



CHED MEMORANDUM ORDER

No. 12

Series of 2025



SUBJECT: POLICIES AND GUIDELINES ON OPEN DISTANCE AND e-LEARNING (ODEL)

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994"; RA No. 10650 entitled "An Act Expanding Access to Educational Services by Institutionalizing Open Distance Learning in Levels of Tertiary Education and Appropriating Funds Therefor"; RA No. 10968 entitled "An Act Institutionalizing the Philippine Qualifications Framework (PQF), establishing the PQF-National Coordinating Council (NCC) and Appropriating Funds Therefor," and by virtue of Commission en banc (CEB) Resolution No. 788-2024, the Commission hereby issues these Policies and Guidelines on Open Distance and e-Learning (ODEL), for the guidance and strict compliance of all concerned:

Article I
STATEMENT OF POLICIES

- Section 1.** The 1987 Philippine Constitution declares that the State shall "protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all" (Article 14, Sec 2, Par 1). Furthermore, the State shall "establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society, and the State shall encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to the community needs." (Art 14, Sec 2, Par 4.)
- Section 2.** RA 7722, otherwise known as "The Higher Education Act of 1994," provides that the powers and functions of CHED shall include setting standards for and monitoring and evaluation of programs of higher education institutions (HEIs).
- Section 3.** Consistent with these provisions, the Commission affirms the need for greater access to quality higher education and recognizes that Open Distance and e-Learning is a viable strategy to achieve this goal.
- Section 4.** CHED promotes Open Distance and e-Learning (ODEL) in tertiary education as an appropriate, efficient, and effective system of delivering quality higher and technical educational services in the country (RA 10650).
- Section 5.** CHED encourages the utilization of quality Open Educational Resources (OERs) to promote universal access to the transmission of information and knowledge.

- Section 6.** It is crucial to safeguard the interests of legitimate education providers and the general public engaged in distance education.
- Section 7.** Safeguarding the quality of Philippine higher education qualifications and provision boosts the ability of distance education providers to ensure a higher education that meets human, social, economic, and cultural needs.
- Section 8.** Quality assurance and accreditation activities protect the interests of open distance and e-learning stakeholders, such as:
- a. Higher Education Institutions
 - b. Academic/non-academic staff and students
 - c. Quality assurance and accreditation bodies
 - d. Academic recognition bodies
 - e. Professional bodies
 - f. Business and industries

Article II
GUIDING PRINCIPLES FOR
OPEN DISTANCE and e-LEARNING PROGRAMS AND COURSES

- Section 9.** All courses or subjects offered with the ODeL mode shall be based on the following principles:
1. **Learner Centeredness** – ODeL programs shall focus on the needs of the learner and the goal of facilitating independent learning;
 2. **Quality and Relevant Programs** – ODeL programs shall provide high-quality, accessible, and flexible education that meets the evolving needs of diverse learners and ensures that content remains relevant, practical, and aligned with both academic standards and industry demands.
 3. **Transparency to Guide Informed Choice** – ODeL implementers shall provide information about their programs, particularly on the curriculum and delivery system, instructional materials development, delivery mode/strategies, student support services, and other relevant information available to accrediting bodies, academic peers, regulators and students. Updated information shall be made accessible through social media and other means;
 4. **Peer Review** – A review by experts and stakeholders in ODeL to determine the acceptability of the course or subject shall be institutionalized following the applicable CHED criteria;
 5. **Sound Instructional Design** – ODeL programs shall be equivalent in challenge and depth to conventional programs. Academically qualified individuals must make instructional design decisions in the analysis, design, development, implementation, and evaluation of distance education courses.
 6. **Public Responsibility and Accountability** – Implementers shall consider the public impact of ODeL programs and shall always exercise due diligence in avoiding harm to program stakeholders, especially students. Consumer protection, in particular, shall be a priority because of the high value that Filipinos put on education; and

- 7 **Continuous Quality Improvement** – An HEI shall embed in its program framework the proactive needs assessment of students and stakeholders in terms of the ODeL program planning, implementation, and evaluation. The interrelations among students' needs, interests and perceptions, faculty interests and skills/technology available, and Filipino culture should be carefully examined, explored, and monitored to continuously improve all aspects of development and delivery.

Article III GENERAL OBJECTIVES

Section 10. This CMO aims to achieve the following objectives:

- 1 Articulate a regulatory framework for ODeL;
- 2 Promote greater access to quality higher education through ODeL;
- 3 Promote good practice in Philippine ODeL;
- 4 Safeguard the interests of students in ODeL programs offered by Philippine Higher Education Institutions (PHEIs);
- 5 Facilitate the seamless operation of higher education programs offered via ODeL by articulating and disseminating clear procedures for approval, monitoring, and evaluation; and
- 6 Ensure that ODeL programs are attuned with domestic legal and regulatory frameworks.

Article IV SCOPE AND COVERAGE

Section 11. This CMO shall apply to both public and private Philippine HEIs offering and intending to offer undergraduate and graduate programs through Open Distance and e-Learning (ODeL).

Article V DEFINITION OF TERMS

Section 12. For purposes of this CMO, the terms herein are defined operationally.

- 1 **Correspondence education** refers to a method of providing education to non-resident students, who receive lessons and exercises through mail, and upon completion, return them for analysis, criticism, or grading to the HEI.
- 2 **Distance education (DE)** is a mode of educational delivery whereby teacher and learner are separated in time and space, and instruction is delivered through specially designed materials and methods using appropriate technologies, and supported by organizational and administrative structures and arrangements.
- 3 **e-learning** refers to learning conducted via electronic media, typically on the Internet.

- .4 **Flexible learning** is an approach to learning delivery of courses (subjects) allowing flexibility in pace, place, process, and products of learning, 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 approaches¹ (CMO No. 4, s. 2020).
- .5 **Higher education** refers to the higher learning level after secondary school, offering baccalaureate, graduate, or post-graduate programs;
- .6 **Higher education degree programs** refer to specific programs with sets of required courses leading to a Bachelor's, Master's, or Doctoral degree.
- .7 **Higher education institution (HEI)** refers to an institution of higher learning that primarily offers programs duly recognized by the Commission on Higher Education (CHED), confers degree, and grants a diploma.
- .8 **Microcredentials** provide short-term learning experiences and short-term courses for upskilling learners' knowledge, skills, and competencies.
- .9 **MOOCs** or Massive Open Online Courses refer to free online courses available for anyone to enroll. It provides an affordable and flexible way to learn new skills, new courses anytime and anywhere.
- .10 **Open Distance and e-Learning (ODEL)** refers to the merger of three concepts, that of open learning, distance education, and e-Learning. It is a system that combines the methodology of distance education with the concepts of open learning and flexible learning.
- .11 **Open Educational Resources (OERs)** refers to learning, teaching, and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.²
- .12 **Open learning** refers to a philosophy of learning that is based on the flexibility of access for equity in education, an educational system accessible to every individual with minimal restrictions, and emphasizing the flexibility of the system to eradicate problems caused by barriers like age, geographical location, time constraints, and economic situation.
- .13 **Tertiary education** refers to higher education degree programs, as well as post-secondary technical-vocational programs.

¹ CHED Memorandum Order No. 4, s. 2020 "Guidelines on the Implementation of Flexible Learning"

² "Recommendation on Open Educational Resources (OER)." (2019). UNESCO.

<https://www.unesco.org/en/legal-affairs/recommendation-open-educational-resources-oer>



- .14 **Transnational Higher Education (TNHE)** includes all types and modes of delivery of higher education study programs, sets of courses of study, or educational services, including distance education and study-abroad programs, which involve education systems of the state different from the state where the TNHE provider operates, or programs which may operate independently of any national education system or where the learners are located in a country different from the one where the awarding institution is based.

Article VI IMPLEMENTING GUIDELINES

Section 13. Qualifications of Higher Education Institutions to Apply for Government Authority (GA) to Offer Programs via Open Distance and e-Learning Mode

Only HEIs with the following qualifications may apply for Government Authority to offer programs via ODeL:

- .1 with CHED-recognized programs (with Government Recognition or Certificate of Program Compliance)
- .2 qualified based on capability self-assessment using the ODeL forms provided in this CMO, with no score below 2 in any of the items
- .3 with 51% or more of the program's total course units delivered through ODeL modalities

Section 14. Institutional Management and Commitment

- .1 The HEI's mission, budget, and policy statement shall reflect its commitment to its ODeL program.
- .2 The HEI shall have an organizational structure and clear institutional procedures for managing and ensuring academic oversight over its ODeL program.
- .3 The HEI shall designate a competent and committed key person, with at least 100 hours of relevant training programs on ODeL, preferably with six (6) months course development experience or has developed and delivered at least one (1) ODeL course, and a minimum of two (2) years of managerial experience. He/She shall manage its ODeL program delivery.
- .4 The HEI shall have an internal quality assurance management system appropriate to ODeL programs.
- .5 The HEI shall show evidence of a program of continuous self- evaluation directed toward program improvement, targeting more effective pedagogy, advances in the assessment of student achievement of intended outcomes, improved retention rates, and effective use of resources.



- .6 The HEI shall develop a Manual of Operations for Open Distance and e-Learning (ODeL), which shall include, but not be limited to, the provisions in this CMO, particularly on quality assurance mechanisms and other information necessary for the implementation of its ODeL program.
- .7 The HEIs shall adhere to existing laws and applicable policies for the admission of foreign students into degree program/s. The number of foreign students must not exceed one-third of the total enrolment of the whole institution. Otherwise, authority to accept foreign students and/or authority to offer program/s through TNHE must be secured. It may be mentioned that the Philippine Constitution states that "No group of aliens shall comprise more than one-third of the enrollment in any school."

Section 15. Components of Open Distance and e-Learning (ODeL) Programs

15.1 Curriculum and Delivery System

- .1 The curriculum for the program applied to be offered through ODeL should comply with the requirements in the respective PSGs for the program. To ensure clarity and proper implementation:

PRC-Regulated Programs: For programs requiring professional licensure (e.g., engineering, nursing, education), ODeL delivery shall be limited to the non-laboratory components, unless supplemental guidelines allow for specific laboratory courses to be conducted via ODeL, using approved virtual or remote modalities.

Non-PRC-Regulated Programs: Programs that do not fall under PRC regulation (e.g., liberal arts, business management, information technology) may be fully offered through ODeL, provided that the HEI demonstrates sufficient capability to deliver the program effectively.

- .2 Fifty-one percent (51%) or more of the total course units in the program shall be delivered via ODeL.

Undergraduate programs may be offered 100% ODeL, provided that the HEI has proven capacity/capability to deliver through identified modalities and that the program's requirements as prescribed in the respective PSGs, particularly competencies, will be acquired.

HEIs must exercise due diligence and careful consideration in determining the appropriate modality, taking into account the professional course requirements. Thus, ensuring that the necessary competencies are achieved by the students. Supplemental guidelines, however, will be issued for board programs.

- .3 Courses that require laboratory/hands-on classes shall be identified and that appropriate modality, schedule, safety measures, available equipment/tools of the institution as well as the learners are determined accordingly.



- .4 For OJT, apprenticeship, internship, and NSTP, the following guidelines shall apply:
- a. The on-the-job training (OJT) and apprenticeship courses shall be in accordance with the program guidelines and can only be delivered through ODeL, as may be approved by the Commission en Banc.. If the host training establishments (HTEs) have integrated emerging remote work modalities, including online options in the OJT and apprenticeship programs, the equivalent hours shall be included in reckoning the total training hours.
 - b. The National Service Training Program (NSTP) shall resume its community-based design and implementation. Learning experiences may be supplemented by other FL strategies.

However, supplemental guidelines will be issued on the conduct of OJT, apprenticeship and internship.

- .5 In terms of embedding/crediting/rerecognizing microcredentials in the curriculum, for detailed information separate guidelines will be issued.

15.2 Instructional Materials Development

- .1 Instructional materials form the core of open, distance, and e-Learning programs as these provide the primary means through which independent learning can be achieved. Therefore, development and production of instructional materials, its content, medium of delivery, and type of assessment shall be designed appropriately.

Hence, an outcomes-based approach (OBE) shall be used in developing strategies, processes, techniques, and means to achieve pre-determined goals. (CMO No. 46. s. 2012 – Typology)

- .2 The HEI shall prepare a set of well-written, well-structured, and well-tested self-instructional materials for every course.
- .3 The amount of material content in the course and the depth with which it is covered shall equal that of a classroom-based course.
- .4 If the HEI itself is developing such course materials as specified above it must have a pool of qualified:
 - subject matter specialists with at least a Master's Degree (Degree holders for doctoral programs) in the subject area they are assigned to develop;
 - readers who are also subject matter specialists who shall critically review the work of the subject matter specialist;
 - team of experts with related skills needed to transform the material into learning packages suitable for a distance mode delivery; instructional design and production specialist.

In the case of HEIs utilizing materials/resources from other institutions/organizations, the use of said materials shall be bound by a Memorandum of Agreement (MOA) and/or Memorandum of Understanding (MOU) indicating approval, terms of use, and property rights.

- .5 The HEI shall comply with appropriate laws on Intellectual Property Rights (IPR) in the development and utilization of course materials, including licenses on pre-existing learning packages and applications developed by industries and/or other institutions, whether local or foreign.

15.3 Delivery Mode/Strategies

HEIs may offer academic programs using an innovative curriculum that integrates ODeL and in-person learning modalities. The implementation of the modified curriculum must be approved by the institutions' governing board to ensure alignment with academic standards and that program learning outcomes are consistently met across modalities.

In the open, distance and e-Learning mode, the delivery of course content consists of the provision of learning packages designed for independent learning mechanisms, such as digital printing, online, offline, audio/video conferencing, asynchronous, synchronous, video podcast, learning management systems, and/or Internet radio/television, other platforms and new and emerging pedagogies, approaches, modalities, and methodologies. This is to facilitate interaction between mentors and peers using appropriate learning resources, communication technologies, and student assessment procedures.

- .1 The HEI shall provide a core of faculty members with a Master's degree (if offering undergraduate programs) or Doctorate (if offering master/doctoral programs) in the subject area. They should be online distance education practitioners who have adequate training in online/distance education and/or e-learning.
- .2 The HEI shall provide for regular faculty-student, course materials-student, student-student, community-faculty/ students interactions or feedback on their learning, either face- to-face or via alternative and/or other interaction formats, (e.g. email, telephone, mobile phone conferences, video conferencing, voicemail, text messaging, chat rooms, online discussion forums, tutorial sessions).
- .3 The HEI shall prepare a set of validated instruments or assessment processes on performance standards to gauge the learner's progress in the course. The frequency of academic assessment/evaluation and how these are administered shall also be indicated.



- .4 Examinations (paper, online, demonstrations of competency) shall take place in circumstances that require firm student identification. The HEI shall seek to ensure the integrity of student work and shall put in place processes on disciplinary procedures and adherence to intellectual honesty.
- .5 Students and faculty shall be provided access to resources for learning such as e-libraries and electronic information sources.

15.4 Student Support Services

- .1 Students shall be given full and clear information about the nature and expectations of the program of study, tuition and other fees, and the technology employed so that they can make informed decisions about program choices.
- .2 Guidance and psychosocial and mental support, orientation on independent study, practice on the technology, and timely intervention regarding student progress shall be provided.
- .3 The HEI shall provide clear admission and retention policies and procedures.
- .4 Students shall be provided access to grievance procedures.
- .5 Students shall be regularly provided with information on their academic progress.

15.5 Continuous Quality Improvement (CQI)

ODEL providers, as part of their CQI, should ensure a continuous and ongoing effort to achieve measurable improvements in the efficiency, effectiveness, performance, accountability, outcomes, and other indicators of quality.

HEIs shall annually submit reports on the developments, improvements, and innovations implemented based on the CQI plan/program.

CQI shall be reflected in their 5- to 7-year strategic development plan showing, but not limited to, the following:

- a. Internal quality assurance management system appropriate to ODeL programs
- b. Institutional Management and Financial Commitment
- c. Curriculum and Delivery System
- d. Instructional Materials Development
- e. Delivery Mode/Strategies
- f. Faculty and Staff Continuing Professional Development
- g. Support Services for Students, Faculty, and Staff
- h. Technology and Infrastructure
- i. other institutional innovations



Article VII
GRANTING OF GOVERNMENT AUTHORITY TO
OFFER PROGRAMS VIA ODeL

Section 16. All HEIs, including autonomous and deregulated, intending to offer undergraduate and graduate programs through open, distance education, and e-Learning modalities shall secure approval from the Commission on Higher Education.

Section 17. ODeL providers and HEIs intending to accept students abroad or outside of the country shall secure authority to offer programs through transnational higher education (TNHE).

Section 18. In accordance with RA 12124 or the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) Act, HEIs using Open Distance and e-Learning modality for ETEEAP must obtain from CHED a separate authority for this purpose.

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.

Section 19. Only HEIs with qualifications as specified in Article VI, Sec. 13 hereof are eligible to apply at least one (1) year prior to the intended offering of the program.

Section 20. Procedures in Processing of Application

- .1 Any HEI that intends to offer programs via ODeL shall file its application to the concerned CHED Regional Office (CHEDRO), with complete and organized documentary requirements in electronic and hardcopy as listed in Annex A (ODeL Evaluation Form), with needed labels and tabulation according to sequence.
- .2 The CHEDRO shall process the submitted application and supporting documents.
- .3 Only applications with complete documents shall be evaluated by the CHEDRO to validate the institutional readiness as regards compliance to the PSG of the program, the infrastructure, mechanisms, and systems for administrative and academic delivery of the program.

Applications with incomplete supporting documents shall be returned to the HEI and may re-apply in the succeeding academic year.

- .4 Applications with complete required documents shall be evaluated by the CHEDRO and, as needed, may request for the assistance of their Regional Quality Assessment Teams (RQATs).

Joint evaluation visit shall be conducted by the CHEDRO and the Technical Panel for Open Distance and e-Learning (TP-ODeL) to determine and validate the readiness of the institution in so far as compliance to the PSG of the program, infrastructure, mechanisms, and systems for administrative and academic delivery of the program.



- .5 Should there be any deficiency, the HEI shall submit requirements for compliance on an agreed date but must not exceed one (1) month. Failure in compliance necessitates another academic year for a re-application should the HEI intend to pursue the offering of program/s via ODeL.
- .6 CHEDROs shall forward to the Office of Programs and Standards Development (OPSD) ODeL applications that are fully compliant and favorably endorsed.
- .7 The TP-ODEL shall conduct a meeting to validate the compliance of HEIs. The HEI may be invited to the meeting as necessary.
- .8 The TP-ODEL, through the OPSD, shall recommend fully compliant applications to the Commission en banc (CEB) for approval.

Section 21. Government Authority is valid for eight (8) years. For its renewal, the HEI shall submit an updated electronic file of documents through the CHEDRO in the 7th year of operation.

Article VIII MONITORING OF PROGRAMS OFFERED VIA OPEN DISTANCE AND E-LEARNING

Section 22. The CHED, through the CHEDROs, shall conduct periodic monitoring of ODeL programs.

Section 23. ODeL providers shall submit updated data on program implementation in April of every academic year to the CHEDRO, copy-furnishing the Knowledge Management Division of the Office of Planning, Research and Knowledge Management (OPRKM) and the Non-Conventional Higher Education Division of the Office of Programs and Standards Development (OPSD) using attached form/s in Annex C.

Section 24. The monitoring of ODeL programs shall focus on, but not be limited to, the following key areas:

- a. Continuous Quality Improvement (Sec. 15.5)
- b. Enrolment and Graduation data (Form C)
- c. Proof of timely submission of data; and
- d. Results of regular program assessment and evaluation and actions taken as necessary.

The HEI shall notify the CHEDROs any changes in the curriculum, program of study, calendar, and nomenclature at least one (1) semester prior to the implementation of the program.

Section 25. The CHEDRO shall submit a copy of the monitoring report to the OPSD two (2) weeks after the visit.

Section 26. The TP-ODEL shall review the results of the monitoring and may conduct verification visits if needed. The TP-ODEL may also conduct random monitoring.



Section 27. Should there be any deficiency, the HEI shall submit requirements for compliance two (2) weeks after the visit, but may request for an extension of a maximum of two (2) months.

Should there still be any deficiency or non-submission of requirements for compliance, the CHEDRO shall advise the HEI in writing for possible revocation of the GA. Upon receipt of the letter, the HEI shall be given one (1) week to respond. If the HEI fails to comply, the CHEDRO shall forward their recommendation to the OPSD for the revocation of authority, for approval of the Commission en banc (CEB).

Article IX RENEWAL

Section 28. HEIs intending to continue offering ODeL programs shall apply for recertification in the year before the expiry date of the Authority, following the procedure stated in Section 19. Failure to apply for recertification shall be deemed non-interest to continue offering the program/s, and said programs shall be removed from the list of CHED-authorized ODeL programs and the institution shall be prohibited from accepting new enrollees.

Article X CHED'S DEVELOPMENT ASSISTANCE TO OPEN DISTANCE AND e-LEARNING EDUCATION

Section 29. The CHED, through the TP-ODEL, and the identified Centers of Excellence (COEs) on respective programs intended to be offered via ODeL, with the guidance of the University of the Philippines Open University (UPOU), shall assist HEIs in capacity-building and development activities/workshops relative to the offering of programs via ODeL.

ARTICLE XI ANNOUNCEMENTS ON OPEN DISTANCE AND E-LEARNING PROGRAMS

Section 30. Announcements in pamphlets, bulletin boards, social media, websites, or any platform of public announcements shall be done only after the service provider has obtained the CHED Authority to operate. Any advertisement or publication or efforts to cause the publication of program offerings via ODeL that are done before the grant of Authority to operate is unlawful.

Section 31. Announcements on educational services shall be truthful, accurate, clear, and transparent for all stakeholders.

ARTICLE XII

REVOCATION OF EXISTING AUTHORITY TO OPERATE ODeL

Section 32. HEIs granted Government Authority (GA) to operate ODeL shall ensure 100% conformance to this CMO, particularly Sections 14 and 15 of Article VI. Non-conformance may result in revocation of GA under existing laws, rules, policies, and regulations.

Section 33. The revocation of GA may be ordered by CHED for a valid cause and after due process. The HEI shall be notified in writing by CHED.

Section 34. Upon finality and effectivity of the GA revocation, the concerned HEI shall:

- .1 inform the students of the revocation of the program immediately;
- .2 effect the phasing-out of the program;
- .3 guide and assist the students to transfer to another program within the institution or to other institutions;
- .4 cease accepting students to the revoked programs; and
- .5 submit to the CHEDRO supporting documents related to Section 33.1 to 33.4 and a list of affected students with pertinent details such as complete names, year level, and contact details.

Section 35. HEIs intending to voluntarily phase out or close programs offered via ODeL shall inform the respective CHEDROs of its intent at least six (6) months before the date of closure.

Upon finality and effectivity of the order implementing the closure, the concerned HEI shall:

- .1 take full accountability and responsibility for any adverse effect to the students affected by such closure without prejudice to any civil and criminal liability under existing laws;
- .2 inform the affected students of the closure;
- .3 remain obligated to furnish the necessary credentials and records to students affected by the closure and preserve all academic records of students by submitting electronic copies of the same to the CHEDRO concerned; and
- .4 submit to the CHEDRO pertinent information on affected students at each year level, including the institutions that accepted them.

Section 36. Upon receipt of the implementing order regarding the revocation of GA or phase out / closure of ODeL program/s, the CHEDRO shall provide assistance to the students concerned and immediately provide a report to the Commission as to the number, names, and other pertinent details of the affected students.

ARTICLE XIII SANCTIONS

- Section 37.** ODeL service providers 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 subject to appropriate administrative and legal proceedings by the Commission, including the imposition of sanctions to include: the withdrawal or revocation of authority to operate an educational service; phase-out or program termination; recommendation for the withdrawal of accreditation; and closure of any entity operating an educational service.
- Section 38.** In addition, appropriate civil and/or criminal actions may be instituted against the erring entity and/or the officials of the institution/provider applicable laws, rules, and regulations.
- Section 39.** 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.

Article XIV TRANSITORY PROVISION

- Section 40.** HEIs currently authorized to offer programs through ODeL are mandated to fully comply with all the minimum requirements in this CMO, including program compliance with the respective PSGs, within a period of two (2) years after the date of its effectivity. New Government Authority will be issued upon full compliance. Hence, failure to comply will lead to closure of the program in the third year.

CHED may issue a list of HEIs authorized to offer programs through ODeL and its validity after two (2) years upon the issuance of this CMO. Thus, the HEIs must also provide the website link relative to the information on their ODeL program offering.

Article XV OVERSEAS HIGHER EDUCATION PROGRAMS VIA ODeL

- Section 41.** Republic Act 11448, Section 6, explicitly recognizes online, blended, distance, and open distance learning as valid modes of delivery for higher education. Therefore, Philippine and foreign HEIs must comply with the relevant law's requirements, policies and procedures, and rules and regulations pertaining thereto.

Article XVI

SEPARABILITY/ REPEALING CLAUSE

- Section 42.** 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.
- Section 43.** Any and all CHED issuances which are contrary to, or inconsistent with, any of the provisions herein are hereby deemed repealed.
- Section 44.** This CMO supersedes CMO No. 27, s. 2005, entitled "Policies and Guidelines on Distance Education."

ARTICLE XVII APPROVAL AND EFFECTIVITY

- Section 45.** This CMO shall take effect fifteen (15) days following its publication in the Official Gazette or in a newspaper of general circulation and after filing/ deposit with the Office of the National Administrative Register (ONAR), U.P. Law Center, Quezon City.

Quezon City, Philippines, July 3, 2025

For the Commission:



SGD.
SHIRLEY C. AGRUPIS
Chairperson
Commission on Higher Education

