CHED MEMORANDUM ORDER
NO. 29
Series of 2021

SUBJECT: ENHANCED POLICIES, STANDARDS AND GUIDELINES FOR THE IMPLEMENTATION OF THE EXPANDED TERTIARY EDUCATION EQUIVALENCY AND ACCREDITATION PROGRAM (ETEEAP) FOR UNDERGRADUATE DEGREE PROGRAMS

In accordance with the pertinent provisions of Republic Act No. 7722, otherwise known as the “Higher Education Act of 1994,” and with Executive Order No. 330 (EO330) entitled “Adopting the Expanded Tertiary Education Equivalency and Accreditation Program as an Integral Part of the Educational System and Designating the Commission on Higher Education (CHED) as the Authority Responsible for its Implementation, Republic Act No. 10650 entitled “An Act Expanding Access to Educational Services by Institutionalizing Open Distance Learning in Levels of Tertiary Education and Appropriating Funds Therefor,” Republic Act No. 10647 entitled “An Act Strengthening the Ladderized Interface Between Technical-Vocational Education and Training and Higher Education”, Republic Act No.10968 entitled “An Act Institutionalizing the Philippine Qualifications Framework (POF), establishing the POF-National Coordinating Council (NCC) and Appropriating Funds Therefor,” Republic Act No.11293 entitled “An Act Adopting Innovation as Vital Component of the Country’s Development Policies to Drive Inclusive Development, Promote the Growth and National Competitiveness of Micro, Small and Medium Enterprises, Appropriating Funds Therefor, and for Other Purposes”, Republic Act (RA) 10931 entitled “An Act Promoting Universal Access to Quality Tertiary Education by Providing for Free Tuition and Other School Fees in State Universities and Colleges, Local Universities and Colleges and State-Run Technical-Vocational Institutions, Establishing the Tertiary Education Subsidy and Student Loan Program, Strengthening the Unified Student Financial Assistance System for Tertiary Education, and Appropriating Fund Therefor”, Republic Act No. 9163, entitled “An act establishing the National Service Training Program (NSTP) for tertiary level students, amending for the purpose Republic Act No. 7077 and Presidential Decree No. 1706, and for other purposes” and by virtue of Commission en banc (CEB) Resolution No. 479-2021, the Commission hereby issues these policies, standards and guidelines on equivalency and accreditation amending certain provisions of CHED Memorandum Order (CMO) No. 54, Series of 2016 entitled “Policies, Standards and Guidelines on the Implementation of the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) for Undergraduate Degree Programs,” for the guidance and strict compliance of all concerned:

Article I
STATEMENT OF POLICIES AND PRINCIPLES

1. The CHED shall deputize higher education institutions (HEIs) which shall implement the ETEEAP in accordance with their policies, processes and procedures, as accepted by the CHED, for the accreditation and equivalency of learning from the world of work,
non-formal and informal systems, and the awarding of appropriate academic degrees to qualified individuals, as intended and envisioned by Executive Order No. 330. For implementing this purpose, ETEEAP shall adhere to creative and innovative means of obtaining the necessary competencies borne out of outcomes-based learning processes not necessarily bound by strict concurrency rule between theory and practice, pursuant to Republic Act No. 10968 or the Philippine Qualifications Framework (PQF) Act, Republic Act No. 10647, or the Ladderized Education Act of 2014, Republic Act No. 10650, or the Open Distance Learning Act, and Republic Act No. 11293 or the Philippine Innovation Act.

2. The CHED shall support the development and maintenance of pathways and equivalencies which provide access to qualifications and assist people to move easily and readily between the different education and training sectors and between these sectors and the labor market.

3. The CHED, in recognition of the importance of innovation in driving sustainable economic growth and national development and the institutionalization of the Whole-of-Government Approach to achieve such end as mandated by RA 11293 (Philippine Innovation Act) shall ensure that the ETEEAP for undergraduate degree programs be considered as an innovation scope falling under educational or academic innovation categories. This is to strengthen and deepen the cooperation and partnership of different actors from both the public and private sectors, the academe, industries, research and development institutions and stakeholder communities toward the pursuit of inclusive and sustainable development, and the improvement of people’s quality of lives through innovation.

4. To increase access to higher education, ETEEAP students are covered under RA 10931, “Universal Access to Quality Tertiary Education Act” subject to the policies, guidelines and qualifications of such scholarship/assistance.

5. The CHED shall ensure and safeguard the integrity, quality and standards of this Program implemented by the deputized HEIs.

6. The CHED, is committed to provide and shall mobilize funds to ensure that capacity building programs are institutionalized among CHED Regional Offices and ETEEAP deputized HEIs.

Article II
OBJECTIVES

The ETEEAP aims to achieve the following objectives to ensure the fulfillment of the intent and substance of EO 330:

General Objective:

To develop fully the system of equivalency and accreditation in higher education as a bridging mechanism for the flexible entry and exchange among the formal, non-formal and informal systems.
Specific Objectives:

1. Establish a mechanism for assessment and accreditation of prior formal, non-formal and informal learning of individuals toward the granting of certificates and awards in higher education;

2. Establish guidelines for the award of undergraduate academic degrees to deserving individuals;

3. Incorporate the developments of K-12, the new General Education curriculum (CMO No.20, s. 2013), the Philippine commitments to international/multilateral agreements in education and the consequent Philippine Qualifications Framework Act, the Ladderized Education Act of 2014, the Open Distance Learning Act and the Philippine Innovation Act;

4. Enrich the academic faculty of HEIs by creating the conditions that will encourage industry experts to share their expertise in the academe;

5. Establish standards and guidelines for education, accreditation and equivalency in the undergraduate level to ensure harmony in its implementation;

6. Strengthen the system of credit transfer from the formal, informal and non-formal education system;

7. Expand the coverage of ETEEAP implementation, to include Indigenous Cultural Communities/Indigenous Peoples (ICCs/IPs), Overseas Filipino Workers (OFWs), Persons with Disability (PWDs) and Internally Displaced Persons (IDPs), of programs that will address the regional and national needs of industry/job market. As a priority, these may be in the areas of industrial and agricultural technology and other technology-related areas.

8. Entitle ETEEAP student applicants to scholarships and/or financial assistance given by the Commission subject to the policies, guidelines and qualifications of such scholarship/assistance.

Article III
DEFINITION OF TERMS

For purposes of this CMO, the terms herein shall be operationalized as follows:

1. **Accreditation** is the process of identifying, assessing, validating and recognizing learning obtained by the individual through formal, non-formal and informal training or experiences.

   It is also the process of self-regulation which focuses on the evaluation and the continuing improvement of educational quality undertaken by the authorized external entities. This process results to a recognition which may be given by national, regional and international accrediting agencies.

2. **Assessment** is the process of collecting evidence and making judgments as to whether the individual has achieved competency desired at a level specified in
3. **Assessors** refer to a body or group of competent curriculum experts.

4. **Internal Assessors** are competent curriculum experts within the institution who undertake the assessment of candidates or applicants to determine the extent and levels of an ETEEAP applicant's competencies.

5. **External Assessors** are competent industry practitioners and professionals who undertake the assessment of candidates or applicants to determine the extent and levels of an ETEEAP applicant's competencies.

6. **Assessment criteria** are descriptions of what the individual is expected to do to demonstrate that learning has been achieved. These are set at a threshold level of achievement and are so defined to establish clear standards of achievement in a specific learning outcome.

7. **Center of Excellence/Center of Development** is an HEI that has attained a certain level of quality or level of standards in a given field of instruction, research and extension as identified by CHED.

8. **Clustering of Curriculum** – The crafting and delivery of courses that have similar objectives and learning outcomes into standardized modules addressing students' needs, contexts congruent to the required competencies of the program CMOs.

9. **Consortium** refers to the combination of educational institutions for the purpose of carrying out academic undertakings. A consortium may be forged between HEIs that have the capability (at least Level II accreditation) to deliver the program to allow resource sharing and transportability/transferability of credentials. At least one member of the consortium should have a track record as a deputized ETEEAP provider with an established delivery system.

   However, in cases of programs without deputization, the Commission may identify HEIs that have the capability to deliver the ETEEAP, particularly if they comply with or are intended to meet regional needs. Cross-regional consortia are allowed to broaden the base of ETEEAP delivery and implementation.

10. **Credit unit** is the quantified means of expressing equivalence of learning and awarded to an individual in recognition of demonstrated learning after assessment at a specified level of competency.

11. **Credit transfer** refers to credit conversion established to promote student mobility by ensuring that units earned from different modalities are credited by the institutions.

12. **Deputized higher education institution** is an HEI authorized by the CHED to implement the ETEEAP.

13. **Equivalency** refers to a process that involves assigning equivalent academic credits to the competencies demonstrated by a student through a) assessment tests and, b) demonstration of competencies or actual workplace performance, thereby providing
entry points to the next higher-level qualification, the purpose of which is to provide opportunities to the student to continue to learn and to re-enter the educational program at a higher level without having to unnecessarily retake courses on which a student has already demonstrated competence and knowledge.

14. **Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP)** is a comprehensive program of identifying, assessing, validating, and assigning equivalent undergraduate level of prior learning from formal, non-formal and informal training and relevant work experiences and completion of competency enrichment and other program requirement/s toward the final granting of appropriate academic degrees.

15. **Formal learning** refers to the hierarchically structured and chronologically graded learning organized and provided by the formal school system and for which certification is required in order for the learner to progress through the grades or move to higher levels.

16. **Flexible Learning** is a pedagogical approach allowing flexibility of time, place and audience including, but not solely focused on, the use of technology. [3] Although it commonly uses the delivery methods of distance education and facilities of education technology, this may vary depending on the levels of technology, availability of devices, internet connectivity, level of digital literacy and approaches. (CMO 4, 2020)

17. **Industry Experts** are successful industry practitioners reputed to have exhibited the highest level of proficiency and competence in their specific profession.

18. **Industry Related Work Experience** - work providing knowledge, skill, and proficiency resulting from the performance of related duties and responsibilities to the degree being applied for.

19. **Informal education** refers to non-structured and non-directed learning obtained from experiences at home, place of work, community, civil society, the church, mass media and other incidental sources.

20. **Internally Displaced Persons (IDPs)** are persons who for reasons of feared persecution, or are caught in the middle of conflict, generalized violence, or other circumstances, are dislocated from their customary abode protection.

21. **Learning outcome** is a statement of what an individual should know and be able to demonstrate after completion of a process of learning. The learning outcomes specified for a learning experience must be assessable, i.e., it must have appropriate assessment criteria for judging whether the specified learning outcomes have been achieved. The academic standard is met when all the learning outcomes and associated assessment criteria have been satisfied.

22. **Learning Platforms** - A wide range of integrated and interactive online and or on-site services that offers information, tools, and resources to teachers, learners, parents, and other educational stakeholders in support, promotion and enhancement of the delivery and management of teaching and learning taking place in schools.
23. Life experiences refer to the compendium of knowledge and practical wisdom gained from what a learner has observed, encountered, or undergone.

24. Non-formal education refers to any structured short-term learning program usually for supplementing basic education and training and offered for learning very specific concepts or skills.

25. Non-formal learning is intentional and gained by the individual through participation in organized workplace-based training, non-credit courses and workshops the completion of which does not lead to receiving formal credit.

26. Offshore / off-base is a modifier describing an institution or branch remotely situated from an ETEEAP-deputized HEI offering ETEEAP without the location-specific authority to offer ETEEAP.

27. Pathways refers to mechanisms or access ramps which provide access to qualifications and assist people to move easily and readily between the different education and training sectors and between these sectors and the labor market.

28. Philippine Educational Placement Test (PEPT) is the current testing program being implemented by the Department of Education (DepEd), which provides accreditation and equivalency for basic education level and determines the "placement" of the individual in the basic education continuum from pre-elementary to first year in the tertiary level.

29. Philippine Qualifications Framework (PQF) is a national policy that describes the levels of educational qualifications and sets the standards for qualification outcomes. It is a quality-assured national system for the development, recognition and award of qualifications based on standards of knowledge, skills and values acquired in different ways and methods by learners and workers. The PQF was institutionalized through Republic Act No. 10968 signed on January 16, 2018.

30. Prior learning refers to all formal, informal or non-formal learning of an individual prior to the status as candidate for a baccalaureate degree from a higher education institution.

31. Regular program refers to an undergraduate college degree program in the conventional mode of gaining access to or completing the required study to obtain the educational qualifications.

Article IV
STANDARDS OF PRACTICE FOR DEPUTIZED HIGHER EDUCATION INSTITUTION

The following standards of practice for deputized higher education institutions shall be broadly acceptable to all individuals, employers/industry, education/training providers, professional regulatory boards, and professional associations:

1. Accessibility and respect of clientele. The ETEEAP services must be accessible to Filipinos regardless of their places of residence, cultural or demographic
characteristics, faith, ethnic origin and/or socio-economic circumstances, gender, sex, sexual orientation, or gender identity. The program shall be sensitive to and respectful of the different interests, cultural traits and value orientations of its clientele.

2. Accreditation of demonstrated learning. Validated evidence such as certificates, product, test results, documents and others must be presented to establish that the individual possesses such learning. Only the demonstrated learning, gained through activities performed or conducted by the individual, must be accredited.

3. Awarding of credit. All demonstrated learning that have been accredited and granted equivalencies must have the competence requirements equivalent and consistent with those required by CHED in the formal degree program.

4. Judgments based on criteria. Judgments on the claims for accreditation and equivalency shall be based on explicit criteria as contained within the specifications of degree programs and statements of learning outcomes. Statements of professional competencies as required by the professional regulatory boards should be used as appropriate. Consistently applied. All information about them should be accessible and/or available in printed documents.

5. Transferability of credits. The outcomes of accreditation and equivalency and credit gained through the ETEEAP shall be transferable between institutions.

6. Credibility of Assessment. To ensure the credibility of assessment, only experts in the field/discipline to be assessed shall constitute the Panel of Assessors to be composed of dean/s, faculty/s, professional associations and/or business and industry representatives.

7. Availability of services and support to applicants. The services and support to individuals seeking accreditation and equivalency, e.g., professional advice, assistance in preparing for the assessment, career counseling, etc., should be available to all applicants to enhance their successful completion of the program.

8. Well-defined staff roles and responsibilities. All staff, internal and external, involved in the accreditation and equivalency processes should have well-defined roles and responsibilities and should have the necessary training in accreditation and equivalency of non-formal and informal learning.

9. Monitoring and evaluation for efficiency, effectiveness and quality assurance. The policies, processes and procedures for accreditation and equivalency should be regularly monitored and reviewed in accord with clearly established institutional procedures. They should be open to monitoring, evaluation and review by the CHED to ensure effective and efficient implementation and quality of program offering in the institution.

10. Availability of all information. All information on policies, procedures and practices of equivalency and accreditation should be provided and/or made available to applicants, academic staff, assessors or examiners, and stakeholders.

11. Documentation and record keeping of all assessment results. All proceedings of assessment of prior learning, enrichment courses and evaluation thereof shall be
documented and maintained in the ETEEAP Center/Registrar's Office of the deputized HEI

12. **Flexibility.** Education pathways that create spaces, adapt to contexts and develop learning materials that suit all types of students for degree completion. HEIs can make full use of technology in facilitating the acquisition, communication, and application of knowledge.

HEIs are encouraged to maximize the use of technology to support learning and teaching, which may include the following:

a) Determination of the level of technology to be used for the delivery of programs based on connectivity of students.

b) Establishment of a multi-media or learning resource center to provide technical support to faculty members in the development of IT-enabled and IT-mediated instructional materials.

c) Access and utilization of electronic library and/or available OERs as reference in various flexible learning pedagogies and disciplinal content.

d) Utilization of a Learning Management System (LMS), either proprietary or non-proprietary.

13. **Pacing.** HEIs to allow acceptable timeframes for flexible learning and submission deadlines. Time management assistance and scheduling to be provided for student support services and collaborative integration of learning.

14. **Teacher's Presence.** Faculty availability in providing clear instruction and connection through open dialogues in the discussion of feedback, queries, and messages via email, chat, or other modes of communication.

**Article V**

**IMPLEMENTING GUIDELINES**

1. **Qualification for Deputization and Validity Period of Authority**

1.1 The HEI is eligible to apply for deputization if any of the following is met:

a) The HEI is a Center of Excellence (COE) or Center of Development (COD) in the program/discipline to be offered through the ETEEAP; or

b) The undergraduate program/discipline to be offered via the ETEEAP mode has a formal accredited status equivalent to Level II from any of the accrediting agencies recognized by CHED. However, in the case of state universities and colleges (SUCs) and local universities and colleges (LUCs), the Certificate of Program Compliance (COPC) is also required.

c) In meritorious cases, the Commission may consider programs of equivalent qualifications, in lieu of Level II accreditation (e.g. international...
recognition/accreditation, programs responsive to specific community needs, with good track record in the discipline like performance in licensure examination, research productivity, recognized faculty expertise, and other factors that would ensure reasonable confidence that the program has prepared its graduates for gainful work and professional practice that met the stated qualifications of the Philippine Qualifications Framework).

1.2 The authority of the deputized HEI shall be valid for a period of five (5) years, beginning on the date of approval by the Commission en banc and renewable on the 4th year of operation by re-application and after evaluation by the CHED Regional Offices (CHEDROs) concerned and upon recommendation by the Office of Programs and Standards Development (OPSD) in the CHED Central Office.

1.3 The deputized HEI shall conduct/implement ETEEAP where the institution is located.

Validation of claimed competencies is undertaken in the applicant’s workplace in situ or online.

The deputized HEI may have online delivery such as lectures, seminars, classes, enrichment activities, thesis defense and similar activities as the need arises.

1.4 After the lapse of three (3) years from deputization and the institution has not implemented the ETEEAP, the CHED-OPSD, through the endorsement of the concerned CHEDRO, shall officially notify the HEI of the cancellation of its deputization. The HEI must also express, through an official communication, to voluntarily terminate the implementation of ETEEAP expressing the cause/reason thereof.

1.5 All higher education institutions granted deputization in the year 1999 and onward and whose validity period was not stated in their Certificate of Authorization, including Criminology schools that were granted special deputization in 2002 shall be evaluated for re-certification or cancellation of deputization.

1.6 Notwithstanding the foregoing provisions, CHED may deputize HEIs/ specialized academic program where there is no ETEEAP deputized institution/academic program, subject to the endorsement of the CHED Regional Offices (CHEDROs), through the recommendation of the Office of Programs and Standards Development (OPSD) and with the approval of the Commission en banc.

2. Procedure for Deputization of Higher Education Institutions

2.1 The HEI interested to be deputized shall submit its application with complete documentary requirements to the concerned CHED Regional Office (CHEDRO). Programs to be applied for should be based on the region’s identified manpower requirement as may be endorsed by Regional Development Council (RDC) and Department of Labor and Employment (DOLE), among others.
2.2 The CHEDRO shall process the submitted application and supporting documents based on the timelines as provided in the CHED Citizen's Charter and in compliance with R.A. 11032, "An Act Promoting Ease of Doing Business and Efficient Delivery of Government Services, Amending for the Purpose Republic Act No.9485, Otherwise Known as the Anti-Red Tape Act of 2007."

2.3 The CHEDROs, together with their Regional Quality Assessment Teams (RQATs), shall conduct evaluation visits to determine and validate the readiness of the institution and its program insofar as the infrastructure, mechanisms, and systems for administrative and academic delivery of programs under the ETEEAP framework. CHEDROs may request for the participation of the Technical Panel for ETEEAP in the evaluation visit as maybe necessary.

2.4 CHEDROs shall only endorse applications that are found fully compliant with the requirements for deputation to the OPSD. Final review on the endorsed applications shall then be conducted by OPSD and recommend thereafter to the Commission en banc for approval.

2.5 Deputization shall be granted upon approval by the Commission en Banc.

3. Qualification of the Individual Applying for Equivalency and Accreditation

3.1 Completion of secondary school program as evidenced by a high school diploma, or the PEPT/ALS A & E result stating "qualified to enter first year college";

The admission of individual applicants in relation to K-12 implementation, shall be based on the following CHED Memorandum Orders (CMOs):

- CMO No. 10, s. 2017: Policy on Students Affected by the Implementation of the K to 12 Program and the New General Curriculum
- CMO No. 105, a. 2017: Policy on the Admission of Senior High School Graduates to the Higher Education Institutions Effective Academic Year 2018-2019
- Memorandum from the Chair entitled: Accommodation of Lifelong Learners in College for SY 2017-2018 and SY 2018-2019 (June 13, 2017)

3.2 A Filipino citizen and at least twenty-three (23) years old as supported by Philippine Statistics Authority (PSA) authenticated birth certificate.

3.3 For an employed applicant, s/he should have an aggregate of at least five (5) years in the industry related to the academic degree program or discipline where equivalency of learning is sought;

3.4 For an individual with proven competency/ies but currently unemployed, they should submit a notarized service record or other corroborative documents such as Income Tax Return (ITR), SSS, PhilHealth, and Pag-IBIG records and in the absence of such proofs, pass the competency assessment administered as a pre-qualifying requirement of the deputized higher education institution.
4. Application for Grant of Second Degree through ETEEAP

A bachelor's degree holder may apply for equivalency and accreditation of prior and work-based learning towards the grant of up to the second degree only; provided however, that such sources of learning are related to the second degree being sought under the ETEEAP.

5. Procedure for Application and Assessment of Learning

The procedure for application and assessment of learning should consist, at a minimum, of the following:

5.1 The individual applicant secures the application form from any deputized HEI, or download the form from the CHED website, [www.ched.gov.ph](http://www.ched.gov.ph), submits the accomplished form, along with the supporting evidences that establish his/her qualifications for the program, and pays the appropriate application fees to a deputized HEI of his/her choice;

5.2 The accepting deputized HEI reviews the application, interviews the applicant and informs him/her in writing of the results of the review and interview;

5.3 Upon approval of the application, the deputized HEI requires the applicant (candidate) to prepare and submit his/her portfolio with the assistance of the institution's career counselor/adviser within an agreed period of time. This portfolio should include descriptions of prior learning in the context of learning outcomes. The employer concerned should certify all experiences cited by the candidate as having been completed while in employment;

5.4 Upon receipt of the portfolio, the HEI convenes a panel of assessors to conduct the evaluation. Tests or other forms and instruments of assessments, e.g., interviews, actual demonstration of claimed knowledge and skills, written examination, and others that are appropriate to the candidate's needs may be used as needed;

5.5 After completing the evaluation, the panel of assessors determines the amount of equivalent credit that will be awarded to the candidate by matching the demonstrated training and learning from prior learning of the candidate with the learning outcomes and standards of the subject or course for which the candidate seeks accreditation and equivalency. A rubric or a similar tool shall be developed for the purpose;

5.6 A candidate may choose from a variety of learning pathways including E-Learning, Mobile learning, or Blended learning in the completion of his/her deficiencies while outside the institution's physical location. Institutions may use LMS and/or any mode of communication not limited to social media facilitating the acquisition, completion, and assessment of student's learning.

5.7 The accomplished rubric or any situation or any similar instrument that documents the learning of the candidates from prior learning should be maintained as permanent official record in the ETEEAP Office of the institution;
5.8 After satisfying all the learning outcomes and appropriate assessment criteria for the course and having complied with the requirements prescribed by CHED and the institution for completion of the course, the candidate is awarded the appropriate equivalency credit for an academic degree;

5.9 Graduates of the ETEEAP programs are qualified to take the appropriate licensure examinations, unless provided by law.

6. System of Assessment The deputized HEI should have an established system of assessment with the required Manual of Operations, evaluation instruments, workplace visitation checklist or instrument, pool of internal and external assessors, office and staff complement, etc. The HEI should develop on a continuing basis and with the assistance of competent authorities, standards, creative methodologies and criteria for a diversified mode of assessing competencies and learning outcomes which should include but not limited to portfolio assessment, written and oral examinations, skills and competencies demonstrations and worksite visitation, among others.

The system of assessment of the applicant individuals could be a) work-based or b) competency-based.

For work-based assessment, the applicant will be required to submit the following to the admitting ETEEAP deputized HEI:

- Most recent academic record/diploma
- Notarized service record/Certificate of employment
- Comprehensive resume
- Authenticated certificates of completed training and workshop

In the case of applicant individuals who are not currently employed but with proven competencies, the admitting ETEEAP deputized HEI may undertake and require submission of the following:

- Most recent academic record/diploma
- Previous notarized service record/Certificate of Employment
- Comprehensive resume
- Authenticated certificates of completed training and workshop

7. Selection and Certification of the Panel/Pool of Assessors. There shall be a panel/pool of assessors to be constituted by the deputized HEI, whose qualifications shall be subject to the evaluation and certification by the CHED through the TP-ETEEAP.

8. Qualification of Assessors. The Panel of Assessors must come from those teaching in the relevant undergraduate programs and may be complemented by appropriate and relevant industry experience.

9. Consortium, Off-base and Off-shore Agreements. Consortium among qualified HEIs under the ETEEAP is encouraged while safeguarding the policies, standards, and guidelines while promoting consistency and quality of student services.
10. **Issuance of Authorization to Operate.** Authorization shall be by program and shall be valid for a period of five (5) years unless sooner revoked for due cause.

**Article VI**

**POWERS AND FUNCTIONS OF THE CHED**

In addition to its powers, enumerated in RA 7722, CHED shall exercise the powers and functions provided for in EO 330, including, but not limited to:

1. Granting authority to HEIs to implement the ETEEAAP in the undergraduate degree program subject to established criteria, procedure and documentary requirements to ensure its integrity, quality and successful implementation;

2. Determining and approving the undergraduate degree programs to be opened for ETEEAAP;

3. Monitoring and evaluation of deputized HEIs based on CHED developed standardized monitoring tool that:
   3.1 clearly states what is being monitored in deputized HEIs;
   3.2 determines how the deputized HEI conducts/implements ETEEAAP;
   3.3 ensures that the relevant CHED policies, standards and guidelines are strictly followed by all implementing HEIs;

4. Canceling and revoking of authority of deputized HEIs for due cause;

5. Issuance of authorization to operate.

**Article VII**

**FUNCTIONS OF THE DEPUTIZED HEIs**

The HEI that has been deputized by CHED to implement ETEEAAP shall exercise FULL responsibility and accountability for the quality of ETEEAAP implementation. It shall have the following functions:

1. Develop and implement clear and explicit institutional processes, policies and procedures that ensure the integrity and quality of the accreditation and equivalency program;

2. Develop and establish in accord with CHED the competency standards for the degree program against which judgment on accreditation and equivalency of formal, non-formal and informal learning will be made;

3. Develop and provide assessment menus to evaluate and determine credit for competencies acquired from work and life experiences, and trainings;

4. Develop and provide the necessary competency enrichment programs to ensure that the desired learning competencies and other requirements of the degree program are achieved;

5. Assign and commit an office and competent/trained staff including a director/focal person, program assessors or examiners with their respective roles and responsibilities clearly
defined to support the ETEEAP in the following areas, among others: career testing and counseling, assessment of learning, development of alternative learning program for enhancing competencies, program advising, others;

6. Establish a development plan and budget support to sustain the ETEEAP, including provision for specialized training for staff involved in accreditation and equivalency processes and procedures;

7. Ensure that support services to applicants and candidates including technology equipment, library and other facilities are provided;

8. Establish a mechanism of ETEEAP in-house monitoring, review and evaluation;

9. Conduct research on efficiency and effectiveness of Program implementation;

10. Award appropriate equivalency credit for an undergraduate academic degree for successful candidates;

11. Provide a schedule of reasonable and applicable fees/charges for equivalency and accreditation services.

Under RA 10931, ETEEAP student applicants shall be entitled to scholarships and/or financial assistance given by the Commission subject to the policies, guidelines and qualifications of such scholarship/assistance.

12. Submit to the CHEDROs, the OPSD, and the Information Management Division of the Office of Planning, Research and Knowledge Management (OPRKM) all the necessary reports (annual statistical reports – enrolment and graduate data, annual reports and process checks of the deputized HEI) pertaining to the implementation of ETEEAP.

13. Create, develop and adapt flexible learning materials for student’s remote access in accordance with the policies, standards, and guidelines of course completion.

Article VIII

ROLE OF THE CHED REGIONAL OFFICES (CHEDROs)

The CHEDROs shall perform the following functions:

1. Receive the application, conduct evaluation visit together with the RQATs and forward/endorse only the application with favorable recommendation to OPSD for final evaluation;

2. See to it that programs to be applied for by the applying HEIs should be based on the region’s human resource requirement;

CHED Regional Offices (CHEDROs) in coordination with the Regional Development Council (RDC) shall determine the priority programs needed in the region. The CHEDROs and RDC may consult other government agencies too, as well consider their concerns on human resource requirements. Only the programs identified by the CHEDROs and RDC shall be authorized to be offered by the ETEEAP providers in each region.

3. Monitor the implementation of ETEEAP in the deputized HEIs in their respective regions and submit all the necessary reports (annual statistical reports – enrolment and graduate
data, annual reports and process checks of the deputized HEI) pertaining to the implementation of ETEEAP to the OPSD and OPRKM;

4. Encourage the deputized HEIs within the region to initiate and undertake projects and activities, such as research, assessors’ and staff training at least once a year and to submit a report to the OPSD;

5. Ensure that the deputized HEIs submit regularly their reports and data on ETEEAP implementation for submission to OPSD, and to the Information Management Division of the Office of Planning, Research and Knowledge Management (OPRKM); and,

6. Designate a focal person/coordinator with specific functions and responsibilities for the monitoring/evaluation of the ETEEAP within the region

Article IX
PROMOTION/ ANNOUNCEMENT/ ADVERTISEMENT ON ETEEAP BY AN HEI

Any promotion, announcement or advertisement of deputization or authority to offer programs via the ETEEAP shall be done only after the HEI shall have obtained the Certificate of Authorization from the CHED. It shall be unlawful for any HEI to promote, announce, advertise, personally campaign, cause the publication of any promotion, advertisement, and/or accept anyone for enrolment to the ETEEAP before the deputization or authorization is granted to that HEI.

Article X
SANCTIONS

Any HEI found guilty of violating the provisions of applicable CMOs as well as other pertinent rules and regulations implementing the ETEEAP shall be subjected to the appropriate administrative and legal proceedings, including the imposition of sanctions as provided in Sections 64 and 65, Article XII of CMO No.40, series of 2008 or the Manual of Regulations for Private Higher Education (MORPHE), and other pertinent rules and regulations.

Article XI
COVERAGE

All types of HEIs - State Universities and Colleges (SUCs), Local Universities and Colleges (LUCs) and Private Higher Education Institutions (PHEIs) - are covered by the provisions of this CHED Memorandum Order (CMO).

Article XII
TRANSITORY PROVISION

Upon issuance of this CMO, the CHED, through the CHEDROs, shall conduct a monitoring and evaluation of all existing deputized HEIs for re-certification to offer undergraduate degree programs through ETEEAP if compliant with the requirements stipulated in this PSG, otherwise, deputization for the program shall be withdrawn.
Existing deputized HEIs without the accreditation level requirement for the program being implemented through ETEEAP shall be allowed to continue to implement the program. However, the accreditation level requirement shall be complied within one (1) year after issuance of this CMO. In case the CHED has not conducted a monitoring and evaluation, the institution shall continue to implement the ETEEAP.

Article XIII
SEPARABILITY CLAUSE

If any part or provision of this CMO shall be held invalid, other provisions hereof which are not affected shall continue to be in force and effect. Should any of the provisions of this CMO be declared invalid, illegal or unconstitutional, all the other provisions not so declared, shall remain valid and in full force.

Article XIV
REPEALING CLAUSE

This CMO supersedes CHED Memorandum Orders No. 21, series of 1997, No. 08, series of 2009, No. 28, series of 2013, and No.54, series of 2016.

Article XV
EFFECTIVITY

This CMO shall take effect immediately upon approval by the Commission and fifteen (15) days after its publication in the Official Gazette or in a newspaper of wide circulation. This CMO shall be registered with the Office of the National Administrative Register at the University of the Philippines Law Center, UP Diliman, Quezon City.

Signed this 9th day of November 2021 in Quezon City, Philippines.

FOR THE COMMISSION:

J. PROSPERO E. DE VERA III
Chairman
### PROFILE OF APPLICANT ETEEAP PROVIDER

1. **Profile of HEI applicant ETEEAP Provider**

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Jurisdiction:</td>
<td></td>
</tr>
<tr>
<td>Date Applied with CHEDRO:</td>
<td></td>
</tr>
<tr>
<td>Name of HEI Applicant ETEEAP Provider</td>
<td></td>
</tr>
<tr>
<td>Address of HEI Applicant ETEEAP Provider</td>
<td></td>
</tr>
<tr>
<td>Street</td>
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<tr>
<td>Municipality</td>
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<td>Province/City</td>
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<td>Postal Code/Zip Code</td>
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<td>Telephone No. (include area code)</td>
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<td>Facsimile No. (include area code)</td>
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<td>Email address</td>
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<tr>
<td>Website</td>
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<tr>
<td>Year established</td>
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<tr>
<td>Latest SEC Registration/Enabling Law/Charter</td>
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<tr>
<td>Name of Head/President/CEO</td>
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</tr>
</tbody>
</table>

2. **Profile of College/Department Applicant ETEEAP Provider**

<table>
<thead>
<tr>
<th>Name of Applicant College/Department ETEEAP Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address of Applicant College/Department ETEEAP Provider</td>
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<tr>
<td>Street</td>
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<tr>
<td>Municipality</td>
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<td>Province/City</td>
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<td>Telephone No. (include area code)</td>
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<td>Facsimile No. (include area code)</td>
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<tr>
<td>Email address</td>
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</table>

3. **Degree Programs being Applied for Deputization**

<table>
<thead>
<tr>
<th>Name of Degree Programs being Applied for Deputization</th>
<th>GP/GR/COPC and Date Issued</th>
<th>Accreditation Level/Issued by/Validity Period</th>
<th>Period Considered a Priority Program by RDO</th>
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</table>

*(Please use additional sheet, if needed.)*
# List of Personnel

## List of ETEEAP Personnel

1. List of Supervisors/Administrators

<table>
<thead>
<tr>
<th>Name/s</th>
<th>Designation/Title</th>
<th>Educational Qualification (indicate where and when obtained)</th>
<th>Specialization and Training (Please attach certificates.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Baccalaureate</td>
<td>Masters</td>
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</table>

(Please use additional sheets, if necessary.)
ETEAP_ Form 1.1_List of Personnel

2. List of Internal Assessors

<table>
<thead>
<tr>
<th>Name/s</th>
<th>Designation</th>
<th>Educational Qualification (Please indicate where and when obtained.)</th>
<th>Specialization and Training (Please attach certificates.)</th>
<th>Module Title/Material(s) developed</th>
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</thead>
<tbody>
<tr>
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<td>Baccalaureate</td>
<td>Masters</td>
<td>Doctorate</td>
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3. List of External Assessors

<table>
<thead>
<tr>
<th>Name/s</th>
<th>Designation</th>
<th>Educational Qualification (Please include where and when obtained.)</th>
<th>Specialization (including patents and inventions) and Training (Please attach certificates.)</th>
<th>Industry Affiliation</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Baccalaureate</td>
<td>Masters</td>
<td>Doctorate</td>
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(Please use additional sheets, if necessary.)
4. List of Student Support Staff

<table>
<thead>
<tr>
<th>Name/s</th>
<th>Designation</th>
<th>Educational Qualification</th>
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</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Specialization and Training</th>
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<tbody>
<tr>
<td>(Please attach certificates.)</td>
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<tr>
<td>Location</td>
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(Please use additional sheets, if necessary.)
# Learning Packages

**Commission on Higher Education**  
**Office of Programs and Standards Development**  
**Non-Conventional Higher Education Division**

**LEARNING PACKAGES**

<table>
<thead>
<tr>
<th>Name of HEI</th>
<th>As of</th>
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<tbody>
<tr>
<td>Prepared by</td>
<td></td>
</tr>
<tr>
<td>Reviewed by</td>
<td></td>
</tr>
<tr>
<td>Approved/Certified</td>
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*Signature over printed name*

---

**Course Materials / Learning Packages**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Modules</th>
<th>Media used (print, video conferencing, interactive CD, web pages)</th>
<th>Authors</th>
<th>Year Published / Completed/Platform Posting</th>
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*(Please use additional sheets, if necessary.)*

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**Form Title**  
Form 1.2_Learning Packages

**Issue Date**  
--------

**Revision No.**  
00

**Revision Date**  
00
**Commission on Higher Education**  
*Office of Programs and Standards Development*  
*Non-Conventional Higher Education Division*

**TECHNOLOGIES USED FOR NETWORKING AND COMMUNICATION**

<table>
<thead>
<tr>
<th>Types/Apps</th>
<th>Description</th>
<th>Nature (Open access/subscription/HEI-developed)</th>
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*(Please use additional sheets, if necessary.)*
### APPLICANT HEI DATA

<table>
<thead>
<tr>
<th>Region</th>
<th>Name of HEI applying for ETEEAP deputation</th>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>Address of HEI applying for ETEEAP deputation</th>
<th>Name of Dean/Department Chair of the program/s being applied for ETEEAP deputation</th>
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<thead>
<tr>
<th>Email address</th>
<th>Mobile Number</th>
<th>Messenger (if available)</th>
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</table>

### A. Enrolment and Graduate Data

<table>
<thead>
<tr>
<th>Degree program/s being applied for ETEEAP deputation</th>
<th>Authority and validity of the program</th>
<th>Program cost (last two academic years)</th>
<th>Number of enrollees (last five academic years) (Please insert additional columns)</th>
<th>Number of graduates (last five academic years) (Please insert additional columns)</th>
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<tbody>
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</table>

(Please insert sheets, if needed.)
B. Licensure Performance for the last five years

<table>
<thead>
<tr>
<th>Degree program/s being applied for ETEEAP deputization</th>
<th>Start of program implementation</th>
<th>(Year/Month of Licensure Examination)</th>
<th>(Year/Month of Licensure Examination)</th>
<th>(HEI Licensure Performance)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No. of Takers</td>
<td>No. of Passers</td>
<td>HEI Passing Percentage</td>
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<td>National Passing Percentage</td>
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## Commission on Higher Education
Office of Programs and Standards Development
Non-Conventional Higher Education Division

### ETEAAP DEPUTIZED HEI DATA

<table>
<thead>
<tr>
<th>Region</th>
<th>Name of deputized ETEAAP Provider</th>
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<table>
<thead>
<tr>
<th>Address of deputized ETEAAP Provider</th>
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<table>
<thead>
<tr>
<th>Coordinator</th>
<th>Email address</th>
<th>Mobile Number</th>
<th>Messenger (if available)</th>
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<tbody>
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</table>

### A. Enrolment and Graduate Data

<table>
<thead>
<tr>
<th>ETEAAP Deputized program</th>
<th>Authority and validity of the Program</th>
<th>Tuition cost (last two academic years)</th>
<th>Number of enrollees (last five academic years) (Please insert additional columns)</th>
<th>Number of graduates (last five academic years) (Please insert additional columns)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

*(Please insert sheets if needed.)*
B. Licensure Performance for the last five years

<table>
<thead>
<tr>
<th>ETEEAP Deputized program</th>
<th>Start of Program Implementation</th>
<th>(Year/Month of Licensure Examination)</th>
<th>(Year/Month of Licensure Examination)</th>
<th>(Year/Month of Licensure Examination)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>No. of Takers</td>
<td>No. of Passers</td>
<td>No. of Takers</td>
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<td>1.</td>
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</table>

(Please insert sheets if needed.)
Procedures on Processing Authority to operate Expanded Tertiary Education Equivalency Accreditation Program (ETEEAP)

Document No: OPSD-GP-PRO 006  
Created By/Last Revised By:  
Reviewed By: Ms. Elsa G. Florendo  
Approved by:  
Approval Date:

1. Concerned CHED CO Staff
   - Prepares and submit CSW on the recommended approval of the application to the COMSEC

2. Concerned ROAT
   - Evaluates application by analyzing documents/conducting on-site-evaluation
   - Prepares Evaluation Results
   - Issue RQAT Resolution (approval/disapproval)
     - NO: Favors Call for another Evaluation
     - YES: Sends to CHEDRO

3. CHEDRO
   - Concerned endorsement to CHED CO-OPSD

4. Complete documentation requirements by CHEDRO
   - Receives/records and acknowledge receipt of application documents
   - Checks/review as to completeness of documents
     - YES: Complete
     - NO: Sends back to applicant

5. End
   - Notifies the HEI that the application cannot be processed
Prepares Government Authority/Certificate of Government Authorization and forwards to authorized signatories

Forwards the signed Government Authority/Certificate of Authorization to the Records Section for release to the concerned CHEDRO

Output: Certificate of Government Authorization

OCC-PRO-004 (Request for Signature of the Chairperson)