



DEPARTMENT OF EDUCATION  
SCHOOLS DIVISION OF

**NEGROS ORIENTAL**

*Facilitating the Paths to Educational Excellence*



February 3, 2016

Division Memorandum

No. 82 s, 2016

**GRADUATE DIPLOMA IN TEACHING THE ARTS (GDTA)**  
(Post-Baccalaureate In-Service Teacher Enhancement Program)

To : Chiefs, CID & SGOD  
Division Education Program Supervisors/Division Coordinators  
Public Schools District Supervisors/District In Charge  
Public Elementary & Secondary School Heads  
All Others Concerned

1. The National Commission for Culture and the Arts (NCCA) through the Philippine Cultural Education Task Force (PCETF) will conduct the Levels I and II of the **Graduate Diploma in Teaching the Arts (GDTA)**, a post-baccalaureate in-service teacher enhancement program by cluster.
2. DepEd Memorandum No. 14, s. 2016 dated January 27, 2016 contains the details of the said offering.
3. Should anyone be interested kindly refer to the above-mentioned DepEd Memorandum.
4. Wide dissemination of this memorandum is desired.

LELANIE T. CABRERA, CESE  
OIC-Schools Division Superintendent

LTC/enc



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Republic of the Philippines  
**Department of Education**

DepEd MEMORANDUM  
No. **14**, s. 2016

27 JAN 2016

**GRADUATE DIPLOMA IN TEACHING THE ARTS (GDTA)**  
(Post-Baccalaureate In-Service Teacher Enhancement Program)

To: Regional Directors  
Schools Division Superintendents  
Public Elementary and Secondary Schools Heads

1. The National Commission for Culture and the Arts (NCCA) through the Philippine Cultural Education Task Force (PCETF) will conduct the Levels I and II of the **Graduate Diploma in Teaching the Arts (GDTA)**, a post-baccalaureate in-service teacher enhancement program by cluster in the following higher education institutions (HEIs) and their identified project coordinators and their DepEd counterparts:

Island-Cluster	HEI	Level	DepEd Coordinator
Luzon	Lyceum of the Philippines University c/o Alpha Ruiz PCEP Secretariat Telefax No.: (02) 527-2192 local 309 Email Address: pcep.secretariat@gmail.com	II	Mr. Emmanuel Maninang DepEd National Capital Region Mobile Phone No.: 0918-6494070 Email Addresses: ncr@deped.gov.ph ncr2@deped.gov.ph mannyym_15@yahoo.com Fax No.: (02) 453-8374
	La Consolacion University Philippines Mr. Rey Clement Maaliao Mobile Phone No.: 0906-5103442 Email Address: clemzortiz@yahoo.com	I	Mr. Engelbert B. Agunday EPS II Region III Mobile Phone No.: 0917-8524129 Email Address: ebagunday@gmail.com
Visayas	Weat Visayas State University Ms. Lea L. Cañoso Department Chair Telephone No.: (033) 320-0871 Mobile Phone No.: 0920-9284819 Email Address: lea101_iloilo@yahoo.com	II	Ms. Ma. Fe Sumaculub DepEd Region VI Telephone Nos.: (033) 337-0015 (033) 335-0207 Telefax No.: (033) 337-5541 Mobile Phone No.: 0917-6338675 Email Address: bf.brillantes@yahoo.com
	Leyte Normal University Mr. Felimon Blanco Project Director Mobile Phone No.: 0928-2471337 Email Address: fbb1973@yahoo.com	I	Mr. Joy Bihag DepEd Region VIII Fax No.: (053) 323-3156 Mobile Phone No.: 0927-3206958 Email Address: joy.bihag@deped.gov.ph

Island-Cluster	HEI	Level	DepEd Coordinator
Mindanao	Xavier University Cagayan De Oro Mr. Hobart Savior Project Coordinator Mobile Phone No.: 0905-3034377 Email Address: hsavior@xu.edu.ph	I	Mr. Elesio Maribao DepEd Region X Fax No.: (088) 880-7071 Mobile Phone No.: 0939-9040151 Email Address: elesio.maribao@yahoo.com
	La Salle University Ozamis Mr. Felimon Blanco Project Director Mobile Phone Nos.: 0928-2471337 0917-1736091 Email Address: fbb1973@yahoo.com	I	

2. The Scholarship Program aims to:

- expand the participants' knowledge base in Philippine history, culture, heritage and the arts;
- provide them with hands-on opportunities for critical dialogue with the local culture and arts;
- help them develop knowledge structures, framework and information systems that integrate history, culture, heritage and the arts into the formal curriculum of basic education; and
- build their capability to contribute to a deeper understanding and appreciation of the local history, culture, heritage and the arts in the context of contemporary Philippine realities.

3. The ladder-type curriculum is designed for SPA teachers in public high schools. The following are the minimum requirements:

Criteria	Requirement
Age	23-50 years old*
Academic Qualifications	Bachelor degree with general weighted average of 85% or equivalent
Teaching Experience	At least three years teaching experience in any or a combination of academic subjects in a public elementary or high school
Qualifying Examinations	Licensure Examination for Teachers (LET), HEI Graduate Admission Test (if any)
Endorsement	By any one of the following: principal, schools district supervisor, schools division education supervisor or schools division superintendent
Principal's Certification	Service incumbency of three years, Good moral character, with a permanent appointment at the time of application

\* Priority is given to 23 to 40 year-old participants; 41 to 50 years old participants may be shortlisted subject to availability of slots.

4. Students shall undergo the ladder-type curriculum, Graduate Diploma in Teaching the Arts (Levels I and II). A summer class is equivalent to 12-unit or 4-major subjects post-baccalaureate program which offers foundation and major courses to enhance the students' understanding of the basic theories, processes and applications of arts, culture, heritage in the culture-based teaching of the basic education curriculum.

5. The program shall cover only the tuition and miscellaneous costs of the prescribed 12-unit program (for single one-level program grant). Any deviation or addition to the curriculum must have the prior approval of PCEP, subject to the condition that costs incurred related to the deviation or addition to the curriculum will not be charged to the financial grant given by the NCCA-PCEP.

6. The deadline for submission of nominations and/or applications is on **January 30, 2016** and successful participants shall be notified on or before **March 1, 2016**. The implementing HEIs shall act on nominations and applications on a *first-received, first-to-be-processed* basis and may issue admission notice even before the deadline for application if they find that the nominee or applicant is deserving of the scholarship grant. Class sessions will start on a date to be fixed by the higher education institution.

7. Level I scholars are expected to continue to Level II. The following are continuing Level II scholars:

**Lyceum of the Philippines University**

No.	Region	DepEd Division	School	Name of Scholar
1	NCR	Caloocan	Caloocan High School	Jeffrey Doguiles
2	NCR	Las Piñas	Las Piñas East National H.S Main	Rosalina M. Terrado
3	NCR	Makati	Makati High School	Precious V. Santiago
4	NCR	Malabon	Malabon National High School	Robert John D. Patag
5	NCR	Mandaluyong	Mataas na Paaralang Neptali Gonzales	Joanna R. Ayo
6	NCR	Manila	Mariano Marcos Memorial High School	Azul Alas V. Arjona
7	NCR	Marikina	Sta. Elena High School	Maria Christina L. Cantalejo
8	NCR	Muntinlupa	Pedro E. Diaz High School	Annaliza M. Arciaga
9	NCR	Navotas	Navotas National High School	Amie Rose S. Geraldizo
10	NCR	Parañaque	Parañaque Nstional High School	Mary Antonette C. Magtanong
11	NCR	Pasay	Pasay City West High School	Juliet H. Brioso
12	NCR	Pasig	Santolan High School Pasig City	Ronnie M. Baldos
13	NCR	San Juan	San Juan National High School	Marichu Retrato Lopez
14	NCR	Quezon City	San Francisco High School	Remearson J. Araza
15	NCR	Tapat	Upper Bicutan National High School	John Edward P. Degamon
16	NCR	Valenzuela	Malinta National High School	Cesar C. Villareal
17	NCR	Marikina	Sta. Elena High School	Lito S. Domingo Jr.
18	NCR	Manila	G. Perfecto High School	Don-Don D. Tominis
19	NCR	Quezon City	San Bartolome High School	Marilyn C. Binuya

**West Visayas State University**

No.	Region	DepEd Division	School	Name of Scholars
1	6	Aklan	Ibajay NHS	Jayden L. Albalapejo
2	6	Escalante	Escalante NHS	Mary Jane M. Apatan
3	6	Iloilo	Barotac Viejo NHS	Annie B. Ariego
4	6	Iloilo	Iloilo City NHS	Niña Marie S. Bacero
5	6	Iloilo	Oton NHS	Vic O. Batilaran
6	6	Iloilo	Iloilo City NHS	Joven Brigildo
7	6	Iloilo	Sta. Barbara NCHS	April Rose J. Camba
8	6	Negros Occidental	Hinigaran NHS	Jose Jeapce G. Canson
9	6	Iloilo	Iloilo City NHS	Ma. Carmela C. Cordero
10	6	Iloilo	Guimbal NHS	Papnocio E. Daguman, Jr.
11	6	Iloilo	Dumangas NHS	Ana Liza D. Doyohoy
12	6	Negros Occidental	Negros Occ. NHS	Dawn Gonzales
13	6	Iloilo	Iloilo City NHS	Ramil C. Huyatid
14	6	Iloilo	Iloilo NHS	Submi A. Jamantoc
15	6	Iloilo	Lambunao NHS	Rhiane L. Legario
16	6	Negros Occidental	Kabankalan NHS	Mary Joy R. Manalo
17	6	Iloilo	Alimodian NCHS	Rhea Lyn A. Monilla
18	6	Iloilo	Dingle NHS	Grace D. Pari-ari
19	6	Iloilo	Iloilo City NHS	Cyril D. Rayos
20	6	Kalibo	Ibajay NHS	Rodrigo O. Talingting, Jr.


8. The following documents are enclosed for reference:

Enclosure No. 1 – Program Guidelines;  
 Enclosure No. 2 – Official Nomination and Endorsement Form; and  
 Enclosure No. 3 – Individual Application Form.

9. Inquiries may be addressed to the **higher education institution (HEI)** nearest to the applicant at the contact details provided in Item 1 of this Memorandum. For further information, interested participants may also contact:

**Mr. Joseph J. Cristobal**  
 Director, Philippine Cultural Education Task Force  
 National Commission for Culture and the Arts (NCCA)  
 Telefax No.: (02) 527-2192 local 309  
 Email Address: pcep.psecretariat@gmail.com

10. Immediate dissemination of this Memorandum is desired.

  
**ALBERTO T. MUYOT**  
 Undersecretary  
 Officer-in-Charge

Encls.: •

As stated

Reference:

DepEd Memorandum No. 20, s. 2015

To be indicated in the Perpetual Index  
under the following subjects:

LEARNING AREA, ARTS  
OFFICIALS  
SCHOLARSHIP  
TEACHERS

SMA/CAR, DM Graduate Diploma  
0019-January 8, 2016/21/25



**NATIONAL COMMISSION FOR CULTURE AND THE ARTS**  
**Philippine Cultural Education Program**

**Masterate Degree Scholarship Program**  
**GDCE, GDTA & MAAM**

**Graduate Diploma in Cultural Education**  
**Graduate Diploma in Teaching Arts**  
**Leading to Master's Program in Cultural Education**  
**and Master of Arts in Education Major in Arts Management**

**2016 PROGRAM IMPLEMENTATION GUIDELINES**  
**NCCA Scholarship Program**

- Project Title: Masterate Degree Scholarship Program:  
GDCE, GDTA and MAAM
- In partnership with: DepEd, CHED and selected HEI's
- Implementation Date: April – May 2016
- Source of Fund: NEFCA
- Board Resolution Number: 2016-BR 289
- Implementor-Partner:
- ✓ NCR: Lyceum of the Philippines University
  - ✓ CAR: University of the Cordilleras
  - ✓ ILOCOS Region 1: University of Northern Philippines
  - ✓ CAGAYAN VALLEY Region 2: Isabela State University
  - ✓ CENTRAL LUZON Region 3: La Consolacion University Philippines
  - ✓ CALABARZON Region 4A: Colegio de San Juan de Letran-Calamba
  - ✓ BICOL Region 5: Bicol University
  - ✓ WEST VISAYAS Region 6: West Visayas State University
  - ✓ CENTRAL VISAYAS Region 7: Cebu Normal University
  - ✓ EASTERN SAMAR Region 8: Northwest Samar State University
  - ✓ ZAMBOANGA Region 9: Western Mindanao State University
  - ✓ SOCCSKSARGEN Region 12: Notre Dame of Marbel
  - ✓ Region 13: Saint Paul University Surigao
  - ✓ Region 10: Xavier University Cagayan De Oro
  - ✓ **BKFI** - Central Luzon Region 3: La Consolacion University Philippines
  - ✓ **kaZAulogaN, Inc:**
    - NORTHERN MINDANAO Region 10: La Salle University Ozamis
    - DAVAO REGION 11: University of Southeastern Philippines
    - ARMM: Mindanao State University
    - MIMAROPA Region 4B: Palawan State University
    - EASTERN VISAYAS Region 8 Leyte Normal University

**Background and Rationale**

The PCEP was conceived in response to the promulgation on 11 August 2001 of Republic Act 9155, "An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education,

Culture and Sports (DECS) as a Department of Education (DepEd) and for other Purposes". Formulated through an NCCA Board Resolution in 2001, and operationalized by a Task Force in 2002, the PCEP envisions a nation of culturally literate and empowered Filipinos by ensuring that culture is the core and foundation of education, governance, and sustainable development.

The law, while effectively reaffirmed cultural education as an integral part of basic education, had transferred this responsibility and administrative supervision of cultural agencies formerly attached to DECS to the NCCA.

Three strategic goals of PCEP which included the:

1. Establishment of an index of knowledge on Philippine culture;
2. Development of culture-based instructional materials based on minimum learning competencies and standards on culture;
3. Implementation of cultural education programs to reach various beneficiaries through formal, non-formal and informal structures.

It was designed to make cultural education accessible to all sectors of Philippine society, particularly the youth, teachers, artists and cultural workers, officials and employees of the government, members of the media, and civil society.

PCEP Institutional Intended Learning Outcomes (Competencies) of the Graduate of NCCA-PCEP Formal and Non-Formal Programs are expected to

- 1) Manifest critical and creative thinking skills
- 2) Design culture-based instructional materials
- 3) Employ innovative culture-based pedagogy
- 4) Inculcate a sense of nationalism and patriotism
- 5) Demonstrate expertise in Philippine history, heritage, culture and the arts
- 6) Exercise leadership skills in respective communities
- 7) Conduct culturally-relevant research
- 8) Initiate national, regional, and global connectedness
- 9) Conduct oneself in accordance with highest professional and ethical standard
- 10) Commit oneself to lifelong learning

Since summer of 2008, the NCCA-PCEP, through several conduit-HEIs nationwide, has been offering a credit-earning post-baccalaureate teacher enhancement program called Certificate Program on Cultural Education (CPCE), which is now formally known as the Graduate Diploma in Cultural Education (GDCE).

Philippine education especially in the context of culture-based instruction envisions to strengthen the teachers capacity' to deliver substantive instruction. Education for all should also mean the ability to shift paradigm in order to facilitate instruction which is relevant to the needs of the changing times as well as to be responsive to the demands of the industry. Secondly, education should also be focused on research development so that whatever is generated from the field can inform classroom instruction.

Strongly aligned with the program objectives of the Philippine Cultural Education Program (PCEP), the 24-unit program offers scholarship opportunities for 30 to 40



region-based public elementary and high school teachers in the core subject areas (Science, Mathematics, Social Studies and English and Filipino Languages) and MAPEH (Music, Arts and Physical Education) to undergo a two-summer intensive training. Designed as an in-service residential program, the scholarships covers a total of 432 hours of intensive training designed to integrate functional understanding of the local and national history, culture, heritage and the arts into the five core subject areas – Social Sciences, Languages, Science, Math and MAPEH. It requires its participants to produce researches on local history, reflection papers, and group and individual lesson exemplars on culture-based basic education. Likewise the need to familiarize teachers of the SPA regarding the nature, purview, types, and forms of Philippine Arts, these series of sub-island training is being proposed under the auspices of PCEP. In addressing this need, accessibility and availability of resource persons in the local communities have been of paramount importance in this meaningful exchange. In 2014, the Committee in Cultural Education and PCEP introduces and offer the Graduate Diploma in Teaching Arts to develop specialized, qualified and high skilled arts teachers in basic education.

In 2015, NCCA-PCEP offers Masterate Degree on Arts Management to expand the artists, cultural workers and government employees-participants' knowledge base in Philippine history, culture, heritage and the arts, Arts Management, Arts in Society, Arts Entrepreneurship, Human Resources Management in the Public Sector, Performance Measurement, Grant Writing in the Art and Arts Policy

Since its conception in 2008, the program has graduated more than 3,000-teacher-scholars from the following institutions:

1. Southwestern University in Cebu City
2. Bulacan State University in Malolos City
3. Miriam Colleges Foundation in Quezon City
4. J.H. Cerilles State Colleges in Pagadian City
5. Central Mindanao University in Valencia City, Bukidnon
6. Manuel S. Enverga University Foundation (MSEUF), Quezon Province
7. Palawan State University (PSU) in Puerto Princessa City
8. University of Regina Carmeli now La Consolacion University Philippines in Malolos
9. Colegio de San Juan de Letran-Calamba in Calamba City
10. Bicol University in Legazpi City
11. Cebu Normal University in Cebu City
12. La Salle University-Ozamis in Ozamis City
13. Isabela State University (ISU), Isabela Province
14. St. Paul University-Surigao (SPUS), Surigao Province
15. Western Mindanao State University (WMSU), Zamboanga City
16. Notre Dame of Marbel in Koronadal
17. University of the Cordilleras in Baguio City
18. Northwest Samar State University in Calbayog City
19. University of Northern Philippines in Vigan City
20. West Visayas State University in Iloilo City
21. Lyceum of the Philippines University in Manila
22. Xavier University Cagayan De Oro in Cagayan De Oro

Given the tremendous response and strong demand for continuing professional education from public school teachers, the NCCA-NCCED and the Philippine Cultural Education

Program (PCEP) Task Force has embarked on a sustainable partnership with HEIs –Teacher Education Institutions nationwide for an enhanced GDCE, GDTA delivery, and expansion of the program into the Masteral level like the MAAM program. The move is seen as a concrete step in furthering PCEP's goals of providing continuing teachers' training and development of culture-based instructional materials for utilization in the basic education curriculum and encourage our cultural workers and artists to become effective advocates for the arts and to succeed in a wide range of administrative, managerial, and leadership positions

### **Description of the Project**

The 42-unit master's program is a ladderized curriculum designed to address the following objectives:

1. To expand the teacher-participants' knowledge base in Philippine history, culture, heritage and the arts (*PCEP Goal 1*);
2. To provide the teacher-participants with hands-on opportunities for critical dialogue with the local culture and arts (*PCEP Goal 1*);
3. To help the teacher-participants develop knowledge structures, framework and information systems that integrate history, culture, heritage and the arts into the formal curriculum of basic education (*PCEP Goal 2*); and
4. To build the teacher-participants' capability to contribute to a deeper understanding and appreciation of the local history, culture, heritage and the arts in the context of contemporary Philippine realities (*PCEP Goal 3*).

Students shall undergo the following ladder-type curriculum:

#### **1. FOR GRADUATE DIPLOMA IN CULTURAL EDUCATION (GDCE)**

A two-summer 24-unit post-baccalaureate program divided into Level I and Level II which offers foundation and major courses to enhance the students' understanding of the basic theories, processes and applications of arts, culture, heritage in the culture-based teaching of the basic education curriculum. Courses to be taken are as follows:

*CulEd 200 – Pedagogy of Cultural Education*  
*CulEd 203 – Cultural Diversity and Languages of the Philippines*  
*CulEd 204 – Re-view of Philippine History and Heritage*  
*CulEd 205 – Philippine Arts*  
*CulEd 206 – Local Cultural Mapping*  
*CulEd 207 – Media-Based Cultural Documentation*  
*CulEd 208 – Issues in Cultural Education*  
*CulEd 209 – Development of Culture-Based Lesson Exemplars*

#### **Master of Arts in Education, Major in Cultural Education**

Additional 18 units of foundation, cognates/elective, research and thesis writing courses shall complete the students training on cultural education. Courses to be taken are as follows:

*CulEd 201 – Culture-Based Teaching of the Basic Education Curriculum*  
*CulEd 202 – Advanced Educational Theories and Pedagogy*  
*CulEd 210 – Problem-Based Statistical Methods*  
*CulEd 211 – Culture and Governance*

*CulEd 212 – Thesis I: Research in Cultural Education*  
*CulEd 213 – Thesis II: Writing of Thesis*

Following is a matrix-summary of all courses to be required of student-enrollees for the Master's Program:

COURSE TITLES	UNITS
<b>Foundation Courses</b>	12 units
CulEd 200 – Pedagogy of Cultural Education	3
CulEd 201 – Culture-Based Teaching of the Basic Education Curriculum	3
CulEd 202 – Advanced Educational Theories and Pedagogy	3
CulEd 210 – Problem-Based Statistical Methods	3
<b>Major Courses</b>	18 units
CulEd 203 – Cultural Diversity and Languages of the Philippines	3
CulEd 204 – Re-view of Philippine History and Heritage	3
CulEd 205 – Philippine Arts	3
CulEd 206 – Local Cultural Mapping	3
CulEd 207 – Media-Based Cultural Documentation	3
CulEd 208 – Issues in Cultural Education	3
CulEd 209 – Development of Culture-Based Lesson Exemplars	3
<b>Cognates/Elective Courses</b>	3 units
CulEd 211 – Culture and Governance	3
<b>Research/Thesis Courses</b>	6 units
CulEd 212 – Thesis I: Research in Cultural Education	3
CulEd 213 – Thesis II: Writing of Masteral Dissertation	3

## II. FOR GRADUATE DIPLOMA IN TEACHING ARTS (GDTA)

A two-summer 24-unit post-baccalaureate program divided into Level I and Level II which offers foundation and major courses to enhance the students' understanding of the basic theories, processes and applications of arts, culture, heritage in the culture-based teaching of the basic education curriculum. GDTA can apply classroom concepts in professional settings through internships and independent studies at numerous arts organizations in their own region. The arts management program maintains academic and professional relationships with many national and regional institutions. Courses to be taken are as follows:

*CulEd 200 --Pedagogy of Cultural Education*

*CulEd 205 – Philippine Arts*

*CulEd-TA 200 – Foundations of Art*

*CulEd-TA 201 – Arts Criticism and Appreciation*

*CulEd-TA 202A - Apprenticeship and Exploration in the Arts 1 (Visual Arts)*

*CulEd-TA 202B - Apprenticeship and Exploration in the Arts 1 (Performing Arts)*

*CulEd-TA 203 - Apprenticeship and Exploration in the Arts 3 (Specialization)*

*CulEd-TA 204 - Apprenticeship and Exploration in the Arts 4 (Specialization)*

**Master of Arts in Education, Major in Teaching Arts**

Additional 18 units of foundation, cognates/elective, research and thesis writing courses shall complete the students training on cultural education. Courses to be taken are as follows:

**CORE REQUIREMENTS**

CulEd 200 –Pedagogy of Cultural Education

CulEd-TA 200 – Foundations of Art

CulEd 210 – Production Management (Problem Based Learning and Application)

EDUC 202: Educational Statistics and Analysis

**ELECTIVE**

CulEd 211 - Culture and Governance

**THESIS WRITING**

Thesis proposal (Colloquium)

Thesis Writing of Masteral Dissertation

Following is a matrix-summary of all courses to be required of student-enrollees for the Master's Program:

COURSE TITLES	UNITS
Foundation Courses	12 units
CulEd 200 –Pedagogy of Cultural Education	3
CulEd-TA 200 – Foundations of Art	3
CulEd 210 – Production Management (Problem Based Learning and Application)	3
EDUC 202: Educational Statistics and Analysis	3
Major Courses	18 units
CulEd 205 – Philippine Arts	3
CulEd-TA 201 – Arts Criticism and Appreciation	3
CulEd-TA 202A - Apprenticeship and Exploration in the Arts 1 (Visual Arts)	3
CulEd-TA 202B - Apprenticeship and Exploration in the Arts 1 (Performing Arts)	3
CulEd-TA 203 - Apprenticeship and Exploration in the Arts 3 (Specialization)	3
CulEd-TA 204 - Apprenticeship and Exploration in the Arts 4 (Specialization)	3
Cognates/Elective Courses	3 units
CulEd 211 – Culture and Governance	3
Research/Thesis Courses	6 units
CulEd 212 – Thesis I: Research in Cultural Education	3
CulEd 213 – Thesis II: Writing of Masteral Dissertation	3

Students shall undergo full-course-unit scholarship:

**III. FOR M.A. EDUCATION Major in ARTS MANAGEMENT (MAAM)**

Post-baccalaureate arts management master's degree program trains students to become arts administrators across performing and visual art disciplines. The program blends the basic tenets of administration with an understanding of the cultural sector in the global economy. The arts management MA program excels in providing students a decision making context for the jobs of the future through an understanding of cultural policy, international arts management issues, and organizational dynamics. The master's program prepares students to become effective advocates for the arts and to succeed in a wide range of administrative, managerial, and leadership positions. The arts management MA program curriculum is designed to combine current cultural and nonprofit theory with the best practices from the management field. Core courses focus on fundraising, marketing, and financial management of arts organizations. A flexible and interdisciplinary program, master's students may take electives and rotating topic courses in museum management, art history, public administration, business administration, communication, international or public policy as well as participate in any of the Department of Performing Arts ensembles:

#### MAJOR SUBJECTS:

- a) *MEAM 111: Public Relations/Marketing Strategies for Arts Organizations*
- b) *MEAM 110: Introduction to Arts Management*
- c) *MEAM 119: Fund Raising & Development Arts*
- d) *MEAM 112: Marketing Management for the Arts*
- e) *MEAM 113: Arts Management & Society*
- f) *MEAM 114: Arts Policy*

#### CORE REQUIREMENTS

- a) *EDUC 201: Research, Design and Methods*
- b) *EDUC 202: Educational Statistics and Analysis*
- c) *EDUC 203: Aesthetics*
- d) *EDUC 204: Augustinian Spirituality (additional for LaCo)*

#### ELECTIVE / COGNATES COURSES

*MEAM 116: Program Planning Implementation in the Arts*

#### RESEARCH/THESIS COURSES

- a) *CuEd 212 – Thesis I: Research in Cultural Education*
- b) *CuEd 213 – Thesis II: Writing of Masteral Dissertation*

Following is a matrix-summary of all courses to be required of enrolees to Master's Program:

COURSE TITLES	UNITS
<b>CORE REQUIREMENTS</b>	<b>12 units</b>
e) EDUC 201: Research, Design and Methods	3
f) EDUC 202: Educational Statistics and Analysis	3
g) EDUC 203: Aesthetics	3
h) EDUC 204: Augustinian Spirituality (additional for LaCo)	3
i) MEAN 117: Arts Appreciation	
<b>MAJOR SUBJECTS:</b>	<b>18 units</b>
a) MEAM 111: Public Relations/Marketing Strategies for Arts Organizations	3
b) MEAM 110: Introduction to Arts Management	3

c) MEAM 119: Fund Raising & Development Arts	3
d) MEAM 112: Marketing Management for the Arts	3
e) MEAM 113: Arts Management & Society	3
f) MEAM 114: Arts Policy	3
<b>PROFESSIONAL EDUCATION UNITS (PEU)</b> (for Non-Educ Major students)	<b>18 units</b>
a) PEU Teach 1 - Principles & Techniques of Teaching (Teaching Strategies)	3
b) PEU Teach 2 Principles of Education (Foundation of Education II – Historical, Philosophical, and Legal Foundation of education)	3
c) PEU - Measurements & Evaluation Assessment of Learning 1	3
d) PEU - Curriculum Development	3
e) PEU - Audio-Visual Education Technology 1	3
f) PEU - Educational Psychology Foundation of Education 1 (Psychological, & Sociological foundation of Education)	3
<b>Cognates/Elective Courses</b>	<b>3 units</b>
MEAM 116: Program Planning Implementation in the Arts Thesis proposal (Colloquium) to Comprehensive Exam	3
<b>Research/Thesis Courses</b>	<b>6 units</b>
CulEd 212 – Thesis I: Research in Cultural Education	3
CulEd 213 – Thesis II: Writing of Masteral Dissertation	3

#### GENERAL PROVISIONS

1. The programs are administered by the National Commission for Culture and the Arts' Philippine Cultural Education Program (PCEP) through financial grants extended to accredited and approved HEIs or culture-oriented non-governmental organizations partnering with an accredited and approved HEIs.
2. The NCCA, through PCEP, is the highest policy and decision-making body for all administration, appeals, arbitration, monitoring, and evaluation requirements of the program. All local implementation concerns shall be the responsibility of participating HEIs.
3. The NCCA PCEP shall seek endorsement and/or accreditation by the Department of Education, HEI's to the Commission on Higher Education, and/or other government agencies concerned with the administration of education and culture programs.
4. Participating HEIs are responsible for the local administration, management, representation, accreditation and coordination of the program, particularly with local DepEd/CHED regional or division offices, local government units, and direct scholar-beneficiaries.
5. All accredited/approved HEI conduit-grantees shall enter into a Memorandum of Agreement (MOA) with the NCCA, subject to completion and submission of all grant requirements.

## **ADMISSION, SCHOLARSHIP AND PROGRAM MANAGEMENT**

- 1 Continuing HEI conduit-grantees may start the re-entry screening process for old Level 1 graduates as soon as possible. First-time, or Level 1, HEI conduit-grantees in close coordination with their DepEd Regional Offices may start recruiting new program applicants as soon as the MOA has been delivered.
- 2 HEI conduit-grantees shall be responsible for the processing, acceptance and registration of successful applicants. They shall devise their own internal policies and procedures, subject to the general scholarship admission and provisions required by PCEP. Since 2014, non-government HEI's may accept a maximum of five basic education teachers from their own university to the program, provided that these teachers will only get free tuition fees and do not enjoy any other support from the same grant.
- 3 HEI conduit-grantees are responsible for checking and verification of all requirements submitted by prospective scholar-participants. Any misrepresentation or falsification of documents submitted for admission shall automatically disqualify the applicant found guilty of such act/s. In the event that the offense is discovered after the applicant has been admitted to the program, the offending scholar-participant shall be automatically dropped from the program and will be required to reimburse the HEI all expenses incurred or paid for his/her participation.
- 4 The final list of newly-admitted and/or re-entry scholar-participants, including copies of submitted application or re-entry documentation, shall be approved by the PCEP based on the prescribed minimum requirements for admission and retention. It reserves the right to further verify the documents submitted by the admitted scholar-participant.
- 5 Deadline for HEIs to accept new and re-entry applications is every January 30 of every year. HEIs are required to submit to PCEP the list and documentation requirements of admitted scholar-participants on or before March 1.
- 6 Actual program implementation should be held for a maximum of one month including orientation, class instruction sessions, special activities and graduation ceremonies. Inclusive period of the one-month program implementation should be within the period of April to May (summer). For MAAM implementation is in regular classes of HEI.
- 7 All accredited/approved HEI conduit-grantees shall secure permit, approval or accreditations from CHED to add major subject on Cultural Education for their existing MA Program in Education, and secure new courses approval on MA in Cultural education.
- 8 All accredited/approved HEI conduit-grantees shall ensure that GDCE Scholars will be considered regular student of their University, to be accepted in the University registry system and be given due credit units to Master's Program in Education major in Cultural Education or Teaching Arts or in M.A. in Cultural Education reflected to their Transcript of Record (TOR) after finishing the 24 units.

## **CURRICULUM AND FACULTY MANAGEMENT**

1. Each course module should be taught by ACCREDITED PCEP GDCE Instructors, a competent instructor or pool of instructors professionally-equipped or academically-trained and experienced to teach the specific subject. All instructors assigned to teach in the program should be approved by PCEP based on the HEI-submitted curriculum vitae or resume detailing the instructor/s' proficiency in the assigned subject module.
  - a. **Accreditation:** all GDCE faculties must attend the GDCE Faculty Orientation / Retooling Program conducted by PCEP every start of summer classes (March).
  - b. All Accredited Faculty will be given:
    1. Certificate of Accreditation from NCCA-PCEP
    2. ID – Renewable in 2-years
    3. Materials / Manual of GDCE
    4. Membership to PCEP Trainers' Pool
2. In case of team teaching, a head instructor should be designated to coordinate the sessions and devise a method in determining the module grade of scholar-participants.
3. The PCEP maintains a list of qualified accredited experts who may be tapped by HEIs as Visiting Faculty to teach any of the core subjects in the absence of local expert-educators within the existing HEI's faculty roster.
4. Instructors assigned to teach subject modules are required to follow the prescribed curriculum, syllabus and program design required by the PCEP, including all session lectures and activities, assignments, and final outputs by scholar-participants. Any class requirement should be thoroughly discussed with scholar-participants. Any deviation or addition to the curriculum and syllabus should have prior approval of the PCEP. The NCCA and PCEP reserve the right to monitor and verify with scholar-participants if the curriculum, syllabus and requirements are followed by the HEIs and their designated instructors.
5. Instructors are required to follow the grading system prescribed in the curriculum and syllabus design. A systematic record of marking scholar-participants' performance in quizzes, tests, and submitted final requirements should be submitted to the program director within two weeks after the subject module's completion.
6. A Program Orientation and Faculty Development Workshop shall be convened by the PCEP at least three weeks prior to the official start of the program. HEI conduit-grantees are required to send a maximum of three (3) participants composed of the HEI-designated program director or coordinator and two local faculty members tasked with teaching two course modules.

## FINANCIAL MANAGEMENT

- 1. A participating HEI is given maximum financial grant in the amount of Six Hundred Fifty Thousand Pesos (Php 650,000.00) for GDCE and Five Hundred Thousand Pesos (Php 500,000.00) for GDTA to cover one summer implementation of a twelve-unit Graduate Diploma level benefitting a minimum of thirty (30) scholar-participants for GDCE and twenty for GDTA, but in the MAAM HEI will set their minimum number of students. Actual



- amount of financial grant depends on the approved line item budget based on the appreciation of the submitted proposed budget by each HEI and the determination of allowed grant coverage by the NCCA Project Monitoring and Evaluation Division.
- 2. A single-level grant of Php 650,000 shall cover the following costs:
  - i. tuition and miscellaneous fees of minimum 35 scholar-participants;
  - ii. stipend or equivalent support provisions (board, lodging, transportation, and/or daily subsistence allowance) in the maximum amount of Five Thousand Pesos Only (Php 5,000.00) for each scholar-participant;
  - iii. supplies, materials, and equipment that are not part of the regular provisions available in implementing HEIs;
  - iv. travel, accommodations and meals of visiting faculty members, program orientation and evaluation expenses, subject to approval by the PCEP;
  - v. cost of program administrative support limited to top-up honoraria of program director or coordinator and one program assistant, subject to the approval of PCEP;
- 3. The program shall cover only the tuition and miscellaneous costs of the prescribed 12-unit (for single one-level program grant). Any deviation or addition to the curriculum must have the prior approval of PCEP, subject to the condition that costs incurred related to the deviation or addition to the curriculum will not be charged to the financial grant given by the NCCA PCEP.
- 4. All costs must be liquidated supported by appropriate official receipts and proofs of disbursements. NCCA reserves the right to disallow any unauthorized disbursements or expenses not supported by receipts and documents.
- 5. Conduit HEI's MUST SUBMIT via email add of PCEP Secretariat ([pcep.secretariat@gmail.com](mailto:pcep.secretariat@gmail.com).) the following documents after signing of MOA or a WEEK before the implementation date of the classes:
  - Directory of Scholars (COMPLETE DETAILS: Name, Age, Gender, Birthday, School Name, School Address, Subject, Years of Service, Cell Phone Number, Email Address)
  - List and Resumes of Scholars and Facilitators
  - Programme/ Schedule of Classes

*Note: aside from the eligibility documents, first payment will not be processed without these 3-documents*
- 6. Submission of Terminal Report MUST BE TWO (2) hardbound copies, one for NCCA PMED and one for PCEP. Terminal Report must have the following content:
  - INTRODUCTION
    - Background / Objectives of the Project / Description of the Project
  - ACTUAL IMPLEMENTATION
    - 1. Description of the Venues

2. Description of Activities
3. Profile of Participants/Performers
4. Profile of Trainers/Masters/Facilitators
5. Directory of Scholars (complete details: Name, Age, Gender, Birthday, School Name, School Address, Subject, Years of Service, Cell Phone Number, Email Address)

#### EVALUATION

1. Strengths of the Activity/ Project
2. Weaknesses of the Activity/ Project
3. Impact of Activity to Target Beneficiaries/ Sectors/ Community
4. Issues/ Concerns of the Activity/ Project
5. Recommendations vis-à-vis the Issues/ Concerns
6. Assessment of the Organizers/ Participants on the Activity/ Project
7. Recommendations for the Future

#### ATTACHMENTS/ ANNEXES

1. Acceptance of Output by Beneficiaries (*optional*)
  2. Pictures with labels
  3. List of Participants
  4. List of Facilitators and Resumes
  5. Workshop Outputs or Winning Entries (*if applicable*)
  6. Copy of Invitation/ Poster
  7. Copy of Programme/ **Schedule**/ Souvenir
  8. Copy of Module(s)/ Paper(s) Presented/ Lecture Note(s)
  9. Copy of Speeches (*if applicable*)
  10. Copy of Press Releases, Write-ups on Local Papers, etc
8. The first tranche consisting of thirty percent (30%) of the budget is expected to be released within three (3) weeks after the delivery of the MOA. The 2<sup>nd</sup> tranche equivalent to 60 percent (60%) of the budget shall be paid within a month after submission of the first tranche liquidation and the remaining tranche equivalent to 10 percent (10%) of the budget shall be paid within a month after submission of the 2<sup>nd</sup> tranche liquidation and terminal report and the rendering of audit analysis by the NCCA Finance Division.

#### **NCCA PROPONENT ELIGIBILITY REQUIREMENTS**

(Revised January 2013)

Pursuant to Commission on Audit (COA) Circular no. 2007-001, non-government organizations/people's organizations, indigenous peoples' groups, and individuals applying for the NCCA Grants Program are required to submit the following requirements prior to the evaluation of their proposal to determine their eligibility:

#### **NON-GOVERNMENTAL ORGANIZATIONS and PEOPLE'S ORGANIZATION (NGOs/BOs):**

1. Photocopy of the Certificate of Registration with the Securities and Exchange Commission (SEC)

2. Authenticated copy of the latest Articles of Incorporation showing the original incorporators/ organizers and the Secretary's Certificate for incumbent officers
3. Audited Financial Statements for the past Three (3) Years preceding the date of project implementation. For NGO/PO which has been in operation for less than three years, financial reports for the years in operation and proof of previous implementation of similar projects
4. Work and Financial Plan (WFP) and sources and details of proponent's equity and/or counterpart funding and participation in the project
5. Complete project proposal approved/signed by officers
6. List and/or photographs of similar projects previously completed, if any, indicating the source of funds for implementation
7. Sworn Affidavit of the Secretary of the NGO/PO that none of its incorporators, organizers, directors or officers is an agent of or related by consanguinity or affinity up to the fourth civil degree to the officials of the NCCA
8. General Information Sheet (GIS) from SEC (If SEC Registration is more than 3 years)
9. List of projects with NCCA funding previously undertaken, if any
10. Official Receipt bearing the Tax Identification No. (TIN)
11. Bank Account in the Name of the organization
12. Certificate from your Regional DSWD Office.

**GOVERNMENT AGENCIES / INSTITUTIONS, STATE UNIVERSITIES/COLLEGES AND PUBLIC SCHOOLS:**

- Charter/ Law Creating the Agency /Institution/ University
- Organization Profile & Record of Accomplishments(Related to the Proposed Project)
- List of Current Officers
- Certification/endorsement from the Head of agency/institution/university
- Photocopy/scanned copy of passbook with bank account information of the organization (Bank Account Name, Bank and Branch).

**MINIMUM ADMISSION REQUIREMENTS FOR PROSPECTIVE SCHOLARS**

CRITERIA	REQUIREMENTS	
	Graduate Diploma in Cultural Education & Teaching Arts	Master's Program
Age	23 – 50years old*	25 to 55 years old**
Academic Qualifications	Bachelor degree with general weighted average of 85% or equivalent	Must have satisfactorily passed 24 units of Graduate Diploma in Cultural Education accredited by the NCCA
Teaching Experience	At least 3 years teaching experience in any or a combination of academic subjects in a public elementary	At least 4 years of teaching experience in any or a combination of academic

	or high school	subjects
<b>Qualifying Examinations</b>	LET, HEI Graduate Admission Test (If any)	LET, HEI Graduate Admission Test (if any), and NCCA Aptitude Test
<b>Endorsement</b>	By any one of the following: principal, district supervisor, division education supervisor or division superintendent	By any one of the following: principal, district supervisor, division education supervisor or division superintendent
<b>Principal's Certification</b>	Service incumbency of 3 years, Good moral character, with a permanent appointment at the time of application	Service incumbency of 3 years, Good moral character, with a permanent appointment at the time of application
<b>FOR MAAM Scholars</b>	Curriculum Vitae / Bio Data Endorsement from his/her Cultural Organization/Government Office TOR and Dismissal from last school attended	

\* Priority is given to 23 to 40 years old applicants, 41 to 50-year old applicants may be shortlisted subject to availability of slots.

\*\* Priority is given to 25 to 50 year-old applicants; 51 to 55-year old applicants may be shortlisted subject to availability of slots.

#### **Contact Details**

Enquiries, nominations and application requirements may be coursed through:

**MS. JENNIFER BARBERAN**  
Documentation and Information Officer  
Email [pcep.secretariat@gmail.com](mailto:pcep.secretariat@gmail.com)  
TL (02) 527-2192 local 309 / Fax (02) 527-2192 loc 309  
**MR. JOSEPH "SONNY" J. CRISTOBAL**  
Director  
PHILIPPINE CULTURAL EDUCATION PROGRAM  
Unit 3B 3/F #633 Gen. Luna Street, Intramuros, Manila  
[pcep.secretariat@gmail.com](mailto:pcep.secretariat@gmail.com)



**NATIONAL COMMISSION FOR CULTURE AND THE ARTS**  
**Philippine Cultural Education Program Task Force**

**GRADUATE DIPLOMA IN TEACHING**  
**ARTS**

**Official Nomination and Endorsement Form**

\_\_\_\_\_  
Date

**MR. JOSEPH "SONNY" CRISTOBAL**  
Director - PHILIPPINE CULTURAL EDUCATION PROGRAM  
Nat'l Commission for Culture & the Arts

ATTN: (NAME OF HEI CONTACT PERSON)  
(POSITION)  
(UNIVERSITY)  
(ADDRESS)

The DepEd Division of \_\_\_\_\_ Region \_\_\_\_\_

hereby nominates Mr./Ms./Mrs. \_\_\_\_\_  
(complete name of applicant)

of \_\_\_\_\_ as applicant to the NCCA Scholarship for Graduate  
(name of school)

Diploma in Teaching Arts.

\_\_\_\_\_  
Name and Signature of Nominator

\_\_\_\_\_  
Official Designation

Republic of the Philippines • Office of the President  
**NATIONAL COMMISSION FOR CULTURE AND THE ARTS**

633 General Luna St., Intramuros 1002, Manila

Telephone: (63-2) 986-4147 / Fax: (63-2) 527-2192 local 309 / e-mail: [pcpep.secretariat@gmail.com](mailto:pcpep.secretariat@gmail.com) / website:  
[www.ncca.gov.ph](http://www.ncca.gov.ph)



**NATIONAL COMMISSION FOR CULTURE AND THE ARTS**  
**Philippine Cultural Education Program Task Force**

2 x 2 ID

Application # \_\_\_\_\_

**GRADUATE DIPLOMA IN TEACHING**  
**ARTS**  
Individual Application Form

FULL NAME		DESIGNATION	
NAME OF SCHOOL/DIVISION			
SCHOOL/DIVISION ADDRESS			
HOME ADDRESS			
TOWN / MUNICIPALITY	PROVINCE	REGION	
OFFICE TEL. NUMBER	HOME TEL. NUMBER	MOBILE PHONE	
EMAIL ADDRESS	BIRTHDAY	AGE	GENDER
CURRENT POSITION	NUMBER OF YEARS IN CURRENT POSITION	TOTAL NUMBER OF YEARS OF SERVICE	



**NATIONAL COMMISSION FOR CULTURE AND THE ARTS**  
**Philippine Cultural Education Program Task Force**

I respectfully submit this application form as basis for my selection as participant to the Graduate Diploma in Teaching Arts. If selected, I commit to abide by the program rules and waive the Host HEI's liabilities and responsibilities for any willful violation of rules or any untoward accident that may happen to my person beyond the control of the Host HEI.

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Name of Nominated Applicant

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Signature

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633 General Luna St., Intramuros 1002, Manila

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[www.ncca.gov.ph](http://www.ncca.gov.ph)