GRADUATE SCHOOL

CATALOGUE

2016 EDITION

HOLY ANGEL UNIVERSITY
#1 Holy Angel Avenue, Sto. Rosario St.
Angeles City
graduate@hau.edu.ph
www.hau.edu.ph
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APPLICATION FOR ORAL DEFENSE

STUDENT DATA:
Student Number: ______________________ Date of Application: ________________
Name: ____________________________________ Tel. No.: ____________________
Surname      Given Name         Middle Name
Address: ___________________________________________________________________
Course Enrolled: ___________________________________________________________________
APPLICATION: Date and Time of Oral Defense: ______________________________________
I am applying for Oral Defense for my:
   Thesis Proposal
   Thesis
   Business Research 
   Dissertations Proposal  Dissertations
   Special Project

TITLE: ______________________________________________________________________

1st Semester   SY 20____ - 20____
2nd Semester   SY 20____ - 20____
Summer        SY 20____ - 20____

I have successfully passed the Written Comprehensive Examination (WCE) given last
________________________________________. Please see attached certification/results for WCE for your refer-
ence.

I recommend the following faculty to sit as members of the Oral Defense Committee:

<table>
<thead>
<tr>
<th>Name</th>
<th>Highest Degree Attained</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Applicant’s Signature

Endorsed by:

Adviser
Appendix E

WRITTEN COMPREHENSIVE EXAMINATION FORM

STUDENT DATA:

Student Number: ____________________
Name: _________________________________________    Tel. No.: ____________________
Surname          Given Name         Middle Name
Address: ________________________________________________________________

Degree: _________________________________________________________________

APPLICATION:

I am applying for the Written Comprehensive Examination for:

_____ 1st Semester SY 20____ - 20____
_____ 2nd Semester SY 20____ - 20____
_____ Summer SY 20____ - 20____

I have already completed ______ academic units and I certify that I am not on
Probation (PRB).

SUBJECTS | PROFESSORS
--- | ---

Applicant’s Signature ___________________________

Note: Please attach copy of grades, curriculum and official receipt. Return this form at the
Graduate School office on or before ____________________.
THE HOLY ANGEL UNIVERSITY (HAU)

The Early Years

In June 1933, Holy Angel Academy (HAA) opened its doors to a modest group of 78 high school students in the Holy Rosary Parish Convent. It was initiated through the joint efforts of the late Don Juan D. Nepomuceno, a known philanthropist/prominent businessman, and Fr. Pedro P. Santos, then parish priest of the town of Angeles and later Archbishop of Nueva Caceres. Its primary purpose was to offer Catholic education in the secondary level, which the founders felt as the need of the community at that time. It was organized as a non-stock, non-profit corporation oriented toward service to the community.

The founders employed the able leadership of Ricardo V. Flores, an energetic educator from Pagsanjan, Laguna whose efforts, commitment and perseverance brought forth in two months time the opening of a complete secondary school and the issuance of government recognition in February 1934. Consequently, the Holy Angel Academy (HAA) became the first Catholic co-educational high school run by laypersons with the First Friday devotion to the Sacred Heart of Jesus as its initial signature landmark. By 1940, HAA moved from the Parish Convent to its first building (then Main Bldg., now Don Juan D. Nepomuceno Bldg.) to accommodate its expanding enrolment.

When World War II broke out, classes were suspended and resumed only in 1945. On May 8, 1947 the Academy was given new government recognition for its General Secondary Education Program.

In school year 1947-1948, the Evening High School Program started to provide educational opportunities for working students, particularly the employees in Clark Air Force Base. Likewise, the tertiary department was established with the 2-year Junior Normal College or Elementary Teacher’s Certificate (ETC) as its initial program in response to the growing need for teachers in the public schools. This program continued operating until 1963, when it was converted to a 4-year Normal College or the Bachelor of Science in Elementary Education (BEED) that was granted government recognition on February 11, 1955.

In 1948, the College of Commerce opened with a degree, Bachelor of Science in Commerce whose government recognition was issued on December 3, 1951 or upon graduation of its first twenty three (23) students. By 1955, the Academy offered the 2-year Associate in Arts (also known as Preparatory Law Course) which was later converted into a 4-year Liberal Arts (or Bachelor of Arts) that was granted government recognition on May 18, 1960.

Appendix D

FLOWCHART FOR ORAL DEFENSE

* The decision to accept/reject and pass/fail the paper and the Candidate depends on the 2/3 vote of the Examination Tribunal.

** Failure to submit within the deadline, the student will re-enroll the subject if not the student will be considered AWOL.
From Academy to College, then to University

In 1960, acceding to public request, the elementary department was opened. More collegiate courses were offered like the 1-year and 2-year Secretarial courses in 1961 and the two-year Pre-engineering course in 1962. In the ensuing years, the latter was extended to earn government recognition for the complete program in Civil Engineering (August 13, 1968), Electrical Engineering (September 11, 1969), Mechanical Engineering (September 11, 1969) and Industrial Management Engineering (March 17, 1986).

Considering what had been attained, the school received on December 6, 1961 its approved request for conversion from an academy into a college, thus, became Holy Angel College (HAC) with Don Juan D. Nepomuceno as the first President. Under his leadership and the able assistance of his son, Mr. Geromin G. Nepomuceno, the school experienced a revitalized management that led to the construction of buildings and the adoption of the fiscal policy, which opened new possibilities for further growth and expansion. The latter assumed the presidency in 1973 to continue the pursuit of making the school one of the best Catholic educational institutions in the country, particularly in Central Luzon.

During this period the school also addressed the call of the government for courses responsive to the needs of the community in particular and the nation in general. It offered Graduate Programs in Education in 1965 that earned government recognition on October 30, 1970. In 1974, the Department of Vocational/Technical Education was established in response to the nation’s Manpower Development Program through the introduction of the National College Entrance Examination (NCEE). This department offered courses in Industrial Electricity, Refrigeration and Air-conditioning, Radio Electronics, Automotive Mechanics, and Machine Shop Practice.

Realizing the significance of the unprecedented growth of the College, the administration applied for a university status, which it attained on December 4, 1981. Engr. Mamerto G. Nepomuceno was installed as first University President on March 8, 1982. On the same occasion, Archbishop Oscar V. Cruz of the Archdiocese of San Fernando, Pampanga proclaimed Holy Angel University a Catholic University. The achievements of graduates in various licensure examinations, scholarship opportunities and affordable fees led to the continuous growth of student enrolment that peaked at 27,000 in SY 1983-1984.
Quest for Quality and Excellence

On August 12, 1985, Sister Josefina G. Nepomuceno of the Congregation of Missionary Benedictine Sisters of Tutzing was installed as Second University President. Under this new leadership, the professional dimension of the University was pursued with vigor and its Catholic character given greater and renewed emphasis. The collegiate programs not only grew in number but also in quality when submitted for accreditation.

From 1985 to 1994, curricular offerings added in the undergraduate level were AB majors in Sociology and Religious Studies, Associate Programs in Computer Science and Theater Arts, BS in Accountancy, BSBA major in Small Business Management/Entrepreneurship, BSED majors in Values Education, PE Health and Music and Library Science, BS in Electronics and Communications Engineering, and Associate in Computer Secretarial and Medical Secretarial. In the graduate school level, Master of Business Management and Master of Public Administration were added in 1994 while the areas of specialization in the Master of Arts Program were expanded, such as: College Teaching, English Teaching, Mathematics and Library Science.

The Center for Research, Measurement and Evaluation as well as the Institute of Small-Scale Industries and Enterprise Resource Center were established to articulate the University’s thrust towards research and community service.

In April 1995, the programs in the Colleges of Arts and Sciences, Business and Accountancy, Education, and Engineering attained FAAP second level (full) accreditation status through the Philippine Association of Accredited Schools Colleges and Universities (PAASCU). Thus, Holy Angel became the first and only University in Central Luzon (or Region 3) accredited by PAASCU.

In the same year, Sr. Josefina ended her 10-year term as president with Mrs. Bernadette M. Nepomuceno as successor. The latter’s administration saw reforms in structure as well as operations that sustained and expanded the University’s quest for academic excellence. The said thrust was marked by new as well as upgraded curricular programs and awards of distinction. The areas of specialization in BS Business Administration and BS Secretarial Administration were expanded that included among others Hotel and Restaurant Management, Management Information System and Tourism. The Doctor of Philosophy in Management was initially offered in school year 1995-1996 while the Accountancy degree was upgraded.
8. The sub-problems are anchored on the major problem 5 4 3 2 1
9. The state assumptions, if any, are adequate and relevant to the problem 5 4 3 2 1
10. Whenever applicable, the stated hypotheses are testable 5 4 3 2 1
11. The scope of the study is properly identified and delineated 5 4 3 2 1
12. The study adds new insights to current practices and/or theories 5 4 3 2 1
13. The sources and documents used are properly acknowledged, correctly and accurately cited 5 4 3 2 1

Comments/Suggestions:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

C. Related Materials

14. The review of related literature and studies effectively discusses significant findings and existing problems relevant to the present study 5 4 3 2 1
15. The similarities and differences between and among materials reviewed and the present study are clearly and correctly identified 5 4 3 2 1

Comments/Suggestions:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

D. Method

16. The research design is appropriate and adequate for seeking the answers to the stated problem/s 5 4 3 2 1
17. The data, document and instrument used are sufficient, reliable and valid 5 4 3 2 1
18. Appropriate sampling design or technique and sample size are used 5 4 3 2 1
19. The procedures for data collection are coherently and logically explained 5 4 3 2 1

Comments/Suggestions:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

On August 6, 1999, the programs in the Colleges of Arts and Sciences, Business and Accountancy, Education and Engineering were reaccredited by PAASCU. The Electrical and Industrial Engineering programs were conferred Centers of Development Level II status by the Commission of Higher Education (CHED) that paved the way for the offering of Master in Engineering in school year 2001-2002. Likewise offered was Doctor of Business Management while BS Psychology, BS Computer Science, BS Information Technology, and BSEd Physical Education with specialization in Golf Sports were added the following school year. On October 22, 2001 CHED listed the University as one of the top 52 tertiary educational institutions in the country effectively conferring on it a deregulated status.

In 2002, the University also hosted the First International Conference on Kapampangan Studies and established the Juan D. Nepomuceno Center for Kapampangan Studies to preserve, study, and promote Kapampangan cultural and historical heritage.

In school-year 2003-2004, the University revisited its vision and mission from which all stakeholders agreed to rededicate commitment to accessible quality education, academic excellence, community linkages and the promotion of local history and culture. Responding to popular demand, it offered Nursing, Architecture, and Computer Engineering. It also initiated sweeping improvement in physical plant with the construction of Center for Kapampangan Studies, Mamerto G. Nepomuceno Hall, Angel Buildings: St. Gabriel and St. Raphael, the Chapel of the Holy Guardian Angel, Café Juan, food courts, courtyard, and JDN Annex.

CHED further elevated the University to autonomous status on October 27, 2003, thus acknowledging its academic leadership in Region III. In December 2005, PAASCU conferred the Level III accreditation status on the following programs: Accountancy, Arts and Sciences, Business Administration, Education and Engineering. Holy Angel University is one of the few institutions in the country that has attained such status.

On August 12, 2006, Dr. Arlyn S. Villanueva took the helm from Mrs. Nepomuceno in leading the University to its diamond jubilee in 2008. She vows to keep the founder’s dream aflame: Holy Angel University as the best HEI in Central Luzon anchored on the three E's: Evangelization, Excellence, and Economy.
Vision Statement
To become a role-model catalyst for countryside development and one of the most influential, best-managed Catholic universities in the Asia-Pacific region.

Mission Statement
To offer accessible quality education that transforms students into persons of conscience, competence, and compassion, all for the glory of God.

Strategic Objectives
Academic Quality and Organizational Excellence
Authentic Instrument for Countryside Development
Great University to Work for
Faithful Catholic Education

HAU Core Values
Christ-Centeredness
We strive to be witnesses of the person and example of Christ.

Integrity
We are fair, honest and transparent in our personal and professional dealings.

Excellence
We produce outcomes with the greatest possible human competence.

Community
We animate the spirit of communion and solidarity.

Societal Responsibility
We work for economic efficiency, social justice, and environmental stewardship.

Appendix C
RUBRICS FOR THE EVALUATION OF BUSINESS RESEARCH/SPECIAL PROJECT/THESIS/DISSERTATION MANUSCRIPT

Title: __________________________________________________________

Author: _________________________________________________________

Degree: _________________________________________________________

Direction: Please encircle the number which best applies to the material being evaluated.
5 (Excellent), 4 (Very Good), 3 (Good), 2 (Satisfactory) and 1 (Poor)

Evaluation Categories:

A. Preliminary Materials
1. The title clearly and concisely describes the area of the study 5 4 3 2 1
2. The table of contents shows at a glance the major and minor scope of the report and the pages on which each part begins 5 4 3 2 1
3. The captions that appear on the lists of tables, figures, etc corresponds exactly with the captions and page citations they refer in the text 5 4 3 2 1

Comments and Suggestions:
________________________________________________________________________
________________________________________________________________________

B. The Problem and Its Background
4. Issues and trends related to the problem are carefully presented to establish its validity 5 4 3 2 1
5. The study is timely and relevant to the author’s field of specialization 5 4 3 2 1
6. Theoretical/Conceptual Framework is valid and Adequately presented 5 4 3 2 1
7. The problem statement is sufficiently congruent with the theoretical/conceptual framework 5 4 3 2 1
B. Related Materials

11. The review of related literature and studies effectively discusses significant findings and existing problems relevant to the present study  
   5 4 3 2 1

12. The similarities and differences between and among materials reviewed and the present study are clearly and correctly identified  
   5 4 3 2 1

C. Method

13. The research design is appropriate and adequate for seeking the answers to the stated problem/s  
   5 4 3 2 1

14. The data, document and instrument used are sufficient, reliable and valid  
   5 4 3 2 1

15. Appropriate sampling design or technique and sample size are used  
   5 4 3 2 1

16. The procedures for data collection are coherently and logically explained  
   5 4 3 2 1

17. The techniques for data analyses are adequate and appropriate  
   5 4 3 2 1

D. Other Requirements of the Manuscript

18. The report is free from padding with irrelevant words, phrases, quotations, statistics, example, etc. that are not essential for accuracy, clarity and completeness  
   5 4 3 2 1

19. The language is precise and emphasis is duly observed  
   5 4 3 2 1

20. The APA Journal format is correct and consistent  
   5 4 3 2 1

21. Documentation is complete and references include all materials/sources cited  
   5 4 3 2 1

22. The appended materials are helpful and pertinent to the report  
   5 4 3 2 1

TOTAL POINTS  

Name and Signature of Evaluator

Date Accomplished

GRADUATE SCHOOL

Vision Statement

The Graduate School envisions itself to be one of the centers of excellence in graduate education and research in the Asia Pacific Region that will produce graduates who are role model catalysts for countryside development in the fields of Arts and Sciences, Business, Education, Information Technology, Engineering and Nursing education.

Mission Statement

The Graduate School offers accessible quality graduate education and research experiences that transforms professionals, practitioners, industry leaders into persons of conscience, competence and compassion.

SCHOOL OF BUSINESS AND ACCOUNTANCY

Objectives of GSB

1. To offer programs that are more relevant and responsive to the shifting needs of the real world.

2. To promote practitioner-research oriented that will allow us to participate in the furtherance of knowledge and elevate our GSB programs to higher level of excellence.

3. To forge and maintain strategic functional linkages and/or partnership with academic institutions, relevant organizations, national government agencies and local government units for knowledge transfer, sharing of resources and advocacy training for public service.

4. To act as reputable workplace preferred by faculty members who are experts in their corresponding fields and proficient in interdisciplinary and multi-disciplinary approaches in teaching.

5. To foster culture that promotes integrity, innovation, and the highest ethical standards in the Catholic context.
Broad-Based Student Learning goals of Graduate School of Business

Broad-Based Goals

<table>
<thead>
<tr>
<th>Broad-Based Student Learning Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to demonstrate critical management skills that are relevant and responsive to the shifting needs of the real world.</td>
</tr>
<tr>
<td>2. Students will be able to formulate a research that will further advance the practices in business environment.</td>
</tr>
<tr>
<td>3. Students shall have a culture that promotes integrity, excellence, innovation, community service, societal responsibility and the highest ethical standards in the Christian context.</td>
</tr>
</tbody>
</table>

Broad-Based Operational Goals:

<table>
<thead>
<tr>
<th>Broad-Based Operational Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Graduate School of Business shall promote practitioner-research oriented that will allow participation in the furtherance of knowledge and elevation of GSB programs to higher level of excellence.</td>
</tr>
<tr>
<td>2. The Graduate School of Business shall forge and maintain strategic functional linkages and/or partnerships with academic institutions, relevant organizations, national government agencies and local government units for knowledge transfer, sharing of resources and advocacy training for public service.</td>
</tr>
<tr>
<td>3. The Graduate School of Business shall create a reputable workplace preferred by faculty members who are experts in their corresponding fields and proficient in interdisciplinary and multi-disciplinary approaches in teaching.</td>
</tr>
</tbody>
</table>

RUBRICS FOR THE EVALUATION OF THESIS/DISSERTATION PROPOSAL

Title: ____________________________________________

Author: __________________________________________

Degree: _________________________________________

Direction: Please encircle the number which best applies to the material being evaluated.

5 (Excellent), 4 (Very Good), 3 (Good), 2 (Satisfactory) and 1 (Poor)

Evaluation Categories:

A. The Problem and Its Background

1. Issues and trends related to the problem are carefully presented to establish its validity 5 4 3 2 1
2. The study is timely and relevant to the author’s field of specialization 5 4 3 2 1
3. Theoretical/Conceptual Framework is valid and Adequately presented 5 4 3 2 1
4. The problem statement is sufficiently congruent with the theoretical/conceptual framework 5 4 3 2 1
5. The sub-problems are anchored on the major problem 5 4 3 2 1
6. The state assumptions, if any, are adequate and relevant to the problem 5 4 3 2 1
7. Whenever applicable, the stated hypotheses are testable 5 4 3 2 1
8. The scope of the study is properly identified and delineated 5 4 3 2 1
9. The study adds new insights to current practices and/or theories 5 4 3 2 1
10. The sources and documents used are properly acknowledged, correctly and accurately cited 5 4 3 2 1
Output of the Study

<table>
<thead>
<tr>
<th>Ability to explain the output as they relate to the problem solution</th>
<th>Unable to explain most of the outputs</th>
<th>Explains most of the output clearly with 1-2 items unclear</th>
<th>Explains all of the output clearly</th>
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Delivery

<table>
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<tr>
<th>Voice, self-confidence, poise</th>
<th>Nervous, self-conscious and monotone voice</th>
<th>Demonstrates quick recovery from minor mistakes</th>
<th>Relaxed, self-confident. Shows natural body movements</th>
</tr>
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TOTAL POINTS /35

Name of Evaluator

Date

Broad-Based Operational Goals:

1. The Graduate School of Business shall promote practitioner-research oriented that will allow participation in the furtherance of knowledge and elevation of GSB programs to higher level of excellence.

2. The Graduate School of Business shall forge and maintain strategic functional linkages and/or partnerships with academic institutions, relevant organizations, national government agencies and local government units for knowledge transfer, sharing of resources and advocacy training for public service.

3. The Graduate School of Business shall create a reputable workplace preferred by faculty members who are experts in their corresponding fields and proficient in interdisciplinary and multi-disciplinary approaches in teaching.

KEY LEARNING OUTCOMES FOR MBM

1. Recognize problems
2. Integrate theory and practice for the purpose of strategic analysis
3. Employ and apply quantitative techniques and methods in the analysis of real-world business situations
4. Communicate to relevant audiences; graduates should be able to:
   a. compose clear, consistent, and effective written forms of communication
   b. compose and present effective oral business presentations
5. Work effectively with a team of colleagues on diverse projects
6. Identify and analyze the ethical obligations and responsibilities of business
KEY LEARNING OUTCOMES FOR DBM

1. Demonstrate effective research skills; graduates should be able to:
   a. formulate a research problem
   b. integrate previous literature into an appropriate literature review
   c. design a research study
   d. analyze data
   e. summarize and present research results
   f. discuss research results

2. Demonstrate advanced knowledge and competencies in a major field of study in business.

3. Create and present advanced forms of oral and written communication

4. Evaluate and assess the ethical obligations and responsibilities of business for the purpose of responsible management

---

**Student Learning Assessment for (Master of Business Management)**

**Program Intended Student Learning Outcomes (Program IS-LOs)**

1. **Students will be able to apply quantitative and qualitative research in the solution of business problems.**
   
   Broad-Based Student Learning Goals to which this Outcome is Linked: #2

   Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: #1, #2, #3 and #4

2. **Students will be able to integrate interdisciplinary and multidisciplinary perspectives in approaching management problems, issues and concerns.**
   
   Broad-Based Student Learning Goals to which this Outcome is Linked: #1

   Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: #1 and #2

---

RUBRICS FOR ORAL DEFENSE/PRESENTATION

**Title:**

**Author:**

**Degree:**

<table>
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<tr>
<th>Oral Defense/ Presentation</th>
<th>DEGREE OF PERFORMANCE</th>
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<tr>
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<tr>
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<td>It is vague and</td>
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<tr>
<td>problem symptoms/</td>
<td>unclear for the</td>
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<td>rationale of the study</td>
<td>most part</td>
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<tr>
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<td>Most of the</td>
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<td>proposed methods to be</td>
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<tr>
<td>used in the study</td>
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<td>background literature</td>
<td></td>
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<tr>
<td>methods results</td>
<td></td>
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</tbody>
</table>
17.5. Submission of receipt of payment of the Oral Defense Fees at the Program Coordinator’s Office.

17.6. Composition of the Oral Examination Committee

There shall be three voting members (one chairman and two members) for the thesis/business research/special project defense and five voting members (one chairman and four members) for the dissertation defense.

The Adviser and the Program Coordinator sit as non-voting members. The Program Coordinator takes note of the revisions during the Oral Defense or if the Coordinator is unable to do it another person is tasked to do it. However, the Program Coordinator must be present during the defense to facilitate the conduct of the session. A copy of the revisions is given to both the adviser and the student.

17.7. Oral Defense Rating

The three major considerations in rating the Oral Defense are as follows:

Content = 40%

The emphasis of rating a thesis/dissertation/business research/special project presented in the oral examination must be the substance, i.e., the candidate’s ability to answer satisfactorily all possible questions raised. The answers must be presented clearly, logically, systematically and coherently in chapters appropriately titled.

Questions on form and style must not in any case constitute a major part of the Oral Defense except when they significantly muddle the meaning of the study.

Presentation and Defense = 60%

Through the Oral Defense, the candidate demonstrates his/her mastery of the study through a clear description/explanation of:

3. Students will be able to apply business analytical tools in solving problems arising in corporate finance and management.

   Broad-Based Student Learning Goals to which this Outcome is Linked: #2

   Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: #1, #2 and #3

4. Students will be able to distinguish the strategic dimensions of total quality management in the manufacturing, service and other industry related businesses.

   Broad-Based Student Learning Goals to which this Outcome is Linked: #1

   Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: #2

5. Students will be able to judge whether business practices conform to the ethical standards in business.

   Broad-Based Student Learning Goals to which this Outcome is Linked: #3

   Key Learning Outcomes for Master’s-Level Business Programs to which this Outcome is Linked: #6
### Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:

#### Performance Objectives (Targets/Criteria) for Direct Measures:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Program ISLOs Assessed by this Measure</th>
<th>Performance Objective</th>
</tr>
</thead>
</table>
| 1. **Direct Measure 1**  
Business Research/Thesis | #1, #2, #3, #4 and #5 | At least 90% of Master of Business Management students enrolled in Business Research/Thesis will obtain a minimum score of 153 out of 180 points to get a grade of 2.00 in order to pass the Business Research/Thesis. |
| 2. **Direct Measure 2**  
Oral Defense/Examination | #1, #2, #3, #4 and #5 | At least 90% of Master of Business Management students who applied for Oral Defense/Examination in Business Research/Thesis will obtain a minimum score of 34 out of 40 points to get a grade of 2.00 in order to pass the said defense/examination. |
| 3. **Direct Measure 3**  
Written Comprehensive Examination (WCE) | #1, #2, #3, #4 and #5 | At least 90% of Master of Business Management students who applied for Written Comprehensive Examination will achieve a minimum score of 85 for the six (6) subjects to pass the Written Comprehensive Examination. |

---

15.5. A highly satisfactory oral defense upon recommendation of the majority of the committee members merits the acceptance of the paper.  
See appendix A for the Rubrics of the Oral defense.  

* This applies to both proposal and final defense.

### 16. POST-ORAL DEFENSE

16.1. The candidate proceeds to the revision of the paper and presents it for approval by the panel members.

16.2. The candidate submits three (3) copies to the Graduate School office not more than one month after the defense. Candidates for graduation are required to submit three (3) hardbound copies two weeks before graduation.

16.3. If after a grace period of 1 year the candidate did not comply, he loses his/her candidacy and reverts to oral defense.  

* This applies to both proposal and final defense.

### 17. OTHER MATTERS

The Program Coordinator schedules the defense at least two (2) weeks after submission of the required five (5) copies with the certification of readiness for Defense signed by the Adviser and the designated Chair of the Panel.

The following is a checklist of requirements for the oral examination:

17.1. Application for Oral Examination;  

17.2. Evaluation sheet signed by the Registrar’s Office certifying to the completion of the required academic units;  

17.3. Copy of the appointment of Adviser;  

17.4. Five (5) copies of ring bound thesis/business research/dissertation/special project with abstracts, curriculum vitae, typed, printed and photocopied on white bond paper 8 ½ x 11 along with the certification of readiness for Oral Defense;  

re-oral is allowed.
13. PRELIMINARY ACTIVITIES


13.2. The Committee membership is chosen among the experts in the field by the researcher and subject for approval of the Coordinator. The researcher will be informed of the member of the committee before the same will be presented to the Dean for final approval.

13.3. The researcher submits three/five (3/5) copies of his/her research to the Dean who recommends it to the Thesis/Dissertation/Business Research Committee for evaluation. If the criteria for evaluation are met, a date is set for the Oral Defense. Each of the Panelists is given a copy of the researcher’s work two weeks before the actual defense.

14. PRE-ORAL EXAMINATION ACTIVITIES

14.1. The Committee members will start the exercise with a 10-minute pre-oral conference to discuss the merits and demerits of the paper to be examined.

14.2. After the convening of the Committee, a decision is arrived at whether to accept or reject the paper by a two-thirds vote of the members.

14.3. If the quality of the paper is found satisfactory, the candidate proceeds to the oral defense proper.

14.4. If failed, the candidate reverts to preliminary activities (see 13.1 and 13.2).

* This applies to both proposal and final defense.

15. ORAL DEFENSE

15.1. The candidate is given 20 minutes to present the major parts of his/her Thesis/Dissertation/Business Research/Practicum Report/Special Project. The candidate may ask for a five-minute extension to wrap his/her discussion.

15.2. After the presentation, oral examination follows.

15.3. Recess can be requested anytime during the course of the oral examination.

15.4. A highly unsatisfactory oral defense requires a “re-oral” upon

---

Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:

<table>
<thead>
<tr>
<th>Performance Objectives (Targets/Criteria) for Indirect Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Indirect Measure</td>
</tr>
<tr>
<td>Student Exit Survey Program ISLOs Assessed by this Measure: #1, #2, #3, #4 and #5</td>
</tr>
<tr>
<td>At least 90% of all MBM graduating students will achieve a score of 3 or higher on the student exit survey.</td>
</tr>
</tbody>
</table>

---

DOCTORAL-LEVEL PROGRAMS

**Student Learning Assessment for (Doctor of Business Management)**

<table>
<thead>
<tr>
<th>Program Intended Student Learning Outcomes (Program IS-LOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to produce business research using multivariate analytical tools.</td>
</tr>
<tr>
<td>Broad-Based Student Learning Goals to which this Outcome is Linked: #2</td>
</tr>
<tr>
<td>Key Learning Outcomes for Doctoral-Level Business Programs to which this Outcome is Linked: #1 and #3</td>
</tr>
</tbody>
</table>

| 2. Students will be able to integrate the emerging topics and issues of organization in the global context. |
| Broad-Based Student Learning Goals to which this Outcome is Linked: #1 |
| Key Learning Outcomes for Doctoral-Level Business Programs to which this Outcome is Linked: #2 |
3. Students will be able to solve problems arising from corporate finance using business analytical tools.

Broad-Based Student Learning Goals to which this Outcome is Linked: #1 and #2

Key Learning Outcomes for Doctoral-Level Business Programs to which this Outcome is Linked: #1 and #2

4. Students will be able to judge whether business practices conform to the ethical standards in business.

Broad-Based Student Learning Goals to which this Outcome is Linked: #3

Key Learning Outcomes for Doctoral-Level Business Programs to which this Outcome is Linked: #4

<table>
<thead>
<tr>
<th>Assessment Instruments for Intended Student Learning Outcomes</th>
<th>Performance Objectives (Targets/Criteria) for Direct Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Direct Measure 1 Dissertation</td>
<td>At least 90% of Doctor of Business Management students enrolled in Dissertation will obtain a minimum score of 160 out of 180 points to get a grade of 1.75 in order to pass the Dissertation.</td>
</tr>
<tr>
<td>Program ISLOs Assessed by this Measure: #1, #2, #3, and #4</td>
<td></td>
</tr>
<tr>
<td>2. Direct Measure 2 Oral Defense/ Examination</td>
<td>At least 90% of Doctor of Business Management students who applied for Oral Defense/ Examination in Dissertation will obtain a minimum score of 35 out of 40 points to get a grade of 1.75 in order to pass the said defense/examination.</td>
</tr>
<tr>
<td>Program ISLOs Assessed by this Measure: #1, #2, #3, and #4</td>
<td></td>
</tr>
</tbody>
</table>

3. A certification signed by the adviser allowing the student to defend his/her Dissertation/Thesis/Business Research/Business Plan/Proposal and further certifying that the paper has been examined and revised based on research standard and APA format as prescribed by the Graduate School of Business and the University shall be submitted to GSBO during the application for oral defense.

4. The student and adviser must sign an Oath of Undertaking stating that the Business Research/Thesis/Dissertation scheduled for oral defense has not been published, submitted or credited in any purpose.

5. The GSBO reserves the right to recommend panelists to sit during the OD.

6. There shall be three (3) voting members (one chairman and two members) for the business research/thesis and five (5) voting members (one chairman and four members) for the dissertation defense.

**GUIDELINES**

**APPLICATION FOR WRITTEN COMPREHENSIVE EXAMINATION (WCE)**

1. The schedule for the application of written comprehensive examination shall be, at least, two (2) weeks after submission of the requirements.

2. Secure the application for WCE from the GSBO and submit the same properly accomplished with the copy of grades, curriculum and OR of WCE payment.

3. The number of subjects to be taken during the WCE is as follows:
   - Masterate: 6 subjects
   - Doctorate: 4 subjects

4. The WCE is scheduled on a three (3) alternate days: Tuesday, Thursday and Saturday (9:00 a.m.-12:00 noon/1:00 p.m.-4:00 p.m.)
Office approved by the respective Program Coordinators;

11.5.2. Submit the adviser’s name together with his/her credentials.

11.5.3. Dean’s Action.

After this, the student brings the appointment papers to the intended Adviser, who has the option to accept or decline. Upon signing the acceptance, an appointment paper will be issued by the Graduate School Office furnishing the Adviser his/her copy.

11.5.4. However, the faculty of the Business Research subject will serve as the adviser.

The role of the adviser is to guide and not to write nor rewrite for the advisee.

12. THESIS WRITING II/DISSERTATION WRITING II


The student can enroll in Thesis Writing II/Dissertation Writing II only upon the approval of his/her proposal.

12.2. Time Limit

Refer to Item No. 8. Program Time Limit

12.3. Enrollment

The student is required to sign up for thesis/dissertation advising immediately after the approval of the Proposal. He/she continues this until the Oral Defense.

GUIDELINES

APPLICATION FOR ORAL DEFENSE

1. Secure the application for oral defense from the GSBO and submit the same properly accomplished with the OR that the student is currently enrolled and OR of OD payment.

2. The schedule for the application of oral defense shall be, at least, two (2) weeks after submission of the required copies with the
3. To maintain the status of being accredited by the International Assembly for Collegiate Business Education (IACBE) that geared towards global education.

   Broad-Based Operational Goals to which this Outcome is Linked: #3

   The Graduate School of Business shall create an environment conducive to learning with state-of-the-art facilities, progressive instruction technologies, ample up-to-date reference materials, and world class services by a complement of highly skilled and trained staff.

4. To conduct thematic regular academic lecture series to business community by the faculty members using the GSB’s case/academic halls as training venue.

   Broad-Based Operational Goals to which this Outcome is Linked: #3

   The Graduate School of Business shall create a reputable workplace preferred by faculty members who are experts in their corresponding fields and proficient in interdisciplinary and multi-disciplinary approaches in teaching.

5. To act as consultant/training center for Small and Medium Enterprises (SMEs) in the region.

   Broad-Based Operational Goals to which this Outcome is Linked: #3

   The Graduate School of Business shall create a reputable workplace preferred by faculty members who are experts in their corresponding fields and proficient in interdisciplinary and multi-disciplinary approaches in teaching.

11. THESIS WRITING I/DISSERTATION WRITING I/BUSINESS RESEARCH


   The student can enroll in Thesis Writing I/Dissertation Writing I/Business Research only upon passing the Written Comprehensive Examination.

11.2. Proposal

   The thesis/dissertation proposal/business research is written and submitted by students while enrolled in Thesis Writing I/Dissertation Writing I. Acceptability of the proposal is the basis of the grade. Three copies (for Thesis and Business Research) and five copies (for Dissertation) endorsed by the professor-in-charge are submitted to the Graduate School Office for approval.

   The American Psychological Association Journal (APA) format and style is followed.

11.3. Evaluation Committee (Thesis/Dissertation/Business Research Committee)

   This consists of three members (for Thesis and Business Research) and five members (for Dissertation) appointed by the Graduate School Office, who are knowledgeable in research design and in the subject of the proposal. At least one member is a statistician.

11.4. Schedule of Proposal Evaluation

   This can be agreed among the panelists or is set by the Graduate School Office.

11.5. Thesis/Business Research/Dissertation Adviser

   The student can select his/her own adviser with the approval of the Graduate School Office. A student can also choose an adviser from the outside with the following requirements:

   11.5.1. Submit a letter of request to the Graduate School
7. Failure in the Written Comprehensive Examination (WCE)

If a student failed in the Written Comprehensive Examination, he/she is allowed to retake the WCE of the failed subjects on the next scheduled examination.

If a student failed at a second try in the Written Comprehensive Examination, he/she is required to reenroll the subjects failed and reapply for WCE.

8. Program Time Limit

Students in the master’s program are given five years to finish the academic courses plus one more year to pass their Oral Defense or Thesis. Students who exceed the five-year limit on the academic courses and one-year limit on the Oral Defense will be required to take refresher courses equivalent to eighteen (18) units. Students in the doctoral program are given five years to finish their academic courses and five years to finish their dissertation. Students who exceed the five-year limit on the academic courses are allowed an extension of two consecutive semesters, but will be required to take additional six (6) units as refresher courses per semester. Students who exceed the five-year limit on the dissertation writing will be required to take refresher courses equivalent to twelve (12) units to be enrolled in two consecutive semesters. The five-year limit on the dissertation writing starts after passing the Written Comprehensive Examination.

9. Leave of Absence (LOA)

Students may be allowed leave(s) of absence from the master’s/doctoral program which will be counted as part of the program time limit, provided:

- prior approval is granted by the Dean’s Office; and
- the leaves are due to an out-of-town work assignment.

10. Residence Requirement

The residence requirement for graduation of the masteral or the doctoral degrees, excluding the units for thesis or dissertation, shall be at least two consecutive semesters or the equivalent of six (6) courses (18 units) and four (4) courses (12 units) for the masteral
2. Collaborative Faculty Researches

Intended Operational Outcomes Assessed by this Measure: #2

Produced, at least, two (2) collaborative faculty researches with guest lecturers per School Year.

3. IACBE Accredited Status

Intended Operational Outcomes Assessed by this Measure: #3

Achieved the IACBE Accredited Status

4. Academic Lecture Series for the Business Community

Intended Operational Outcomes Assessed by this Measure: #4

Conducted, at least, three (3) academic lecture series per School Year.

5. Faculty-SMEs Training Program

Intended Operational Outcomes Assessed by this Measure: List of Outcomes

Conducted, at least, two (2) training program to SMEs per School Year.

6. Academic Linkages and Research Collaborations with Industries, Schools and Government Agencies/Local Government Units (LGUs)

Intended Operational Outcomes Assessed by this Measure: #6

Forged, at least, two (2) linkages/collaborations with MOA signed per School Year.

7. Consultation with the GSB Program Advisory Council

Intended Operational Outcomes Assessed by this Measure: #7

Conducted a focus group discussion with the GSB Program Advisory Council twice per School Year.

must carry the number of units prescribed by the curriculum per semester. In addition, he must have obtained a weighted average of 1.26 – 1.50 with no grade of 1.75 and below in all academic subjects regardless of the program/curriculum.

4.1.4 Students graduating with honors must have no failing marks [6.0 (FA), 8.0 (UW) included] in any subject including Business Research/Thesis/Dissertation.

4.2. Character Requirements

Candidates for honors must not have been found guilty of major offense by the Board of Discipline throughout their stay in the University.

Students who are candidates for graduation with honors must have completed their courses within the required number of years as prescribed in the curriculum including Business Research/Thesis/Dissertation. Exception may be granted on a case-by-case basis to students who completed their course beyond the required number of curriculum years as prescribed but, in no case, beyond one year extension.

Loyalty Award is given to a candidate for graduation who meets the following requirements:

He should have completed his studies at HAU from Grade 1 up to his master’s/doctoral degree.

He should apply at the Registrar’s Office on or before the prescribed deadline which shall be posted for the information of all concerned.

5. Minimum Grade Requirement

The passing grade is 1.75 for doctoral students and 2.00 for those in the master’s program. This applies both to course grades and to the Written Comprehensive Examinations.

6. Disqualification

A student’s candidacy for a degree is automatically terminated based on the following conditions:

Failure in four subjects;
Failure at a second try in the oral defense on the thesis;
Cheating in an examination; falsification of academic records;
<table>
<thead>
<tr>
<th>PERCENTAGE GRADE</th>
<th>LETTER GRADE</th>
<th>GENERAL DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>97 or over</td>
<td>Outstanding</td>
</tr>
<tr>
<td>1.25</td>
<td>94 - 96</td>
<td>A- Excellent</td>
</tr>
<tr>
<td>1.50</td>
<td>91 - 93</td>
<td>B+ Superior</td>
</tr>
<tr>
<td>1.75</td>
<td>88 - 90</td>
<td>B Very Good</td>
</tr>
<tr>
<td>5.00</td>
<td>Below 88</td>
<td>Failed</td>
</tr>
<tr>
<td>6.00</td>
<td>FA</td>
<td>Failure Due to Absences</td>
</tr>
<tr>
<td>8.00</td>
<td>UW</td>
<td>Unauthorized Withdrawal</td>
</tr>
<tr>
<td>9.00</td>
<td>DRP</td>
<td>Dropped with Permission</td>
</tr>
</tbody>
</table>

For the subjects Thesis Writing I and II and Dissertation Writing I and II, the final grade will be **PASSED** or **FAILED**. If the student has not yet finished it, the remarks in the Transcript of Records must be **IN PROGRESS** provided that the student keeps on reenrolling the subject every semester with a specified reenrollment fee; if not, he will be charged AWOL. For the Doctoral program, the **IN PROGRESS** grade will be valid for up to four years only. On the fifth year, the student should then be finishing the dissertation.

Requests for change of grades due to non-submission of requirements should be done within one school year from the date it occurred.

### 4. Requirements for Graduation with Honors

#### 4.1 Academic Requirements

4.1.1 A candidate for **With Highest Distinction** must have taken all the academic units including Business Research/Thesis/Dissertation prescribed for graduation in this University. He must carry the number of units prescribed by the curriculum per semester. In addition, he must have obtained a weighted average of 1.00 with no grade lower than 1.00 in all academic subjects regardless of the program/curriculum.

4.1.2 A candidate for **With High Distinction** must have taken all the academic units including Business Research/Thesis/Dissertation prescribed for graduation in this University. He must carry the number of units prescribed by the curriculum per semester. In addition, he must have obtained a weighted average of 1.01 – 1.25 with no grade of 1.50 and below in all academic subjects regardless of the program/curriculum.

4.1.3 A candidate for **With Distinction** must have taken all the academic units including Business Research/Thesis/Dissertation prescribed for graduation in this University. He

### Program Description

**DOCTOR OF BUSINESS MANAGEMENT**

*(54 units)*

The Doctor of Business Management program is designed to advance the professional development of experienced business management graduates and professionals in the business management arena by extending their knowledge and equipping them with broad research and process business management skills, enabling them to make a key leadership contribution to their chosen fields and do research in such areas as information technology management, finance, marketing, human resource management, operations, and leadership.

**MASTER OF BUSINESS MANAGEMENT**

*(42 units)*

The Master of Business Management program is designed for practitioners and executives of both private and public institutions as well as individuals who intend to enhance their knowledge and skills in the practical applications of management theories, research and quantitative methods of managing business.

**MASTER OF SCIENCE IN ACCOUNTANCY**

*(42 UNITS)*

The Master of Science in Accountancy program is designed to develop the practitioners of accounting related functions with a high level of theoretical knowledge on advanced accounting and research principles, incorporating more quantitative and research-oriented subjects that will enable the students to address the technical and operational challenges of accounting profession.

**MASTER OF PUBLIC ADMINISTRATION**

*(42 UNITS)*

The Master in Public Administration program is designed for government administrators, policy makers, officials, practitioners and executives of private, public and non-governmental organizations as well as individuals who are interested to learn and enhance their knowledge and skills in the formulation of public policy, administrative reforms and effective governance.
### STUDENT'S CHECKLIST
#### MASTER OF BUSINESS MANAGEMENT
SY 2009-2010

<table>
<thead>
<tr>
<th>SUMMARY OF UNITS</th>
<th>With Thesis</th>
<th>Non-Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASIC COURSES</td>
<td>9 units</td>
<td>9 units</td>
</tr>
<tr>
<td>PROFESSIONAL COURSES</td>
<td>18 units</td>
<td>18 units</td>
</tr>
<tr>
<td>INTEGRATING COURSES</td>
<td>3 units</td>
<td>6 units</td>
</tr>
<tr>
<td>COGNATES/ELECTIVES</td>
<td>6 units</td>
<td>9 units</td>
</tr>
<tr>
<td>THESIS WRITING</td>
<td>6 units</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>42 units</strong></td>
<td><strong>42 units</strong></td>
</tr>
</tbody>
</table>

### CURRICULUM

**I. Academic Requirements**

**BASIC COURSES**

- GSBUSSTA: Business Statistics 3 units
- GSMETHRES: Methods of Research 3 units
- GSMANPRI: Management Principles and Dynamics 3 units

**PROFESSIONAL COURSES**

- GSMANAC: Management Accounting 3 units
- GSFINMA: Financial Management Prereq: GSMANAC 3 units
- GSMANSCI: Applied Management Science Prereq: GSBUSSTA 3 units
- GSLOPMA: Logistics and Operations Management Prereq: GSMANSCI 3 units
- GSHUMRES: Human Resource Management 3 units
- GMARKMA: Marketing Management 3 units

**INTEGRATING COURSES**

- GSSTRATMA: Strategic Management Prereq: All Basic and Professional Courses 3 units
- GSBR: Business Research 3 units

**THESIS WRITING**

6 units

**TOTAL**

42 units

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**Additional Requirement for Non-English Speaking Foreign Students**

Passed the TOEFL or TOEIC test. 
If Failed:

a. Take and pass the Two Month English Language Course for Non-English Speaking Foreign Students
b. Obtain Satisfactory Interview Result

**2. Program Calendar**

Holy Angel University follows a trimestral calendar in a modular schedule. Modular schedule is a five-consecutive-Saturday session, seven and a half hours per Saturday.

First trimester begins in June and ends in September; second trimester begins in October and ends in January and third trimester begins in February and ends in May.

**3. Grading System**

The work of students in the Master's Degree shall be rated at the end of each semester/summer term in accordance with the following grading system:

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>LETTER</th>
<th>GENERAL CLASSIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>97 or over</td>
<td>A</td>
</tr>
<tr>
<td>1.25</td>
<td>94 - 96</td>
<td>A-</td>
</tr>
<tr>
<td>1.50</td>
<td>91 - 93</td>
<td>B+</td>
</tr>
<tr>
<td>1.75</td>
<td>88 - 90</td>
<td>B</td>
</tr>
<tr>
<td>2.00</td>
<td>85 - 87</td>
<td>B -</td>
</tr>
</tbody>
</table>

The work of students in the Doctorate Program shall be rated at the end of each semester/summer term in accordance with the following grading system:

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>LETTER</th>
<th>GENERAL CLASSIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.00</td>
<td>Below 85</td>
<td>Failed</td>
</tr>
<tr>
<td>6.00</td>
<td>FA</td>
<td>Failure Due to Absences</td>
</tr>
<tr>
<td>8.00</td>
<td>UW</td>
<td>Unauthorized Withdrawal</td>
</tr>
<tr>
<td>9.00</td>
<td>DRP</td>
<td>Dropped with Permission</td>
</tr>
</tbody>
</table>

The work of students in the Doctorate Program shall be rated at the end of each semester/summer term in accordance with the following grading system:
GENERAL RULES GOVERNING GRADUATE PROGRAMS

1. Admission Requirements

1.1 A Bachelor’s Degree for the Master’s program and a Master’s degree for the Doctoral program. Applicants for the MS in Accounting must be an accounting graduate and a CPA.

1.2 Completed Application Form (c/o Admission’s Office)

1.3 Original and Copy of Official Transcript of Records

1.4 Certified True Copy of College Diploma (for MPA-Government Elected Officials)

1.5 Five (5) copies of 1.5 x 1.5 latest photo

1.6 Satisfactory Admission Test Scores

1.7 Satisfactory Interview Results

1.8 At least two (2) Years of work experience

1.9 Two (2) Letters of Recommendation: (c/o Admission’s Office)
   a. From the College or University Professor
   b. From the Current or Former Employer

1.10 For MPA-Extension program, the applicant must secure the following:
   a. Certification from HRM-LGU
   b. Recommendation letter from the City Mayor at the CIO

Additional Admission Requirements for International Applicants

1. Scholastic records duly authenticated by the Philippine Foreign Post located in the student’s country of origin or legal residence;
2. Duly notarized letter of request from the applicant;
3. Duly notarized General Application Form accomplished by the applicant (BI Form No. MCL-07-01);
4. Original copy of the Notice of Acceptance (NOA) containing a clear impression of the school’s official dry seal or a duly notarized written endorsement from the school for the conversion of the applicant’s status signed by the school’s Registrar;
5. Original copy of Medical Certificate issued by the Bureau of Quarantine and International Health Surveillance or a government medical institution with competence to certify that the applicant is not afflicted with any dangerous, contagious or loathsome disease and is mentally fit;
6. Plain photocopy of applicant's passport bio-page, latest admission and authorized stay;
7. National Intelligence Coordinating Agency Clearance; and

Cognates/Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSORTHE</td>
<td>Organization Theory</td>
<td>3 units</td>
<td>Prereq: GSMANPRI</td>
</tr>
<tr>
<td>GSTQM</td>
<td>Total Quality Management</td>
<td>3 units</td>
<td>Prereq: GSLOPMA</td>
</tr>
<tr>
<td>GSSCMAN</td>
<td>Supply Chain Management</td>
<td>3 units</td>
<td>Prereq: GSLOPMA</td>
</tr>
<tr>
<td>GSKM</td>
<td>Knowledge Management</td>
<td>3 units</td>
<td>Prereq: GSFINMA</td>
</tr>
<tr>
<td>GSPORTMA</td>
<td>Portfolio Management</td>
<td>3 units</td>
<td>Prereq: GSFINMA</td>
</tr>
<tr>
<td>GSCOLEMA</td>
<td>Corporate Legal Management</td>
<td>3 units</td>
<td>Prereq: GSMANPRI</td>
</tr>
<tr>
<td>GSINTFIN</td>
<td>International Corporate Finance</td>
<td>3 units</td>
<td>Prereq: GSFINMS</td>
</tr>
<tr>
<td>GSBUSGOV</td>
<td>Business and Government Relations</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>GSECOMAN</td>
<td>Managerial Economics</td>
<td>3 units</td>
<td>Prereq: GSMANPRI</td>
</tr>
<tr>
<td>GSLEAD</td>
<td>Leadership and Ethics</td>
<td>3 units</td>
<td></td>
</tr>
</tbody>
</table>

II. Thesis Writing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSTHES1</td>
<td>Thesis Writing 1</td>
<td>3 units</td>
</tr>
<tr>
<td>GSTHES2</td>
<td>Thesis Writing 2</td>
<td>3 units</td>
</tr>
</tbody>
</table>

Written Comprehensive Examination (WCE) is taken upon completion of academic units
COURSE DESCRIPTION

BASIC COURSES

GBUSSTA  Business Statistics  3 units

This course deals with the use of basic statistical tools and methods in business-decision-making research. Among the topics included are estimation of population parameters, standard and non-parametric statistical tests, analysis of variance, and regression and correlation techniques.

GSMETHRES  Methods of Research  3 units

This course introduces the student to the application of research for solving business problems. Students are provided a choice of undertaking group research on specific business problems or developing a feasibility study of a specific product, a new invention or an enterprise. The course covers the identification and formulation of the problem statement, preparation of survey instruments, sampling design, market research, environment scanning, supply and demand analysis, forecasting and financial analysis.

GSMANPRI  Management Principles  3 units

This course aims to establish the MBM learning framework for students through an appreciation of the various facets of the manager’s work as they are discussed in the core courses and how they are interrelated in the MBM Program and in practice. It also aims to develop elementary case analysis skills. This course is intended for students with no basic knowledge of management principles and functions.

PROFESSIONAL COURSES

GSMANAC  Managerial Accounting  3 units

The course introduces analytical tools and control systems that can be applied on financial and non-financial data to help managers make sound decisions to achieve company goals and address business problems.

PDNAMEVD  Assessment, Measurement, and Evaluation In Nursing Education  3 units

This course includes essential concepts of assessment, evaluation, measurement, and testing in nursing education and quality standards of effective measurement instruments. Doctoral students are also introduced to models of institutional and program evaluation. Outcome assessment is reviewed within the context of specific institutional and program vision, mission, strategic plan, and accreditation considerations. It also includes the use of testing, rubrics, portfolios, and other evaluation instruments.

PDNPRACT  Management of Nursing School System (Practicum)  3 units

This course will provide prospect for the doctoral students to utilize principles and theories of educational leadership and management at various levels. It includes activities such as: institutional planning, implementation, monitoring and evaluation in actual school situations.

Prerequisites: Completion of all major subjects.

PDNSEM  Seminar in Dissertation Writing  3 units

This seminar-workshop intends to improve the quality of postgraduate students’ research. This course will introduce the students in the proper forum wherein exchange of ideas and consolidation of suggestions from the different scholars are integrated in order to come up with a well established, publishable research output.

Prerequisite: Models of Research

PDNDISWR  Dissertation Writing 1 & 2 12 units

Twelve units of study done serve as the final phase of the doctoral program. This final phase involves critical thinking and high level of research analysis. It includes presentation of research proposal through a colloquium and oral proposal defense and then final defense. Satisfactory completion of all academic courses and passing the comprehensive examination are compulsory prior to the dissertation writing.

Prerequisite: Written Comprehensive Examination (WCE)
This course presents the current trends and issues in managing and supervising alternative educational delivery. Its main focus is on the issues that may be experienced by the nursing educational managers so that prompt response will be administered and proper management will be made possible.

**PDNPROGRAM Nursing Instructional 3 units**  
**Program Supervision**

This course focuses on the instructional leadership role of the nursing school managers in fulfilling the objective of attaining effective nursing school environment. It also focuses on theories and models as well as principles and practices for the supervision of professionals and paraprofessional staff positions, thereby attaining efficient and integral school setting.

**PDNNURRES Advanced Nursing Research 3 units**  
(Advanced Qualitative Research)

This course will introduce students to qualitative inquiry as an approach to knowledge discovery applicable to nursing education research. Students will analyze, compare and contrast variety of qualitative approaches including philosophical underpinnings, methodologies and application.

**PDNLEGAL Legal Aspects of Nursing Educational Management 3 units**

This course provides the doctoral students with comprehensive inquiry of the laws of the country, specifically, labor laws, corporation laws, rules and regulations that have direct effect to educational leadership and management. This course also deals with the discussions on the administrator’s roles in legal cases and procedures and other investigations affecting stakeholders in nursing education.

**PDNSYSTEMS Systems Approach in Nursing Education 3 units**

This course provides a problem solving process and the characteristics of the general sequence of steps involved in applying a system approach to education. This course attempts to deal with the different needs of the stakeholders of nursing education: needs of learners, needs of educators, needs of society. The final section discusses the importance of goals and socialization for the complex system of education.

The course aims to familiarize students with the concepts of management accounting and integrate/relate the same with the other functions of an enterprise; to master management accounting principles and analytical tools and develop proficiency in their applications as well as their limitations; and to develop competency in the formulation and application of effective managerial accounting strategies under various conditions.

**GSFINMA Financial Management 3 units**

Financial Management is an introduction to the key principles and analytical tool of corporate finance and their practical applications from the point of view of a corporate finance officer or a chief executive officer of a business organization.

The course aims to familiarize students with the finance function and integrate/relate the same with the other functions of an enterprise; to master financial principles and analytical tools and develop proficiency in their applications as well as their limitations; and to develop competency in the formulation and application of effective financial strategies under various conditions.

**GSMANAC Management Science 3 units**

Management science is a course on the use of management science/operations research techniques in solving management decision problems and is meant to assist the student in acquiring a special competence in the scientific management approach to problem solving.

The course aims to provide the graduate student with an awareness of the standard tools in operations research, a facility with MS/OR jargon and an appreciation of relevant techniques in mathematical model building, mathematical programming and decision analysis. The course also seeks to develop within the student the ability to recognize potential application areas in his/her current job, as well as meaningful utilization of the MS/OR tools and techniques in the government, the local industry and in business, particularly in the areas of marketing, production, finance and human resource management.

**GSBUSSTA**
GSLOPMA  Logistics and Operations  3 units
Management

The course is designed to give students the knowledge and experience of quantitative problem solving in logistics and operations management. Attention is given to such problems as transportation and network planning, inventory decision making, facility location planning, and vehicle routing. Students will learn to use several quantitative tools commonly used in the field of logistics and operations management, which include linear and integer programming, non-linear programming, and simulation. The course emphasizes the use of PC-based spreadsheet programs. No prior experience in spreadsheet or advanced mathematics/statistics is required.

Prerequisite: GSMANSCI

GSHUMRES  Human Resource  3 units
Management

This course provides students with a global view of human resource management as a functional area for the application of management concepts. It includes inputs and activities on the major facets of human resource management, such as recruitment, training, performance appraisal, compensation and employee relations, and concludes with an integrating module on human resource policy.

GSMARKMA  Marketing Management  3 units

This course aims a strong appreciation of contemporary marketing management and the need for a firm to become market-focused and customer-driven in order to survive the dynamic changes occurring in the marketplace; ability to analyze market feedback, use techniques in market measurement and forecasting, then apply the appropriate resources to take advantage of market opportunities or ward off threats to the firm; understand the importance of market segmentation and product differentiation in the design of value-creating products and services that could raise the living standards of the market; adopt the market planning framework in constructing effective plans, programs and budgets; apply marketing theories, principles and concepts in setting directions and developing strategic plans for the future; develop proficiency in establishing cross-functional working relationships in order to maximize solutions to problems; determine the appropriate organizational structure and design the right control over marketing programs to make these more responsive to the firm’s requirements;

The course covers a comprehensive and highly distinguished analysis of the financial relationship between and among the five major systems of a nursing school: curriculum, infrastructure, supervision, evaluation, and professional development. It is also a systematic and formalized approach in managing three important areas: analysis and planning, asset management, and financial structures.

PDNMICS  Management of Information and Communication System  3 units

The course covers the fundamentals of information and communication technologies necessary to facilitate nursing school based leadership and management. It provides technology skills required for the instructional supervision in technology-enhanced classrooms.

PDNACAD  Management of Academic and Administrative Services  3 units

This course will acquaint students with the academic and administrative services that are the two-fold services that render quality nursing education towards the nursing academic stakeholders. The course discusses the issues and the meaning of those issues in managing academic and administrative services in education setting.

PDNCOMSI  Comparative Study of International Educational System  3 units

This course will serve as the inquiry into contemporary nursing educational theory and practices. It focuses on international similarities and across countries differences that will serve as a springboard towards understanding of the essence of various nursing schools.

PDNNURCUR  Advanced Nursing Curriculum Design  3 units

The focus of this course is to instruct students on the curriculum development, implementation, monitoring, and evaluation for health related courses and programs. It will cover the curriculum processes from development of philosophy to evaluation of outcomes. It emphasizes the challenges for continuous reengineering and revisit of curricular factors for a more responsive and globalized nursing education programs.

PDNANEDS  Alternative Educational Delivery System  3 units
identify and carry out an appropriate statistical analysis and to interpret result through statements of both statistical and clinical conclusions.

**PDNPLANMAN**  
Advanced Educational Planning and Management in Nursing Education  
3 units

This course focuses on the concepts of institutional planning and management and their applications to nursing education. Students are expected to acquire knowledge and skills for the purpose of developing strategic plans for nursing educational institutions.

**PDNTHEOED**  
Principles and Theories of Nursing Educational Leadership and Management  
3 units

The course endeavors to provide educators/nurse leaders and nurse practitioners with a strong foundation consisting of research-based, theory-oriented, and multidisciplinary approaches as a thrust for the formulation and development of the students’ original principles and theories for them to be constantly guided for their management actions.

**PDNBIOSOC**  
Advanced Bioethics and Social Responsibility  
3 units

This course deals with the philosophy of education and ethical issues in nursing education. Thorough discussions of the application of values as well as professional virtues and judgments that are essentials in educational institutions are being translated into real academic setting. Moreover, discourses on the management ethical dilemmas that arise in the practice of nurse educational leaders are underscored in the course.

**PDNHUMRES**  
Advanced Human Resource Management in Nursing Education  
3 units

The course focuses on advanced study on the roles and functions of human resource management in the nursing school setting. This course has an emphasis on the following areas: recruitment, development, compensation, and evaluation of human resources. It has coverage from forecasting to out-place/retirement.

**PDNFINANCE**  
Finance and Material Resource Management in Nursing Schools  
3 units

learn the value of adopting ethical and social conscience in the course of marketing analysis, planning, implementation and control.

Prerequisite: GSMANPRI

**INTEGRATING COURSES**

**GSSTRATMA**  
Strategic Management  
3 units

The course is a study of management from the point of view of the general manager of a firm. It explores the opportunities and problems encountered in plotting an organization’s mission, objective and strategies in the context of a dynamic and uncertain environment.

The course aims to acquaint the student with the role and tasks of the strategy-maker; to familiarize students with analytical frameworks or models that can be employed in strategic planning; to develop competency in the integration of the various concepts learned from more specialized branches of management; to train students to analyze business situations and formulate rational and internally-consistent recommendations; and to enhance proficiency in presenting one’s position effectively, both orally and in writing.

Prerequisite: All Basic and Professional Courses

**GSBR**  
Business Research  
3 units

The business research requires intensive analysis and a synthesis of the skills and knowledge required throughout the program. The report may take the form of a Corporate Strategy, or a Feasibility Study. Other report formats are acceptable provided that they are integrative, challenging in scope and level of difficulty, and involve research for enterprise development or corporate positioning. Students may also opt to do a business venture with the research and writing aspects required as part of the end result.

The course also covers the identification and formulation of the problem statement, preparation of survey instruments, sampling design, market research, environment scanning, supply and demand analysis, forecasting and financial analysis.

An Oral Comprehensive Examination is required at the end of the course. The MBM student is expected to be truly knowledgeable in the major business and management functions, while making evident an integrative, global viewpoint. The student who opts to take the OCE faces a panel of three faculty members.
Prerequisite: Written Comprehensive Examination (WCE)

**COGNATES/ELECTIVES**

**GSORTHE**  Organizational Theory  3 units

This course examines the what, why and how of the management of organizations with the end in view of appreciating how various competing and supporting paradigms of organization theory contribute to management knowledge and practice. It integrates principles of management and approaches to strategic management.

Prerequisite: GSMANPRI

**GSTQM**  Total Quality Management  3 units

This course examines the principles and practices of Total Quality Management (TQM) and shows how these can be applied in a Philippine company and shows how these can be applied in a company to improve its operations and increase its competitiveness, especially in global terms. Throughout the course, the emphasis is on the strategic dimension of quality in both manufacturing and service enterprises as well as in not-for-profit institutions. At the end of the course, the student is expected to have an appreciation of the strategic value of TQM principles, concepts and practices, and to understand the processes and prerequisite conditions whereby TQM becomes a way of life in an organization.

Prerequisite: GSLOPMA

**GSSCMAN**  Supply Chain Management  3 units

This course aims to answer the industry's needs for rigorously trained logistics practitioners, in the light of the increasing importance of the logistics function as a competitive tool of a firm.

An individual paper based on real-life situations is required for the successful completion of the course.

Prerequisite: GSLOPMA

**GSKM**  Knowledge Management  3 units

Prerequisite: GSLOPMA

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**Services in Nursing Education**  3 units

**PDNNURRESS**  Advanced Nursing Research (with emphasis on Qualitative Research )

**PDNLEGAL**  Legal Aspects of Nursing Educational Management  3 units

**PDNSYSTEMS**  Systems Approach in Nursing Education  3 units

**PDNAMENED**  Assessment, Measurement, and Evaluation in Nursing Education  3 units

**INTEGRATING COURSES**

**PDNEMDIS**  Seminar in Dissertation Writing  3 units

**PDNPRACT**  Practicum: Management of Nursing School Systems  3 units

**PDNDISWRI1**  Dissertation Writing 1  6 units

**PDNDISWRI2**  Dissertation Writing 2  6 units

**COURSE DESCRIPTIONS**

**PDNMODEL**  Models of Research in Nursing Educational Management  3 units

This course deals with the principles and methods employed in various qualitative and quantitative research designs which can be used for the development of nursing knowledge in nursing educational management. Issues in basic and applied research are discussed and the importance of selecting appropriate design for an identified research problem is emphasized. This course gears towards the development of a model in nursing educational leadership and management.

**PDNADSTA**  Advanced Statistics in Nursing Education  3 units

This course provides the conceptual background and the usage of advanced multivariate statistics that are appropriate to nursing science in order to interpret the results of research of students. The course also deals with how the statistical methods are being utilized in the analytic phase of research thereby allowing the students to appreciate research methodologies in pursuing thesis and dissertation. The multivariate statistical methods covered include: multiple multivariate regression, factor analysis (exploratory and confirmatory, path analysis, latent variable analysis, and the overarching structural equation modeling. At the end of the course, students are expected to be able to
DOCTOR OF PHILOSOPHY IN NURSING EDUCATION
Major in Educational Leadership and Management

Summary of Units

<table>
<thead>
<tr>
<th>Category</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Courses</td>
<td>15 units</td>
</tr>
<tr>
<td>Major Courses</td>
<td>30 units</td>
</tr>
<tr>
<td>Integrating Courses</td>
<td>6 units</td>
</tr>
<tr>
<td>Dissertation Writing</td>
<td>12 units</td>
</tr>
<tr>
<td><strong>Total No. of Units</strong></td>
<td><strong>63 units</strong></td>
</tr>
</tbody>
</table>

Course Code       Subject Descriptions                      Units

I. ACADEMIC REQUIREMENTS

**BASIC COURSES**

- **PDNMODEL**  Models of Nursing Research  3 units
- **PDNADSTA**  Advanced Statistics in Nursing  3 units
- **PDNPPLANMAN**  Advanced Educational Planning and Management  3 units
- **PDNTHEOED**  Principles and Theories of Nursing Educational Leadership and Management  3 units
- **PDNBIOSOC**  Advanced Bioethics and Social Responsibility  3 units

**MAJOR COURSES**

- **PDNNURCUR**  Advanced Nursing Curriculum Design  3 units
- **PDNCOMSI**  Comparative Study of International Nursing Educational System  3 units
- **PDNANEDS**  Alternative Nursing Educational Delivery System  3 units
- **PDNPROGRAM**  Nursing Instructional Program Supervision  3 units
- **PDNHUMRES**  Advanced Human Resource Management in Nursing  3 units
- **PDNFINANCE**  Finance and Material Resource Management in Nursing Schools  3 units
- **PDNAMICS**  Management of Information and Communication System  3 units
- **PDNACAD**  Management of Academic and Administrative  3 units

This course develops a general framework for the effective development and utilization of an organization's knowledge competencies. It develops a set of guidelines for enhancing the organization's ability to adapt effectively to a continuously evolving environment and to develop its survival instincts by learning more effectively from its experience. The insights gained from this course will enable organizations to manage in real time.

Prerequisite: GSANPRI

**GSPORTMA**  Portfolio Management  3 units

This course deals with the application of the principles of portfolio management to corporate and personal finance. The money and capital markets and their various instruments – debt and equity – are situated within the economy, and their dynamics, conventions and processes analyzed, first, according to their broad rationale and economic basis, and second, according to funds flow implications. Alternative investment outlets, namely, government securities, corporate debt issues, equities, foreign exchange, and derivatives (including warrants and options) are discussed. From these, alternative investment strategies are explored and the best among the feasible options advocated.

Prerequisite: GSFINMA

**GSCELEMA**  Corporate Legal Management  3 units

This course aims to provide graduate business students with the legal literacy necessary to make informed business decisions in the local and international regulatory environment. As a practice-oriented course, it will seek to give students a conceptual framework for understanding business law and regulatory practice that will allow them to identify and address potential legal issues as well as discern when and how to approach and relate with legal counsel in the course of administering a business.

Prerequisite: GSANPRI

**GSINTFIN**  International Corporate Finance  3 units
This course deals with the understanding of the major factors that influence the financial operations of multinational companies (MNCs). Among the topics discussed are the differences between purely domestic firms and firms that operate in an international environment, the risks that MNCs face, foreign direct investment, investment cash flows and decisions, factors that influence the capital structure of MNCs, the international debt and equity instruments available to MNCs, the Eurocurrency markets for short-term borrowing and investing, and the basics of cash, credit and inventory management in international operations.

Prerequisite: GSFINMA

GSBUSGOV Business & Government Relations 3 units

This course describes how private business can operate in and improve the government policy environment. It places Philippine development policy in the context of changing world ideas about the role of government; defines the main elements of government policies with special reference to their impact on private business, including corruption and other “rent-seeking” activities; and recommends how private business can use various consultation processes and advocacy methods to improve government policy-making.

Prerequisite: GSMANPRI

GSECOMAN Managerial Economics 3 units

This course helps the student apply economics for managerial objectives. Essential tools and concepts of managerial economics as well as links to accounting, finance, human resource management, marketing and corporate strategy are presented in an integrative fashion. The course seeks to help the student understand the connection between basic economic concepts and their applications in managerial functions. A myriad of practical examples and cases from both consumer and industrial markets is given to the student for analysis and case discussion. Examples are global software piracy, the collapse of Barings, elections, the price of tea in India, poison pills, and an evaluation of the management of firms such as San Miguel Corporation. Students are encouraged to become adept with optimization techniques, business and economic forecasting, cost and production functions, and pricing techniques.

Prerequisite: GSANPR1

GSINFOTEC Information Technology Applications 3 units

This course introduces and builds skills in planning for and implementing an integrated use of computers and instructional software / hardware in the major field of specialization.

GSSTUDY Special Study 3 units

The field practice and special study requires intensive analysis and a synthesis of the skills and knowledge required throughout the program. The report may take the form of a management study on the administration of health services in the country. Other report formats are acceptable provided that they are integrative, challenging in scope and level of difficulty, and involve research for the improvement of the delivery of health services in the country.

An Oral Comprehensive Examination (OCE) is required at the end of the course. The MSHSA student is expected to be truly knowledgeable in the major business and management functions, while making evident an integrative health-focused point of view. The OCE will be presented and defended to three faculty members.

GSTHES 1 & 2 Thesis Writing 1 & 2 6 units

This course consists of Thesis Writing 1 and 2. In Thesis Writing 1, a student begins in conceptualizing a problem to be developed as a thesis proposal. For Thesis Writing 2, the said proposal will be developed into a thesis where the student must submit a complete copy of the said thesis and must be defended orally.

Prerequisite: Written Comprehensive Examination (WCE)
facets of human resource management, such as recruitment, training, performance appraisal, compensation and employee relations, and concludes with an integrating module on human resource policy.

Prerequisite: GSMANPRI

COGNATES/ELECTIVES

GSHEALEC Health Economics 3 units

This course presents the principles of economic theory as it applies to health care. Essential tools and concepts of economics as well as links to accounting, finance, human resource management, marketing and corporate strategy are presented in an integrative fashion. The course seeks to help the student understand the connection between basic economic concepts and their applications in the provision of health services.

Prerequisite: GSBIOSTAT

GSPOLICY Health Policy Analysis and Legislation 3 units

This course will provide an overview of the principles and methods of policy studies and its applications to health societal development including ethical issues. Basic principles of health policy studies and legislation and methods of health policy analysis will be discussed in order to provide sufficient understanding on the nature and dynamics of health policy development. It also aims to present the interdisciplinary orientation in approaching and resolving health issues.

Prerequisite: GSHEALTAD

GSHEALED Principles of Health Education 3 units

This course will focus on the general principles and methods of education in public and private institutions in matters of health. Theories of learning, curriculum and program development, principles and techniques of evaluation will be emphasized as well as the application and integration of theory, research and clinical knowledge to health education.

GSBUSGOV Business & Government Relations 3 units

The course describes how private business can operate in and

GSLEAD LEADERSHIP AND ETHICS 3 Units

This course introduces the students to the fundamental principles of leadership, ethics, and critical thinking that should establish the foundation of their subsequent program, academic and personal development.

WRITTEN COMPREHENSIVE EXAMINATION (WCE)

The Written Comprehensive Examination (WCE) is taken after the completion of all academic units. The objective of the WCE is to determine if the student has learned the principles and concepts in the basic and professional courses and cognates enough to apply these lessons in problem and case solving.

The WCE consists of one (1) topic from the basic courses, four (4) topics from the professional courses and one (1) topic from the cognates. These are taken in three (3) alternate days in three (3) hour sittings per subject. Two (2) subjects are given per day.

THESIS WRITING

GSTHES 1 & 2 Thesis Writing 1 & 2 6 units

This course consists of Thesis Writing 1 and 2. In Thesis Writing 1, a student begins in conceptualizing a problem to be developed as a thesis proposal. For Thesis Writing 2, the said proposal will be developed into a thesis where the student must submit a complete copy of the said thesis and must be defended orally.

Prerequisite: Written Comprehensive Examination (WCE)
STUDENT’S CHECKLIST

MASTER IN PUBLIC ADMINISTRATION
With Thesis

SUMMARY OF UNITS  With Thesis

| BASIC COURSES       | 12 units |
| MAJOR FIELD OF CONCENTRATION | 18 units |
| COGNATES/ELECTIVES  | 6 units  |
| THESIS WRITING      | 6 units  |
| TOTAL               | 42 units |

Courses Subject Descriptions Units

**BASIC COURSES**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Subject Descriptions</th>
<th>Units</th>
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<tbody>
<tr>
<td>GSORGMA</td>
<td>Organization and Management</td>
<td>3 units</td>
</tr>
<tr>
<td>GSTHEPRAPA</td>
<td>Theory and Practice of Public Administration</td>
<td>3 units</td>
</tr>
<tr>
<td>GSBUSGOV</td>
<td>Business and Government Relations</td>
<td>3 units</td>
</tr>
<tr>
<td>GSICD</td>
<td>Information and Communication Technology Applications in Government Operations</td>
<td>3 units</td>
</tr>
<tr>
<td>GSMETHRESP</td>
<td>Methods of Research in Public Administration</td>
<td>3 units</td>
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</table>

**MAJOR FIELD OF CONCENTRATION**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Subject Descriptions</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>GSROPLADE</td>
<td>Project Planning and Development</td>
<td>3 units</td>
</tr>
<tr>
<td>GSHUMRES</td>
<td>Human Resources Management</td>
<td>3 units</td>
</tr>
<tr>
<td>GSRGENFIN</td>
<td>Resource Generation and Financial Management in Government Sector</td>
<td>3 units</td>
</tr>
<tr>
<td>GSPPND</td>
<td>Public Policy and National Development</td>
<td>3 units</td>
</tr>
<tr>
<td>GSETACPA</td>
<td>Ethics and Accountability in Public Administration</td>
<td>3 units</td>
</tr>
<tr>
<td>GSEFGOV</td>
<td>Effective Governance</td>
<td>3 units</td>
</tr>
<tr>
<td>GSADRI</td>
<td>Administrative Reforms and Innovations</td>
<td>3 units</td>
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**COGNATES/ELECTIVES**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Subject Descriptions</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>GSSPLOGRA</td>
<td>Special Problems in Local Government and Regional Administration</td>
<td>3 units</td>
</tr>
<tr>
<td>GSPPFISMAN</td>
<td>Special Problems in Fiscal Management</td>
<td>3 units</td>
</tr>
<tr>
<td>GSADPHIPS</td>
<td>The Administrator in the Philippine</td>
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</tbody>
</table>

quantitative techniques will be used to emphasize the importance of the operations functions in improving the delivery of health services.

Prerequisite: GSBIOSTAT

**GSHEALAC  Accounting Fundamentals for Health Care Management**

This course focuses on basic accounting health care management. It will include an introduction to the tools and concepts employed by finance officers and will aid in assessing financial information in order to make the health services administrator make sound management decisions based on financial data. It also includes the valuation of assets and equities and the recording of financial information. It will also cover basic financial ratio analysis, working capital management, and investment analysis.

**GSMARKMA  Marketing Management**

This course aims a strong appreciation of contemporary marketing management and the need for a firm to become market-focused and customer-driven in order to survive the dynamic changes occurring in the marketplace; ability to analyze market feedback, use techniques in market measurement and forecasting, then apply the appropriate resources to take advantage of market opportunities or ward off threats to the firm; understand the importance of market segmentation and product differentiation in the design of value-creating products and services that could raise the living standards of the market; adopt the marketing planning framework in constructing effective plans, programs and budgets; apply marketing theories, principles and concepts in setting directions and developing strategic plans for the future; develop proficiency in establishing cross-functional working relationships in order to maximize solutions to problems; determine the appropriate organizational structure and design the right control over marketing programs to make these more responsive to the firm’s requirements; learn the value of adopting ethical and social conscience in the course of marketing analysis, planning, implementation and control.

Prerequisite: GSMANPRI

**GSHUMRES  Human Resource Management**

This course provides students with a global view of human resource management as a functional area for the application of management concepts. It includes inputs and activities on the major
**GSHEALTAD**  **Principles and Practices of Health Services Administration**

This course will tackle the theoretical framework in planning and managing the health system in the framework of managing health services in the principles part of the course. In the practice aspect of the course, the application of management principles related to the provision of health services in the private, public and non-profit sector will be emphasized.

**GSPUBHEAL**  **Man, Health and the Environment**  **3 units**

This course is an introduction to public health. The dynamic relationship between man and the environment and how these affect health will be discussed. The course will emphasize the interrelatedness and interdependence of various ecological (physical, biological, chemical, social, economic, political) factors influencing health, illness and the delivery of health services.

**GSEPIDEM**  **Principles of Epidemiology**  **3 units**

This course encompasses the ecology of human diseases and epidemiologic methods. It also includes a critical analysis of the social and cultural factors that affect morbidity and mortality patterns in developed countries and developing countries. The course will also look at the applications of epidemiology methods to health services research and evaluation, risk assessment and health policy; and analysis of epidemiologic data for formulating health policies.

Prerequisite: GSPUBHEAL

**GSNHLTCRE**  **Issues in Health Care**  **3 units**

This course deals with the assessment of organizational, legal, ethical and health care policy issues in relation to delivery of health care services and nursing in the evolving health care system. It includes categories of alternative system of health care service in diagnosis, management and care of clients.

**GSHELTOP**  **Health Care Operations and Quality**  **3 units**

This course will introduce students to the operations function in health care organizations and to the technologies, structures and organizational cultures that affect the operations function. It will also tackle how organizations address and implement quality and performance management and improvement. Qualitative and quantitative methods for analyzing operations will be emphasized.

**GSSPHILADS**  **Seminar in the Philippine Administrative System**  **3 units**

**THEESIS WRITING**

**GSTHES1**  **Thesis Writing 1**  **3 units**

**GSTHES2**  **Thesis Writing 2**  **3 units**

**OTHER REQUIREMENTS**

Written Comprehensive Examinations
Oral Defense  COURSE DESCRIPTIONS

**BASIC COURSES**

**GSORGMA**  **Organization and Management**  **3 units**

This course aims to establish the MPA learning framework for students through an appreciation of the various facets of the administrators’ work as they are discussed in the core courses and how they are interrelated in the MPA program and practice. It also aims to develop basic case analysis skills and provides the students the basic knowledge of management principles and organizational functions and processes in the Philippine Administrative System.

**GSTHEPRAPA**  **Theory and Practice of Public Administration**  **3 units**

This course deals with the ideologies and strategies in government administration. It also discusses how these ideologies and strategies can be effective in students’ respective offices. The course is significant to graduate students in public administration in whatever level of structure of the Philippine Government they are in — whether at the national or local, or in government-controlled corporations — they are aware and prepared to understand better their respective relationships with their coordinating agencies to be able to efficiently serve their respective groups of clients.

**GSBUSGOV**  **Business & Government Relations**  **3 units**

This course describes how private business can operate in and improve the government policy environment. It places Philippine development policy in the context of changing world ideas about the role of gov-
ernment; defines the main elements of government policies with special
reference to their impact on private business, including corruption and
other "rent seeking" activities; and recommends how private business
can use various consultation processes and advocacy methods to im-
prove government policy-making.

GSICT  Information and Communication Technology  3 units
Applications in Government Operations

This course introduces the students to the operations of information
technology in their respective job. This subject will also provide the
students knowledge of e-learning and practice of virtual classes.

GSMETHRESP  Methods of Research in  3 units
Public Administration

This course introduces the students to the application of research
for solving problems in the government. It also covers the identification
and formulation of the problem statement, preparation of survey instru-
mants, sampling design, environment scanning, and formulation of rec-
ommendations on how to improve the service of students’ respective
government offices.

MAJOR FIELD OF CONCENTRATION

GSPROPLADE  Project Planning and  3 units
Development

This course deals with the evaluation of plans made by government
offices and their contributions to national development. It also includes
the evaluation of the development plans of the students’ respective of-
ffices.

It further enhances one’s skills in knowing on how to address the
complexities of planning process in different government agencies. It
also involves the assessment of the management of the workplace and
its functional departments; organizational planning and goal setting;
strategy formulation and implementation as well as change and devel-
opment.

GSHUMRES  Human Resource Management  3 units

This course provides students with a view of human resource man-
agement as a functional area for the application of management con-
cepts. It also includes inputs and activities on the major facets of gov-
ernment human resource management such as recruitment, training,

II.  THESIS WRITING
GSTHES1  Thesis Writing 1  3  WCE
GSTHES2  Thesis Writing 2  3  GSTHES1

Written Comprehensive Examination (WCE) is required after all
academic requirements.

Course Descriptions

ACADEMIC REQUIREMENTS

BASIC COURSES

GSMANPRI  Management Principles & Dynamics  3 units

This course aims to establish the MSHSA learning framework for
students through an appreciation of the various facets of the manager’s
work as they are discussed in the core courses and how they are
interrelated in the MSHSA Program and in practice. It also aims to
develop elementary case analysis skills. This course is intended for
students with no basic knowledge of management principles and
functions.

GSMETHRES  Methods of Research  3 units

This course introduces the student to the application of research
for solving business problems. Students are provided a
choice of undertaking group research on specific business problems or
developing a feasibility study of a specific product, a new invention or
an enterprise. The course covers the identification and formulation of
the problem statement, preparation of survey instruments, sampling
design, market research, environment scanning, supply and demand
analysis, forecasting and financial analysis.

GSBIOSTAT  Biostatistics  3 units

This course emphasizes the theoretical and practical aspects of
biostatistics as a tool for decision making. It presents fundamental
concepts in descriptive biostatistics, exploratory data analysis, and
statistical inference. Among the topics included are estimation of
population parameters, standard and non-parametric statistical tests,
analysis of variance, and regression and correlation techniques.

PROFESSIONAL COURSES
## STUDENT’S CHECKLIST

**MASTER OF SCIENCE IN HEALTH SERVICES ADMINISTRATION**

**Thesis Option**

Effective SY 2010-2011

<table>
<thead>
<tr>
<th>No. of Units</th>
<th>Basic Courses</th>
<th>Professional Courses</th>
<th>Cognates</th>
<th>Thesis Writing</th>
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### Course Code  Subject Descriptions  Units  Prerequisites

#### I. ACADEMIC REQUIREMENTS

**BASIC COURSE**

- **GSMANPRI** Management Principles and Dynamics 3  None
- **GSMETHRES** Methods of Research 3  None
- **GSBIOSTAT** Biostatistics 3  None

**PROFESSIONAL COURSES**

- **GSHEALTAD** Principles and Practice of Services Administration 3  GSMANPRI
- **GSPUBHEAL** Man, Health and the Environment 3  None
- **GSNHTLCRE** Issues in Health Care 3  None
- **GSHELTOP** Health Care Operations and Quality 3  GSBIOSTAT
- **GSHEALAC** Accounting Fundamentals for Health Care Management 3  None
  - **GSMARKMA** Marketing Management 3  GSANPRI
- **GSHUMRES** Human Resource Management 3  GSMANPRI

**COGNATES/ELECTIVES**

- **GSEPIDEM** Principles of Epidemiology 3  GSPUBHEAL
- **GSHEALEC** Health Economics 3  GSBIOSTAT
- **GSPOLICY** Health Policy Analysis and Legislation 3  GSHEALTAD
- **GSHEALED** Principles of Health Education 3  None
- **GSBUSGOV** Business and Government Relations 3  GSMANPRI
- **GSCITA** Computer and Information Technology Applications 3  None

### Performance Appraisal, Compensation and Employee Relations, and concludes with an integrating module on government human resource policy.

- **GSREGENFIN** Resource Generation & Financial Management in Government Sector 3 units
  - This course deals with the key principles and analytical tool of financial management and their practical applications in government operations.

- **GSPPND** Public Policy & National Development 3 units
  - This course deals with the commitment of the government, the citizenry and the role of the private sectors in development. It includes exercises in analyzing situations presently within the Philippine Government System which affect the economic, social, cultural and political growth of the nation. The student will likewise learn how to identify the national development priorities based on its present situation.

- **GSETHACPA** Ethics & Accountability in Public Administration 3 units
  - This course deals with ethics and accountability of administrators and employees in public office. The Civil Service Commission Module on Ethics and Accountability will be the main source of materials in discussion and analysis.

- **GSEFGOV** Effective Governance 3 units
  - This course is a study of governance from the view point of the government officials. It explores the opportunities and problems encountered in plotting an organization’s mission, objective and strategies in the context of government environment. The course also aims to acquaint the students with the role and tasks of the strategy-maker; to familiarize students with analytical frameworks or models that can be employed in strategic planning; to develop competency in the integration of the various concepts learned from more specialized branches of management; to train students to analyze situations and formulate rational and consistent recommendations and to enhance proficiency in presenting one’s position effectively both orally and in writing.

  The course is also designed to learn the underlying concepts of governance. It also discusses topics like examination and barometer of effective governance. The students will serve as steering committee by
observing and giving critiques on the governance of different heads/leaders in the Philippines and other countries.

**GSADRI**  Administrative Reforms 3 units
& Innovations

This course deals with the reforms and innovations that are applicable and effective in the Philippine Administrative System. The said reforms and innovations will be conceptualized by the students on how to improve the service in their respective government agencies.

**COGNATES/ELECTIVES**

**GSSPLOGRA**  Special Problems in Local Government and Regional Administration

This course deals with the theoretical and empirical perspectives of local government and regional administration. It also discusses issues and problems on central-local relations, community and institutional development as well as area management.

**GSSPFISMAN**  Special Problems in Fiscal Management

This course deals with issues and problems of organization, processes and procedures of fiscal administration; fund accounting of governmental units; processes and problems of budget formulation and implementation as well as examination of the expenditures and borrowing functions of the government.

**GSADPHIPS**  The Administrator in the Philippine Public Service

This course is designed to make the students self-conscious about the changing demands of their jobs and competencies as mid-career administrators in the Philippine public service. They will be required to undertake selected readings on executive development and related topics and to write a paper reflecting on their career experience and prospects.

**GSPHILADS**  Seminar in the Philippine Administrative System
and disease prevention with the context of population-based public health. Learners will explore topics that promote a better understanding of the importance of health education in building the bridge between

**GSNHLTCRE**  **Trends and Issues in Health Care**  **3 units**

The course deals with the assessment of organizational, legal, ethical and healthcare policy issues in relation to delivery of health care services and nursing in the evolving health care system. It includes categories of alternative system of health care services in diagnosis management and care of clients.

**GSCREPRAC**  **Population-Based Health Care Practice**  **3 units**

This course introduces to students the concept of a population health perspective that encompasses the ability to assess the health needs of a specific population; implement and evaluate interventions to improve the health of that population and provide care for individual patients in the context of the culture, health status and health needs of the population of which that patient is a member.

**GSQUALRES**  **Qualitative Research in Nursing**  **3 units**

The course deals with an exploration of the interrelationships among the philosophical tenets and the construction of research questions, selection of methods, and data analysis strategies of various qualitative research methodologies. The course facilitates also an understanding and critiquing of the similarities and differences of a variety of methodologies such as hermeneutics, phenomenology, grounded theory, and ethnography.

**GSNEVALNA**  **Evaluation in Nursing Programs and Health Care Settings**  **3 units**

This course deals with formative and summative evaluation strategies that are explored and applied to learners in a variety of settings in which nursing education occurs. Its emphasis is placed on evaluation of students’ clinical performance in acute care, long-term care, or community settings.

**GSSP**  **Special Project**  **3 units**

This course provides direction to graduating students who opt the non-thesis track. The directed research proposed by the faculty is carried out by the students as final requirement for graduation.

This course is designed to make the students exposed with the different perspectives of the Philippine Administrative System. Each student is required to facilitate a seminar/forum representing his/her agency.

**GSTHES 1 & 2**  **Thesis Writing 1 and 2**  **6 units**

This course consists of Thesis 1 and 2. In Thesis 1, a student begins in conceptualizing a problem to be developed as his/her proposal. For Thesis 2, the said proposal will be developed into a thesis where student must submit a complete copy of the said thesis and must be defended orally.

**WRITTEN COMPREHENSIVE EXAMINATION (WCE)**

The Written Comprehensive Examination (WCE) is taken after the completion of all academic units. The objective of the WCE is to determine if the student has learned the principles and concepts in the basic and major field courses enough to apply these lessons in problem and case solving.

The WCE consists of two (2) topics from basic courses and four (4) topics from major field of concentration. These are taken in three (3) alternate days in three (3) hour sittings per subject. Two (2) subjects are given per day.
CERTIFICATE OF PUBLIC ADMINISTRATION AND GOVERNANCE PROGRAM FOR GOVERNMENT ELECTED OFFICIALS

Courses required (18 units)

GSROPLADEV  Project Planning and Development  3 units

This course deals with the evaluation of plans made by government offices and their contributions to national development. It also includes the evaluation of the development plans of the students’ respective offices.

It further enhances one’s skills in knowing on how to address the complexities of planning process in different government agencies. It also involves the assessment of the management of the workplace and its functional departments; organizational planning and goal setting; strategy formulation and implementation as well as change and development.

GSREGENFINMA  Resource Generation & Financial Management in Government Sector  3 units

This course deals with the key principles and analytical tool of financial management and their practical applications in government operations.

GSPPNP  Public Policy & National Development  3 units

This course deals with the commitment of the government, the citizenry and the role of the private sectors in development. It includes exercises in analyzing situations presently within the Philippine Government System which affect the economic, social, cultural and political growth of the nation. The student will likewise learn how to identify the national development priorities based on its present situation.

GSETHACPA  Ethics & Accountability in Public Administration  3 units

This course deals with ethics and accountability of administrators and employees in public office. The Civil Service Commission Module on Ethics and Accountability will be the main source of materials in discussion and analysis.

GSNHRMHS  Human Resource Management in Health Services  3 units

This course deals with the complexities and multiple issues involved in human resources management in health care organizations. It includes also examination of the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. National and international professional regulatory requirements specific to health care are emphasized.

GSPHSA  Principles of Health Service Administration  3 units

This course deals with the theoretical framework in planning and managing of health system in the framework of managing health services in the principles part of the course. In the practice aspect of the course, the application of management principles related to the provision of health services in the private, public, and non-profit sectors will be emphasized.

GSNRLNE  Intensive Related Learning Experience (Practicum)  3 units

This course is a clinical internship with focus on the application of theories, concepts, research, and issues and trends in nursing administration. Emphasis is on the role of the professional nurse as nurse leader, nurse manager, and nursing service administrator.

GSMANPRI  Management Principles and Dynamics  3 units

This course aims to establish an appreciation of the various facets of the manager’s work as they are discussed in the core courses. It also aims to develop elementary case analysis skills.

GSPHE  Principles of Health Promotion and Education  3 units

This course is designed to introduce to graduate students the principles that provide the foundation for health education/promotion outcomes. It includes strategic planning, evolving health care delivery system, resource management, and evaluation.
assessing, managing, and teaching diverse individuals and families in the community.

GSNMHN1 Mental Health Nursing I 3 units

The course deals with assessment, intervention, and prevention strategies for the major mental illnesses utilizing the DSM IV for diagnostic categories. It also identifies psychobehavioral as well as behavioral theories used dealing with individual and family.

GSNMHN2 Mental Health Nursing II 3 units

This course focuses on the mental health and illness issues central to the provision of care to communities and special populations. Community as client forms the core element of the assessments, analyses, and interventions essential to promote mental health and treat mental illness.

GSNEDMHN Group and Psycho-Educational Interventions in Psychiatric Nursing 3 units

This course examines and discusses theories and practice of various group modalities in current use. Emphasis is on understanding and promoting therapeutic processes in types of groups commonly facilitated by advanced practice nurses. It focuses on principles of supportive psychotherapies with adults experiencing a range of psychiatric problems. It also reviews models of crisis intervention, behavioral, cognitive, behavioral, and motivational interventions. It is designed to use clinical case materials as the basis for discussion of assessment, goal setting and intervention.

GSNRLEMHN Intensive Related Learning Experience (Practicum) 3 units

This course is a clinical internship in psychiatric-mental health nursing with focus on the application of theories, concepts, research, and issues and trends in psychiatric-mental health nursing. Emphasis is on the role of the professional nurse in psychiatric-mental health nursing and on the use of the nursing process with children, adolescents, adults, and families experiencing psychiatric-mental health concerns.

GSNANM Advanced Nursing Management 3 units

This course deals with synthesis and evaluation of organizational theories in leadership and management of health care organizations with emphasis on structure, process, problems, and

GSEFGOV Effective Governance 3 units

This course is a study of governance from the viewpoint of the government officials. It explores the opportunities and problems encountered in plotting an organization's mission, objective and strategies in the context of government environment. The course also aims to acquaint the students with the role and tasks of the strategy-maker; to familiarize students with analytical frameworks or models that can be employed in strategic planning; to develop competency in the integration of the various concepts learned from more specialized branches of management; to train students to analyze situations and formulate rational and consistent recommendations and to enhance proficiency in presenting one's position effectively both orally and in writing.

The course is also designed to learn the underlying concepts of governance. It also discusses topics like examination and barometer of effective governance. The students will serve as steering committee by observing and giving critiques on the governance of different heads/leaders in the Philippines and other countries.

GSADRI Administrative Reforms & Innovations 3 units

This course deals with the reforms and innovations that are applicable and effective in the Philippine Administrative System. The said reforms and innovations will be conceptualized by the students on how to improve the service in their respective government agencies.
STUDENT’S CHECKLIST

MASTER OF SCIENCE IN ACCOUNTANCY
With Thesis

Basic Courses 12 units
Field of Concentration 18 units
Cognate Courses 6 units
Thesis Writing 6 units
Total No. of Units 42 units

Courses Subject Descriptions Units

BASIC COURSES

GSAEC Accountancy Enrichment Course 3 units
GSMETHRES Methods of Research 3 units
GSBUSSTA1 Business Statistics 1 3 units
GSBUSSTA2 Business Statistics 2 3 units
GSPROBFINR Problems in Financial Reporting 3 units

MAJOR FIELD OF CONCENTRATION

GSFINAL Financial Analysis 3 units
GSECOMAN Managerial Economics 3 units
GSERA Empirical Research in Accounting 3 units
GSAIT Accounting Information Technology 3 units
GSHBO Human Behavior in Organization 3 units
GSENNAC Environmental Accounting 3 units
GSCON Controllership 3 units

COGNATE COURSES

GSAFI Accounting for Financial Instruments 3 units
GSEMO Economics of Multinational Operations 3 units
GSIFIC Issues in Corporate Finance/Investment 3 units
GSECORR Ethics and Corporate Responsibility 3 units
GSTESME Test, Measurement and Evaluation 3 units
GSERFE Empirical Research in Financial Economics 3 units
GSUMEACC Updates in Management Accounting and Other Special Topics 3 units

the process, and the appropriate nursing interventions. Ethical and legal aspects of caring for the elderly are also addressed in this course.

GSNRLEAHN Intensive Related Learning Experience in Adult Health Nursing 3 units

This course is a clinical internship with focus on the management of common health and illness conditions in primary care of young adults through older adulthood. The emphasis is on integration of health promotion, health maintenance, preventive measures, and health restoration in assessing, managing, and teaching diverse adult clients and families.

GSNPHC Advanced Primary Health Care 3 units

This course deals with the nature and practice of primary health care which will enable the nurse practitioner to practice safe and culturally sensitive care to individuals, families, and communities.

GSNACHN Advanced Community Health Nursing 3 units

This course deals with exploration, analysis, and application of epidemiologic studies, community health care delivery systems, and the planning, implementing, and evaluating of nursing services within these systems.

GSNEPICHN Epidemiology in Health Care 3 units

This course covers the basic concepts and methods of epidemiology, and demonstrates how these can be applied to improve population health and reduce health inequities. It includes topics such as measuring the health of the population, understanding the causes of poor health, developing interventions for improving health, translating evidence into practice, and evaluating the impact of policies and programs and precepts that will provide opportunities for practical application of skills in interpreting, displaying and communicating epidemiological data.

GSNRLECHN Intensive Related Learning Experience (Practicum) 3 units

This course is a clinical internship with focus on the management of common health and illness conditions found in the community setting. The emphasis is on integration of health promotion, health maintenance, preventive measures, and health restoration in
the role of the professional nurse caring for children and their families. The course content includes strategies for improving the child’s health status based on diverse needs dictated by the environment and the professional values of client-centered care, life-long learning, and quality improvement through evidence-based practice.

GSNTPCSMCN  Special Topics in Mother Child Health Nursing

This course deals with special topics such as but not limited to health promotion, cultural diversity, and advocacy. The course intends to enrich the scientific base of maternal-newborn, women’s health, and nursing care of children.

GSNRLEMCN  Intensive Related Learning Experience in Mother-Child Nursing

This course is a clinical internship with focus on the management of common health and illness conditions in primary care of mothers, newborns, and children. The emphasis is on integration of health promotion, health maintenance, preventive measures, and health restoration in assessing, managing, and teaching women and children and their families.

GSNARHI1  Adult Responses to Health and Illness I

This course deals with advanced nursing practice in health promotion and management of health responses to health alterations across the adult life span. Its focus is on epidemiology, symptomatology, interventions, and case management and emphasis on selected alterations in cardiovascular, immune, respiratory, and genitourinary systems of individuals within the context of the family.

GSNARHI2  Adult Responses to Health and Illness II

This course deals with advanced nursing practice in health promotion and management of human responses to health alterations across the adult life span. Its focus is on epidemiology, symptomatology, interventions, and case management and emphasis on selected alterations in endocrine, neurological, musculoskeletal, gastrointestinal, and integumentary systems of individuals within the context of the family.

GSNGERAHN  Concepts in Gerontological Nursing

This course deals with theories and concepts of aging, the physiologic and psychosocial changes and problems associated with

THESIS WRITING

GSTHES1  Thesis Writing 1 3 units
GSTHES2  Thesis Writing 2 3 units

OTHER REQUIREMENTS

Written Comprehensive Examinations
Oral Comprehensive Examination

COURSE DESCRIPTIONS

BASIC COURSES

GSAEC  Accountancy Enrichment 3 units

This course deals with discussions on the latest accounting developments, trends and issues.

GSNMETHRES  Methods of Research 3 units

This course introduces the students to the application of research for solving business problems. It also covers the identification and formulation of the problem statement, framework operationalization, and preparation of survey instrument, sampling design, forecasting and financial analysis.

GSBUSSTA1  Business Statistics 1 3 units

This course provides the student with necessary preparatory tools in management decision making in the area of quantitative analysis with a special focus on statistical analysis.

The course also aims proficiency in the use of basic statistical methods in business and management decision making and research, to wit:

- using basic statistical tools in collecting, analyzing and interpreting data;
- introducing concepts of probability and probability distributions, and sampling distributions as building blocks in statistical inference;
- estimating population parameters/confidence intervals;
- conducting various statistical tests utilizing standard
hypothesis tests, both for one and two populations;
being familiar with the use of basic software (Microsoft Excel and PHStat) in statistical analysis and decision-making; and
demonstrating capabilities learned thru actual workplace applications.

GSBUSSTA2  Business Statistics 2  3 units

The course serves as a second course in Business Statistics and will build up topics covered in Business Statistics 1.

The course aims proficiency in the use of statistical methods in business and management decision making and research; to wit:

- review of the principles of basic statistical inference and hypothesis tests;
- analysis of variance and design of experiments;
- chi square tests;
- simple linear regression and correlation;
- multiple regression analysis and model building;
- time series and forecasting;
- familiarity with the use of basic software (Microsoft Excel, PHStat and SPSS) in statistical analysis and decision making; and
- demonstration of capabilities learned thru actual workplace applications.

It also discusses the essential analytical tools such as statistical inference problems, assumptions and mathematics of classical econometrics models.

GSPROBFINRE  Problems in Financial 3 units
Reporting

This course focuses on accounting and policy making, regulatory aspects, the function and content of the main published statements, the analysis of these statements to assess company performance and the problems connected with the treatment of taxation, depreciation and specific aspects of the asset-expense function.

MAJOR FIELD OF CONCENTRATION

GSFINAL  Financial Analysis 3 units

COURSE DESCRIPTIONS

BASIC COURSES

GSBIOSTAT  Biostatistics  3 units

This course emphasizes the theoretical and practical aspects of biostatistics as a tool for decision making. It presents fundamental concepts in descriptive biostatistics, exploratory data analysis, and statistical inference. Among the topics included are estimation of population parameters, hypothesis testing, parametric and non-parametric statistical tests, and multivariate analysis.

GSNANRES  Advanced Nursing Research 3 units

This course involves the systematic examination and application of the research process. The concept of evidenced-based practice and its application to nursing is critically examined.

GSNATFN  Advanced Theoretical Foundations in Nursing 3 units

This course discusses in great detail the theories developed by well-known nursing theorists, modelists and scholars that underpin the nursing practice, education, and research. It further deals with health as a multifactorial phenomenon and the necessary core competencies that nurses and future managers need to develop.

GSNCT  Clinical Teaching 3 units

This course deals with a variety of teaching methods used by nurse educators in academia, staff development and/or community education. It also includes learning theories, principles of adult learning. Learning objectives needed to enable students to develop, implement, and evaluate a lesson plan appropriate for adult learners.

GSNMATMCN  Advanced Maternity Nursing 3 units

This course deals with health promotion and restoration for the childbearing family during the prenatal, perinatal and postnatal periods, along with professional values of client-centered care, life-long learning and quality improvement through evidence-based practice.

GSNPEDMCN  Advanced Pediatric Nursing 3 units

This course deals with the core concepts of nursing essential to
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<th>Course Title</th>
<th>Units</th>
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<tr>
<td>GSNEPICHN</td>
<td>Epidemiology in Health Care</td>
<td>3</td>
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<tr>
<td>GSNRLECHN</td>
<td>Intensive Relative Learning Experience (Practicum)</td>
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**Major in MENTAL HEALTH AND PSYCHIATRIC NURSING**

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<tr>
<td>GSNMHN1</td>
<td>Mental Health Nursing I</td>
<td>3</td>
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<tr>
<td>GSNMHN2</td>
<td>Mental Health Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>GSNEDMHN</td>
<td>Group and Psycho-educational Interventions in Psychiatric Nursing</td>
<td>3</td>
</tr>
<tr>
<td>GSNRLEMHN</td>
<td>Intensive Relative Learning Experience (Practicum)</td>
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**Major in NURSING ADMINISTRATION**

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<tr>
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<tr>
<td>GSMANPRI</td>
<td>Management Principles and Dynamics</td>
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<tr>
<td>GSNHRMHS</td>
<td>Human Resource Management In Health Services</td>
<td>3</td>
</tr>
<tr>
<td>GSPHSA</td>
<td>Principles of Health Service Administration</td>
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<tr>
<td>GSNRLENA</td>
<td>Intensive Relative Learning Experience (Practicum)</td>
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**COGNATES**

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<td>GSNANM</td>
<td>Advanced Nursing Management</td>
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<td>GSPHE</td>
<td>Principles of Health Promotion and Education</td>
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<td>GSNHLTCRE</td>
<td>Trends and Issues in Health Care</td>
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<td>GSCREPRAC</td>
<td>Population-Based Health Care Practice</td>
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<tr>
<td>GQUALRES</td>
<td>Qualitative Research in Nursing</td>
<td>3</td>
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<tr>
<td>GSQUALNA</td>
<td>Evaluation in Nursing Programs and Health Care Settings</td>
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**THESIS WRITING/SPECIAL PROJECT**

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<tr>
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<th>Units</th>
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<td>Special Project</td>
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<td>GSTHESEM</td>
<td>Thesis Seminar</td>
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<tr>
<td>GSTHESIS</td>
<td>Thesis Writing</td>
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This course provides a framework for analyzing investment and financial decisions of corporations. It also introduces certain topics in the investment area of finance and some basic financial terminology and jargon.

**GSECOMAN Managerial Economics 3 units**

This course helps the student apply economics for managerial objectives. Essential tools and concepts of managerial economics as well as links to accounting, finance, human resource management, marketing and corporate strategy are presented in an integrative fashion.

The course also seeks to help the student understand the connection between basic economic concepts and their applications in managerial functions. A myriad of practical examples and cases from both consumer and industrial markets are given to the students for analysis and case discussion. Students are encouraged to become adept with optimization techniques, business and economic forecasting, cost and production functions and pricing techniques.

**GSERA Empirical Research in Accounting 3 units**

This course is designed to develop an in-depth understanding of selected topics in current empirical accounting research. The intent is to focus the student on current research and the types of questions and innovative methods accounting academics are currently pursuing and developing.

**GSERFE Empirical Research in Financial Economics 3 units**

This course examines theory and evidence on organizational form, agency theory, ownership structure, capital structure, acquisition and other related issues. The central scheme of the course is to understand how these subjects relate to the value of the firm.

**GSAIT Accounting Information Technology 3 units**

This course focuses on the application of technology to accounting.

**GSHBO Human Behavior in Organization 3 units**

This course covers theories of motivation, concepts of communication, leadership and supervisory behavior. Topics such as
group and intergroup conflicts, change and its management, organizational development and management of certain dimensions such as career, time and stress will also be discussed.

GSENACC   Environmental Accounting   3 units

This course focuses on the critical role of financial and management accounting in helping managers address environmentally related issues and the critical effects of tax laws on manager’s ability to address environmental challenges.

This course is also designed to have a management focus with an emphasis on the use of accounting information to help managers implement and assess the firm’s environmental strategy.

GSCON   Controllership   3 units

This course examines advanced topics useful to the corporate controller performing the functions of planning, controlling, reporting and administering in today’s business environment.

COGNATE COURSES

GSAFI   Accounting for Financial Instruments   3 units

This course is designed to prepare students to interpret and analyze financial statement effectively. It explores in greater depth financial reporting topics introduced in basic financial accounting courses. Discussions of each financial reporting issue in terms of its effect on assessment of a firm’s profitability and risk are also included.

GSEMO   Economics of Multinational Operations   3 units

This course studies the strategies to reduce financial risk involved in international financial management. Consequently, the course deals with the interrelationship between the international monetary environment and financial planning such as exchange rate fluctuations, currency restrictions and tax regulations. The course, likewise, examines financial aspects of multinational business including foreign investment trade and transfer of funds.

GSICFI   Issues in Corporate Finance/Investment   3 units

This course discusses basic principles of corporate finance and provides practical tools for financial decisions and valuation. The...
to determine if the student has learned the principles and concepts in the basic and professional courses enough to apply these lessons in problem and case solving.

The WCE consists of one (1) subject from the Basic Courses, four (4) subjects from the Professional Courses and 1 subject from the Cognates. These are taken in three (3) alternate days in three (3) hour sittings per subject. Two (2) subjects are given per day.

course starts with optimal project acceptance criteria consistent with the objective of maximizing the market value of the firm. The discussion then moves on to techniques for estimating the cost of capital which are subsequently applied to a range of valuation problems.

GSECORR    Ethics and Corporate Responsibility

This course is designed to learn the strategic purposes of the firm as both an economic and social entity within society. The discussions focus on ethical theory in the market, corporations as a moral agent, ethics as a component in strategic decision making and government regulations as well as fiduciary obligations.

GSTESME    Test, Measurement and Evaluation

This course is designed to teach students how to make and prepare tests as well as appropriate measurement for the evaluation of the tests.

GSUMACC    Updates in Management Accounting and Other Special Topics

This course provides a venue for discussing the latest developments in Management Accounting and other special topics.

Thesis Writing

GSTHES 1 & 2    Thesis Writing 1 & 2    6 units

This course consists of Thesis 1 and 2. In thesis 1, a student begins in conceptualizing a problem to be developed as his/her proposal. For thesis 2, the said proposal will be developed into a thesis where the student must submit a complete copy of the said thesis and must be defended orally.

Written Comprehensive Examination

This is being taken after completion of all academic requirements.
STUDENT’S CHECKLIST

MASTER OF SCIENCE
IN HOTEL AND RESTAURANT MANAGEMENT
Non-Thesis
S.Y. 2010-2011

<table>
<thead>
<tr>
<th>Courses</th>
<th>Subject Descriptions</th>
<th>Pre-requisite</th>
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</thead>
<tbody>
<tr>
<td>BASIC COURSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSQUANTI</td>
<td>Quantitative Methods for Decision Making</td>
<td>None</td>
</tr>
<tr>
<td>GSMETHRES</td>
<td>Methods of Research</td>
<td>None</td>
</tr>
<tr>
<td>GSMANPRI</td>
<td>Management Principles and Dynamics</td>
<td>None</td>
</tr>
<tr>
<td>PROFESSIONAL COURSES</td>
<td></td>
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<tr>
<td>GSHMANAC</td>
<td>Managerial Accounting in the Hospitality Industry</td>
<td>None</td>
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<tr>
<td>GSHFINMA</td>
<td>Financial Management in the Hospitality Industry</td>
<td>None</td>
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<tr>
<td>GSHOPMAN</td>
<td>Hospitality Operations Management</td>
<td>None</td>
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<tr>
<td>GSHORGBEV</td>
<td>Organizational Behavior in the Hospitality Industry</td>
<td>None</td>
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<tr>
<td>GSHHUMRES</td>
<td>Human Resource Management in the Hospitality Industry</td>
<td>None</td>
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<tr>
<td>GSHMARKMA</td>
<td>Marketing Management for Hospitality Industry</td>
<td>None</td>
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<tr>
<td>INTEGRATING COURSES</td>
<td></td>
<td></td>
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<tr>
<td>GSSTRATMA</td>
<td>Strategic Management in the Hospitality Industry (All Basic &amp; Professional Courses)</td>
<td>None</td>
</tr>
<tr>
<td>GSBR</td>
<td>Business Research for Hospitality</td>
<td>WCE</td>
</tr>
</tbody>
</table>

Basic Courses            9 units
Professional Courses     18 units
Integrating Courses      6 units
Cognates/Electives       12 units
Total No. of Units       45 units

understanding human growth and development, problems and barriers to growth and development during intra uterine life, infancy and childhood.

GSNNURCON2 Nursing Concepts 2 3 Units

This course is a study of Biobehavioral theories of acute and critical illness. It also discusses the organ system approach which includes diagnosis and management in syndromes related to respiratory, cardiovascular, dermatologic, genitor urinary, gastrointestinal systems and selected content in oncology in a variety of clinical setting.

GSNNURCON3 Nursing Concepts 3 3 Units

The course is a study of Biobehavioral theories of acute and critical illness. It also involves the organ system approach which includes diagnosis and management in syndromes related to endocrine, neurological system musculoskeletal and hematologic disorders, sexually transmitted HIV (AIDS) and neuropsychiatric problems in a variety of clinical setting.

GSNNURMAN Nursing Management 3 units

The course deals with Synthesis and evaluation of organizational theories in leadership and management of health care organizations with emphasis on structure, process, problems and outcomes. It includes strategic planning, changing health care delivery system, resources management and evaluation.

GSNCLINIC Clinical Teaching 3 units

The course covers theories of learning, curriculum and program development, principles and techniques of evaluation. It also involves emphasis on application and integration of theory, research and clinical knowledge to goals of multidisciplinary health care system. Practicum in clinical area of choice is included.

GSNCOMNUR Community Health Nursing 3 units

The theoretical content focuses on the community as a context for understanding relationship between health status of individuals, families and groups with psychophysical environment. The course includes COPAR/HRD concepts integrated with practicum in the community.
gynecological and family planning theories. It includes **GSNHLTCRE**

**Issues in Health Care**

3 units

The course deals with assessment of organizational, legal, ethical and health care policy issues in relation to delivery of health care services and nursing in the evolving health care system. It includes categories of alternative system of health care service in diagnosis, management and care of clients.

**GSCITA**

**Computer and Information Technology Applications**

The course introduces and builds skills in planning for and implementing an integrated use of computers and instructional software/hardware in the major field of specialization.

**GSHUMRES**

**Human Resources Management**

3 units

The course deals with the study of optimum utilizations of human resources within a working organization through the development of satisfactory human relations and the specialized treatment to personnel problems.

**GSPRITEM**

**Principles and Theories of Educational Management**

This is a study of the basic principles and theories of leadership and management with orientation toward the process approach to management; that is, the basic functions of planning, organizing, staffing, directing and controlling as they are applied in school setting.

**GSCONTES**

**Contemporary Teaching Strategies**

3 units

It is said that the center of teaching is learning. Through effective teaching, one may acquire desired knowledge, skills and attitude, which are necessary to lead a productive and morally filled life.

This course is designed to help students realize the various rudiments of teaching; moreover, it is intended to equip students with the different principles, theories and practices in education for them to become effective and efficient agents of learning.

**WRITTEN COMPREHENSIVE EXAMINATION (WCE)**

The Written Comprehensive Examination (WCE) is taken after the completion of all academic requirements. The objective of the WCE is

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**COGNATES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>GSHTQM</td>
<td>Total Quality Management in the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>GSEVENTS</td>
<td>Events Management</td>
<td>3</td>
</tr>
<tr>
<td>GSITH</td>
<td>Information Technology in the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>GSISSUES</td>
<td>Issues and Concepts in Foodservice Management</td>
<td>3</td>
</tr>
<tr>
<td>GSTRENDS</td>
<td>Global Trends of the Hotel Industry</td>
<td>3</td>
</tr>
<tr>
<td>GSHOPMAN</td>
<td>HACCP Application in Hotel and Restaurant Operations</td>
<td>3</td>
</tr>
<tr>
<td>GSCUL1</td>
<td>Advanced Culinary Arts 1 (with laboratory)</td>
<td>3</td>
</tr>
<tr>
<td>GSCUL2</td>
<td>Advanced Culinary Arts 2 (with laboratory)</td>
<td>3</td>
</tr>
</tbody>
</table>

Written Comprehensive Examination (WCE) is taken upon completion of academic requirements.
STUDENT’S CHECKLIST

MASTER OF SCIENCE
IN HOTEL AND RESTAURANT MANAGEMENT
With-Thesis
S.Y. 2010-2011

Basic Courses 9 units
Professional Courses 18 units
Integrating Courses 3 units
Cognates/Electives 9 units
Thesis Writing 6 units
Total No. of Units 45 units

Courses Subject Descriptions Pre-requisites

BASIC COURSES

GSQUANTI Quantitative Methods for Decision Making None
GSMETHRES Methods of Research None
GSMANPRI Management Principles and Dynamics None

PROFESSIONAL COURSES

GSHMANAC Managerial Accounting in the Hospitality Industry None
GSHFINMA Financial Management in the Hospitality Industry GSHMANAC
GSHOPMAN Hospitality Operations Management None
GSHORGBEV Organizational Behavior in the Hospitality Industry None
GSHHUMRES Human Resource Management in the Hospitality Industry None
GSHMARKMA Marketing Management for Hospitality Industry None

INTEGRATING COURSES

GSSTRATMA Strategic Management in the Hospitality Industry

STUDENT’S CHECKLIST

MASTER OF ARTS IN NURSING
With Thesis Non-Thesis

Basic Courses 9 units 9 units
Professional Courses 18 units 24 units
Cognates 6 units 9 units
Thesis Seminar 3 units 0
Thesis Writing 6 units 0 units
Total No. of Units 42 units 42 units

Courses Subject Descriptions Units

I. ACADEMIC REQUIREMENTS

BASIC COURSES

GSRESM Methods of Research 3 units
GSTATRES Statistics in Research 3 units
GSAFED Socio, Psychological, Philosophical Foundations 3 units

PROFESSIONAL COURSES

GSNTHEO Theoretical Foundations in Nursing 3 units
GSNNURCON1 Nursing Concept 1 3 units
GSNNURCON2 Nursing Concept 2 3 units
GSNNURCON3 Nursing Concept 3 3 units
GSNNURMAN Nursing Management 3 units
GSNCLINIC Clinical Teaching 3 units
GSNCOMNUR Community Health Nursing 3 units
GSNHLTCRE Issues in Health Care 3 units

COGNATES

GSCITA Computer and Information Technology Applications 3 units
GSHUMRES Human Resources Management 3 units
GSPRITEM Principles and Theories of Educational Management 3 units
GSCONTES Contemporary Teaching Strategies 3 units
II. THESIS WRITING

GSTHESEM Thesis Seminar
GSTHESIS Thesis Writing

Written Comprehensive Examination is required after all academic requirements.

COURSE DESCRIPTION

GSRESM Methods of Research 3 Units

This is an introduction to the rationale and procedures of nursing research. Topics include the nature and purposes of research, planning and conducting research, and types of research. Methods are considered for collecting both quantitative and qualitative data.

GSTATRES Statistics in Research 3 Units

The course is a study of the general notions of statistical methods, collection and tabulation of test data, graphic representation and frequency distribution, probability and the normal curve, correlation, regression and prediction, testing difference between means and analysis of variance.

GSAFED Socio, Psychological, Philosophical Foundations 3 Units

The course is an examination of the major psychological and social factors affecting human learning and how best they can be utilized to maximum advantage. It also investigates and analyzes the different philosophical ideas and how they affect the current system of nursing education.

GSNURCON1 Nursing Concept 1 3 Units

The course deals with Health Promotion and Disease Prevention with emphasis on critical evaluation of women’s health including

COGNATES

GSHTQM Total Quality Management in the Hospitality Industry
GSEVENTS Events Management
GSIT Information Technology in the Hospitality Industry
GSISSUES Issues and Concepts in Foodservice Management
GSTRENDS Global Trends of the Hotel Industry
GSHACCP HACCP Application in Hotel and Restaurant Operations
GSCUL1 Advanced Culinary Arts 1 (with laboratory)
GSCUL2 Advanced Culinary Arts 2 (with laboratory)

GSTHES1 Thesis Writing 1 WCE
GSTHES2 Thesis Writing 2 GSTHES1

Written Comprehensive Examination (WCE) is taken upon completion of academic requirements prior to Thesis Writing

COURSE DESCRIPTION

BASIC COURSES

GSQUANTI Quantitative Methods for Decision Making 3 units

This course introduces probability and statistics for the project manager and discusses their importance for setting achievable expectations and managing risk. It discusses that work breakdown structure and its connection to the company general ledger with examples of estimates using different methods, under various states of uncertain and incomplete information. This course also covers decision trees and decision tables used for quantitative decision making and includes examples of simple trees, trees with independent conditions, and trees with dependent conditions. It explains risk-adjusted methods in capital budgeting and introduces the concepts of expense accounting and earned value. Finally, it covers special topics such as hypothesis testing, regression analysis, probability-impact analysis, Six Sigma, and QFD analysis.
GSMETHRES  Methods of Research  3 units

This course introduces the student to the application of research for solving business problems. Students are provided a choice of undertaking group research on specific business problems or developing a feasibility study of a specific product, a new invention or an enterprise. The course covers the identification and formulation of the problem statement, preparation of survey instruments, sampling design, market research, environment scanning, supply and demand analysis, forecasting and financial analysis.

GSMANPRI Management Principles & Dynamics  3 units

This course aims to establish the MBM learning framework for students through an appreciation of the various facets of the manager's work as they are discussed in the core course and how they are interrelated in the MBM Program and in practice. It also aims to develop elementary case analysis skills. This course is intended for students with no basic knowledge of management principles and functions.

PROFESSIONAL COURSES

GSMANAH Managerial Accounting in the Hospitality Management  3 units

This course is designed to acquaint decision makers in the hospitality industry by providing and assisting in the analysis, interpretation, and forecasting of business through the introduction of analytical tools and control systems that can be applied to make sound decisions relevant to the hospitality industry. The course aims to familiarize students with the concept of managerial accounting and integrate/relate the same with the other functions of the company; to make a better and improved interpretation of the decision making functions by the use of performance measurement for planning and control; advanced analysis of financial and non financial information, and preparations of business plan and budgetary systems. Finally, the course intends to develop competency in the formulation and application of effective managerial accounting strategies under various business conditions in the hospitality industry.

GSFINMAH Financial Management in the Hospitality Management  3 units

This course provides a straightforward, practical approach to help the hospitality managers effectively analyze hospitality industry

Program Descriptions

DOCTOR OF PHILOSOPHY IN NURSING EDUCATION  (63 units)

The PhD in Nursing Education prepares master's level nurses to contribute to the development of leadership in nursing education, scholarship in teaching, and research in the discipline. The program is committed to meeting the growing need for doctorally-prepared nurse educators and to advancing the field of nursing through doctoral research.

MASTER OF ARTS IN NURSING  (42 units)

The Master of Arts in Nursing is designed to train professional nurses for advanced practice in nursing either as clinical nurse specialists in adult nursing, nurse managers, adult nurse practitioners, family nurse practitioners or psychiatric nurse practitioners.

MASTER OF SCIENCE IN NURSING  (42 units)

The Master of Arts in Nursing is designed to advance the science of nursing through the preparation of nurses who will be future leaders of nursing service and education. The program prepares nurses who will do research, provide quality nursing in both clinical and community setting and provide leadership in the education of future nurses.

MASTER OF SCIENCE IN HEALTH SERVICES ADMINISTRATION  (42 UNITS)

The Master of Science in Health Services Administration program is designed for working professionals who aspire to assume leadership positions in the health industry. The University seeks to prepare individuals for clinical and administrative leadership positions in the delivery of health services in the private, public and non-profit sectors of the country. The program would provide the necessary skills for health professionals to handle health care administrative tasks in the conduct of their duties. The curriculum is grounded in business theory and skills but will incorporate tools, systems, and technology specific to the administration of health services.
PROGRAM OUTCOMES

The PhD in Nursing Education graduates are expected to demonstrate:

1. Reflective Leadership specifically the ability to:
   a. Integrate knowledge of different theories on leadership and management;
   b. Reflect critically on historical and contemporary issues including ethico-legal issues within nursing education;
   c. Articulate an integrated philosophy of nursing education, leadership, and management; and
   d. Exercise leadership within a nursing educational setting.

2. Analytic Inquiry and Research Proficiencies specifically the ability to:
   a. Employ multiple perspectives and theoretical frames to assess educational and organizational structures, policies, and practices in nursing education;
   b. Assume leadership role in research and project management;
   c. Critically read and review various forms of research;
   d. Critically analyze data or information and others’ interpretation of these; and
   e. Utilize research findings to resolve administrative challenges affecting nursing education.

3. Communication Proficiency reflected as the ability to influence policy-makers/decision-makers.

4. Commitment to continuous learning particularly as a role model, facilitator, motivator, and provider of professional development programs.

management. The focus of the course is on current thinking regarding financial markets and financial instruments, the review of financial statements and financial rations (interpreting and analyzing financial statements for indications of business performance and use of computers for financial analysis, assessing information weaknesses in financial statements), assessing risk and returns and valuing fixed income securities. It includes the formation and use of cost of capital, capital budgeting and cash flow estimation. Finally, the course includes the understanding of long term financial instruments and the capital structure.

GSHOPMAN  Hospitality Operations Management  3 units

This course covers tactical management processes of hospitality operations, with an emphasis on integrating concepts from previous courses into daily managerial systems. It will discuss advanced hotel operations, internal control systems, and service philosophy. The course will integrate topics like management, departmental operations, law, technology applications, marketing and managerial accounting.

GSORGBEVHI  Organizational Behavior in the Hospitality Industry  3 units

The course will cover the concepts of organizational behavior and industrial psychology theory, from both the research and practical points of view. The course is designed to assist students in making sound decisions in the hospitality area by making them sensitive to the organizational parameters, which influence their decisions.

GSMARKMAHM  Marketing Management for the Hospitality Industry  3 units

This is an advanced course in the hospitality marketing and sales management, focusing on the development of hospitality marketing and sales strategies for individual hospitality properties, hospitality chains, and other related organizations. The course deals with such issues as determining customer perceptions, needs and preferences, evaluating organizational and competitive capabilities to meet customer needs, positioning the hospitality product or service in the marketplace to create sustainable competitive advantage, developing profitable marketing and sales strategies, and implementation plans to reflect.
INTERGRATING COURSES

GSSTRATMA  Strategic Management in the Hospitality Industry  3 units

This is an integrative course which focuses on executive-level management concerns and processes. It features extensive use of case studies, requiring students to draw on and integrate knowledge from previous courses in tourism and hospitality management and business management.

GSBR  Business Research for Hospitality  3 units

This business research requires intensive analysis and a synthesis of the skills and knowledge required throughout the program. The report may take the form of a Corporate Strategy, or a Feasibility Study. Other report formats are acceptable provided that they are integrative, challenging in scope and level of difficulty, and involve research for enterprise development or corporate positioning. Students may also opt to do a business venture with the research and writing aspects required as part of the end result.

The course also covers the identification and formulation of the problem statement, preparation of survey instruments, sampling design, market research, environment scanning, supply and demand analysis, forecasting and financial analysis.

An Oral Comprehensive Examination is required at the end of the course. The MBM student is expected to be truly knowledgeable in the major business and management functions, while making evident an integrative, global viewpoint. The student who opts to take the OCE faces a panel of three faculty members.

COGNATES

GSTQMHI  Total Quality Management in the Hospitality Industry  3 units

This is an integrative course which focuses on executive-level management concerns and processes. It features extensive use of case studies, requiring students to draw on and integrate knowledge from previous courses in tourism and hospitality management and business management.

STUDENT LEARNING OUTCOMES

An Angelite MSN student is able to demonstrate and master the ability to:

1. listen, comprehend, speak, write and convey ideas clearly and effectively, in person and through print and electronic media to all audiences (Communication);

2. recognize different value systems, including his or her own (Value and Ethical Reasoning);

3. appreciate the moral dimensions of his or her decisions and accept responsibility for them (Value and Ethical Reasoning);

4. use experience, knowledge, reason and belief to form carefully considered judgments (Critical and Creative Thinking);

5. determine what is wrong and how to fix it, working alone or in groups (Critical and Creative Thinking);

6. combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking (Critical and Creative Thinking);

7. act with an informed awareness of issues and participate in civic life through volunteer activities and leadership (Civic and Global Learning);

8. appreciate economic, social, and ecological connections that link the world’s nations and people (Civic and Global Learning);

9. integrate theory and practice (Applied and Collaborative Learning);

10. demonstrate and master the ability to elicit other views, mediate disagreements, and help reach conclusions in group settings (Applied and Collaborative Learning);
GRADUATE SCHOOL OF NURSING

MSN PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

The MSN graduates are expected to:

1. Utilize their understanding of the context of nursing practice in initiating actions or interventions and in planning and evaluating programs and policies for specific work settings/foci: client care; nursing education; nursing research; and nursing leadership, governance, and management;

2. Demonstrate critical thinking and effective communication in nursing practice- client care; nursing education; nursing research; and nursing leadership, governance, and management;

3. Demonstrate leadership and competence in working with clients in addressing their health needs and problems, and in collaborating with other members of the health team;

4. Integrate theories (both nursing and ‘borrowed’) and research findings in their performance of different roles and functions related to client care; nursing education; nursing research; and nursing leadership, governance, and management;

5. Practice nursing in accordance with professional standards, ethical principles and relevant laws that affect client care; nursing education; nursing research; and nursing leadership, governance, and management;

6. Conduct research that enhances the performance of functions related to client care; nursing education; and nursing leadership, governance, and management;

7. Maintain and enhance competence as professionals by continuously engaging in self-improvement activities and participating in continuing professional development programs; and,

8. Initiate programs, projects, and activities for staff development.

GSEVENTS Events Management 3 units

This course examines the principles of conceptualizing, planning, managing and evaluating meetings, and events and festivals management. Topics include the significance of conventions and events in tourism, event design, project management, methods and evaluation, physical requirements, organizing, promotion and sponsorship. Trends will be discussed to be incorporated in their final requirement.

GSITHI Information Technology in the Hospitality Industry 3 units

This course will enhance the student’s knowledge and understanding of the role and impact of information systems on firm and inter-firm structuring, organizations and processes. It discusses the political, social and ethical issues created due to the use of information systems. It will examine the implications of e-commerce and e-business on firms and economy. The course will enable students to understand the hardware, software, Netware and data ware issues required to design and build structured building information systems likewise; it will foster the business value of information systems.

GSHACCP HACCP Application in Hotel and Restaurant Operations 3 units

The Serve Safe program has become the industry standard in food-safety training. The course provides accurate, up-to-date information for all levels of employees and students on all aspects of handling food, from receiving and storing to preparing and serving. Students will learn science-based information on how to run a safe establishment-information all employees need to have in order to be a part of a food-safety team.

GSCUL 1 Advanced Culinary Arts 1 (with laboratory) 3 units

This course encompasses a wide variety of high-level practical preparation skills in the areas of Garde Manger and Classical French Cuisine. The section on Garde Manger builds on the basic essential skills and applies them at an advanced level to the art of presenting food in a decorative manner. The course also includes various components of the garde manger’s skills, including cheese and sausage making, appetizers and canapé preparation, decorative vegetable carving and food smoking, pates, galantines, and cold food presentation. The class lessons in the Classical French Cuisine
segment reflect the very foundations of formal cuisine, studying and preparing the recipes of Escoffer, Careme, and other early masters.

**GSCUL2  Advanced Culinary Arts 2  3 units**

( with laboratory)

The course applies a variety of International Cuisines studied through classroom lecture and practical work in the kitchen. The course covers Asia, the Mediterranean/Europe, and the African continent.

**GSISSUES  Issues and Concept in Foodservice Management**

This course will teach the students about the current issues and challenges affecting foodservice operations. It will identify strategies for managing trends and fads, and identify strategies for influencing customer value perception. The course will enable them distinguish the different phases of a restaurant life cycle.

**GSTRENDS  Global Trends of the Hospitality Industry**

The students will know the global trends through research and online activities, and will discuss special or current interest in the hotel industry. This course focuses on theories, strategies, and methods for envisioning and managing the future of hospitality organizations.

**COGNATES**

**DTMECHA  Introduction to Mechatronics  3 units**

This course combines the fundamentals of mechanical, electrical, and computer engineering. It deals with the synergistic combination of precision mechanical engineering, electronic control and systems thinking in the design of products and manufacturing processes.

**DTENERTECH  Renewable Energy Technology 3 units**

The course involves renewable energy sources and conversion technologies.

**DTERGON  Advanced Ergonomics 3 units**

The course covers concepts and systems in ergonomics.

**DTWASMAN  Waste Management and Pollution Control 3 units**

Methods and techniques of waste treatment and disposal, waste management practices, standards, environmental laws. Industrial visits are included in the course.

**DISSERTATION WRITING**

**DTDIS1  Dissertation Writing 1  6 units**

This stage involves the preparation of the Problem, Review of Literature, Research Framework and Methodology of the Dissertation Proposal. An official dissertation adviser guides the student. The student is expected to defend his/her proposal before a Dissertation Panel.

**DTDIS2  Dissertation Writing 2  6 units**

At this stage, the student is expected to defend his dissertation before a Dissertation Panel.
component analysis for the information systems, representation and documentation.

**DTPROJECT** Specialist Project Study 3 units

In this course, the students are encouraged to pursue projects allied to their major field of specialization which eventually serve as research inputs for the dissertation.

**DTROBOTECH** Introduction to Robot Technology 3 units

This course deals with science and technology of robots and their design, manufacture, and application. The connection of Robotics to electronics, mechanics, and software is also discussed.

**ELECTIVES**

**DTCAM** Computer-Assisted Manufacturing 3 units

This course deals with a system in which the manufacture and assembly of a product are directed by a computer. Computer-aided manufacturing can be integrated with computer-aided design to create a CAD/CAM system.

**DTOPTEC** Optimization Techniques 3 units

The course covers mathematical programming techniques of operation research, linear programming, network analysis, dynamic programming, game theory, decision theory, and non-linear programming.

**DTETHICS** Ethics and Corporate Responsibility 3 units

This course is designed to learn the strategic purposes of the firm as both an economic and social entity within the society. The discussions focus on ethical theory in the market, corporations as a moral agent, ethics as a component in strategic decision making and government regulations as well as fiduciary obligations.

**DTORTHE** Organizational Theory 3 units

This is doctoral course that critiques the know-how and know-why of organizational structuring and behavior. Its point of departure is the claim that organization theory today is in a state of disarray, swinging from classical to contextual approaches in a globalizing world. Its main objective is to challenge the doctoral student to think through his/her own theory of organization.
DBMVENTURE  New Venture Management  3 units
and Entrepreneurship
DBMPSYCH  Industrial and Organizational  3 units
Psychology
DBMGLOBUS  Global Business Management  3 units

DISSERTATION

DBMDIS1  Dissertation Writing 1  6 units
DBMDIS2  Dissertation Writing 2  6 units

OTHER REQUIREMENTS

Written Comprehensive Examinations
Oral Defense

COURSE DESCRIPTIONS

BASIC COURSES

DBMORTHE  Organizational Theory  3 units

This doctoral course critiques the know-how and know-why of organizational structuring and behavior. Its point of departure is the claim that organization theory today is in a state of disarray, swinging from classical to contextual approaches in a globalizing world. Its main objective is to challenge the doctoral student to think through his/her own theory of organization. Topics include: individual and group behavior in organizations, including leadership, interpersonal processes, organizational design and organizational culture

DBMADSTACO  Statistics and Econometrics with Computer Applications  3 units

This course aims to expose students to statistical and econometric tools to enable them to undergo doctoral-level research using various statistical software. Topics from statistics include probability, inferential statistics, and applied regression analysis. Topics from econometrics include single and simultaneous equation regression estimation using time series data, cross-section data and panel data; and, estimation with qualitative dependent variables.

multivariate analysis of variance, canonical correlation analysis, factors analysis, cluster analysis and ARCH/GARCH models. The school’s computer facilities are used extensively in the course.

DTMETHRES  Methods of Research  3 units

This course is a requirement for all students of the Doctorate Program, either with thesis or non-thesis program. It is designed to update/refresh the students with new statistical techniques to be applied in the dissertation course.

MAJOR COURSES

DTENGDES  Advanced Engineering Design in Area of Specialization  3 units

The course deals with creative engineering design process, problem definition, concept generation and visual graphic communication. It includes presentation to a panel of specialists of a device involving its design, fabrication, and operation.

DTPRODMA  Production and Operations Management  3 units

This course covers the current theory, models and developments in production and operations. Emphasis is placed on the application and researches done on quantitative tools and models in the production/operations systems. Among the topics discussed are operations strategy and decision-making, strategic decisions in production/operations such as product design, process design, location, layout, human resource strategy and work measurement, and tactical decisions in production/operations such as aggregate production planning, materials management, scheduling, quality management, and maintenance.

DTADSYS  Advanced Systems Engineering Analysis  3 units

This course involves systems analysis, problem analysis, decision analysis, and analytic method as used by industry.

DTINFOSYS  Advanced Information Systems  3 units

The course covers concepts and methodologies of information systems, modeling, component for business analysis and system design stages, illustrations of design processes and design products,
**Cognates**

- **DTMECHA**  
  Introduction to Mechatronics  
  3 units

- **DTENERTECH**  
  Renewable Energy Technology  
  3 units

- **DTERGON**  
  Advanced Ergonomics  
  3 units

- **DTWASMAN**  
  Waste Management and Pollution Control  
  3 units

**Dissertation Writing**

- **DTDIS1**  
  Dissertation Writing 1  
  6 units

- **DTDIS2**  
  Dissertation Writing 2  
  6 units

**Other Requirements**

- Written Comprehensive Examination
- Oral Defense

**Course Descriptions**

**Basic Courses**

- **DTADPHIL**  
  Advanced Philosophical Foundation for Industrialization  
  3 units

  The course covers historical and philosophical foundations of technology, its development, contributions, programs and problems development of technology in the Philippines and its comparison to international standards.

- **DTINNOTECH**  
  Trends and Innovation in Technology  
  3 units

  The course deals with current trends and development in technology on contemporary industry, innovations and forecast in materials and processes in relation to industrial technology and visits.

- **DTADSTAT**  
  Advanced Statistics with Computer Application  
  3 units

  The objective is to make doctoral students sufficiently exposed to statistical tools to enable them to work on their dissertation research. Among the modeling tools to be covered are multiple discriminant analysis, multi-dimensional scaling, regression and ARIMA modeling.

**Major Field of Concentration**

- **DBMADMANSCI**  
  Decision Science with Computer Applications  
  3 units

  This course deals with decision science topics such as mathematical programming, Monte Carlo simulation, forecasting, project management and decision theory. The application of computer techniques is emphasized. It also aims to provide students exposure to recent developments and current research work being done in this field.

- **DBMBUSECO**  
  Economic Analysis and Policy  
  3 units

  This course covers both macroeconomic and microeconomic analysis. Topics on consumer choice, choice under uncertainty, analysis of firm behavior, market structure, principal-agent problem, general equilibrium, public goods and externalities (microeconomics) and schools of thought in macroeconomics, growth theory, financial market systems (macroeconomics) will be discussed with reference to the Philippine business environment.
The course covers the current theory, models and developments in finance. Emphasis is placed on the applications of quantitative techniques and models using various statistical software. Topics on basic portfolio theory; static and dynamic asset pricing theories; analysis of financial markets as well as risk measurement and modeling including value at risk; options and other financial derivatives; credit, market, operational and integrated risk management strategies would be discussed.

This course covers the current theory, models and developments in technology and operations management. Topics in operations include strategic and tactical decisions in manufacturing and service operations; design and management of products, processes, facilities and systems; and quality management. Topics in technology include the uses and potentials of technology in managing organizations as well as the management of organizational and inter-organizational information technology systems; and the social, political, legal and ethical issues of technology.

The course covers current theory and developments in marketing with emphasis on empirical models of consumer behavior and market. A major objective of the course is to give the student some “hands-on” exposure to analysis techniques that are widely used in consulting and marketing research (factor analysis, perceptual mapping, conjoint, and cluster analysis). These techniques used to be considered advanced but now involve just a few keystrokes on most statistical software packages.

This course deals with emerging issues and topics in the field of organization development. The course focuses on the values and ethics underlying OD as applied to practice and the essential skills for the OD practitioner, including entering, contracting, developing client capability, and managing unplanned events in the change process. The course will also focus on the design and implementation of various organizational
WRITTEN COMPREHENSIVE EXAMINATION (WCE)

The Written Comprehensive Examination (WCE) is taken after the completion of all academic units required. The objective of the WCE is to determine if the student has learned the principles and concepts in the basic and major field courses enough to apply these lessons in problem and case solving.

The WCE consists of two (2) subjects from the foundation courses, three (3) subjects from the major field of concentration and one (1) subject from the elective courses. These are taken in three (3) alternate days in three (3) hour sittings per subject. Two (2) subjects are given per day.

THESIS WRITING

Thesis Writing 1 3 units
Thesis Writing 2 3 units

This course consists of Thesis Writing 1 and 2. In Thesis Writing 1, a student begins in conceptualizing a problem to be developed as a proposal and must pass the oral defense. For Thesis Writing 2, the approved and defended thesis proposal will be developed into a thesis and the student must pass the oral defense.

Prerequisite: All academic units required and the WCE interventions. Students learn to choose between, and then design, appropriate interventions to move an organization from a current to a desired future state.

DBMETHCORR Business Ethics and Corporate Governance

This course is designed to learn the strategic purposes of the firm as both an economic and social entity within society. The discussions focus on ethical theory in the market, corporations as a moral agent and ethics as a component in strategic decision making and government regulations as well as fiduciary obligations. The course reinforces awareness and understanding of the rationale and requirements of good corporate governance and at the same time initiating the use of tools to assess corporate governance practice. It advocates companies to strive for global competitive advantage by enhancing and developing the hard and soft aspects supportive of good corporate governance.

DBMSTRAT Corporate Strategy and Policy 3 units

This course focuses on important current issues in strategic management. It will concentrate on modern analytical approaches and on enduring successful strategic practices. It is consciously designed with a technological and global outlook since this orientation in many ways highlights the significant emerging trends in strategic management. The course is intended to provide the students with a pragmatic approach that will guide the formulation and implementation of corporate, business, and functional strategies.

COGNATES

DBMTRISBU Trends and Issues in Business 3 units

This course covers the trends and issues in business that have not been covered in other major fields.

DBMPA Public Administration 3 units

This course is an introduction to public administration at the doctoral level. The fundamental structure, functions and processes, as well as the theoretical and historical foundations of public administration will be discussed. The course provides an interdisciplinary and integrative understanding of the key concepts of public administration and how they have evolved through the years. The course will also touch on relevant and contemporary public management/administration issues on a local and global perspective.
DBVENTURE  New Venture Management and  3 units  
Entrepreneurship

This course gives students the opportunity to build a complete business plan for new high-potential ventures. It covers all aspects of the planning process from the point of view of both the prospective entrepreneur and the potential investor. In addition, this course explores the demands of the entrepreneurial career through reading, self-assessment exercises, and group projects. Guest speakers will provide a window on current experiences in the small-business world. This is recommended for prospective entrepreneurs as well as others who may become involved in new ventures.

DBMPSYCH  Industrial and Organizational  3 units  
Psychology

This course is designed to introduce the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context in order to increase organizational effectiveness and individual well-being. Topics include selection, training, appraisal, job attitudes, work motivation, leadership, job design, organizational culture, and work environment.

DBMGLOBUS  Global Business Management  3 units

This course focuses on the international business environment and examines the influence of such areas as the international economy and trade issues, legal and political context differences, governmental actions, cultural and ethical system differences, exchange rates and international currency markets, international institutions like the World Trade Organization and the International Monetary Fund, and regional agreements like APEC and ASEAN and the European Union on global decision making. In addition, this course analyzes why firms internationalize their operations, how they can internationalize, and identify key areas such as international manufacturing, marketing, human resource management, and strategy.

DISSERTATION

DBMDIS1  Dissertation Writing 1  6 units

This stage involves the preparation of the Problem, Review of Literature, Research Framework and Methodology of the Dissertation issues and case studies are covered. Techniques for system development and practical assignments are included in this course.

GSEGOV  E-Government  3 units

This course studies Electronic Government System administration and implementation. It covers structure and components of administration and functions of computerization in the government, including planning and organizing computer operations, staffing and personnel management, computer selection and performance evaluation, software evaluation and management, and microcomputer and office automation management. Students taking this course are expected to make an electronic government system and implement it in any government office in the country.

GSORTHE  Organizational Theory  3 units

This is a study of formal organizations. Emphasis is placed on the relevance of theoretical models and empirical studies on administrative practice and development in the Philippines. Apart from inter-and trans-organizational relationships, two other major topics are discussed: organizational structure and organizational processes. The first major topics includes dimensions and determinants of organizational structure. The second includes goal-setting, decision-making, communication, control, conflict management, innovation and growth.

The course also deals with the different theories and concepts of organizations and how they are applied in the Philippine Administrative System. The complexity and expanse of the coverage of the Philippine Government organizational structure, the various processes of administration, human resources and among others in the government service make the Philippine Government the most complex of all the organizations presently existing in the country today.

GSBUSGOV  Business and Government Relations  3 units

This course describes how a private business can operate in and improve the government policy environment. It places Philippine development policy in the context of changing world ideas about the role of government; defines the main elements of government policies with special reference to their impact on the private business, including corruption and other “rent-seeking” activities; and recommends how the private business can use various consultation processes and advocacy methods to improve government policy-making.
management support for new IT-based initiatives operating within an existing IT organization. While IT has the potential to enhance operational efficiency, in this course, we focus instead on identifying opportunities that are more transformational in nature. Projects of this sort have the potential to impact how an organization pursues its strategic goals, and in some cases may also suggest shifts in strategy to pursue new opportunities that are compatible with the firm’s resources and capabilities. The student will become comfortable in the role of internal IT entrepreneur – someone who can see how developments in information technologies can open up new strategic possibilities for how organizations choose to compete, and who can package those ideas in compelling ways.

Prerequisite: All foundation and major courses required

ELECTIVE COURSES

GSOSDEV Object Oriented Software Development 3 units

This course provides an overview of architecture and design principles employed in building enterprise multi-tier applications, and explores specific approach using current technologies. Topics include a component-based approach to the design, development, assembly, and deployment of enterprise applications, components used for developing the presentation layer, business logic, and processing electronic documents.

Prerequisite: Advanced Database Systems Management

GSADWED Advanced Web Development 3 units

An introduction to computer programming using modern programming and mark up language is described in the context of the global Internet and corporate Intranets. Topics include Client Server and open system standards, Web and HTTP services, HTML and XML, proper role of programming languages such as PERL and JavaScript, PHP developing objects for the web using Corba/java and DCOM/ActiveX, and Interactive and Multimedia content.

GSELODE E-Learning and Open Distance Education 3 units

This course explores the evolution and principles of Computer Information Systems in Education, E-learning, and Open Distance Education. The structure and components are examined. Management

Proposal. An official dissertation adviser guides the student. The student is expected to defend his/her proposal before a Dissertation Panel.

DBMDIS2 Dissertation Writing 2 6 units

At this stage, the student is expected to defend his/her dissertation before a Dissertation Panel.

WRITTEN COMPREHENSIVE EXAMINATION (WCE)

The WCE can be taken after the completion of all academic units. The scope of the examination is on the following topics:

One (1) topic from the following basic courses:

DBMORTHE Organizational Theory
DBMLEAD Leadership

Three (3) topics from the following quantitative and computer-based courses:

DBMADSTACO Statistics and Econometrics with Computer Applications
DBMADMANC Decision Science with Computer Applications
DBMBUSECO Economic Analysis
DBMFFINAN Finance with Computer Applications
DBMPRODMA Technology and Operations Management
DBMMARKE Marketing Research with Computer Applications

Two (2) topics from the following courses:

DBMORDEV Organizational Development
DBMETHCORR Business Ethics and Corporate Governance
DBMSTRAT Corporate Strategy and Policy
DBMTTRISBU Trends and Issues in Business
DBMPA Public Administration
DBMVENTURE New Venture Management and Entrepreneurship
DBMPSYCH Industrial and Organizational Psychology
DBMGLOBUS Global Business Management

These are taken in two (2) alternate days in three (3) hour sittings per subject. Two (2) subjects are given per day.
SCHOOL OF EDUCATION

Program Objectives and Program Outcomes
Ph.D. Educational Management

Program Objectives

The Ph.D. Educational Management graduates are expected to:

1. demonstrate an in-depth knowledge of key principles and theories in educational management and leadership as applied in various educational settings;
2. integrate their professional education and prepare them to be dynamic practitioners and innovative leaders ready to assess and address contemporary issues confronting the educational system;
3. equip students with research skills needed to advance knowledge production and serve as catalysts for change in their professional practice;
4. provide the students with pedagogical and leadership skills imbued with the highest moral and ethical standards; and
5. participate actively in community outreach projects and take a lead role in countryside development.

Master of Arts in English Language and Literature Teaching

1. Program Objectives

The M.A. in English Language and Literature Teaching graduates are expected to:

1. equip students with an in-depth knowledge of principles and theories and the skills to apply these in teaching language and literature in secondary and tertiary levels;
2. train students on various approaches and techniques appropriate for diversified types of learners; expose students to the design and evaluation of select instructional materials and relate this to the realization of the intended curriculum;
4. enable students to integrate their professional education and prepare them to the exciting and challenging professional practice; and
5. provide research opportunities to advance knowledge production suited in an interactive and engaging Language and Literature

This course covers information analysis and logical specification of the system development process in an organizational context. It emphasizes the interactive nature of the analysis, design process, and the practical application of structured analysis and design techniques.

Prerequisite: Advanced Database Systems Management

GSENRET Enterprise Network and Related Technology 3 units

This course starts with the history and development of the Internet and its features. The technology and practices of the Web, with a focus on helping students understand how the Web works, how it relates to other information systems, and what the principle technical and design issues the Web community is facing. This course also introduces an overview of the principles of electronic commerce from the business perspective, the origin and growth of E-Commerce technology, the differences and similarities between E-Commerce and traditional commerce, and the relationship of E-Commerce to the Internet. It also includes topics about Electronic money, Electronic contracts, Electronic stock trading, and Electronic catalogs. Issues in electronic accounting, auditing and taxation will also be included. The course will also provide other international aspects, technologies relevant to electronic commerce, communications and networking, the internet, programming languages, security, databases and archiving, web authoring tools, multimedia, transaction processing, search engines, and data mining.

GSNADMAN Network Administration and Management 3 units

This course provides the necessary knowledge on the technology, architecture and applications of data networks today. Topics include wired and wireless LANs, traditional and new WAN alternatives, internetworking devices, network applications and security administration and management. Specific cases will be analyzed to learn from real-world scenarios on issues such as security, cost, and reliability.

Prerequisite: Information Systems and Network Security

GSSTRAMIT Strategic Management of Information Technology 3 units

Through readings, classes, and projects, this course will develop the student’s skills in discovering, describing, and securing
methods for working with data on different DBMS. It takes the student
clearly and effectively through the entire process of database design,
implementation, and management. The course covers SQL in-depth
that includes advanced SQL, effective relational database design and
general overview of relational database management systems.

GSNETDAC   Networking and Data
Communications   3 units

The course focuses on network terminology and protocols, local-
area networks (LANs), wide-area networks (WANs), Open System
Interconnection (OSI) models, cabling, cabling tools, routers, router
programming, Ethernet, Internet Protocol (IP) addressing, and network
standards.

GSMETHRES   Methods of Research   3 units

This course introduces the student to the application of research for
solving business problems. Students are provided a choice of
undertaking group research on specific business problems or
developing a feasibility study of a specific product, a new invention or
an enterprise. The course covers the identification and formulation of
the problem statement, preparation of survey instruments, sampling
design, market research, environment scanning, supply and demand
analysis, forecasting and financial analysis. It also deals with principles
of research as applied to information technology, types of researches,
methodologies, research formats, technical writing styles and writing
research proposals.

MAJOR FIELD OF CONCENTRATION

GSNETSEC   Information Systems and
Network Security   3 units

This course emphasizes the importance of security in any aspect of
information technology. It aims to demonstrate how the basic ideas and
mechanisms apply to programming and networking domains. It will
shape the need to carefully identify most of the software glitches that
exist today. It emphasizes how to avoid vulnerable functions in any
programming language and secure it using concepts on code
correctness functionality and clarity.

Prerequisite: Networking and Data Communications

GSADSALD   Advanced Systems Analysis and Logical Design   3 units

Master of Arts in Educational Management

Program Objectives

The M.A. Educational Management graduates are expected to:
1. provide students the knowledge, skills, and the values
needed to manage and lead educational institutions
within the context of developing society;
2. gain a comprehensive understanding of how the
different units in the institution function and appropriate
strategies to be integrated to sustain efficient and
effective operations;
3. communicate ideas, arguments, and explanations
needed to address pressing issues, challenges, and
problems confronting the workplace settings;
4. conduct a project/research undertakings to improve
practices and policies governing management and
leadership of educational institutions with due
consideration to ethical and moral perspectives; and
5. initiate and participate actively in community activities or
projects to reach out to the marginalized sector of society either
through trainings or research undertaking.

Master of Arts in Science Teaching

Program Objectives

The Master of Arts in Science Teaching graduates are
expected to:
1. provide students advanced knowledge of the different branches of
science and develop mastery of science content;
2. expose students to varied teaching strategies that will promote inde-
pendent thinking, cooperative group learning, and multidisciplinary
approaches and attain high level competence in professional prac-
tice;
3. expand student’s research experiences and capacity to participate
successfully and responsibly in a scientific and technological soci-
ety;
4. produce graduates with academic expertise and imbued with posi-
tive disposition and values necessary to become dynamic and influ-
ential leaders in educational institutions; and
5. provide the students the exposure and the capacity to be agents of
change in their immediate work settings and other learning commu-
nities.
GSED STUDENT LEARNING OUTCOMES

A GSED student is able to demonstrate and master the ability to:

1. listen, comprehend, speak, write and convey ideas clearly and effectively, in person and through print and electronic media to all audiences (Communication);
2. recognize different value systems, including his or her own (Value and Ethical Reasoning);
3. appreciate the moral dimensions of his or her decisions and accept responsibility for them (Value and Ethical Reasoning);
4. use experience, knowledge, reason and belief to form carefully considered judgments (Critical and Creative Thinking);
5. determine what is wrong and how to fix it, working alone or in groups (Critical and Creative Thinking);
6. combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking (Critical and Creative Thinking);
7. act with an informed awareness of issues and participate in civic life through volunteer activities and leadership (Civic and Global Learning);
8. appreciate economic, social, and ecological connections that link the world’s nations and people (Civic and Global Learning);
9. integrate theory and practice (Applied and Collaborative Learning);
10. demonstrate and master the ability to elicit other views, mediate disagreements, and help reach conclusions in group settings (Applied and Collaborative Learning);
11. engage with the arts and draw meaning and value from artistic expression (Aesthetic Engagement); and
12. access, manage, integrate, evaluate, create, and communicate information purposefully, knowledgeably, technically, and ethically (Information and Communication Technology Literacy).

GSELODE  E-Learning and Open Distance Education  3 units  None
GSEGOV  E-Government  3 units  None
GSORTH  Organizational Theory  3 units  None
GSBUSGOV  Business and Government Relations  3 units  None

Thesis Writing  6 units
GSTHES1  Thesis Writing 1  3 units  Passed WCE*
GSTHES2  Thesis Writing 2  3 units  GSTHES1

*Written Comprehensive Examination (WCE) can be taken upon completion of all academic units required.

COURSE DESCRIPTIONS

FOUNDATION COURSES

GSPROLADS  Programming Languages and Data Structures  3 units

This course prepares the student to be a life-long learner in the field of programming by discussing basic and advance concepts in programming language, their syntax and semantics and seeing how these are implemented using data structures as tools to design computer programs that will cope with the complexity of actual applications. The course emphasizes abstract data types and the efficiency analysis of their implementations.

GSADOS  Advanced Operating Systems  3 units

This course blends operating systems theory and practice in a well-organized way. Its two-part approach explores operating systems theory and development in the first section, and discusses the three most widely-used operating systems (MS-DOS, Windows, and UNIX) in the second section. The course also teaches students learn to be effective users and administrators of a Linux system, focusing on basic Linux skills, such as file system and process management, mastering basic Linux system administration tasks such as adding hardware, managing users, and attaching the machine to an existing network.

GSADDAS  Advanced Database Systems Management  3 units

This course introduces students to the terminology and methods used to create and modify database management systems (DBMS). Emphasis is given to accessing large databases and developing...
**STUDENT’S CHECKLIST**

**MASTER IN INFORMATION TECHNOLOGY (MIT)**  
S.Y. 2009-2010

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Units</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATION COURSES</strong></td>
<td>15</td>
<td>None</td>
</tr>
<tr>
<td>GSPROLADS Programming Languages and Data Structures</td>
<td>3 units</td>
<td>None</td>
</tr>
<tr>
<td>GSADOS Advanced Operating Systems</td>
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</tr>
<tr>
<td>GSMETHRES Methods of Research</td>
<td>3 units</td>
<td>None</td>
</tr>
<tr>
<td><strong>Core Subjects</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>GSOSDEV Object Oriented Software Development</td>
<td>3 units</td>
<td>GSADDAS</td>
</tr>
<tr>
<td>GSADWED Advanced Web Development</td>
<td>3 units</td>
<td>None</td>
</tr>
<tr>
<td><strong>Thesis Writing</strong></td>
<td>6</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>42</td>
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</tbody>
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**Program Description**

**DOCTOR OF PHILOSOPHY IN EDUCATIONAL MANAGEMENT**  
(66 units)  
The Doctor of Philosophy in Educational Management program is designed to develop trained, research-oriented, and development-conscious top level educational managers. The program helps educational institutions in their human resource development programs and provides opportunities for school administrators to enrich their leadership capability skills, and knowledge of educational management, thus becoming more responsive to the challenges of socially transforming education.

**MASTER OF ARTS IN TEACHING ENGLISH**  
(42 units)  
The Master of Arts in English Teaching is designed to equip English teachers on the foundation of language education, approaches and techniques on teaching English, curriculum design and materials preparation.

**MASTER OF ARTS IN MATHEMATICS TEACHING**  
(42 units)  
The Master of Arts in Mathematics Teaching is designed to develop pedagogical skills for teaching mathematics and to create meaningful connections between subject matter and teaching methods through practice and reflection of the effects on student learning.

**MASTER OF ARTS IN EDUCATIONAL MANAGEMENT**  
(42 UNITS)  
The Master of Arts in Educational Management is designed for practicing school administrators who wish to improve their skills in administration and gain a wider understanding of the processes of school management within the context of a developing society.

**MASTER OF ARTS IN LIBRARY SCIENCE**  
(42 UNITS)  
The Master of Arts in Library Science program is designed to prepare future librarians and information professionals in the effective management and evaluation of information, and to take leadership roles in information settings.
MASTER OF ARTS IN SCIENCE TEACHING  
(42 UNITS)  
The Master of Arts in Science Teaching is designed to develop the scientific and pedagogical skills of science teachers.

MASTER OF ARTS IN ENGLISH LANGUAGE AND LITERATURE TEACHING  
(42 UNITS)  
The Master of Arts in English Language and Literature Teaching is designed to develop competence in the teaching of English at the secondary and tertiary levels.

MASTER OF ARTS IN EDUCATION IN TEACHING FILIPINO  
(42 UNITS)  
The Master of Arts in Education in Teaching Filipino is designed to provide knowledge and skills from researches about theories and learning a language for the students major in Filipino to gain academic and research competencies.

MASTER IN SPECIAL EDUCATION  
(42 UNITS)  
The Master in Special Education is designed to equip education professionals with requisite knowledge, competencies, values and skills to meet the unique learning needs of special children.

Writing 2, the approved and defended thesis proposal will be developed into a thesis and the student must pass the oral defense.

Prerequisite: All academic units required and the WCE
analysis, systems procedure, and methodology. It focuses on systems definition, conceptual design, test and evaluation, optimization in design and operations.

COGNATES

GSSTRATMA Strategic Management 3 units

The course is a study of management from the point of view of the general manager of a firm. It explores the opportunities and problems encountered in plotting an organization’s mission, objectives and strategies in the context of a dynamic and uncertain environment.

The course aims to acquaint the students with the role and tasks of the strategy-maker; to familiarize them with analytical frameworks or models that can be employed in strategic planning; to develop competency in the integration of the various concepts learned from more specialized branches of management; to train students to analyze business situations and formulate rational and internally consistent recommendations; and to enhance proficiency in presenting one’s position effectively, both orally and in writing.

GSTQMAN Total Quality Management 3 units

This course deals with the Integration of functions and processes within an organization to achieve continuous improvement of the quality of goods and services with the goal of achieving customer satisfaction.

GSENVIMAN Environmental Management 3 units

This course discusses topics such as energy management, technology management, sustainable development, environmental/energy regulations, environmental impact assessment, scientific background on environmental pollution and energy as well as control and strategies.

THESIS WRITING

Thesis Writing 1 3 units

Thesis Writing 2 3 units

This course consists of Thesis Writing 1 and 2. In Thesis Writing 1, a student begins in conceptualizing a problem to be developed as a proposal and must pass the oral defense. For Thesis
THESES WRITING

GSTHESIS Thesis Writing 6 units

OTHER REQUIREMENTS

Written Comprehensive Examinations
Oral Comprehensive Examination

Course Descriptions

BASIC COURSES

GSRESM Methods of Research 3 units

This is an introduction to the rationale and procedures of educational and social research. Topics include the nature and purposes of research, planning and conducting research and types of research. Methods are considered for collecting both quantitative and qualitative data.

GSTATRES Statistics in Research 3 units

The course is a study of the general notions of statistical methods, collection and tabulation of test data, graphic representation and frequency distribution, probability and the normal curve, correlation, regression and prediction, testing difference between means and analysis of variance.

GSAFED Socio-Psychological, Philosophical Foundations 3 units

The course is an examination of the major psychological and social factors affecting human learning and how best they can be utilized to maximum advantage. It also investigates and analyzes the different philosophical ideas and how they affect the current system of education.

FIELD OF CONCENTRATION

GSFLAED Foundations of Language Education 3 units

This is a study of theories of methodologists and linguistic science and their implications to language teaching and learning.

GSFINMA Financial Management 3 units

Financial Management is an introduction to the key principles and analytical tool of corporate finance and their practical applications from the point of view of a corporate finance officer or a chief executive officer of a business organization.

The course also aims to familiarize students with the finance function and integrate/relate the same with the other functions of an enterprise; to master financial principles and analytical tools and develop proficiency in their applications as well as their limitations; and to develop competency in the formulation and application of effective financial strategies under various conditions.

GSENPROM Engineering Production Management 3 units

This course provides an introduction to the concepts and analytic methods that are useful in understanding the management of a firm's operations. It will introduce topics such as job shops, assembly lines, and continuous processes. Other topics include operations strategy, aggregate planning, production scheduling, inventory control, new manufacturing technologies and operating practices.

GSHUMRES Human Resource Management 3 units

This course provides students with a global view of human resource management as a functional area for the application of management concepts. It includes inputs and activities on the major facets of human resource management, such as recruitment, training, performance appraisal, compensation and employee relations, and concludes with an integrating module on human resource policy.

GSPROMMQ Advanced Project Management, Maintenance and Quality 3 units

This course deals with concepts and applicability of systems and project management, nature of the project management structure, integrative decision making, project maintenance, scope and function of quality assurance, quality policy, and objectives, manuals and procedures.

GSSEAN Systems Engineering and Analysis 3 units

This course deals on the theoretical and applied aspects of systems
fashion. The course seeks to help the student understand the connection between basic economic concepts and their applications in managerial functions. A myriad of practical examples and cases from both consumer and industrial markets is given to the student for analysis and case discussion. Students are encouraged to become adept with optimization techniques, business and economic forecasting, cost and production functions, and pricing techniques.

**GSLEAD LEADERSHIP AND ETHICS 3 Units**

This course introduces the students to the fundamental principles of leadership, ethics, and critical thinking that should establish the foundation of their subsequent program, academic and personal development.

**MAJOR SUBJECTS**

**GSMARKMA Marketing Management 3 units**

This course teaches students to appreciate the contemporary role of marketing and its crucial significance in management decision-making and business strategies. Case discussions are intended to instill the value of being market conscious and customer conscious when analyzing the dynamic changes confronting various industries. The course should likewise provide the students the groundwork discipline for ethical and socially responsible marketing.

This course also aims to instill a strong appreciation of contemporary marketing management and the need for a firm to become market-focused and customer-driven in order to survive the dynamic changes occurring in the marketplace; ability to analyze market feedback, use techniques in market measurement and forecasting, then apply the appropriate resources to take advantage of market opportunities or ward off threats to the firm; understand the importance of market segmentation and product differentiation in the design of value-creating products and services that could raise the living standards of the market; adopt the market planning framework in constructing effective plans, programs and budgets; apply marketing theories, principles and concepts in setting directions and developing strategic plans for the future; develop proficiency in establishing cross-functional working relationships in order to maximize solutions to problems; determine the appropriate organizational structure and design the right control over marketing programs to make these more responsive to the firm’s requirements; learn the value of adopting ethical and social conscience in the course of marketing analysis, planning, implementation and control.

**GSATLIT Approaches and Techniques to the Teaching of Literature 3 units**

This is a course on approaches and techniques in teaching literature at the secondary and tertiary levels.

**GSATLANG Approaches and Techniques to the Teaching of Language 3 units**

This is a course on approaches and techniques in teaching language at the secondary and tertiary levels.

**GSPEC English for Special Purposes 3 units**

The course is a study of the principles and practice of English for Special Purposes in language testing.

**GSCDMP Curriculum Design and Materials Preparation 3 units**

The course introduces the students to the principles of materials development with practice in the design and development of instructional materials.

**GSRESL Research in Language and Literature 3 units**

The course is an introduction to non-statistical research methods useful in the study of language and literature.

**GSSCOM Speech Communication for Teachers 3 units**

The course is a study of the principles and practices of speech communication, with strategies for teaching practical phonetics.

**GSCITA Computer and Information Technology Application 3 units**

The course introduces and builds skills in planning for and implementing an integrated use of computers and instructional software in the major field of specialization.
ELECTIVES

GSPSLL  Psychology of Language Learning  3 units

The course is the study of phenomenon of language learning, including biological mechanisms of speech organs, model of language acquisition, first and second language learning, bilingualism and linguistic ontogeny.

GSGRAM  Grammatical Theories  3 units

This is a study of major and current grammatical theories: namely, stratification, transformational, tagmensic, etc; their relationship to Bloomfeldian and Pragnian approaches to grammatical analysis and description.

GSTRIE  Trends and Issues in Education  3 units

The course is a study of trends and issues affecting the Philippine educational system as related to national development goals.

GSAFRLIT  African Literature  3 units

This is a survey of major authors, theories, movements, and periods in the national literature of countries in the African continent; tests will be in English translation.

GSTRANS  Literary Translations  3 units

This is a study of the theories, principles, strategies, techniques and problem in literary translation: output is a translation into English of a literary text originally written in Philippine vernacular.

WRITTEN COMPREHENSIVE EXAMINATION (WCE)

The Written Comprehensive Examination (WCE) is taken after the completion of all academic requirements prior to Thesis Writing. The objective of the WCE is to determine if the student has learned the principles and concepts in the basic courses, major field of concentration and cognates enough to apply these lessons in problem and case solving.

The WCE consists of one (1) topic from the basic courses, four (4) topics from the major field of concentration and one (1) topic from the cognates. These are taken in three (3) alternate days in three (3) hour sittings per subject. Two (2) subjects are given per day.

GSMETRE  Methods of Research  3 units

This course deals with principles of research as applied to engineering and technical fields, types of researches, methodologies, research formats, technical writing styles, and writing research proposal.

GSHBO  Human Behavior in Organization  3 units

This course provides the student with a systematic view of human behavior in organizations. Divided into three tracts, it makes the student aware of the impact of individual/group organizational behavior on group and organizational effectiveness. The course covers inputs and simulations on leadership, motivation, communication, group effectiveness, norms, learning styles, organizational culture, change, conflict management and career development. The course aims to develop the student’s ability to apply contemporary models of management and organization behavior, diagnose common problems, and plan corrective actions.

GSORTHE  Organizational Theory  3 units

This course provides a general understanding of the various theories and concepts on organizations. This shall cover the relevant aspects of organizational theory both in the local and international settings. Reading materials shall cover both the private (i.e. multiple industries classifications) and public sector organizations as a matter of appreciating the use of the theories on the said environments.

GSBUSGOV  Business and Government Relations  3 units

This course describes how private business can operate in and improve the government policy environment. It places Philippine Development policy in the context of changing world ideas about the role of government; defines the main elements of government policies with special reference to their impact on private business, including corruption and other rent-seeking activities; and recommends how private business can use various consultation processes and advocacy methods to improve government policy-making.

GSECOMAN  Managerial Economics  3 units

This course helps the student apply economics for managerial objectives. Essential tools and concepts of managerial economics as well as links to accounting, finance, human resource management, marketing and corporate strategy are presented in an integrative
COGNATES

GSSTRATMA  Strategic Management  3 units
GSTOQMAN  Total Quality Management  3 units
GSENVIMAN  Environmental Management  3 units

THESIS WRITING

GSTHES1  Thesis Writing 1  3 units
GSTHES2  Thesis Writing 2  3 units

OTHER REQUIREMENTS

Written Comprehensive Examination
Oral Examination

COURSE DESCRIPTIONS

I. FOUNDATION COURSES

GSOPTEC  Optimization Techniques  3 units

This course deals with mathematical programming techniques of operations research, linear programming, network analysis, dynamic programming, game theory, decision theory, and non-linear programming.

GSSTATME  Statistical Methods  3 units

This course deals with the theory and application of the principles of probability and statistics, random variables, probability distributions, sampling, estimation and tests of hypotheses, regression and correlation, analysis of variance, and factorial experiments.

GSTECOM  Technical Communication  3 units

This course deals with writing of technical reports in engineering, writing scientific papers, knowledge of the language in which scientific and technical facts are expressed.

CORE SUBJECTS

THESIS SEMINAR

GSTHESEM  Thesis Seminar  3 units

The course is designed to introduce students to the critical aspect of their proposed research topics for a thesis.

II. THESIS

GSTHESIS  Thesis Writing  6 units

This is an application of the skills and knowledge gained in the course work to some problems in the area of concentration.
### STUDENT'S CHECKLIST

**MASTER of ARTS**  
**MAJOR in LIBRARY SCIENCE**  
*With Thesis*

<table>
<thead>
<tr>
<th>Courses</th>
<th>Subject Descriptions</th>
<th>Units</th>
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<tbody>
<tr>
<td><strong>Basic/Core Courses</strong></td>
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<td><strong>Cognate Courses</strong></td>
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<tr>
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### BASIC COURSES

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<tbody>
<tr>
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</tr>
<tr>
<td>GSSTED</td>
<td>Statistics in Education</td>
<td>3 units</td>
</tr>
<tr>
<td>GSAFED</td>
<td>Advanced Foundation of Education (Psycho-Social &amp; Philosophical)</td>
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### FIELD OF CONCENTRATION

<table>
<thead>
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<tr>
<td>GSCALS</td>
<td>Computer Application in Library Science</td>
<td>3 units</td>
</tr>
<tr>
<td>GSSLIS</td>
<td>Special Libraries &amp; Information Management</td>
<td>3 units</td>
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<tr>
<td>GSQMLIS</td>
<td>Quantitative Methods in Library &amp; Information Science</td>
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</tr>
<tr>
<td>GSLDP</td>
<td>Library Development: Planning &amp; Evaluation</td>
<td>3 units</td>
</tr>
<tr>
<td>GSISPM</td>
<td>Information Systems Planning Management</td>
<td>3 units</td>
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<tr>
<td>GSTLIM</td>
<td>Special Topics in Library Management</td>
<td>3 units</td>
</tr>
<tr>
<td>GSRIS</td>
<td>Reference &amp; Information Services</td>
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### COGNATES/ELECTIVES

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<tr>
<td>GSLAED</td>
<td>Legal Aspects of Education</td>
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</tr>
<tr>
<td>GSCOMED</td>
<td>Comparative Education</td>
<td>3 units</td>
</tr>
<tr>
<td>GSLRS</td>
<td>Readers’ Services</td>
<td>3 units</td>
</tr>
<tr>
<td>GSHBO</td>
<td>Human Behavior in Organization</td>
<td>3 units</td>
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### STUDENT'S CHECKLIST

**MASTER OF SCIENCE IN ENGINEERING MANAGEMENT**  
*SY 2012-2013*

<table>
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<th>Courses</th>
<th>Subject Descriptions</th>
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<tr>
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### FOUNDATION COURSES

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<tbody>
<tr>
<td>GSOPTEC</td>
<td>Optimization Techniques</td>
<td>3 units</td>
</tr>
<tr>
<td>GSSTATME</td>
<td>Statistical Methods</td>
<td>3 units</td>
</tr>
<tr>
<td>GSTECOM</td>
<td>Technical Communication</td>
<td>3 units</td>
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### CORE SUBJECTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>GSMETRE</td>
<td>Methods of Research</td>
<td>3 units</td>
</tr>
<tr>
<td>GSHBO</td>
<td>Human Behavior in Organization</td>
<td>3 units</td>
</tr>
<tr>
<td>GSORTHE</td>
<td>Organizational Theory</td>
<td>3 units</td>
</tr>
<tr>
<td>GSBUSGOV</td>
<td>Business and Government Relations</td>
<td>3 units</td>
</tr>
<tr>
<td>GSECOCAN</td>
<td>Managerial Economics</td>
<td>3 units</td>
</tr>
<tr>
<td>GSLEAD</td>
<td>Leadership and Ethics</td>
<td>3 units</td>
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### MAJOR SUBJECTS

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>GSMARKMA</td>
<td>Marketing Management</td>
<td>3 units</td>
</tr>
<tr>
<td>GSFINMA</td>
<td>Financial Management</td>
<td>3 units</td>
</tr>
<tr>
<td>GSENPM</td>
<td>Engineering Production Management</td>
<td>3 units</td>
</tr>
<tr>
<td>GSHUMRES</td>
<td>Human Resource Management</td>
<td>3 units</td>
</tr>
<tr>
<td>GSPROMMQ</td>
<td>Advanced Project Management, Maintenance and Quality</td>
<td>3 units</td>
</tr>
<tr>
<td>GSSEAN</td>
<td>Systems Engineering and Analysis</td>
<td>3 units</td>
</tr>
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</table>
conservation

**GSINCIELEC** Integrated Circuit Electronics 3 units

The course covers integrated circuit families, high frequency transistor models, feedback and operational amplifiers, analog and digital integrated circuits.

**THESIS**

**GSTHES 1** THESIS PROPOSAL 3 units

**GSTHES 2** THESIS WRITING 3 units

**OTHER REQUIREMENTS**

Written Comprehensive Examinations
Oral Comprehensive Examination

**COURSE DESCRIPTION**

**BASIC/CORE COURSES**

**GSMETRE** Methods of Educational Research 3 units

This emphasizes the relevance of scientific research in library science. It comprehensively discusses the methods and procedures in developing a research problem. Special attention is given in the preparation of a research proposal which is responsive to CHED’s research priorities.

**GSSTED** Statistics in Education 3 units

This course deals with different techniques of statistical analysis which are useful in educational research. The first part includes data presentation, measures of central tendency, and measures of variability. It extends to the concepts and application of normal distribution.

The second part of the course deals with hypothesis testing. This includes Z-test, T-test, Chi-Square, U-test, H-test and F-test. It also includes simple linear regression and correlation, Pearson Product-Moment Correlation, Spearman Rank-Order correlation, Kendall’s coefficient of concordance, Kendall’s Tau Correlation between ranks.

**GSAFEDLS** Advanced Foundations of Education (Psycho-Social and Philosophical) 3 units

This course is an examination of the major psychological and social factors affecting human learning and how best they can be utilized to maximum advantage. It also investigates and analyzes the traditional and modern educational theories and how they affect the current
system of education.

**MAJOR FIELD OF CONCENTRATION**

**GSIA  Indexing and Abstracting  3 units**

This course deals with manual and computerized indexing processes for different kinds of indexes, including I &A databases, back-of-book indexes, website indexes, etc. Basic techniques of thesaurus construction, theory and practice of indexing for specialized formats and subjects, and current issues in automatic indexing and abstracting are also discussed.

**GSCALS  Computer Application in Library Science  3 units**

This course includes computer application in libraries; principles and technologies used in libraries to store and retrieve information in print and other formats.

**GSSLIS  Special Libraries and Information Management  3 units**

This course deals with the objectives, organization, management and services of a special library.

**GSCM  Collection Management  3 units**

This course provides the principles and processes for building and maintaining library and information center collection. It also emphasizes the identification, evaluation, selection, acquisition, and preservation of materials in all formats. All types of libraries, the needs of diverse patrons, legal and ethical issues are considered.

**GSLDP  Library Development: Planning and Evaluation  3 units**

This course is an introduction to the basic processes and procedures involved in planning library resources.

**GSISPM  Information Systems Planning and Management  3 units**

This course covers the theories and principles of information system planning and management applied in library settings.

**GSOPTICOM  Optical Fiber Communications  3 units**

The course covers passive and active optical devices for complex transmission and networking functions in the optical domain, such as signal amplification, restoration, routing, and switching, component and network performance, modeling and stimulation of complex behavior of reliable high-capacity networks.

**GSADVELEC  Advanced Electromagnetic Theory  3 units**

This course deals with electromagnetic waves, electromagnetic theorems and concepts, solutions to the wave equation in rectangular, cylindrical and spherical coordinates.

**GSMICROTECH  Microwave Techniques  3 units**

The course covers waveguides, cavity resonators, passive and active microwave devices, S-parameters and circuit models of active devices, transformers and couplers, and microwave

**COGNATES/ELECTIVES**

**GSPOWEL  Power Electronics  3 units**

The course involves Diode rectifier, switching characteristics, gates drives and switching air circuitry, circuit topologies, phase-controlled and diode rectifiers, dc choppers, dc drive systems, inverters, ac controllers, and ac/dc converters.

**GSOPTEC  Optimization Techniques  3 units**

This course deals with mathematical programming techniques of operations research, linear programming, network analysis, dynamic programming, game theory, decision theory, and non linear programming

**GSADVCONSYS  Advanced Feedback Control System  3 units**

The course covers transfer functions, block diagrams, signal flow graphs, root locus, Bode, Nyquist and polar plots, sensitivity, stability, and compensation techniques

**GSENERGY  Introduction to Energy Engineering  3 units**

This course deals with energy resources, conversion, and
CORE SUBJECTS

GSMETRE  Methods of Research  3 units

This course deals with principles of research as applied to engineering and technical fields, types of researches, methodologies, research formats, technical writing styles, and writing research proposal.

GSADVMA  Advanced Engineering Mathematics  3 units

The course covers determinants and matrices, vector analysis, power series expansions, fourier series, laplace transforms, complex variables, multiple line integrals, gamma functions, Bessel functions, and legendre functions.

GSNUMET  Numerical Methods  3 units

This course deals with systems of mathematical modeling, roots of algebraic and transcendental equations, solutions of systems of linear and non-linear equations, curve fitting and interpolations, numerical integration and differentiation, finite difference approach, and partial differential equations.

MAJOR SUBJECTS

GSDATACOM  Data Communication and Network  3 units

The course covers basic principles, switching concepts, error control, multiflexers, protocols and standards, and design of networks.

GSINFOTEC  Information Theory and Coding Techniques  3 units

The course involves Markov chains, measures of information, noiseless coding, data compression, discrete memoryless channels, noisy coding, and error correcting codes.

GSRADPRO  Radio Wave Propagation and Antenna  3 units

The course deals with transmission loss, free-space propagation, propagation at low/high frequencies, microwave propagation, propagation over plane and spherical surfaces, antenna theorems, analysis and design of antennas.

GSTLIM  Special Topics in Library Management  3 units

This course encompasses the dynamics of the library in organization, the behavior of groups within the library, the policies and programs of the library and the relationship of the library to its staff and clientele.

GSCSM  Cataloguing of Special Materials  3 units

This course deals with the use of cataloguing systems of special materials such as government documents and audio-visual resources.

GSRIS  Reference and Information Services  3 units

This course covers effective evaluation and use of general references and information sources in special subject fields.

COGNATES/ELECTIVES

GSLAED  Legal Aspects of Education  3 units

This course applies the knowledge of current legal, regulatory and ethical issues affecting education.

GSCOMED  Comparative Education  3 units

This course is a survey of national school systems of selected countries comparing and contrasting them with the Philippine educational system.

GSLRS  Readers’ Services  3 units

This course focuses on the transactions that take place between library staff and library users. It tackles topics such as philosophy of service, library customer and different strategies/principles in developing excellent customer services.

GSHUMRES  Human Resources Management  3 units

This course presents a holistic view of human resource management as an important component in the management process. It includes concepts and techniques needed to carry out the personnel aspects of management job such as recruitment, training of employees, appraising performance, compensation and rewards, labor relations.
and human resource policy. Relevant concepts on cultural diversity in workforce as well as global trends are integrated in the human resource management framework.

**GSLL  Trends and Issues in Library Science  3 units**

This course introduces the students to current trends and issues affecting librarianship in the Philippines and other countries. Significant studies and researches that influence and shape the development of library science are also discussed.

**WRITTEN COMPREHENSIVE EXAMINATION (WCE)**

The Written Comprehensive Examination (WCE) is taken after the completion of all academic requirements prior to Thesis Writing. The objective of the WCE is to determine if the student has learned the principles and concepts in the basic courses, major field of concentration and cognates enough to apply these lessons in problem and case solving.

The WCE consists of one (1) topic from the basic courses, four (4) topics from the major field of concentration and one (1) topic from the cognates. These are taken in three (3) alternate days in three (3) hour sittings per subject. Two (2) subjects are given per day.

**THESIS WRITING**

**GSTHES1  Thesis Writing 1  3 units**

**GSTHES2  Thesis Writing 2  3 units**

This course consists of Thesis Writing 1 and 2. In Thesis Writing 1, a student begins in conceptualizing a problem to be developed as a proposal. For Thesis Writing 2, the said proposal will be developed into a thesis where a student submits a complete copy of the said thesis and must be defended orally.

Prerequisite: Written Comprehensive Examination

**COGNATES/ELECTIVES**

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<td>GSPOWEL</td>
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<td>GSOPTEC</td>
<td>Optimization Techniques</td>
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<td>GSADVCONSYS</td>
<td>Advanced Feedback Control System</td>
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<td>GSENERGY</td>
<td>Introduction to Energy Engineering</td>
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<td>GSINCIELEC</td>
<td>Integrated Circuit Electronics</td>
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**THESES**

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<td>GSTHES 2</td>
<td>Thesis Writing 2</td>
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**OTHER REQUIREMENTS**

Written Comprehensive Examination
Oral Examination

**COURSE DESCRIPTIONS**

**FOUNDATION COURSES**

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<td>GSCOMPRO</td>
<td>Computer Programming</td>
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<tr>
<td>GSSTATME</td>
<td>Statistical Methods</td>
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</table>

The course involves programming techniques using C++ programming language, syntax and translation, data types, data structures, variables, control structures loops, arrays, and functions.

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>GSSTECOM</td>
<td>Technical Communication</td>
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This course deals with writing of technical reports in engineering, writing scientific papers, knowledge of the language in which scientific and technical facts are expressed.
## STUDENT’S CHECKLIST
### MASTER OF SCIENCE
#### IN ELECTRONICS AND COMMUNICATIONS ENGINEERING
##### SY 2007-2008

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<th>Courses</th>
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<td><strong>FOUNDATION COURSES</strong></td>
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<tr>
<td>GS.COMPRO</td>
<td>Computer Programming</td>
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<tr>
<td>GS.STATME</td>
<td>Statistical Methods</td>
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<td>GS.TECOM</td>
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<tr>
<td><strong>CORE SUBJECTS</strong></td>
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<tr>
<td>GS.METRE</td>
<td>Methods of Research</td>
<td>3 units</td>
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<tr>
<td>GS.ADVMA</td>
<td>Advanced Engineering Mathematics</td>
<td>3 units</td>
</tr>
<tr>
<td>GS.NUMET</td>
<td>Numerical Methods</td>
<td>3 units</td>
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<tr>
<td><strong>MAJOR SUBJECTS</strong></td>
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<tr>
<td>GS.DATA.COM</td>
<td>Data Communication Network</td>
<td>3 units</td>
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<tr>
<td>GS.INFOTECH</td>
<td>Information Theory and Coding Techniques</td>
<td>3 units</td>
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<tr>
<td>GS.RADPROP</td>
<td>Radio Wave Propagation and Antenna</td>
<td>3 units</td>
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<td>GS.OPTICOM</td>
<td>Optical Fiber Communications</td>
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<td>GS.ADV.ELEC</td>
<td>Advanced Electromagnetic Theory</td>
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<tr>
<td>GS.MICROTECH</td>
<td>Microwave Techniques</td>
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Foundation Courses: 9 units  
Core Subjects: 9 units  
Major Subjects: 12 units  
Cognates: 6 units  
Thesis: 6 units  
Total No. of Units: 42 units

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## STUDENT’S CHECKLIST
### MASTER of ARTS in TEACHING SCIENCE
#### With Thesis

<table>
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<th>Courses</th>
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<td><strong>BASIC COURSES</strong></td>
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</tr>
<tr>
<td>GS.RESM</td>
<td>Methods of Research</td>
<td>3 units</td>
</tr>
<tr>
<td>GS.STATRES</td>
<td>Statistics in Research</td>
<td>3 units</td>
</tr>
<tr>
<td>GS.AFED</td>
<td>Socio-Psychological, Philosophical Foundations</td>
<td>3 units</td>
</tr>
<tr>
<td><strong>FIELD OF CONCENTRATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GS.HIPS.N</td>
<td>History and Philosophy of Science</td>
<td>3 units</td>
</tr>
<tr>
<td>GS.ISSP</td>
<td>Issues and Practices in Basic Science Education</td>
<td>3 units</td>
</tr>
<tr>
<td>GS.TECH</td>
<td>Teaching Strategies in the Sciences</td>
<td>3 units</td>
</tr>
<tr>
<td>GS.ENVSN</td>
<td>Earth/Science and Environmental Science</td>
<td>3 units</td>
</tr>
<tr>
<td>GS.MODPHY</td>
<td>Modern Physics</td>
<td>3 units</td>
</tr>
<tr>
<td>GS.EBZOO</td>
<td>Economic Botany and Zoology</td>
<td>3 units</td>
</tr>
<tr>
<td>GS.PRACT</td>
<td>Practicum and Research in Teaching Science</td>
<td>3 units</td>
</tr>
<tr>
<td>GS.CHEM</td>
<td>General Chemistry</td>
<td>3 units</td>
</tr>
<tr>
<td><strong>ELECTIVES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GS.MAST</td>
<td>Mathematics for Science Teachers</td>
<td>3 units</td>
</tr>
<tr>
<td>GS.CITA</td>
<td>Computer &amp; Information Technology Applications</td>
<td>3 units</td>
</tr>
<tr>
<td>GS.ASKILL</td>
<td>Assessment of Cognitive Functioning and Process Skills</td>
<td>3 units</td>
</tr>
<tr>
<td>GS.ENVP.SY</td>
<td>Environmental Psychology</td>
<td>3 units</td>
</tr>
</tbody>
</table>

Basic/Core Courses: 9 units  
Field of Concentration: 18 units  
Electives: 6 units  
Thesis Seminar: 3 units  
Thesis: 6 units  
Total No. of Units: 42 units
THESIS SEMINAR

**GSTHESEM**  Thesis Seminar  3 units

THESIS WRITING

**GSTHESIS**  Thesis Writing  3 units

OTHER REQUIREMENTS

Written Comprehensive Examinations
Oral Comprehensive Examination

COURSE DESCRIPTIONS

BASIC COURSES

**GSRESM**  Methods of Research  3 units

This is an introduction to the rationale and procedures of educational and social research. Topics include the nature and purposes of research, planning and conducting research, types of research. Methods are considered for collecting both quantitative and qualitative data.

**GSTATRES**  Statistics in Research  3 units

The course is a study of the general notions of statistical methods, collection and tabulation of test data, graphic representation and frequency distribution, probability and the normal curve, correlation, regression and prediction, testing difference between means and analysis of variance.

**GSAFED**  Socio-Psychological, Philosophical Foundations  3 units

The course is an examination of the major psychological and social factors affecting human learning and how best they can be utilized to maximum advantage. It also investigates and analyzes the different philosophical ideas and how they affect the current system of education.

The course covers philosophy, principles and practices of industrial safety or accident prevention, safety organizations, safety level measurement, analysis, selection and implementation of remedy or corrective measures, and personal protective devices

THESIS

**GSTHES 1 Thesis Proposal**  3 units

This stage involves the preparation of the problem, review of literature, research framework, and methodology of the thesis proposal. An official thesis adviser guides the student. The student is expected to defend his/her proposal before a Thesis Panel

**GSTHES 2 Thesis Writing**  3 units

At this stage, the student is expected to defend his/her thesis before a Thesis Panel
The course deals with principles of simulation and modeling, input data analysis, random number generation, random variate generation, experimental design for sensitivity analysis, optimization and validation of simulation models, output data analysis, comparing system via simulation, simulation optimization, verification, validation and testing.

GSSTINE Special Topics in Industrial Engineering 3 units

This course is a study and investigation of selected topics in the field of industrial engineering.

GSPROMMQ Advanced Project Management, Maintenance and Quality 3 units

The course deals with concepts and applicability of systems and project management, nature of the project management structure, integrative decision making, project maintenance, scope and function of quality assurance, quality policy, and objectives, manuals and procedures.

COGNATES/ELECTIVES

GSPROSY Advanced Production System 3 units

The course covers advanced production functions and planning, advanced production techniques, procedures and techniques.

GSOPTEC Optimization Techniques 3 units

This course deals with mathematical programming techniques of operations research, linear programming, network analysis, dynamic programming, game theory, decision theory, and non-linear programming.

GSENMAT Engineering Materials 3 units

The course involves properties and characteristics of engineering materials, metals, plastics, wood, etc., selection and testing of materials.

GSSAFEN Safety Engineering 3 units

FIELD OF CONCENTRATION

GSHIPSN History & Philosophy of Science 3 units

The course deals with the history of science, with emphasis on the significant contributions of persons who laid the foundations of science. Emphasis is placed on the philosophy of science with concentration on the conceptualization and methodology of science.

GSISSP Issues and Practices in Basic Science Education 3 units

The course examines issues and practices in the teaching of science in basic education.

GSTEACH Teaching Strategies in the Sciences 3 units

The course deals with the study of innovative strategies in the teaching of sciences, new curricula and grading system.

GSENVSCN Earth / Environmental Science 3 units

The course covers topics in the lithosphere, hydrosphere, atmosphere and weather, and planets and their motion, stars and universe. It also covers computations of Kinetic Energy used for meteor impact, the rates of tectonic uplift, plate movements, erosion and soil deposition and climatic change. It also covers the heights of mountains and depths of oceans and how these quantities compare with the overall size of the earth and the enormity of geologic time and distance scale of the universe.

GSMODPHY Modern Physics 3 units

The course covers concepts on the Theories of Relativity, Blackbody Radiation, Photoelectric Effect, Bohr Model, Quantum Mechanics, Schrödinger Equation and Elementary Wave Mechanics and Elementary Particles.

GSEBZOO Economic Botany and Zoology 3 units

The course deals with the study of the distribution and uses of economically valuable plants and animals with special emphasis on medicinal plants, agriculture and aquaculture.
GSUACT Practicum & Research in Teaching Science

The course is an introduction to the basic concepts, principles and methods of Science Research Procedures and Investigation. It involves review samples of scientific researches, prepare abstract and critique some theses. It also involves the making of research proposal and conducting research based on the approved proposal as training in conducting scientific researches. Investigatory project making, reports and journal articles are also required.

GSCHM General Chemistry

The course concerns the fundamental concepts and principles of chemistry, blending fact with theory in application, particularly to the various fields of students’ interests and generally to the physical world.

ELECTIVES

GSMAST Mathematics for Science Teachers

This course covers fundamental theories, concepts with functions and applications of mathematics in Sciences.

GSCITA Computer & Information Technology Applications

This course introduces and builds skills in planning for and implementing an integrated use of computers and instructional software in the major field of specialization.

GSASKILL Assessment of Cognitive, Functioning and Process Skills

This course deals with the assessment of scientific concepts and principles and the demonstration of science process skills in order to identify meaningful questions and select or use appropriate tools and technology, so as to identify and communicate source of experimental error. It also applies or develops complex thinking skills for possible sources of experimental error.

GSENVSPSY Environmental Psychology

The study covers the environment as a determinant or influence on behavior and mood and the consequences of behavior on the environment. It also deals with the molar relationships between

This course provides an introduction to the concepts and analytic methods that are useful in understanding the management of a firm’s operations. It will introduce topics such as job shops, assembly lines, and continuous processes. Other topics include operations strategy, aggregate planning, production scheduling, inventory control, new manufacturing technologies and operating practices.

GSNUMET Numerical Methods

The course covers systems of mathematical modeling; roots of algebraic and transcendental equations, solutions of systems linear and non-linear equations, curve-fitting and interpolations, numerical integration and differentiation, finite difference approach, and partial differential equations.

MAJOR SUBJECTS

GSEPDES Advanced Ergonomics and Production Design

The course deals with concepts and systems in ergonomics, anatomy, posture and body mechanics, anthropometric principles in workspace and equipment design, workspace design, upper body at work. It also involves design of manual handling, tasks, physiology and its industrial application, work load and work capacity, heat, cold and the design of physical environment, vision, light, hearing, sound and noise, and production design.

GSADPPC Advanced Production Planning and Control

The course covers advanced production functions, sales forecasting, production planning, inventory control scheduling, dispatching, follow-up expediting, supply chain management.

GSINSYS Advanced Information System

The course covers concepts and methodologies of information systems, modeling, component analysis for business analysis, system design stages, illustrations of design processes and products, component analysis for the information systems, evolution of an installed information system, representation and documentation.

GSINSIM Introduction to Simulation

This course provides an introduction to the concepts and analytic methods that are useful in understanding the management of a firm's operations. It will introduce topics such as job shops, assembly lines, and continuous processes. Other topics include operations strategy, aggregate planning, production scheduling, inventory control, new manufacturing technologies and operating practices.
THESIS WRITING

GSTHES1 Thesis Writing 1 3 units
GSTHES2 Thesis Writing 2 3 units

OTHER REQUIREMENTS

Written Comprehensive Examination
Oral Examination

COURSE DESCRIPTIONS

FOUNDATION COURSES

GSCOMPRO Computer Programming 3 units
The course involves programming techniques using C+ programming language, syntax and translation, data types, data structures, variables, control structures, loops, arrays, and functions.

GSSTATME Statistical Methods 3 units
The course deals with the theory and applications of the principles of probability and statistics, random variables, probability distributions, sampling, estimation and tests of hypotheses, regression and correlation, analysis of variance, and factorial experiments.

GSADVMA Advanced Engineering Mathematics 3 units
The course covers determinants and matrices, vector analysis, power series expansions, fourier series, laplace transform, complex variables, multiple line and surface integrals, gamma, beta and other special functions, Bessel functions and Legendre functions.

CORE SUBJECTS

GSMETRE Methods of Research 3 units
The course involves principles of research as applied to engineering and the technical fields, types of research, methodologies, research formats, technical writing styles, and writing the research proposal.

GSENPM Engineering Production Management 3 units
This is an application of the skills and knowledge gained in the course work to some problems in the area of concentration.

THESIS SEMINAR

GSTHESEM Thesis Seminar 3 units
The course is designed to introduce students to the critical aspects of their proposed research topics for a thesis.

THESIS

GSTHESIS Thesis Writing 6 units
This is an application of the skills and knowledge gained in the course work to some problems in the area of concentration.

Written Comprehensive Examination (WCE)

The Written Comprehensive Examination (WCE) is taken after the completion of all academic requirements prior to Thesis Writing. The objective of the WCE is to determine if the student has learned the principles and concepts in the basic courses, major field of concentration and cognates enough to apply these lessons in problem and case solving.

The WCE consists of one (1) topic from the basic courses, four (4) topics from the major field of concentration and one (1) topic from the cognates. These are taken in three (3) alternate days in three (3) hour sittings per subject. Two (2) subjects are given per day.
## STUDENT’S CHECKLIST

### MASTER of ARTS in TEACHING MATHEMATICS
With Thesis

<table>
<thead>
<tr>
<th>Courses</th>
<th>Subject Descriptions</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic/Core Courses</td>
<td>9 units</td>
<td></td>
</tr>
<tr>
<td>Field of Concentration</td>
<td>8 units</td>
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</tr>
<tr>
<td>Cognate Courses</td>
<td>6 units</td>
<td></td>
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<tr>
<td>Thesis Seminar</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>Thesis</td>
<td>6 units</td>
<td></td>
</tr>
<tr>
<td><strong>Total No. of Units</strong></td>
<td><strong>42 units</strong></td>
<td></td>
</tr>
</tbody>
</table>

## STUDENT’S CHECKLIST

### MASTER OF ENGINEERING PROGRAM
MAJOR IN INDUSTRIAL ENGINEERING
With Thesis
(SY 2009-2010)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Subject Descriptions</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Courses</td>
<td>9 units</td>
<td></td>
</tr>
<tr>
<td>Core Courses</td>
<td>9 units</td>
<td></td>
</tr>
<tr>
<td>Major Courses</td>
<td>12 units</td>
<td></td>
</tr>
<tr>
<td>Cognates</td>
<td>6 units</td>
<td></td>
</tr>
<tr>
<td>Thesis Writing</td>
<td>6 units</td>
<td></td>
</tr>
<tr>
<td><strong>Total No. of Units</strong></td>
<td><strong>42 units</strong></td>
<td></td>
</tr>
</tbody>
</table>

## Courses

### BASIC COURSES

- **GSRESM**: Methods of Research, 3 units
- **GSTATRES**: Statistics in Research, 3 units
- **GSAFED**: Socio-Psychological, Philosophical Foundations, 3 units

### FIELD OF CONCENTRATION

- **GSPLANMT**: Instructional Planning, 3 units
- **GSNUMT**: Theory of Numbers, 3 units
- **GSPROBT**: Theory of Probability, 3 units
- **GSSETALG**: Set Theory & Abstract Algebra, 3 units
- **GSGEDM**: Modern Geometry, 3 units
- **GSFOUNCA**: Foundations of Calculus, 3 units
- **GSDIFEQ**: Different Equations, 3 units
- **GSPRACTM**: Practicum in Teaching Mathematics, 3 units

### COGNATES/ELECTIVES

- **GSRM**: Research in Math Education, 3 units
- **GSCITA**: Computer & Information Technology Applications, 3 units
- **GSREACM**: Reading Course in Mathematics, 3 units
- **GSFOU**: Foundations of Math, 3 units
- **GSLINALG**: Introduction to Linear Algebra, 3 units

### FOUNDATION COURSES

- **GSW**
- **GSE**
- **GSA**
- **GSR**

### CORE COURSES

- **GSMETRE**: Methods of Research, 3 units
- **GSENPM**: Engineering Production Management, 3 units
- **GSNUMET**: Numerical Methods, 3 units

### MAJOR COURSES

- **GSEPDES**: Advanced Ergonomics and Production Design, 3 units
- **GSAV**
- **GSSY**
- **GSIN**
- **GSINSIM**: Introduction to Simulation, 3 units
- **GSSTINE**: Special Topics in Industrial Engineering, 3 units
- **GSF**

### COGNATES

- **GSPROSY**: Advanced Production Systems, 3 units
- **GSOPTEC**: Optimization Techniques, 3 units
- **GSENMAT**: Engineering Materials, 3 units
- **GSSAFEN**: Safety Engineering, 3 units
defend his/her proposal before a Thesis Panel

**GSTHES 2 Thesis Writing** 3 units

At this stage, the student is expected to defend his/her thesis before a Thesis Panel.

**OTHER REQUIREMENTS**

Written Comprehensive Examinations
Oral Comprehensive Examination

**COURSE DESCRIPTIONS**

**BASIC COURSES**

**GSTRESM Methods of Research** 3 units

This is an introduction to the rationale and procedures of educational and social research. Topics include the nature and purposes of research, planning and conducting research, types of research. Methods are considered for collecting both quantitative and qualitative data.

**GSTRES Statistics in Research** 3 units

The course is a study of the general notions of statistical methods, collection and tabulation of test data, graphic representation and frequency distribution, probability and the normal curve, correlation, regression and prediction, testing difference between means and analysis of variance.

**GSAFED Socio-Psychological, Philosophical Foundations** 3 units

The course is an examination of the major psychological and social factors affecting human learning and how best they can be utilized to maximum advantage. It also investigates and analyzes the different philosophical ideas and how they affect the current system of education.
FIELD OF CONCENTRATION

GSPLANMT Instructional Planning and Processes for Math Teachers

The course covers the nature of mathematics and its implications to instruction. Discussions include topics on objectives and learning outcomes, teaching techniques and strategies, innovations, instructional materials and evaluation of concepts and skills.

GSNUMT Theory of Numbers 3 units

This course is a study of the theory of divisibility, some number theoretical function; linear and quadratic congruences; and some diophantine equation

GSSETALG Set Theory & Abstract Algebra 3 units

This course includes discussions on elementary theory of sets, the real number system, functions and relations, and theories in abstract algebra such as groups, subgroups, isomorphism, homomorphism, rings, fields and integral domains. It discusses the subject of abstract algebra in a way which emphasizes the nature of the subject and the techniques with proofs. Hence, topics are presented with rigorous definitions and proofs.

GSGEDM Modern Geometry 3 units

This course covers a study of axioms of Euclidean geometry, non-Euclidean, finite and projective geometry together with the historical development of these geometries.

GSFOUNCA Foundations of Calculus 3 units

The course is a study of the theoretical bases of calculus: functions, sequences and series, limits and continuity, derivatives and the integrals of both scalar and vector functions.

GSDIFEQ Differential Equations 3 units

The course deals with solution of the first order differential equations, Laplace transforms systems of equations, power series solutions, and introduction to partial differential equations.

GSPOWSY Power System Analysis 3 units

The course includes power flow, automatic generation control, unbalanced system operation, system protection, and power system stability

COGNATES/ELECTIVES

GSPOWEL Power Electronics 3 units

The course covers Diode rectifier, overview of power semiconductor device technology, switching characteristics, gate drives and switching aid circuitry, circuit topologies, phase-controlled and diode rectifiers, DC choppers, DC drive systems, inverters, AC controllers, AC/DC converters, and switchmode power supplies

GSOPTTEC Optimization Techniques 3 units

This course deals with mathematical programming techniques of operations research, linear programming, network analysis, dynamic programming, game theory, decision theory, and non-linear programming.

GSENPROM Engineering Production Management 3 units

This course provides an introduction to the concepts and analytic methods that are useful in understanding the management of a firm's operations. It will introduce topics such as job shops, assembly lines, and continuous processes. Other topics include operations strategy, aggregate planning, production scheduling, inventory control, new manufacturing technologies and operating practices.

GSENMAT Engineering Materials 3 units

The course involves properties and characteristics of engineering materials, metals, plastics, wood, etc., selection and testing of materials

THESIS

GSTHES 1 Thesis Proposal 3 units

This stage involves the preparation of the problem, review of literature, research framework, methodology of the thesis proposal. An official thesis adviser guides the student. The student is expected to
This course is designed to provide the big picture for students needing to understand or troubleshoot the full control loop (including the sensor, controller, and the process). A heavy emphasis is placed on understanding the operation of the entire control loop, and understanding how the control loop is affected by the instrumentation and control components, and by the process.

**GSNUMET Numerical Methods**  3 units

The course involves systems of mathematical modeling; roots of algebraic and transcendental equations; solutions of systems linear and non-linear equations; curve-fitting and interpolations; numerical integration and differentiation; finite difference approach; and partial differential equations.

**MAJOR SUBJECTS**

**GSEMECO Electromechanical Energy**  3 units

Conversion

This course deals with magnetic circuits and transformers, rotating machines, DC machines, synchronous machines, polyphase induction motors, small power AC motors, 3-phase circuits

**GSEPTRA Electrical Power Transmission**  3 units

The course deals with the study of electric power transmission systems, supply systems, electrical and mechanical design of overhead lines, performance of transmission lines, symmetrical and unsymmetrical fault calculations.

**GSEPDIS Electrical Power Distribution**  3 units

The course covers DC distribution, AC distribution, voltage control, introduction to switchgear, circuit breakers, fuses, protective relays, protections of alternators and transformers, protection of bus bars and lines

**GSTEPTRA Transient In Electric Power**  3 units

Distribution

The course involves introduction to dynamic systems, solutions to differential equations, basic elements of electric circuits, transients in electric systems, application of transient analysis in transmission lines, relays, equipment, machinery, power systems

**GSPRACTM Practicum in Teaching Mathematics**  3 units

The course focuses on actual observation and participation of teaching mathematics in actual classroom situations. The theoretical portion includes the analysis of teaching objectives, test construction and curriculum development.

**ELECTIVES**

**GSREMAT Research in Mathematics Education**  3 units

The course provides an in-depth analysis of current and emerging issues of significant research in math education. It covers a comprehensive discussion of theories, principles and applications of research, thus allowing students to explore fundamental theoretical and applied issue in methods of mathematics education.

**GSCITA Computer & Information Technology**  3 units

Applications

This course introduces and builds skills in planning for and implementing an integrated use of computers and instructional software/hardware in the major field of specialization.

**GSREACM Reading Course in Mathematics**  3 units

The course is specially directed at enhancing the development of pedagogical content knowledge. Strategies are designed to enable students to pursue directed individual readings on selected topics in mathematics, thus improving their skills to choose and define problems, obtain information from libraries, organize facts and ideas and report ideas and conclusions in written form.

**GSFOUMAT Foundations of Math**  3 units

The course deals with the study of the logical basis of the algebra of real and complex numbers, and transfinite numbers. It provides training in modern logical reasoning in the set foundations of mathematics.

**GSLINALG Introduction to Linear Algebra**  3 units

The course deals with the concepts of vector space, bases, linear functions, inner products, linear transformation, matrices, determinants and solution of linear systems.
WRITTEN COMPREHENSIVE EXAMINATION (WCE)

The Written Comprehensive Examination (WCE) is taken after the completion of all academic requirements prior to Thesis Writing. The objective of the WCE is to determine if the student has learned the principles and concepts in the basic courses, major field of concentration and cognates enough to apply these lessons in problem and case solving.

The WCE consists of one (1) topic from the basic courses, four (4) topics from the major field of concentration and one (1) topic from the cognates. These are taken in three (3) alternate days in three (3) hour sittings per subject. Two (2) subjects are given per day.

THESIS SEMINAR

GSTHESEM Thesis Seminar 3 units

The course is designed to introduce students to the critical aspect of their proposed research topics for a thesis.

THESIS

GSTHESIS Thesis Writing 6 units

This is an application of the skills and knowledge gained in the course work to some problems in the area of concentration.

THESIS WRITING

GSTHES1 Thesis Writing 1
GSTHES2 Thesis Writing 2

OTHER REQUIREMENTS

Written Comprehensive Examination
Oral Examination

CORE SUBJECTS

GSMETRE Methods of Research 3 units

The course involves principles of research as applied to engineering and the technical fields; types of research; methodologies; research formats; technical writing styles; and writing the research proposal.

GSINSCO Instrumentation and Control 3 units
### Foundation Courses
- GSCOMPRO: Computer Programming (3 units)
- GSSTATME: Statistical Methods (3 units)
- GSADVMA: Advanced Engineering Mathematics (3 units)

#### Core Courses
- GSMETRE: Methods of Research (3 units)
- GSINSCO: Instrumentation and Control (3 units)
- GSNUMET: Numerical Methods (3 units)

#### Major Courses
- GSEMECO: Electromechanical Energy Conversion (3 units)
- GSEPTRA: Electrical Power Transmission (3 units)
- GSEPDIS: Electrical Power Distribution (3 units)
- GSTEPTRA: Transient in Electric Power Distribution (3 units)
- GSPOWSY: Power System Analysis (3 units)

#### Cognates
- GSPOWEL: Power Electronics (3 units)
- GSOPTEC: Optimization Techniques (3 units)
- GSEPROM: Engineering Production Management (3 units)
- GSENMAT: Engineering Materials (3 units)
GSTRIE  Trends and Issues in Education  3 units

THESIS SEMINAR

GSTHESEM  Thesis Seminar  3 units

THESIS WRITING

GSTHESIS  Thesis Writing  6 units

OTHER REQUIREMENTS

Written Comprehensive Examinations
Oral Comprehensive Examination

COURSE DESCRIPTIONS

CORE / FOUNDATION COURSES

GSTATRES  Statistics in Research  3 units

The course deals with different techniques of statistical analysis which are useful in educational research. The first part includes data presentation, measures of central tendency, and measures of variability. It extends to the concepts and application of normal distribution.

The second part of the course deals with hypothesis testing. This includes z-test, t-test, chi-square, U-test, H-test and F-test. It also includes simple linear regression and correlation, Pearson Product-moment correlation, Spearman Rank-order correlation, Kendall’s coefficient of concordance and Kendall’s Tan correlation between ranks.

GSRESM  Methods of Research  3 units

The course emphasizes the scientific research in the educational parlance. It comprehensively discusses the methods and procedures in developing a research problem. Special attention is given to the preparation of a research proposal which is responsive to CHED’s research priorities.

management processes. The coursework gives them experience in researching the marketplace, designing appropriate and feasible products, manufacturing prototypes, and managing the entire process from concept to customer.

MASTER OF SCIENCE IN ELECTRONICS AND COMMUNICATIONS ENGINEERING
(42 units)

The Master of Science in Electronics and Communications Engineering is intended for practicing and graduate professionals seeking for advancement in the field of electronics and communications engineering. It is designed to prepare electronics and communications engineers to be responsive to the global need of practitioners who will spearhead research and development activities in the academe and industry and contribute to the advancement of science and technology.

MASTER OF INFORMATION TECHNOLOGY
(42 units)

The Master in Information Technology degree program is designed to prepare students in the actual application of information technology tools to solve problems and in turn, improve organizational procedures. It provides thorough understanding of the issues involved in systems planning, systems development, systems implementation and integration and systems administration.
Doctor of Technology Program

The Doctor of Technology program seeks to produce graduates who take the lead in the creation, invention, and innovation of technology in the manufacturing industry. The program advances knowledge within the area of specialization or manufacturing industry. The students are trained to develop practical solutions in the workplace, critical analysis, synthesis, and innovation. The program is designed for graduates to spearhead research and development activities in the industry and to contribute to the advancement of technology.

Program Descriptions

DOCTOR OF TECHNOLOGY
(54 units)

The Doctor of Technology program seeks to produce graduates who take the lead in the creation, invention, and innovation of technology in the manufacturing industry. The program advances knowledge within the area of specialization or manufacturing industry. The students are trained to develop practical solutions in the workplace, critical analysis, synthesis, and innovation. The program is designed for graduates to spearhead research and development activities in the industry and to contribute to the advancement of technology.

MASTER OF ENGINEERING PROGRAM
(42 units)

The Master of Engineering program with majors in Electrical Engineering and Industrial Engineering is a general, practice-oriented graduate program designed to meet the needs of the engineering profession in the academe, industry and other related institutions. The program seeks to enhance the capabilities of the faculty members or the inexperienced engineers by strengthening their comprehension of engineering problems and updating them on the recent advances in engineering technology.

MASTER OF SCIENCE IN ENGINEERING MANAGEMENT
(42 units)

The Master of Science in Engineering Management is a combination of professional engineering practice and core subjects of business management. It is designed to develop managers who understand both engineering and business aspects of technology. MS EM is an interdisciplinary program which immerses students in an integrated approach to the engineering design and technical

GSAFED Socio Psychological and Philosophical Foundation of Education 3 units

The course covers the comprehensive study of the principles of the tenets of philosophy, psychology, sociology, anthropology and the humanities as applied to education. It includes an exploration of the foundational perspectives and their implications on educational ideas and practices.

MAJOR COURSES

GSPRITEM Principles and Theories of Educational Management 3 units

The course deals with the fundamental principles and concepts of educational management focusing on the field, conceptual model, and on several alternative approaches to organizational structure. The basic administrative processes on motivation, leadership, decision-making, communication, and organizational change will also be discussed.

GSLAFED Legal and Financial Aspects of Education 3 units

The course covers the topics involving the Philippine laws affecting education and labor relations. It focuses on the legal basis and the rationale behind the policies, programs and activities of the Philippine Educational System. It also includes the sources, distribution and maximum use of school reserves and other resources and the policies governing financial aspects of education such as budgeting and auditing systems, and the optimum use of resources to achieve educational goals and objectives.

GSHRM Human Resources Management 3 units

The course is designed to create awareness for the recognition that human resources are the most vital assets of any organization. The first part delves on the HRD perspectives and philosophies, the roles and significance of human resources in organizational efficiency and effectiveness. The second part deals with the functions, approaches, techniques, strategies, and the various tools of human resource development in developing employees' potentials and strengthening competencies and capabilities needed towards an improved organizational performance.

GSPROG Program Planning and Evaluation 3 units
The course deals with the basic concepts, types and processes of educational planning and evaluation. It also deals with plan implementation, strategies, approaches, models, and guidelines for planning. Preparation of educational plan is a special feature of this course.

**GSEPMAN Educational Planning and Management**
3 units

The course is an examination of issues, problems and practices in the planning and management in the educational field.

**GSTRPLAN Strategic Planning**
3 units

The course deals with the approaches, principles and tools of strategic planning in the school setting with provision for exercises in the application of planning principles and techniques.

**GSIL Instructional Leadership**
3 units

The course deals with the responsibility and functions of educational leaders of educational institutions to the clientele. It is concerned with the nature and components of leadership including positions and how to create the climate for effective teaching and learning.

**COGNATE COURSES / ELECTIVES**

**GSCOMED Comparative Education**
3 units

The course is a survey of national school systems of selected countries comparing and contrasting them with the Philippine educational system.

**GSCITA Computer and Information Technology Applications**
3 units

The course introduces and builds skills in planning for and implementing an integrated use of computers and instructional software in the major field of specialization.

**GSORLE Organizational Leadership**
3 units

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**SCHOOL OF ENGINEERING AND ARCHITECTURE**

**Master of Science in Engineering Management (MSEM) Program**

**Educational Objectives (PEOs)**

Within a few years of graduation, graduates of the MSEM program should have:

- Enhanced their practice of profession in the workplace and industries
- Demonstrated active commitment to life-long learning and innovation
- Manifested faithful stewardship of technology and environment for the benefit of humanity

**MSEM Program Outcomes (POs):**

At the time of graduation, MSEM program graduates should be able to:

a. Apply knowledge of mathematics, physical sciences, and engineering sciences to the practice of engineering management;
b. Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety,
c. Identify engineering problems, formulate solutions, analyze and interpret data;
d. Understand professional and ethical responsibility;
e. Demonstrate and master the ability to listen, comprehend, speak, write and convey ideas clearly and effectively;
f. Recognize the need to engage in life-long learning and to keep current of the development and issues in the field;
g. Use the techniques, skills, and modern tools necessary for engineering management practice; and
h. Apply engineering and management principles to manage projects and to function as a member or leader in multidisciplinary teams and environments.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRPSY 610</td>
<td>Psycho-trauma Management</td>
<td>3</td>
</tr>
<tr>
<td>GRPSY 611</td>
<td>Projective Techniques</td>
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</tr>
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<td>Group Therapy and Processes</td>
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<td>Compensation and Benefits</td>
<td>3</td>
</tr>
<tr>
<td>GRPSY 618</td>
<td>Organizational Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Cognates**

- The course deals with the study of the seven leadership performance imperatives: cognitive, social, personal, political, technological, financial and staffing which define the context of effective leadership action and its effects on organizational effectiveness.

**GSORDEV Organizational Development 3 units**

- The course deals with the structural components of the school organization within the framework of social system theory; investigation of the classification of systems in operational context by means of models, and identification of their implication for organizational growth and development.

**GSTRIE Trends and Issues in Education 3 units**

- The course deals with the study of issues and problems affecting the Philippine educational system as related to national development goals. It includes the educational policies, reforms and innovations, curricular revisions and teaching strategies and other government trusts in finding solutions to the present problems in education.

**Thesis Seminar**

**GSTHESEM Thesis Seminar 3 units**

- The course is designed to introduce students to the critical aspect of their proposed research topics for a thesis.

**Thesis**

**GSTHESIS Thesis Writing 6 units**

- This is an application of the skills and knowledge gained in the course work to some problems in the area of concentration.
# STUDENT’S CHECKLIST

MASTER of ARTS in ENGLISH LANGUAGE AND LITERATURE TEACHING
SCHOOL YEAR 2009-2010

<table>
<thead>
<tr>
<th>Basic Courses</th>
<th>12 units</th>
<th>12 units</th>
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</thead>
<tbody>
<tr>
<td>Major Field of Concentration</td>
<td>18 units</td>
<td>21 units</td>
</tr>
<tr>
<td>Cognates</td>
<td>6 units</td>
<td>6 units</td>
</tr>
<tr>
<td>Thesis Writing/Research Project</td>
<td>6 units</td>
<td>6 units</td>
</tr>
<tr>
<td><strong>Total No. Units</strong></td>
<td><strong>42 units</strong></td>
<td><strong>45 units</strong></td>
</tr>
</tbody>
</table>

Courses Subject Descriptions With Thesis Non-Thesis

## I. ACADEMIC REQUIREMENTS

### BASIC COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSFLAED</td>
<td>Foundations of Language Education</td>
<td>3 units</td>
</tr>
<tr>
<td>GSSTEPELL</td>
<td>Testing and Program Evaluation for Language and Literature</td>
<td>3 units</td>
</tr>
<tr>
<td>GSRESL</td>
<td>Research in Language and Literature</td>
<td>3 units</td>
</tr>
<tr>
<td>GSTATRES</td>
<td>Statistics in Research</td>
<td>3 units</td>
</tr>
</tbody>
</table>

### MAJOR FIELD OF CONCENTRATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSTPW</td>
<td>Theories and Practice of Writing</td>
<td>3 units</td>
</tr>
<tr>
<td>GSFUNREAD</td>
<td>Fundamentals of Reading</td>
<td>3 units</td>
</tr>
<tr>
<td>GSGRAM</td>
<td>Grammatical Theories</td>
<td>3 units</td>
</tr>
<tr>
<td>GSATLANG</td>
<td>Approaches and Techniques to the Teaching of Language</td>
<td>3 units</td>
</tr>
<tr>
<td>GSATLIT</td>
<td>Approaches and Techniques to the Teaching of Literature</td>
<td>3 units</td>
</tr>
<tr>
<td>GSSOCLING</td>
<td>Sociolinguistics</td>
<td>3 units</td>
</tr>
<tr>
<td>GSLITCRIT</td>
<td>Literary Criticism</td>
<td>3 units</td>
</tr>
<tr>
<td>GSASIANLIT</td>
<td>Asian Literature</td>
<td>3 units</td>
</tr>
<tr>
<td>GSPEC</td>
<td>English for Special Purposes</td>
<td>3 units</td>
</tr>
</tbody>
</table>

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# MASTER of PSYCHOLOGY

NON-THESIS TRACT: with specialization in CLINICAL PSYCHOLOGY
NON-THESIS TRACT: with specialization in INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

Effective School Year 2016-2017

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRPSY 601</td>
<td>Advanced Psychological Statistics</td>
<td>3</td>
</tr>
<tr>
<td>GRPSY 602</td>
<td>Advanced Quantitative Research</td>
<td>3</td>
</tr>
<tr>
<td>GRPSY 603</td>
<td>Advanced Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>GRPSY 604</td>
<td>Advanced Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>GRPSY 605</td>
<td>Advanced Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>GRPSY 606</td>
<td>Advanced Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>GRPSY 607</td>
<td>Psychological Counseling &amp; Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>GRPSY 608</td>
<td>Advanced Clinical Psychology</td>
<td>3</td>
</tr>
<tr>
<td>GRPSY 609</td>
<td>Advanced Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
## COGNATES

### PRACTICUM/INTERNSHIP

<table>
<thead>
<tr>
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<thead>
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<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRPSY 619</td>
<td>Practicum/Internship (300 hours)</td>
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### THESIS

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>GRPSY 620</td>
<td>Thesis Writing 1 (Thesis Seminar and Proposal)</td>
<td>3</td>
</tr>
<tr>
<td>GRPSY 621</td>
<td>Thesis Writing 2 (Final Defense)</td>
<td>3</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSCITA</td>
<td>Computer and Information Technology Applications</td>
<td>3 units</td>
</tr>
<tr>
<td>GSCDMP</td>
<td>Curriculum Design and Materials Preparation</td>
<td>3 units</td>
</tr>
<tr>
<td>GSAFRLIT</td>
<td>African Literature</td>
<td>3 units</td>
</tr>
</tbody>
</table>

### II. THESIS WRITING/RESEARCH PROJECT

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSTHES1</td>
<td>Thesis Writing 1</td>
<td>3 units</td>
</tr>
<tr>
<td>GSTHES2</td>
<td>Thesis Writing 2</td>
<td>3 units</td>
</tr>
<tr>
<td>GSSTUDPORT</td>
<td>Student Portfolio</td>
<td>3 units</td>
</tr>
</tbody>
</table>

Written Comprehensive Examination (WCE) is taken upon completion of academic requirements prior to Thesis Writing.

## COURSE DESCRIPTIONS

### BASIC COURSES

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</table>

This course introduces concepts and issues in applied linguistics as applied to teaching. Included are linguistic, cognitive, and social approaches centering on the role of language in a changing modern world.

This course tackles testing in language and literature covering listening, speaking, reading and writing in various formats and techniques. It is also a course on quality and effectiveness assessment of materials, projects, and programs, their procedures and governing principles.

This course deals on the consumption and production of research pertinent to language and literature teaching, surveying the principles, approaches and stages of research in foreign/second language learning and teaching contexts.
GSTATRES  Statistics in Research  3 units

This course deals with different techniques of statistical analysis which are useful in educational research. The first part includes data presentation, measures of central tendency, and measures of variability. It extends to the concepts and application of normal distribution.

The second part of the course deals with hypothesis testing. This includes Z-test, T-test, Chi-Square, U-test, H-test and F-test. It also includes simple linear regression and correlation, Pearson Product-Moment Correlation, Spearman Rank-Order correlation, Kendall’s coefficient of concordance and Kendall’s Tau Correlation between ranks.

MAJOR FIELD OF CONCENTRATION

GSTPW  Theories and Practice of Writing  3 units

This course aims at equipping reading and writing teachers with concepts, methods, specialized skills and critical ability to teach and evaluate independent student writing. It combines teaching practice and theory from various perspectives to enable the students to hurdle pedagogical conflicts in teaching reading and writing in Standard English to non-native speakers.

GSFUNREAD  Fundamentals of Reading  3 units

This course provides the students with a critical knowledge of the process of reading. It trains the participants on how to prepare individualized reading programs including such requisite skills as diagnosing specific learner needs in various reading proficiency levels. Critical reading and reading for specific purposes are likewise discussed.

GSGRAM  Grammatical Theories  3 units

This course includes a series of approaches to develop the students’ ability to train learners in such requisite skills in grammar as breaking down sentences into constituent parts, and consciously applying rules in grouping and arranging words in a sentence. The students will learn to construct hypotheses in such issues as the internal structure of words and the processes involved in word-building.

GSATLANG  Approaches and Techniques to the  3 units
and by the spirit of the University’s founders, this course intends to develop among the lay students spirituality based on having an ecclesial presence in the world with the mission of transforming the world.

WRITTEN COMPREHENSIVE EXAMINATION (WCE)

The Written Comprehensive Examination (WCE) is taken after the completion of all the required subjects. The objective of the WCE is to determine if the student has learned the principles and concepts in the basic and major field courses enough to apply these lessons in research.

The WCE consists of two (2) topics from basic courses and four (4) topics from major field of concentration. These are taken in three (3) alternate days in three (3) hour sittings per subject. Two (2) subjects are given per day.

NON THESIS
INTEGRATING PAPER/PRAXIS 3 units

An integrating paper is a comprehensive paper with a solid, theological, missiological and pastoral reflection that addresses the specific pastoral concerns of the community following the see-judge-act method.

Prerequisite: Written Comprehensive Examination

Teaching of Language

This course focuses on communicative language teaching (CLT) for speakers of English as a second/foreign language on different learner levels. It also analyzes and discusses other approaches, methods and techniques in language teaching as applied to lessons in vocabulary, listening, speaking, reading, writing and grammar.

GSATLIT Approaches and Techniques to the Teaching of Literature

This course deals with an exploration into the different ways of teaching the literary genres with a focus on stylistics and literariness. The course enhances the students understanding of the nature of literature as discourse as it provides them with practical techniques for teaching literature in the language classroom.

GSSOCLING Sociolinguistics 3 units

This course provides students the key concepts, theories and principles that are possibly at work where languages come together and result in sociolinguistic variation. The course analyzes the application of socio-linguistics empirical studies and results to language teaching and learning.

GSLITCRIT Literary Criticism 3 units

This course includes theories and critical approaches of literature that are closely examined in the course for practical application. The classic and contemporary literary commentaries are discussed. Also included are the various movements in their historical contexts and their implications to literary appreciation in the present day English classroom.

GSASIANLIT Asian Literature 3 units

This course discusses selections from some of the most exciting cutting-edge diasporic authors of Asian literature. Students will also explore the shifting development of an ethnic literature influenced by colonialism.

GSPEC English for Special Purposes 3 units
This course presents, in a seminar, techniques, methods and their manner of delivery in the context of non-native speaking classes training for particular professional purposes. The training also covers the evaluation of materials and curricula used today in ESP teaching-learning situations.

**COGNATES**

**GSCITA**  Computer and Information Technology Applications  3 units

This course discusses the options available to language teachers in the enrichment of ESL curricula and the evaluation of learning through the application of computer and information technology. It includes a survey of examples where computer software were used in their entirety or modified in preparing educational materials.

**GSCDMP**  Curriculum Design and Materials Preparation  3 units

This course deals with the analysis of the merits and areas for improvement of currently available materials in teaching literature and language across different learner proficiency levels and academic grades. It presents guidelines and procedures relevant to the selection, design and modification of textbooks. Principles and techniques in the use and supplementation of books and other materials are likewise discussed.

**GSAFRLIT**  African Literature  3 units

This is a survey of major authors, theories, movements, and periods in the national literature of countries in the African continent; text will be in English translation.

**WRITTEN COMPREHENSIVE EXAMINATION (WCE)**

The Written Comprehensive Examination (WCE) is taken after the completion of all academic requirements prior to Thesis Writing. The objective of the WCE is to determine if the student has learned the principles and concepts in the basic courses, major field of concentration and cognates enough to apply these lessons in problem and case solving.

The WCE consists of one (1) topic from the basic courses, four (4) topics from the major field of concentration and one (1) topic from the cognates.

**PRACTICAL COURSES**

**GSLAYMIN**  Prayer Leadership for Lay Ministry  3 units

The course focuses on leadership of the community's prayer. This practicum course introduces students to a variety of personal and communal prayer forms. Depending on students’ ministerial needs, it may include Eucharist planning and other rites such as ministry to the sick, presiding and preaching the Liturgy of the Hours, catechumenate rites, wake and graveside services, and services of Word and Communion. Students prepare and videotape several services for critique.

**GSCATHLEAD**  Catechetical Leadership  3 units

The course examines principles of leadership and organizational theory with application to the ministry of catechesis and faith formation. The course includes skill development in communication and conflict resolution, and collaborative leadership. It emphasizes liturgical catechesis, lectionary-based catechesis, and developing the teaching and leadership skills required for sacramental preparation of parishioners in collaboration with catechetical leaders, youth ministers, and religious educators in schools. The course includes coordinating programs for evangelization and life-long faith formation.

**GSCURDEV**  Curriculum Development  3 units

This course broadens the definitions of curriculum for catechesis by situating the maturing of religious faith within an understanding of the phenomenon of adult development. The course involves the process of evaluating, planning, and organizing curriculum, principles for design and analysis, and evaluation of a course of study. It addresses the use of technology in the development and implementation of curriculum and teaches students to identify learning styles and motivation patterns and incorporate this information into planned instruction.

**GSLAYMIN**  Spirituality for Lay Ministers  3 units

Being the first school in the Philippines run by lay persons, Holy Angel University emphasizes the importance of developing lay spirituality among its members. Inspired by the teachings of Vatican II
GSFUNTHEO  Fundamental Theology  3 units

This course offers a general introduction to theology. It deals with the basic principles and processes of theologizing through the mutual interaction of our contemporary human experience (CHE) and the Judaean-Christian Tradition. In understanding our faith today, the students are guided to study and reflect the fundamental relationship between God and humanity, Revelation and faith.

GSMORTHEO  Foundations of Moral Theology  3 units

This course provides a systematic and critical reflection on the process of becoming human in the light of our faith. The course emphasizes a systematic approach to moral thinking, including the historical development of Catholicism's idea of moral goodness. Students will gain a broad theological understanding of human freedom and human nature, conscience, moral norms and systems, the role of the magisterium, sin, and the virtues.

GSDOCHRIS  Doing Christology  3 units

Who is Jesus? What is His spirit doing to us today? These are the basic questions this course is going to reflect upon. This course is a biblical, historical and systematic theological study of the person and significance of Jesus of Nazareth. It will also include the different approaches and methods in getting to know the historical Jesus vis-a-vis the Christ of faith.

GSCHURMIS  Theology of the Church and Mission  3 units

This course reflects upon the nature, purpose, and relevance of being a church. It begins with a present reading of the situation of the church today (SEE), then it proceeds to the study of the origin of the church and the faith-reflection on the Church’s identity in the New Testament, Tradition, and Vatican II Council (JUDGE). This faith-reflection leads to a new pastoral simultaneous action and reflection or praxis (ACT).

GSCOMIS  Community and Mission in a Diverse Church  3 units

This is a fundamental course in understanding missiology. Doing missions today calls for a dialogue with the inherent diversity of the world. Inspired by the spirit of Christ and by the renewed ecclesial understanding of Vatican II, the course intends to develop a more open but
STUDENT’S CHECKLIST

MASTER OF ARTS IN EDUCATION IN TEACHING FILIPINO
MASTER SA SINING NG EDUKASYON SA PAGTUTURO NG FILIPINO
S.Y. 2010-2011

The course work requires the following number of units of subjects:

<table>
<thead>
<tr>
<th>Basic Courses (Batayang Kurso)</th>
<th>9 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Field of Concentration (Espesyalisasyon)</td>
<td>21 units</td>
</tr>
<tr>
<td>Integrating Courses (Elektib)</td>
<td>9 units</td>
</tr>
<tr>
<td>Thesis Writing</td>
<td>6 units</td>
</tr>
<tr>
<td><strong>Total No. of Units</strong></td>
<td><strong>45 units</strong></td>
</tr>
</tbody>
</table>

Courses | Subject Title | Units | Prerequisites
--- | --- | --- | ---
**BASIC COURSES (Batayang Kurso)** | 9 Units | Prerequisites
GSADSTARES | Advanced Statistics in Research | 3 | None
GSMETRE | Methods of Educational Research | 3 | None
GSFLAED | Foundations of Language Education | 3 | None

**MAJOR FIELD OF CONCENTRATION (Espesyalisasyon)** | 21 Units | Prerequisites
--- | --- | ---
GSINTRO | Introduksyon sa Pag-aaral ng Wika | 3 | None
GSPRINPIL | Paglinang ng Filipino at Pahambing na Pag-aaral ng mga Prinsipal na Wika sa Pilipinas | 3 | None
GSKAFIL | Kayarian ng Filipino | 3 | None
GSPAGFIL | Ang Pagtuturo ng Filipino | 3 | None
GSSALIKSIK | Panamaraan ng Pananaliksik sa Wika | 3 | None
GSPAGWIKA | Pagsusulit Wika | 3 | None
GSGAMIT | Pagahanda at Ebalwasyon ng Kagamitang Panturo | 3 | None

**INTEGRATING COURSES (Elektib)** | 9 Units | Prerequisites
--- | --- | ---
Any three (3) subjects from the list below with the approval of the Program Coordinator:

GSCITA | Computer and Information Technology Applications | 3 | None
GSSALIN | Pagsasalingwika | 3 | None
GSLITSAC | Kontemporaryong Literatura ng Pilipinas | 3 | None

CORE CONTENT COURSES

GSPASMIN | Theology of Pastoral Ministry | 3 units

This course examines the Church’s teaching on the call to pastoral ministry and the complementary but distinctive roles of priests, deacons, and lay ecclesial ministers in work of the church. The course focuses on the theological foundations of pastoral ministry and the context for ministry in the contemporary Philippine Church. In addition, students will learn methods of faith sharing and theological reflection in order to begin to construct their own theology of ministry. For MARE students, special attention is given to catechetical documents that provide the foundation and guiding principles for the ministry of catechesis and faith formation.

GCOLDTES | Scripture I Old Testament | 3 units

The course surveys the major genres of the Hebrew Scriptures and the Deuterocanonical books of the Bible, addressing questions of historical and literary context and their theological themes. It introduces various approaches to the study of the Old Testament and focuses on Catholic views of canon, inspiration, and interpretation. It gives attention to the use of the Old Testament in ministerial settings and as a source for the teaching and worshiping ministries of the Church.

GSNEWTES | Scripture II New Testament | 3 units

The course surveys the major genres of the Christian Testament, addressing questions of historical and literary context and their theological themes. It introduces various approaches to the study of the New Testament and focuses on Catholic views of canon, inspiration, and interpretation. It gives attention to the use of the New Testament in ministerial settings and as a source for the teaching and worshipping ministries of the Church.

GSLITSAC | Sacramental Theology | 3 units

The course presents the sacramental and ecclesial principles of Catholic liturgical worship, beginning with the Catholic understanding of the world, salvation, and faith. The course examines the historical development and theology of the Catholic sacraments, with particular focus on the Eucharist (Mass), the sacraments of initiation (Baptism and Confirmation), Reconciliation, and Marriage. Students will learn how to work with *Rites of the Catholic Church* as a source
NON THESIS
GSINTPAP Integrating Paper/Praxis

*Written Comprehensive Examination is required after all academic requirements.

Course Description

BASIC COURSES

GSADSTARES Advanced Statistics in Research 3 units

This course deals with general concepts of statistical methods as applied in education. Topics for discussion include: descriptive statistics, normal distribution, estimation/sampling theory, and hypothesis testing, correlation/regression theory, and analysis of variance, analysis of covariance, non-parametric statistics and application of computers to statistics.

GSMETRE Methods of Educational Research 3 units

This emphasizes the relevance of scientific research in the educational parlance with focus on ethnographic research. It comprehensively discusses the methods and procedures in developing a research problem. Special attention is given in the preparation of a research proposal which is responsive to CHED’s research priorities.

GSFLAED Foundations of Language Education 3 units

This course introduces concepts and issues in applied linguistics as applied to teaching. Included are linguistic, cognitive, and social approaches centering on the role of language in a changing modern world.

MAJOR FIELD OF CONCENTRATION (Espesyalisasyon)

GSINTRO Introduksyon sa Pag-aaral ng Wika 3 units

Ang kurso ay panimulang pag-aaral ng mga teorya at simulain
ang kauyang ng wika, pag-aaral/pagkatuto at pagtuturo ng wika. Pangkalahatang layunin ng kurso na maitaas ang kamulatan ng mga gurong mag-aaral sa kahalagahan ng pagkakaraon ng sariling pilosopiya sa pagtuturo ng wika, particular ang Filipino, at makita nila ang aplikasyon ng mga teorya sa kanilang pagtuturo.

**GSPRINPIL** Paglinang ng Filipino at Pahambing na Pag-aaral ng mga Prinsipal na Wika sa Pilipinas

Ang kurso ay tumatalakay sa dalawang malaking lawak ng pag-aaral, pangkasanyang paglinang ng Filipino bilang wikang pambansa at wikang panturo, at pahambing na pag-aaral ng mga principal na wika sa Pilipas. Isasagawa ang pag-aaral sa mga ito sa paggamit ng dalawang paraan ng pag-aaral ng wika, dayakronik at singkronik na paraan.

Ang dayakronik na paraan ng paglinang ng Filipino ay nababatay sa iba't-ibang batas mula sa panahon ng Komonwelt hanggang sa kasalukuyan at sa hinaharap na patutunguhan ng wikang Filipino bilang isang wika intelektwal.

Ang pahambing na pag-aaral ng mga principal na wika ay nasa antas ng ponolohiya, morpolohiya at sintaks. Tutukuyin ang pagkakatulad at pagkakaiba ng mga wika sa mga antas na ito gayundin sa antas semantika, ang kahulugan ng mga salita o leksikon nito.

**GSKAFIL** Kayarian ng Filipino

Ang kurso ay sumasaklaw sa transpormasyunal na pag-aaral at pagsusuri sa kayarian ng Wikang Filipino sa antas ponolohiya, morpolohiya at sintaksis. Ang mahalagang tuntunin at makabagon pananaw sa pagtingin sa iskultura ng wika ay isinaalang-alang at pag-alam sa kakanyahan ng Filipino sa antas ponolohiya, morpolohiya at sintaksis ay bibigyang pagpapahalaga. Binibigyang-diin ang pakbit sa aklat pambalarila na kasalukuyang ginarang batay sa natutunang makabago at pinalawak na kayarian. Pangkalahatang layunin ng kurso na mabilisan ng mga mabatay sa natutuhan makabagon kalakaran sa pag-asa ng Filipino at nakasusubok ng isang modelo ng paraan at pamaraan ng pagtuturo ng Filipino batay sa natutuhan makabagon kalakaran sa
COGNATES

GRGC 510 Multicultural Counseling 3
GRGC 511 Counseling Special Population 3
6RG 512 Counseling in the Workplace 3
GRGC 513 Marriage and Family Counseling 3
GRGC 514 Pastoral Counseling 3

PRACTICUM/INTERSHIP

GRGC 516 Guidance Practicum/Internship (300 hours) 3

INTEGRATING COURSES (Elektib)

GSCITA Computer and Information Technology Applications 3 units

This course discusses the options available to language teachers in the enrichment of ESL curricula and the evaluation of learning through the application of computer and information technology. It includes a survey of examples where computer software were used in their entirety or modified in preparing educational materials.

GSSALIN Pagsasalingwika 3 units

Sumasaklaw ang kurso sa mga batayang teorya at prinsipyo sa
pagsasaling wika. Nagbibigay rin ng kaalaman at kasanayan sa mga uri ng pagsasalin at paglalapat ng natutuhanhang konsepto sa pagsasalin ng iba’t ibang teksto.

**GS LPANFIL Mga Lawak ng Pananaliksik sa Filipino 3 units**

Sumasaklaw ang kursong ito sa pagtala kay sa mga kasalukuyang isyu, suliranin at kalakaran na nauukol sa pagtuturo at paggamit ng Filipino na pagbabatayan ng mga paksa sa pananaliksik. Magkakaroon din ng kasanayan ang mga mag-aaral na magsuri ng mga nagawa ng mga pananaliksik ukol sa pagtuturo at paggamit ng Filipino na magsisilbing mga halimbawa sa gagawing proposal sa pananaliksik na siyang pinakatampok na gawain sa kursong ito.

**GSKONLIT Kontemporaryong Literatura ng Pilipinas 3 units**

Ang kursong ito ay sumasaklaw sa pagsasaliksik ng mga kontemporaryong akdang pampanitikan ng Pilipinas upang magkaroon ng kaalaman at malawak na impormasyon ang mga mag-aaral sa mga akdang magamit sa pagtuturo.

**WRITTEN COMPREHENSIVE EXAMINATION (WCE)**

The Written Comprehensive Examination (WCE) is taken after the completion of all the required subjects. The objective of the WCE is to determine if the student has learned the principles and concepts in the basic and major field courses enough to apply these lessons in research.

The WCE consists of two (2) topics from basic courses and four (4) topics from major field of concentration. These are taken in three (3) alternate days in three (3) hour sittings per subject. Two (2) subjects are given per day.

**THESIS WRITING**

**GSTHES1 Thesis Writing 1 3 units**

Prerequisite: Written Comprehensive Examination

**GSTHES2 Thesis Writing 2 3 units**

Prerequisite: Thesis Writing 1

This course consists of Thesis Writing 1 and Thesis Writing 2. In Thesis Writing 1, a student begins in conceptualizing a problem to be
FIELD OF CONCENTRATION

GSORMG Organization and Management of the Guidance Services 3 units

The course focuses on guidance services of the school and the determination of the appropriate organization for making these services effective.

GSGROUP Group Process 3 units

The course is designed to increase the students’ understandings of significant factors in a group situation; implications for guidance in the future of groups and group processes with emphasis on implementing the democratic problem-solving process in groups, using insights from recent research and the latest group techniques.

GSCARDEV Career Development & Counseling 3 units

The course discusses development theories and their applications in career counseling process.

GSMENPER Mental Health & Personality Development 3 units

The course is designed to introduce students to the methods used in observing, analyzing and improving mental health and behavior. It includes the discussion of the theories in personality development.

GSPCT Personality and Counseling Theories 3 units

The course presents the theories of counseling and psychotherapy emphasis on psychodynamics, cognitive behavioral, and existential humanistic.

GSCOT Counseling Techniques 3 units

The course acquaints the counselor with the basic skills necessary for the work of counseling. Listening skills, confrontation, inter-

developed as his/her proposal. In Thesis Writing 2, the said proposal will be developed into a thesis where the student must submit a complete copy of said thesis and must be defended orally.
### MASTER IN SPECIAL EDUCATION

Effective School Year 2009-2010

<table>
<thead>
<tr>
<th>Courses</th>
<th>Subject Descriptions</th>
<th>Units</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BASIC COURSES</strong></td>
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<td>9</td>
<td></td>
</tr>
<tr>
<td>GSADSTARES</td>
<td>Advanced Statistics in Research</td>
<td>3</td>
<td>None</td>
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<tr>
<td>GSRESM</td>
<td>Methods of Research</td>
<td>3</td>
<td>None</td>
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<tr>
<td>GSFSPEED</td>
<td>Foundations of Special and Inclusive Teaching in SPED</td>
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<td>GSFSPEED</td>
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<tr>
<td>GSCUREC</td>
<td>Curriculum for Exceptional Children</td>
<td>3</td>
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<tr>
<td>GSTISPED</td>
<td>Trends and Issues in SPED</td>
<td>3</td>
<td></td>
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<td>GSASSESC</td>
<td>Assessment and Evaluation of Exceptional Children</td>
<td>3</td>
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<tr>
<td>GSPEECH</td>
<td>Psychology and Education of Exceptional Children</td>
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<td>GSFSPEED</td>
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<tr>
<td>GSECEPCH</td>
<td>Early Childhood Program for Exceptional Children</td>
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<tr>
<td>GSADAPTPE</td>
<td>Adapted Physical Education</td>
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<td>None</td>
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<tr>
<td>GSTCWMR</td>
<td>Training CWMR for Independent Living</td>
<td>3</td>
<td>None</td>
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<tr>
<td>GSSTRATMMD</td>
<td>Strategies in Teaching Children with Mild and Moderate Disabilities</td>
<td>3</td>
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<tr>
<td>GSBMANMOD</td>
<td>Behavior Management and Modification</td>
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<td>None</td>
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<tr>
<td>GSTCOM</td>
<td>Total Communication</td>
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<tr>
<td><strong>INTEGRATING COURSES</strong></td>
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<tr>
<td>GSMAFSPED</td>
<td>Management of SPED Programs</td>
<td>3</td>
<td>SFSPED</td>
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<td>GSPRACT1</td>
<td>Practicum in SPED 1</td>
<td>3</td>
<td>All Academic units</td>
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<td>GSPRACT2</td>
<td>Practicum in SPED 2</td>
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### OTHER REQUIREMENTS

Written Comprehensive Examinations
Oral Comprehensive Examination

### COURSE DESCRIPTION

#### BASIC/CORE COURSES

**GSRESM** Methods of Research 3 units

This is an introduction to the rationale and procedures of educational and social research. Topics include the nature and purposes of research, planning and conducting research, type of research. Methods are considered for collecting both quantitative and qualitative data.

**GSTATRES** Statistics in Research 3 units

The course is a study of the general notions of statistical methods, collection and tabulation of test data, graphic representation and frequency distribution, probability and the normal curve, correlation, regression and prediction, testing difference between means and analysis of variance.

**GSAFEDGC** Socio-Psychological, Philosophical Foundations of Guidance and Counseling 3 units

The course is an examination of the major psychological and social factors affecting human learning and how best they can be utilized to maximum advantage. It also investigates and analyzes the different philosophical ideas and how they affect the current system of education.
**Cognates**

<table>
<thead>
<tr>
<th>Course</th>
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<td>GRGC 510</td>
<td>Multicultural Counseling</td>
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<td>GRGC 511</td>
<td>Counseling Special Population</td>
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</tr>
<tr>
<td>6RGC 512</td>
<td>Counseling in the Workplace</td>
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</tr>
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<td>GRGC 513</td>
<td>Marriage and Family Counseling</td>
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<td>GRGC 514</td>
<td>Pastoral Counseling</td>
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**Practicum/Internship**

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<tbody>
<tr>
<td>GRGC 516</td>
<td>Guidance Practicum/Internship (300 hours)</td>
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**Thesis**

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<td>GRGC 517</td>
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<td>GRGC 518</td>
<td>Thesis Writing 2 (Final Defense)</td>
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**Thesis Writing**

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<tr>
<td>GSTHES1</td>
<td>Thesis Writing 1</td>
<td>3</td>
<td>WCE*</td>
</tr>
<tr>
<td>GSTHES2</td>
<td>Thesis Writing 2</td>
<td>3</td>
<td>Thesis Writing 1</td>
</tr>
</tbody>
</table>

*Written Comprehensive Examination is required after all academic requirements.

**Course Descriptions**

**Basic Courses**

**GRADSTARES**  Advanced Statistics in Research  3 units

- This course deals with general concepts of statistical methods as applied in education. Topics for discussion include: descriptive statistics, normal distribution, estimation/sampling theory, and hypothesis testing, correlation/regression theory, and analysis of variance, analysis of covariance, non-parametric statistics and application of computers to statistics.

**GRADSTARES**  Methods of Research  3 units

- This emphasizes the relevance of scientific research in the educational parlance with focus on ethnographic research. It comprehensively discusses the methods and procedures in developing a research problem. Special attention is given in the preparation of a research proposal which is responsive to CHED’s research priorities.

**GRADSTARES**  Foundations of Special and Inclusive Teaching in SPED  3 units

- This course equips students with fundamental knowledge and understanding of Special Education and introduces prospective SPED practitioners to the various categories of exceptionality. It includes orientation to appropriate educational and curricular programs to meet the need of exceptional children. It also introduces prospective SPED teachers to the dynamic process of teaching children with exceptional educational needs and discusses the underlying principles and theories in teaching exceptional children.

**Major Field of Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SGSGSPED</td>
<td>Guidance and Counseling in SPED</td>
<td>3</td>
</tr>
</tbody>
</table>
The course emphasizes the integration of guidance and counseling procedures with the children and parents of exceptional children into the total educational program for exceptional students. The course is based upon the fact that involvement for parents of exceptional children is essential from a legal and educational perspective. Communication skill training through written exercises and role playing activities is stressed. The family is studied so that teachers and counselors can collaborate with families with exceptional members. Ethical and legal issues are presented to guide professionals working with parents of exceptional children.

Prerequisite: GSFSPED Foundations of Special and Inclusive Teaching in SPED

GSCUREC Curriculum for Exceptional Children 3 units

The course covers principles on designing, adapting and implementing curriculum based on the learning characteristics of children with special needs. Students use contemporary theoretical orientation to evaluate, modify and design methodology and materials for assessment, curriculum development and instruction. Comprehensive discussions in the preparation and implementation of IEP are included.

Prerequisite: GSFSPED Foundations of Special and Inclusive Teaching in SPED

GSTISPED Trends and Issues in SPED 3 units

This course introduces the students to current trends and issues affecting SPED in the Philippines and other countries. It is designed to engage students in an exploration and discussion of concerns and developments as they relate to the diversity of populations receiving special education services. Significant studies and researches that influence and shape the development of SPED are also discussed.

GSASSEC Assessment and Evaluation of Exceptional Children 3 units

This course deals with theories, principles and researches on the psychological growth and development of children with special need, assessment techniques for the developmentally disabled, intellectually gifted and talented, those with visual, auditory, speech, orthopedic and health disabilities and emotional disturbances or behavior problems as bases in planning and providing special needs to
4. Demonstrate understanding of the ethical dimensions of the use of psychological theories and methods.

5. Undertake further training for developing existing skills and acquiring higher level competencies either through formal graduate education or in an employment context.

6. Apply critical thinking, decision making, and clinical reasoning skills in providing psychological intervention to individuals, families, groups, and communities.

7. Integrate theories and concepts from the liberal arts and scientific inquiry into professional practice for the local community.

8. Adapt bio-psycho-social model and research findings to provide evidence-based practice in designing psychological assessment, clinical reports, and psychological intervention.

9. Apply a process of lifelong learning in the professional development of one's practice.

10. Integrate Angelite professional values into one's professional practice.

These children. Knowledge and skills gained in this course could be translated into actions when students conduct assessment, analyze assessment results and prepare functional individualized education program.

Prerequisite: GSFSPED Foundations of Teaching in SPED

**GSPEECH Psychology and Education of Exceptional Children 3 units**

This course deals with the basic concepts of growth and development, etiology, characteristics and educational implications of physical, intellectual, social and emotional deviations among children with special needs. Included in this course are strategies for interventions and educational placement.

Prerequisite: GSFSPED Foundations of Teaching SPED

**GSECPECH Early Childhood Program for Exceptional Children 3 units**

This course is designed to equip students with fundamental knowledge and understanding of the principles and theories in early childhood education with a focus on the special educational needs of exceptional children. It includes orientation to appropriate educational and curricular programs for preschool children. The course also exposes the students to the different assessment tools for infants and preschoolers and how they can help in the construction of the individualized education plan (IEP).

Prerequisite: GSFSPED Foundations of Teaching SPED

**GSADAPTPE Adapted Physical Education 3 units**

This course equips students with basic knowledge and understanding of children with different disabilities in an adapted physical education program. The focus or emphasis is on daily life experiences of children with exceptionalities. It also provides them with skills on the varied modified physical activities so that they will be appropriate, safe and therapeutic for each individual student.

**GSTCWMR Training CWMR for Independent Living 3 units**

This course is a comprehensive study of the nature, characteristics, classifications and life cycle of individuals with mental retardation. The students will learn the methods associated with the identification,
education, and evaluation of children with mental retardation; the nature and assumptions regarding biophysical and psychophysical perspectives. Students will learn the biological factors as well as the cognitive, language and social-emotional/cultural influences that characterize children with mental retardation. Students will demonstrate ability to identify adaptive behaviors as well as medical and health issues associated with this area of disability. It likewise deals with the application and management of special education programs for these individuals to prepare them for an independent community living.

**GSSTRATMMD Strategies in Teaching Children**  
with Mild and Moderate Disabilities

This course deals with the application of the principles and theories learned in the education of children with mild to moderate disabilities. It provides the students with opportunity to plan teaching activities and to prepare instructional designs and materials that will facilitate the learning process and enhance the development of the cognitive, psychomotor, adaptive, communication and social skills of special children.

**GSBMANMOD Behavior Management and Modification**  
3 units

This is a course in specialized behavior management and modification procedure for use with students with disabilities. It will focus on behavioral management techniques that will help the diverse group of children with disabilities succeed inside and outside of the classroom. It will review effective collaborative consultation techniques and assist the candidate in building effective home/school partnership. The course also prepares teachers to apply behavior analytic techniques, manage crisis situations, and functionally assess problem behaviors. Ethical issues will be discussed as well as counseling skills for teachers working with behavioral disorders or problems in schools.

**GSTCOM Total Communication**  
3 units

This course exposes the students to oral, manual and a combination/variety of communication modes to meet specific needs of special learners. Historical background of the diverse approaches and sign systems as significant components of Simultaneous Communication and Total Communication will also be tackled. Basic sign language course will be introduced and passing this course will form part of the requirements. The course also covers language and communication problems (spoken and written) of children with special needs and strategies for intervention. It includes discussion on the nature of human language and language development. It also provides

4. Demonstrate understanding of the ethical dimensions of the use of psychological theories and methods, especially in research and professional practice.

5. Continue to advance their knowledge and skills in their area of specialization using the established sources of advanced information in the field.

6. Undertake further training for developing existing skills and acquiring higher level competencies either through further graduate education or in employment context

As such, graduates of masters degree are capable of handling advanced academic and professional requirements in the field of teaching, research and professional practice in the graduates’ area of specialization in psychology.

**STUDENT LEARNING OUTCOMES**

1. Demonstrate theoretical knowledge in psychology, specifically

   a. Demonstrate an understanding of theories, principles, concepts, and skills in psychology,
   b. Develop and sustain arguments about established principles in psychology,
   c. Critically evaluate the established principles in psychology,
   d. Comprehend and evaluate new information related to psychology (e.g., theory, concepts, data) that may be presented in various forms and from various sources.

2. Demonstrate knowledge of the methods of psychological inquiry, specifically

   a. Understand and explain the main methods of inquiry in psychology,
   b. Critically evaluate the appropriateness of different approaches to problem solving in the field, and
   c. Apply this knowledge to make judgments and create approaches to solving problems in an applied or an employment context.

3. Apply psychological theories and methods; specifically

   a. Correctly apply the theories, principles, concepts and skills in psychology in an employment context,
   b. Undertake research using the knowledge and skills in psychology, and communicate the results of such research to both spe-
PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

Graduates of the Master’s Program should be able to

1. Demonstrate theoretical knowledge in psychology; specifically,
   a. Demonstrate an in-depth understanding of theories, principles, concepts and skills in a specific area of specialization in psychology
   b. Develop and sustain arguments about and critically evaluate established principles in a specific area of specialization in psychology
   c. Comprehend and evaluate new information related to a specific area of specialization psychology that may be presented in various forms and from various sources.

2. Demonstrate knowledge of advanced methods of psychological inquiry in a specific area of specialization in psychology specifically,
   a. Understand and explain the advanced methods of psychological inquiry in the area of specialization in psychology
   b. Critically evaluate the appropriateness of different approaches to problem solving in the area of specialization and
   c. Apply this specialized knowledge to make judgments, create approaches to solving problems in an academic, research, applied or an employment context, in ways that involve rigorous thinking and independent work.

3. Apply specialized psychological theories and methods; specifically
   a. Correctly apply the theories, principles, concepts and skills in creative and flexible ways in a specific area of specialization in psychology in an academic, research, applied or employment context
   b. Undertake advanced research in a specific area of specialization in psychology using the advanced knowledge and skills in psychology and communicate the results of such research to both specialist and non-specialist audiences.

INTEGRATING COURSES

GSMANSPED  Management of SPED Programs  3 units
This course is designed to provide knowledge about educational and administrative provisions in Special Education and design of educational programs for particular groups of exceptional children.

Prerequisite: GSFSPED Foundations of Special and Inclusive Teaching in SPED

GSPRACT1  Practicum in SPED 1  3 units
Prerequisite: All academic units

GSPRACT2  Practicum in SPED 2  3 units
Prerequisite: GSPRACT1 Practicum in SPED 1

These courses provide students with opportunities to apply the principles and strategies used in teaching exceptional children, consisting of One Hundred Eighty (180) hours each of Practicum 1 and 2 of field experiences, observation and involvement in the actual teaching-learning situation in a SPED setting.

WRITTEN COMPREHENSIVE EXAMINATION (WCE)

The Written Comprehensive Examination (WCE) is taken after the completion of Practicum in SPED. The objective of the WCE is to determine if the student has learned the principles and concepts in the basic and major field courses enough to apply these lessons in problem and case solving.

The WCE consists of two (2) topics from basic courses and four (4) topics from major field of concentration. These are taken in three (3) alternate days in three (3) hour sittings per subject. Two (2) subjects are given per day.

THESIS WRITING

GSTHES1  Thesis Writing 1  3 units
Prerequisite: Written Comprehensive Examination
GSTHES2  Thesis Writing 2  3 units

Prerequisite:  Thesis Writing 1

This course consists of Thesis Writing 1 and Thesis Writing 2. In Thesis Writing 1, a student begins in conceptualizing a problem to be developed as his/her proposal. In Thesis Writing 2, the said proposal will be developed into a thesis where the student must submit a complete copy of said thesis and must be defended orally.

with the rudiments of computer programming, different numeration system and flowcharting.

V. DOCTORAL DISSERTATION  12 units

The course is an intensive study on the application of research techniques and methodologies. It is principally concerned with the preparation of the dissertation proposal which will eventually be the basis for an appropriate topic relevant to the student’s doctoral degree. The said proposal will be developed into a dissertation which will be submitted to the faculty of the Graduate School and must be defended orally to the panelists.
second part deals with the qualifying characteristics of research topics, the quality of research and the valid instruments to be used for gathering and interpreting data. The course culminates with the submission of the dissertation proposal which will be presented by each student and be criticized and evaluated by other students.

**DEMCEM**  Comparative Educational Management  3 units

The course deals with the history of formal education from the ancient to modern times. It includes the systems of education in selected countries, including the Philippines and are to be critically analyzed and compared with one another. It consists the educational systems in the preschool, elementary, secondary, tertiary, and the graduate school.

**III. COGNATES/ ELECTIVES**  9 Units

**DEMPA**  Public Administration  3 units

The course deals with areas of public administration environment, organization and administrative theories, bureaucracy and the administrative structures, human resources management, and management principles, techniques and processes, among others. Cognizant of the problems of government management in the less developed countries (LDC’s) especially on the role of public enterprise, the issue of privatization versus state control and their implications on governance will also be included in the discussion.

**DEMEDTPRO**  Educational Testing and Measurement  3 units

Program Evaluation

The course deals with the discussion of a practical and functional evaluation program for the benefit of school administrators. It includes the construction of teacher-made examinations, the concepts, principles, and statistical procedures of measurement and evaluation. Formulation and evaluation of instructional objectives and the construction of different types of tests will also be discussed in this course.

**DEMCITA**  Computer and Information Technology  3 units

Application in Education

The course deals with computer-based technology to design, deliver, manage and evaluate learning experiences. It integrates the use of computers as bases for needs assessment and system implementation in educational management. More specifically, it deals
**STUDENT'S CHECKLIST**

**DOCTOR OF PHILOSOPHY**  
**IN EDUCATIONAL MANAGEMENT**  
**SY 2009-2010**

**COURSE REQUIREMENTS**  
<table>
<thead>
<tr>
<th>Requirement</th>
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<tr>
<td>Core/Foundation Courses</td>
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<tr>
<td>Major Courses</td>
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<td>Cognates/Electives</td>
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<td>Doctoral Dissertation</td>
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<td><strong>TOTAL no. of units</strong></td>
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</table>

**CORE/FOUNDATION COURSES**

A. Perspectives on Education 6 units  
DEMPTPE Philosophical Theories in Education 3 units  
DEMCMPAW Comparative Philosophies: Asian and Western 3 units

B. Methods of Research 6 units  
DEMQUALMET Qualitative Methods 3 units  
DEMQANMET Quantitative Methods 3 units

C. Related Courses 6 units  
DEMPAEVI Planning, Evaluation and Innovation in Educational Management 3 units  
DEMAPE Management of Alternative Programs in Education 3 units

**MAJOR COURSES**  
21 units

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<td>DEMFRM</td>
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<td>DEMEL</td>
<td>Educational Leadership: Theories, Principles, and Applications</td>
<td>3</td>
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<td>DEMTIE</td>
<td>Trends and Issues in Education</td>
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<td>DEMSTLEG</td>
<td>Special Topics in Legal Aspects of Education</td>
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<td>DEMSPER</td>
<td>Special Problems in Educational Research and Statistics</td>
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**DEMFRM  Financial Resources Management 3 units**

The course involves the study of the sources, distribution and maximum use of school revenues and other resources and the policies governing fiscal management such as budgeting and audit system and optimum use of resources to achieve the educational goals and objectives of the institution with a minimum cost.

**DEMEL  Educational Leadership: Theories, Principles, and Applications 3 units**

The course views management as the inner side of greatness. It deals on leadership principles and skills, approaches to leadership and evaluation of leadership priorities. It includes a discussion of the impact of leadership on the climate/atmosphere of the work environment and behavior of human resources. More importantly, it examines the overall impact of leadership on educational management.

**DEMTIE  Trends and Issues in Education 3 units**

Current instructional programs at the elementary and secondary levels, contemporary instructional methods and techniques, problems / issues relating to quality of instruction, and teaching competence among others are covered in this course. It also includes a critical examination of the educational policies, reforms and innovations, curricular revisions and teaching strategies and other government thrusts in finding solutions to the present problems in education.

**DEMSTLEG  Special Topics in Legal Aspects of Education 3 units**

The course deals with the study of laws, presidential decrees, letters of instruction, judicial decisions and department orders, circulars and memoranda pertinent to education and their implementations.

**DEMSPER  Special Problems in Educational Research and Statistics 3 units**

The course deals with an intensive study on research concepts and methods. It is concerned with the preparation of a dissertation using the APA Journal format which will eventually be the basis for the topic relevant to the student's program for the doctoral degree.

The first part deals with the review of different techniques on statistical analysis which are useful in educational research. The
disadvantages, and the concepts of validity and reliability of the qualitative researches as they apply to the use of instruments in educational research will also be discussed.

**DEMQUANMET** Quantitative Methods 3 units

The course involves the basics of educational research methods. It includes the fundamental types of numerical data, techniques for summarizing quantitative data and the logic of inferential statistics. The concepts of validity and reliability of the quantitative researches in the educational research will also be discussed.

Related Courses

**DEMPEVI** Planning, Evaluation and Innovation 3 units in Educational Management

The course offers graduate students substantial planning and evaluation applied to education. It covers theories in development planning, planning models, approaches to planning, planning process, scheduling and budgeting. It also involves valuation of academic entities such as training programs, curriculum programs, teaching effectiveness and the like. Innovative strategies on planning and evaluation in educational management will be discussed.

**DEMAPE** Management of Alternative Programs 3 units in Education

The course covers planning, structuring, and operation of special programs of different sectors in the community that have little or no participation in formal education.

II. MAJOR COURSES 21 Units

**DEMUCOMRE** University Community Relations 3 units

The course deals with the theories and practices in university community relations in Philippine setting and in school systems. It draws initially from the Philippine community school concepts and experiences. Community relations here and foreign countries are discussed against prototype in the local and other school settings.

**DEMCEM** Comparative Educational Management 3 units

**COGNATES/ELECTIVES** 9 units

**DEMPA** Public Administration 3 units
**DEMEDTPRO** Educational Testing and Measurement and Program Evaluation
**DEMCITA** Computer and Information Technology Application in Education

**FOREIGN LANGUAGE** 6 units

**DEMFORLANG 1** Foreign Language 1 3 units
**DEMFORLANG 2** Foreign Language 2 3 units

**DOCTORAL DISSERTATION** 12 units

COURSE DESCRIPTION

I. CORE / FOUNDATION COURSES 18 units

Perspectives on Education

**DEMPTE** Philosophical Theories in Education 3 units

The course involves the Filipino thinking behind the traditional and modern practices in education. It covers the philosophical theories in Philippine education from the pre-colonial period to the present era that give emphasis to the principles that made the nature of education imparted to the Filipinos.

**DEMCPAW** Comparative Philosophies: Asian and Western 3 units

The course focuses on the comparison of philosophies of selected Asian countries with those of selected Western countries.

Methods of Research

**DEMQUALMET** Qualitative Methods 3 units

The course deals with the general characteristics of qualitative method of research, steps in conducting the research, the techniques / strategies used and the different forms of the qualitative researches which include participant observation, non-participant observation, ethnographic and historical researches. The advantages and