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’ ardor 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.

Masters in Health Profession Education

GS 500 – St. Thomas and Critical Thinking
Principles of and skill in critical thinking according to St. Thomas Aquinas in the three areas of mental cognition simple appreciation, judgments and reasoning, and of common fallacies towards the acquisition of the art of organization.

GS 501 - Research Methods
Various research approaches, qualitative & quantitative, applied to generate new knowledge, validate theories & interventions and influence standards & policies affecting health through research outcomes.

Core Courses (12 Units)

Philosophy of Education
Principles of Philosophy pertinent to education in the health professions that form the basis for adult teaching and learning. Analysis of the enduring philosophical theories from classical times to the present and implication to the educational practice in health education profession.

Psychology of Learning
Advanced course in the major theories of human growth and development relevant to childhood adolescent and adult learning its implication to health education practice.

Biostatistics
An outcomes based course which emphasizes both the theoretical and practical aspects of biostatistics. This course presents fundamental concept in description and inferential biostatistics, non-parametric and parametric methods, graphical displays and data transformations.

Ethics in Health Care Delivery (Bioethics)
Designed to make the graduate student recognize the significance of the discipline of Bioethics or Ethics in Health Care delivery the management of health care institution especially Hospital. It should stimulate and encourage them as health care professionals and executives as health care practice is essentially an ethical practice. It is expected that they develop ethical consciousness and reasoned analytical judgment as necessary part of health caring, thus making them conscientious health professionals with moral standing.

Specialization Courses (15 Units)

Teaching Models and Methodology
An in-depth study of traditional, current and innovative teaching models and methodologies designed for health profession instruction. Emphasis is on the application of the models to field practice in teaching health profession education.

Instructional Design
A theory and practice based courses in health profession education that deals with both macro and micro level of instructional designs in both formal education and in service training settings in health professions.

Theories and Practice of Test Construction
An outcomes based designed to provide health professionals an in-depth understanding of contemporary theories, principles and systematic strategies of test construction. It also explores the continuous trends towards authentic performance and portfolio assessment in health profession education.

Leadership and Governance
The course examines basic concepts principles and theories and system approval of supervision in health profession and educators as a critical influence affecting organizational performance and change. Explores the wide range of new development, innovation challenges affecting critical areas of management including finance and cost management, risk management, strategic planning in quality assurance.

Medical/Health Informatics
This course examines the dynamics of biomedical computing from legal, ethical, social and research perspective. Provides health professional with grounding in the fundamentals of scientific and professional practices including the evolution and implementation of architectures & networks, the design and theory of record-keeping systems, therapeutic devices, clinical decision-making techniques, the digital laboratory and integrated health management system.

Graduate Research Seminar

Any related education courses in the Master of Education major in Curriculum and Instruction and Hospital Administration.

Total = 42 Units
Summary of Program Requirements

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<tr>
<th>Degree Requirements</th>
<th>Units</th>
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<tr>
<td>Prerequisite Courses</td>
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<td>Core Courses</td>
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<tr>
<td>Specialization Courses</td>
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<td>Cognate Courses</td>
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<td>Graduate Seminar Paper</td>
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<td><strong>TOTAL</strong></td>
<td><strong>42</strong></td>
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**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

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

MARILYN D. YAP, Ph.D., Ed.D.
Program Lead
Nursing, Hospital Administration,
Health Professions Education

PROFESSORIAL STAFF
Fr. Jose Antonio E. Aureada, S.Th.D.
Fukeda Cabanos, Ph.D.
Allan B. De Guzman, Ph.D.
Armando F. De Jesus, Ph.D.
Marcela J. Leus, Ed.D.
George A. Lu, Ph.D.
Fr. Jerry R. Manlangit, O.P., M.A.
Victoria Edna G. Munzon, M.D.
Geraldine E. Tria, Ph.D.
Marilyn D. Yap, M.A.N., M.H.A., Ph.D., Ed.D.