



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



CHED MEMORANDUM ORDER (CMO)

NO. 54
SERIES OF 2016

SUBJECT: REVISED 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 (ETEEAP) 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. 10647* entitled "*An Act Strengthening the Ladderized Interface Between Technical-Vocational Education and Training and Higher Education*", *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*," and by virtue of Commission *en Banc* (CEB) Resolution No. **883-2016**, the Commission hereby issues these revised policies, standards and guidelines on equivalency and accreditation amending certain provisions of CHED Memorandum Order (CMO) No. 28, series of 2013 entitled "Policies, Standards and Guidelines for the Implementation of the ETEEAP" for the guidance and strict compliance of all concerned:

Article I
Statement of Policies and Principles

1. It is the declared policy of the State to recognize, expand and strengthen through the CHED, the system of academic equivalency and accreditation of learning acquired by individuals from relevant highly valued body of work and life experiences as well as high-level, non-formal and informal training, and to grant individuals, qualified through the aforementioned systems, equivalency credits and/or appropriate academic degree with all the rights, privileges and appurtenances due to those formal higher education degrees.
2. 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 EO 330. For implementing this purpose, ETEEAP shall

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Page 1 of 17

M. H. Sister 11/10/2016
MAXIMINA H. SISTER
Administrative Officer IV

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 the Philippine Qualifications Framework (PQF) or Executive Order No.83 (EO 83), Republic Act No.10647, or the Ladderized Education Act of 2014 and Republic Act No.10650, or the Open Distance Learning Act.

3. 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.
4. The CHED shall ensure and safeguard the integrity, quality and standards of the ETEEAP implemented by the 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. To 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. To 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 PQF (EO 83), the Ladderized Education Act of 2014 and the Open Distance Learning Act;
4. Enrich the academic faculty of HEIs by creating the conditions that will encourage Industry experts to share their expertise in the academe;

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M. Sister 11/10/2016
MAXIMINA H. SISTER
Administrative Officer IV

5. Establish standards and guidelines for education, accreditation and equivalency in the undergraduate level to ensure harmony in their implementation;
6. Strengthen the system of credit transfer from the formal, informal and non-formal education system.

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 the competency desired at a level specified in the competency standards, curriculum or learning outcomes for a particular course for which accreditation and equivalency of learning is sought.

3. **Assessors** refer to a body or group of competent curriculum experts.

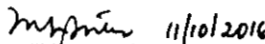
3a. Internal Assessors are competent curriculum experts within the institution who undertake the assessment of candidates or applicants to determine the extent and levels of an ETEEAP applicant's competencies.

3b. 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.

4. **Assessment criteria** are descriptions of what the individual is expected to do in order 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.

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5. **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.
6. **Consortium** refers to the combination of educational institutions for the purpose of carrying out academic undertakings. Specifically under ETEEAP, it refers to the practice of an HEI in a certain locality entering into an agreement with an ETEEAP-deputized HEI whereby the former will offer ETEEAP in the locality using the deputization of the latter as authority to offer the same that is NOT allowed under this CMO.
7. **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.
8. **Credit transfer** refers to credit conversion established to promote student mobility by ensuring that units earned from different modalities are credited by the institutions.
9. **Deputized higher education institution** is an HEI authorized by the CHED to implement the ETEEAP.
10. **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 re-take courses in which a student has already demonstrated competence and knowledge.
11. **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 undergraduate academic degrees.
12. **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.

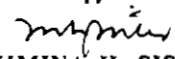
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13. **Industry experts** are successful industry practitioners who have exhibited or demonstrated the highest level of proficiency and competence in their respective professions.
14. **Informal education** refers to non-structured and non-directed learning obtained from experiences at home, place of work, community, civil society, the church, mass media and other incidental sources.
15. **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 or not the specified learning outcomes have been achieved. The academic standard is met when all the learning outcomes and associated assessment criteria have been satisfied.
16. **Life experiences** refer to the compendium of knowledge and practical wisdom gained from what a learner has observed, encountered, or undergone.
17. **Non-formal education** refers to any structured short-term learning program usually for the purpose of supplementing basic education and training, and offered for learning very specific concepts or skills.
18. **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.
19. **Off-shore / 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.
20. **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.
21. **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.

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22. **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 Executive Order No.83, series of 2012.
23. **Prior learning** refers to all formal, informal or non-formal learning of an individual prior to the current status as candidate for a baccalaureate from a higher education institution.
24. **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 Institutions

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. 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 the 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.

- 6. Transferability of credits.** The outcomes of accreditation and equivalency and credit gained through the ETEEAP shall be transferable between institutions.
- 7. Credibility of Assessment.** To ensure the credibility of assessment, only experts in the field/discipline to be assessed shall constitute the Panel of Internal and External Assessors to be composed of dean/s, faculty/s, professional associations and/or business and industry representatives.
- 8. 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.
- 9. 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.
- 10. 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.
- 11. 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.
- 12. 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.

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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 criteria 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 offered in the ETEEAP mode has a formal accredited status equivalent to Level III from any of the accrediting agencies recognized by CHED.

Note: For SUCs, a Certificate of Program Compliance (COPC) will be required.

1.2. The authority of the deputized HEI shall be valid for a period of five (5) years beginning at the date of approval by the Commission en banc, renewable on the 4th year of operation by re-application and after evaluation and upon recommendation by the TP-ETEEAP.

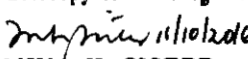
1.3. The deputized HEI shall conduct/implement the ETEEAP only where the institution is located. As such, the deputized HEI shall have no off-campus delivery such as lectures, seminars, classes, enrichment activities, thesis defense and similar activities. However, the assessment visit to validate claimed competencies may be undertaken in the applicant's workplace.

1.4. After the lapse of three (3) years from deputization and the institution has not implemented the ETEEAP, the CHED shall officially notify the HEI of the withdrawal of its deputization. The HEI may 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, shall be evaluated for the purpose of re-certification or cancellation of deputization.

1.6. Notwithstanding the foregoing provisions, CHED may deputize HEIs/specialized academic program in a region where there is no ETEEAP deputized institution/academic program subject to the recommendation of the Technical Panel for ETEEAP (TP-ETEEAP), the Technical Panel/Committee of the concerned program and with the approval of the Commission *en Banc*.

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2. Procedure for Deputization of a Higher Education Institution.

- 2.1. The HEI interested to be deputized for a specific program shall apply to the Office of Programs and Standards Development (OPSD) in the Central Office through the CHED Regional Office (CHEDRO) with a letter of application and commitment together with all document requirements on institutional management and support and program capability ("Appendix A");
- 2.2. The CHEDRO acknowledges and pre-evaluates the HEI's documentary compliance and if found to be complete, recommends to the OPSD the appropriate action on the application;
- 2.3. The OPSD acknowledges the HEI's application, analyzes the submitted documents and if found to be complete, includes it in the agenda for the TP-EETEEAP meeting;
- 2.4. A CHED Evaluation Team composed of at least two (2) members of the TP-EETEEAP and the Technical Panel/Committee of the program intended to be offered through the EETEEAP shall be formed to conduct evaluation visit to determine and validate the readiness of the institution and its program for deputization;
- 2.5. If the applying HEI and the program intended to be offered through the EETEEAP satisfies all the requirements for deputization, the OPSD prepares the Technical Committee (TC) and the Technical Panel (TP) Resolutions to be signed by the concerned TCs and TP-EETEEAP recommending approval of said application; otherwise, the applying HEI shall be informed of the noted deficiencies for compliance through the CHEDRO;
- 2.6. The OPSD prepares complete staff work (CSW) on the application, with the following details, to be submitted to the CHED Commission en banc through the Executive Office for decision: a) action requested; b) rationale/background information; c) supporting documents, i.e., copies of the evaluation report and the signed TC and TP Resolutions; d) proposed Resolution for CEB action; e) recommending approval by the OPSD Director;
- 2.7. Deputization shall be granted upon approval by the Commission en banc.

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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";
- 3.2 Employment for 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; and
- 3.3 A Filipino citizen and at least twenty five (25) years old as supported by an NSO authenticated birth certificate.

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, submits the accomplished form, along with the supporting evidences that establish his/her qualifications for the program, and pays appropriate application fees to a deputized HEI of his/her choice.
- 5.2 The accepting 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 experiences in the context of learning outcomes. The employer concerned should certify all experiences cited by the candidate as having been completed while in employment.

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MAXIMINA H. SISTER
Administrative Officer IV



- 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 work experiences 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 assessed to be deficient in one or more competency units will be required to pursue further learning, with the assistance of a career coordinator or adviser. In this case, a learning contract that defines the learning program is executed between the deputized HEI and the candidate. Further, assessment is conducted after the completion of the learning program to determine the learning progress of the candidate toward meeting the learning outcomes and standards specified in the said program.
- 5.7 The accomplished rubric or any situation or any similar instrument that documents the learning of the candidates from prior work experiences should be maintained as a 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 otherwise 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.

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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, off-base and off-shore delivery under the ETEEAP are NOT allowed. The deputized HEI shall have NO off-campus delivery such as lectures, seminars, classes, enrichment activities, thesis defense, etc.
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**

The CHED shall exercise the powers and functions provided in EO 330, including, but not limited to:

1. Granting authority to HEIs to implement the ETEEAP in the undergraduate degree program subject to established criteria, procedure and document requirements to ensure its integrity, quality and successful implementation;
2. Determining and approving the undergraduate degree programs to be opened for ETEEAP;
3. Monitoring and evaluation of deputized 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 ETEEAP shall exercise **FULL** responsibility and accountability for the quality of ETEEAP implementation. It shall have the following functions:



1. Develop and implement clear and explicit institutional processes, policies and procedures that insure 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 to successful candidates;
11. Provide a schedule of reasonable and applicable fees/charges for equivalency and accreditation services; and
12. Submit to the CHEDROs and the ETEEAP Secretariat all necessary reports (annual statistical reports, annual reports and process checks of the deputized HEI) pertaining to the implementation of the Program.

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Article VIII
Functions of the CHED Regional Offices (CHEDROs)

The CHEDROs shall perform the following functions:

1. Receive the application and review the completeness of documents of an HEI applying for deputization, conduct initial evaluation thereof and if application is in order, recommend to the CHED Central Office through the OPSD, the application for appropriate action;
2. Be responsible for monitoring the Program implementation in the deputized HEIs in their respective regions;
3. 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;
4. Ensure that the deputized HEIs submit regularly their reports and data on ETEEAP implementation to the OPSD; and
5. 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.



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Administrative Officer IV

Page 14 of 17

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 CMO.

Article XII Transitory Provision

Upon issuance of this CMO, the CHED, through the TP-ETEEAP and the Technical Panel/Committee of the concerned program(s), shall conduct an assessment 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, if not compliant, deputization for the program shall be withdrawn.

Existing deputized HEIs without the Level III accreditation requirement for the program being implemented through ETEEAP shall be allowed to continue to implement the program. However, the Level III accreditation requirement shall be complied within three (3) years after issuance of this CMO.

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.

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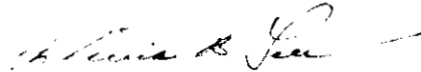
**Article XIV
Repealing Clause**

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

**Article XV
Effectivity**

This CMO shall take effect fifteen (15) days after publication in the Official Gazette or in a newspaper of wide circulation.

For the Commission:



PATRICIA B. LICUANAN, Ph.D.
Chairperson

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Requirements for Application for Deputization/Offering Additional Programs

A. Basic Documents

1. Photocopy of the Official Receipt for Payment of Application for ETEEAP Deputization/ per additional ETEEAP program (CHED Administrative Order (CAO) No.4, Series of 2014)
2. Letter of Application
3. Institutional and Program Profile
4. Certificate/s of Program Accreditation
5. Certificate of Award (COE/COD)
6. Board Performance of the Program to be offered through ETEEAP – 3 years prior to application (if applicable)
7. Mission and Vision of the Institution and Program **valuing and recognizing alternative learning**
8. Board Resolution endorsing the application for deputization/offering additional programs (for SUC applicants)
9. Certificate of Program Compliance (for SUCs applicants)
10. CHED Regional Office Indorsement

B. Institutional Management and Support

1. Annual Budget Plan
2. Marketing and Promotions Plan
3. Institutional development plan for ETEEAP
4. Organizational structure of the ETEEAP within the institution
5. Schedule of fees (for the program being applied for offering via ETEEAP)

C. Program Capability

1. Compliance with the policies, standards and guidelines (PSGs) for specific program/s
2. Curriculum of the resident program to be offered through the ETEEAP
3. Matrix of competencies where credit will be awarded (based on Competency Standards)
4. Assessment instruments
5. List of internal and external assessors, their qualification and subject/competency assignment in the ETEEAP
6. Criteria and procedure for selection of internal and external assessors
7. Assessment procedures with timelines
8. Competency enhancement program package to be provided
9. Provision for research as a requirement for graduation

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