	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
Assessment and Intervention for Deaf Children		8620203025		**T=3**	**P=0**	**ECTS=4.77**	6	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. H. Pamuji, M.Kes.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	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

Short Course Description	· The assessment and intervention course for deaf children equips students to be able to understand, study, deepen, have knowledge and experience of concepts, principles, theories related to assessment and intervention for deaf children and be able to solve problems related to assessment and intervention for deaf children. deaf children comply with procedures and are able to plan, carry out assessments and interventions to solve the problems of deaf children while also optimizing the potential of deaf children based on the principles and procedures in assessment and intervention for deaf children. Lectures are carried out using a system of presentations, discussions, project assignments and reflection.

References	**Main :**	
	1. Donald F, Moores. 2001. Educating The Deaf in Boston , New York: Houghton Mifllin Company. 2. Donald F, Moores. 2006. Deaf Learners, Develping in Curriculum and Instruction , New York: Houghton Mifllin Company. 3. Susilo Yuwati. 2000. Pedoman Guru Pengajaran Bina Persepsi Bunyi Irama Untuk Anak Tunarungu . Jakarta. Depdiknas	
	Supporters:	

Supporting lecturer	Dr. Wagino, 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	Understand the competencies, descriptions, sequence of material in the Assessment and Intervention course for Deaf Children	Mentions competencies, descriptions, sequence of material for the Assessment and Intervention course for Deaf Children		Scientific 3 X 50			0%
2	Understanding the nature of deafness and its problems	1. explain the concept of deafness 2. mentions the impact of deafness on individual development		· Scientific Humanistic 3 X 50			0%
3	Understand early detection and intervention for hearing impairment. Understand hearing ability measurement techniques (hearing tests	1. Explains early detection and intervention for hearing impairment 2. Explain techniques for measuring hearing ability (Hearing test		scientific 3 X 50			0%
4	Understand the management of hearing loss	Explain the management of hearing loss		3 X 50 discussion			0%
5	understand the prevalence and etiology of auditory dysfunction	Explain the prevalence and etiology of auditory dysfunction		Discussion 3 X 50			0%
6	understand hearing aids and cochlear implants	Explain the difference between hearing aids and cochlear implants		scientific 3 X 50			0%
7	understand hearing disorders	Explain the management of hearing loss		scientific 3 X 50			0%
8				3 X 50			0%
9	understand the language development of deaf children	explain the language development of deaf children		3 X 50 discussion			0%
10	understand the communication modes of deaf children	explain the communication modes of deaf children		3 X 50 discussion			0%
11	understand auditory verbal therapy	explain auditory verbal therapy		3 X 50 discussion			0%
12	understand the development of early intervention programs for deaf children	explains the development of an early intervention program for deaf children		3 X 50 discussion			0%
13	understand the development of language skills in deaf children	explains the development of language skills in deaf children		3 X 50 discussion			0%
14	understand the development of articulation training programs for deaf children	explains the development of an articulation training program for deaf children		3 X 50 discussion			0%

| 15 | understand pronunciation error analysis techniques | explain pronunciation error analysis techniques | | 3 X 50 discussion | | | 0% |
| 16 | | | | 3 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.