

DHVSU DIVERSITY AND INCLUSION POLICY

I. Policy Statement

The Don Honorio Ventura State University values diversity, and inclusion, and it believes that promoting and encouraging a university culture that is inclusive and respectful of all individuals.

The institution is committed tin creating and maintaining an environment that is free from discrimination and harassment on the basis of race, ethnicity, gender, gender identity, sexual orientation, age, disability, religion, or any other protected characteristic.

II. Scope

This policy applies to all enrolled students at the University and supporting students' academic and personal development.

III. Definition of Terms

Differently-Abled Students: These are students referring to Person with Disability (PWD).

Solo Parent: These are students who has a child or children but no spouse or live-in partner

Indigenous People: These are groups of people who have a distinct culture, language, and ancestry that ties them to a specific area.

IV. Roles and Responsibilities

University Administration/Officials: Responsible for the policy implementation, allocation of resources, and guarantees the compliance.

Office of Student Welfare and Formation – Affirmative Unit: The 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.

Parents/Guardians: Responsible for collaborating with the university in ensuring the welfare of their children.

V. Policy Details or Procedures

Affirmative Unit Services

1. Meet with students, gather relevant background information and review documentation of their needs.
2. Identify barriers to full access in the university environment
3. Develop individual accommodation and service plans

4. Prepare accessibility/accommodation letters for teaching faculty
5. Coordinate accommodations and services provided by OSWF (such as exam accommodations, assistive technology access, alternate format material preparation, contracted services)
6. Provide educational information and guidance including referrals to departments and service units on- and off-campus
7. Coach students to develop self-advocacy skills
8. Communicate with faculty and staff about working with students under the affirmative sector, including facilitating full access and accommodations when necessary.
9. Answer student's survey so that the university can easily identify their status.
10. Ensure that students with disabilities have equal access to education, facilities, and resources.
11. Provide necessary accommodations and support to help Solo, Parent, PWD and IP students succeed academically.
12. Support solo parents by offering flexible arrangements and resources that help them balance academic responsibilities with caregiving duties.
13. Acknowledge and respect the cultural heritage, traditions, and rights of Indigenous students.
14. Create a learning environment that is inclusive and supportive to students' unique needs and backgrounds.

VI. Monitoring and Review

This policy may be revised as needed to align with changes of Republic Act 7277 "Magna Carta of Disabled Persons", The Indigenous Peoples Rights Act of 1997 (IPRA) or Republic Act No. 8371 and The Solo Parents Welfare Act of 2000, also known as Republic Act (RA) 8972.

VII. Consequences of Non-Compliance

Failure to comply with the guidelines in this policy may result in limited access to University resources, or other consequences deemed appropriate by the University administration.

VIII. References

- Republic Act 7277 "Magna Carta of Disabled Persons",
- The Indigenous Peoples Rights Act of 1997 (IPRA) or Republic Act No. 8371
- The Solo Parents Welfare Act of 2000, also known as Republic Act (RA) 8972.
- DHVSU Student Manual