

Mission Statement

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

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

Vision Statement

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

Goals and Objectives

The Graduate School commits itself to develop:

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

6. lifelong learners who, empowered by St. Antoninus of Florence's zeal for learning, are committed to the advancement of a higher culture through a continuous search for intellectual inquiries and new knowledge as well as faithfulness to Catholic intellectual traditions.

Program Intended Learning Outcomes (PILO)

Upon successful completion of the MA in Educational Management and Leadership, the graduate will be able to:

1. Demonstrate in-depth understanding of complex and coherent body of knowledge and skills in educational leadership and management, which may be applied in many types of school and other educational environment.
2. Demonstrate competence to undertake quality researches that require critical assessment and communication of valid information and practices in the field of educational leadership and management.
3. Demonstrate leadership skills, professional maturity and ethical actions in resolving educational leadership and management issues.
4. Demonstrate deeper understanding of global developments and diversities of educational leadership and management practices as a result of precise evaluation of school needs, problems and inquiries.
5. Demonstrate comprehensive understanding of the methods of inquiry in the field of educational leadership and management, and how these methods are used to create and interpret knowledge in the educational field.
6. Demonstrate advance knowledge and specialized competencies to engage in continuous lifelong inquiry to enhance one's efficacy as instructional leaders and school managers.

MASTER OF ARTS IN EDUCATIONAL MANAGEMENT AND LEADERSHIP

PREREQUISITE COURSES: (6 UNITS)

GS 500 – St. Thomas and Critical Thinking

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

GS 501 – Research Methodology

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

CORE COURSES: (12 UNITS)

EML 701 – Educational Statistics

Introduces the students to the underlying concepts and processes in Statistics as they apply to educational research. Specifically, it focuses on the use of descriptive and inferential quantitative methods that are vital to making sound judgments and decisions. It seeks to provide clear and logical explanations for the rationale in the use of various statistical methods and analysis. The course also includes a hands-on exposure in the use of SPSS in analyzing statistical data.

EML 702 – Qualitative Research

Introduces the students to the principles and qualitative research genres. Specifically, it aims to familiarize researchers with the methodological and epistemological debates concerning qualitative research vis-a-vis a number of practical and applied tools; and to enable them to implement these tools using various research designs. The course also engages the students in reading and discussing works of qualitative researchers, especially focusing on the lessons they learned and the challenges they faced. The final goal is to help the students understand how to move from project design to project implementation, data analysis, and reporting.

EML 703 – Systems Thinking

A study that deals with application and development of models and frameworks to promote the use of thinking skills and tools in systems analysis and problem solving in an educational community and in society.

EML 704 – Organizational Development and Governance

Explores basic concepts and theories of organization and how organizations and individuals learn and develop. This will provide challenges to the students to think through a theory from its basic assumptions to its application, which will provide link between research and practice.

SPECIALIZATION COURSES: (15 UNITS)

EML 705 – Resource Acquisition, Allocation and Utilization

The course addresses macro and micro concepts relating to the provision and management of resources for educational purposes. It deals with strategies for management of school resources.

EML 706 – Curriculum Planning and Development

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

EML 707 – Assessing School Quality and Standards / Educational Diagnosis

Deals with assessment of school effectiveness and improvement by using and developing valid and reliable outcome measures of school performance in order to solve educational challenges and resolve some educational issues.

EML 708 – Politics of Education

Deals with political aspects of governance and decision-making within educational systems and institutions, and political activities related to education in general.

EML 709 – Supervisory Leadership

Designed to show how leadership skills enhance supervisory competencies and improve capacity to effectively manage and lead others toward maximum performance and organizational effectiveness.

EML 710 – Values and Value Systems in the Management of Education

The meaning and nature of value and value systems as applied to the administration of school systems, based on the theory that these are social systems established to serve the educational needs of people, managed by people in the service of people.

EML 711 – Management of Curriculum and Instruction

An outcomes-based course which emphasizes the study of institutional management process, functions and tasks in the context of curriculum and instruction. It provides insights on understanding framework and tools from which the students can develop their own theories and strategies for more dynamic form of management behaviours toward quality and effective curriculum and instructional leadership.

COGNATE: (3 UNITS)

Any course which has substantial bearing on thesis.

TERMINAL REQUIREMENTS: (9 UNITS)

Written Comprehensive Examinations (WCE)

TW I – 3 units (Thesis Proposal)

TW II – 3 units (Research Colloquium)

TW III – 3 units (Thesis Defense)

Total = 45 Units

UST Graduate School Administration Officials and Faculty Set-up

MARILU R. MADRUNIO, Ph.D.
Dean

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

ALEJANDRO S. BERNARDO, Ph.D.
Faculty Secretary

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

MARCELA J. LEUS, Ed.D.
Program Lead
Education, Curriculum & Instruction, Educational
Management and Leadership, Library &
Information Science

PROFESSORIAL STAFF

Jose Antonio E. Aureada, O.P., S.Th.D.

Allan B. De Guzman, Ph.D.

Belinda De Castro, Ph.D.

Armando F. De Jesus, Ph.D.

Emily B. Tan, Ph.D.

Amelita A. Gaerlan, Ph.D.

Fe A. Hidalgo, Ph.D.

Marcela J. Leus, Ed.D.

Rodrigo A. Litao, Ph.D.

Rev. Fr. Jesus M. Miranda, Jr., OP, Ph.D.

Nilo L. Rosas, Ph.D.

Aleli V. Sevilla, Ph.D.

Evelyn A. Songco, Ph.D.

Gabriel G. Uriarte, Ph.D.

Summary of Program Requirements

Degree Requirements	units
Prerequisite Courses	6
Core Courses	12
Specialization Courses	15
Cognate Courses	3
Written Comprehensive Exam	--
Thesis Writing I	3
Thesis Writing II	3
Thesis Writing III	3
TOTAL	45



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

MASTER OF ARTS IN

**EDUCATIONAL
MANAGEMENT AND
LEADERSHIP**