



Republic of the Philippines
Department of Education

17 MAR 2015

DepEd MEMORANDUM
No. **21**, s. 2015

**GRADUATE DIPLOMA IN CULTURAL TEACHING THE ART (GDTA)
(Ladderized Program Leading to a Master's Degree in Education)**

To : Regional Directors
Schools Division Superintendents
Heads, Public Elementary and Secondary Schools
All Others Concerned

1. The National Commission for Culture and the Arts (NCCA), in cooperation with the Department of Education (DepEd) and the Barasoain Kalinangan Foundation Inc., offers the Level I of the **Graduate Diploma in Cultural Teaching the Art (GDTA), a Ladderized Program Leading to a Master's Degree in Education**. This post-baccalaureate in-service teacher enhancement program will be conducted by cluster at the higher education institutions (HEIs) and their identified Project Coordinators and the DepEd counterparts are as follows:

HEIs Cluster	HEI Coordinator	City/ Province	DepEd Coordinator
<i>Luzon:</i> Philippine Normal University (PNU)	Dr. Larry Gabao Vice President for University Relations and Advancement Telephone No.: (02) 317-1768 local 721 Email Address: lag_7254@yahoo.com	Ermita, Manila	Mr. Emmanuel Maninang OIC, PPRD/SPA Coordinator DepEd National Capital Region (NCR) Telephone No.: (02) 928-0104 Mobile Phone No.: 0918-649-4070
<i>Visayas:</i> West Visayas State University	Ms. Lea L. Cañoso Department Chair Telephone No.: (033) 320-0871 Mobile Phone No.: 0920-928-4819 Email Address: lea101_iloilo@yahoo.com	I a Paz, Iloilo City	Ms. Ma. Fe Sumaculub Region VI Telephone Nos.: (033) 337-0015; (033) 335-0207 Telefax No.: (033) 337-5541 Mobile Phone No.: 0917-633-8675 Email Address: bf.brillantes@yahoo.com

2. The scholarship program aims to:
- expand the teacher-participants' knowledge base on Philippine history, culture, heritage and the arts, and their application to culture-based teaching of basic education;
 - provide them with hands-on opportunities for critical dialogue with the local culture and arts practitioners;
 - help them develop knowledge structures, framework and information systems which integrate history, culture, heritage and the arts into the formal basic education curriculum; and

- d. build their capability to contribute to a deeper understanding of the local history, culture, heritage and the arts in the context of contemporary Philippine realities.
3. The ladder-type curriculum is designed for Special Program for the Arts (SPA) teachers from public secondary schools.
4. The criteria and minimum admissions requirements are as follows:

Criteria	Requirement
Age	23-50 years old*
Academic Qualifications	Bachelor degree with general weighted average of 85% or equivalent
Teaching Experience	At least 3 years teaching experience in any or a combination of academic subjects in a public elementary or high school
Qualifying Examinations	LET, HEI Graduate Admission Test (if any)
Endorsement	By any one of the following: school principal, district supervisor, division education supervisor or schools division superintendent
Principal's Certification	Service incumbency of 3 years, good moral character, with a permanent appointment at the time of application

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

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

5. Students shall undergo the following ladder-type curriculum: Graduate Diploma in Teaching Arts Level I. A summer class' equivalent to 12 units 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.

6. The program shall cover only the tuition and miscellaneous costs of the prescribed 12 units for single one-level program grant. Any deviation or addition to the curriculum must have the prior approval of Philippine Cultural Education Plan (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.

7. The deadline of submission of nominations and/or applications is on or before **March 20, 2015**, and the successful applicants shall be notified on or before **April 6, 2015**. 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 HEIs.

8. Enclosed are the following documents for reference:

Enclosure No. 1 – Program Guidelines;

Enclosure No. 2 – Official Nomination and Endorsement Form; and

Enclosure No. 3 – Individual Application Form.

9. For more information and queries, interested applicants may contact **Mr. Joseph J. Cristobal**, Director, Philippine Cultural Education Program (PCEP) Task Force, National Commission for Culture and the Arts (NCCA) PCEP Secretariat at telephone no.: (02) 527-2192 local 309 or send a message through email address: pcep.secretariat@gmail.com.

10. Immediate dissemination of this Memorandum is desired.



BR. ARMIN A. LUSTRO FSC
Secretary

Encls.:

As stated

Reference:

DepEd Memorandum: No. 37, s. 2014

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

LEARNING AREA, Arts
PROGRAMS
SCHOLARSHIP
TEACHERS

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0161 March 11, 2015



NATIONAL COMMISSION FOR CULTURE AND THE ARTS
Philippine Cultural Education Program

GDTA
Graduate Diploma in Teaching the Arts
Ladderized program leading to a Master's Degree in Education

PROGRAM GUIDELINES

Project Title: **Graduate Diploma in Teaching Arts (GDTA) Level 1:**
National Training on Teaching Arts in the K-12
Curriculum Orientation and Retooling of SPA teachers

Implementor-Partner: Barasoain Kalinangan Foundation, Inc. (BKFI)
Philippine Cultural Education Program (PCEP)

Implementation Date: April – May 2015

Source of Fund: Committee on Cultural Education 2014 Budget

Board Resolution Number:2014-441

BACKGROUND:

NCCA – DepEd Agreement, Objective #4. The institutionalization of the training schedule for students and teachers of arts and culture for both in-service and degree programs under the NCCA Philippine Cultural Education Program (PCEP). This project is in line with Article X of Section 38 of RA No. 10066 or the Cultural Heritage Law

As the overall policy making body for the preservation, development, and promotion of culture and the arts, the NCCA-PCEP adheres to its vision in creating culturally empowered Filipino teachers and cultural workers. Further, PCEP intends to develop culturally sensitive teachers that can reflect the Filipino soul in all their teaching paradigms.

In addition, the NCCA as an attached agency of the Department of Education has also been responsive to the Deped's mandate in creating a track in the arts where creative-learning centered modalities are now included in its new curriculum. It purports to deliver culture-sensitive instructions in the course of its implementation. These arts tracks ensure culturally-sensitive, integrative, relevant, and contextualized pedagogy, responsive to the needs of their specific communities. In order to address this current concern of teachers in the basic and secondary education in the country, a simultaneous sub-island cluster training workshop on teaching of the arts in the K-12 curriculum-orientation and retooling of SPA institutions in the Department of Education is in the offing.

RATIONALE:

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.

As regards 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.

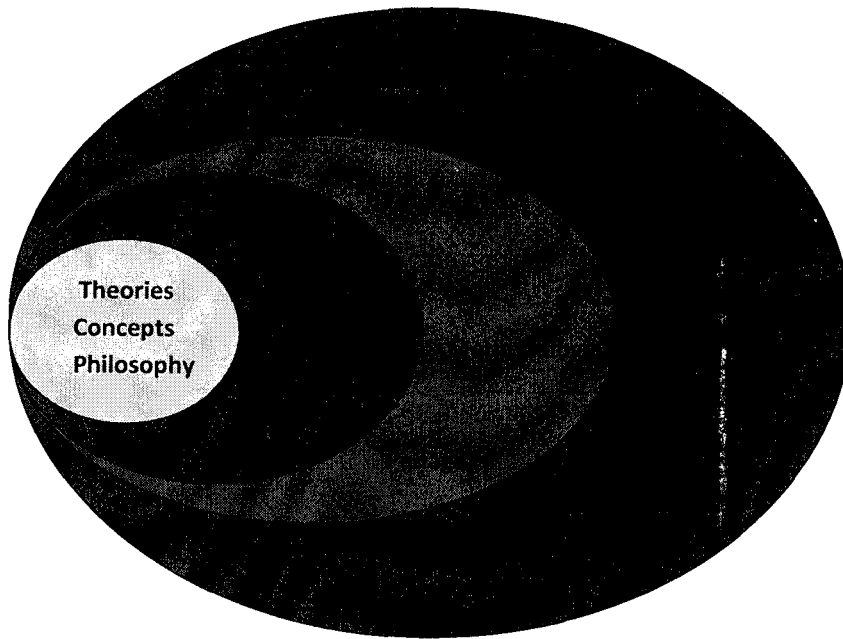
PROJECT OBJECTIVE:

1. Identify and adopt national standards in art education for outcomes-based education;
2. Orient the participants regarding traditional and non-traditional art forms as expressions of community life;
3. Develop culture-based lesson exemplars that integrate both knowledge content and pedagogical praxes in the different art forms;
4. Appreciate the depth and breadth of Philippine arts and of cultural education in the context of community and nation;
5. Compile a teaching folio of the different culture based lesson exemplars representing the different art forms;
6. Develop specialized, qualified and high skilled arts teachers in basic education;
7. Established a ladder-type program leading to a Master's Degree in Education in Higher Education Institutions.

PROJECT DESCRIPTION:

National Training on The Teaching of the Arts in the K-12 Curriculum with Certification and credits from the partner Higher Education Institutions (HEI's) leading to the Graduate Diploma in Teaching Arts (**GDTA : M.A in Education**). The Graduate Diploma in Teaching Arts (GDTA) is formal track envisioned to provide an academic degree and to develop a comprehensive orientation program and retooling write-shops of SPA teachers. GDTA shall be piloted to 1-HEI in Luzon & 1-HEI in Visayas .

GDTA in the Perspective and Support of CMO 20 s. 2013 An in-service and a continuing professional education training program among the basic of education teachers of the K-12 curriculum to answer the demands and challenges of 21st century education characterized by innovation, and appreciation of culture-based education and competencies-based outcomes.



Level 2

Course Outline

1. GDTA 202A – Apprenticeship and Exploration in the Arts 1 (Visual Arts)
2. GDTA 202B – Apprenticeship and Exploration in the Arts 1 (Performing Arts)
3. GDTA 203 – Apprenticeship and Exploration in the Arts 3 (Specialization)
4. GDTA 204 – Apprenticeship and Exploration in the Arts 4 (Specialization)

TOTAL of 12 units leading to MA

Level 1

Course Outline

1. CulEd 200 – Foundation and Pedagogy of Cultural Education
2. CulEd 205 – Philippine Arts
3. GDTA 200 – Foundation of Arts
4. GDTA 201 – Arts Criticism and Appreciation

TOTAL of 12 units leading to MA Program

Note: for 2015 implementation

METHODOLOGY:

- The scholarship shall be conferred to the following Higher Education Institutions (HEI's) to ensure post-baccalaureate credit units:
 In the VISAYAS: **Iloilo National High School, La Paz Iloilo City** will include SPA teachers from **Regions' 6, 7 and 8**
 In LUZON: **Philippine Normal University, Manila** will include and SPA teachers from **Regions' 1, 2, 3, 4a, 4b, 5 at CAR**

- Four (4) major subjects will be covered in one summer studies to complete the 12-unit course or the 4-major subjects;
- Thirty to Thirty Five (30 minimum – 35 maximum) SPA teachers will be admitted per school;
- Expert from the field shall be tapped to ensure the quality of delivery of the program;
- Qualifications are as follows:
- The project implementing organization and NCCA shall execute MOA with HEI's to ensure the full delivery of the grant/scholarships;
- Students shall undergo the following ladder-type curriculum: Graduate Diploma in Teaching Arts Level 1. A summer class's 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.

COURSE DESCRIPTION:

1st summer of 2015

GDTA Level 1: Total of 12 Credit Units

CulEd 200 – Foundation and Pedagogy of Cultural Education – 3 Units

This course investigates the various perspectives on the study of culture across the basic education curriculum focusing on the nature, scope, and theories of cultural formation using trans-disciplinary approaches in the teaching used as learning continuum. In addition, careful attention is given to culture framework, methods, strategies, assessments, and principles underlying instructions in the various subject areas.

CulEd 205 – Philippine Arts – 3 Units

This course surveys and analyses both traditional and non-traditional creative expressions and practices from the various regions and metropolitan centres of the archipelago from the pre-colonial times up until the various moments of colonial and postcolonial encounters. Thus, the different types and forms of arts are ideological representations of both local and national identity and culture.

GDTA 200 – Foundations of Art – 3 Units

This course explores the manifold meanings of the Arts arbitrated by the different political locations of stakeholders engaged in art production, dissemination and art consumption. Theories, trends, and genres of the Arts as they developed in the intersecting axes of history and geography are considered carefully in order to provide a foundational understanding of art as a discipline.

GDTA 201 – Arts Criticism and Appreciation – 3 Units

The course looks into the diverse theories that inform the ways we apprehend, and appreciate art – as a signifying process, and as cultural expression. Contexts surrounding the production of the various art objects, creative articulations as representations of the intersecting nodes of identity, and the artists as agent and function are carefully considered in writing a critical appraisal and evaluation of art.

2nd summer of 2016

GDTA Level 2: Total of 12 Credit Units

GDTA 202A - Apprenticeship and Exploration in the Arts 1 (Visual Arts) – 3 Units

The course immerses the students in an intensive process of acquiring, understanding, and developing proficiency in visual arts and design production through hands-on training in art organizations, art centers, production houses, independent artists/designers, or community-based art/cultural groups. Students define specific learning outcomes and are matched with partner groups/institutions for the apprenticeship, with whom they develop and carry out a learning plan. The course culminates in a presentation of outputs in an exhibition and seminar.

GDTA 202B - Apprenticeship and Exploration in the Arts 1 (Performing Arts) – 3 Units

The course immerses the students in an intensive process of acquiring, understanding, and developing proficiency in the performing arts (dance, music, or theatre) through hands-on training in performing arts organizations or community-based cultural groups. Students define specific learning outcomes and are matched with partner groups/institutions for the apprenticeship, with whom they develop and carry out a learning plan. The course culminates in a presentation of outputs in a performance and seminar.

GDTA 203 - Apprenticeship and Exploration in the Arts 3 (Specialization) – 3 Units

Students further immerse in a specific art practice of their choice (visual arts, music, dance, theatre, or arts management) and with a specific organization/institution/group. They define specific learning outcomes and a learning plan which should lead to the creation of an original piece for exhibition/performance/presentation to be developed in the subsequent course. The final output of the course is a project proposal for an original production to be presented to and approved by a panel of examiners, which includes a senior art practitioner from the group with whom the student has worked in the apprenticeship.

GDTA 204 - Apprenticeship and Exploration in the Arts 4 (Specialization) – 3 Units

Enrollment in the course is contingent on an approved project proposal for the creation/production of an original work in the art genre/field of their choice. The course enables the students to work with their apprenticeship groups in developing and completing the project. The panel of examiners who approved the project shall assess the merits of the completed work. At the end of the course, the students will present/perform/exhibit the completed work in a public event.

GENERAL PROVISIONS

1. The GDTA program is administered by the National Commission for Culture and the Arts' Philippine Cultural Education Program (PCEP) fulfilling the NDCEP goal, through financial grants extended to Negros Cultural foundation, Inc.
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, 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 shall enter into a Memorandum of Agreement (MOA) with Negros Cultural foundation, Inc as partner Institution.

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 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 on March 20, 2015. HEIs are required to submit to PCEP the list and documentation requirements of admitted scholar-participants on or before April 6, 2015.
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 2015.
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 Teaching Arts program and be given 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 following core subjects in the absence of local expert-educators within the existing HEI's faculty roster:
 - a. *CulEd 200 – Foundation and Pedagogy of Cultural Education*
 - b. *CulEd 205 – Philippine Arts*
 - c. *GDTA 200 – Foundations of Art*
 - d. *GDTA 201 – Arts Criticism and Appreciation*
 - e. *GDTA 202A - Apprenticeship and Exploration in the Arts 1 (Visual Arts)*
 - f. *GDTA 202B - Apprenticeship and Exploration in the Arts 1 (Performing Arts)*
 - g. *GDTA 203 - Apprenticeship and Exploration in the Arts 3 (Specialization)*
 - h. *GDTA 204 - Apprenticeship and Exploration in the Arts 4 (Specialization)*

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.

4. 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.
5. 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. 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.

2. No stipend shall be provided to scholar.
3. 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 2nd 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 2nd tranche liquidation and terminal report and the rendering of audit analysis by the NCCA Finance Division.

MINIMUM ADMISSION REQUIREMENTS FOR PROSPECTIVE NCCA CULTURAL EDUCATION SCHOLARS

CRITERIA	REQUIREMENTS	
	Graduate Diploma in Teaching the 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 Teaching the Arts accredited by the NCCA
Teaching Experience	At least 3 years teaching experience in any or a combination of academic subjects in a public elementary or high school	At least 4 years of teaching experience in any or a combination of academic subjects
Qualifying Examinations	LET, HEI Graduate Admission Test (if any)	LET, HEI Graduate Admission Test (if any), and NCCA Aptitude Test
Endorsement	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
Principal's Certification	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

* 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.

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. Graduate Diploma in Teaching the 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. Courses to be taken are as follows:

CulEd 200 – Foundation and Pedagogy of Cultural Education

CulEd 205 – Philippine Arts

GDTA 200 – Foundations of Art

GDTA 201 – Arts Criticism and Appreciation

GDTA 202A - Apprenticeship and Exploration in the Arts 1 (Visual Arts)

GDTA 202B - Apprenticeship and Exploration in the Arts 1 (Performing Arts)

GDTA 203 - Apprenticeship and Exploration in the Arts 3 (Specialization)

GDTA 204 - Apprenticeship and Exploration in the Arts 4 (Specialization)

2. Master of Arts in Cultural Education or Master of Arts in Education, Major in Teaching the 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:

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 1: 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
Foundation Courses	12 units
CulEd 200 – Pedagogy / Foundation 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
Major Courses	21 units
CulEd 205 – Philippine Arts	3
GDTA 200 – Foundations of Art	3
GDTA 201 – Arts Criticism and Appreciation	3
GDTA 202A - Apprenticeship and Exploration in the Arts 1 (Visual Arts)	3
GDTA 202B - Apprenticeship and Exploration in the Arts 1 (Performing Arts)	3
GDTA 203 - Apprenticeship and Exploration in the Arts 3 (Specialization)	3
GDTA 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

Contact Details

Inquiries, nominations and application requirements may be coursed through:

MS. ALPHA RUIZ

Project Coordinator

email pcep.secretariat@gmail.com

Telefax (02) 527-2192 local 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

DR. HILDA MONTAÑO – for Iloilo National HS c/o West Visayas State University

0918-9376572–Coordinator

DR. LARRY GABAO - for Philippine Normal University, Manila

0927-6128698 - Coordinator



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

**GRADUATE DIPLOMA IN TEACHING
THE ARTS**

Official Nomination and Endorsement Form

*(To be accomplished and submitted by DepEd Division Office / School Head
with accomplished Individual Registration Forms)*

Date

MR. JOSEPH "SONNY" CRISTOBAL

Director - PHILIPPINE CULTURAL EDUCATION PROGRAM

Nat'l Commission for Culture & the Arts

Room 3D #633 Gen. Luna Street, Intramuros, Manila

Telefax: (02) 527-2192 loc. 309 / Email: pcep.secretariat@gmail.com

The DepEd Division of _____ (Region ____) hereby nominates the following as participants of the Graduate Diploma in Teaching the Arts:

Nominee's Classification	Nominee's Name	City or Municipality	School or Division
Supervisor			
Principal			
Subject Area Coordinator			
Elementary Teacher			
High School Teacher			

It is understood that the above-nominated participants will be confirmed directly by the Project Secretariat as soon as this nomination form is received together with accomplished Individual Registration Forms sent via email or fax. They will also be contacted directly by the Project Secretariat for final travel instructions to the regional training venue and other requirements for participation.

Name and of Nominator

Official Designation

Signature (Optional if emailed)

Note: Nominated participants on a "first-to-apply, first-priority" basis

2 x 2 ID



Application # _____

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

**GRADUATE DIPLOMA IN TEACHING
THE ARTS**

Individual Participant's Application Form

*(To be accomplished and submitted individually by nominated participant
with accomplished Official Nomination and Endorsement Form)*

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

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

Name of Nominated Participant

Signature (Optional for Emailed Copy Only)

NOTE: Please submit original signed copy of this registration form together with a copy of the duly-signed Nomination Form issued by the DepEd Division Office / School Head and a 2x2 I.D. photo upon arrival in the workshop venue.