



Office of Student Welfare and Formation

c. AFFIRMATIVE UNIT The Office of Student Welfare and Formation – Affirmative Unit includes the Indigenous People Unit, Differently Abled Persons Unit and the Solo Parent Unit

c.1 The Affirmative Unit has been configured to address all the issues concerning stakeholders who belong to the Indigenous People, with disabilities and are solo parent or children of solo parents, and these are aligned with the thrusts and goals of the Office of Student Welfare and Formation and the University newly developed strategic plan.

c.1.1 Indigenous Peoples Republic Act No. 8371

states that indigenous people refer to a group of people or homogenous societies identified by self-ascription and ascription by others, 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 and utilized such territories, sharing common bonds of language, customs, traditions and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and cultures, became historically differentiated from the majority of Filipinos. ICCs/IPs shall likewise include peoples who are regarded as indigenous on account of their descent from the populations who 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;

c.1.2 Differently Abled Persons Republic Act No. 7277 or the Magna Carta for the Disabled Persons, persons with disabilities or PWDs are.

“those 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.

c.1.3 Solo Parent Under Republic Act No. 8972, “Solo parent” – any individual who falls under any of the following categories:

- (1) A woman who gives birth as a result of rape and other crimes against chastity even without a final conviction of the offender: Provided, That the mother keeps and raises the child;
- (2) Parent left solo or alone with the responsibility of parenthood due to death of spouse;
- (3) Parent left solo or alone with the responsibility of parenthood while the spouse is detained or is serving sentence for a criminal conviction for at least one (1) year;
- (4) Parent left solo or alone with the responsibility of parenthood due to physical and/or mental incapacity of spouse as certified by a public medical practitioner;
- (5) Parent left solo or alone with the responsibility of parenthood due to legal separation or de facto separation from spouse for at least one (1) year, as long as he/she is entrusted with the custody of the children;
- (6) Parent left solo or alone with the responsibility of parenthood due to declaration of nullity or annulment of marriage as decreed by a court or by a church as long as he/she is entrusted with the custody of the children;
- (7) Parent left solo or alone with the responsibility of parenthood due to abandonment of spouse for at least one (1) year;
- (8) Unmarried mother/father who has preferred to keep and rear her/his child/children instead of having others care for them or give them up to a welfare institution;
- (9) Any other person who solely provides parental care and support to a child or children;



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(10) Any family member who assumes the responsibility of head of family as a result of the death, abandonment, disappearance or prolonged absence of the parents or solo parent.

c.2 Affirmative Unit Services

c.2.1 Meet with students, gather relevant background information and review documentation.

c.2.2 Identify barriers to full access in the university environment

c.2.3 Develop individual accommodation and service plans

c.2.4 Prepare accessibility/accommodation letters for teaching faculty

c.2.5 Coordinate accommodations and services provided by OSWF (such as examination accommodations, assistive technology access, alternate format material preparation, contracted services)

c.2.6 Provide educational information and guidance including referrals to departments and service units on- and off-campus

c.2.7 Coach students to develop self-advocacy skills

c.2.8 Communicate with faculty and staff about working with students under this unit, including facilitating full access and accommodations when necessary.

c.3 Affirmative unit duties and responsibilities

c.2.1 Initiates capability-building programs and activities for the unit.

c.2.2 Recommends student who shall represent the University in any affirmative unit-related competitions, conferences, workshops, seminars and fora;

c.2.3 Coordinates with the various academic units/college departments on essential matters and important issues related to the unit;

c.2.4 Takes charge of the different scholarship and educational grants offered;

c.2.5 Disseminates information on possible scholarship slots;

c.2.6 Prepares and implements the Memorandum of Agreement between the grantor and the university;

c.2.7 Conducts the screening of interested students who belongs to the indigenous people, solo parent and differently abled students wishing to avail of the scholarship grant;

c.2.8 Undertakes the processing of scholarship papers of the students;

c.2.9 Coordinates with the Office for the selection of scholars and student-grantees in the various academic programs and courses;

c.2.10 Posts information on various scholarship grants and financial assistance available;

c.2.11 Coordinates with the accounting office and scholarship unit in providing control mechanism over the inflow and outflow of financial assistance;

c.2.12 Keeps an up-to-date list of unit's scholars and grantees and regularly checks on their academic performance to ensure that assistance is given to appropriate recipients;

c.2.13 Assists students who generally belong to the of "poor but deserving" group to find ways and means financial support (through scholarships and grants) for educational purposes;



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- c.2.14 Endorses unit’s requests for funding (projects, training, seminars) and the use of university facilities;
- c.2.15 Recommends university-wide activities geared towards the wholesome development of the student (mentally, physically, emotionally socially, spiritually and morally);
- c.2.16 Guides, coordinates and monitors the programs, projects and activities of the unit;
- c.2.17 Plans training programs and workshops designed to help student members of the unit to develop better organizational and leadership skills; and
- c.2.18 Recognizes outstanding PWD/Solo Parent/ Indigenous People accomplishments.