Republic of the Philippines
OFFICE OF THE PRESIDENT

COMMISSION ON HIGHER EDUCATION

BAGONG PILIPINAS

CHED MEMORANDUM ORDER
No. **11**
Series of 2025

COMMISSION ON HIGHER EDUCATION OFFICIAL RELEASE CHED CENTRAL OFFICE RECORDS SECTION C.P. Garcia Ave., UP Diliman, Q.C.

SUBJECT: IMPLEMENTING RULES AND REGULATIONS OF REPUBLIC ACT NO. 12124, "AN ACT INSTITUTIONALIZING THE EXPANDED TERTIARY EDUCATION EQUIVALENCY AND ACCREDITATION PROGRAM (ETEEAP) AND PROVIDING FUNDS THEREFOR"

The Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP), originally established under Executive Order No. 330, series of 1996 (May 10, 1996), was institutionalized pursuant to Section 4 of Republic Act No. 12124, otherwise known as the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) Act. Likewise, in accordance with Section 14 of RA 12124, and by virtue of Commission *en Banc* Resolution No. 425-2025, dated May 19, 2025, the following rules and regulations are hereby issued:

RULE I
GENERAL PROVISIONS

Section 1. Title. These rules shall be known as the Implementing Rules and Regulations (IRR) of Republic Act No. 12124 or the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) Act, and shall be hereinafter called the IRR.

Section 2. Declaration of Policies. This IRR is promulgated to ensure the effective implementation of the ETEEAP Act, institutionalizing the program as a national educational strategy to recognize, assess, and accredit learning gained outside formal education systems. In accordance with its commitment to protect and promote the right of all citizens to quality education at all levels, and take appropriate steps to make such education accessible to all, the State shall ensure that education remains accessible, inclusive, and responsive to the needs of individuals and society. To this end, the State shall establish, maintain, and support a comprehensive, adequate, and integrated education system that aligns with national development goals.

Recognizing the diverse learning needs of individuals and communities, the State shall promote and institutionalize non-formal, informal, indigenous, and out-of-school study programs that cater to community-specific requirements. Furthermore, the State shall develop and sustain innovative educational and training pathways, including equivalency programs, that provide flexible entry and seamless transitions among formal, non-formal, and informal learning systems, as well as facilitate their integration into the labor market.

Section 3. Scope and Application. This IRR shall apply to both public and private Philippine Higher Education Institutions (PHEIs) that currently offer or intend to offer undergraduate programs through the ETEEAP.

Furthermore, this IRR shall apply to all Filipino citizens who meet the eligibility requirements to obtain a degree through the said program.

RULE II
DEFINITION OF TERMS

Section 1. Definition of Terms. For purposes of this IRR, the following terms or words and phrases shall mean or be understood as follows:

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

b. ***Assessment*** is the process of collecting evidence and making judgments as to whether the individual has achieved competency desired at a level specified in competency standards, curriculum or learning outcomes for a particular course for which accreditation and equivalency of learning is sought.

c. ***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.

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

e. ***Center of Excellence*** refers to a public or private higher education institution that has attained a certain level of quality or standard in a given field of instruction, research, or extension as identified by the Commission on Higher Education (CHED);

f. ***Clustering of curriculum*** refers to the crafting and delivery of courses that have similar objectives and learning outcomes into standardized modules addressing students' needs and contexts congruent to the required competencies of the program Policies, Standards, and Guidelines (PSG).

g. ***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.

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

i. ***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.

j. ***Equivalency*** refers to the process of assigning academic credits equivalent to the competence demonstrated by an individual by means of assessment tests, demonstrations, or actual work performance.

k. ***Flexible learning*** is a pedagogical approach allowing flexibility of time, place, and audience including, but not solely focused on, the use of technology. 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).

l. ***Formal learning*** refers to the hierarchically structured 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.

m. ***Higher education institution (HEI)*** refers to an institution of higher learning that primarily offers degree-granting programs duly recognized by CHED and leading to the conferment of a baccalaureate/advance degree. This includes the public HEIs referred to as State Colleges and Universities (SUCs) or Local Colleges and Universities (LUCs) and the Private Higher Education Institutions (PHEIs).

   *A **deputized higher education institution*** is an HEI authorized by CHED to implement the ETEEAP.

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

o. ***Industry experts*** are successful industry practitioners reputed to have exhibited a high level of proficiency and competence in their specific profession

p. ***Industry-related work experience*** refers to work that provides knowledge, skills, and proficiencies resulting from the performance of duties and responsibilities related to the degree being applied for.

q. ***Institutional Recognition*** **(IR)** is the process of evaluation to recognize LUCs as HEI; those that passed the Institutional Recognition process are issued with Certificate of Institutional Recognition by CHED.

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

s. ***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.

t. ***Learning platforms*** refer to a wide range of integrated and interactive online and/or on-site services that offer 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.

u. ***Life experiences*** refer to the compendium of knowledge and practical wisdom gained from what a learner has observed, encountered, or undergone.

v. ***Non-formal learning or education*** refers to the intentional, organized workplace-based training, non-credit courses, and/or workshops, the completion of which, does not lead to formal credit;

w. ***Expanded Tertiary Education Equivalency and Accreditation Program*** is a comprehensive alternative learning program for tertiary education based on academic equivalency, accreditation, validation, and recognition of prior learning or the knowledge and expertise derived from relevant work experiences and from formal, non-formal, and informal training that harness the student's full potential.

It shall be used for identifying, assessing, validating, and assigning equivalent undergraduate level of prior learning from formal, non-formal and informal learning systems, relevant work experiences, and completion of competency enrichment and other program requirements toward the final granting of appropriate academic degrees to qualified individuals.

x. ***Pathways*** refer to mechanisms or access ramps that 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.

y. ***Philippine Educational Placement Test (PEPT)*** is a 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.

z. ***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 RA No. 10968 signed on January 16, 2018.

aa. ***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.

bb. ***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.

cc. ***Special graduate program*** refers to specific graduate programs identified by CHED and for which policies have been issued by CHED for offering through ETEEAP or similar pathway for recognition of prior learning (RPL).

dd. ***Tertiary Education*** refers to the stage of education following the secondary level and covers post secondary non-degree diplomas, TVET, and higher education programs including graduate education.

RULE III
PROGRAM IMPLEMENTATION IN HIGHER EDUCATION INSTITUTIONS

Section 1. Eligibility Requirements for Deputization of HEIs. A public or private HEI is eligible for deputization, if any of the following is met:

a. Recognized as Centers of Excellence (COE) or Centers of Development (COD) in the program or discipline to be offered through ETEEAP.
b. For State Universities and Colleges (SUCs) – must be at least SUC Level II and that the appropriate program/s to be offered through ETEEAP must be awarded a Certificate of Program Compliance (COPC).
c. For Local Universities and Colleges (LUCs) – must be granted with equivalent institutional recognition (IR) and must have a Certificate of Program Compliance (COPC) for the programs to be offered.
d. In the case of private HEIs (PHEIs), the institution is granted autonomous or deregulated status;

CHED may deputize capable HEIs or designate ETEEAP Centers in regions where no or few HEIs are offering ETEEAP. For this purpose, the CHED may take into consideration the institution's international recognition or accreditation, performance in licensure examinations, research productivity, faculty recognition, and other similar factors.

However, HEIs with pending legal cases, complaints and/or issued show cause orders may submit their application only after these matters have been fully resolved.

Section 2. Requisites for ETEEAP Implementation. To ensure the integrity, quality, and sustainability in the operation of ETEEAP, it must be supported by the following:

a. Clear and comprehensive set of institutional processes, policies, and procedures must be documented in a Manual of Operations to ensure the integrity, quality, and sustainability of the accreditation and equivalency program.

b. Well-defined competency standards for the degree program, serving as the basis for assessing and accrediting formal, non-formal, and informal learning.

c. Structured assessment procedure, tools, and methodologies to evaluate and grant credit for competencies acquired through work experience, life experiences, and training. The system of assessment could be **a) work-based or b) competency-based.**

For work-based assessment, the admitting deputized HEI may require the applicant to submit evidence, including, but not limited to, the following:

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

On the other hand, the admitting deputized HEI may require submission of evidence, including, but not limited to, the following for applicants who are currently not employed:

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

d. Rubrics or similar assessment tools to determine the appropriate amount of equivalent credit to be awarded to the candidate. This tool will ensure a systematic evaluation by aligning the candidate's demonstrated training and prior learning with the learning outcomes and standards of the subject or course for which accreditation and equivalency are sought.

e. Competency enrichment programs to ensure that students attain the required learning outcomes and meet all academic and professional standards of the degree program.

   In line with the commitment to provide inclusive and accessible education, **HEIs** are encouraged to adopt flexible learning modalities to address the diverse educational backgrounds, life experiences, and learning needs of applicants under the **ETEEAP.**

   However, HEIs intending to implement ETEEAP programs through **Open Distance and e-Learning (ODeL)** modalities are required to secure a **separate authority** from the Commission prior to program implementation.

   Additionally, HEIs that plan to issue **micro-credential certificates** as part of their ETEEAP implementation must also obtain **prior approval** from the Commission to ensure compliance with national standards and recognition frameworks.

f. A dedicated office with competent, trained staff, including a director or focal person, program assessors (internal and external assessors), and examiners, with clearly defined roles and responsibilities.

   The program panel/pool of internal and external assessors will undertake the assessment of candidates or applicants to determine the extent and levels of an ETEEAP applicant's competencies.

   Internal assessors are competent curriculum or discipline experts within the institution, while external assessors are industry practitioners and professionals in the field/discipline.

g. A sustainable development plan with budgetary support to maintain and enhance the ETEEAP, including provisions for specialized training for staff involved in accreditation and equivalency processes.

h. Comprehensive support services for applicants and candidates, including access to technology, library resources, and other essential facilities.

i. A system of internal monitoring, review, and evaluation mechanism to ensure the continuous improvement and effectiveness of the ETEEAP.

j. Certificate or proof that the program to be offered is based on the region's identified priority programs that are most in-demand or needed as may be endorsed by the DepEd, TESDA, DOLE or other relevant government agencies.

Section 3. Powers and Functions of Deputized HEIs

HEIs deputized by CHED shall exercise the following powers and functions in the implementation of ETEEAP:

a. Develop and implement clear policies, procedures, and processes governing ETEEAP, including application, assessment and equivalency, completion, and the awarding of an appropriate academic degree to a learner.

b. Establish or designate a dedicated unit or office responsible for overseeing, administering, and evaluating the implementation of ETEEAP within the HEI.

c. Develop, on a continuing basis, modes of assessing skills, values, knowledge, and levels of competence, including instruments such as written examinations, practical work or demonstrations, and portfolio assessments, in accordance with the PSGs set by CHED.

d. Determine and provide a schedule of reasonable and applicable tuition, fees, and other charges related to the program.

e. Develop, maintain, and regularly review assessment tools and methods to evaluate and determine appropriate academic credits for the competencies demonstrated by applicants.

f. Constitute a panel of internal and external assessors to determine the appropriate equivalency credits for an applicant's prior learning and experiences.

g. Assess and assign appropriate academic equivalency credits based on an applicant's work experience and knowledge acquired from formal, non-formal, and informal learning.

h. Identify deficiencies in an applicant's qualifications that would require competency enrichment, remedial studies, or academic supplementation through formal coursework, as applicable.

i. Set the requirements for the completion of the program and confer the appropriate academic degree upon learners who have successfully fulfilled all requirements.

j. Create, develop, and adapt flexible learning modalities to accommodate the diverse backgrounds and learning needs of ETEEAP applicants.

k. Submit to CHED the necessary reports and data, including, but not limited to, enrollment and graduation statistics, tracer studies of graduates, and other relevant information required for monitoring and evaluation of the program. These reports shall be submitted to CHED annually in the third week of March.

Additionally, HEIs must provide a website link containing relevant information about their ETEEAP program offerings to ensure transparency and accessibility.

RULE IV
LEARNERS' QUALIFICATIONS, ADMISSION, AND ASSESSMENT PROCESS

Section 1. Qualifications of the Individual Applying for Equivalency and Accreditation. Applicants must meet the following criteria:

a. Filipino citizen, residing in the Philippines or abroad;
b. At least 23 years old at the time of application;
c. Completed secondary education (High School Diploma, ALS Accreditation, or Philippine Educational Placement Test); and
d. Minimum of five (5) years of relevant work experience related to the degree being pursued.

Section 2. Admission and Assessment Process. The procedure for admission and assessment should consist, at a minimum, of the following:

a. The individual applicant must obtain the application form from any deputized HEI or download it from the CHED website (www.ched.gov.ph). The completed form must be submitted to the HEI, along with the following supporting documents:

    1) PSA Certificate of Live Birth showing that the applicant is not less than twenty-three (23) years of age at the time of application;
    2) Completion of a secondary school program as evidenced by a high school diploma, or the result of the Philippine Educational Placement Test or Alternative Learning System Accreditation and Equivalency Assessment and Certification stating that the individual concerned is qualified to enter college;
    3) A comprehensive portfolio detailing the aggregate work experience (at least 5 years) in the industry related to the academic degree program or discipline where equivalency of learning is sought;
    4) Documentation of relevant training programs and other proof of formal, non-formal, and informal learning, including National Certificates (NCs) or Certificates of Competency issued by the Technical Education and Skills Development Authority (TESDA) or other relevant agencies;
    5) A recommendation letter from employers or industry experts attesting to the applicant's competencies and qualifications; and
    6) Any additional requirement specified by the deputized HEI such as:
        - Barangay clearance/ NBI clearance/ Passport
        - Service Record / Certificate of Employment
        - Most recent academic record/diploma
        - Comprehensive resume
        - Certificates of training and workshops completed
        - Certificates of individual proficiency in the discipline or field of interest
        - Other documents or evidence of capability and knowledge in the field applied for equivalency and accreditation

b. A candidate who has earned a bachelor's degree either through a regular program or through ETEEAP may apply for equivalency and accreditation of prior and work-based learning towards the grant of up to the second bachelor's degree only; provided however, that evidence of prior learning and demonstrated competencies are related to the second degree being sought under the ETEEAP.

c. The accepting deputized HEI shall review the application and conduct assessments using the following or as may be determined by the HEI:
   a) Portfolio Evaluation – A comprehensive review of the applicant's work experience, certifications, and prior learning achievements.
   b) Written Examinations – Standardized tests designed to assess theoretical knowledge and academic competencies.
   c) Practical Demonstrations – Hands-on assessments to evaluate the applicant's technical skills and proficiency in the field.
   d) Oral Defense or Interview – A panel assessment to validate the applicant's competencies, professional experience, values, attitude and ethical moorings and readiness for the program.

d. After completing the assessments, 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 in the degree program for which the candidate seeks accreditation and equivalency.

e. A candidate can be provided with a variety of learning pathways, including e-learning, mobile learning, or blended learning for the enrichment program that may be required for the completion of his/her deficiencies, even while outside the institution's physical location. Institutions may use LMS and/or any mode of communication, not limited to social media, to facilitate the acquisition, completion, and assessment of student's learning.

f. After satisfying all the learning outcomes and appropriate assessment criteria for the courses and having complied with the requirements prescribed by CHED and the institution for the completion of the program, the candidate is awarded the appropriate equivalency credit for an academic degree.

g. Graduates of the ETEEAP programs are qualified to take the appropriate licensure examination, unless otherwise for specific programs a special or contrary provision is prescribed by law.

RULE V
PROGRAM GOVERNANCE, MONITORING, AND FUNDING

Section 1. Role of the Philippine Qualifications Framework – National Coordinating Council (PQF-NCC). The PQF-NCC shall monitor and support the alignment of the ETEEAP with the objectives under RA No. 10968, or the "PQF Act." For this purpose, the PQF-NCC may establish an appropriate working group and consult with industry sector representatives.

Section 2. Powers and Functions of CHED. As the Lead Agency and in addition to its powers and functions under RA No. 7722, otherwise known as the "Higher Education Act of 1994," and other existing laws, CHED shall exercise the following:

a. Deputize HEIs with academic degrees to be offered through ETEEAP in accordance with the Policies, Standards, and Guidelines (PSGs) set by CHED and in consultation with technical experts.

b. Develop, on a continuing basis and with the assistance of technical panels and other competent authorities, standards, creative methodologies, and criteria for a diversified mode of assessing skills, values, knowledge, and levels of competence including, but not limited to, instruments such as written examinations, practical work and/or laboratory demonstrations, and qualification portfolio assessments;

c. Grant, or revoke for cause, the authority of HEIs to implement ETEEAP including the conduct of equivalency assessments, development of assessment tools and techniques, and/or award of degrees within their area of competence or specialization;

d. Monitor and evaluate the implementation of the ETEEAP by deputized HEIs based on standardized monitoring tools to be developed by CHED;

e. Safeguard the continuing integrity and quality measures of the ETEEAP by linking and cooperating with appropriate development and regulatory agencies and institutions.

f. Convene broad-based and inter-agency consultation meetings including concerned representatives of national government agencies, associations of HEIs, chambers of commerce and industries, and ETEEAP learners' organizations for policy implementation, coordination, and evaluation;

g. Set standard fees and other administrative charges for accreditation that will contribute to and be part of the Special Account of the ETEEAP under the Higher Education Development Fund;

h. Establish and designate at least one (1) ETEEAP Center of Excellence per region in accordance with the PSGs set by CHED.

i. Work with the Department of Education (DepEd), the TESDA, the Department of Labor and Employment (DOLE), and other relevant government agencies in identifying priority programs that are most in-demand or needed;

j. Allocate and make available student financial assistance programs to ETEEAP learners pursuant to RA 10931, otherwise known as the "Universal Access to Quality Tertiary Education Act," and other laws, rules, and regulations;

Financial assistance for ETEEAP enrollees shall follow the standard requirements and procedures and/or as may be identified/prescribed by the UniFAST (Unified Financial Assistance System for Tertiary Education) Secretariat. Separate guidelines will be provided for this purpose.

k. Ensure wide access to information and broad awareness of ETEEAP support and deputized HEIs;

l. Exercise such other powers and functions consistent with the provisions of the ETEEAP Act.

Section 3. Procedure for Deputization of Higher Education Institutions. Aligned with CHED's powers and functions, the following outlines the application procedure for program recertification and the addition of new programs.

a. The HEI interested to be deputized shall submit its application (Annex A-Application Form) with complete documentary requirements to the concerned CHED Regional Office (CHEDRO). Programs to be applied for should be based on the region's identified priority programs that are most on-demand or needed as may be endorsed by the Department of Education, Technical Education and Skills Development Authority (TESDA), Department of Labor and Employment (DOLE) or other relevant government agencies.

b. 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."

c. The CHEDROs, together with their Regional Quality Assessment Teams (RQATs) and the Technical Panel/Evaluators for ETEEAP, 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.

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

e. Deputization shall be granted upon approval by the Commission *en banc*.

f. The authority of the deputized HEI shall be valid for a period of **five (5) years,** with interim monitoring, beginning on the date of approval by the Commission *en banc*. The authority is renewable on the 4th year of operation by re-application and after evaluation by the CHEDRO concerned, the RQATs, and the Technical Panel/Evaluators for ETEEAP, and upon recommendation by the Office of Programs and Standards Development (OPSD) to the CEB.

g. If the application for deputization is denied by the CEB, the HEI can file one (1) motion for reconsideration within an unextendable period of fifteen (15) days from receipt of the CEB decision. The Commission shall rule on the motion for reconsideration within thirty (30) days from receipt.

Section 4. Strengthening the CHED – Office of Programs and Standards Development (OPSD)

a. CHED shall enhance the OPSD to effectively perform its functions in the implementation of the ETEEAP Act.

b. CHED shall determine the appropriate structure and staffing of OPSD in line with civil service laws and regulations.

c. The proposed structure and staffing shall be submitted to the Department of Budget and Management (DBM) for review and approval.

d. CHED shall provide the necessary resources and support to strengthen the OPSD in developing and maintaining quality higher education standards.

Section 5. Funding. Funds for implementing ETEEAP shall be included in the General Appropriations Act (GAA). CHED may also explore partnerships with private sectors and international organizations.

Section 6. Transitory Provision

Upon the issuance of this IRR, all existing deputized HEIs authorized to offer programs through ETEEAP shall be required to fully comply with the minimum requirements outlined herein, including adherence to the respective program Policies, Standards, and Guidelines (PSGs), within one (1) year from the date of effectivity. However, applications received but not yet given authority shall be evaluated on the basis of this IRR.

During this one-year period, CHED, through the CHEDROs, shall conduct monitoring and evaluation of all deputized HEIs. If CHED has not yet conducted monitoring and evaluation, the institution shall submit its compliance documents in accordance with the new IRR to continue implementing the ETEEAP.

Moreover, HEIs with pending legal cases, complaints and/or issued show cause orders may submit their application only after these matters have been fully resolved.

A new Government Authority shall be issued upon full compliance, while the authority to offer the program shall be withdrawn for HEIs found non-compliant. However, if a deputized HEI, upon self-evaluation, determines that it cannot comply with the requirements, it shall formally notify the Commission through the CHEDRO of its decision to discontinue offering the program.

Section 7. Sanctions

All deputized ETEEAP providers and all other HEIs found in violation of the provisions of this CMO, Quality Assurance System and other pertinent rules and regulations implementing the same shall, after due process, be imposed of the following sanctions: withdrawal or revocation of authority to operate ETEEAP and/or payment of fine as may be determined by the Commission.

In addition, appropriate civil and/or criminal actions may be instituted against the erring entity and/or the officials of the institution/provider under applicable laws, rules, and regulations.

CHED may enlist the assistance of the National Bureau of Investigation (NBI), Office of the Solicitor General (OSG), Department of Justice (DOJ), Philippine National Police (PNP), Bureau of Immigration and Deportation (BID), Department of Foreign Affairs (DFA), Securities and Exchange Commission (SEC), and other law enforcement bodies to enforce provisions of this CMO.

Section 8. Separability Clause

If any provision of this IRR is deemed unconstitutional or invalid, the remaining provisions shall remain in effect.

Section 9. Repealing Clause

All laws, presidential decrees, executive orders, rules, and regulations, or parts thereof which are inconsistent with the provisions of RA 12124 or the ETEEAP Act are hereby repealed, amended, or modified accordingly.

Section 10. Effectivity

This IRR 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 and registration with the Office of the National Administrative Register at the University of the Philippines Law Center, UP Diliman, Quezon City.

Approved this 16th day of June 2025 in Quezon City, Philippines.

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SGD.
DR. SHIRLEY C. AGRUPIS
Chairperson