

## **Master of Arts in Education, major in Special Education (Thesis Program)**

### **Goals and Objectives**

It is designed to equip education professionals with requisite knowledge, competencies, values and skills to meet the unique learning needs of special children. The program aims to:

- Prepare teachers for work with special children in the classroom, home, hospital and other related settings;
- Enable students to investigate historical, current and projected issues central to special education;
- Enable students to undertake research that will improve the practice of providing education for special children; and
- Form competent and professionally trained special education teachers.

### **Financial Assistance**

A limited number of financial assistance awards is available to Filipino graduate students. Information on available grants may be secured from the Scholarship and Financial Assistance Office (Director: Ms. Severina V. Kikuchi) located at the mezzanine of Graduate Admissions Office.

### **Admission Requirements**

Admission to programs offered by the Educational Leadership and Management Department (ELMD) is on a selective basis. In general, only those students who can profit from graduate work and are able to successfully comply with prescribed requirements for graduation shall be considered.

The following factors are considered in the admission process:

- Undergraduate degree in Education or at least 12 units of professional courses in education with a GPA of at least 85%.
- Entrance examination results.
- Potential for graduate work and educational leadership based on results of interview.

### **Course Distribution**

|                     |             |
|---------------------|-------------|
| Basic Courses       | 9 units + 1 |
| Major Courses       | 15 units    |
| Integrating Courses | 6 units     |

|                            |         |
|----------------------------|---------|
| Written Comprehensive Exam |         |
| Thesis Writing             | 6 units |

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**Total 36 units**

Additional six (6) units of Advanced Technical Reading and Writing 1 and 2 will be required for applicants with a low score in the essay part of the entrance examination.

## **Basic Courses**

### **Foundations and Principles of Teaching in SPED (SPE541M) (3 units)**

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. The course introduces prospective SPED teachers to the dynamic process of teaching children with exceptional educational needs. Specifically, it aims to discuss the underlying principles and theories in teaching exceptional children and to equip students with innovative and effective instructional approaches in handling varied types of special children. Appropriate teaching and learning environments are likewise discussed.

### **Educational Statistics (ELM510M) (3 units)**

The course deals with general concepts of statistical methods as applied in education. Topics for discussion include: descriptive statistics, normal distribution, estimation/sampling theory, hypothesis testing, correlation/regression theory, analysis of variance, analysis of covariance, non-parametric statistics, and application of computers to statistics.

Prerequisite: Basic Statistics or passing the Statistics qualifying exams

### **Methods of Research (ELM520M) (3 units)**

This course deals with the fundamentals of research designs, types of research techniques and procedures for data gathering, analysis and interpretation.

Prerequisite: Educational Statistics

### **Lasallian Philosophy of Education (EDM535M) (1 unit)**

The course helps students to acquire an understanding of St. John Baptist de La Salle's life, work, writings and charism in order for the student to make De La Salle's spirit come alive in contemporary education.

## **Major Courses**

### **Materials and IEP Development for children with moderate to Severe Cognitive and Behavioral Disabilities (SPE641M) (3 units)**

The course deals with the application of the principle and theories learned in the education of exceptional children. It provides the student with opportunities to develop IEPs that will include teaching activities and to prepare instructional designs and materials that will facilitate the learning process of children with moderate to severe cognitive behavioral disabilities.

Prerequisite: Foundations of Special Education, Principles of Teaching in SPED

**Curriculum for Exceptional Children (SPE544M) (3 units)**

Provides concrete knowledge and understanding of the nature, structure, goals and contents of SPED curriculum as well as the mastery of concepts and skills necessary in effectively managing instruction in SPED.

Prerequisites: Foundations of Special Education, Principles of Teaching in SPED

**Early Intervention Programs for Exceptional Children (SPE626M) (3 units)**

Exposes the students to the nature of infants and toddlers with special needs, and provides knowledge and understanding on the different procedures and techniques on how parents, teachers and significant adults can help in the development of exceptional children through intervention programs.

Prerequisite: Foundations of Special Education, Principles of Teaching in SPED

**Lifespan Transition Programs for Exceptional Children (SPE642M) (3 units)**

The course focuses on the design and implementation of program that are age-appropriate and responsive to changing needs of exceptionally children. Program will center on responding to the development needs of exceptional children particularly those affecting their school performance.

Prerequisite: Foundations of Special Education, Principles of Teaching in SPED

**Total Communication (SPE640M) (3 units)**

Exposes the students oral, manual and a combination/variety of communication modes used with hearing impaired individuals. 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.

Prerequisite: Foundations of Special Education, Principles of Teaching in SPED

**Principles and Strategies in Teaching Children with Mental Retardation (SPE551M) (3 units)**

The course deals with the application of the principles and theories learned in the education of children with mental retardation. It provides the students with the opportunity to plan teaching activities and 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 CWMR.

Prerequisite: Foundations of Special Education, Principles of Teaching in SPED

**Introduction to Learning Disabilities (SPE570M) (3 units)**

This course is a comprehensive study of the nature, causal factors and characteristics of individuals with learning disabilities. It aims to provide information on the appropriate assessment procedures in identifying and diagnosing children with learning disabilities.

Prerequisite: Foundations of Special Education, Principles of Teaching in SPED

**Guidance and Counseling in SPED (SPE627M) (3 units)**

This is a 3-unit course, which deals with the principles and functions of guidance and counseling in Special Education. This course is an introduction of guidance and counseling in Special Education. This course is an introduction to the problems confronting “Special children” in both home and school setting. It includes an assessment and analysis of these problems through the use of non-test methods and technique observation, interview, anecdotal records, guidance concepts, principles and practices to help the prospective teachers to acquire the ability to guide, help and handle exceptional children.

Prerequisite: Foundations of Special Education, Principles of Teaching in SPED

**Modern Trends and Issues in SPED (SPE535M) (3 units)**

Introduces the students to current trends and issues affecting SPED in the Philippines and other countries. Significant studies and researches that influences and shape the development of SPED are also discussed.

Prerequisite: Foundations of Special Education, Principles of Teaching in SPED

**Adapted Physical Education (SPE629M) (3 units)**

This course equips students with basic knowledge and understanding of children with different disabilities in adapted physical education program. It will also equip them with skills on the varied modified physical activities to meet the said disabilities.

Prerequisite: Foundations of Special Education, Principles of Teaching in SPED

**Assessment Tools for Exceptional Children (SPE643M) (3 units)**

The course introduces students to various tools/instruments and tests used in identification and evaluation of children with disabilities. It draws from the principle and techniques in assessing children with special education needs. Significant researches related to the assessment process are discussed along side the use of multi-factored psycho-educational assessment tools.

Prerequisite: Foundations of Special Education, Principles of Teaching in SPED

**INTEGRATING COURSES: 6 UNITS**

**Practicum in Special Education (SPE811M) (3 units)**

The course provides students with opportunities to apply the principles and strategies used in teaching exceptional children. It consists of 180 hours of field experiences, observation and involvement in the actual teaching-learning situation in a SPED setting.

Prerequisite: Completion of Basic and Major courses

**Modification and Management of SPED Programs (SPE700M) (3 units)**

The course is designed to provide knowledge about educational and administrative provisions in Special Education and the design of educational programs for particular groups of exceptional children.

Prerequisite: Completion of Basic and Major courses

**Written Comprehensive Examinations**

Students are required to take and pass the written comprehensive examinations upon completion of all academic courses. This is a requirement prior to the oral comprehensive examinations.

**Thesis Writing**

Involves the identification and development of a research topic in Special Education. Upon completion of the research, the results are to be presented for oral defense before an examination panel.

Prerequisites: Completion of all academic courses and passing of written comprehensive examinations.