

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

Document Code

UNESA		Special Education Masters Study Program															
SEMESTER LEARNING PLAN																	
Courses			CODE Course Family			у	Credit Weight			SEMESTER	Compilation Date						
MULTI-SF EDUCATI		ALIZED CHILDRE	N'S	8611702047							T=2	P=0	ECTS=4.4	18 3	July 17, 2024		
AUTHOR	IZAT	ION		SP Developer					Co	Course Cluster Coordinator					Study Program Coordinator		
													Prof. Dr. Siti Masitoh, M.Pd.				
Learning model		Case Studies															
Program Learning		PLO study program that is charged to the course															
Outcome	es	Program Objectives (PO)															
(PLO)		PLO-PO Matrix															
P.O																	
PO Matrix at the end of each learning stage (Sub-PO)																	
			P.C	O Week													
				1	2	3	4	5	6	7	8	9	10	11	12	13 14	15 16
Short Course Description		This course examines and analyzes about; basic concepts of education for multi-specialty children (paradigms, concepts, theories, approaches, techniques for how to handle it), characteristics, periods, aspects, factors that influence multi-specialty children as well as making decisions and providing solutions in resolving problems in the education of multi-specialty children.															
References		Main:															
		 Linda Wilmshurst and Alan W. Brue, (2008), parent's guide to special education: insider advice on how to navigatethe system and help your child succeed, Benner, S. (2003), Assessment of Young Children with Special Needs, A Content- Based Approach. Canada: Delmar Learnin Clarke, H. Harrison & David H. Clarke. (1978), Developmental and Adapted Physical Education. USA: Prentice-Hall, Inc. Depdiknas. (2014). Program Pengembangan Kekhususam. Jakarta: Depdiknas. Friend, M., (2005), Special Education, Contemporary Perspectives for School Professionals, United States of America: Pearson Education Inc. Cohen, Matthew D. (2008), Understanding assessment in the special education process: A step-by-step guide for educators James M. Kauffman and Daniel P. Hallahan, (2011), Handbook of Special Education 															
		Supporters:															
Supporting lecturer		Dr. Wagino, M.Pd.															
Week-		nal abilities of ch learning age ub-PO)		Evaluation				Student Assignments, mat				Learning materials [References	Assessment Weight (%)				

Week-	Final abilities of each learning stage	Evaluatio	n	Help Le Learning Student As [Estima	Learning materials [References	Assessment Weight (%)	
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Have an understanding of multispecialty children's education	1.understand the concept of children with multiple specialties 2.explain the concept of children with multispecialties		Discussion collaborative learning 2 X 50			0%

2 Indestand the Characteristics of children with multi-specialities specialities of children with multi-specialities of children with m		1		T	,	
special needs of children with multi-specialities 4 understand the identification and assessment of multiple specialities 5 Understand methods and methods and harding children with multi-specialities 6 understand the identification and methods and harding children with multi-specialities 7 Understand procedures of the bandling children with multi-specialities 8 understand the identification and methods and procedures or handling children with multi-specialities 9 Understand the bandling children with multi-specialities 10 Understand the bandling children with multi-specialities 10 Understand the bandling children with multi-specialities 11 Understand the programs are programs and programs are programs are programs and programs are programs		types and characteristics of children with multi- specificities	children with multi- specialties 2.identifying the characteristics of children with multi- specialtiesexplaining the characteristics of children with multi-	Presentation		0%
Identification and assessment of assessment of multi-specialities 2 x 50 2 x 50 3 3 3 3 3 3 3 3 3	3	special needs of children with multi-	obstacles experienced by children with multi- specialties 2.carry out mapping of children's special needs with multi-			0%
methods and techniques for handling children with multi-specialities 6 understand the handling of children with multi-specialities 7 Understand productives for developing multi-specialities 8 Understand the scope of the scope of preparing a multi-specialities program of the scope of the multi-specialities or schedules by children with multi-specialities 10 Understand the scope of the scop	4	identification and assessment of children with	multi-specialties 2.able to carry out assessments of children with multi-	2 X 50		0%
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9 Understand the scope of the program in dealing with children with multi-specialities identify the scope of programs needed by children with multi-specialities identify the scope of programs needed by children with multi-specialities in multi-specialities in the children with multi-specialities or developing communication in children with multi-specialities in developing communication in children with multi-specialities. 11 Understand special needs programs for children with multi-specialities in developing communication in children with multi-specialities. 12 develop child treatment programs with multiple specificities psecially child treatment program explains the stages in developing a multi-speciality child treatment program with stages in developing a multi-speciality child treatment program explains the stages in developing a multi-speciality child treatment program out practices in handling children with multi-specialities. 13 able to practice and implement multi-specialities of any out practices in handling children with multi-speciality child treatment program out practices in handling children with multi-speciality child care programs of a sessesment of multi-speciality child care programs of practice assessment of multi-speciality child care programs. 2 x 50 discussion simulation on the program of a sexposition of the program of the	7	procedures for developing multi- specialty child	for preparing a multi- specialty child treatment program, provides examples of stages in preparing a treatment			0%
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1 1	14	carry out assessments of multi-specialty child	assessment instruments for multi- specialty child care programs Able to practice assessment of multi-specialty child			0%
able to understand and identify children's problems with multi-specialty child treatment programsexplains techniques for identifying problems with multi-specialty child treatment programs able to understand and identifying problems with multi-specialty child treatment programs discussion 2 × 50 discussion 2 × 50	15	children's problems with multi-	treatment programsexplains techniques for identifying problems with multi-specialty child	discussion 2 X 50		0%
16 0%	16					0%

No	Evaluation	Percentage
		0%

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.
- 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.
- 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.
- 10. Learning materials are details or descriptions of study materials which can be presented in the form of several main points and subtopics.
- 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.