



Republic of the Philippines  
City of Malolos, Bulacan  
**BULACAN STATE UNIVERSITY**  
Office of the Vice President for Academic Affairs  
**STUDENT POLICY AND PROGRAM DEVELOPMENT**

**GUIDELINES ON BuISU AFFIRMATIVE ACTION PROGRAM  
FOR CONTINUING STUDENTS IN THE NEW NORMAL**

**Rationale**

The promotion of the principles of equality and equity is among the avowed goals of the University. To this end, the Bulacan State University formulates and implements guidelines that will concretize its commitment to promote affirmative action program which will validate the claim of the University as among the SUCs/HEIs that adhere to the policy of non-discrimination and provision of equal opportunity to all as she provides enabling opportunities to marginalized sectors of the society.

**Marginalized** refers to the basic, disadvantaged, or vulnerable persons or groups who are mostly living in poverty and have little or no access to land and other resources, basic social and economic services such as health care, education, water and sanitation, employment and livelihood opportunities, housing, social security, physical infrastructure, and the justice system. These include, but are not limited to, women in the following sectors and groups: (1) Small Farmers and Rural Workers; (2) Fisherfolk; (3) Urban Poor; (4) Workers in the Formal Economy; (5) Workers in the Informal Economy; (6) Migrant Workers; (7) Indigenous Peoples; (8) Moro; (9) Children; (10) Senior Citizens; (11) Persons with Disabilities and (12) Solo Parents (*Magna Carta for Women*, s.4.d, 2009).

**A. Legal Bases**

Among others, a number of legal bases serve as the premises upon which the Bulacan State University will uphold the promotion of accessible and equal education to all levels and forms of students and ensure non-discriminatory practices in all its processes and procedures, especially those that deal with its academic programs. They are as follows:

1. Republic Act No. 8371, Series 1997, also known as **"The Indigenous Peoples' Rights Act of 1997"** which states that State shall recognize and promote all the rights of Indigenous Cultural Communities/Indigenous Peoples (ICCs/IPs) hereunder enumerated within the framework of the Constitution. Further, Chapter 6, Section 30, Educational System mandates that the State shall provide equal access to various cultural opportunities to the Indigenous Cultural Communities/Indigenous Peoples (ICCs/IPs) through the educational system, public or private cultural entities, scholarships, grants and other incentives without prejudice to their right to establish and control their educational systems and institutions by providing education in their own language, in a manner appropriate to their cultural methods of teaching and learning. Indigenous children/youth shall have the right to all levels and forms of education of the State.
2. Republic Act No. 11310, Series 2018, otherwise known as **"Pantawid Pamilyang Pilipino Program (4Ps) Act"** which states that the State shall promote a just and dynamic social order thereby uplifting its citizens and marginalized sectors from poverty through policies that provide adequate social services, promote full employment, a rising standard of living, and an improved quality of life for all. This law also emphasizes Section 4. The Pantawid Pamilyang Pilipino Program (4Ps). - The Pantawid Pamilyang Pilipino Program (4Ps) is the national poverty reduction strategy and a human capital investment program that provides conditional cash transfer to poor households for a maximum period of seven (7) years, to improve the health, nutrition and education aspect of their lives. The National Advisory Council (NAC) may recommend a longer period under





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exceptional circumstances.

3. Republic Act No. 7277, Series 1992, also known as “**Magna Carta for Disabled Persons**” which states that rights and privileges for disabled persons should be granted. Chapter 2, Section 12, further discussed that the State shall take into consideration the special requirements of disabled persons in the formulation of educational policies and programs. It shall encourage learning institutions to take into account the special needs of disabled persons with respect to the use of school facilities, class schedules, physical education requirements, and other pertinent consideration.
4. Republic Act No.9872 otherwise known as “**Solo Parents’ Welfare Act of 2000**” which provides for benefits and privileges to the solo parents and their children, appropriating funds therefor and for other purposes.

### **B. The BulSU Affirmative Action Program for Continuing Students**

The Bulacan State University, beyond providing accessible and equal opportunity to quality education, will uphold utmost humane considerations for all its continuing students. The Student Policy and Program Development Office under the Office of the Vice President for Academic Affairs proposes the “Guidelines on BulSU Affirmative Action Program for Continuing Students in the New Normal”. It likewise recommends that the guidelines be observed by Colleges and Campuses to demonstrate through concrete procedures the promotion of equality and equity.

In the light of the Affirmative Action Program of the University, Policies and Programs for continuing students on financial assistance for economically challenged students and for those students with special needs are prioritized.

### **C. Financial Assistance Program for the Economically Challenged and Marginalized Students**

The Bulacan State University shall administer all student programs, services, rules, regulations, benefits, and aids without discrimination. The University considers with utmost importance students who are economically challenged and are marginalized.

#### **1. General Guidelines**

- 1.1. Through the Office of the Scholarship and Financial Assistance and Services (OSFAS), there are available educational programs, services, and assistance for the economically challenged yet deserving students.
- 1.2. The College/Campus Secretaries with the Local Student Councils (LSCs) are tasked to disseminate the information on such services; further inquiries may be made with the units.
- 1.3. The College/Campus Secretaries and/or the Local Scholarship Coordinators will then forward the application with the attached documents to the OSFAS.
- 1.4. The OSFAS will forward the application with accomplished Endorsement Form \* to the Offices of the Campus Director for Student Welfare and Development and of the Vice Chancellors for Student Affairs.
- 1.5. OSFAS will conduct the orientation to interested students and based on the criteria set [in coordination with other sponsoring organizations/offices such as Gender and Development (GAD)\*\* as deemed needed] will accept, evaluate and certify the applications of the students concerned.
- 1.6. The OSFAS will facilitate the approval of the application and inform the College/Campus Secretaries of the result for the approval of the Chancellor; applicants with approved applications will be required to personally communicate with the OSFAS for details.





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*Note:*

*Kindly refer to Appendix A. Policy on Financial Assistance for Economically Challenged and Marginalized Students;*

*\* Refer to Appendix B. Scholarship Endorsement Form Template; and*

*\*\* Refer to Appendix C. Qualification Requirements for GAD Financial Assistance Program*

## 2. Programs and Assistance

- 2.1. **Scholarship Program.** The program provides scholarship support to students who are from the economically challenged groups, yet with excellent academic achievement and who have the desire and motivation to succeed. This is a merit (**with maintaining grade requirement**) and need-based (**with no maintaining grade requirement but based on family income**) scholarship program under the OSFAS targeted for continuing students of the University. Applicants of the financial assistance and scholarship are selected based on the required criteria.
- 2.2. **Technology Support Program (Tekno-help).** The goal of the program is to help students who are economically challenged to acquire their own gadgets for online mode of learning especially during this pandemic period. Recipients will be selected by each College based on the criteria set by the University. \*
- 2.3. **Financial Assistance Relative to COVID-19 Pandemic (Abot -Kamay sa Iskolar ng Bayan!)**  
The University, apart from its fiscal resources, shall seek support from local government units (LGUs), abled non-government organizations (NGOs), University alumni among others, to extend financial assistance to students who were and are COVID-19 patients and/or with direct exposures to COVID-19 patients. Each College/External Campus shall conduct a survey and inform students concerned for the availability of the support and the needed documents like medical records, parent's and barangay's consent.
- 2.4. **GAD Financial Assistance Program.**  
The University through the Office of Gender and development Department (GAD) will provide assistance to a greater number of deserving students by providing book and transportation allowances. \*

*Note:*

*Kindly refer to Appendix D. Program for Financial Assistance for Economically Challenged and Marginalized Students;*

*\* Refer to Appendix E. Selection Criteria for Technology Support Program; and*

*\*\* Refer to Appendix F. GAD Financial Assistance Program*

## D. Students with Special Needs (SWSN)

The Bulacan State University is committed to ensuring that all students with special needs receive an education in a supportive environment that values diversity, inclusion, and participation. In the context of learners at school, students with special needs (SWSN) are those individuals that need to be given special educational requirements for they experience learning difficulties, emotional and behavioral problems, or physical disabilities.

The University aims to bring students with special needs an accessible, encouraging, healthy,





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and inclusive learning environment. The University warrants that incoming and continuing students with special needs are given sufficient opportunity and support to fully access and engage in university life. Reasonable adjustments will be made so that students with special needs will be able to cope with the challenges/concerns and issues of higher education.

## **1. General Guidelines**

- 1.1. The University will strive to apply Universal Design concepts to its facilities, structures, curricula, and services.
- 1.2. Student Support Services Units will work on the SWSN Action Plan detailing their special services for SWSNs. Infographics on the matter should be posted in each office to inform and guide the students on those special services. \*
- 1.3. The Faculty members who will handle SWSNs will be instructed to make appropriate changes to the content, delivery, and evaluation methods of the course without undermining the academic standards or the course's intrinsic academic criteria, or providing an undue academic advantage to a student. The Faculty member is not expected to provide an alteration that would cause unjustifiable hardship or endanger the health and welfare of the student or others. A report on appropriate changes to cater SWSN will be submitted to the Program Chair.

*Note:*

*Kindly refer to Appendix G. Policy on Students with Special Needs; and  
\* Refer to Appendix H. Template for Action Plan for Students with Special Needs*

## **2. Programs and Assistance**

### **2.1. Extended Scholarship Program for PWDs**

The University may extend financial assistance to PWDs through scholarships. This is in response to CHED RA No. 7277 and Magna Carta for Disabled Persons

### **2.2. Vocational / Livelihood Training (Dagdag -Kitang Pangkabuhayan, Tulong sa Mag-aaral)**

Students with special needs should be helped to make an effective transition from school to adult working life. The Colleges of Home Economics, Industrial Technology and Education among others, may assist the students to become economically active and provide them with the skills needed in everyday life, offering training in skills which respond to the social and communication demands and expectations of adult life. This calls for appropriate training technologies, including direct experience in real-life situations outside school.

### **2.3. Special Parent-Teacher-Administrator Partnership Program for SWSNs**

This program is a cooperative, supportive partnership among school administrators, teachers and parents. Parents of students with special needs should be encouraged to participate in educational activities at home and at school (where they could observe effective techniques and learn how to organize extra-curricular activities), as well as in the supervision and support of their children's learning. The development of a special parents-teacher-administrator council (PTAC) should be promoted and their representatives involved in the design and





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implementation of programs intended to enhance the education of the students with special needs.

#### **2. 4. Community-School Based Rehabilitation**

Community involvement should be sought in order to supplement in-school activities, provide help in doing homework and compensate for lack of family support. Mention should be made in this connection of the role of neighborhood associations in making premises available, the role of family associations, youth clubs and movements, and the potential role persons with special needs, in both in school and out-of-school programs. Various partners in the community, including organizations of persons with special needs and other non-governmental organizations, should be empowered to take responsibility for the program. This is possible with the support of BulSU Extension Office and Student Affairs.

#### **2. 5. SPED Awareness Campaign Program (KAMI Naman; KAMI means Kalinga, Aruga at Malasakit sa Iisang Tinig)**

The university through the effort of the Office Vice Chancellors for Student Affairs with the Office of Student Organizations should regularly reaffirm their commitment to include SPED campaign in its plan of activities and promote positive attitudes among students, teachers and the public at-large towards those students with special educational needs.

*Note:*

*Kindly refer to Appendix I. Program for Students with Special Needs*

#### **E. Definition of Terms**

**Indigenous Peoples** refers to a group of people or homogenous societies identified by self-ascription and ascription by other, who have continuously lived as organized community on communally bounded and defined territory, and who have, under claims of ownership since time immemorial, occupied, possessed customs, tradition, and other distinctive cultural traits, or who have, through resistance to political, social, and cultural inroads of colonization, non-indigenous religions and culture, became historically differentiated from the majority of Filipinos. They shall likewise include peoples who are regarded as indigenous on account of their descent from the populations which inhabited the country, at the time of conquest or colonization, or at the time of inroads of non-indigenous religions and cultures, or the establishment of present state boundaries, who retain some or all of their own social, economic, cultural, and political institutions, but who may have been displaced from their traditional domains or who may have resettled outside their ancestral domains as defined under Section 3 (h), Chapter II of Republic Act No. 8371, otherwise known as “The Indigenous Peoples Rights Act of 1997” (IPRA of 1997);

**Persons with Disabilities** refers to those who are suffering from restriction or different abilities, as a result of a mental, physical, or sensory impairment to perform an activity in the manner or within the range considered normal for a human being; and

**Solo Parents** refers to those who fall under the category of a solo parent defined under Republic Act No. 8972, otherwise known as the “Solo Parents Welfare Act of 2000”.

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