



Disability Acomodation Policy

1. Action Plan for Persons with Disability
2. Gender and Development Operational Plan for 2022
3. Admission and Retention Policy for Undergraduate Programs
4. Equal Employment Opportunity Principle in Recruitment Selection and Placement



Challenge innovation
Advanve technology and facilities
Revitalize administration
Engender partnership
Serve to sustain intergenerational roles

E-mail: oss.director@bsu.edu.ph

Republic of the Philippines
Benguet State University
OFFICE OF STUDENT SERVICES
La Trinidad, Benguet



GUIDANCE AND COUNSELING UNIT
STUDENT WELLNESS SERVICES

BSU VISION: BSU as an international University engendering graduates to walk the intergenerational highways
BSU MISSION: BSU cares to challenge innovation, advance technology and facilities, revitalize administration, engender partnership, and serve to sustain intergenerational roles

CP No: 0949 789 1829 ● Telefax: (074) 422-2043 ● Facebook Page: www.facebook.com/BSU.OSS.LTB

STUDENTS WITH SPECIAL NEEDS AND PERSONS WITH DISABILITIES SCHOOL YEAR 2021-2022

I. RATIONALE

The Student Parents in their pursuit for higher education is tantamount to challenges. Their academic activities are intertwined with parent duties. Therefore, being a student parent imposes a deeper sense of responsibility in their quest of a better future for themselves and their child. The PWDs on the other hand share equal heap of challenges. Despite laws enacted by the government that PWDs be integrated into the mainstream of society, oftentimes, they still face prejudice from other people. To address these prevailing issues, BSU as an international university has adapted inclusive education to cater all individuals with special needs and disabilities, the student parents and PWDs included.

In response to CHED Memorandum Order (CMO) No. 09, Series of 2013 on Enhanced Policies and Guidelines on Student Affairs and Services, programs and activities are designed to provide equal opportunities to PWDs and learners with special needs as stated in Article IX Section 32. Taking part of the responsibility, the Office of Student Services (OSS) through the Students with Special Needs and Persons with Disabilities Unit (SSN/PWDU) and in partnership with the Guidance and Counseling Unit (GCU) create life skill trainings and essential programs to identified SSN and PWDs. In implementing these programs and activities, the SSN/PWD unit is guided by the indigenized approach of GCU, "Tumulong ken TumarabayKanyamKabsat" or TuTuKK. Hence, TuTuKK Danggayon was launched in 2018. The term **Danggayon** means "to accompany sympathize or even empathize". This program is specially designed for Students with Special Needs such as persons with disabilities, student parents, and solo parents. The said approach will help guide the unit in catering to the evolving and timely needs of the students with special needs and persons with disabilities throughout their stay in the university.

II. GENERAL OBJECTIVES

The various programs and activities aim to create opportunities in promoting a barrier-free environment to all SSN and PWDs. Most specifically to:

1. To strengthen the support system of all members;
2. Provide life skills training that promotes self-esteem and self-growth;
3. Develop their social and communication skills within and outside the university;
4. Empower the participants through various webinars/trainings;
5. Enable them become advocates for other persons with disabilities and student parents.

NOTE:
**Proof of Implementation
of Activities are included
in the exhibits in 10.6.6**



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III. ACTION PLAN

Objectives	Programs/Strategies/Activities	Target Clients	Time Frame	Personnel Involved	Resources Needed	Accomplishment Indicator's
1. To gather personal experiences of PWDs and Student Parents; 2. To update the database of PWDs and Student Parents	<ul style="list-style-type: none"> ✓ Conduct interviews to PWDs and Student Parents via online and face-to-face ✓ Fill out Voluntary Disclosure Form for PWDs and Student Parents 	PWDs Student Parents	August-September 2021 January-February 2022	<ul style="list-style-type: none"> ✓ SSN/PWD Coordinator ✓ Focal, SSN 	<ul style="list-style-type: none"> ✓ Voluntary Disclosure Form ✓ Interview guide ✓ Client Information Form (CIF) 	<ul style="list-style-type: none"> ✓ Updated database of identified PWD students and Student Parents ✓ Accomplished Voluntary Disclosure Forms and CIF
1. To aid SSN via counselling and life-coaching 2. To impart life teachings beneficial to SSN October: Mental Health Month	<p style="text-align: center;">TuTuKK Kalinga</p> <ul style="list-style-type: none"> ✓ Conduct of group guidance ✓ Refer SSN/PWDs for counselling for personal concerns, marriage counselling, etc. ✓ Conduct of online testing on the Needs Assessment to SSN/PWDs in coordination with testing unit. 	PWDs Student Parents	August 2021-October 2022	<ul style="list-style-type: none"> ✓ SSN/PWD Coordinator ✓ Focal, SSN ✓ Psychometrician ✓ Guidance Counselors ✓ Guidance Coordinator 	<ul style="list-style-type: none"> ✓ Referral Slip ✓ Printer ink 	<ul style="list-style-type: none"> ✓ Consolidated referrals from online and offline ✓ Updated database of referred students
1. Develop life skills training for self-growth and self-worth 2. Increase self-reliance by equipping SSN/PWD with skills.	<p style="text-align: center;">Life Skills Training through TuTuKK Danggayon and TuTuKK programs of GCU:</p> <ul style="list-style-type: none"> ✓ Group Guidance : Family Planning 	PWDs Student Parents	September 2021-December 2021 February 2022- April 2022	<ul style="list-style-type: none"> ✓ SSN/PWD Coordinator ✓ IOS Coordinator ✓ Focal, SSN ✓ Guidance Counselors ✓ Guidance Coordinator 	<ul style="list-style-type: none"> ✓ Bond paper ✓ Printer Ink 	<ul style="list-style-type: none"> ✓ Photo Documentation ✓ Book bound Activity Accomplishment Reports



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<p>3.To inspire and empower the participants.</p>	<ul style="list-style-type: none"> ✓ Webinar: Understanding Sexual Drives and Relationships ✓ Financial training/Livelihood trainings/webinars in coordination with MSWD ✓ Mental Health activities 			<ul style="list-style-type: none"> ✓ Youth Development Assistants 		
<p>1.To promote the well-being and rights of the PWDs 2.To raise awareness on the plights of PWDs and encourage the school community to promote equality International Day of Persons with Disabilities (Every 3rd of December)</p>	<p>TuTuKK Danggayan</p> <ul style="list-style-type: none"> ✓ Disability Sensitivity Awareness Webinar ✓ Put-up posters depicting the theme for International Day of Disabled Persons 	<p>PWDs Interested Students and Teachers</p>	<p>December 2021 December 2022</p>	<ul style="list-style-type: none"> ✓ SSN/PWD Coordinator ✓ Focal, SSN ✓ Youth Development Assistants ✓ IOS Coordinator ✓ Guidance Coordinator ✓ Resource Speaker 	<ul style="list-style-type: none"> ✓ Laptop ✓ Budgetary Requirements ✓ Token for the speaker 	<ul style="list-style-type: none"> ✓ Book bound Activity Accomplishment report ✓ Photo Documentation
<p>1.To inspire and empower the student parents 2.To learn how to cope with stress on having a dual role National Women's Month</p>	<p>TuTuKK Danggayan: Batang Ina at Ama: Hamon ng Mabibigat na Responsibilidad</p> <ul style="list-style-type: none"> ✓ Program/Activity for Solo Parents. ✓ Conduct inspirational talk 	<p>Student Mothers</p>	<p>October 2021 March 2022</p>	<ul style="list-style-type: none"> ✓ SSN/PWD Coordinator ✓ Focal, SSN ✓ Guidance Coordinator ✓ Resource Speaker ✓ YDA 	<ul style="list-style-type: none"> ✓ Printer ink ✓ Token for the speaker 	<ul style="list-style-type: none"> ✓ Book bound Activity Accomplishment Report ✓ Photo Documentation



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<p>1 To utilize data gathered from SSN/PWDs in crafting a more responsive program 2. To keep an updated database of SSN/PWDs</p>	<p>✓ Collate suggested activities/trainings from webinars attended ✓ Regularly update the PWDs and SSN database</p>		<p>August 2021- December 2022</p>	<p>✓ SSN/PWD Coordinator</p>	<p>✓ Printer ink ✓ Online data from google drive ✓ Voluntary Disclosure Form</p>	<p>✓ Consolidated suggested activities ✓ Updated database of SSN and PWDs</p>
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Prepared by:

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Reviewed:

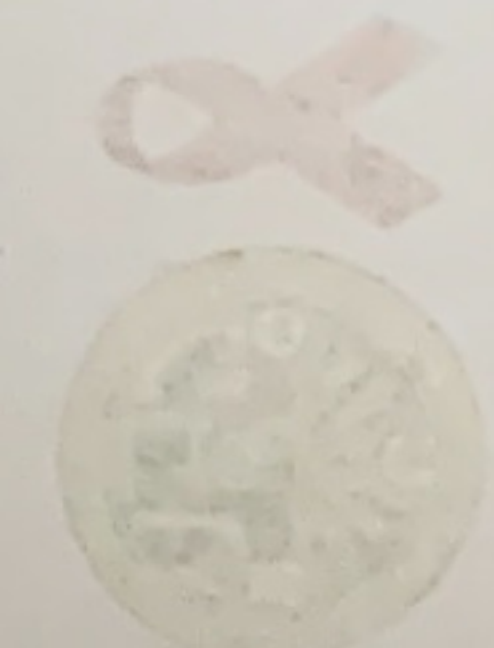
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STUDENTS WITH SPECIAL NEEDS SCHOOL YEAR 2023-2024

I. RATIONALE

Inclusive education is a fundamental pillar of modern society, aiming to provide equal opportunities and access to education for all individuals, regardless of their abilities or disabilities. The Philippines, like many other nations, has recognized the importance of ensuring the rights of students with special needs in its universities. This essay explores the significance of discussing the laws pertaining to the rights of students with special needs in Philippine universities, highlighting the impact of such activities on education, inclusivity, and societal progress. Advocacy efforts help in fostering an inclusive educational environment where students with special needs feel valued and empowered. Engaging in discussions about their rights not only ensures their educational needs are met but also promotes an atmosphere of acceptance and understanding among the entire university community.

Philippine universities are governed by various laws and regulations, including the Magna Carta for Disabled Persons (Republic Act No. 7277) and the Universal Access to Quality Tertiary Education Act (Republic Act No. 10931). Discussing these laws empowers stakeholders to hold institutions accountable for providing reasonable accommodations and support services to students with special needs. Programs and activities are meant to provide equal opportunities to PWDs and learners with special needs in response to CHED Memorandum Order (CMO) No. 09, Series of 2013 on Enhanced Policies and Guidelines on Student Affairs and Services, as stated in Article IX Section 32. The Office of Student Services (OSS), in collaboration with the Guidance and Counseling Unit (GCU), develops life skill trainings and critical programs for recognized SSN and PWDs. The SSN/PWD unit is guided in implementing these programs and activities by GCU's indigenous approach, "Tumulong ken TumarabayKanyamKabsat" or TuTuKK. As a result, TuTuKK Danggayan was released in 2018. Danggayan means "to accompany, sympathize, or even empathize." This curriculum is specifically developed for Students with Special Needs, such as those with impairments, student parents, and single parents. The aforementioned strategy will assist the unit in catering to the changing and timely demands of students with special needs and persons with disabilities during their time at the university.

II. GENERAL OBEJECTIVES

The various programs and activities aims to create opportunities in promoting a barrier-free environment to all SSN and PWDs. Most specifically to:

1. To provide a safe space and inclusive community of support for the SSN/PWD members;
2. Provide life skills training that promotes self-esteem and self-growth;
3. Develop their social and communication skills within and outside the university;
4. Empower the participants through various webinars/trainings;
5. Enable them become advocates for other persons with disabilities and student parents.

III. ACTION PLAN



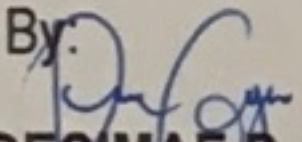
Objectives	Programs/Strategies/Activities	Target Clients	Time Frame	Personnel Involved	Resources Needed	Accomplishment Indicators
1. To gather personal experiences of PWDs and Student Parents; 2. To update the database of PWDs and Student Parents	<ul style="list-style-type: none"> ✓ Conduct interviews to PWDs and Student Parents via online and face-to-face ✓ Fill out Voluntary Disclosure Form for PWDs and Student Parents 	PWDs Student Parents	August-September 2023 January-February 2024	<ul style="list-style-type: none"> ✓ SSN/PWD Coordinator ✓ Focal, SSN 	<ul style="list-style-type: none"> ✓ Voluntary Disclosure Form ✓ Interview guide ✓ Client Information Form (CIF) 	<ul style="list-style-type: none"> ✓ Updated database of identified PWD students and Student Parents ✓ Accomplished Voluntary Disclosure Forms and CIF
1. To recognize leaders of the SSN/PWD 2. To organize and build a structure for the group. September: Suicide Prevention Awareness Month	TuTuKK Danggayan: <ul style="list-style-type: none"> ✓ Conduct of group guidance ✓ Refer SSN/PWDs for counselling for personal concerns, marriage counselling, etc. ✓ Conduct MSE and Needs Assessment to SSN/PWDs 	PWDs Student Parents	September 2023	<ul style="list-style-type: none"> ✓ SSN/PWD Coordinator ✓ Youth Development Assistants (YDA) ✓ Guidance Counselors ✓ Admin Aide GCU 	<ul style="list-style-type: none"> ✓ Needs Assessment Form ✓ PHQ 	Training Needs Analysis Officers of SSN/PWD Photo documentation/ Accomplishment Report
1. To raise awareness on the risks and importance of relationship management 2. To enhance the skills of the members in differentiating a healthy and unhealthy type of relationships October: Mental Health Awareness Month	<ul style="list-style-type: none"> ✓ <i>TuTuKK Danggayan</i>: The Significance of Understanding Healthy Relationship Management in Filipino Teens and Adolescents. 	PWDs Student Parents Dormitorians BSU Students	October 2023	<ul style="list-style-type: none"> ✓ SSN/PWD Coordinator ✓ Youth Development Assistants (YDA) ✓ Guidance Counselors ✓ Admin Aide GCU 	<ul style="list-style-type: none"> ✓ Laptop ✓ Bond Paper ✓ Printer ✓ Ink 	Accomplishment Report/ Photo Documentation
1. Gain valuable knowledge about the laws that govern their rights	<ul style="list-style-type: none"> ✓ <i>TuTuKK Danggayan</i>: Empowering Students with Special Needs and Persons with Disabilities: Understanding the Laws That 	PWDs Student Parents	December 2023	<ul style="list-style-type: none"> ✓ SSN/PWD Coordinator ✓ Guidance Coordinator 	<ul style="list-style-type: none"> ✓ Laptop ✓ Bond Paper ✓ Printer ✓ Ink 	Accomplishment Report/ Photo Documentation

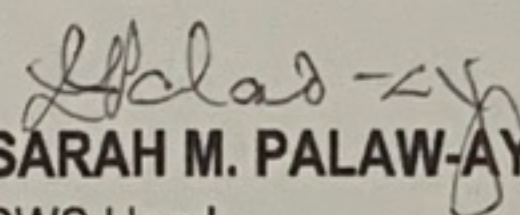


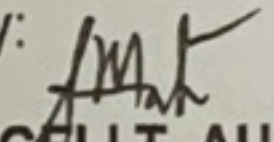
<p>2. Enhance their skills as students in coping with the additional environmental and societal pressure brought about by their academics and social responsibilities as well as perceived and existing disabilities.</p> <p>International Day of Persons with Disabilities: Every 3rd of December</p>	<p>Safeguard Their Rights in the Philippines.</p>			<ul style="list-style-type: none"> ✓ Youth Development Assistants (YDA) ✓ Guidance Counselors ✓ Admin Aide GCU 		
<ol style="list-style-type: none"> 1. Gain valuable knowledge about relationships and to be fully self-aware of individuation in a healthy relationship 2. Enhance and foster their skills of identifying red flags in a relationship 	<p>✓ TuTuKK Danggayon: Interplay of Hormones: Risks and Dangers Young Love</p>	<p>PWDs Student Parents BSU Students</p>	<p>February 2024</p>	<ul style="list-style-type: none"> ✓ SSN/PWD Coordinator ✓ Youth Development Assistants (YDA) ✓ Guidance Counselors ✓ Admin Aide GCU 	<ul style="list-style-type: none"> ✓ Laptop ✓ Bond Paper ✓ Printer ✓ Ink 	<p>Accomplishment Report/ Photo Documentation</p>
<ol style="list-style-type: none"> 1. To gain valuable knowledge about the risks of teenage pregnancy 2. To raise awareness of the dangers of pre-marital sex 	<p>✓ TutuKK Danggayon: Risks of Pre-marital sex and the Implications of Teenage Pregnancy to Young Mothers</p>	<p>PWDs Student Parents BSU Students</p>	<p>March 2024</p>	<ul style="list-style-type: none"> ✓ SSN/PWD Coordinator ✓ Youth Development Assistants (YDA) ✓ Guidance Counselors ✓ Admin Aide GCU 	<ul style="list-style-type: none"> ✓ Laptop ✓ Bond Paper ✓ Printer ✓ Ink 	<p>Accomplishment Report/ Photo Documentation</p>
<ol style="list-style-type: none"> 1. Develop life skills training for self-growth and self-worth 	<p>✓ TuTuKK Danggayon: Sustainable Livelihood for Economic Stability</p>	<p>PWDs Student Parents</p>	<p>July 2023-December 2024</p>	<ul style="list-style-type: none"> ✓ SSN/PWD Coordinator 	<ul style="list-style-type: none"> ✓ Laptop ✓ Bond Paper ✓ Printer 	<p>Accomplishment Report/ Photo Documentation</p>

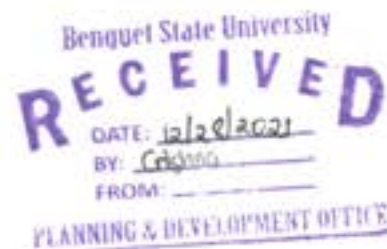


2. Increase self-reliance by equipping SSN/PWD with skills 3. To inspire and empower the student parents					✓ Ink	
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Republic of the Philippines
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OPERATIONAL PLAN

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OFFICE/SECTOR: GAD OFFICE

2022
(Year)

GOALS IN STRATEGIC PLAN BEING ADDRESSED	PROGRAM/PROJECT/ACTIVITY (PPA)	PERFORMANCE INDICATOR	BASELINE	MEASURABLE TARGETS				BUDGET	RESPONSIBLE UNIT/ PERSON
				Q1	Q2	Q3	Q4		
<ul style="list-style-type: none"> Goal 1: Challenge Innovation in the four-fold functions of the University -Objective 5: (Administration) To advocate for resource management & effective energy efficiency in addressing the demands of climate change 	Implementation of GAD related Trainings and activities appropriate for the GAD	Number of trainings conducted to increase awareness of stakeholders on pandemic and disaster risk mitigation and containment measures	3 trainings for personnel/ students	1	1	2	2		GAD Office, GAD Focal Person System, various office/ colleges in the University
<ul style="list-style-type: none"> Goal 2: Advance Technology and facility by shaping the University become responsive to modern needs -Objective 1: (Instruction) To use information & communication technology learning resources to sustain and enhance quality of alternative teaching-learning continuity endeavors 	Support services and maintenance for the Breastfeeding station and Child Minding Center of the University for personnel/students with young children and breastfeeding mothers	Number of centers established	1 Breastfeeding station in the BSU La Trinidad, Bokod and Buguias			3		75,000.00	GAD Office, GAD Focal Person System
			1 Child Minding Center of the University in the BSU La Trinidad, Bokod and Buguias			3		75,000.00	
<ul style="list-style-type: none"> Goal 1: Challenge Innovation in the four-fold functions of the University -Objective 3: (Extension) To disseminate relevant research outputs and other scholarly activities consistent with BSU's mandated programs 	Review of BSU Policies mainstreaming a gender perspective lens	Number of BSU policies incorporating GAD (HRM-PSB)					At least 1		GAD Office, GAD Focal Person System



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OPERATIONAL PLAN

<ul style="list-style-type: none"> • Goal 5: Serve Intergenerational Role by Revitalizing the Spiritual, Physical, Economical, Cultural, Intellectual, Emotional and Social (S.P.E.C.I.E.S) state • -Objective 1: To offer programs that embody the social, cultural, economical and development needs both for local and global markets 	Sustainability of Operations of GAD Office: BSU BOR Res. No. 2158 series of 2013: Institutionalization of GAD Office	Percentage of Gender and Development responsive program implemented based on the GAD Plan and Budget 2022	100%	100%	100%	100%	100%		GAD Office, GAD Focal Person System, various office/ colleges in the University
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Prepared by:

ESTRELLITA M. DACLAN
 Signature over printed name

Approved by:


FELIPE SALAING COMILA
 Signature over printed name of Supervisor



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ADMISSION AND RETENTION POLICIES FOR UNDERGRADUATE PROGRAMS
BOR Res. No. 199 series of 2021

Admission and enrolment policies are of primary importance in SUCs to ensure equal access yet get the best or deserving applicants to fill up the limited number of students. Yet, provisions of the BSU Code (October 1990) on admission and enrolment are insufficient and mostly outdated. While the university adopted some practices through the years until its current processes, several aspects need to be enhanced or upgraded to cater to needs of the changing times. More importantly, these need to be approved by the Board of Regents especially so with limited intake in state universities and colleges.

The policies ensure clarity and uniformity all throughout the university in view of greater efficiency and satisfaction among the employees and students. These policies shall be included in the Student and will serve as bases in updating ISO processes on admission and enrolment.

It is hoped that freshmen applicants and students are properly guided and that problems in the processes and delays in the completion of studies will be minimized if not eliminated with policies in place.

PART 1. ADMISSION POLICIES

A. General Policies

1. Admission is open to all who intend to pursue a degree program in the university and who meet the admission criteria.
2. A bridging program may be prescribed by a college or institute to an applicant who finished a non-K12 curriculum in the high school.
3. The following may apply for admission
 - 3.1. High school graduates prior to SY 2017-18
 - 3.2. Senior high school graduates
 - 3.3. Passers of Philippine Educational Placement Test
 - 3.4. Alternative Learning System Accreditation & Equivalency passers
 - 3.5. Transferees from government-recognized schools
 - 3.6. College graduates (2nd degree takers)
4. Application for admission shall start as early as six (6) months prior to admission in the university depending on the approved Academic Calendar.

BSU Admission and retention policies on undergraduate studies as approved by the Board of Regents on November 8, 2021 at Forest Lodge, Baguio City.

5. Bases for admission shall be
 - 5.1. Quota requirement of 50-60 students per class, of the various degree programs of the different colleges, academic institutes, and campuses;
 - 5.2. Admission requirements depend on applicant classification
 - 5.3. Availability of slots
6. **No one shall be denied admission by reason of age, sex or gender, civil status, physical deformity, political affiliation, race, religion, ethnicity or type of secondary education completed.**
7. In the event that there are no adequate prospective enrollees to a degree program, available slots shall be filled up on a first-come-first-served basis from among applicants who meet the prescribed admission requirements of the University and college but did not make it in their chosen/priority degree programs due to limited slots.
8. Applicants who passed the admission requirements of the university but did not enroll during the first semester term may be accepted during the second semester or midyear term. If he/she plans to enroll the following school year, he/she has to notify the college he/she plans to join at least three (3) months before the start of the coming semester. He/She will be re-ranked together with new applicants if entering during the first semester.
9. Bridging courses, if deemed necessary by the colleges, may be conducted among non-K12 high school graduates. An alternative is the incorporation of some needed courses in the curriculum.

B. Specific Policies

B.1. High School Graduates and Grade 12 Students (non-transferees, non-shifters)

1. Grade 12 GWA for high school graduates and Grade 11 GWA for those currently enrolled in senior high school. For final admission of those currently in Grade 12, the Grade 12 GWA shall be considered for enrolment. In both cases, a GWA of 80% is set as minimum qualification for those applying in the non-board degree programs and 86% in degree programs with licensure examinations.
2. Grades of 86% (2.00) or better in English, Science and Math for applicants of degree programs with licensure examinations
3. Interviews shall be conducted by the Department Chairpersons or Institute Directors among the qualifiers based on grades. Interview schedule to be provided by the office of the VP Academic Affairs.
4. Co-curricular and extracurricular involvement in high school may be considered.

NOTE: Items 3 & 4 replace the BSU Admission Test. For the current schoolyear, the admission process was modified by suspending the Admission Test as approved by the BOR for pandemic times or any situation that endangers the applicants and employees to health and/or security risks or hamper travel during the months of examination.

B.2. Transferees

BSU Admission and retention policies on undergraduate studies as approved by the Board of Regents on November 8, 2021 at Forest Lodge, Baguio City.

Thorough evaluation of transferees is necessary considering especially the (a) conditions for Free Higher Education Tuition and Other School Fees e.g. need to finish degree within the allowable time period, and (b) availability of slots in the course/section.

1. Must come from Higher Education Institution recognized by the government (CHED) or TESDA
2. Has a General Weighted Average of 80% (2.50) or better for all subjects finished.
3. Passed accredited and registered diploma programs of more than 1 year
4. Has NOT completed more than 50% of the units required for the degree program.
5. Generally accepted for the 1st semester. The decision to accept transferees during the 2nd semester depends on the evaluation results.
6. Validation of examination is conducted for crediting of subjects prior to enrolment.

B.3. Shifters

1. Applicant must have a General Weighted Average of 2.50 (80%) or better from last degree enrolled
2. Shifting of degree program will only be allowed twice.

B.4. Foreign Students

1. Must meet all the prescribed requirements by the Department of Foreign Affairs and Bureau of Immigration e.g. valid student visa. The valid study permit apply every semester.
2. Must submit security clearance from his/her embassy.
3. Must submit a Certificate of Proficiency in English issued by the International Language Center for students who come from countries where English is not the medium of instruction in the absence of TOEFL or IELTS results.
4. An applicant must meet all other prescribed admission requirement of the University and the degree program.
5. An applicant may be admitted based on availability of slots in the degree program applied for and on a First Come First Served basis.
6. If transferee from the Philippine HEI, policies for transferees also apply.

B.5. College graduates (2nd degree takers)

1. Second degree takers may be accepted to prepare them for a masteral course (e.g. DPE) or qualify them to take a licensure examination (e.g. LET)
2. Acceptance to other courses is dependent on the availability of slots and projected years of residence

PART II. RETENTION POLICIES

The completion of degrees on an allowable time period is strictly implemented for a HEI to be eligible to the Free Higher Tuition Fee and Other School Fees (RA 10931). To help

ensure the completion of degrees on time, a new student shall upon enrolment, be assigned an ADVISER from among permanent faculty members of the concerned Department/Institute

1. Grades

- a) Maintains a GWA of at least 3.0 every semester.
 - b) Pass 50% or more of enrolled subjects for the semester.
2. **Pre-requisites:** No student shall be allowed to enroll a subject if he/she did not pass the prerequisite for that subject.
 3. Actions to address academic delinquencies (e.g. **INC = Incomplete, D=Dropped, F=Failure, PR = In Progress**) at the end of each semester of midyear are shown in Table 1.

Table 1. Actions on academic delinquencies

DELINQUENCY (INC, PR, D, F)	INTERVENTIONS				Special Actions
	Academic Advising/ 1 st Warning	Academic Advising/ 2 nd & Final Warning	Promissory Note/ Contract of undertaking (for Adviser & OSS)	Intervention by the OSS - GCU	
In case of INC, PR, D					
1 st semester	✓		✓	✓	
2 nd semester		✓	✓	✓	
INC or PR Grades in three (3) or more subjects (cumulative)			✓	✓	Deload *
In case of Failure (F)					
1 st semester of incurring a failing grade	✓		✓	✓	Deload *
2 nd semester		✓ (2nd warning)	✓	✓	Deload & Final Warning
3 rd semester		✓		✓	Non- admission at the college
4 th semester		✓			Non- admission at BSU**

Note: *The number of units to be deloaded shall correspond to the units of delinquency. **With the University President's knowledge

PART III. RESIDENCY REQUIREMENTS

As a subsidized Higher Education Institution, there should be a timetable for students to complete their degrees so that other qualified students may also enjoy the same opportunity. RA 10931 allows only one (1) year of extension. Hence, all students are enjoined to observe the prescribed residency period (PRP).

BSU Admission and retention policies on undergraduate studies as approved by the Board of Regents on November 8, 2021 at Forest Lodge, Baguio City.

Table 2. Residency Requirements

<i>Prescribed Residency Period (depends on degree program)</i>	<i>Allowable Extension</i>	<i>Maximum Residency Period</i>
4 years	+2 years	6 years
5 years	+2 years	7 years
6 years	+2 years	8 years

1. Exemptions may be granted to working students upon the assessment and recommendation by the Dean and Approval of the Vice President for Academic Affairs. Employment records e.g. contract shall be submitted.
2. Students who failed to complete their degree program within the maximum residency may be allowed to continue for another two (2) years upon recommendation of the Department Chair and the Dean. However, those pursuing a board program, are required to re-enroll course audit or competency appraisal courses during their last school year.
3. Any student can avail of a leave of absence (LOA) from school for justifiable cause for a maximum of 1 year (cumulative or continuous) during his/her residency period. The LOA shall NOT be subtracted from the residency period except in cases when such LOA has been waived by the university.
4. Students who failed to complete their degree program within the maximum residency may be allowed to continue for another two (2) years upon recommendation of the Department Chair and the Dean. However, those pursuing a board program, are required to re-enroll course audit or competency appraisal courses during their last school year.

PART IV. OTHER POLICIES

1. Any student who dropped or obtained failing grades in any prerequisite course/subject shall not be allowed to enroll the course/subject requiring such.
2. Undergraduate thesis maybe enrolled up to three (3) times. If still without any accomplishment, give a final grade of 5.0 (failed). If the student intends to enroll again, he or she is advised to seek a new adviser.
3. Any student who incurred failing grades due to prolonged illness or medical treatment or other reasonable absences shall be given consideration upon the recommendation of the Office of Student Services through the Guidance Counseling Unit and Approved by the College Dean/Institute Director. Reconsideration is granted to a student twice only.

Attested:

(SGD) GRACE TAGUBA BENGWAYAN
University Board Secretary

(SGD) FELIPE SALAING COMILA
University President

BSU Admission and retention policies on undergraduate studies as approved by the Board of Regents on November 8, 2021 at Forest Lodge, Baguio City.



GUIDELINES IN THE IMPLEMENTATION OF THE EQUAL EMPLOYMENT OPPORTUNITY PRINCIPLE IN RECRUITMENT, SELECTION, AND PLACEMENT (EEOP-RSP)

I. RATIONALE

In 2018 BSU adopted its EQUAL EMPLOYMENT OPPORTUNITY PRINCIPLE (Attached to the PRIME-HRM). The Policy has policy implementations across the four HRM systems. This was effected through BSU Office Memorandum No. 239, s. 2018.

In its Policy Statement BSU acknowledges that equality of treatment and employment opportunity is crucial to the advancement of a diverse and tolerant university culture. Further, it recognizes that it can gain from the elimination of discrimination at work as fairness and justice in the workplace boost the self-esteem and morale of employees and ultimately their productivity.

BSU also acknowledged that it should be at the vanguard of policy and practice that: removes all forms of discrimination, harassment, or intimidation, provide equal employment opportunity, and values diversity among its workforce. Thus, all phases of the University's human resource management shall be conducted without regard to race, sex, color, origin, religion, sexual orientation, gender identity, age, political affiliation, disability, or such other non-job-related matters.

To such an end, BSU commits itself to the active implementation of equality in treatment and employment opportunity and the promotion of a culture that supports it by overseeing its integration into organizational practices and all aspects of the four HRM systems of: 1) **Recruitment Selection and Placement**, 2) Learning and Development, 3) Performance Management, and 4) Rewards and Recognition. This should pave the way for the imbedding of the Equal Employment Opportunity Principle (EEOP) and its practice at BSU.

II. SCOPE

This issuance provides the specific guidelines in the implementation of the BSU-EEOP in its RECRUITMENT SELECTION AND PLACEMENT practices in all its campuses. It shall apply to all employee positions whether academic or non-academic and in all employment categories.

III. DEFINITION OF TERMS

1. **Persons with Disability (PWD)** – include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others¹.
2. **Qualification Standards** is a statement of the minimum qualifications for a position, which shall include education, experience, training, civil service

¹ Republic Act No. 10524 and its Implementing Rules and Regulations

eligibility, and physical characteristics and personality traits, required for the performance of the job or set of duties.²

3. **Auxiliary Aids and Assistive Devices include:** 1) qualified interpreters or other effective methods of delivering materials to individuals with hearing impairments; 2) qualified readers, taped tests, or other effective methods of delivering materials to individuals with visual impairments; 3) acquisition or modification of equipment or devices, and 4) other similar services and actions or all types of aids and services that facilitate the learning process of persons with mental disability.³
4. **Appointing Authority** shall refer to the University Board of Regents or such other university official to whom the BOR delegates appointing authority.⁴

IV. POLICY IMPLEMENTATIONS

In RECRUITMENT, SELECTION AND PLACEMENT, *the goal is to employ a diverse workforce of the best-qualified persons using uniform non-discriminatory guidelines.* The aim is **"Equal Access"**: that equal employment opportunity and fair treatment in the employment process shall be always maintained. All applicants for job opportunities, irrespective of personal characteristics, shall be treated equally and fairly in all stages of the hiring and selection process. They shall be treated similarly, unhampered by artificial barriers or prejudices, except when particular or special distinctions form part of the qualifications of the job itself. A statement on this shall form part of the Notice of Vacancy/Advertisement.

1. **Recruitment** for both professional and non-professional employees shall attempt to create a group of qualified candidates for the vacancies by making good faith efforts to locate or attract a diverse pool of applicants with the necessary qualifications and potential without regard to personal characteristics as race, color, sex, religion, political opinion, national extraction, or social origin, among others (Selection Line Up, QF-HRMO-13).

The UNIVERSITY shall ensure that job openings are communicated to all eligible and interested applicants and employees by posting the notice of vacancy in at least three (3) conspicuous places at BSU, including its website, for at least ten (10) calendar days. Other appropriate modes of publication shall be resorted to as authorized by the University President

2. **Selection** shall be transparent and based on merit and fitness. The process of selection from the qualified and diverse pool of applicants (Selection Line Up) shall ensure a fair and just treatment without regard to personal characteristics that are irrelevant to the position being filled. The task shall be to find the right person for the position being filled using objective selection criteria made on job-related factors based on civil service rules and regulations and approved by the University. The candidates for appointment (Assessment Form, QF-HRMO 14-16) shall have been assessed based on the approved objective selection criteria. The hiring quota or pre-determined ratio for both men and women in an office shall be considered.

The University shall ensure that applicants with disabilities would be able to effectively communicate themselves during interviews and examinations and

² CSC MC No. 19, s. 2005, page 3

³ *ibid*

⁴ BSU Merit Selection Plan, page 3

be afforded ease of access to the interview or aptitude test (examination) rooms. It shall forge memorandum of agreements with agencies that offer specialized service for assistance in handling persons with disabilities during the Recruitment and Selection processes;

3. **Placement.** In the placement of persons with disabilities, the University shall accord due regard to the individuals' qualities, vocational goals, inclinations, and special needs to ensure a good working atmosphere and efficient production.

Any applicant who feels that he/she has been discriminated due to his/her race, religion, creed, color, gender, origin, age, political affiliation, disability or any such characteristic shall have the right to seek a remedy through the grievance or discrimination complaint procedure.

V. SPECIFIC GUIDELINES

All members of the University shall continue to take such steps as may be necessary to accelerate the final elimination of all vestiges of discrimination because of color, religion, sex, gender identity or expression, ethnicity, age, physical conditions, or other characteristics protected by law that may still exist in the employment policies, practices and/or procedures of the University.

The **Human Resource Management-Personnel Selection Board (HRM-PSB)** and the **Contract of Service/Job Order Personnel Selection and Evaluation Committee (CJSEC)**, in the exercise of their duties and functions shall follow these guidelines hereinafter:

A. RECRUITMENT/TALENT SOURCING

1. *Publication of Vacancy*

- a. HRMO shall publish/post notice of job opportunities with the following statement:

"All qualified applicants will receive equal consideration for employment and admissions without regard to color, religion, sex, gender identity or expression, ethnicity, age, physical conditions, and any other characteristics protected by law."

- b. In no case shall the University disregard applicants due to their affiliation to a particular religious group, or to their connection to a particular political individual and/or entity. In addition, conditions of applicants such as being pregnant, being married, being a lactating mother, having a dependent, or being in similar situations shall not be viewed by the University as an impediment that shall hinder them from being qualified candidates for the post unless the same is considered as a bona fide occupational qualification as provided for by law.
- c. The University shall ensure that job openings are communicated to all eligible and interested applicants and employees by posting the notice of vacancy in at least three (3) conspicuous places at the BSU, including its website for at least ten (10) calendar days. Other appropriate modes of

publication shall be resorted to as authorized by the University President.

⁵

2. Acceptance/receipt of application and relevant documents

- a. All applications submitted shall be received without any discrimination, regardless of whether the application submitted is electronic or print, whether walk-in or courier or through facsimile.
- b. An applicant whose submitted documents are not complete shall be formally informed through letter or any written communication of such deficiency and shall be given reasonable time to comply as determined by the HRMPSB Secretariat.
- c. An applicant who fails to submit the required documents within the given period shall be removed from the list of applicants. He/she shall then be formally informed of such removal.

B. SELECTION

For qualified applicants with disabilities, the person must be able to perform the essential functions of the positions. Selection criteria for people with disabilities shall be valid if they are job related and consistent with job requirement/s is a bona fide occupational qualification.

1. Initial Assessment

- a. The process of selection from the qualified and diverse pool of applicants (Selection Line Up) shall ensure fair and just treatment without regard to personal characteristics that are irrelevant to the position being filled.⁶
- b. The initial assessment which consists of matching the applicant's credentials with that of the minimum qualification standards of the position shall not give other considerations outside of the applicant's qualifications – sex/gender, age, civil status, belief, etc
- c. All applicants not included in the shortlist shall be informed in writing of the deficiency in qualification only and not on the immaterial attribute, which shall be in any case be on account of their sex and gender, age, civil status, physical characteristics, and attributes, religion, belief, creed, race, family background, political affiliation, socio-economic standing, and other attributes.
- d. In preparing the profile of applicants, only material information on credentials shall be included and all other data/information regarding the applicant that is not relevant for screening purposes shall be excluded, especially if it will only cause or be a source of bias, prejudice, or discrimination– codes may be used to avoid bias.

⁵ BSU Office Memo No. 239, s. 2018, Equal Employment Opportunity Policy

⁶ *ibid*

2. Administration of prequalifying Examinations, technical, Skills or Trades Test

In the administration of prequalifying examination, technical, skills, or trade test, it must be ensured that the person with a disability shall be provided with the needed assistance during the examination. Further, the venue of the examinations may be arranged to be accessible to said applicants. In all cases, it must be ensured that persons with a disability are not at any substantial disadvantage compared to other applicants.

- a. All qualified applicants shall be informed in writing of the schedule of the written exams and what to bring on exam day if any.
- b. Qualified applicants with coded identities may be provided with a computer to key in their answers to the exams
- c. Practical tests should be designed prior to the initial assessment of the applicants without the objective of testing the capability of the applicants to perform the tasks of the position applied for.
- d. If in case there are applicants with special needs- applicants with disabilities, senior citizens, pregnant women, undergoing medical treatment or rehabilitation from injury, they shall be afforded the support as follows, if it does not indicate their inability to perform the tasks required of them should they be hired:

For applicants with Low vision/partially blind applicants	the test questions shall be at least 50% bigger
For Blind applicants	insofar as braille is not yet available, two (2) HRMPSB secretariats/HR staff will be provided to assist the applicant – one as dictation officer and the other as a transcriber. If possible, the use of braille in any system to afford the applicant independence shall be employed. The exam room shall be accessible and free from objects that may cause harm to the applicant. In case of unavailability of the requirements, the university shall partner with an accredited institution that has the expertise in conducting such an examination. This will be done through a Memorandum of Agreement to assist applicants with vision impairments or any similar form.
For Deaf/Hard of hearing applicants	the instructions shall be in writing, or staff trained in sign language shall assist the applicant.
For Pregnant women, solo parents with a child, and senior citizens	the applicants shall be categorized as one group to take the exam in a separate room on the ground floor. The applicants shall be afforded such other assistance, provided it will not result in undue advantage to the applicant.

- e. Applicants with special needs shall be granted an extension of at least half an hour for the duration of the written exams provided that the

extension is necessary and reasonable and shall not constitute undue advantage to them.

3. Behavioral Event Interview Process

- a. The location or site for an interview may be arranged to be able to provide access to a person/applicant with a mobility disability. The venue should also be prepared in such a manner that it is not intimidating to the interviewee.
- b. Applicants with special needs shall be afforded the assistance needed for the interview. The provisions on the conduct of the written/functional test shall likewise be observed in as much as applicable with the following modifications/additions:

For low vision or blind applicants	<ul style="list-style-type: none"> • Shall be seated closer to the interviewers
For hard of hearing applicants	<ul style="list-style-type: none"> • Shall be provided a printed copy of the question asked by the interviewers • Microphone or lapel to be provided to both the interviewer and interviewee
persons with mobility difficulties	<ul style="list-style-type: none"> • A standby wheelchair shall be available for use if arise needed during the interview process • The venue of the interview proper shall be conducted on the first floor provided with an access ramp
For pregnant women, solo parent with child or senior citizen	<ul style="list-style-type: none"> • They shall be given priority ahead of the other applicants • An on-call nurse shall be provided to them during the duration of the interview process • They shall be assisted by the HRMPSB secretariat or HR personnel at the guardhouse until she reaches the holding area. • Half-hour extension on a time limit to be provided • Wheelchair to be made readily available
Lactating mother	<ul style="list-style-type: none"> • She should be accommodated in a lactation room so that she can feed her baby in private while waiting to be interviewed • During the interview, they shall be given priority ahead of the other applicants together with pregnant women • They shall be assisted by the HRMPSB secretariat or HR personnel at the guardhouse until she reaches the holding area. • An on-call nurse shall be provided to them during the duration of the interview process
Indigenous peoples/Muslims	<ul style="list-style-type: none"> • They shall be allowed to express themselves according to their customs and traditions like wearing their native dress or garments during the interview • The venue of the interviewee shall be in a room without pictures, ornaments, or decorations

	offensive to their customs and traditions
Lesbian, Gay, Bisexual, Transgender, Queer	<ul style="list-style-type: none"> • They shall be allowed to express themselves according to their feelings and orientations. Wearing appropriate and decent attire during the interview is expected.

- c. The interview shall be structured and shall follow a set of questions as planned by the HRMPSB prior to the actual interview and follow-ups for questions may also be raised.
- d. The interviewers shall always observe equal opportunity principles during the conduct of the interview and shall not in any way make any remarks, gestures, or other forms of perceptible communication that shall suggest preferences, bias, discrimination, prejudice, or unfair treatment towards the applicant. All questions directed to applicants shall be related to the position for which they have applied. Questions concerning color, religion, sex, gender identity or expression, ethnicity, age, physical conditions, and any other characteristics protected by law shall not be asked.

Bullying shall be strictly prohibited and so are other conduct that tends to embarrass, demean, humiliate or in any way offend or injure the honor, dignity and self-respect, and self-esteem of the interviewer.

- e. The comparative assessment report shall not contain any disclosures and observations especially if it will only result in influencing the selection by the appointing authority to the disadvantage of the applicant.

4. Background Investigation (BI)

- a. The HRMPSB secretariats shall conduct the background Investigation using the approved BI form.
- b. Results of the BI shall strictly be confidential in nature. Any person who, by nature of his/her function or by any means acquired any information regarding the details of the investigation, and divulged or shared the same with another shall be dealt with appropriately.

5. Proceedings of the HRMPSB

- a. The proceedings of the HRMPSB shall be held in privacy to avoid any leakage of information regarding the screening process.
- b. The members of the HRMPSB shall ensure that Equal Opportunity Principles (EOP) are observed and practiced. If a member finds that he/she cannot maintain or find it difficult to maintain objectivity or uphold the equal opportunity principles, she/he must inhibit him/herself from further joining the proceedings and deliberations.
- c. HRMPSB members shall conduct themselves in such a manner expected of champions of equal employment opportunity and shall refrain from any act that may unduly jeopardize the opportunity of any person to be

selected or appointed for the position applied for. No member shall exert any influence on another member or on the entire body to the advantage or disadvantage of any one or more applicants if such violates the principles prescribed herein.

- d. Should a member of the HRMPSB find that another member is violating or unable to maintain the equal opportunity principles, he/she must point out such findings or observations to the chair of the HRNPSB who shall then act on such information with urgency. If the Chair is the one guilty, the same may be reported to the University President.

6. *Preparation of the Comparative Assessment Report*

- a. The preparation of the comparative Assessment report shall be in such a manner that only relevant information is contained therein and that the policy herein prescribed is observed. For this purpose, the comparative assessment report shall be reviewed by the HRMPSB to ensure that equal opportunity policies are not violated.
- b. The comparative assessment report shall not be submitted unless and until signed by the members of the HRMPSB that shall signify their approval of the contents thereof as well as the observance of all the policies, rules and regulations including Equal Employment Opportunity Principles (EEO) Policy.

C. PLACEMENT

1. *Selection by the appointing authority*

- a. Decisions on appointment shall be based on merit, fitness, and suitability of the candidates for the position being filled, the need of the University, and the office concerned. Guided by the HRMPSB's assessment of the candidates and in the exercise of sound discretion the Appointing Authority shall select from among the HRMPSB nominees the person deemed most qualified for appointment to the vacant position. All candidates shall be assessed based on their abilities, experience, commitment, and qualification in line with the requirements of the position.
- b. The decision of the appointing authority, as to a candidate for appointment or even to not appoint any of the nominees for appointment, shall be respected and should not be taken as a violation of the equal employment opportunity principle unless a pattern can be established from the records that suggests a bias for or against certain persons belonging to a specific category.

2. *Onboarding*

- a. Newly appointed employees shall follow the approved onboarding program process.
- b. All newly hired employees regardless of their age, sex, sexual orientation, and gender identity, civil status, disability, religion, ethnicity, political

affiliation, disability status, or any other characteristics protected by law will have the opportunity to experience onboarding

- c. Distinction shall be made between those required to undergo a probationary period, and those that are not. Appointees required to undergo probation shall be informed of such fact as well as of the details of their probation. They will be subjected to a thorough assessment of their performance capabilities and character. For the purposes of assessing their performance, the equal opportunity principle under performance management, as far as applicable shall be observed.
 - Only job-related feedbacks shall affect assessment. Personal characteristics, traits or non-job-related factors that are irrelevant to the position being filled as sex and gender, age, physical characteristics and attributes, religion, belief, creed, race, family background, political affiliation, socio-economic standing, among others shall be disregarded.
 - Management shall ensure that the comments and feedback on the character of the appointee do not stem from discrimination, bias, prejudice, or unfair treatment of the appointee.
 - Management and the supervisor shall take into consideration the side of the appointee in deciding whether he/she is retained or separated.
 - Should the decision be to terminate the services of the appointee, he/she shall be informed of his right to appeal the same in a proper forum.
- d. The venue of the onboarding of employees shall be accessible to persons with mobility disorders, pregnant women, and other newly selected employees that need special attention.
- e. Applicants who are PWD or with a mobility disability, shall be provided with a wheelchair that would ferry them to the venue.
- f. The venue of the orientation should have a ramp and be located on the ground floor of the building.
- g. Newly selected employees belonging to ethnic minorities are given the option to wear their tribal garments during the conduct of the orientation.

D. **WORK ENVIRONMENT.** The University shall make sure to create a positive and safe environment that is free from discrimination and prejudice, should an applicant from a vulnerable and disadvantaged group be selected for appointment.

VI. **COMPLAINTS.** Complaints involving the implementation of the Equal Employment Opportunity Principle and this guideline, or conduct of any personnel deemed discriminatory shall be treated through the Grievance machinery, the Committee on Decorum and Investigation (CODI), or the Revised Rules on Administrative Cases in the Civil Service, as the case may be.⁷

⁷ BSU Office Memo No. 239, s. 2018, Equal Employment Opportunity Policy

VII. EFFECTIVITY. This EEOP shall take effect immediately upon approval of the President and confirmation by the Administrative Council.

Prepared by:

PATSELYN AWINGAN BOTIWEY
Administrative Officer IV

GERRY ANNE WALSIYEN CALABIS
Administrative Assistant II

ENDORSED BY: HUMAN RESOURCE MERIT PROMOTION AND SELECTION BOARD (HRMPSB):

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Supervising Administrative Officer- HRMO
Member

MARICRIS LAD-EY NEY-NEY
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VP- Academic Affairs
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ALLAN CASALDO SACPA
VP-Admin & Finance
HRMPSB Chairperson

APPROVED:

FELIPE SALAING COMILA
University President

Date: _____