

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) course.

For Foreigners:

All of the above and;

TOEFL English Proficiency and Student Visa Requirements.

ADMISSION REQUIREMENTS

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

PHILOSOPHY & OBJECTIVES

The Master of Arts in Education major in Educational Management is a competency-oriented program designed to enhance the management knowledge and skills of experienced academic leaders in the different areas of management in education: academic, finance, human resource, and development. It is also intended to prepare teachers and educators for specialist qualifications for educational leadership positions in the basic and /or tertiary level in both public and private institutions.

Contextualized in national and global perspectives, the program aims to provide students with a blend of theoretical frameworks and praxis. A central feature of the program is a problem based approach to learning which involves extensive research, case analysis of significant trends, concerns and issues and theory building.

CURRICULUM

MASTER OF ARTS IN EDUCATION MAJOR IN EDUCATIONAL MANAGEMENT

PRE-REQUISITE COURSES: 6 UNITS

GS 500 - St. Thomas on Critical Thinking

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

GS 501 - Research Methodology

The student is introduced to research concepts relevant to Educational Management. 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

EDM 701 - Statistical Methods

Discussion of statistical techniques for experiments; descriptive and inferential statistics, confidence intervals, hypothesis testing, analysis of variance, regression and correlation and bioessay.

EDM 702 - Psychology of Human Growth and Development

The course is a "life-span" approach to the development of an individual. It treats the individual as a "whole" rather than a fragmented being. It gives an insight into the developmental tasks of a human being and the behavioral adjustments that an individual undergoes in the process of growth. The course gives a perspective on the dynamic influences of environmental factors, genetic foundations, psycho-social, and personal experiences on the total development of an individual.

EDM 703 - Systems Analysis

Systems thinking are an approach for developing models to promote understanding of events, patterns of behavior resulting in the events, and even more importantly, the underlying structure responsible for the patterns of behaviors.

It is a study of components, theories, tools and applications of systems thinking in education.

MAJOR COURSES: 15 UNITS

EDM 704 - Economics of Education

The sourcing, distribution, use and maintenance of school resources -- human material, physical, and fiscal.

EDM 705 - Philosophical Foundation of Education

A two-way approach to the in-depth study of the fruitful relationship between philosophy and education: tracing the philosophical base of educational practice and discovering the consequence of philosophical thought in the practice of education. Deals specifically with the study of the different philosophical analysis of the educative process and to practice philosophical thinking based on the writings of the St. Thomas Aquinas.

EDM 706 - Sociology of Education

A competency-oriented course which explore the relations between social and cultural systems and education and how to social change and societal transformation. Focus of the course is on school as a social system in goals, organizational structure, program and expectancies as well as an instrument for socialization and social progress. Some sociological models illustrating these relationships will be discussed. An integrated and comprehensive framework will be utilized for thorough analysis of the educational system and its contemporary challenges in the context of developing countries with on internal efficiency and external productivity for total human development. Alternative educational delivery systems are also an essential component of the study.

EDM 707 - Trends, Problems and Issues in Basic Education

A study of current instructional programs and contemporary instructional methods and techniques, anchored on recent development, trends and reform initiatives in basic education. Engages students in analyzing vital problems and critical issues of Philippine basic education within the framework of its avowed mission and thrusts: quality and excellence, access and equity, efficiency and effectiveness

EDM 708 - Curriculum Planning

A competency oriented course that deals with the analysis of the changing concepts, foundational theories and competing models and processes from program conceptualization/realignment to program designing. Engages professional educators on hands-on curriculum planning experiences on conceptualization, legitimization, diagnosis and program realignment to international and national education standards.

EDM 709 - Trends, Problems and Issues in Tertiary Education

A study and analysis of the many facets of tertiary education; concepts, philosophy, goals, functionality, educational structure, curriculum, educational environment, administrative structure, and governance anchored on major development and trends, reform initiatives and innovative strategies. Engages students to analyze vital problems and critical issues of Philippine education within

the framework of its avowed mission and thrusts: quality and excellence, access and equity; efficiency and effectiveness; and relevance, and responsiveness.

EDM 710-

A Competency – oriented course theory and practice in the preparation, and evaluation of instructional materials as to relevance and functionality, improvisation of equipment.

EDM 711- Educational Diagnosis

A Skill –based research component of educational management. Focus is on the methods of selecting, designing, constructing and implementing appropriate feedback mechanism to assess the profile, needs, performances and affective characteristics of people and to evaluate the quality, efficiency and effectiveness of plans, policies programs, projects, curricula and resources. Emphasis is on solving educational problems and resolving related issues. The students are expected to apply appropriate qualitative and quantitative tools for feedback purposes in any of the aforementioned areas.

EDM 712- Dynamics of School-Community Relationships

A competency-oriented course which puts emphasis on meeting the needs of diverse communities and the effects of cultural communities and the effects of cultural pluralism on school-community dynamics, particularly those effects stemming from changing demographics.

The course engages the students in analyzing the input throughput-output relationships between educational institutions and their service communities.

EDM 713- Analysis of the Societal Contributions of Education

A Competency – oriented course which addresses current political, economic, cultural, and social issues and their impact on education, as well as the relationship between schools and society in general and urban/suburban communities in particular. The roles of Leadership and external preserve groups in shaping educational policy at all levels are also examined.

EDM 714- Comparative Education I

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.

EDM 715- Supervision of Instruction

Examines and analyzes the nature, scope, purposes, historical development, patterns, functions, processes,

approaches, methods, techniques, and evaluation of the supervision of instruction. Focus is on the role-process, theory and practice, and issues in curricular improvement and instructional supervision. Students are expected to demonstrate deeper understanding of instructional supervision through conscious reflection, analysis and evaluation of their professional practice to learn and change, and more importantly to structure and appraise their own behaviors as instruments for curriculum and instructional improvement.

The theoretical perspective is integrated with actual practice through corresponding experiential vehicle options.

EDM 716- Management of Curriculum and Instruction

A Competency-based course which emphasizes study of institutional management process, functions and tasks and the context of curriculum and Instruction.

Provides insight understanding framework and tools from which the students can develop the own theories and strategies for more dynamic form of management behaviors for quality and effective curriculum and instructional leadership.

EDM 717- Curriculum Design and Materials Preparation

Analyzes vital curriculum design foundations, components, dimensions, and processes as prerequisite to systematic preparation, use, and evaluation of materials and media for alternative instructional delivery options such as textbook learning, resource based learning, distance learning, flexible learning, resource based learning, and computer –based learning. The course concludes with problem-oriented, competency developing hands-on experiences on materials preparation.

EDM 718- Special Topics

COGNATE COURSES: 3 UNITS

Any related course that has substantial bearing on Graduate Research Seminar.

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

MARCELA LEUS, Ed.D.
Consultant for Education

PROFESSORIAL STAFF

FR. JOSE ANTONIO AUREADA, S.Th.D.

ALLAN DE GUZMAN, Ph.D.

ARMANDO DE JESUS, Ph.D.

JOHNNY DECATORIA, Ph.D.

PRAXEDES DELA ROSA, Ed.D.

EVELYN SONGCO, Ph.D.

EMILY TAN, Ph.D.

FR. MARIO EVANGELISTA, Ph.D.

AMELITA GAERLAN, Ph.D.

LEONORA GUERRERO, Ph.D.

FE HIDALGO, Ph.D.

MARCELA LEUS, Ed.D.

MARIO PERILLA, Ph.D.

CHERYL RAMOS, M.S.

ALELI SEVILLA, Ph.D.

GABRIEL URIARTE, Ph.D.

University of Santo Tomas

GRADUATE SCHOOL



GRADUATE PROGRAM

AY 2006 – AY 2011

**EDUCATION major in
EDUCATIONAL MANAGEMENT**
Master of Arts in Education major in
Educational Management

España, Manila