

Mission Statement

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

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

Vision Statement

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

Goals and Objectives

The Graduate School commits itself to develop:

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

5. committed scholars who, nurtured by the dogmas of Christian faith and values, are dedicated to the pursuit of truth through the promotion of an intellectual culture that values academic rigor and freedom of scientific investigations; and
6. lifelong learners who, empowered by St. Antoninus of Florence's zeal for learning, are committed to the advancement of a higher culture through a continuous search for intellectual inquiries and new knowledge as well as faithfulness to Catholic intellectual traditions.

Program Intended Learning Outcomes (PILO)

1. Demonstrate inclusive cognizance of multidimensional development landscapes of people, environment, economic and development resource security, in gainful and sustainable options anchored on perpetuity of truth, justice and equality, dignity, respect and well-being
2. Demonstrate higher order level of skills in analyzing, assessing, and communicating information alongside with proactive and soft competencies in the various areas of development science
3. Demonstrate skills in disciplined inquiry and creative approaches in the conduct of structural and qualitative changes in societal functions while increasing capacity for developmental changes using research instruments that are aimed at continuous growth and development
4. Demonstrate on the latest, in-depth and perspicacious professional knowledge of the multidisciplinary development science and apply them to challenges and problems from where opportunities for upward directional movement of society could be founded
5. Demonstrate initiatives and self-direction to innovation, and continuous improvement built within the values and attributes of global needs and requirements for furtherance of sustainable international development
6. Demonstrate the ability to steward on accountability for results in development pursuits with impartiality, rationality and ethical conscience collaboratively engaging with others to enhance life conditions

MASTER OF ARTS MAJOR IN DEVELOPMENT STUDIES

PRE-REQUISITE COURSES: (6 UNITS)

GS 500 - St. Thomas and Critical Thinking

Primarily designed to appraise St. Thomas Aquinas as a critical thinker par excellence; and to develop in and empower the students with the skills needed for critical reading and writing.

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 on development economics, educational development or socio-cultural-political development.

*Note: * = seminars may be used to enhance learning*

COGNATE: (3 UNITS)

Any course from economic development, educational development and socio-cultural-political development, political science and educational management.

TERMINAL REQUIREMENTS: (9 UNITS)

Written Comprehensive Examinations (WCE)

TW I - 3 units (Thesis Proposal)

TW II - 3 units (Research Colloquium)

TW III - 3 units (Thesis Defense)

Total = 42 Units

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

MARILU R. MADRUNIO, Ph.D.
Dean

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

ALEJANDRO S. BERNARDO, Ph.D.
Faculty Secretary

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

MANUEL R. MORGA, Ph.D.
Program Lead
Economics and Development Studies

PROFESSORIAL STAFF
Arlen A. Ancheta, Ph.D.
Alvin P. Ang, Ph.D.
Fr. Jose Antonio E. Aureada, S. Th.D.
Clarence M. Batan, Ph.D.
Allan B. De Guzman, Ph.D.
Armando F. De Jesus, Ph.D.
Nancy L. Eleria, Ph.D.
Amelita A. Gaerlan, Ph.D.
Dante D.R. Garcia, Ph.D.
Fe A. Hidalgo, Ph.D.
Jaime M. Jimenez, Ph.D.
Marcela J. Leus, Ed.D.
Rodrigo A. Litao, Ph.D.
Jeanette V. Loanzon, Dr.rer.pol.
Manuel R. Morga, Ph.D.
Evelyn A. Songco, Ph.D.
Alleli V. Sevilla, Ph.D.
Emily B. Tan, Ph.D.
Virgilio M. Tatlanghari, Ph.D.

Summary of Program Requirements

Degree Requirements	units
Pre-requisite Courses	6
Core Courses	9
Specialization Courses	15
Cognate Courses	3
Written Comprehensive Exam	--
Thesis Writing I	3
Thesis Writing II	3
Thesis Writing III	3
TOTAL	42



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MANILA, PHILIPPINES
The Graduate School

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