ATENEO DE MANILA UNIVERSITY
Loyola Schools

SYLLABUS FOR UNDERGRADUATE COURSES
MAJOR, CORE CURRICULUM and ELECTIVES

A. COURSE INFORMATION

COURSE NUMBER	NSTP12 (CWTS)			NO. OF UNITS	3
COURSE TITLE	Civic Welfare Training Service				
PREREQUISITE/S					
DEPARTMENT/ PROGRAM	Office for Social Concern and Involvement			SCHOOL	Mission Integration Cluster
SCHOOL YEAR	2025 - 2026			SEMESTER	2nd
INSTRUCTOR/S	Reginales, Jonathan				
VENUE	TBA	SECTION	N-WAM7	SCHEDULE	WED 8:00-12:00

B. COURSE DESCRIPTION

The National Service Training Program, which is mandated by the National Service Training Program Act of 2001, seeks to "promote civic consciousness among the youth" and develop "their physical, moral, spiritual, intellectual, and social well-being." It also inculcates "patriotism, nationalism, and advances their involvement in public and civic affairs." To achieve these objectives, students are provided with opportunities to respond to the needs of marginalized communities or organizations through service-learning activities. It also aims to involve students in activities that help them define themselves in the world and be more discerning of their role in our society.

WHERE IS THE COURSE SITUATED WITHIN THE FORMATION STAGES IN THE FRAMEWORK OF THE LOYOLA SCHOOLS CURRICULA	
	FOUNDATIONS: Exploring and Equipping the Self
	ROOTEDNESS: Investigating and Knowing the World
✓	**DEEPENING: Defining the Self in the World**
	LEADERSHIP: Engaging and Transforming the World

C. PROGRAM LEARNING OUTCOMES

This section does not apply to a student who is not a major of the program under which this course is offered

Alignment of Program to the Core Curriculum Learning Outcomes

The Ideal Ateneo Graduate: A Person of Conscience Competence Compassion Commitment							
CCLO 1	CCLO 2	CCLO 3	CCLO 4	CCLO 5	CCLO 6	CCLO 7	CCLO 8
✓	✓	✓	✓	✓	✓	✓	✓

D. COURSE LEARNING OUTCOMES

Alignment of the Course to the Core Curriculum Learning Outcomes

The Ideal Ateneo Graduate: A Person of Conscience Competence Compassion Commitment							
CCLO 1	CCLO 2	CCLO 3	CCLO 4	CCLO 5	CCLO 6	CCLO 7	CCLO 8
CLO 1 **CLO 2** *CLO1a* *CLO2a* *CLO2b* *CLO2c* *CLO2d*	**CLO 1** **CLO 2** **CLO 3** *CLO1a, CLO1b,* *CLO1c, CLO1d* *CLO2a, CLO2b,* *CLO2c, CLO2d,* *CLO3b*		**CLO 2** **CLO 3** *CLO2a,* *CLO2b,* *CLO2c,* *CLO2d,* *CLO3a,* *CLO3b*	**CLO 3** *CLO3a,CLO3b*		**CLO 1** **CLO 2** **CLO 3** *CLO1a, CLO1b,* *CLO1c, CLO1d,* *CLO2a, CLO2b,* *CLO2c, CLO2d* *CLO3a, CLO3b*	

By the end of this course, students should be able to:

COURSE LEARNING OUTCOMES
CLO 1: Apply interdisciplinary and scientific methodologies and frameworks to understand socioeconomic vulnerabilities in their assigned community leading to a commitment towards advocacies that promote poverty alleviation and sustainable development
CLO1a: Describe different transforming structures and processes that contribute to or help alleviate the experience of poverty and marginalization in their assigned community

CLO 2: Apply interdisciplinary and scientific methodologies and frameworks in analyzing contemporary socio-economic issues, particularly on poverty and sustainable development Note: SHARED COMPETENCE WITH SOC SC 13 and THIRD YEAR ILOs
CLO2a: Apply technical skills acquired in Social Science 13 and other partner service-learning subjects in addressing the identified issues in the community during their NSTP 12
CLO 3: Commit to advocacies that promote poverty alleviation and sustainable development, especially in marginalized sectors and communities Note: SHARED COMPETENCE WITH SOC SC 13 and THIRD YEAR ILOs
CLO3a: Demonstrate generosity in service through quality output in Social Science 13 and other partner service-learning subjects

E. COMMUNITY OUTPUT OR SERVICE

In this course, students will have the opportunity to address the development needs of the partner community by applying their acquired knowledge and honed technical skills. In particular, BS Computer Science students will implement Digital Community Mapping at Barangay Banaba, San Mateo, Rizal.

By the end of the area engagements, community participants should be able to:

1. Explain the causes and effects of disaster risks that they experience in the area;
2. Recognize Digital Community Mapping as an approach to mitigate disaster risks; and
3. Implement Digital Community Mapping on their own.

F. COURSE OUTLINE and LEARNING HOURS

Course Outline	CLOs	Estimated Learning Hours
MODULE 1: PREPARATORY PHASE		
Program Context and Preparatory Sessions ***Program Orientation*** - Identify the role of InAF in the student's holistic formation - Identify rationale, policies, and guidelines of the NSTP12-Bigkis Program	CLO2a	2 hours
Service-Learning Orientation - Supplement the SocSc 13 service-learning discussion by identifying the tasks needed for the completion of the program - Note: This will be done during your SocSc 13 classes.		1.5 hours

Integration Session - How to engage with community partners and conduct yourself during area engagements - How to address/respond to certain scenarios during area engagements		3 hours
MODULE 2: ENGAGEMENT PHASE		
Area Orientation - Introduction to partner organization/community (Area Profile) - Initial interaction and rapport-building with the partner community/institution	**CLO1** *CLO1a,* **CLO 2** *CLO 2a*	4 hours
Area Engagements - Community Service, Data-Gathering, and Interaction with the Community/Institution - Soft processing sessions and consultation sessions with Formators and SocSc 13 in between area engagements - Presentation of Community Output - Sharing of learnings and key takeaways from the area engagements	**CLO 1** *CLO1 a* **CLO 2** *CLO 2 a* **CLO 3** *CLO 3 a*	32 hours
Courses of Action - Materials on Human Security and Gender that will allow students to reflect on what they can do to help in national development	**CLO 1** *CLO 1a* **CLO 2** *CLO 2a* **CLO 3** *CLO 3a*	6 hours
MODULE 3: POST-ENGAGEMENT		

Recollection on Vocation and Mission
- Meaningful space to reflect on their personal vocation and mission through reflection, prayer, and discernment
- With a sharing from a graduate of the course who lives out the value of being a *professional-for-and-with-others* in their personal lives
 	
Synthesis Session
- Articulation of thoughts and insights
- Finalization of Output
   - Submission of Final Integrated Output Pass 2
   - Submission of Community Output
   - Program Evaluation
	CLO 1
	CLO1 a
	
	CLO 2
	CLO 2 a
	
	CLO 3
	CLO 3 a
		8 hours

G. ASSESSMENTS AND RUBRICS

Assessment Tasks	Assessment Weight	CLOs
Final Integrated Output Pass 1 *We will consult SocSc13 regarding your grade in this assessment.*	10 %	CLO 1, CLO 2, CLO3
Final Integrated Output Pass 2	20 %	CLO 1, CLO 2, CLO3
Individual Reflection Paper	20 %	CLO 1, CLO 2, CLO3
Community Integration	15 %	CLO 1, CLO 2, CLO3
Community Output or Service	20 %	CLO 1, CLO 2, CLO3
Self and Peer Evaluation	15 %	CLO 1, CLO 2, CLO3

Note: Specific rubrics for each of the assessment tasks can be accessed through this link: NSTP 12-Bigkis Rubrics

G. TEACHING and LEARNING METHODS

This course is a mix of onsite, off-campus, on-campus, and online sessions or engagements and with asynchronous components. Please take note of the following terminologies:
  a. **Onsite Sessions**- These are classroom-based activities held on campus.
  b. **Online Session/Engagements**- These are activities conducted online through Zoom, Google Meet, or other video conferencing and communication platforms.
  c. **On-Campus Engagements**- The engagements with representatives from partner communities/ institutions will be held on campus.
  d. **Off-Campus Engagements**- The engagements with representatives from partner communities/ institutions will be held in actual communities/institutions.

TEACHING and LEARNING METHODS and ACTIVITIES	CLOs

Module 1: Preparatory Phase
 	
Program Context and Preparatory Sessions
Onsite Session
   - Program Orientation and Service-Learning Orientation
   - Meet and greet session with students
   - Discussion of the class syllabus
   - Program specifics
   - Integration Session and/or Skills Training
   - Discussion and workshop on how to properly conduct yourself during an area engagement
   - Workshop or discussion in relation to your tasks in the community
	CLO 2a

Asynchronous Session - Other important readings and materials about NSTP12-Bigkis - Pre-work for Scenarios - Area Engagement Reminders	
Module 2: Engagement Phase **Area Orientation** *Online/On-Campus/Off-Campus Engagements* - Plenary session with representatives from the community or organization **Area Engagements** *Online/On-Campus/Off-Campus Session* - Planning, data gathering, *kwentuhan,* and small group sessions with assigned community/organization - Experiencing the daily activities and community life with foster families - Community service - Presentation of final community output *Asynchronous/Onsite Session* - Brainstorming of ideas with community/organization - Soft processing sessions in between - Consultation Sessions **Courses of Action** *Asynchronous Session* - Human Security and Gender	CLO1 CLO1a, CLO1b, CLO1c, CLO1d CLO 2 CLO2a, CLO2b, CLO2c, CLO2d CLO 3 CLO3a, CLO3b
Module 3: Post-Engagement Phase **Recollection on Vocation and Mission** *Onsite Session* - Reflection Guide - Recollection Activity with the Office of Campus Ministry (OCM) - Resource Speaker: Alumni (from the same course) to talk about being Professionals-for-and-with-Others **Synthesis Session** *Onsite* - Guided reflection session *Asynchronous Session* - Submission of evaluations - Submission of Individual Reflection Paper, Final Integrated Output, and Community Output	CLO1 CLO1a, CLO1b, CLO1c, CLO1d CLO 2 CLO2a, CLO2b, CLO2c, CLO2d CLO 3 CLO3a, CLO3b

H. REQUIRED READINGS

Please refer to the NSTP12-Bigkis online course on Canvas for the required and suggested readings and other learning materials.

I. SUGGESTED READINGS

Please refer to the NSTP12-Bigkis online course on Canvas for the required and suggested readings and other learning materials.

J. GRADING SYSTEM

The NSTP 12 (CWTS) course follows the grading system stated under Section V of the Revised Academic Regulations (2024).

The academic performance of students, and the extent to which they achieve the learning outcomes of a course, are expressed by the marks they receive. These marks, their respective meanings, and corresponding quality point values are as follows:

LETTER GRADE	QPI EQUIVALENT	NUMERICAL RANGE	DESCRIPTION
A	4	92-100	Excellent performance in the fulfillment of course requirements
B+	3.5	87-91	Very good performance in the fulfillment of course requirements
B	3	83-86	Good performance in the fulfillment of course requirements
C+	2.5	79-82	More than satisfactory fulfillment of course requirements
C	2	75-78	Satisfactory fulfillment of course requirements
D	1	70-74	Fulfillment of the minimum requirements for the course
F	0	0-69	Failure, non-fulfilment of the minimum course requirements
WP*	No Quality Point Value		Withdrawal from a course with permission
W	0		Withdrawal from a course without permission

Note: For the computation of grades, the numerical range will be adopted.

References: Revised Academic Regulations (2024)
Undergraduate Student Handbook, 2024 edition

K. CLASS POLICIES

General Policies and Guidelines
- The official learning management system for this course will be Canvas.
- Only officially enrolled students have access to the syllabus and are automatically given access to Canvas.
- Only students who are officially enrolled will be allowed to take assessments.
- Support for Canvas is available through the Ateneo Blue Cloud Canvas Portal (ateneo.edu/campus/canvas).
- Grades reflected on Canvas are not the official grades for the class.

- **Cameras should be switched on** during online synchronous sessions so that the presence of both formators/community partners and students is registered and interaction between them is enhanced.
- Students with no or very unstable internet connections during their online synchronous sessions are advised to immediately inform (by email, Canvas message, or phone call) their formator so that the appropriate assistance can be extended and adjustments can be made.
- Students may communicate with their formator through Canvas, email, or GChat. Make sure to use your official Ateneo email address (@student.ateneo.edu) and to include a short, definitive subject line.
- Please **avoid sending messages after office hours (i.e., beyond 6 PM), Sundays, or on holidays.** Unless urgent, give your formator at least a day to respond to your messages.
- Students are expected to wear their **complete NSTP uniform**, which should include an official NSTP shirt, long pants, and closed shoes (or rubber shoes), during **area engagements** and **on-campus sessions with our partner communities and organizations**. Students who are **NOT** in their prescribed NSTP uniform will **not be allowed to join** the off-campus area engagements and will merit a cut. For on-campus area engagements, students who are not wearing the prescribed uniform **will merit a cut** but may be permitted to join the engagement. (Context: This is so they can still fulfill the requirements of their other courses.)
- Submission of written requirements (i.e., reflection paper, FIO1, FIO2) beyond the deadline within the semester will merit a one-point deduction from each criterion. If the requirement is submitted after the grades are posted on AISIS for the purpose of completing the course, it will merit a two-point deduction on each criterion. Example: Individual Reflection Paper

Criteria	Highest possible score for a paper that is submitted ON TIME	Highest possible score for a paper that is submitted LATE	Highest possible score for a paper that is submitted AFTER THE GRADE IS POSTED ON AISIS
Was the reflection critical and insightful?	4	3	2
Was the reflection able to connect service-learning, academic discipline, and collective action to solidarity and social justice?	4	3	2

NSTP12-Bigkis Core Values and Rationale

MAGIS

READINESS

RESPONSIBILITIES:
Responsibility to predispose oneself physically, mentally, emotionally, and spiritually to undergo the NSTP12-Bigkis Program

RATIONALE:
Students are expected to prepare themselves for all activities in the program. Being physically, mentally, emotionally, and spiritually prepared is a shared responsibility between the formator and the students.
POLICIES:

Since area engagements are valued in the program, the readiness of the student is non-negotiable. It is, therefore, the responsibility of students to:
- Complete all preparatory engagement activities, namely:
  - Program Orientation and Service-Learning Orientation
  - Integration Session
  - Skills Training (if applicable)
- Students who do not fulfill the requirements of the preparatory activities will not be allowed to proceed to the next module. They will not be allowed to participate in the area engagements of the program.
- Answer and submit all required forms (i.e., NSTP12-Bigkis Student Information Sheet, and Off-Campus Engagement requirements: Declaration and Undertaking Form, Reply Slip from Parents, Student Medical Conforme).
- Undergo OHS and OGC Clearances for off-campus engagements.

ATTENDANCE AND PARTICIPATION

RESPONSIBILITIES:

Responsibility to engage actively in all NSTP12-Bigkis activities. The Area Engagements, whether Online, On-Campus, or Off-Campus, are the most crucial activities in the NSTP12-Bigkis Program. These sessions allow you to engage with different members of our partner communities and institutions. It is very important for students to fulfill the Area Engagements.

For S.Y. 2025-2026, the primary mode of area engagements will be onsite/off-campus. Alternatives such as online and on-campus engagements will be provided to students who will not be allowed to participate in off-campus engagements. For any concerns regarding area engagement, please reach out to your formator.

RATIONALE:
Participation and completion of all activities (Modules 1-3) will allow the students to fully maximize the fruits of their formation program.

POLICIES:
- Students enrolled in NSTP12-Bigkis should complete all activities in the modules laid out by the program. Regular attendance in all classes is one of the most important obligations of students.
- According to the Undergraduate Academic Regulations (Section III.2.1), "A limited number of absences is permitted. The total number of absences in a class must not exceed 20% of the total number of meetings per academic term." The total number of class meetings includes the PHYSICAL class meetings and the ONLINE synchronous sessions. **Based on the same document, the maximum number of absences allowed for NSTP12-Bigkis is 10 hours. You may refer to the table below to check on the number of hours allotted per activity:**

Class Meetings/Activities	Number of Hours
Program Orientation	2 Hours
Service-Learning Orientation	1.5 Hours

Integration Session	2 Hours
Area Orientation	3 Hours
Processing Sessions	3 Hours
Area Engagements	* 3 Hours per area engagement (specifics will be determined per course and area assignment)
Group Consultation	1.5 Hours
Recollection	3 Hours
Synthesis Session	2 Hours

* General Engagement Duration Estimates:
  - regular engagement: 3 hours
  - extended engagement: 7.5 hours
  - stay-in engagement: 15 hours

- Given the nature and importance of area engagements and the other NSTP12-Bigkis activities, honor students will not be allowed unlimited absences in this course.
- Students will receive an automatic grade of W (Withdrawal from a course without permission) if they exceed the number of allowed absences.
- Students must participate actively in the activities, which include but are not limited to participating well during area engagements, answering questions posted by the formator during onsite sessions and in the chat box for online synchronous sessions, and submitting required outputs.
- Students are expected to come to sessions on time. **Students who come 15 minutes late will be considered absent** and will incur a cut equivalent to the allotted number of hours per session.

TASK-RELATED OR TECHNICAL COMPETENCY

RESPONSIBILITIES:
Responsibility of the student to perform their tasks with the required competencies

RATIONALE:
Students are expected to provide high-quality outputs resulting from their best efforts and their desire to maximize the fruits of the NSTP12-Bigkis Program. Professionalism is expected of every student; therefore, it is their responsibility to prepare for each activity with diligence and care.

POLICIES:
- Students should follow the scheduled completion date of each module and requirement.
- Students currently enrolled in the program who wish to meet or interview people from the area outside the official Area Engagement schedule should secure a proper endorsement from the formator prior to communicating with them.
- Submit quality outputs on time.
- Follow institutional policies on confidentiality and research ethics.
- Student access to the Canvas course will be closed a week after the electronic release of grades for the semester. Students are encouraged to download the course materials as well as the records of their grades before the Canvas course closes.

CURA PERSONALIS

SAFETY AND SECURITY

RESPONSIBILITIES:
To ensure the safety and security, and the data privacy of stakeholders in the program, the responsibilities of the students, partner community/organization, and OSCI are enumerated below.

RATIONALE:
It is the primary responsibility of the formators to ensure the safety and security of the data of students, partner organizations, and communities. However, students also have an obligation to ensure the safety and security of the community or organization's members, formator, and their peers' data privacy.

Responsibilities of OSCI:
- Identify and coordinate with organizations and communities for area engagements
- Provide orientation on the program and other pertinent information to organizations, communities, and students
- Identify appropriate safety and security measures with organizations, communities, and students
- Implement monitoring systems for student participation in the activities
- Avoid sharing, without the proper consent of the person involved, personal details and information that could affect one's safety and security (data-sharing agreement or non-disclosure agreement)
- Ensure proper endorsement of students' requests for further assistance from partner organizations and/or communities (e.g., interviews)
- Implement necessary precautions or measures to ensure the security of information of all stakeholders and protection of resource materials and online discussions

Responsibilities of the partner organization or community:
- Engage with the students during the area engagements and provide pertinent information that is helpful for the students' formation and is in line with the data privacy policies and agreements
- Coordinate with Bigkis formators for area engagements and other student-related activities
- Avoid getting personal information or data from the student participants
- Avoid sharing personal details that could affect one's security
- Report to the formator if there is any form of violation on data privacy policies and agreements
- Implement necessary precautions or measures to ensure the security of information of all stakeholders and protection of resource materials and discussions

Responsibilities of the Student:
- Prepare oneself by knowing basic information, objectives, and other relevant information about the program and their respective partner communities, organizations, and institutions
- Follow the guidelines and policies set by OSCI, partner institution or community, and the university at all times
- Conduct oneself according to the objectives of the program and context of all the activities
- Treat all information gathered from the activities, especially during area engagements, as confidential and can only be used for the NSTP12-Bigkis, SocSc13 and partner academic subject-related outputs
- Avoid collecting and sharing personal details of all stakeholders that could affect one's safety and security unless given consent
- Report to the formator any form of violation on data privacy or any other related incidents

INCLUSIVITY, SENSITIVITY, AND ADAPTABILITY

RESPONSIBILITY:
It is the responsibility of all stakeholders in the program to protect, promote, and respect the dignity of each individual regardless of their background, context, nationality, culture, and experiences, among others.

RATIONALE*:*
Cura personalis, or care for the whole person, is a value we promote to our students whenever they interact with their peers, formators, and people from the community or organization. Students are expected to be mindful of themselves and proceed with compassion, sensitivity, adaptability, and generosity as they conduct themselves in all of the NSTP12-Bigkis activities.

Responsibilities of the Student
- Conduct oneself accordingly, taking into account the objectives of the program and the context of the area, as a manifestation of respect for others
  - The following will be dealt with according to the University rules and regulations:
    - Those who engage in discriminatory language or behavior (whether towards race, gender, religion, etc.) during sessions and area engagements
    - Those who engage in discriminatory language or behavior (whether towards race, gender, religion, etc.) outside sessions but in a public forum or space while enrolled in NSTP12-Bigkis
- Be aware of the situation of others and be sensitive to their culture
- Be conscious of one's disposition and conduct oneself in an appropriate manner during all the activities
- Abide by written policies or those communicated verbally by the formator, the partner community, organization, or the institution
- Focus all attention and perform tasks appropriately during area engagements, onsite, and online synchronous sessions
- Be considerate of and accountable to their peers and formator(s) when performing tasks, especially those that require collaboration
- Be respectful and open to experiences, perspectives, and opinions of others at all times
- Always follow the specified guidelines stipulated in the LMS platform (NSTP12-Bigkis Canvas) and preparatory engagement activities

Responsibilities of OSCI:
- Be aware of the circumstances of students with special needs that require individualized support
- Coordinate with the Office of Guidance and Counseling regarding students with special needs requiring alternative activities

SAFE SPACES
- The Ateneo de Manila University does not discriminate on the basis of sex, gender, marital or parental status, sexual orientation, or gender identity or expression. See the following link for more information on the Higher Education Gender Policy:
  https://www.ateneo.edu/central/policies/he-gender
- The Ateneo de Manila University does not condone sexual harassment, other forms of sexual misconduct, or inappropriate behavior. See link to the Code of Decorum and Administrative Rules on Sexual Harassment, Other Forms of Sexual Misconduct, and Inappropriate Behavior

GROUP CHAT GUIDELINES

RATIONALE:
A group chat (GC) can be used as an additional platform for communication between students and partner communities.

RESPONSIBILITIES:
It is the responsibility of the students and partner communities to follow the guidelines below.

GUIDELINES:

All actions regarding the creation and monitoring of group chats should adhere to the parameters set by the University and OSCI.

Topics discussed within the GC should be guided by the goals and objectives of NSTP: to build rapport with members of your NSTP12-Bigkis area and to commit to delivery of quality output, project or service for the community. Therefore, conversations should be focused and limited to nurturing relationships between students, partner communities, and those relevant to the completion of the students' requirements. Any untoward verbal exchanges should be reported to the NSTP12-Bigkis formator.

Group chats may be used beyond the NSTP12-Bigkis schedule and are limited by the time frame of **8:00 AM-5:00 PM from Mondays to Saturdays**. Group chats shall be created by the formator-in-charge and can only begin after the Area Orientation session. The group chats shall only be used for the following purposes:

- Supplementary meetings to discuss projects or services
- Follow-up discussions to clarify details about the project or service
- Rapport-building activities
- Topics that are allowed to be discussed in the group chats are limited to:
    - Personal introductions (to be facilitated by formator)
    - Gratitude and appreciation messages from formator, students, and partner community/organization
    - Planning for the area engagements
    - Lesson plans or materials for area engagements
    - Assessments of learning or teaching styles or supplementary information geared towards accumulating information for design of project/output/service
    - Updates or feedback on service/output/project of the students
    - Updates or kumustahan in case of calamities/emergencies

*Note that the group chat shall not be used as a venue to conduct or replace the area engagements. Students who will use a GC should fill out the Group Chat Consent form.

HONESTY AND CREDIBILITY

PLAGIARISM
- **Honesty and integrity** are core principles of our formation programs. Following the policies stated in the college student handbook, **cheating, including academic dishonesty or plagiarism** in any major course requirement will merit an academic penalty of F in the course and will be regarded as a major disciplinary offense. Cheating in any other course requirement will merit a minimum

academic penalty of F in that academic requirement, and will be subjected to the usual review befitting a disciplinary case. See the following link for more information on this matter: bit.ly/ADMUIntegrity

● Plagiarism is a form of cheating that is unacceptable. Students must properly cite all sources.
● **Final submissions** that are entirely or mostly generated from any AI tool will not be allowed (i.e., you may not use AI as a thinking or learning proxy). However, you may use this to check or critique your own work. Any use of **AI tools must be declared and appropriately cited and usage must not exceed 10% of the entire work.** Moreover, students should highlight their inputs and those that were generated with AI. We will be using the AI checker/detector of the Canvas submission portal and/or other possible AI detector tools for all electronic document submissions.
● Offenses and Repercussions
  ○ Student who did not declare use of AI or who declared use of AI but usage exceeded 10% of the submitted work will incur the following:
    ■ If minor requirement, this will merit an F in the requirement
    ■ If major requirement, this will merit an F in the course
● A disciplinary case will be filed on both scenarios
  Adapted from the Proposed AdMU Philosophy, Principles, and Policies on the Use of Generative Artificial Intelligence (GAI) for Learning, Research, and Teaching

L. CONSULTATION HOURS

NAME OF FORMATOR	EMAIL	DAY/S	TIME
Reginales, Jonathan P.	jreginales@ateneo.edu	Tuesdays	8:00 am to 12:00 pm

M. ADDITIONAL NOTES

Kindly refer to the table below for important dates and activities:

WEEK	PERIOD	BIGKIS ACTIVITIES
Week 1	January 5-10	**MODULE 1: Preparatory Phase** **Program Orientation: January 14** **Mode: Onsite** **Service-Learning Orientation: Jan 15 (SocSc13 Class)** **Mode: Onsite**
Week 2	January 12-17	**Integration Session: January 21** **Mode: Onsite** **Completion and Submission of area engagement documents (e.g., Student Information Sheet, Waiver, OHS Medical, OGC Clearance, etc.): January 21**
Week 3	January 19 - 24	**Skills Training: January 28**

		Mode: Onsite
Week 4	**January 26 - 31**	
Week 5	**February 2 - 7**	**Area Orientation, Getting to Know & Planning: Feb 4** **Mode: Off-campus**
Week 6	**February 9 - 14**	**MODULE 2: Engagement Phase**
Week 7	**February 16 - 20**	**Area Engagement 1: February 11** **Area Engagement 2: March 4** **Mode: Off-campus**
Week 8	**February 23 - 28**	**Processing Session: March 5 (SocSc13 Class)** **Mode: Onsite**
Week 9	**March 2 - 7**	
Week 10	**March 9 - 14**	**Online/Onsite Group Consultation in preparation for FIO 1: March 6 to 10** **Area Engagement 3: March 11** **Mode: Off-campus**
Week 11	**March 16 - 21**	**Online/Onsite Group Consultation in preparation for the culmination: March 18**
Week 12	**March 23 - 28**	**Deadline for the Intervention Plan (FIO Pass 1):** **March 19** **Mode: Asynchronous**
Week 13	**March 30 - April 4**	
Week 14	**April 6 - 11**	**Human Security (Asynchronous)** **Mode: Asynchronous**
Week 15	**April 13 - 18**	**Note: Always refer to the Mothersheet which will be shared during the Program Orientation for the schedule of activities** **MODULE 3: Post-Engagement Phase** **Recollection with OCM: April 8** **Mode: Onsite** **Area Engagement 4: April 15** **Mode: On-campus** **Synthesis Session: April 22 & 29** **Mode: Onsite**

Week 16	April 20 - 25	**Deadline for the Intervention Completion Report (FIO Pass 2): April 23** **Deadline for Program Evaluation and Self & Peer Evaluation: April 28**
Week 17	April 27 to May 1	**Deadline for Submission of Individual Reflection Paper: April 30**

Notes:

- ***Final Schedules will be discussed during one of our preparatory sessions.***
- ***Note that there is a possibility that formation sessions and/or area engagements will be moved to another date or modalities will be changed to adjust to unforeseen circumstances (e.g., availability of our community partners, and/or to accommodate special requests by students to perform tasks necessary for the completion of their output). These kinds of adjustments will be done in consultation with all those involved.***
- ***In unique cases, the availability of community partners may fall outside the NSTP class schedule due to unforeseen circumstances. This will be done in consultation with the affected groups of students.***

Reference:
   Core Curriculum Learning Outcomes (CCLOs)

LEGEND:	
CCLO 1	Demonstrate effective communication skills (listening and speaking, reading and writing) in English and Filipino.
CCLO 2	Evaluate information and issues in various spheres of life using mathematical reasoning and statistical tools to process and manage data.
CCLO 3	Propose ways to address pressing social and ecological problems using appropriate critical approaches and scientific thinking
CCLO 4	Develop a creative and moral imagination that is responsive to contemporary global realities and challenges, but also deeply rooted in local histories, conditions, norms, and institutions.
CCLO 5	Internalize the significance and value of her, his, or their unique existence and purpose in life in light of Christian faith.
CCLO 6	Discern life choices with a keen awareness of ethical dilemmas and considerations.
CCLO 7	Exemplify a commitment to enhancing human life and dignity, especially for those who are excluded and in greatest need.
CCLO 8	Practice a vision of leadership and committed citizenship rooted in Christian humanism.

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