# STUDENTS WITH SPECIAL NEEDS IN A STATE UNIVERSITY IN THE PHILIPPINES

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**Abstract**

   *This study focuses on profiling university students with disabilities, indigenous students, and single parents. The descriptive research design was utilized to describe the students with special needs in terms of their grade level, degree program, age and gender, scholarships, grants and loans, other benefits availed of and problems encountered, and needs. The tribe and language spoken by the indigenous students, the prevalence of the student's disabilities, and the source of income and number of dependents of solo parents were also described. Using the aforementioned descriptions, this study determined the significant profiles of indigenous students, single-parent students, and students with disabilities. It has been noted that indigenous students' dialects and proximity were some factors in choosing the higher education institution they enrolled in. Regarding the students with disabilities, 2 out of every 1000 college students have either a psychosocial disability, an orthopedic disability, or a hearing impairment. Meanwhile, the solo parents are pursuing their tertiary education despite being separated from their partners or spouses with the aid of their family members. Moreover, the higher education institution and the government lack financial support solely intended for students with special needs while pursuing their respective degrees. It is hereby recommended that the program chairperson assign lecture rooms and laboratories for students with orthopedic disabilities on the first floor. Further, to proactively determine the students with special needs and elicit empirical data, admission forms, enrollment forms, cumulative record forms, and other necessary documents may be revised and used.*

Keywords: *indigenous students, solo parents, students with disability*

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## 1.0 Introduction

   The World Conference on Education for All, an international conference focused solely on education, took place in 1990 in Jomtien, Thailand. The Global Declaration on Education for All was adopted as a result of the Conference, which was organized by UNESCO, the World Bank, UNICEF, and the United Nations Development Programme (UNDP) (the Jomtien Declaration). Following this meeting, governments of industrialized countries and international organizations started concentrating on supporting education for all (EFA) as a goal that should be shared by all countries. EFA then gained international traction as a slogan for educational cooperation. Such a concentration had a significant impact on low-income countries' educational policies (Kuroda, 2016). The Millennium Development Goals (MDGs), which launched a global initiative to combat poverty in 2000, came after the EFA. In addition to other development targets, the MDGs established quantifiable, broadly accepted goals for combating extreme poverty and hunger, eliminating fatal diseases, and providing universal primary education. The Sustainable Development Goals (SDGs), which were formed during the 2012 United Nations Conference on Sustainable Development in Rio de Janeiro, took the place of the Millennium Development Goals (MDGs). The purpose was to create a set of global objectives that addressed the pressing environmental, political, and economic issues facing our planet (United Nations Development Programme, 2021).

   In the SDGs, Goal 4 was designated as education. SDG 4 highlights the idea of inclusive education, which covers education's quality, equity, and diversity in addition to access to it. The ten (10) targets that form the basis of SDG4 are also distributed among other educational domains, including pre-primary education, higher education, adult education, gender, and peace education. According to Nishimura and Sasaoka (2016), equity refers to the distinct educational treatment of persons in different circumstances to attain equality. Equality refers to a situation in which all people are equal. From the perspective of equity, it is acceptable to provide extra assistance to groups that are at a disadvantage (Miwa, 2005). Thus, UNESCO (2017) analyzed the equity of education based on gender equality, geographical conditions, income status, language, and disability. On the other hand, reducing inequalities is embedded in SDG 10. This SDG calls for reducing inequalities in income as well as those based on age, sex, disability, race, ethnicity, origin, religion, or economic or other status within a country. The goal also addresses inequalities among countries, including those related to representation, migration, and development assistance.

   Higher education institutions (HEIs) play critical roles in achieving the SDGs, especially SDGs 4 and 10. The localization of the SDGs offers HEIs the chance to research and increase the body of knowledge for a future generation with sustainable ideals. By assisting local communities in forming partnerships with government organizations, HEIs may play a vital role in connecting the local and global implementation of the SDGs. Local sustainability concerns could be addressed by identifying gaps between regional sustainability practices and national SDG policies. Approaches that are inclusive and participatory are crucial for enabling civil society to own common sustainability visions. It is imperative that HEIs collaborate with one another and assemble social capital from various organizations both inside and outside of communities (Smith et al., 2018) to cater to various students, such as students with disabilities, solo-parent students, and students who are part of indigenous communities.

   Indigenous peoples are often not well known or understood at higher education institutes. This incomplete knowledge has contributed to the notion that Indigenous student populations are homogeneous (Shotton, 2018), exacerbated by the dearth of statistics on Indigenous students. The perception of indigenous students as belonging to a single racial group is frequently mistaken, and generalizations about their experiences are made. The truth is that Indigenous kids come from a variety of origins, places, and experiences. Although Indigenous students in higher education share certain common experiences, there is no single Indigenous higher education experience (Minthorn & Shotton, 2015; Shotton, 2018). Microaggressions toward Indigenous students frequently take the form of misconceptions and preconceptions. Although each incident may appear insignificant on its own, over time, they add up and can have a significant, substantial impact on one's well-being. Because of their encounters with prejudice, Indigenous students frequently feel like they do not belong in colleges (Shotton, 2018; Tachine *et*

*al.,* 2017). In addition, Indigenous college access programs can be crucial sources of information for Indigenous students when high-quality college counseling and academic guidance are not generally available (Waterman et al., 2018). This is supported in the study by Pidgeon *et al.* (2014), which emphasized that a formal aboriginal mentorship program created improvements in self-esteem, self-efficacy, and graduation rates, which caters to the specific needs of the indigenous students as well as family engagement and involvement. Moreover, mentorship interactions produced significant effects on students' resilience and confidence, contributing to an effective post-secondary learning experience.

In the promotion of inclusive education in Higher Education Institutions (HEIs), vulnerable ones like students with disabilities should also be taken into consideration. According to Lamichhane and Kawatsu (2014), the negative effect of disability suggests that due to discriminatory behavior and other barriers in families and institutions, children with disabilities are less likely to attend school. Hence, the study of Carmit-Noa *et al.* (2021) highlighted the role of the Disability Support Center in supporting the processes of disability identification among students with disabilities as individuals and as a group. The study emphasizes the need for holistic and inclusive change in higher education policy and practice.

One of the new vulnerable groups in higher education institutions that needs more support is students who are single parents. People may have varied perspectives on single parents attending college. People may believe that a lone parent engages in risky sexual and social activities. Peers and lecturers may also view single parents as promiscuous. Hence, even though the stigma associated with single parenting has vanished in modern communities, it might still exist in college (Agarwal, 2009).

The SDG Goals are in harmony with the 1987 Philippine Constitution which declares that the state shall protect and promote the rights of all Filipino citizens to quality education at all levels and shall take appropriate steps to make education accessible to all. In Philippine Higher Education, to attain students' holistic development, all Higher Education Institutions (HEIs) shall ensure the delivery of support services and programs. One support service is the Institutional Student Programs and Services, which is designed to proactively respond to the basic health, food, shelter, and safety concerns of students, including those with special needs and disabilities, and the school. In addition to admission, scholarship, and financial assistance, multi-faith services are the concerns of the unit. On the other hand, students with special needs include persons with disabilities, indigenous people, and solo parents (Commission on Higher Education Memorandum Order [CMO] No. 9, 2013).

The HEIs shall ensure that academic accommodation is made available to persons with disabilities and learners with special needs with proper consultation and conference with the students with disabilities themselves, together with their teachers, parents, guardians, personal assistants, and other concerned professionals, whenever necessary (CMO No. 9, 2013). The success of students with special needs in higher education institutions requires the concerted effort of the different stakeholders—the academy, the home, and the community. CHED requires all HEIs to conduct monitoring and evaluation of the programs and services, which is equally reflected as one of the required documents by any higher education accrediting body such as the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), Inc.

Currently, the Tarlac Agricultural University's Office of Student Services and Development (OSSD) has newly created Student Inclusion Services in addition to the existing services of the office, which will greatly help to realize the mandate of the University provided in the aforementioned memorandum. The department is responsible for designing programs and services for students with disabilities, indigenous students, and solo parents. Moreover, the department is also responsible for providing the necessary information needed by the different agencies like CHED, the Philippine Association of State Universities and Colleges (PASUC), the Department of Social Welfare and Development (DSWD), the National Council for the Welfare of Disabled Persons (NCWDP), the Commission on Indigenous Peoples, etc.

This study conducted a profiling of the students with disabilities, Indigenous students, and students with solo parents enrolled in the second semester of Academic Year (AY) 2018-2019 at the University. This profiling aims to provide empirical data on crafting policies, programs, and other developmental initiatives to be conducted by the newly established unit and the University as a whole to better serve the most vulnerable sectors of the students. This will also contribute to the realization of SDGs 4 and 10 at the University. Likewise, these profiles elicited in the study were significant data that are needed by several government agencies and are required by several government laws such as RA 10931, otherwise known as the "Universal Access to Quality Tertiary Education Act; RA 11291, otherwise known as the "Magna Carta for the Poor; RA 8371, otherwise known as the Indigenous Peoples Rights Act of 1997; RA 8972, otherwise known as the "Solo Parents' Welfare Act of 2000; and RA 7277, otherwise known as the "Magna Carta for Persons with Disability" (as amended in RA 10754). Specifically, this study sought to (a) describe Indigenous Students in terms of their tribe and their dialect/language spoken, as well as scholarships/grants/loans and other benefits/services availed as Indigenous Student; (b) describe Students with Disabilities in terms of their disability/prevalence and scholarships/grants/loans and other benefits/services availed as Student with Disabilities (c) describe Solo-parent Students in terms of their source of income, number of dependent children, and scholarships/grants/loans and other benefits/services availed as Solo Parent Student; and (d) determine problems encountered and needs by the Students with Special Needs while pursuing their respective degree programs.

## 2.0 Methodology

The descriptive research design was utilized in this study to describe the students with special needs in terms of their year level, degree program, age and gender, scholarships/grants/loans and other availed benefits, problems encountered and needs. The tribe and language spoken by the indigenous students, the prevalence of the student's disability, the source of income, and number of dependents of solo parents were also described.

All students who declared themselves as students with disabilities, Indigenous students, and solo parent students enrolled in the University during the 2nd semester of the academic year 2018–2019, were the subjects of the study. Total enumeration was used in this study.

According to Chapter 3, Article 2, Section 2 of the Tarlac Agricultural University Code, "No student shall be denied admission because of race, sex, age, socio-economic status, religious belief, political affiliation, ideology, or physical disability." This provision in the University's Code reflects inclusivity in the admission of students. Table 1 presents the year level, degree program, gender, age, and marital status of the students with special needs in the University for Academic Year 2018-2019.

To gather the needed data on the profile of students with special needs, a questionnaire was used as an instrument, which was supplemented with interviews. In the data analysis, frequency counts and percentages were used to describe the profile of students with special needs. Tables were utilized to give the reader a comprehensive picture of the gathered data and information.

Ethical considerations were given appropriate attention through informed consent, explaining the participants' right to withdraw, non-disclosure of personal data, and other responses deemed confidential.

## 3.0 Results and Discussion

Few studies relative to indigenous people have been conducted in the Philippines (Capistrano, 2010; Fiagoy, 2000; Licen *et al.,* 2012; Mahinay, 1995). Most of these studies have focused on the daily lives, rights, cultures of the Filipino Indigenous people, and their integration into mainstream society. Very few studies have focused on the education of Indigenous people. Indigenous Peoples are distinct social and cultural groups that share collective ancestral ties to the lands and natural resources where they live, occupy, or have been displaced. The land and natural resources on which they depend are inextricably linked to their identities, cultures, livelihoods, including their physical and spiritual well-being. They often subscribe to their customary leaders and organizations for representation that is distinct or separate from that of the mainstream society or culture.

Table 1 Demographic profile of students with special needs

| Characteristics | Frequency (n=19) | Percentage |
|---|---|---|
| Year Level | | |
| 1st Year | 9 | 47.00 |
| 2nd Year | 3 | 16.00 |
| 3rd Year | 1 | 5.00 |
| 4th Year | 3 | 16.00 |
| 5th Year | 3 | 16.00 |
| Degree Program | | |
| BAS (Bachelor of Animal Science) | 1 | 5.26 |
| BECED (Bachelor of Early Chilhood Education) | 1 | 5.26 |
| BEED (Bachelor of Elementary Education) | 1 | 5.26 |
| BSA (Bachelor of Science in Agriculture) | 4 | 21.05 |
| BSABE (Bachelor of Science in Agricultural and Bio System Engineering | 1 | 5.26 |
| BSE (Bachelor of Secondary Education) | 3 | 15.79 |
| BSIT (Bachelor of Science in Information Technology) | 1 | 5.26 |
| BSP (Bachelor of Science in Psychology | 1 | 5.26 |
| DVM (Doctor of Veterinary Medicine) | 6 | 31.60 |
| Gender | | |
| Male | 6 | 32 |
| Female | 13 | 68 |
| Age | | |
| 19-20 | 8 | 42 |
| 21-22 | 4 | 21 |
| 23-24 | 3 | 16 |
| 25-26 | 3 | 16 |
| 27-28 | 0 | 0 |
| 29-30 | 0 | 0 |
| 31-32 | 1 | 4 |
| Marital Status | | |
| Single | 19 | 100 |

Many Indigenous peoples still maintain a language distinct from the official language or languages of the country or region in which they reside (World Bank, 2021). Table 2 presents the tribal groups and the dialect/language spoken by the students who identify themselves as Indigenous people.

Table 2 Description of indigenous people students

| Description | Frequency (n=8) | Percentage |
|---|---|---|
| Indigenous Students' Tribe | | |
| Abelling | 4 | 50 |
| Igorot | 4 | 50 |
| Dialect/Language Spoken | | |
| Kankana-ey | 4 | 50 |
| Ilocano | 8 | 100 |
| Zambal | 4 | 50 |

Note: *Multiple response

It is revealed in the table that a percentage of students who were enrolled in the University during the Academic Year 2018-2019 belong to the Abelling and the Igorot Indigenous tribes. Little is known about the Abelling Tribe (spelled also as Aberling or Abellen) except that it is a tribal group found mostly in the hinterlands of Tarlac Province. It is believed that the Abellings are also descendants of the most popularly known Aeta tribes like the Mag-indi, Magan-tsi, Ambala, and Mariveleño. Their physical features are slightly bigger than the popularly known size of the aborigines. Their hair is not so kinky, unlike those of the Magan-tsi's, that others dubbed them "aeta mestizos". The Abellings also stay together in communities scattered all over the highlands of Bamban, Capas, San Jose, Mayantoc, and Tarlac City (Sunstar, 2014). On the other hand, the Igorot (Tagalog for 'mountaineer'), or ethnolinguistic groups in the Cordilleras, are any of various ethnic groups in the mountains of northern Luzon, Philippines, all of whom keep or have kept until recently, their traditional religion and way of life. Some live in the tropical forests of the foothills, but most live in rugged grassland and pine forest zones higher up (Britannica, 2019).

Since all of the students who belong to tribal groups come from the Highlands of Benguet and some western parts of Tarlac, all of them are capable of speaking the Ilocano dialect, all of them can also speak and understand Filipino. This means that there is almost no language barrier to pursuing their education at the University as majority of the students, staff, and faculty members are Ilocano and Filipino/Tagalog speakers. The Igorot students also speak Kankana-ey, while the Abelling students speak Zambal in addition to Ilocano as their tribal dialects.

On the other hand, findings of this study reports that these students have not received any Scholarships/Grants/Loans and other benefits, which are specifically offered for Indigenous students during the academic year 2018-2019. The present status of Indigenous students may be of great baseline data for the HEIs to provide necessary assistance since home-going behaviors can empower indigenous students to persist in college, providing them with the support that they need to succeed like high-quality college counseling and academic guidance, which are not generally available (Waterman, 2012; Waterman et al., 2018). Nonetheless, the students are hopeful that they will be given a chance to be part of the Tertiary Education Subsidy offered by the government in the next academic year through the Universal Access to Quality Tertiary Education Act, officially designated as Republic Act 10931. This government program offers free tuition and other fees, including

monthly stipend and book allowance.

In this study, the definition of disability is drawn from RA 7277, also known as the Magna Carta for Disabled Persons, wherein disability shall mean 1) a physical or mental impairment that substantially limits one or more psychological, physiological, or anatomical functions of an individual or activities of such individual; 2) a record of such an impairment, or 3) being regarded as having such an impairment (Section 4.c). On the other hand, disabled persons 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 for a human being (Section 4.a). Moreover, impairment is any loss, diminution, or aberration of a psychological, physiological, or anatomical structure or function (Section 4.b) (National Council on Disability Affairs, 1992).

The keywords in this definition are the limitation of major life activities, such as vision, hearing, physical mobility, cognition, learning, emotional control, and intellectual capacity. Thus, disabilities that are readily visible such as blindness, deafness, and physical disabilities are a part of this definition; however, disabilities that cannot be seen, such as learning disabilities, autism, and mental illness, are also a part of this definition as these too can impact major life activities. Table 3 presents the prevalence of disabilities of students with additional needs.

Table 3 Prevalence of disability among respondents

| Description | Frequency (n=5) | Percentage |
|---|---|---|
| Disability | | |
| Psychosocial Disability | 1 | 20 |
| Orthopedic Disability | 3 | 60 |
| Hearing Impairment | 1 | 20 |

Table 3 presents the data of the students with disabilities at the time of the conduct of the study. The profiling determined 4 types of disabilities: psychosocial disability, cerebral palsy, orthopedic disability, and hearing impairment. Findings revealed that most of these students have an orthopedic disability due to chronic illness.

According to the Philippines' Department of Health (DOH), psychosocial disability includes bipolar disorder, depression, ADHD, epilepsy, and other long-term and recurring mental or behavioral issues. Based on the interview conducted with the family of the participants with psychosocial disability, their child's [psychosocial] disability is due to epilepsy. With this, the student is taking a lifetime maintenance with regular computerized tomography (CT) scans and angiograms. The DOH also declares that Orthopedic (Musculoskeletal)/ Physical disability includes people with dwarfism and amputated hands or feet, cerebral palsy, as well as individuals with scoliosis. The three students with orthopedic disabilities have their devices, such as wheelchairs and prosthetics. These devices help the students with disabilities to partially utilize, if not fully, the facilities and amenities of the University. Further, individuals who are deaf or can hardly hear are considered impaired by the DOH. Based on the follow-up interview with the families of the student, she is supported by a hearing aid to cope with the daily tasks and activities at the University. They also revealed that the student is taking medicines for her impairment.

The provision in RA 7277, Sec. 13 states that "the State shall provide financial assistance to economically marginalized but deserving disabled students pursuing post-secondary or tertiary education. Such assistance may be in the form of scholarship grants, student loan programs, subsidies, and other incentives to qualified disabled students in both public and private schools. At least five percent (5%) of the allocation for the Private Education Student Financial Assistance Program created by R.A. 6725 shall be set aside for disabled students pursuing vocational or technical and degree courses" (National Council on Disability Affairs, 1992). Although, the participants claim that they are recipients of the Free Higher Education Act, which provides free tuition and other fees in the University, findings of this study report that none of the students with a disability during the school year 2018-2019 are enjoying any scholarship or grant from the government and/or private individuals, which are specifically given to students with disabilities. They do not have a loan from the government or private individuals, either.

In this study, a solo-parent is defined based on the Solo Parents' Welfare Act of 2000 or RA 8972. Section 3.a of the said act states that "Solo parent is 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) a parent left solo or alone with the responsibility of parenthood due to death of spouse; (3) a 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) a 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) a 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) a 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) a parent left solo or alone with the responsibility of parenthood due to abandonment of spouse for at least one (1) year; (8) an 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; and (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 (LawPhil, 2000).

Tehan (2007) argued that single-parent students are a special population who require different avenues of advice than traditional students. Stresses ordinarily present in an average college student's academic experience can present extraordinary challenges for single parents. For example, having to schedule child care, caring for sick or special needs children, meal planning and preparation, assisting with children's homework, taking children to doctor's appointments, and prioritizing work/financial support with the allocation of time for study to ensure academic success are just a few of the obstacles that single mother students face weekly. Understanding such challenges and resources is important in advising this student populace to stack the odds of success as greatly in their favor as possible (Tehan, 2007).

Gasman and Conrad (2015) noted that ensuring equal access to college is only half of the challenge of equal access to educational opportunities in a diverse society. Equal access and opportunity mean institutional grasp and valuation of the cultural, social, and educational resources unique students bring to college, including

the underserved populace of single-parent mothers who are students matriculating into higher education institutions.

However, with the challenges of single mothers who are at the same time undergraduate students, this study does not only include students who are single mothers but also single fathers who are pursuing their tertiary education in the University.

Table 4 Description of solo-parent students

| Description | Frequency (n=8) | Percentage |
|---|---|---|
| Source of income/financial support | | |
| Family | 4 | 67 |
| Small business | 2 | 33 |
| Number of Dependents | | |
| One | 5 | 83 |
| Two | 1 | 17 |

Table 4 reveals that most of the solo-parent students at the University are supported by their families in their higher education pursuits. Some of them are making extra efforts to sell merchandise, like opening a sari-sari store and selling snacks in their respective communities and at the University, to support their schooling and their children while pursuing their respective degrees. Based on the interview conducted with parents of single-parent students, most of them have had their children during their high school years and were eventually left by their partners before they enrolled in college.

The solo-parent students' views when they took the risk to pursue their higher education is similar to Duncan's (2011), who argued that education can help minimize the economic burden of early parenthood by helping young parents to attain the educational resources necessary to achieve their economic and other desired life goals. More and more people recognize education is a game-changer in the global economy. Their motivation for studying is to have a promising future for their babies.

The mandate of RA 8972, section 9, which states that "The DECS, CHED, and TESDA shall provide the following benefits and privileges: (1) Scholarship programs for qualified solo parents and their children in institutions of basic, tertiary and technical/skills education; and (2) Non-formal education programs appropriate for solo parents and their children (LawPhil, 2000). Although, the solo-parent student claim to be recipients of the Free Higher Education Act, the findings of this study report that, like the students who are part of Indigenous groups and students with disabilities, the solo-parent students are not enjoying any scholarship or grants specifically given to solo-parents during the school year 2018-2019.

Financial support is the most pressing need and the problem of students with additional needs. Since the students who are part of Indigenous groups come from remote areas, additional financial support for their travel or boarding expenses is needed. Students with disabilities have medical needs, including devices to support their mobility and access to facilities and amenities of the University. Lastly, solo-parent students have dependents to support them while pursuing their higher education. Secondary to this is the teacher- and University-support. Some professors are not considerate enough when some of them cannot attend classes and miss some activities and quizzes due to the pressing financial problems and other needs. In addition, the students with orthopedic disabilities can hardly attend classes on the second floor due to their motor disability. The third is a minor cultural adjustment and hot weather conditions at the University. The students from the highlands are experiencing cultural adjustment, while food services and community norms are

some of the changes they are encountering.

## 4.0 Conclusion

The current study determined the significant profiles of Indigenous students, single-parent students, and students with disabilities. It has been noted that Indigenous students' dialects and proximity were considerable factors in their choice of higher education institution to enroll in. Regarding the students with disabilities, 2 out of every 1000 college students have either a psychosocial disability, an orthopedic disability, or a hearing impairment. Meanwhile, the solo parents are pursuing their tertiary education despite being separated from their partners or spouses, with the aid of their family members.

Further, the findings of this study reveal that higher education institutions and the government lack financial support solely intended for students with special needs while pursuing their respective degrees. Thus, based on the findings and conclusions, it is recommended that the University, through the Office of Student Services and Development, seek financial support from government agencies and/or private individuals and organizations to provide scholarships and/or education grants to the students with special needs. Each program chairperson can also assign lecture rooms and laboratories for students with orthopedic disabilities to the first floor. In terms of the Indigenous students, the University, through the Office of Student Services and Development, may conduct activities to help them adjust culturally. Finally, to proactively determine the students with special needs and elicit empirical data, admission forms, enrollment forms, cumulative record forms, and other necessary documents may be revised and used.

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