



**Universitas Negeri Surabaya  
Fakultas Teknik  
Program Studi S1 Pendidikan Tata Rias**

**Kode  
Dokumen**

**SEMESTER LEARNING PLAN**

<b>Course</b>	<b>KODE</b>	<b>Rumpun MataKuliah</b>	<b>Bobot Kredit</b>			<b>SEMESTER</b>	<b>Tanggal Penyusunan</b>										
Pengel. Laboratorium Bidang Studi	39424203	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	4	1 Februari 2024										
<b>OTORISASI</b>	<b>Pengembang S.P</b>		<b>Koordinator Rumpun matakuliah</b>			<b>Koordinator Program Studi</b>											
	Nia Kusstianti, S.Pd.,M.Pd Sri Usodoningtyas, S.Pd.,M.Pd Apt. M.A. Hanny F Fernanda, S. Farm., M.Farm		Nia Kusstianti, S.Pd.,M.Pd			Nia Kusstianti, S.Pd., M.Pd.											
<b>Model Pembelajaran</b>	Project Based Learning																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO program Studi yang dibebankan pada matakuliah</b>																
	<b>PLO-1</b>	Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya															
	<b>PLO-2</b>	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan															
	<b>PLO-3</b>	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan															
	<b>PLO-4</b>	Mengembangkan diri secara berkelanjutan dan berkolaborasi.															
	<b>PLO-5</b>	Mengaplikasikan sikap profesional sebagai pendidik dan praktisi dalam bidang tata rias yang meliputi disiplin, jujur, tanggung jawab, beretika,, mampu bekerjasama dan berkomunikasi efektif															
	<b>PLO-7</b>	Mampu mengaplikasikan keterampilan bidang tata rias yang menunjang bidang pendidikan tata rias															
	<b>PLO-8</b>	Mengkreasikan dalam kompetensi keahlian dibidang tata rias meliputi : Tata rias kulit, tata rias rambut, tata rias pengantin, dan berwawasan kewirausahaan															
	<b>PLO-11</b>	Mampu menguraikan ilmu dasar dalam bidang tata rias															
	<b>Program Objectives (PO)</b>																
	<b>PO - 1</b>	Mahasiswa memiliki pengetahuan tentang konsep pengelolaan laboratorium bidang studi Tata Rias															
	<b>PO - 2</b>	Mahasiswa memiliki kemampuan untuk menerapkan komponen-komponen laboratorium dalam desain laboratorium bidang studi Tata Rias di sekolah yang berorientasi pada standar penilaian dengan memanfaatkan sumber belajar dan TIK															
	<b>PO - 3</b>	Mahasiswa memiliki keterampilan untuk membuat desain laboratorium tata rias															
	<b>PO - 4</b>	Mahasiswa memiliki sikap bertanggung jawab dalam mengembangkan pengetahuan dalam pengelolaan laboratorium bidang studi sesuai dengan Standar Nasional Pendidikan khususnya standar penilaian															
	<b>Matrik PLO-PO</b>																
	PO	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-7	PLO-8	PLO-11								
	PO-1	✓	✓	✓	✓	✓			✓								
	PO-2	✓	✓	✓	✓	✓	✓	✓									
	PO-3	✓	✓	✓	✓	✓	✓	✓									
	PO-4	✓	✓	✓	✓	✓			✓								
<b>Matrik PO pada Kemampuan akhir tiap tahapan belajar (Sub-PO)</b>																	
	PO	Minggu Ke															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	PO-1																
	PO-2																
	PO-3																
	PO-4																
<b>Deskripsi Singkat Mata Kuliah</b>	Konsep pengelolaan dan keterampilan merencanakan suatu desain laboratorium bidang studi yang terdiri atas : 1) rasional pengelolaan laboratorium yang bahasannya meliputi akuntabilitas program pendidikan, tema kurikulum SMK, pendekatan keterampilan proses, serta praktek dan praktikum; 2) sumber belajar dan laboratorium/lab work; 3) Laboratorium bidang studi yang meliputi analisis kebutuhan ruang, analisis kebutuhan peralatan, desain ruang laboratorium, 4) perawatan dan administrasi laboratorium serta keselamatan kerja di laboratorium.																
<b>Pustaka</b>	<b>Utama :</b>																

<ol style="list-style-type: none"> <li>1. Astriati Winam i. 1992. Laboratorium Bidang studi PKK . Surabaya : Unip ress</li> <li>2. Bustanul Akhir . Praktek dan Praktikum SMK .</li> <li>3. Maryono Sutarno . Dasar-dasar Pengelolaan Laboratorium .</li> </ol>							
<b>Pendukung :</b>							
<ol style="list-style-type: none"> <li>1. Hadiyat . 1984. Pedoman Pengelolaan Laboratorium IPA. Jakarta : CV. Sinar Pengetahuan</li> <li>2. Albert J Pauther . 1971. Teaching Shop and Laboratorium Subject . Colombus Charles E Merrill Publishing</li> </ol>							
<b>Dosen Pengampu</b>		Sri Usodoningtyas, S.Pd., M.Pd. Nia Kusstianti, S.Pd., M.Pd. apt. M.A. Hanny Ferry Fernanda, S.Farm., M.Farm.					
Minggu Ke-	Kemampuan akhir tiap tahapan belajar (Sub-PO)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, 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 are able to understand the rationale for laboratory management in the field of study.	- Explain the rationale for managing the Study Field Laboratory and its description	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.The assessment criteria are carried out by looking at aspects:</li> <li>2.1. Participation: carried out by observing student activities (weight 2)</li> <li>3.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>4.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>5.4. Task: carried out on each indicator (weight 3)</li> <li>6.Student Final Grade:</li> <li>7.Participation Value (2)%2 Assignment Value (3)%2 UTS Value</li> </ol> <b>Form of Assessment :</b> Participatory Activities	Group discussion and reflection 2 X 50		<b>Material:</b> Rational Laboratory Management Field of Study <b>Literature:</b> <i>Maryono Sutarno. Basics of Laboratory Management.</i>	0%

2	Students are able to understand the accountability of educational programs	<p>1. Describe the basis and demands of educational program accountability</p> <p>2. Explain indicators of educational program accountability</p>	<p><b>Criteria:</b></p> <p>1. The assessment criteria are carried out by looking at aspects:</p> <p>2.1. Participation: carried out by observing student activities (weight 2)</p> <p>3.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</p> <p>4.3. UAS: carried out every semester to measure all indicators (weight 3)</p> <p>5.4. Task: carried out on each indicator (weight 3)</p> <p>6. Student Final Grade:</p> <p>7. Participation Score (2)%2 Assignment Score (3)%2 UTS Score (2)%2 UAS Score (3) divided by 10.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, group presentation and reflection 2 X 50		<p><b>Material:</b> Accountability of educational programs</p> <p><b>Reference:</b> <i>Astriati Winarn i. 1992. PKK Study Field Laboratory. Surabaya: Unip ress</i></p>	0%
3	Students are able to understand the themes of the vocational school curriculum	- Explaining the objectives of SMK - Explaining the curriculum organization - Identifying the themes of the SMK curriculum	<p><b>Criteria:</b></p> <p>1. The assessment criteria are carried out by looking at aspects:</p> <p>2.1. Participation: carried out by observing student activities (weight 2)</p> <p>3.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</p> <p>4.3. UAS: carried out every semester to measure all indicators (weight 3)</p> <p>5.4. Task: carried out on each indicator (weight 3)</p> <p>6. Student Final Grade:</p> <p>7. Participation Score (2)%2 Assignment Score (3)%2 UTS Score (2)%2 UAS Score (3) divided by 10.</p>	Approach: Scientific Method: Lecture, discussion, group presentation, question and answer and reflection Model: Direct Learning 2 X 50			0%

4	Students are able to understand the Process Skills Approach	<p>1. Describe the concept of the process skills approach</p> <p>2. Explain the importance of the process skills approach</p> <p>3. Describe the components in the process skills approach</p>	<p><b>Criteria:</b></p> <p>1. The assessment criteria are carried out by looking at aspects:</p> <p>2.1. Participation: carried out by observing student activities (weight 2)</p> <p>3.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</p> <p>4.3. UAS: carried out every semester to measure all indicators (weight 3)</p> <p>5.4. Task: carried out on each indicator (weight 3)</p> <p>6. Student Final Grade:</p> <p>7. Participation Score (2)%2 Assignment Score (3)%2 UTS Score (2)%2 UAS Score (3) divided by 10.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Approach: Scientific</p> <p>Method: Lecture, discussion, presentation, question and answer and assignment</p> <p>Model: direct learning</p> <p>2 X 50</p>	<p><b>Material:</b> Process Skills Approach</p> <p><b>Reader:</b> Maryono Sutarno. <i>Basics of Laboratory Management.</i></p>	0%
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5	Students are able to understand practice and practicum	<p>1. Describe the concept of practice and practicum in vocational schools</p> <p>2. Distinguish between practical and practicum learning outcomes</p>	<p><b>Criteria:</b></p> <p>1. The assessment criteria are carried out by looking at aspects:</p> <p>2.1. Participation: carried out by observing student activities (weight 2)</p> <p>3.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</p> <p>4.3. UAS: carried out every semester to measure all indicators (weight 3)</p> <p>5.4. Task: carried out on each indicator (weight 3)</p> <p>6. Student Final Grade:</p> <p>7. Participation Score (2)%2 Assignment Score (3)%2 UTS Score (2)%2 UAS Score (3) divided by 10.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Approach: Scientific</p> <p>Method: Lecture, discussion, presentation, question and answer and assignment</p> <p>Model: Direct learning</p> <p>2 X 50</p>		<p><b>Material:</b> Practice and Practicum</p> <p><b>Literature:</b> <i>Bustanul Akhir . Vocational School Practice and Practicum.</i></p>	0%
6	Students understand the rationale for IKK in the field of expertise as a science	<p>1. Explain the rationale for the concept of IKK in the field of expertise as a science</p> <p>2. Analyze the field of cosmetology studies as a science</p>		<p>Approach: Scientific</p> <p>Method: Lectures, presentations, discussions, questions and answers and assignments</p> <p>Model: Direct learning</p> <p>2 X 50</p>		<p><b>Material:</b> IKK field of study as science</p> <p><b>Library:</b> <i>Astriati Winarn i. 1992. PKK Study Field Laboratory. Surabaya: Unip ress</i></p>	0%

7	Students understand about learning resources and the Learning Resource Center	<p>1.Explain the meaning of learning resources and learning resource centers</p> <p>2.Explain the function of learning resources and learning resource centers</p> <p>3.Identify types of learning resources</p> <p>4.Explain the principles of using PSB</p>	<p><b>Criteria:</b></p> <p>1.The assessment criteria are carried out by looking at aspects:</p> <p>2.1. Participation: carried out by observing student activities (weight 2)</p> <p>3.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</p> <p>4.3. UAS: carried out every semester to measure all indicators (weight 3)</p> <p>5.4. Task: carried out on each indicator (weight 3)</p> <p>6.Student Final Grade:</p> <p>7.Participation Score (2)%2 Assignment Score (3)%2 UTS Score (2)%2 UAS Score (3)</p> <p>divided by 10.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Approach: Scientific</p> <p>Method: Lecture, discussion, presentation, question and answer and assignment</p> <p>Model: Direct learning</p> <p>2 X 50</p>	<p><b>Material:</b> Learning Resources and Learning Resource Center</p> <p><b>Library:</b> <i>Astriati Winarn i. 1992. PKK Study Field Laboratory. Surabaya: Unip ress</i></p>	0%
8	Midterm exam			2 X 50		0%

9	Students understand about laboratories/lab work	- Describe the concept of laboratory/lab work - Explain the types of lab work - Explain the steps for using lab work	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment criteria are carried out by looking at aspects:</li> <li>2.1. Participation: carried out by observing student activities (weight 2)</li> <li>3.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>4.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>5.4. Task: carried out on each indicator (weight 3)</li> <li>6.Student Final Grade:</li> <li>7.Participation Score (2)%2 Assignment Score (3)%2 UTS Score (2)%2 UAS Score (3) divided by 10.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Approach: scientific</p> <p>Method: Lectures, discussions, presentations, questions and answers and assignments, laboratory visits</p> <p>Model: direct learning</p> <p>2 X 50</p>	<p><b>Material:</b> Laboratory/lab work</p> <p><b>Library:</b> Astriati Winarn i. 1992. PKK Study Field Laboratory. Surabaya: Unip ress</p>	0%
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10	Students are able to understand laboratory teaching strategies/alternatives	<p>1. Describe laboratory teaching operations.</p> <p>2. Describe variables related to teaching</p> <p>3. Explain alternative laboratory teaching</p>	<p><b>Criteria:</b></p> <p>1. The assessment criteria are carried out by looking at aspects:</p> <p>2.1. Participation: carried out by observing student activities (weight 2)</p> <p>3.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</p> <p>4.3. UAS: carried out every semester to measure all indicators (weight 3)</p> <p>5.4. Task: carried out on each indicator (weight 3)</p> <p>6. Student Final Grade:</p> <p>7. Participation Score (2)%2 Assignment Score (3)%2 UTS Score (2)%2 UAS Score (3) divided by 10.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Approach: scientific</p> <p>Method: discussion, presentation, question and answer and assignment</p> <p>Model: Direct Learning 2 X 50</p>		<p><b>Material:</b> Laboratory teaching strategies/alternatives</p> <p><b>Reference:</b> Astriati Winarn i. 1992. <i>PKK Study Field Laboratory</i>. Surabaya: Unip ress</p>	0%
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11	Students are able to understand the proportions of laboratory buildings	<ol style="list-style-type: none"> <li>1. Identify laboratory activities.</li> <li>2. Explain general laboratory requirements</li> <li>3. Identify the types of space in the laboratory</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment criteria are carried out by looking at aspects:             <ol style="list-style-type: none"> <li>2.1. Participation: carried out by observing student activities (weight 2)</li> <li>3.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>4.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>5.4. Task: carried out on each indicator (weight 3)</li> </ol> </li> <li>6. Student Final Grade:</li> <li>7. Participation Score (2)%2 Assignment Score (3)%2 UTS Score (2)%2 UAS Score (3) divided by 10.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Approach: SantifikMethod: Lecture, presentation, discussion, question and answer, reflection and assignment 2 X 50</p>	<p><b>Material:</b> Proportions of laboratory buildings <b>Reference:</b> Astriati Winarn i. 1992. PPK Study Field Laboratory. Surabaya: Unip ress</p>	0%
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12	Students are able to understand the need for laboratory space equipment.	<p>1. Describe space equipment needs.</p> <p>2. Describe the steps for calculating laboratory space</p> <p>3. planning laboratory space equipment needs</p>	<p><b>Criteria:</b></p> <p>1. The assessment criteria are carried out by looking at aspects:</p> <p>2.1. Participation: carried out by observing student activities (weight 2)</p> <p>3.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</p> <p>4.3. UAS: carried out every semester to measure all indicators (weight 3)</p> <p>5.4. Task: carried out on each indicator (weight 3)</p> <p>6. Student Final Grade:</p> <p>7. Participation Score (2)%2 Assignment Score (3)%2 UTS Score (2)%2 UAS Score (3) divided by 10.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Approach: scientific</p> <p>Method: Lecture, discussion, presentation, question and answer, reflection and assignment</p> <p>2 X 50</p>	<p><b>Material:</b> Laboratory space equipment needs</p> <p><b>Reference:</b> Astriati Winarn i. 1992. <i>PKK Study Field Laboratory</i>. Surabaya: Unip ress</p>	0%
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13	Students are able to understand the need for laboratory equipment.	<ol style="list-style-type: none"> <li>1. Classify the types of equipment.</li> <li>2. Explain the things that must be considered when procuring equipment.</li> <li>3. Explain the basic criteria in equipment planning.</li> <li>4. Explain how to calculate equipment requirements.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment criteria are carried out by looking at aspects:             <ol style="list-style-type: none"> <li>2.1. Participation: carried out by observing student activities (weight 2)</li> <li>3.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>4.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>5.4. Task: carried out on each indicator (weight 3)</li> </ol> </li> <li>6. Student Final Grade:</li> <li>7. Participation Score (2)%2 Assignment Score (3)%2 UTS Score (2)%2 UAS Score (3) divided by 10.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p><b>Approach:</b> Scientific <b>Method:</b> Lecture, presentation, discussion, question and answer, reflection and assignment 2 X 50</p>	<p><b>Material:</b> laboratory equipment needs <b>Reader:</b> <i>Astriati Winarn i. 1992. PKK Study Field Laboratory. Surabaya: Unip ress</i></p>	0%
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14	Students are able to understand the design/lay out of the laboratory	<ol style="list-style-type: none"> <li>1.Explain the meaning of layout</li> <li>2.Explain the purpose of creating a layout</li> <li>3.Describe the principles of arranging furniture/equipment</li> <li>4.Describe the steps in designing a laboratory</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment criteria are carried out by looking at aspects:             <ol style="list-style-type: none"> <li>2.1. Participation: carried out by observing student activities (weight 2)</li> <li>3.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>4.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>5.4. Task: carried out on each indicator (weight 3)</li> </ol> </li> <li>6.Student Final Grade:</li> <li>7.Participation Score (2)%2 Assignment Score (3)%2 UTS Score (2)%2 UAS Score (3) divided by 10.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Approach: scientific Method: lecture, presentation, question and answer, discussion, reflection and assignment Model: direct learning 2 X 50</p>	<p><b>Material:</b> Laboratory Layout Design <b>Library:</b> Astriati Winarn i. 1992. PKK Study Field Laboratory. Surabaya: Unip ress</p>	0%
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15	Students are able to understand the technicalities of laboratory management	<ol style="list-style-type: none"> <li>1. Identify laboratory personnel</li> <li>2. Identify the duties of each manager</li> <li>3. Administering laboratory equipment</li> <li>4. Explain the criteria for evaluating laboratory equipment</li> <li>5. Explain the value considerations for purchasing laboratory equipment</li> <li>6. Classifying laboratory equipment</li> <li>7. Explain how to store equipment</li> <li>8. Identify how to store equipment</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment criteria are carried out by looking at aspects: <ol style="list-style-type: none"> <li>2.1. Participation: carried out by observing student activities (weight 2)</li> <li>3.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</li> <li>4.3. UAS: carried out every semester to measure all indicators (weight 3)</li> <li>5.4. Task: carried out on each indicator (weight 3)</li> </ol> </li> <li>6. Student Final Grade:</li> <li>7. Participation Score (2)%2 Assignment Score (3)%2 UTS Score (2)%2 UAS Score (3)</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Approach: Scientific</p> <p>Method: Lecture, presentation, discussion, question and answer, reflection and assignment</p> <p>2 X 50</p>	<p><b>Material:</b> Laboratory Management Techniques</p> <p><b>Library:</b> Astriati Winarn i. 1992. PKK Study Field Laboratory. Surabaya: Unip ress</p>	0%
16	Final exams			2 X 50		0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

#### 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** 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.
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.

