



Universitas Negeri Surabaya
Faculty of Education
Undergraduate Guidance and Counseling Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Developmental Guidance and Counseling	8620102030	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	May 27, 2022
AUTHORIZATION	SP Developer	Course Cluster Coordinator			Study Program Coordinator		
	Dr. Najlatun Naqiyah	Dr. Najlatun Naqiyah			Dr. Evi Winingsih, S.Pd., M.Pd.		

Learning model	Case Studies
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Program Learning Outcomes (PLO) PLO study program which is charged to the course

PLO-7	Mastering the concepts and practices of guidance and counseling in various contexts and problems
PLO-8	Able to apply the principles of individual growth and development in guidance and counseling services
Program Objectives (PO)	
PO - 1	Master the knowledge of designing, implementing and assessing developmental BK management services
PO - 2	Skilled in providing Developmental Guidance Services
PO - 3	Skilled in solving child development problems using various strategies/methods/models of developmental guidance and counseling
PO - 4	Skilled in working independently, working together in a team, being responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing in Development Guidance

PLO-PO Matrix

	P.O	PLO-7	PLO-8	
	PO-1	✓	✓	
	PO-2	✓	✓	
	PO-3	✓	✓	
	PO-4	✓	✓	

PO Matrix at the end of each learning stage (Sub-PO)

	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	PO-1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	PO-2																
	PO-3																
	PO-4																

Short Course Description This course provides knowledge to students through the concept of child development, the concept of developmental guidance and counseling, and developmental guidance and counseling strategies/methods/models, as well as skills for planning, preparing programs, implementing, evaluating and resolving problems related to competency standards for developmental tasks. student. This course also equips students to be able to make decisions in applying/applying special strategies/methods/models to find alternative solutions in solving problems in the field of developmental guidance and counseling. Lectures are carried out with student centered learning through small group discussions, case studies, and problem based learning.

References Main :

1. Departemen Pendidikan Nasional. 2007. Penataan Pendidikan Profesional Konselor dan Layanan Bimbingan dan Konseling dalam Jalur Pendidikan Formal. Jakarta: Departemen Pendidikan Nasional.
2. Gysbers, N. C. & Henderson, P. 2006. Developing and Managing Your School Guidance and Counseling Program 4th Ed. Alexandria, VA: ACA.
3. South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina.
4. Stiiwil Ted. et. al. 2001. Iowa Comprehensive Counseling and Guidance Program Development Guide. Iowa: Grimes State Office Building.
5. Yusuf, Syamsu L.N. 2017. Bimbingan dan Konseling Perkembangan: Suatu Pendekatan Komprehensif. Bandung: Refika Aditama.
6. (Rex 2008)(Fathoni et al. 2021)(Hastuti and Tyas 2021)(Demirtas-Zorbaz and Ulas 2015)(Yuksel-Sahina 2012)(Porter 2020)(Cantor et al. 2019) (Demirtas 2020)
7. Cantor, Pamela et al. 2019. "Malleability, Plasticity, and Individuality: How Children Learn and Develop in Context1." Applied Developmental Science 23(4): 307–37. <https://doi.org/10.1080/10888691.2017.1398649>.
8. Demirtas-Zorbaz, Selen, and Ozlem Ulas. 2015. "Views of Psychological Counselor Candidates About Psychological Counseling and Guidance Education." Procedia - Social and Behavioral Sciences 186: 1298–1301.
9. Demirtas, Ayşe Sibel. 2020. "Cognitive Flexibility and Mental Well-Being in Turkish Adolescents: The Mediating Role of Academic, Social and Emotional Self-Efficacy." Anales de Psicologia 36(1): 111–21.
10. Fathoni, Achmad et al. 2021. "Implementation of Guidance and Counselling Services to Muhammadiyah Elementary Schools, Surakarta, Provincial Central Java, Indonesia." Kasetsart Journal of Social Sciences 42(1): 177–84.
11. Hastuti, Maria Margaretha Sri, and Prias Hayu Purbaning Tyas. 2021. "Online Media Usage in Guidance and Counseling Services during Covid-19 Pandemic." Jurnal Kajian Bimbingan dan Konseling 6(2): 60–70.
12. Porter, Jim Wynter. 2020. "Guidance Counseling in the Mid-Twentieth Century United States: Measurement, Grouping, and the Making of the Intelligent Self." History of Science 58(2): 191–215.
13. Rex, Jim. 2008. "The South Carolina Comprehensive Developmental Guidance and Counseling Program Model Guidance and Counseling." : 1–169.

Supporters:

1. (Urbina, Villares, and Mariani 2017)
2. Urbina, Ivett, Elizabeth Villares, and Melissa Mariani. 2017. "Examining the Efficacy of the Spanish Cultural Translation of the Student Success Skills Program to Improve Academic Achievement." Journal of Humanistic Counseling 56(2): 127–43.
3. Anggraeni, D., & Naqiyah, N. (2018). Hubungan Lingkungan Sekolah dengan Perkembangan Kecerdasan Emosi Siswa Kelas VIII SMP Negeri 20 Surabaya. BK UNESA, 8 (3), 22, 25.
4. Nursalim, M. (2019). Kemanjuran Konseling BESEB (Brief Ego State Cognitive-Behavioral) untuk Mengurangi Mogok Sekolah pada Siswa Sekolah Menengah Atas (Doctoral dissertation, Universitas Negeri Malang).
5. Yuksel-Sahina, Fulya. 2012. "School Counselors' Assessment of the Psychological Counseling and Guidance Services They Offer at Their Schools." Procedia - Social and Behavioral Sciences 47: 327–39.

Supporting lecturer

Dr. Hadi Warsito Wiryosutomo, M.Si., Kons.
 Dra. Titin Indah Pratiwi, M.Pd.
 Dr. Retno Tri Hariastuti, M.Pd., Kons.
 Prof. Dr. Najlatun Naqiyah, M.Pd.
 Bambang Dibyo Wiyono, S.Pd., M.Pd.
 Muhamad Afifuddin Ghozali, S.Pd., M.Couns., Gr.
 Sherrin Nurlita Widya, 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	Through case studies, students are able to explain the meaning, classification, characteristics and development problems of children and adolescents	<ol style="list-style-type: none"> 1.Explain the meaning of child and adolescent development 2.Classifying children's problems 3.Identifying children's developmental characteristics 4.Analyze development problems 5.Communicate identification and analysis results in active participation 	<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>		The lecture begins with an explanation from the lecturer via ppt followed by a case study in identifying children's characteristics and problems	<p>Material: What is the history of BK Development? References: Gysbers, NC & Henderson, P. 2006. <i>Developing and Managing Your School Guidance and Counseling Program 4th Ed. Alexandria, VA: ACA.</i></p> <p>Material: Understanding child development, classification of cognitive, emotional and behavioral development, developmental problems. Reference: Rex, Jim. 2008. <i>"The South Carolina Comprehensive Developmental Guidance and Counseling Program Guidance and Counseling Model." : 1–169.</i></p>	2%
2	Through case studies, students are able to analyze the concept of Developmental Guidance and Counseling	<ol style="list-style-type: none"> 1.Describe the concept of developmental BK 2.Describe the philosophical basis of comprehensive BK 3.Understand the BK components of basic service development, individual planning, developing responsive services 4.System support 5.Analyze the philosophical basis of BK development in the form of a written report 	<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>		The lecture begins with an introduction by the lecturer via ppt, followed by a case study in small groups and the results of the case study are reported in writing	<p>Material: comprehensive guidance and counseling components, developmental guidance and counseling concepts and philosophical foundations References: Yusuf, Syamsu LN 2017. <i>Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama.</i></p>	2%

3	Through case studies, students are able to determine comprehensive guidance and counseling strategies/methods/models by paying attention to student development	<ol style="list-style-type: none"> 1. Describe comprehensive BK strategies/methods/models based on student development 2. Analyzing strategies/methods/. Comprehensive BK model 3. Communicate the results of the analysis in the form of a written report 	<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>		The lecture begins with a case study in small groups and the results of the case study are reported in writing, then the lecturer provides reflections and simulations about strategies/methods/. developmental guidance and counseling model	<p>Material: What is the definition and objectives of BK Development? Bibliography: <i>Stiwil Ted. et. al. 2001. Iowa Comprehensive Counseling and Guidance Program Development Guide. Iowa: Grimes State Office Building.</i></p> <hr/> <p>Material: strategies/methods/models Comprehensive guidance and counseling References: <i>Rex, Jim. 2008. "The South Carolina Comprehensive Developmental Guidance and Counseling Program Guidance and Counseling Model." : 1–169.</i></p>	3%
4	Through case studies, students are able to determine comprehensive guidance and counseling strategies/methods/models by paying attention to student development	<ol style="list-style-type: none"> 1. Describe comprehensive BK strategies/methods/models based on student development 2. Analyzing strategies/methods/. Comprehensive BK model 3. Communicate the results of the analysis in the form of a written report 	<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>		The lecture begins with a case study in small groups and the results of the case study are reported in writing, then the lecturer provides reflections and simulations about strategies/methods/. developmental guidance and counseling model	<p>Material: What are the roles of counselors and school personnel? Reference: <i>South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina.</i></p> <hr/> <p>Material: strategies/methods/models Comprehensive guidance and counseling References: <i>Rex, Jim. 2008. "The South Carolina Comprehensive Developmental Guidance and Counseling Program Guidance and Counseling Model." : 1–169.</i></p>	3%
5	Through problem-based learning, students are able to organize basic services	<ol style="list-style-type: none"> 1. Carrying out a comprehensive BK needs assessment 2. Determine the goals of student development guidance and counseling 3. Create RPLBK for elementary, middle school, high school/vocational school children 4. Present the results of the development of comprehensive BK materials in the field of basic services orally and in writing 	<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>		The lecture begins with an introduction by the lecturer via ppt, followed by problem based learning through small groups and the results are reported in writing and presented	<p>Material: What are the basic services and forms of services provided to students? References: <i>Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama.</i></p>	3%
6	Through problem-based learning, students are able to organize basic services	<ol style="list-style-type: none"> 1. Carrying out a comprehensive BK needs assessment 2. Determine the goals of student development guidance and counseling 3. Create RPLBK for elementary, middle school, high school/vocational school children 4. Present the results of the development of comprehensive BK materials in the field of basic services orally and in writing 	<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>		The lecture begins with an introduction by the lecturer via ppt, followed by problem based learning through small groups and the results are reported in writing and presented	<p>Material: What is responsive service? References: <i>Gysbers, NC & Henderson, P. 2006. Developing and Managing Your School Guidance and Counseling Program 4th Ed. Alexandria, VA: ACA.</i></p> <hr/> <p>Material: What are the basic services and forms of services provided to students? References: <i>Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama.</i></p>	3%
7	Through problem-based learning, students are able to organize basic services	<ol style="list-style-type: none"> 1. Carrying out a comprehensive BK needs assessment 2. Determine the goals of student development guidance and counseling 3. Create RPLBK for elementary, middle school, high school/vocational school children 4. Present the results of the development of comprehensive BK materials in the field of basic services orally and in writing 	<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>		The lecture begins with an introduction by the lecturer via ppt, followed by problem based learning through small groups and the results are reported in writing and presented	<p>Material: Definition, goals, focus and individual planning strategies References: <i>Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama.</i></p> <hr/> <p>Material: What are the basic services and forms of services provided to students? References: <i>Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama.</i></p>	3%

8	Sub Summative Exam	Final ability indicators 1 to 7	<p>Criteria: Give a score of 4 if the answer is correct. Give a score of 3 if the answer is quite correct. Give a score of 2 if the answer has many mistakes. Give a score of 1 if the answer is wrong. Give a score of 0 if you don't do it. Score = (Total score: 20) x 100</p> <p>Form of Assessment : Test</p>	Midterm Exam 2 X 50		<p>Material: Implementation of developmental guidance and counseling to increase student competence and achievement. References: Urbina, Ivett, Elizabeth Villares, and Melissa Mariani. 2017. "Examining the Efficacy of the Spanish Cultural Translation of the Student Success Skills Program to Improve Academic Achievement." <i>Journal of Humanistic Counseling</i> 56(2): 127-43.</p>	20%
9	Through project based learning, students are able to plan individual planning services and produce individual child planning documents	<ol style="list-style-type: none"> 1.Orienting to long-term goals 2.Determine short-term goals 3.Discover individual planning priorities 4.Analyze how to achieve short-term goals 5.Find solutions to individual planning problems 6.Produce individual planning documents according to developmental tasks 7.Present the results of individual planning 	<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>	Students receive introductory material from the lecturer regarding individual planning, followed by project based learning in groups and the results are reported in writing and presented		<p>Material: System support References: Yusuf, Syamsu LN 2017. <i>Developmental Guidance and Counseling: A Comprehensive Approach.</i> Bandung: Refika Aditama.</p> <p>Material: individual development References: Anggraeni, D., & Naqiyah, N. (2018). <i>The Relationship between the School Environment and the Development of Emotional Intelligence of Class VIII Students at SMP Negeri 20 Surabaya.</i> BK UNESA, 8 (3), 22, 25.</p>	3%
10	Through project based learning, students are able to plan individual planning services and produce individual child planning documents	<ol style="list-style-type: none"> 1.Orienting to long-term goals 2.Determine short-term goals 3.Discover individual planning priorities 4.Analyze how to achieve short-term goals 5.Find solutions to individual planning problems 6.Produce individual planning documents according to developmental tasks 7.Present the results of individual planning 	<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>	Students receive introductory material from the lecturer regarding individual planning, followed by project based learning in groups and the results are reported in writing and presented		<p>Material: System support References: Yusuf, Syamsu LN 2017. <i>Developmental Guidance and Counseling: A Comprehensive Approach.</i> Bandung: Refika Aditama.</p> <p>Material: individual development References: Anggraeni, D., & Naqiyah, N. (2018). <i>The Relationship between the School Environment and the Development of Emotional Intelligence of Class VIII Students at SMP Negeri 20 Surabaya.</i> BK UNESA, 8 (3), 22, 25.</p>	4%
11	Through project based learning, students are able to plan individual planning services and produce individual child planning documents	<ol style="list-style-type: none"> 1.Orienting to long-term goals 2.Determine short-term goals 3.Discover individual planning priorities 4.Analyze how to achieve short-term goals 5.Find solutions to individual planning problems 6.Produce individual planning documents according to developmental tasks 7.Present the results of individual planning 	<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>	Students receive introductory material from the lecturer regarding individual planning, followed by project based learning in groups and the results are reported in writing and presented		<p>Material: System support References: Yusuf, Syamsu LN 2017. <i>Developmental Guidance and Counseling: A Comprehensive Approach.</i> Bandung: Refika Aditama.</p> <p>Material: individual development References: Anggraeni, D., & Naqiyah, N. (2018). <i>The Relationship between the School Environment and the Development of Emotional Intelligence of Class VIII Students at SMP Negeri 20 Surabaya.</i> BK UNESA, 8 (3), 22, 25.</p>	4%
12	Through project based learning, students are able to apply responsive services	<ol style="list-style-type: none"> 1.Implement a developmental crisis intervention services program 2.Evaluating crisis counseling services addressing developmental problems 3.Generate crisis counseling services documents 4.Present the results of crisis counseling services 	<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>	through project based learning, students in groups apply the behavioral intervention service program that has been prepared and evaluate the success of crisis counseling then the results are reported in writing and presented.		<p>Material: What are the career field competency standards? Reference: South Carolina Team. 2008. <i>The South Carolina Comprehensive Developmental Guidance and Counseling Program Models.</i> Columbia: South Carolina.</p> <p>Material: Implementation of responsive services with crisis counseling to overcome student development problems. Reference: Rex, Jim. 2008. "The South Carolina Comprehensive Developmental Guidance and Counseling Program Model." : 1-169.</p>	5%

13	Through project based learning, students are able to apply responsive services	<ol style="list-style-type: none"> 1. Implement a developmental crisis intervention services program 2. Evaluating crisis counseling services addressing developmental problems 3. Generate crisis counseling services documents 4. Present the results of crisis counseling services 	<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>	through project based learning, students in groups apply the behavioral intervention service program that has been prepared and evaluate the success of crisis counseling then the results are reported in writing and presented.		<p>Material: What are the career field competency standards? Reference: <i>South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina.</i></p> <hr/> <p>Material: Implementation of responsive services with crisis counseling to overcome student development problems. Reference: <i>Rex, Jim. 2008. "The South Carolina Comprehensive Developmental Guidance and Counseling Program Guidance and Counseling Model." : 1-169.</i></p>	5%
14	Through project based learning, students are able to apply responsive services	<ol style="list-style-type: none"> 1. Implement a developmental crisis intervention services program 2. Evaluating crisis counseling services addressing developmental problems 3. Generate crisis counseling services documents 4. Present the results of crisis counseling services 	<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>	through project based learning, students in groups apply the behavioral intervention service program that has been prepared and evaluate the success of crisis counseling then the results are reported in writing and presented.		<p>Material: What are the career field competency standards? Reference: <i>South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina.</i></p> <hr/> <p>Material: Implementation of responsive services with crisis counseling to overcome student development problems. Reference: <i>Rex, Jim. 2008. "The South Carolina Comprehensive Developmental Guidance and Counseling Program Guidance and Counseling Model." : 1-169.</i></p>	5%
15	Through project based learning, students are able to apply responsive services	<ol style="list-style-type: none"> 1. Implement a developmental crisis intervention services program 2. Evaluating crisis counseling services addressing developmental problems 3. Generate crisis counseling services documents 4. Present the results of crisis counseling services 	<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>	through project based learning, students in groups apply the behavioral intervention service program that has been prepared and evaluate the success of crisis counseling then the results are reported in writing and presented.		<p>Material: What are the career field competency standards? Reference: <i>South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina.</i></p> <hr/> <p>Material: Implementation of responsive services with crisis counseling to overcome student development problems. Reference: <i>Rex, Jim. 2008. "The South Carolina Comprehensive Developmental Guidance and Counseling Program Guidance and Counseling Model." : 1-169.</i></p>	5%

16	Summative Exam	Final ability indicators 1 to 15	<p>Criteria: Give a score of 4 if the answer is correct. Give a score of 3 if the answer is quite correct. Give a score of 2 if the answer has many mistakes. Give a score of 1 if the answer is wrong. Give a score of 0 if you don't do it. Score = (Total score: 20) x 100</p> <p>Form of Assessment : Test</p>	Final exam semester 2 X 50		<p>Material: Problems of Indonesian adolescent development and implementation of BK in Indonesia Reference: Department of National Education. 2007. <i>Structuring Professional Education for Counselors and Guidance and Counseling Services in Formal Education Pathways. Jakarta: Department of National Education.</i></p> <p>Material: What are the roles of counselors and school personnel? References: Gysbers, NC & Henderson, P. 2006. <i>Developing and Managing Your School Guidance and Counseling Program 4th Ed. Alexandria, VA: ACA.</i></p> <p>Material: Personal, social, academic and career competency standards Reference: South Carolina Team. 2008. <i>The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina.</i></p> <p>Material: Indonesian adolescent development problems Reference: Yusuf, Syamsu LN 2017. <i>Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama.</i></p>	30%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.