



Republic of the Philippines

TARLAC AGRICULTURAL UNIVERSITY

Camiling, Tarlac

RESOLUTION PASSED DURING THE 28TH REGULAR BOARD OF REGENTS MEETING
HELD ON JUNE 29, 2023 AT THE CHED CENTRAL OFFICE, DILIMAN, QUEZON CITY

RESOLUTION NO. 61, S. 2023

A RESOLUTION APPROVING THE AFFIRMATIVE ACTION PLAN FOR INCOMING FIRST-YEAR STUDENTS IN ACCORDANCE WITH RA 11291 (MAGNA CARTA FOR THE POOR), RA 8371 (THE INDIGENOUS PEOPLE'S RIGHTS ACT OF 1997), RA 8972 (SOLO PARENTS WELFARE ACT OF 2000), AND RA 7277 (MAGNA CARTA FOR PERSONS WITH DISABILITY) SUBJECT TO COMPLIANCE WITH OTHER EXISTING AND PERTINENT GOVERNMENT RULES AND REGULATIONS

APPROVED

I hereby certify to the correctness of the foregoing resolution.


GRACELLE P. HILARIO
Acting Board Executive Secretary

Attested:


MAX F. GUILLERMO, PhD
University President

Guidelines on the Affirmative Action Plan for Incoming First-Year Students

A. Rationale

Acting upon its philosophy, TAU remains constant in developing the students' full potentials and capabilities as they evolve into responsible professionals. Accordingly, equal opportunities are provided to all students regardless of who they are and where are from. To this end, TAU formulates and implements an affirmative action plan to ensure that equality and equity are observed among all new entrants to the university. Furthermore, by crafting this guideline, TAU also adheres to the policy of non-discrimination and provision of equal opportunity for all students as stipulated in the RA 10 931 otherwise known Universal Access to Quality Tertiary Education Act.

B. Legal bases

1. **RA 10931 otherwise known as “Universal Access to Quality Tertiary Education Act.”** RA 10931 makes tuition and other fees free to qualified students as defined in the law.
2. **RA 11291 otherwise known as “Magna Carta for the Poor.”** As stipulated in the RA 11291 Section 4.c.2, higher education institutions are instructed to “make higher education accessible to all poor individuals and families.”
3. **RA 8371 otherwise known as "The Indigenous Peoples Rights Act of 1997.** As defined by the law, Indigenous Cultural Communities/Indigenous Peoples 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. Likewise, Chapter 6, Section 30 of the same law states that the “State shall provide equal access to various cultural opportunities to the ICCs/IPs ... without prejudice ...” and that the IPs “shall have the right to all levels and forms of education of the State.”
4. **RA 8972 otherwise known as “Solo Parents’ Welfare Act of 2000.”** Section 9 of the RA 8972 otherwise known as Solo Parents’ Welfare Act of 2000 instructs Higher education institutions to provide educational benefits to qualified solo parents and their children.
5. **RA 7277 otherwise known as “Magna Carta for Persons with Disability” (as amended in the RA 10754).** Section 12 of the RA 7277 otherwise known as “Magna Carta for Persons with Disability” (amended in the RA 10754) states that PWDs must be given adequate access to quality education and that it is unlawful to deny them the admission to an academic program by reason of their disability.

C. Affirmative action Plan

Aimed at increasing the access to tertiary education and providing equal opportunities to all, the office of Student Services and Development and the Admission and Registration Services would like to propose this “guideline” and recommend that it be observed and implemented in the university upon approval.

As presently implemented by OSSD and ARS, college applicants are rated and recommended for admission into academic programs based on their scholastic records and results of admission examination. Non-qualifiers are also informed about their application status. Unfortunately for the non-qualifiers, this marks the end of their application. They may either apply to other universities or stop for a year and wait again for the next admission exam. Hence, this affirmative action plan is propose to address this gap and increase access of the students that belong to marginalized sectors to quality higher education. Such sectors are as follows:

- Students whose families are Listed in the DSWD Listahanan (4Ps beneficiaries and non-4Ps Beneficiaries of equal economic status)
- First-Generation College Students
- Solo Parents and their Children
- Member of Indigenous People’s Groups
- Students with special needs and other types of disabilities

Students Whose Families are listed in the DSWD Listahanan

In compliance with the foregoing stipulations of RA 11291, TAU shall provide consideration to non-qualifying applicants whose families are identified as “poor” based on the results of the National Household Targeting System of DSWD or otherwise known as “Listahanan”. The list includes those that are 4Ps beneficiaries and those that are non-beneficiaries but of equal economic status. Certifications from the MSWD or Baranggay Captains (if applicable) shall be required as attachment in the admission process to students who claim to be poor or otherwise indigent.

First-Generation College Students

A first-generation students is a student whose parents have not gone to college and who is the first child to pursue a Bachelor’s degree. In other words, a first-generation student is the first to enter college in his/her immediate family. TAU shall also assist first-generations students in their application as new student, as many first-generation students come from poor families. Additional points shall be given to them in the ranking system of admission.

Solo Parents and their Children

In compliance with the law, College applicants who are children of solo parents or solo parents themselves shall be given consideration to pursue a degree in the university. **Solo parents**, as defined by the law, fall under 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 'ity 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;
- (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.

Applicants who fall under this category must present an identification or any certification that may support their claim, such as Solo parent's ID or certification from MSWD.

Moreover, **children** "refer to those living with and dependent upon the solo parent for support who are unmarried, unemployed and not more than eighteen (18) years of age, or even over eighteen (18) years but are incapable of self-support because of mental and/or physical defect/disability."

Member of the Indigenous People's Groups

Non-qualifying applicants who belong Indigenous People's Group shall be also considered for admission, provided, however, that they present a valid document that supports their claim. Such documents include, but not limited to, Indigenous People's ID, Certification from NCIP, Certification from the Chieftain, or Certification from the High School attended.

Students with Special Needs and other Types of Disabilities

Non-qualifying applicants with disabilities shall also be considered for admission to available academic programs. To support their claim, they must present a certification from MSWD or a PWD ID. *It is however essential correctly indicate in the application the type of disability as the University presently can only accommodate limited types of disabilities.*

Upon enrolment, students with disabilities are highly encouraged to coordinate with their advisers so as to make special arrangements regarding their use of university facilities, Physical Education requirements, class schedules, room assignments, and other pertinent considerations.

EFFECTIVITY

This Affirmative Action Plan shall take effect immediately upon approval of the Board of Regents.