

Rationale:

The primary mission of the St. Paul University-Manila's Master of Arts in Special Education Major in Development Disabilities is designed to enhance the teaching skills necessary to provide quality education for all students in today's classrooms. Theory and skills will be presented to help teachers address the educational necessities of students with special needs, especially those with developmental and learning disabilities. The coursework will involve graduate students in analyzing theories and practices in teaching students in this domain. The practicum component of the program will give the students an opportunity to plan, implement, and assess instruction for students with developmental/learning disabilities. These experiences will provide graduate students with immediate opportunities to apply in their own classrooms the knowledge and skills that they acquire in the classroom components of the course.

Admission Information:

The following are admission requirements for the St. Paul University-Manila Master's program. For inquiries, please contact Dr. Aldrin A. Darilag. adarilag@yahoo.com.

1. Completion of a Bachelors of Science in Education or Bachelor of Arts in Education or other related fields.
2. Good scholastic record from any recognized and reputable institution of higher learning (GPA of at least 85% in the bachelor's degree).
3. Possession of managerial posts in educational institution is preferred.
4. Potential for graduate work and educational leadership based on results of interview.
5. Duly accomplished application form together with the following documents:
 - a. Three letters of recommendation
 - i. One addressing the applicant's experience with / interest in / potential for education, and professional leadership skills
 - ii. One from a seasoned educator addressing the applicant's academic potential

- iii. One letter of reference from a student's choice (i.e. Dean, peers, former students etc.).
- b. Copy of current CV or resume
- c. Example of scholarly work or project
- d. Personal statement of future goals / interest in educational management and leadership (2 page maximum; 12 font, 1 inch paper margins)
- e. Research Interest Essay (2 page maximum)

Mailing address for hardcopy submission:

DR. ALDRIN A. DARILAG
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St. Paul University-Manila
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Graduation Requirements:

- GWA of 2.00 or better in all courses taken and in major courses provided there is no grade of 5.00 in both.
- Satisfactory Completion of the following: 15-unit basic courses; 18-unit specialization/major courses; 5 unit internship course; 6-unit thesis writing.
- Passed the comprehensive examination
- Satisfactory completion and submission of 6 bound copies of the thesis

Core Courses:	15 units
Major Courses:	18 units
Internship:	5 units
Comprehensive Exam	
Thesis Writing 1	3 units
Thesis Writing 2	3 units

	44 units

CORE COURSES:

1. Foundations of Education (3 units)
2. Introduction to Special Education (3 units)
3. Contemporary Issues in Special Education (3 units)
4. Educational Statistics (3 units)
5. Methods of Research (3 units)

MAJOR COURSES:

1. Psychology of Children and Youth with Development Disabilities (3 units)

2. Assessment, Planning & Instruction for Young Children and Adolescents with Developmental Disabilities (3 units)
3. Learning Theories and Physical Health Management of Children and Youth with Developmental Disabilities (3 units)
4. Partnership with Families and Professionals (3 units)
5. Assistive Treatment and Technology in Special Education (3 units)
6. Instructional of Prevocational/Vocational amd Trans'l Program for students with disabilities. (3 units)

INTERNSHIP (PRACTICUM) – 5 UNITS
COMPREHENSIVE EXAMINATION
THESIS WRITING 1 (3 UNITS)
THESIS WRITING 2 (3 UNITS)

Course Descriptions:

Core Courses: (Total Units 15)

MASED 201 Foundations of Education (3units)

This course provides an overview of the beginning of education: its historical, philosophical, sociological, and legal foundations. It also includes the roots and philosophy of Paulinian education which enhances the graduate students to know more about their University and hopefully imbibe the Paulinian core values.

MASED 202 Introduction to Special Education (3units) *The course provides an overview of Special Education and discusses the causes, symptoms, behavioral patterns, accompanying disorders, and major characteristics of special children.*

MASED 203 Contemporary Issues in Special Education (3units) *This course covers the theoretical analysis of trends and issues in Special Education, range and scope of SPED, divergent practices, legislation, advocacy, and agencies involved in Special Education. It also includes the presentation of contemporary issues or cases of special children locally and abroad and come up with possible interventions.*

MASED 204 Educational Research Design and Statistics (3units) *The course covers the Quantitative and Qualitative research designs, the discussion of the nature and uses of these designs in education, with particular emphasis on data gathering and descriptive or experimental research. It includes descriptive statistics, probability in sampling, hypothesis testing, inferential statistics, and non-parametric statistics.*

MASED 205 Methods of Research (3units)

This course includes the writing of a research proposal after a review on the Quantitative Research Designs focused on descriptive or experimental researches and Qualitative Research Design with emphasis on data collection. The research proposal includes the statement of the problem, review of related literature and studies, and a description of the methodology to be used in the study – Chapter 1 and 2 of their chosen research title.

Major Courses (Total Units: 18)

MASEDD 206 Psychology of Children and Youth with Development Disabilities and its Educational Implications (3units) This course covers the spectrum of students with special needs, their psychological, emotional, social and educational implications, and the role of special education teachers in helping the special child.

MASEDD 207 Learning Theories and Physical Health Management of Children and Youth with Development Disabilities (3 units) The course covers the different learning theories considered in the management of children and adolescent with developmental disabilities and the implications of each theory to the role of Special Education Teachers. It also caters to appropriate health management of children and youth for them to cope with normal environment. Latest findings related to the learning theories published in the printed and electronic media will be discussed and analyzed.

MASEDD 208 Assessment, Planning, and Instruction for Young Children and Adolescents with Development Disabilities in Exclusive and Inclusive Environments (3units) Techniques in the assessment, planning, and instructional process appropriate for young and adolescents with development disabilities are thoroughly discussed. It also facilitates program development for the inclusion of special students into the regular education environment. It further includes development of Individual Educational Plans (IEP) from assessment data, educational strategies for necessary skills with particular emphasis on self care, and methods of assessing student progress and social behaviors, as well as actual classroom observations of children and adolescents with development disabilities.

MASEDD 209 Partnership with Families and Professionals (3units) The course deals with knowledge and skills for relating effectively with families and caregivers of children and youth with development disabilities as well as effective collaboration with physician and therapists for the improvement of clients. Actual cases of clients from the community or internet are presented and supported with practical or scientific actions to uplift the situation of the special child.

MASEDD 210 Assistive Treatments and Technology in Teaching Children and Youth with Development Disabilities (3units) The course includes the presentation of varied assistive treatments to children and youth with development disabilities and the production of instructional materials ranging from non-computer to computer-based ideas and resources to facilitate the learning of children with developmental disabilities.

MASEDD 211 Instruction of Prevocational/Vocational and Transitional Program for Students with Disabilities (3units) This course covers the presentation and discussion on favorable career and vocational opportunities where special people can function and be accepted in the society, thus, eventually live independently.

MASED 212 Internship Experience (5units)

This course is intended to provide students with practical learning experiences, in which they can observe, verify, reflect on, and actually experience the different components of the teaching-learning process. The course covers individually-planned and professionally guided activities in teaching students with special needs.

MASED 213 Thesis Writing 1 (3units)

MASED 214 Thesis Writing 2 (3units)

This course enables the students to integrate concepts, principles, theories of special education courses and to come up with a scholarly paper that will serve as the student's contribution to the Special Education's body of knowledge. The students will utilize the Quantitative and Qualitative techniques that will serve as the methodology for data gathering, data analysis and data utilization and dissemination.

Faculty Profile:

Mildred A. Alamo, PhD

Educational Management, St. Paul University
Philippines, Tuguegarao

Alicia B. Botardo, PhD

University of the Philippines-Diliman

Virginia Caneo, Ed.D

Educational Management, De La Salle University

Sr. Teresita Capurihan, SPC, PhD

Educational Management, Early Childhood
Education

Ester Cunanan, MA

Frances Blend School, Los Angeles, California

Aldrin A. Darilag, RN, RMT, PhD

Educational Management, Research Management,
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Trinidad M. Lagarto, MA

Specialist, Special Education Division, DepEd

Runvi V. Manguerra, PhD

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Educational Management, Philippine Normal
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Graduate School



MASTER OF ARTS IN
SPECIAL EDUCATION
MAJOR IN
DEVELOPMENTAL
DISABILITIES

Prospectus