



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Early Childhood Education Teacher Education Undergraduate Study**  
**Program**

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																																																																																														
Development of Aud	8620703100	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	1	September 1, 2023																																																																																																														
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																																																															
		Mallevi Agustin Ningrum, S.Pd., M.Pd.	Dr. Ruqoyyah Fitri, S.Ag., M.Pd.			Kartika Rinakit Adhe, S.Pd., M.Pd.																																																																																																															
<b>Learning model</b>	Case Studies																																																																																																																				
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																																				
	<b>PLO-8</b>	Mastering developmental stages, healthy living concepts, and parenting techniques to optimize early childhood development																																																																																																																			
	<b>Program Objectives (PO)</b>																																																																																																																				
	<b>PO - 1</b>	Students are able to understand in depth the principles of physical, cognitive, socio-emotional and language development in early childhood, and are able to relate these principles in designing and implementing educational programs.																																																																																																																			
	<b>PO - 2</b>	Students are able to master a variety of teaching strategies that are appropriate to the characteristics of early childhood development, including the use of a play approach, project-based learning, and the use of appropriate learning media.																																																																																																																			
	<b>PO - 3</b>	Students are able to apply logical thinking to understand in depth the concepts of physical, cognitive, socio-emotional and language development in early childhood, as well as use critical thinking to evaluate various related theories and research.																																																																																																																			
	<b>PO - 4</b>	Students are able to master various parenting techniques that are supported by scientific evidence, including techniques for providing stimulation, providing emotional support, and forming positive habits.																																																																																																																			
	<b>PLO-PO Matrix</b>																																																																																																																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th colspan="6">PLO-8</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td colspan="6" style="text-align: center;">✓</td> </tr> <tr> <td>PO-2</td> <td colspan="6" style="text-align: center;">✓</td> </tr> <tr> <td>PO-3</td> <td colspan="6" style="text-align: center;">✓</td> </tr> <tr> <td>PO-4</td> <td colspan="6" style="text-align: center;">✓</td> </tr> </tbody> </table>						P.O	PLO-8						PO-1	✓						PO-2	✓						PO-3	✓						PO-4	✓																																																																																	
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <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> <tr> <td>PO-3</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-4</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> </tbody> </table>																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															✓	✓
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<b>Short Course Description</b>	This course examines the growth and development patterns of AUD in terms of physical, physical, social, problem and treatment aspects and also discusses neuroscientific studies in child growth and development.																																																																																																																				
<b>References</b>	<b>Main :</b>																																																																																																																				

1. Hurlock, Elizabeth. 2008. Perkembangan. Jakarta: Airlangga.
2. Benokraitis, Nijole V. 2011. Marriages & Families . New York: Pearson.
3. Santrock, John W. . 2009. Perkembangan Anak Jilid I. Jakarta: Airlangga..
4. Engel, Joyce K. 2006. Pocket Guide Series Pediatric Assessment . Missouri: Mosby Elsevier.
5. Byrd-Bredbenner, Carol, dkk. 2009. Wardlaw's Perspectives in Nutrition Eighth Edition . New York: Higher Education.
6. Hay, William W, dkk. 2011. Current Diagnosis & Treatment Pediatric 20th Edition . New York: Mc Graw Hill Lange.
7. Illingworth, Ronald S. 1979. The Normal Child (Some Problems of The Early Years and Their Treatment) . New York: Churchill Livingstone.

**Supporters:**

1. Azizah, C., Hasanah, U., Komalasari, D., Saroinsong, W. P., & Ningrum, M. A. (2022). Pengembangan Permainan Engklek Kucing (ENGCK) untuk Menstimulasi Kemampuan Motorik Kasar Anak Usia 5-6 Tahun. SELING: Jurnal Program Studi PGRA, 8(2), 208–219. <https://doi.org/10.29062/SELING.V8I2.1235>
2. Hasibuan, R., & Ningrum, M. A. (2016). Pengaruh Bermain Outdoor Dan Kegiatan Finger Painting Terhadap Kreativitas Anak Usia Dini. JP (Jurnal Pendidikan): Teori dan Praktik, 1(1), 73-81.
3. Ningrum, M. A., & Wardhani, A. M. R. (2021). Pengembangan Buku Panduan Anti-Bullying untuk Mengembangkan Keterampilan Sosial-Emosional Anak Usia Dini. Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini, 6(3), 131-142.
4. Ningrum, M. A., Hasibuan, R., & Fitri, R. (2023). PAUD holistik integratif berdimensi profil pelajar Pancasila. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7(1), 563-574.
5. Ningrum, M. A., Lischa, D. C. N. N., & Maziyatul, H. (2023). Meningkatkan Kemampuan Motorik Kasar Melalui Permainan Halang Rintang pada Anak Usia Dini. Jurnal obsesi: jurnal Pendidikan Anak Usia Dini, 7(5), 5133-5142.
6. Nursalim, M., Sujarwananto, M. P., Yuliana, I., Rifayanti, Z. E. T., Jannah, N. L., Adhe, K. R., ... & M Bambang Edi Siswanto, M. (2022). Antologi Neurosains dalam Pendidikan. Jakad Media Publishing.
7. Fitri, R., Reza, M., & Ningrum, M. A. (2020). Instrumen kesiapan belajar: asesmen non-tes untuk mengukur kesiapan belajar anak usia dini dalam perspektif neurosains. JP2KG AUD (Jurnal Pendidikan, Pengasuhan, Kesehatan Dan Gizi Anak Usia Dini), 1(1), 17-32.
8. Ningrum, M. A., Maulidiyah, E. C., & Khotimah, N. (2020). Pelatihan Pembuatan Fun Games bagi Guru PAUD di Kabupaten Jombang Jawa Timur. Jurnal Pengabdian Pada Masyarakat, 5(3), 724-732.

**Supporting lecturer**

Dr. Ruqoyyah Fitri, S.Ag., M.Pd.  
 Muhammad Reza, S.Psi., M.Si.  
 Dewi Komalasari, S.Pd., M.Pd.  
 Sri Widayati, S.Pd., M.Pd.  
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 Dr. Yes Matheos Lasarus Malaikosa, M.Pd.  
 Kartika Rinakit Adhe, S.Pd., M.Pd.  
 Eka Cahya Maulidiyah, 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	Understanding of AUD growth and development patterns	1. Define the meaning of AUD 2. Explain the pattern of growth and development of AUD	<b>Criteria:</b> 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students do not listen to the lecturer's explanation properly  <b>Form of Assessment :</b> Participatory Activities	Collaborative 3 X 50		<b>Material:</b> child development concepts <b>References:</b> <i>Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.</i>	2%
2	Able to understand the principles of AUD development	1. Discuss the principles of AUD development 2. Emphasizing the importance of AUD's growth and development	<b>Criteria:</b> 1.3 = Students are able to answer and understand the lecturer's questions very well 2.2 = Students are able to answer and understand the lecturer's questions well 3.1 = Student does not answer and understand the question well  <b>Form of Assessment :</b> Participatory Activities	Collaborative 3 X 50		<b>Material:</b> principles of child development <b>Reference:</b> <i>Santrock, John W. . 2009. Child Development Volume I. Jakarta: Airlangga.</i>	3%

3	Able to understand prenatal growth and development	<ol style="list-style-type: none"> <li>1. Analyze prenatal growth stages</li> <li>2. Analyze the stages of prenatal development</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.3 = Students are able to listen and understand the lecturer's explanation very well</li> <li>2.2 = Students are able to listen to the lecturer's explanation well</li> <li>3.1 = Students do not listen to the lecturer's explanation properly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Scientific 3 X 50		<p><b>Material:</b> child development in the womb <b>Reference:</b> <i>Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.</i></p>	2%
4	Able to understand prenatal and postnatal development	<ol style="list-style-type: none"> <li>1. Explain the importance of prenatal development</li> <li>2. Suggests the importance of postnatal development</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.3 = Students are able to listen and understand the lecturer's explanation very well</li> <li>2.2 = Students are able to listen to the lecturer's explanation well</li> <li>3.1 = Students do not listen to the lecturer's explanation properly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Scientific 3 X 50		<p><b>Material:</b> child development in the womb <b>Reference:</b> <i>Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.</i></p>	3%
5	Able to understand the growth and development of the AUD brain	<ol style="list-style-type: none"> <li>1. Suggests the importance of understanding the growth and development of the AUD brain</li> <li>2. Explain the structure and function of the brain</li> <li>3. Explaining appropriate stimulation of AUD brain growth and development</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.3 = Students are able to listen and understand the lecturer's explanation very well</li> <li>2.2 = Students are able to listen to the lecturer's explanation well</li> <li>3.1 = Students do not listen to the lecturer's explanation properly</li> </ol> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Scientific 3 X 50		<p><b>Material:</b> child development <b>References:</b> <i>Santrock, John W. . 2009. Child Development Volume I. Jakarta: Airlangga..</i></p>	5%
6	Able to understand perinatal growth and development (when born)	Explain perinatal growth and development (when born)	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.3 = Students are able to listen and understand the lecturer's explanation very well</li> <li>2.2 = Students are able to listen to the lecturer's explanation well</li> <li>3.1 = Students do not listen to the lecturer's explanation properly</li> </ol> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Scientific 3 X 50		<p><b>Material:</b> child development <b>References:</b> <i>Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.</i></p>	5%

7	Able to study the growth and development of children who are given breast milk and formula milk	<ol style="list-style-type: none"> <li>1. Identifying the growth and development of children who are breastfed</li> <li>2. Identifying the growth and development of children who are given formula milk</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.3 = Students are able to answer and understand the lecturer's questions very well</li> <li>2.2 = Students are able to answer and understand the lecturer's questions well</li> <li>3.1 = Student does not answer and understand the question well</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Scientific 3 X 50		<p><b>Material:</b> children's health and nutrition <b>References:</b> <i>Byrd-Bredbenner, Carol, et al. 2009. Wardlaw's Perspectives in Nutrition Eighth Edition. New York: Higher Education.</i></p>	10%
8			<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.3 = Students are able to answer and understand written test questions completely and analyzed</li> <li>2.2 = Students are able to answer and understand written test questions quite completely and analysed</li> <li>3.1 = Student answered and understood the written test questions, but incompletely and not analyzed</li> </ol> <p><b>Form of Assessment :</b> Test</p>	Written Exam 3 X 50		<p><b>Material:</b> early childhood problems <b>Reference:</b> <i>Illingworth, Ronald S. 1979. The Normal Child (Some Problems of the Early Years and Their Treatment). New York: Churchill Livingstone.</i></p>	15%
9	Able to study the growth and development of children whose parents are busy working and whose parents have a lot of time at home	<ol style="list-style-type: none"> <li>1. Explain the growth and development of children whose parents are busy working</li> <li>2. Explaining the growth and development of children whose parents have a lot of time at home</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.3 = Students are able to answer and understand the lecturer's questions very well</li> <li>2.2 = Students are able to answer and understand the lecturer's questions well</li> <li>3.1 = Student does not answer and understand the question well</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Scientific 3 X 50		<p><b>Material:</b> development <b>Bibliography:</b> <i>Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.</i></p>	2%
10	Able to study the growth and development of children who are admitted to PAUD institutions and those who are not admitted to PAUD institutions	<ol style="list-style-type: none"> <li>1. Promote the growth and development of children enrolled in PAUD institutions</li> <li>2. Bringing attention to the growth and development of children who are not enrolled in PAUD institutions</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.3 = Students are able to listen and understand the lecturer's explanation very well</li> <li>2.2 = Students are able to listen to the lecturer's explanation well</li> <li>3.1 = Students are unable to listen to the lecturer's explanation well</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Humanistic 3 X 50		<p><b>Material:</b> children's problems <b>Reference:</b> <i>Benokraitis, Nijole V. 2011. Marriages &amp; Families. New York: Pearson.</i></p>	3%

11	Able to examine the characteristics of physical motor development of AUD, the problems experienced and their treatment	<ol style="list-style-type: none"> <li>1. Identifying the characteristics of physical motor development of AUD</li> <li>2. Explain the physical motor problems of AUD</li> <li>3. Explain the appropriate treatment for physical motor problems with AUD</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.3 = Students are able to listen and understand the lecturer's explanation very well</li> <li>2.2 = Students are able to listen to the lecturer's explanation well</li> <li>3.1 = Students are unable to listen to the lecturer's explanation well</li> </ol> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Case Study 3 X 50		<p><b>Material:</b> children's problems</p> <p><b>References:</b> <i>Illingworth, Ronald S. 1979. The Normal Child (Some Problems of the Early Years and Their Treatment). New York: Churchill Livingstone.</i></p>	5%
12	Able to examine the characteristics of AUD cognitive development, the problems experienced and their treatment	<ol style="list-style-type: none"> <li>1. Identifying the cognitive developmental characteristics of AUD</li> <li>2. Explaining the cognitive problems of AUD</li> <li>3. Explain the appropriate treatment for AUD cognitive problems</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.3 = Students are able to listen and understand the lecturer's explanation very well</li> <li>2.2 = Students are able to listen to the lecturer's explanation well</li> <li>3.1 = Students are unable to listen to the lecturer's explanation well</li> </ol> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Scientific, Humanistic 3 X 50		<p><b>Material:</b> cognitive development</p> <p><b>References:</b> <i>Santrock, John W. . 2009. Child Development Volume I. Jakarta: Airlangga..</i></p>	5%
13	Able to study the characteristics of AUD language development, the problems experienced and their handling	<ol style="list-style-type: none"> <li>1. Identifying characteristics of AUD language development</li> <li>2. Explaining AUD language problems</li> <li>3. Explain the appropriate treatment for AUD language problems</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.3 = Students are able to listen and understand the lecturer's explanation very well</li> <li>2.2 = Students are able to listen to the lecturer's explanation well</li> <li>3.1 = Students are unable to listen to the lecturer's explanation well</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Scientific, Humanistic 3 X 50		<p><b>Material:</b> children's problems</p> <p><b>References:</b> <i>Engel, Joyce K. 2006. Pocket Guide Series Pediatric Assessment. Missouri: Mosby Elsevier.</i></p>	5%
14	Able to examine the characteristics of AUD's social emotional development, the problems experienced and their treatment	<ol style="list-style-type: none"> <li>1. Identifying the social emotional development characteristics of AUD</li> <li>2. Explaining the social emotional problems of AUD</li> <li>3. Explain the appropriate treatment for social emotional problems with AUD</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.3 = Students are able to listen and understand the lecturer's explanation very well</li> <li>2.2 = Students are able to listen to the lecturer's explanation well</li> <li>3.1 = Students are unable to listen to the lecturer's explanation well</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Scientific, Humanistic 3 X 50		<p><b>Material:</b> children's problems</p> <p><b>References:</b> <i>Azizah, C., Hasanah, U., Komalasari, D., Saroinsong, WP, &amp; Ningrum, MA (2022). Development of the Cat Crank Game (ENGCI) to Stimulate Gross Motor Skills in Children Aged 5-6 Years. SELING: PGRI Study Program Journal, 8(2), 208–219. <a href="https://doi.org/...">https://doi.org/...</a></i></p>	10%

15	Able to examine the characteristics of the moral development of AUD religion, the problems experienced and their handling	<ol style="list-style-type: none"> <li>1. Identifying the characteristics of the moral development of AUD religion</li> <li>2. Explaining the moral problems of AUD religion</li> <li>3. Explaining the appropriate handling of AUD religious moral problems</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.3 = Students are able to listen and understand the lecturer's explanation very well</li> <li>2.2 = Students are able to listen to the lecturer's explanation well</li> <li>3.1 = Students are unable to listen to the lecturer's explanation well</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Scientific, Humanistic 3 X 50		<p><b>Material:</b> children's problems</p> <p><b>References:</b> <i>Engel, Joyce K. 2006. Pocket Guide Series Pediatric Assessment. Missouri: Mosby Elsevier.</i></p>	10%
16	Able to do US questions	Students are able to work on US questions	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.3 = Students are able to answer and understand written test questions very well</li> <li>2.2 = Students are able to answer and understand written test questions well</li> <li>3.1 = Student is unable to answer and understand written test questions well</li> </ol> <p><b>Form of Assessment :</b> Test</p>	Scientific 3 X 50		<p><b>Material:</b> child development</p> <p><b>References:</b> <i>Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.</i></p> <p><b>Material:</b> Integrative Holistic PAUD</p> <p><b>Reference:</b> <i>Ningrum, MA, Hasibuan, R., &amp; Fitri, R. (2023). Integrative holistic PAUD with the dimensions of the Pancasila student profile. Obsession Journal: Journal of Early Childhood Education, 7(1), 563-574.</i></p>	15%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	20%
3.	Test	30%
		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.

