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BASC AFFIRMATIVE ACTION PROGRAM

EQUITY POLICY FOR FRESHMAN ADMISSION

The Bulacan Agricultural State College, beyond providing accessible and equal opportunity to quality education, will uphold utmost humane considerations in selecting freshman applicants. The Student Policy and Program Development Office under the Office of the Vice President for Academic Affairs proposes the *"Guidelines on BASC's Equity Policy for College Freshman Admission"*. It likewise recommends that the guidelines be observed by College/Institutes to demonstrate through concrete procedures the promotion of a more inclusive and equitable education.

1. In the light of the Affirmative Action Program of the University, the following criteria among others shall be considered in the selection of the qualifiers to the academic programs under the Equity Policy:

BASC Admission Test (BASCAT) result (65%), General Weighted Average (20%), and Socio-economic Profile (SEP), 15%. The SEP will consist of the Income Classification and Marginalization. The Income Classification is based on the Listahanan 3.0 of the Department of Social Welfare and Development. On the other hand, the Marginalization profile shall be determined based on any of the following categories:

- a. Indigenous People (IPs)
- b. Pantawid Pamilyang Pilipino Program (4Ps) beneficiary
- c. Persons with Disabilities (PWD)
- d. Graduate of Alternative Learning System (ALS)
- e. Solo Parents
- e, geographically isolated and depressed areas (GIDA),
- f. with Exemplary Artistic and Athletic Ability and
- g. others as prescribed by law.

Table 1 below enumerates the requirements and the corresponding percentage allocation for the above-mentioned criteria (highlighted)

Table 1. Criteria for the Selection of Qualifiers

Criteria	Requirements	Percentage
A. Scholastic Records		
1. Mean General Weighted Average (GWA) for Grade 11 and Grade 12 (1st Sem) (20%),	Form 138	20
2. BASC Admission Test Score	Admission Assessment Form	65
B. Socio-economic Profile (SEP), 15%.		
Income Classification	Poor	3
	Non-poor	2
Marginalization.		10
1. Member of an Indigenous Cultural Community (ICC)/Indigenous People (IP);	Membership Certificate/ Barangay -issued Certificate	
2.2. Member of Pantawid Pamilya Pilipino Program (4Ps)	Membership Certificate/ Barangay -issued Certificate	
2.3. Student with Special Needs (SSN) and other Types of Disabilities	Membership Certificate/ Identification Card (ID)	
2.4. Graduate of Alternative Learning System (ALS)	Accreditation & Equivalency Assessment and Certification	
3. Child of a Solo Parent	Solo Parent ID	
4. Resident of geographically isolated and depressed areas	Certificate from the Municipal Social Welfare Office	
4. With Exemplary Artistic and Athletic Ability	Certificate from the Heads of the school-or community-based organizations (civic and/or religious orgs)	
5. Others prescribed by law	Certificate from the relevant government office	
Total		100

2. Procedures

- a. The Admission Office will provide each College/Institute Dean with the lists (per program) of the ranked applicants based on the BASC Admission Assessment results.
- b. Each College/Institute shall establish a Local Admission Committee to assist the Admission Office and to look into an applicants' other requirements.
- c. Each College/Institute will submit the initial lists of qualifiers to the BASC Admission Office for the generation of the shortlist of qualifiers.

- d. The shortlisted names of qualifiers will be submitted to the Office of the President for perusal and approval.

3. Other Provisions

To ensure that the policy is properly implemented, this will be revisited every two years after its implementation. This is also to guarantee that the allocated SEP percentage is still practical and relevant to the university's targets and equity policy.

To warrant implementing the proposal and to enhance provision of affirmative action policies and programs in relation to the Equity Policy, such as the creation of additional decentralized BASCAT Testing Centers in the next five years, provision of academic support services to students from marginalized groups, and psychosocial support services to students with special needs, an annual budget of Php 1 Million will be allocated.

With this policy to serve the deserving scholars, BASC hopes to achieve the unwavering commitment to transformative education that fosters inclusivity, innovation, and social impact.

AFFIRMATIVE ACTION PROGRAM FOR CONTINUING STUDENTS

A. The BASC Affirmative Action Program for Continuing Students

The Bulacan Agricultural State College, beyond providing accessible and equal opportunity to quality education, will uphold utmost humane considerations for all its continuing students. The Office of Student Affairs and Services under the Office of the Vice President for Academic Affairs proposes the "Guidelines on Affirmative Action Program for Continuing Students ". It likewise recommends that the guidelines be observed by College and Institutes 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.

B. Financial Assistance Program for the Economically Challenged and Marginalized Students

The Bulacan Agricultural State College 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 (OSFA) under the Office of the Director of Student Affairs and Services, there are available educational programs, services, and assistance for the economically challenged yet deserving students.
- 1.2. The College/Institute Secretaries with the Student Councils are tasked to disseminate the information on such services; further inquiries may be made with the units.
- 1.3. The College/Institute Secretaries and/or the Scholarship Coordinators will then forward the application with the attached documents to the OSFA.
- 1.4. The OSFA will forward the application with accomplished Endorsement Form to the Office of the Director of Student Affairs and Services.
- 1.5. OSFA 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 OSFA will facilitate the approval of the application and inform the College/Institute Secretaries of the result for the approval of the President; applicants with approved applications will be required to personally communicate with the OSFA for details.

2. Programs and Assistance

- 2.1. **Scholarship Program.** The program provides scholarship support to students who are from the marginalized and 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**

Socio-economic Profile which consist of the Income Classification and Marginalization) scholarship program under the OSFA targeted for continuing students of the University. Applicants of the financial assistance and scholarship are selected based on the required criteria.

2.2. GAD Financial Assistance Program.

The University through the Office of Gender and Development (GAD) will provide assistance to a greater number of deserving students by providing book and transportation allowances.

C. Students with Special Needs (SWSN)

The Bulacan Agricultural State College 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 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.

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 Institute of Management 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. 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 BASC Extension Office and Student Affairs.

D. Definition of Terms

1. **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);
2. **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
3. **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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