



Universitas Negeri Surabaya
Faculty of Education,
Special Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																		
Psychology of Children with Special Needs	8620202325	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	April 27, 2023																																																																		
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																																			
		dr. Febrita Ardianingsih, M. Si. dan Dr. Wiwik Widajati, M. Pd.	Dr. Asri Wijastuti, M. Pd.			Dr. H. Pamuji, M.Kes.																																																																			
Learning model	Project Based Learning																																																																								
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																								
	PLO-11	Skilled in providing academic services and special needs programs for PDBK																																																																							
	PLO-14	Mastering the basics of designing, implementing, assessing services for GDPK																																																																							
	Program Objectives (PO)																																																																								
	PO - 1	Skilled in providing services related to the psychology of children with special needs (ABK)																																																																							
	PO - 2	Master in depth the basics of designing and assessing services for ABK related to ABK psychosocial including case identification and solutions to cases/development problems and characteristics of ABK.																																																																							
	PLO-PO Matrix																																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-11</td> <td>PLO-14</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						P.O	PLO-11	PLO-14					PO-1							PO-2																																																			
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PO Matrix at the end of each learning stage (Sub-PO)																																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
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PO-1																																																																									
PO-2																																																																									
Short Course Description	This course equips students to master competencies regarding the psychology of children with special needs (ABK), including the basic concepts of psychology of children with special needs, development: cognitive, physical motor, emotional, social and personality of special needs children, characteristics and development problems of children with special needs (characteristics and problems development of blind children, deaf children, mentally retarded and physically disabled children, hearing impaired children, autistic children, gifted children and children with learning difficulties, attention deficit disorder and/or hyperactivity, analyzing strategies, psychological approaches, methods for solutions, solving problems/cases related to development children with special needs. Lectures are carried out using the case study learning method																																																																								
References	Main :																																																																								
	<ol style="list-style-type: none"> Dukes, C.M.,Lowery, L.M., Franczkowski, M.E. 2013. The Role of the School Pyschologist in the Identification of Emotional Disability. USA: Maryland State Department of Education. Eva, N. 2015. Psikologi Anak Berkebutuhan Khusus. Malang: FPPsi UM. Gargiulo. Richard M.,(2012), Special Education in Contemporary Society, An Introduction to Exceptionality, USA: Sage Publication, Inc. Habsara, D.K. (Edit.). 2022. Penatalaksanaan Psikologi Untuk Anak Berkebutuhan Khusus. Yogyakarta: Pustaka Pelajar. Pratiwi, M.M.S. 2011. Psikologi Anak Berkebutuhan Khusus. Semarang: Semarang University Press. 																																																																								
	Supporters:																																																																								
	<ol style="list-style-type: none"> Soemantri, S. 2007. Psikologi Anak Luar Biasa. Bandung: PT. Refika Aditama Referensi/sumber belajar lain (online, digital maupun non digital) 																																																																								
Supporting lecturer	Dr. Wiwik Widajati, M.Pd. dr. Febrita Ardianingsih, M.Si. Diah Anggraeny, S.Pd., M.Pd.																																																																								

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students can describe the psychological concepts of ABK and child development	1.- Explain the definition of ABK psychology 2.- Mention the scope of ABK psychology 3.- Differentiate child growth and development	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	case study, small group discussion 2 X 50 minutes		Material: Basic concepts of psychology of children with special needs Reference: Eva, N. 2015. <i>Psychology of Children with Special Needs</i> . Malang: FPPsi UM.	5%
2	Students can describe the psychological concepts of ABK and child development	- Describes the periods of growth and development of children	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	case study, small group discussion 2X50 minutes		Material: Development of children with special needs Reference: Eva, N. 2015. <i>Psychology of Children with Special Needs</i> . Malang: FPPsi UM.	5%
3	Students can describe the psychological concepts of ABK and child development	1.- Describes the periods of growth and development of children 2.- Describe aspects of child growth and development	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	case study, small group discussion 2X50 minutes		Material: Development of children with special needs Reference: Eva, N. 2015. <i>Psychology of Children with Special Needs</i> . Malang: FPPsi UM.	5%

4	students are able to recognize the characteristics of crew members and analyze problems that arise due to characteristics and obstacles	<p>1.- Describe the characteristics of crew members</p> <p>2.- Analyze ABK problems due to their characteristics and obstacles</p>	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Case study, case/problem based recitation 2 X 50 minutes		<p>Material: Characteristics of blind children, causes and impacts of blindness</p> <p>Reference: <i>Pratiwi, MMS 2011. Psychology of Children with Special Needs. Semarang: Semarang University Press.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical-motor, emotional, social, behavioral and personality development of blind children, solving/resolving cases/problems of development of blind children.</p> <p>Reference: <i>Habsara, DK (Edit.). 2022. Psychological Management for Children with Special Needs. Yogyakarta: Student Library.</i></p> <hr/> <p>Material: identification of cases/problems of cognitive, physical motoric, emotional, social, behavioral and personality development of blind children, solving/resolving cases/development problems of blind children.</p> <p>Library: <i>References/other learning resources (online, digital and non-digital)</i></p>	3%
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5	students are able to recognize the characteristics of crew members and analyze problems that arise due to characteristics and obstacles	<p>1.- Describe the characteristics of crew members</p> <p>2.- Analyze ABK problems due to their characteristics and obstacles</p>	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Case study, case/problem based recitation 2 X 50 minutes		<p>Material: Characteristics of blind children, causes and impacts of blindness</p> <p>Reference: <i>Pratiwi, MMS 2011. Psychology of Children with Special Needs. Semarang: Semarang University Press.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical-motor, emotional, social, behavioral and personality development of blind children, solving/resolving cases/problems of development of blind children.</p> <p>Reference: <i>Habsara, DK (Edit.). 2022. Psychological Management for Children with Special Needs. Yogyakarta: Student Library.</i></p> <hr/> <p>Material: identification of cases/problems of cognitive, physical motoric, emotional, social, behavioral and personality development of blind children, solving/resolving cases/development problems of blind children.</p> <p>Library: <i>References/other learning resources (online, digital and non-digital)</i></p>	3%
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6	Students can analyze, identify, evaluate the characteristics of mentally retarded children, solve cases/problems/choose solutions related to them. Students are able to recognize the characteristics of ABK and analyze problems that arise due to characteristics and obstacles.	- Present the results of problem analysis	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Case study, case-based recitation 2 X 50 minutes		<p>Material: Characteristics of mentally retarded children, identifying the causes and impacts of mental retardation</p> <p>Reference: <i>Eva, N. 2015. Psychology of Children with Special Needs. Malang: FPPsi UM.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical motoric, emotional, social, behavioral and personality development of children with intellectual disabilities, solving/resolving cases/problems of development of children with intellectual disabilities</p> <p>References: <i>Dukes, CM, Lowery, LM, Franczkowski, ME 2013. The Role of the School Psychologist in the Identification of Emotional Disability. USA: Maryland State Department of Education.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical motoric, emotional, social, behavioral and personality development of mentally retarded children, solving/resolving cases/problems of development of mentally retarded children</p> <p>References: <i>Habsara, DK (Edit.). 2022. Psychological Management for Children with Special Needs. Yogyakarta: Student Library.</i></p> <hr/> <p>Material: Identification of cases/problems in the development of cognitive, physical motor, emotional, social, behavioral and personality of mentally retarded children, solving/resolving cases/development problems of mentally retarded children.</p> <p>Library: <i>References/other learning resources (online, digital and non-digital)</i></p>	2%
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7	<p>Students can analyze, identify, evaluate the characteristics of mentally retarded children, solve cases/problems/choose solutions related to them. Students are able to recognize the characteristics of ABK and analyze problems that arise due to characteristics and obstacles.</p>	<p>- Present the results of problem analysis</p>	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	<p>Case study, case-based recitation 2 X 50 minutes</p>		<p>Material: Characteristics of mentally retarded children, identifying the causes and impacts of mental retardation Reference: <i>Eva, N. 2015. Psychology of Children with Special Needs. Malang: FPPsi UM.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical motoric, emotional, social, behavioral and personality development of children with intellectual disabilities, solving/resolving cases/problems of development of children with intellectual disabilities References: <i>Dukes, CM, Lowery, LM, Franczkowski, ME 2013. The Role of the School Psychologist in the Identification of Emotional Disability. USA: Maryland State Department of Education.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical motoric, emotional, social, behavioral and personality development of mentally retarded children, solving/resolving cases/problems of development of mentally retarded children References: <i>Habsara, DK (Edit.). 2022. Psychological Management for Children with Special Needs. Yogyakarta: Student Library.</i></p> <hr/> <p>Material: Identification of cases/problems in the development of cognitive, physical motor, emotional, social, behavioral and personality of mentally retarded children, solving/resolving cases/development problems of mentally retarded children. Library: <i>References/other learning resources (online, digital and non-digital)</i></p>	2%
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8	Students can do assignments related to the Mid-Term Examination (UTS)	Doing assignments related to the Mid-Semester Exam (UTS)	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	2 X 50 minute case-based assignments		<p>Material: ABK psychology Reference: Soemantri, S. 2007. <i>Psychology of Exceptional Children</i>. Bandung: PT. Refika Aditama</p>	20%
9	students are able to organize alternative solutions to ABK problems that arise due to their characteristics and obstacles with the right strategy	- Analyze alternative solutions to ABK problems that arise due to their characteristics and obstacles with appropriate strategies	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Case study, case-based recitation 2 X 50 minutes		<p>Material: Characteristics of children with learning difficulties, identifying the causes and impacts of learning difficulties. Reference: Pratiwi, MMS 2011. <i>Psychology of Children with Special Needs</i>. Semarang: Semarang University Press.</p> <p>Material: Identification of cases/problems of cognitive, physical motoric, emotional, social, behavioral and personality development of children with learning difficulties, resolution/solving of cases/development problems of children with learning difficulties. Reference: Habsara, DK (Edit.). 2022. <i>Psychological Management for Children with Special Needs</i>. Yogyakarta: Student Library.</p> <p>Material: Identification of cases/problems of cognitive, physical motoric, emotional, social, behavioral and personality development of children with learning difficulties, resolution/solving of cases/development problems of children with learning difficulties. Library: References/other learning resources (online, digital and non-digital)</p>	3%

10	students are able to organize alternative solutions to ABK problems that arise due to their characteristics and obstacles with the right strategy	- Analyze alternative solutions to ABK problems that arise due to their characteristics and obstacles with appropriate strategies	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Case study, case-based recitation 2 X 50 minutes		<p>Material: Characteristics of children with learning difficulties, identifying the causes and impacts of learning difficulties. Reference: <i>Pratiwi, MMS 2011. Psychology of Children with Special Needs. Semarang: Semarang University Press.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical motoric, emotional, social, behavioral and personality development of children with learning difficulties, resolution/solving of cases/development problems of children with learning difficulties. Reference: <i>Habsara, DK (Edit.). 2022. Psychological Management for Children with Special Needs. Yogyakarta: Student Library.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical motoric, emotional, social, behavioral and personality development of children with learning difficulties, resolution/solving of cases/development problems of children with learning difficulties. Library: <i>References/other learning resources (online, digital and non-digital)</i></p>	3%
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11	students are able to organize alternative solutions to ABK problems that arise due to their characteristics and obstacles with the right strategy	- Analyze alternative solutions to ABK problems that arise due to their characteristics and obstacles with appropriate strategies	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Case study, case-based recitation 2 X 50 minutes		<p>Material: Characteristics of children with learning difficulties, identifying the causes and impacts of learning difficulties. Reference: <i>Pratiwi, MMS 2011. Psychology of Children with Special Needs. Semarang: Semarang University Press.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical motoric, emotional, social, behavioral and personality development of children with learning difficulties, resolution/solving of cases/development problems of children with learning difficulties. Reference: <i>Habsara, DK (Edit.). 2022. Psychological Management for Children with Special Needs. Yogyakarta: Student Library.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical motoric, emotional, social, behavioral and personality development of children with learning difficulties, resolution/solving of cases/development problems of children with learning difficulties. Library: <i>References/other learning resources (online, digital and non-digital)</i></p>	3%
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12	students are able to organize alternative solutions to ABK problems that arise due to their characteristics and obstacles with the right strategy	- Present the results of the analysis	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Case study, case-based recitation 2 X 50 minutes		<p>Material: Characteristics of gifted children, factors causing and impact of giftedness</p> <p>Reference: <i>Pratiwi, MMS 2011. Psychology of Children with Special Needs. Semarang: Semarang University Press.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical-motor, emotional, social, behavioral and personality development of gifted children, resolution/solving of cases/problems of development of gifted children.</p> <p>Reference: <i>Habsara, DK (Edit.). 2022. Psychological Management for Children with Special Needs. Yogyakarta: Student Library.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical motoric, emotional, social, behavioral and personality development of gifted children, resolution/solving of cases/problems of development of gifted children</p> <p>Library: <i>References/other learning resources (online, digital and non-digital)</i></p>	4%
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13	students are able to organize alternative solutions to ABK problems that arise due to their characteristics and obstacles with the right strategy	- Present the results of the analysis	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Case study, case-based recitation 2 X 50 minutes		<p>Material: Characteristics of gifted children, factors causing and impact of giftedness</p> <p>Reference: <i>Pratiwi, MMS 2011. Psychology of Children with Special Needs. Semarang: Semarang University Press.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical-motor, emotional, social, behavioral and personality development of gifted children, resolution/solving of cases/problems of development of gifted children.</p> <p>Reference: <i>Habsara, DK (Edit.). 2022. Psychological Management for Children with Special Needs. Yogyakarta: Student Library.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical motoric, emotional, social, behavioral and personality development of gifted children, resolution/solving of cases/problems of development of gifted children</p> <p>Library: <i>References/other learning resources (online, digital and non-digital)</i></p>	4%
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14	students are able to organize alternative solutions to ABK problems that arise due to their characteristics and obstacles with the right strategy	- Present the results of the analysis	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Case study, case-based recitation 2 X 50 minutes		<p>Material: Characteristics of gifted children, factors causing and impact of giftedness</p> <p>Reference: <i>Pratiwi, MMS 2011. Psychology of Children with Special Needs. Semarang: Semarang University Press.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical-motor, emotional, social, behavioral and personality development of gifted children, resolution/solving of cases/problems of development of gifted children.</p> <p>Reference: <i>Habsara, DK (Edit.). 2022. Psychological Management for Children with Special Needs. Yogyakarta: Student Library.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical motoric, emotional, social, behavioral and personality development of gifted children, resolution/solving of cases/problems of development of gifted children</p> <p>Library: <i>References/other learning resources (online, digital and non-digital)</i></p>	4%
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15	students are able to organize alternative solutions to ABK problems that arise due to their characteristics and obstacles with the right strategy	- Present the results of the analysis	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Case study, case-based recitation 2 X 50 minutes		<p>Material: Characteristics of gifted children, factors causing and impact of giftedness</p> <p>Reference: <i>Pratiwi, MMS 2011. Psychology of Children with Special Needs. Semarang: Semarang University Press.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical-motor, emotional, social, behavioral and personality development of gifted children, resolution/solving of cases/problems of development of gifted children.</p> <p>Reference: <i>Habsara, DK (Edit.). 2022. Psychological Management for Children with Special Needs. Yogyakarta: Student Library.</i></p> <hr/> <p>Material: Identification of cases/problems of cognitive, physical motoric, emotional, social, behavioral and personality development of gifted children, resolution/solving of cases/problems of development of gifted children</p> <p>Library: <i>References/other learning resources (online, digital and non-digital)</i></p>	4%
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16	Students are able to complete assignments related to the Final Semester Examination (UAS) regarding the psychology of children with special needs that they have studied	Carrying out assignments related to the Final Semester Examination (UAS) regarding the psychology of children with special needs that have been studied	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Case study, case-based recitation 2X50 minutes		<p>Material: Assignments related to the Final Semester Examination (UAS) regarding the psychology of children with special needs that have been studied.</p> <p>Reference: <i>Habsara, DK (Edit.). 2022. Psychological Management for Children with Special Needs. Yogyakarta: Student Library.</i></p> <hr/> <p>Material: Assignment related to the Final Semester Examination (UAS) regarding the psychology of children with special needs that have been studied.</p> <p>Reference: <i>Soemantri, S. 2007. Psychology of Exceptional Children. Bandung: PT. Refika Aditama</i></p> <hr/> <p>Material: Assignments related to the Final Semester Examination (UAS) regarding the psychology of children with special needs that have been studied.</p> <p>Reference: <i>Habsara, DK (Edit.). 2022. Psychological Management for Children with Special Needs. Yogyakarta: Student Library.</i></p> <hr/> <p>Material: Assignments related to the Final Semester Examination (UAS) regarding the psychology of children with special needs that have been studied.</p> <p>References /other learning sources (online, digital and non-digital)</p>	30%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	75%
2.	Project Results Assessment / Product Assessment	25%
		100%

Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.

4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.