective specializations. This course also prepares the graduate students in the analysis of data required in their research papers and theses.

DEVS 602 - Systems Analysis

It is a study involving analysis of the whole in relation to its parts, and vice-versa, utilizing different thinking skills, namely: critical, creative and reflective; and applying different thinking tools. It is a study of systems components and elements, thinking skills and tools, and applications of systems thinking in education.

DEVS 603 - Comparative Education

A competency-oriented course which focuses on the comparison of educational policies, priorities, thrusts and programs of the Philippines with the counterparts in other developing countries. It will also look into the inter-country comparative educational management models as mirrors and/or benchmarks for a rationalized Philippine educational management practice.

DEVS 604 - Problems and Issues in Philippine Development

A study of various problems and issues confronting the Philippines in relation to its development thrusts in the following dimensions: socio-cultural, political, economic, vocational-technological and educational.

DEVS 605 - International Development Trends and Practices

A comparative analysis of development trends and practices in the developing and developed to

enable students to reflect on the structures, processes and conditions that are at play in the local, national, regional and international levels and socio-historical junctures; for which development practices are contextualized. In this manner, the spatio-temporal context of development is accounted for.

MAJOR COURSES: 15 UNITS

DEVS 701 - Development Planning

The course includes concepts of development, planning and management. Particular emphasis will be placed on the contexts of national development and its significance to education and to economic development. The course will contribute to a better understanding of development theories and provide insight on how to integrate those theories into practice specifically to the economics of education, problems of efficiency of education, and managing educational plans.

DEVS 702 - Values and Value Systems in Development

An analysis of the dynamics of development as reflected in the culture of the individual and society in relation to their roles and activities.

DEVS 703 - Sociology of Development

The course deals with the study that investigates development practices and opportunities in society; analyzes development theories on social concerns in relation to social mobility and community development. It likewise applies social theories and analysis to societies (usually in the Third World) which are undergoing a late transition to capitalist industrialization.

DEVS 704 - Economics of Development

A study of the economic system of development consisting of human, material, physical and fiscal resources; the acquisition, allocation and efficient utilization of resources for optimum attainment of development aims. It also covers cost effectiveness and cost benefit evaluations.

DEVS 705 - Theories and Models of Development and Underdevelopment

This course basically delves on the different theories and models of development and

underdevelopment. With specific reference to Third World countries and the Philippines, the theories and models are contextualized in both micro- and macro-levels of analysis.

DEVS 706 - Social Analysis of the Outputs of Development Programs/Projects

An in-depth study and assessment of the contributions of development programs/projects to the social, cultural, political, technological, economic and educational development/ advancement of the Philippines.

DEVS 707 - Environmental Management

A study of philosophy, principles and techniques for managing sustainable development of the environment through advocacy and education. Field trips supplement the lecture.

DEVS 708 - Project Feasibility Study

A scientific investigation of the factors or conditions affecting the success of a development project.

**DEVS 709 - Special Topics
Sociology of Socio-Cultural Change**

COGNATE COURSES: 3 UNITS

Any subject related to Education, Economics & Socio-Political Development.

OTHER REQUIREMENTS

Written Comprehensive Examinations (WCE)

TW I - 3 units (*Thesis Proposal*)

TW II - 3 units (*Research Colloquium*)

TW III - 3 units (*Thesis Defense*)

Total = 42 Units

**UST GRADUATE SCHOOL ADMINISTRATION OFFICIALS
AND FACULTY SET-UP**

LILIAN J. SISON, Ph.D.

Dean

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

Regent

MICHAEL ANTHONY C. VASCO, Ph.D.

Faculty Secretary

CARLOS P. GARCIA, Ph.D.

Director for Graduate Research

GRECEBIO JONATHAN ALEJANDRO, Ph.D.

Supervising Scientist, Science Laboratories

ROMUALDO DEL ROSARIO, Ph.D.

Supervising Scientist, UST Botanical Garden

ALVIN ANG, Ph.D.

Consultant & Director, Social Research Center

PROFESSORIAL STAFF

Arlen Ancheta, Ph.D.

Alvin Ang, Ph.D.

Fr. Jose Antonio Aureada, S.Th.D.

Allan De Guzman, Ph.D.

Armando De Jesus, Ph.D.

Nancy Eleria, Ph.D.

Fr. Mario Evangelista, Ph.D.

Amelita Gaerlan, Ph.D.

Leonora Guerrero, Ph.D.

Jaime Jimenez, Ph.D.

Marcela Leus, Ed.D.

Lysander Padilla, Ph.D.

Evelyn Songco, Ph.D.

Aleli Sevilla, Ph.D.

Emily Tan, Ph.D.

University of Santo Tomas

GRADUATE SCHOOL



GRADUATE PROGRAM

AY 2006 – AY 2011

Development Studies

Master of Arts major in
Development Studies

