



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																											
MULTI-SPECIALIZED CHILDREN'S EDUCATION	8611702047		T=2 P=0 ECTS=4.48	3	July 17, 2024																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																											
		Prof. Dr. Siti Masitoh, M.Pd.																																											
Learning model	Case Studies																																															
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)																																															
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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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 :																																															
	<ol style="list-style-type: none"> 1. Linda Wilmshurst and Alan W. Brue, (2008), parent's guide to special education : insider advice on how to navigate the system and help your child succeed, 2. Benner, S. (2003), Assessment of Young Children with Special Needs, A Content- Based Approach . Canada: Delmar Learning 3. Clarke, H. Harrison & David H. Clarke. (1978) , Developmental and Adapted Physical Education. USA: Prentice-Hall, Inc. 4. Depdiknas. (2014). Program Pengembangan Kekhususam . Jakarta: Depdiknas. 5. Friend, M., (2005), Special Education, Contemporary Perspectives for School Professionals , United States of America: Pearson Education Inc. 6. Cohen, Matthew D. (2008), Understanding assessment in the special education process : A step-by-step guide for educators 7. James M. Kauffman and Daniel P. Hallahan, (2011), Handbook of Special Education 																																															
	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	Have an understanding of multispecialty children's education	<ol style="list-style-type: none"> 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	understand the types and characteristics of children with multi-specificities	1.explain the types of children with multi-specialties 2.identifying the characteristics of children with multi-specialtiesexplaining the characteristics of children with multi-specialties		Discussion Presentation 2 X 50			0%
3	understand the special needs of children with multi-specialties	1.explain the types of obstacles experienced by children with multi-specialties 2.carry out mapping of children's special needs with multi-specificities		DiscussionPresentation 2 X 50			0%
4	understand the identification and assessment of children with multiple specialties	1.identify children with multi-specialties 2.able to carry out assessments of children with multi-specialties		2 X 50			0%
5	Understand methods and techniques for handling children with multi-specialties	explains methods for handling children with multi-specialties explains techniques for handling children with multi-specialties		discussion presentation 2 X 50			0%
6	understand the handling of children with multi-specialties			2 X 50			0%
7	Understand procedures for developing multi-specialty child treatment programs	explains the procedures for preparing a multi-specialty child treatment program, provides examples of stages in preparing a treatment program		discussion presentation 2 X 50			0%
8				Sub Summative Exam 2 X 50			0%
9	Understand the scope of the program in dealing with children with multi-specialties	explain the programs needed by children with multi-specialties identify the scope of programs needed by children with multi-specialties		collaborative learning discussion 2 X 50			0%
10	Understand techniques for developing communication in children with multi-specialties	explains techniques for developing communication in children with multi-specificityexplains the stages in developing communication in children with multi-specificity		discussion presentation 2 X 50			0%
11	Understand special needs programs for children with multi-specialties	explains the special needs program for children with multi-specialties		discussion presentation 2 X 50			0%
12	develop child treatment programs with multiple specificities	designing a multi-specialty child treatment program explains the stages in developing a multi-specialty child treatment program		discussion presentation 2 X 50			0%
13	able to practice and implement multi-specialty child care programs	carry out practices in handling children with multi-specialties carry out practices using certain techniques in handling children with multi-specialties		discussion practice simulation 2 X 50			0%
14	able to prepare and carry out assessments of multi-specialty child treatment programs	Able to prepare assessment instruments for multi-specialty child care programs Able to practice assessment of multi-specialty child care programs		2 X 50 discussion simulation			0%
15	able to understand and identify children's problems with multi-specificities	identifying problems with multi-specialty child treatment programexplains techniques for identifying problems with multi-specialty child treatment programs		discussion 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

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.