

DESCRIPTION OF COURSES

DOCTOR OF PHILOSOPHY IN CULTURAL EDUCATION (PHD CuEd)

NCCA-PCEP's Ph.D. in Cultural Education program is a pioneering doctoral degree in Cultural Education in the Philippines. The program sets vertical alignment of cultural education in the formal system in the country. It offers an analytical perspective in the study of culture-based education evolving competencies, skills, and critical understanding of culture-based education, cultural researches and culture-based governance. Scholars of the program are expected to be engaged in the development of cultural education curriculum, significant researches along the lines of indigenous knowledge systems, cultural heritage, histories, geography, arts, performances and other studies, practices and governance in formal, non-formal and informal mode of actions and deliveries of cultural education engagements.

The program will subsidize the 66-unit tuition fees of the students, the faculty honorarium and handling expenses of the classes. Other expenses like entrance examination fee, course re-take for a failed subject, comprehensive examination fees, thesis proposal fees, graduation fee and other expenses are not covered by the scholarships. Maximum 24-units each year shall be covered by the grant.

Code	Units	Title	Description
CBE 501	3	Philosophy of Culture-based Education	This course orients the graduate student to the philosophical underpinnings of educating and transforming learners, with the end in mind of producing socially aware, culturally responsible, and morally equipped learners of the new millennium. It highlights the views, precepts and framework of culture-based Educational Management, Leadership and Development that will produce significant learnings and total transformation of the student as leader, cultural stakeholder, and education practitioner.
CBE 502	3	Culture-based Educational Management	This course examines educational management and leadership from a cultural leader's perspective. Special emphasis is placed upon organizational learning, cultural transformation, and the critical role assumed by leaders as they enable others to develop self-managing and self-sufficient culturally developed organization. It explores the process of leading and managing people in the community as a basis for efficient and successful school stewardship.
CBE 503	3	Research Models in	This course prepares the doctoral student to conduct different forms of research utilizing quantitative and qualitative research designs.

		Heritage Education	An in-depth discussion of a representative research article from refereed national and international journals will be the mode by which a thorough comprehension of the different designs and models will be achieved. A proposal for a possible dissertation will be the output of each student enrolled in the course.
CBE 504	3	Qualitative Inquiry & Analysis in Culture-based Education	This course will introduce cultural community leaders to concepts and strategies in qualitative research in preparation for conducting independent research. This course will enable students to critically understand qualitative research methodology and apply it appropriately to various cultural education issues. Course topics will include the framing of research questions, identifying data and data sources, and using theory in the design process. This course will enable cultural educational leaders to critically understand qualitative research methodology and apply it appropriately and effectively to issues and concerns.
CBE 505	3	Management Ethics and Social Responsibility in Cultural Education	This course aims to sensitize cultural education leaders and managers regarding significant ethical issues that affect the practice of culture-based management of educational institutions, this course is also an opportunity for management students to clarify their own values, norms and standards of ethical behavior.
CBE 600	3	Theory, Trends, and Techniques in Cultural Studies	This course surveys an array of theories methods, frameworks, archives, and critical practices in Cultural Studies. It curate contemporary trends and movements in the development of a transdisciplinary field that interrogates the various objects, processes, formations of culture in the local and global scale. Specifically, it underscores the significance of a critical studies framework in the formulation and implementation of cultural programs, plans, and modalities of learning in developing a heightened cultural awareness, attaining cultural competency, and fostering the cultural rights of learners. The capstone requirement of this course is a case study that utilizes a critical interdisciplinary perspective and framework in engaging the dialogic processes between culture-based education, and cultural studies

CBE 601	3	Philosophy and Principles in Post-colonial Education	Post-colonial Education in the Philippines: This course introduces the students to the history, heritage, and legacy of colonial encounters in the Archipelago and its impact on the system of people's education - their critical and creative reception, resistance, and re-negotiation of power and agency, truth, and discourse in the hallowed halls of the academy and beyond - as the empire writes and speaks back to the Imperial center from the time of a nascent nation up until the recent moment of our neo-colonization. Various decolonial practices and strategies are brought to the fore as interventions in displacing colonial, settler colonial, and imperial machineries in knowledge production, dissemination and consumption.
CBE 602	3	Sociology of Modern Knowledge	This course explores the sociology, history, and emergent directions in knowledge production, exposing students to the debates over histories, epistemologies, ontologies, approaches, methodologies, movements, genealogies, and archives of both authorized, and subordinated, institutionalized, and non-institutionalized intellectual labor and knowledge production that have emerged in the formal academy within the last three decades.
CBE 603	3	Gender, Culture, and Society	This course examines leadership and management principles from a gender sensitive, social justice, rights- and culture-based perspectives. Issues covered include the cultural formation of gender identity, categories, and systems that are crucial in a profound understanding of geometries of power, the micro- and macrophysics of control, manipulation, and surveillance, intersectionality of oppressions in regard to conflict management, ethical decision-making, workplace stereotypes, impact on policy-making, differences in communication styles, approaches to teamwork, and leadership-formation leading to a broad-based societal change and cultural transformation.
CBE 604	3	Culture-based Governance	The course encapsulates the concepts, theories, and principles of governance in the light of communal culture and heritage. This requires the students to synthesize issues and

			concerns as well as challenges and opportunities that enable them to propose, implement, and monitor community-based projects for the growth and sustainable development of the local as well as community resources. The outcome of this course will be the governance project that reflects cultural learning, awareness, and competence of government leaders and managers of this 21st century environment.
ELM 501	3	Philosophy and Models of Research in Educational Management	This course contains the wide spectrum of research processes, research models and theories as well as research techniques and procedures applicable to educational management. It develops the comprehensive critical and analytical approach in the examination of issues pertaining to educational management
ELM 502	3	Educational Leadership & Management in Educational Institutions	The course endeavors to provide educators/leaders with a strong foundation in leadership and management research, theory-oriented approaches, and inter-disciplinary methods as an impetus for evolving and developing of their own principles, theories and best practices which may provide constant guidelines for their management techniques.
ELM 503	3	Advance Curriculum Studies	This focus of this course is to instruct students on the curriculum development for Educational management courses and programs of study. The course will cover the curriculum process from development of an educational philosophy, to the formulation of graduate attributes, curricular objectives and evaluation of learning outcomes.
ELM 504	3	Management Ethics and Social Responsibility	This course aims to sensitize cultural education leaders and managers regarding ethical issues that affect the practice of educational leadership and management of educational institutions. This course is also an opportunity for management students to clarify their own values, norms, and standards of ethical behavior during challenging times and in problematic situations.

ELM 505	3	Strategic Management and Planning	This course focuses on the concepts of strategic planning and management and their applications in culture-based education. Students are expected to acquire knowledge and skills for the purpose of developing strategic plans for educational institutions.
ELM 506	3	Seminar in Dissertation Writing	This course orients students to the research and writing processes involved in the production of a dissertation. Students gain familiarity with the methods, theories, frameworks, archives, and genealogies in the field of culture-based education. The expected output in this course is a dissertation proposal.
ELM 507	3	Culture-based Management of School System	This course offers principles, approaches, theories, case studies and documented praxes in culture-based management of academic institutions. The cultural uniqueness of the school, its geophysical landscape, and community relations, its learners' demographics, institutional history, the cross-sectional representations of faculty, support staff, other non-teaching personnel, and alumni, the vision-mission and goals of the institution are thoroughly brought to the fore in designing a meaningful culture-based management system.
FL1	3	(Immersion Exposure) Any Foreign Language other than English	This foreign language requirement exposes the students to a language other than the Mother tongue, Filipino and English. A knowledge of another language can serve as access point in conversation, discursive engagement, ethnographic documentation, and archival resources relevant to the expansion of knowledge in both disciplinary and transdisciplinary terrains .
FL2	3	(Immersion Exposure) Any Local Language other than the Mother tongue	The local language requirement (other than the mother tongue) provides an incentive in understanding and appreciating local cultures, world-view, history, practices, geography, performances, and artistic expressions framed through the language as both cultural artifact and symbolic communication tool. Familiarity and competence in another local language can assist the researchers, and cultural workers

			in various types and forms of community engagements.
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SUMMARY OF UNITS (PhD in CuEd)

Courses	No. of Subjects	Equivalent Units per Subject	Total Number of Units
A. Core Professional Education Courses			15
CBE 501 – Philosophy of Culture-based Education	1	3	
CBE 502 – Culture-based Educational Management	1	3	
CBE 503 – Research Models in Heritage Education	1	3	
CBE 504 – Qualitative Inquiry & Analysis in Culture-based Educ.	1	3	
CBE 505 – Management Ethics and Social Responsibility in Cultural Education	1	3	
B. Specialization/Major Courses			15
CBE 600 – Theory, Trends and Techniques in Cultural Studies	1	3	
CBE 601 – Philosophy, and Principles in Post-colonial Education	1	3	
CBE 602 – Sociology of Modern Knowledge	1	3	
CBE 603 – Gender, Culture, and Society	1	3	
CBE 604 – Culture-based Governance	1	3	
C. Elective			6
ELM 501 – Philosophy and Models of Research in Educational Management	1	3	
ELM 502 – Educational Leadership & Management in Educational Institutions	1	3	
ELM 503 – Advanced Curriculum Studies			
ELM 504 – Management Ethics and Social Responsibility			
ELM 505 – Strategic Management and Planning			
D. Cognate/Seminars			12
ELM 506 – Seminar in Dissertation Writing	1	3	
ELM 507 – Culture-based Management of School System	1	3	
FL1 – (Immersion Exposure) Any Foreign Language other than English	1	3	
FL2 – (Immersion Exposure) Any Local Language other than the Mother tongue	1	3	
E. Thesis			12
<i>Thesis Work</i>	1	6	
<i>Dissertation Writing</i>	1	6	

SUMMARY OF UNIT	
A. Professional Education Courses	15
B. Specialization/Major Courses	15
C. Elective	6
D. Cognate/Seminar	12
E. Thesis	12
TOTAL	60