

# URDANETA CITY UNIVERSITY POLICY FOR EQUITABLE ACCESS TO OUTREACH PROGRAMS AND EXTENSION ACTIVITIES

## SECTION 1. GENERAL PROVISIONS

### 1. Short Title

This document shall be known as the **Urdaneta City University Policy for Equitable Access to Outreach Programs and Extension Activities**.

### 2. Declaration of Policy

Urdaneta City University (UCU) is deeply committed to **fostering an inclusive, equitable, and diverse academic environment** across all of its outreach programs and extension activities. Consistent with its core values and aligned with the **United Nations Sustainable Development Goal 4 (Quality Education)**, the University recognizes that quality learning must be **accessible to everyone**, regardless of **ethnicity, religion, disability, immigration status, gender, or any other social characteristic**.

This policy seeks to:

- Guarantee that all outreach and extension programs are **inclusive and accessible** to all sectors of society.
- Identify and eliminate barriers that hinder the participation of **marginalized or underrepresented groups**.
- Foster **cultural awareness, respect, and engagement** with diversity within university-led outreach initiatives.
- Ensure that the design, implementation, and evaluation of outreach activities consistently apply **principles of equity, inclusion, and accessibility**.

### 3. Purpose

This policy aims to uphold **UCU's inclusive education mandate** by ensuring that all individuals—regardless of background or identity—have equal opportunities to participate in the University's outreach and extension programs. Specifically, it seeks to:

- Reduce disparities in participation and access to university-led programs.
- Provide a consistent, transparent framework for equitable program implementation.
- Encourage collaboration among students, faculty, staff, and community stakeholders to promote inclusivity and shared learning.

### 4. Scope

This policy covers all outreach and extension programs, including:

- Educational and vocational training programs.
- Public lectures, seminars, and community workshops.
- Community engagement, volunteer, and service-learning projects.
- Research and field-based outreach initiatives.
- Programs supporting local development, livelihood, and civic education.

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## **SECTION 1. GENERAL PROVISIONS**

### **5. Principles of Inclusive Access**

To ensure that all educational and outreach programs embody inclusivity, the University adopts the following guiding principles:

- a) Non-Discrimination:** All programs shall be open to participation regardless of ethnicity, religion, gender, disability, or immigration status.
- b) Universal Design:** Programs shall be developed with universal accessibility in mind, ensuring participation by individuals with diverse needs—physical, digital, or cognitive.
- c) Cultural Competence:** Faculty, staff, and volunteers shall be equipped to recognize, respect, and integrate diverse cultural perspectives into program delivery.
- d) Transparency and Communication:** All outreach opportunities shall be clearly communicated and made accessible to ensure broad participation, especially from disadvantaged sectors.

### **Section 2. Definition of Terms**

- 1. Outreach Programs** – Structured university initiatives that extend learning, service, or research engagement to the broader community.
- 2. Extension Activities** – Programs that apply university knowledge and expertise to benefit communities beyond the campus setting.
- 3. Discrimination** – Any practice that denies equal access based on ethnicity, religion, gender, disability, immigration status, or other protected categories.
- 4. Inclusion** – Creating environments where all individuals are respected, valued, and able to participate meaningfully.
- 5. Accessibility** – Ensuring that physical, digital, and communication environments are usable by all individuals, including those with disabilities or language barriers.
- 6. Marginalized Groups** – Communities or individuals excluded due to social, cultural, or economic barriers.
- 7. Accommodations** – Adjustments that enable individuals with special needs to fully participate in programs (e.g., sign language interpretation, captioned materials).
- 8. Cultural Sensitivity** – Recognizing and respecting diverse cultural practices and incorporating them into program design and delivery.

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# **URDANETA CITY UNIVERSITY POLICY FOR EQUITABLE ACCESS TO OUTREACH PROGRAMS AND EXTENSION ACTIVITIES**

## **SECTION 1. GENERAL PROVISIONS**

### **Section 3. Institutional Mechanism for Ensuring Inclusive Implementation**

#### **1. Center for Community Development and Extension Services Committee**

This committee shall oversee the implementation of this policy and ensure that all outreach and extension initiatives embody inclusivity. It shall include representatives from key departments and collaborate with the **External Affairs and Linkages, Center for Student Leadership and Development, and the University Student Council.**

#### **2. Responsibilities of the Committee**

- Ensure inclusive design and implementation of all outreach programs.
- Monitor participation of diverse and underrepresented groups.
- Address barriers that limit participation.
- Provide training, guidelines, and resources to enhance inclusivity in all university activities.

#### **3. External Affairs and Linkages**

- Develop partnerships with local communities, government agencies, and organizations to expand equitable access.
- Integrate inclusivity principles in all outreach collaborations.
- Disseminate best practices for culturally competent program delivery.

#### **4. Center for Student Leadership and Development**

- Encourage student involvement in outreach planning and execution.
- Evaluate inclusivity outcomes of student-led initiatives.
- Create feedback channels to ensure continuous improvement in inclusivity.

#### **5. University Student Council**

- Promote awareness of equity, diversity, and inclusion among students.
- Encourage participation in volunteer and service programs.
- Advocate for marginalized voices in outreach planning.
- Provide feedback on inclusivity and program impact.

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## SECTION 1. GENERAL PROVISIONS

### Section 4. Institutional Program for Inclusive Access

1. **Program Accessibility Audit** – Regular assessments of all outreach programs to ensure compliance with inclusion standards.
2. **Staff and Volunteer Training** – Mandatory sessions on diversity, equity, cultural competence, and inclusive engagement.
3. **Community Feedback Mechanism** – Continuous collection and evaluation of participant feedback for program improvement.
4. **Targeted Outreach Initiatives** – Focused efforts to reach and empower underrepresented communities, including persons with disabilities, indigenous peoples, immigrants, and low-income groups.

### Section 5. Incentives, Recognition, and Enforcement

1. **Incentives for Inclusivity** – Recognition and grants for departments or individuals who exemplify inclusive outreach practices.
2. **Rewards for Best Practices** – Certification or public acknowledgment for exemplary inclusive programming.
3. **Policy Compliance and Enforcement** – Programs found non-compliant will be reviewed, restructured, or suspended until inclusion standards are met. Violations may lead to retraining or administrative action.

### Section 6. Innovation, Awareness, and Review

1. **Research and Technology Integration** – Invest in accessible digital platforms and data tools to track participation diversity.
2. **Public Education and Awareness** – Conduct campaigns, seminars, and workshops to promote the value of inclusion in education.
3. **Policy Review Cycle** – Review every three (3) years to ensure continuous relevance and responsiveness to emerging needs.

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## SECTION 1. GENERAL PROVISIONS

### Section 7. Reference to Global Standards

1. **UN Sustainable Development Goal 4 (Quality Education)** – Ensuring inclusive and equitable quality education for all.
2. **UN Convention on the Rights of Persons with Disabilities (CRPD)** – Promoting full participation of persons with disabilities in education and community life.
3. **Universal Design for Learning (UDL)** – Framework ensuring flexible and inclusive learning environments.
4. **UN SDG 10 (Reduced Inequalities)** – Advocating equality of opportunity and accessibility across all social dimensions.

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