I. THE SITUATION: UNDERSTANDING THE CHALLENGE

Philippine rural development is faced with these challenges: a silo syndrome, unclear roles, and weak leadership response. What seems evidently clear, when one scans the rural development situation, is the fragmentation of policies and delivery of agricultural and rural development services. This “silo syndrome” results in unclear roles not only among the three agencies but also among the various rural sectors as well as between the national and local governments. Instead of “pulling the situation together”, recent leadership showed weak strategic and institutional linkaging, thus highlighting the need for clarity of vision and a defined interventions.

II. THE RESPONSE: THE CONVERGENCE INITIATIVE

Realizing this, the Philippine Development Plan (PDP) 2011-2016 defines the strategies and programs that will translate the Social Contracts into efficient, effective and responsive actions that are achievable within the term of the incumbent administration. Given the country’s finite resources, government needs to orient and direct its programs, projects, and activities towards the attainment of development outcomes that will lead the nation closer to its priority development goals. Recognizing that rural development and rural enterprises are vital to achieving food security and more equitable economic growth, a Convergence Initiative framework under the Joint Memorandum Circular 1, Series of 2010, has been formulated to facilitate better governance of sustainable rural development by the three rural development oriented line agencies, namely DAR, DA, and DENR.

The thrusts of the Convergence Initiative include enhancing institutional mechanisms, systems and procedures; working for the economic empowerment of the poor; and achieving spatial integration. Its targeted ecosystems include coastal/marine and freshwater, lowland farms, upland farms, forests, and grassland and degraded areas. The Convergence Initiative has the following components: policy development and advocacy, knowledge management, capacity development, and economic empowerment and social entrepreneurship.

III. BUILDING CAPACITY FOR RURAL DEVELOPMENT: THE MPM-MRD

Among a number of interventions, the roll-out of customized training and graduate certificate courses on rural development could strategically facilitate the process of convergence and better governance. The context of the capacity-building initiative is the broader framework of the public good—identified as economic empowerment—leading to the expectation of an effective and good public manager.

As a mechanism under the capacity building component of the Convergence Initiative framework, the Master in Public Management (Major in Rural Development) is envisioned to produce a graduate with an enhanced practice of leadership to manage change required for sustainable rural development.

IV. PROGRAM DESCRIPTION

A strategic way of enhancing the convergence is to roll out a formal academic program for field supervisors, technical/program staff and administrators of the three rural- oriented line agencies so that they can acquire the
relevant enterprise, political, managerial and technical skills for an ISRD. This program may be called the Masters in Public Management, Major in Rural Development (MPM-RD).

The MPM-RD is grounded on the recognition that a majority of the country’s population occupy the rural areas and that most of these people derive their livelihoods from agriculture or providing livelihood to agricultural and related enterprises. MPM-RD works to strengthen the social policy and rural extension system across the Philippines, thereby fostering the provision of information, training, and other inputs to facilitate the process of ISRD with special focus on the development of smallholder agricultural enterprises, job creation and related rural activities.

The primary target audience of the MPM-RD are current and prospective government employees that are engaged in rural development work. In order to have an impact on agricultural development and rural poverty reduction, MPM-RD relies on making strategic linkages among those responsible for providing the programs, services, policy decisions, and advice to farming, upland and fishing communities to increase their equity, enhance their productivity and to obtain and sustain increased levels of income and food security.

The mode of delivery is through THE BLENDED LEARNING APPROACH or combining traditional face to face classroom interaction with online learning. The blended approach combines the social benefits of face to face learning with the flexibility of a distance education that allows students to engage in a “work-study scheme” wherever they are based.

V. MPM-RD FRAMEWORK

The MPM-RD is envisioned to be a human capital investment by the government with relatively quick returns. This can be achieved by designing a content that is practitioner-oriented. The final output of the program is a “master’s thesis” that is action-oriented targeting rural development project particularly on identifying, evaluating and building agricultural or rural development projects or programs that will create direct results in terms of agricultural productivity while reducing poverty and increasing equity to the farmers and/or fisherfolks. This action-oriented thesis may be adopted by any or the entire concerned partner rural oriented line agency as one of its interventions in their respective
areas of operation or convergence areas. It also aim to develop a program with an interdisciplinary framework and a blended approach that will efficiently and effectively contribute to the long-term capacity building of the of a rural development practitioners from the various rural development agencies.

**VI. SCHEDULE**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DATE</th>
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<tbody>
<tr>
<td>Bootcamp and First Face to Face Session</td>
<td>July 16 to 29, 2014</td>
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<tr>
<td>Online Session for first term courses</td>
<td>July 30 to October 8, 2014</td>
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<tr>
<td>Reading time for second term courses</td>
<td>October 9 to 23, 2014</td>
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<tr>
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<td>October 24 to November 3, 2014</td>
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<td>Second Face to Face session</td>
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<td>Integration of first term course</td>
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<td>Online session for second term courses</td>
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<td>December 15 to</td>
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<td>Start of third term</td>
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<td>Third term face to face session</td>
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<td>Integration of second term courses</td>
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<tr>
<td>Online session for third term courses</td>
<td>January 24 to March 28, 2015</td>
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<tr>
<td>Reading time for fourth term courses</td>
<td>March 29 to April 12</td>
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<td>Start of fourth term</td>
<td>April 15 to 24, 2015</td>
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<td>Fourth face to face session</td>
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<tr>
<td>Integration of third term courses</td>
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<tr>
<td>Online session for fourth term courses</td>
<td>April 25 to July 4, 2015</td>
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<td>Integration of fourth term courses</td>
<td>July 7 to 10, 2015</td>
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<tr>
<td>Final Defense</td>
<td>November</td>
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<tr>
<td>Graduation</td>
<td>December</td>
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VII. THE CURRICULUM STRUCTURE

- Perspective in Rural Development
  - Rural Development Action Plan & Project (RDAPP)
    (Thesis Equivalent)
  - Enhancing Institutional Mechanisms
  - Approaches to Agricultural Productivity
  - Asset Reform and Natural Resource Governance
  - Integrated Adaptation Mitigation Approaches
  - Rural Development: Models And Approaches

- Applied Economics in Rural Dev.
- Management Analysis
- Public Policy Development and Analysis
- Ethics and Leadership in Public Service
- Public Management And Governance
- Dimensions of Sustainable Development

- 6 units
- 15 units
- 18 units
- 3 units
## VIII. COURSES

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>COURSE DESCRIPTION</th>
<th>COURSE OBJECTIVES</th>
<th>FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATIONAL COURSE</strong></td>
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</table>
| **PERSPECTIVES IN RURAL DEVELOPMENT** | The course provides students with the conceptual map of different perspectives on rural development, their theoretical origins, basic assumptions and prescriptions for social change. It underscores the multi-level, multi-actor and multi-dimensional character of rural development as a process and outcome. | Upon completion of the course, the student will be able to: 1. Explain different rural development concepts, principles and perspectives; 2. Describe the evolution of rural development theories, goals and programs within the different Decades of Development; 3. Demonstrate how these changing perspectives inform policy frameworks and approaches to rural development in the Philippines; 4. Analyze contemporary features of rural development in a globalized world; 5. Visualize and commit to a rights-based, gender-responsive, empowering, sustainable and multi-dimensional framework of rural development for the Philippines. | DR. AMARYLLIS TORRES  
College of Social Work and Community Development (CSWCD)  
University of the Philippines-Diliman |
| **DIMENSIONS OF SUSTAINABLE DEVELOPMENT** | With DAP’s strong tradition in pushing for Development, this Course serves as one of the core courses that aims to mainstream Sustainable Development as part of the Development Agenda of any Public Manager. The Subject introduces the students to the field of Sustainable Development and its philosophy, framework, and concepts. It is designed to make the students appreciate the roots and principles of Sustainable Development; understand how past national and international development strategies have impacted on the current state of “development of the Philippines and the Planet and the need to radically approach change through the strategy of developing Nation of Sustainable Rural Development Communities. The course also discusses key issues that affect sustainable development in the Philippines including the phenomenon of climate change, Ridge to Reef Issues and Approaches, population growth and development, the state of Philippine Fisheries Agriculture, Urban Waste, Eco tourism, Land Use and Human Development appreciate possible tools and approaches to solve localize sustainable development initiatives on the ground. | Upon completion of the course, the students will be able to: 1. Explain the definitions, frameworks and principles in ecosystems and sustainable development approaches 2. Explain the national development strategies of the Philippines and its contribution to both development and underdevelopment 3. Appreciate the importance of building sustainable rural communities as an approach to sustainable development in the Philippines 4. Identify development policy as well as local initiative imperatives in the light the discussions in community development, development planning, environmental situations in the various ecosystems, climate change, population, agriculture, eco-tourism, urban and environmental approaches phenomenon | PROF. JONAS GEORGE S. SORIANO  
Graduate School of Public and Development Management  
Development Academy of the Philippines |
| **PUBLIC MANAGEMENT AND GOVERNANCE/TRANSFORMING THE** | This course is anchored on three “public value creating” pillars that would enable students to articulate and apply a development perspective in their organizations. In | Upon completion of the course, the student will be able to: 1. Comprehend the philosophical foundations for traditional public administration, its evolution towards the New Public | DR. TEODOR LLOYDON C. BAUTISTA  
Graduate School of Public and |
order to transform our students into catalysts and change agents of the bureaucracy, it is essential that they understand how things were before and why; how the past may still be relevant today and the new could be applied to their work; and what tools do they need to make them better public managers.

First, the course retraces the historical foundation of Public Administration; the mother discipline in which Public Management, Governance and Public Policy sprung. It is contextualized on the dramatic evolution and rethinking of the field as a result of the socio-economic pressures that reconfigured the scale and scope of government. The administrative reforms that marked the past two decades saw the rise of two intellectual streams in the public sector - new institutional economics (e.g., public choice theory and principal-agent theory) and managerialism. It shall outline the movements and paradigm shifts in the field while highlighting Public Management and Governance.

Second, the emergent theories and concepts shall be validated and applied through a discourse of the role and impact of public policy in society. The concept of public goods and market failures has redefined the field and underscored the increasing acceptance of business type managerialism in structures and systems in the bureaucracy. It shall cover the overlapping boundaries of policy making, namely: agenda setting, policy formulation, implementation, monitoring, and evaluation.

The emphasis on policy environment shall be taken into account since students need to be guided on the interlocking patterns of challenges, opportunities, trade-offs, stakeholder dynamics and nuances involved in the decision making and resource allocation.

Third, would be the current challenges that Public Managers face in governing their publics as well as delivering the much needed public services. Thus the principal aim is to supply a holistic and multi perspective course that can enhance the skills and transform our

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<tr>
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<tbody>
<tr>
<td>BUREAUCRACY</td>
<td>First, the course retraces the historical foundation of Public Administration; the mother discipline in which Public Management, Governance and Public Policy sprung. It is contextualized on the dramatic evolution and rethinking of the field as a result of the socio-economic pressures that reconfigured the scale and scope of government. The administrative reforms that marked the past two decades saw the rise of two intellectual streams in the public sector - new institutional economics (e.g., public choice theory and principal-agent theory) and managerialism. It shall outline the movements and paradigm shifts in the field while highlighting Public Management and Governance. Second, the emergent theories and concepts shall be validated and applied through a discourse of the role and impact of public policy in society. The concept of public goods and market failures has redefined the field and underscored the increasing acceptance of business type managerialism in structures and systems in the bureaucracy. It shall cover the overlapping boundaries of policy making, namely: agenda setting, policy formulation, implementation, monitoring, and evaluation. The emphasis on policy environment shall be taken into account since students need to be guided on the interlocking patterns of challenges, opportunities, trade-offs, stakeholder dynamics and nuances involved in the decision making and resource allocation. Third, would be the current challenges that Public Managers face in governing their publics as well as delivering the much needed public services. Thus the principal aim is to supply a holistic and multi perspective course that can enhance the skills and transform our</td>
<td>Management and Governance and its significance theory building 2. Critically compare and contrast how theories and concepts can be applied in the Philippine policy environment and administrative system; and 3. Enable the students to learn new directions and approaches in public management and governance that are relevant to building and sustaining a more responsive government bureaucracy; and; 4. Provide opportunities for comprehending current and upcoming challenges to public management that will help determine their individual and collective roles as agents of reforms in their respective agencies</td>
<td>Development Management Development Academy of the Philippines</td>
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<tr>
<td>COURSE TITLE</td>
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| **APPLIED ECONOMICS IN RURAL DEVELOPMENT** | This course introduces the student to the role of rural development in the overall national development effort, the various dominant economic frameworks that influence the workings of the agencies where they belong and the possible inherent policy contradictions resulting from these frameworks, how those policy contradictions can be resolved to promote “convergence” in the rural development effort, and current issues that confront the rural sector whose resolution is critical in promoting the “convergence” initiative. | Upon completion of this course, the student will be able to:  
1. Discuss the imperative of rural development in the overall national development effort, the dominant economic framework that guides the workings of their respective agencies, and the current issues confronting the rural sector in promoting “convergence” and rural development.  
2. Analyze the policy contradictions inherent among the economic frameworks that influence the thinking of their respective agencies, how those policy contradictions can be resolved to promote “convergence” in the rural development effort, and how current issues confronting the rural sector can be addressed through the “convergence” effort.  
3. Demonstrate their knowledge of the significance of rural development in the overall national development effort, the policy implications of various economic frameworks on rural development and how policy contradictions can be resolved, and how current issues confronting the rural sector can be successfully addressed. | **DR. FERMIN ADRIANO**  
Ateneo School of Government  
Ateneo de Manila University |
| **PUBLIC POLICY DEVELOPMENT AND ANALYSIS** | The course introduces the students to the basic elements of public policy development and the integral role of politics and public governance in the process. It allows the students to go through the different phases of public policy analysis and to understand relevant theoretical models and practical tools of policy analysis and decision-making. The critical examination of the policy environment and the assessment of various stakeholders at each step of the process are emphasized in the course so that those who design, implement and give advice on public policy may know how to navigate policy reform through its risks and opportunities. The course also provides opportunities for students to analyze their individual and collective roles as agents of policy reforms in their respective agencies or areas of work.  
The course is designed to allow the students to think, assess and articulate about how policy is done in their own environments, how new ideas could change the way policy is done, and how political structures, power and interests influence policy development, implementation and outcomes. | The course aims to enhance the students’ knowledge and skills on public policy development, policy analysis and decision-making and the challenges to public governance and management that necessitate policy reforms. Specifically, the objectives of the course are:  
1. to broaden the students’ perspective of the multiple factors and influences that contribute to the development of public policy;  
2. to enhance the students’ skills in developing and analyzing public policies and policy decisions and their rationale;  
3. to enable the students to understand the role of personal and public interests on policy development and decision-making process; and  
4. to provide opportunities for students to analyze their individual and collective roles as agents of policy reforms and as managers of the policy reform process. | **DR. MARIO VILLAVERDE**  
Ateneo School of Government  
Development Academy of the Philippines |
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<tr>
<th>COURSE TITLE</th>
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<th>COURSE OBJECTIVES</th>
<th>FACULTY</th>
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<tbody>
<tr>
<td>MANAGEMENT ANALYSIS</td>
<td>Management Analysis is required in critically identifying and resolving day to day and strategic problems, issues, needs and concerns. This module seeks to provide the student with the frameworks, tools and approaches in this regard. It will provide the whole brain framework for problem solving and decision making and show how this approach complements the other in enabling managers to achieve their goals.</td>
<td>Upon completion of this course, the student will be able to: 1. Value what is management analysis, its importance and purpose 2. Comprehend whole brain approaches in the application of logical and rational thinking and its relation to creative and intuitive thinking 3. Comprehend management analysis in the context of the Public Manager’s Management Functions (Planning, Leading, Organizing, &amp; Controlling) Identify and apply problem solving approaches and tools</td>
<td>DR. GABRIEL LOPEZ Graduate School of Public and Development Management Development Academy of the Philippines</td>
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<tr>
<td>ETHICS &amp; LEADERSHIP IN PUBLIC SERVICE</td>
<td>This course aims to introduce the students to the depth of self-development and thinking called for in a master’s program by orienting them to the mission, values, and leadership required in undertaking the work necessary to Advance a sustainable rural development agenda for the Philippines. This interactive and reflective course focuses on personal, group, organizational/institutional and governance issues requiring leadership response including reform and social accountability focused perspectives in forging a convergence approach to rural development. Critical/strategic thinking, action/decision making marked by integrity, double loop learning, and strategic communication will be underlined.</td>
<td>Upon completion of this course, the student will be able to: 1. Describe an increase in self-knowledge leading to an understanding of leadership concepts, personal leadership styles, and collective leadership patterns 2. Demonstrate skills and strategies in viewing public service from new perspectives of leadership in integrated rural development 3. Discuss the logic and coherence as well as imperative of integrating leadership practice, governance, and economic empowerment 4. Describe the nature and use of power within leadership relations Explain the systemic nature and manifestations of sustainable rural development issues from a leadership perspective</td>
<td>DR. ANGELITA GREGORIO-MEDEL Ateneo School of Government Ateneo de Manila University</td>
</tr>
<tr>
<td>RURAL DEVELOPMENT: MODELS AND APPROACHES</td>
<td>The course provides a critical view of the different models and approaches in managing ecosystems in the context of rural development in the Philippines and selected Asian neighbours. It underscores the interplay of socio-economic, political, and cultural dynamics, and the imperative for interdisciplinary collaboration and participatory processes in the search for, design and implementation of ecosystem-based rural development models and</td>
<td>At the end of the course, the students will be able to: 1. Compare and contrast rural development models and approaches based on the theoretical frameworks, components, stakeholders, strategies and outcomes; 2. Integrate gender-responsive, empowering and participatory approaches in rural development; 3. Cull out lessons and replicable practices from the successes of rural development models and approaches in the Philippines, and other Asian countries; and Contribute to the improvement of the rural</td>
<td>DR. MANUEL BONIFACIO College of Social Work and Community Development University of the Philippines-Diliman</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>COURSE DESCRIPTION</td>
<td>COURSE OBJECTIVES</td>
<td>FACULTY</td>
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</table>
| Climate Change, Agriculture and Environment: Integrated Adaptation-Mitigation Approaches | The course is aimed at enhancing the students’ understanding of the phenomenon and challenge of climate change, grounded specifically on its actual (already experienced) and long-term/potential impacts on Philippine agriculture and environment. Students will be introduced to the basics of climate change science – including the physical basis of the phenomenon, the root causes of climate change and the literature on impacts. Students will also be given an overview of climate change policy and politics, both internationally and domestically. The heart of the course however is the sub-module on Responding to Climate Change: Integrated Adaptation-Mitigation Approaches where students will familiarize themselves with policy and management tools that they could use to develop programs and projects that would be aimed at responding to climate change and its impacts on Philippine agriculture and environment. As part of the requirement of the course, students will be ask to develop and propose local/agency level (at appropriate scale) climate change action plans that follow an integrated adaptation-mitigation approach. | The course aims to enhance the students’ knowledge and skills on climate change science, policy, and program/project development and implementation. Specifically, at the end of the course students: 1. will have a broader and deeper scientific and technical understanding of climate change; 2. are able to identify the impacts of climate change on the Philippines, particularly on agriculture and the environment; 3. become familiar with the international political and policy dynamics surrounding climate change, including getting an overview of the United Nations Framework Convention on Climate Change, Kyoto Protocol, Cancun/Durban Agreements on Climate Change, 4. master the rationales and mandates of the Climate Change Act of 2009, the National Framework on Climate Change, the National Climate Change Action Plan, etc; 5. understand the necessity of integrated adaptation-mitigation approaches to climate change and its implications on the ground; 6. are equipped with policy and management tools that can be used to address in an integrated adaptation-mitigation manner climate change impacts, again with a focus on agriculture and environment; 7. Develop and design pilot programs and projects that respond to climate change, based on their current positions/assignments. | DR. ANTONIO G.M. LA VINA  
Ateneo School of Government Development Academy of the Philippines |
| ASSET REFORM AND NATURAL RESOURCE GOVERNANCE | This course introduces the students to the importance of asset reform to sustainably govern and manage natural resources for rural development. Natural resource degradation is now recognized as a major constraining factor in attaining rural development. This, in turn, is linked with land tenure security, which when achieved, can lead to greater probability of natural resource conservation. This course has been developed for students to have a clear understanding on asset reform, and to hone their core competencies and skills in governing, managing and developing land and water resources. | At the end of the course, the students will be able to: 1. Grasp the concept and dimensions of asset reform and its link to resource governance; 2. Identify and assess policies and programs of various government agencies on asset reform and natural resource management; 3. Develop competence in assessing, analyzing and utilizing various tenure instruments to advance better management of natural resources; 4. Formulate sustainable local natural resource management plan. | PROF. ROEL RAVANERA  
College of Agriculture  
Xavier University |
| AGRICULTURAL & RURAL DEVELOPMENT TOOLS/ | The course provides students with a toolkit, a resource, of the different approaches that would enhance development model being implemented in the convergence areas of the Departments of Agriculture, Agrarian Reform, and Environment and Natural Resources. | At the end of the course, the students will be able to: 1. Explain how the various tools could be | PROF. MA. THERESA RIVERA |
### APPROACHES TO AGRICULTURAL PRODUCTIVITY

**Course Title:** Approaches to Agricultural Productivity  
**Course Description:** Agricultural productivity towards food security anchored on the principles and philosophy of sustainable agriculture development. It prescribes that while we search for efficient and effective means of doing things, these development initiatives have to consider the four basic criteria, they being sustainable, appropriate, collaborative, and client-centered.

Since agricultural development tools and approaches are manifold, students are provided with different strategic options to choose from and consider those that may be applicable in a given condition and location.

**Course Objectives:**
1. Applied in bringing about increase in agricultural productivity
2. Exhibit competence and skills in identifying and carrying out certain agricultural development tools appropriate in certain conditions to meet community’s needs.
3. Develop strategic and sustainable agricultural productivity options into an asset-based sustainable agriculture development plan.

**Faculty:** College of Agriculture  
Xavier University

### ENHANCING INSTITUTIONAL MECHANISMS / APPROACHES TO STAKEHOLDERS BUILDING

**Course Title:** Enhancing Institutional Mechanisms Approaches to Stakeholders Building  
**Course Description:** The course seeks to provide the students with frameworks and tools for the necessary institutional transformation needed to ensure convergence on the ground. This course will build on best practices of convergence especially in rural development while looking at possible emerging models or best practices in the Philippines.

**Course Objectives:**
1. Explain the various elements required in doing convergence for rural development and compare them with their current knowledge and practices of their institutions.
2. Demonstrate their learnings through their active participation in case study, group work and exercise simulation.
3. Analyze current environmental, stakeholder, policy and institutional arrangements that can impede or contribute to convergence for rural development.
4. Demonstrate the ability to come out with the required strategies that will enhance collaboration and lead towards convergence in rural development.

**Faculty:** DR. LITA NUÑEZ  
Graduate School of Public and Development Management  
Academy of the Philippines

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**42 units (Preparatory Courses - 6 units, Core Courses - 15 units, Major Courses - 15 units and APP - 6 units)**

### IX. TABLE OF FEES

<table>
<thead>
<tr>
<th>Fee Description</th>
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<tr>
<td><strong>MPM-RD Program Fee:</strong></td>
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<tr>
<td><strong>Tuition Fee:</strong></td>
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<td><strong>Miscellaneous Fees:</strong></td>
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<td>- Application/ Registration Fee</td>
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<td>- Registration</td>
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<td>B. Library Fee</td>
<td>PhP 6,118.34</td>
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<td>C. Comprehensives</td>
<td>PhP 500.00</td>
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<tr>
<td>D. Integration</td>
<td>PhP 3,000.00</td>
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</table>
E. Action Plan and Project Related Expenses \( \text{PhP} \ 16,000.00 \)
F. Graduation Fees \( \text{PhP} \ 15,000.00 \)
- Graduation Paraphernalia (Sablai, Alumni Pin, Diploma, Diploma Holder, Invitation, Transcript of Records, Graduation Picture) \( \text{PhP} \ 4,750.00 \)
- Documentation (Full coverage of the event and includes an album for each agency) \( \text{PhP} \ 2,500.00 \)
- Supplies and Materials (e.g. Designs and Decorations) \( \text{PhP} \ 1,316.18 \)
- Food and Accommodation (2 Days and 2 nights) \( \text{PhP} \ 5,408.08 \)
- Rent (For the graduation venue) \( \text{PhP} \ 1,025.74 \)

X. SCHEDULE OF PAYMENT

- Quarterly Installment (Payable in 1 year)- \( \text{PhP} \ 38,750.00 \)
- Monthly Installment (Payable in 12 months) - \( \text{PhP} \ 12,916.67 \)

*** Schedule of Payment is subject to change

XI. APPLICATION FOR ADMISSION

Minimum Qualifications:
- Bachelor’s Degree from a recognized University/ Educational Institutions;
- Three (3) years work experience;
- Attitude for graduate study as attested by two (2) references; and
- Good health as evidenced by a Medical Certificate issued by the applicant’s company physician or personal physician

Application Procedure:
1. Secure Application Packet from the GSPDM-Knowledge Resource Institute (Registrar’s Office).
2. Fill out and submit the form to the GSPDM-Knowledge Resource Institute (Registrar’s Office) together with the required supporting Documents.
3. Pay the appropriate application fee to the DAP Cashier Office located at the upper 3/F of the DAP Building.
4. Present Official Receipt to the GSPDM-Knowledge Resource Institute (Registrar’s Office) and obtain Examination Slip.
5. Take the examination and be interviewed on the dated indicated in the Examination Slip.

Documentary and Other Requirements:
- Duly accomplished Application Form
- Medical Certificate
- Agency Nomination
- Letter of Recommendation (for Government Employees)
- Official Diploma
- Official Transcript of Records
- Certificate of Employment
- Birth Certificate from NSO*
- Marriage Contract from NSO* (if married)
- Two Passport Size photographs (white background)
- Application Fee of PhP 1,000.00 (non-refundable)

Required Documents for Foreign Students:

MPM RD_SY 2014-2015
• Test of English as Foreign Language (TOEFL)
• International English Language Testing System (IELTS)
• Photocopy of Alien Certificate Registration Card – ACR 1 – Card (front and back)
• Student Visa
• Special Student Permit

*Only photocopy is required to be submitted. However, the original certified true copy should be presented for verification. All submitted credentials/supporting documents shall be considered as official records of the School, and may not be withdrawn for whatever purpose.

Schedule of Application
Filing of application can be done from Monday to Friday, except holidays, 9:00 A.M. to 5:00 P.M.

Note:
Completed forms should be typewritten or printed legibly in black ink. Please detach and submit to the Registrar’s Office.

Location of Office
Graduate School of Public and Development Management (GSPDM) Registrar’s Office, 4th Floor, DAP Building, San Miguel Avenue, Ortigas Center, Pasig City

Look for Albert P. Tijam Jr., Learning Manager, MPM-RD
631-2172/ 6312119; 631-0921 to 30 loc 167; 09175988614
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