



Master of Education, major in Special Education (Non-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.

Admission Requirements

Applicants to the non-thesis program should have at least 3 years of work experience in SPED or in a related field.

Course Distribution

Basic Courses	9 units
Major Courses	18 units
Integrating Courses (w/ Action/Project Paper)	9 units
Written Comprehensive Exam	
Oral Comprehensive Exam	-----
Total	36 units

Financial Assistance

A limited number of financial assistance awards is available to Filipino graduate students. Information on available grants may be secured from the Director, Student Financial Assistance Office (SFA).

Course Distribution

Basic Courses	12 units
Major Courses	12 units
Integrating Courses	6 units
Written Comprehensive Exam	
Thesis Writing	6 units

Total	36 units

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

Basic Courses

Educational Statistics (SPE5201) 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 (SPE5200) 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

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.

Program Evaluation and Development (SPE611M) 3 units

The course merges theory and application bearing on evaluation of learning and of educational programs. The students are expected to construct pencil-and-paper tests based on principles and guidelines on test construction, develop scoring rubrics to evaluate the execution of a process, performance, or product and to develop a plan for evaluating a particular course, field of study, or program.

Major Courses

Guidance and Counseling in SPED (SPE627M) 3 units

Introduces the student to the principles, theories and techniques in providing guidance and counseling services to children with special educational needs. The role of guidance and counseling in various educational programs such as IEP is also discussed.

Prerequisite: Foundations of Special Education

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

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 influence and shape the development of SPED are also discussed.

Assessment and Evaluation of Exceptional Children (SPE561M) 3 units

The course introduces the student to various tools, instruments and tests used in identification and evaluation of children with disabilities. It also delves into the principles and techniques in assessing children with special education needs. Significant researches related to the assessment process are also discussed.

Prerequisite: Foundations of Special Education

Introduction to Learning Disabilities (SPE570M) 3 units

This course is a comprehensive study of the nature, casual 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.

Prerequisites: Foundations of Special Education



Early Childhood Education Program for Exceptional Children (SPE562M) 3 units

The 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 need of exceptional children. It includes orientation to appropriate educational and curricular programs for preschool children. The course will also expose the students to the different assessment tools for infants and preschoolers and provide knowledge and understanding of the various procedures and techniques on how parents, teachers and significant adults can help in the development of exceptional children.

Prerequisite: Foundations of Special Education

Adapted Physical Education (SPE629M) 3 units

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

Training CMWR for Independent Living (SPE550M) 3 units

The course is a comprehensive study of the nature, characteristics, classifications and life cycle of individuals with mental retardation. It will likewise deal with the application and management of special education programs for these individuals to prepare them for an independent community living.

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 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 CWMR.

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.

Integrating Courses:

Modifications and Management of SPED Programs (SPE700M) 3 units

The 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: Completion of Basic and Major Courses

Practicum in SPED (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.

Oral Comprehensive Examinations

The final requirement for the degree is passing of the Oral Comprehensive Examination on the student's project paper.