ACADEMIC GUIDEBOOK

GRADUATE SCHOOL
UNIVERSITAS NEGERI YOGYAKARTA
2017

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GRADUATE SCHOOL

YOGYAKARTA STATE UNIVERSITY

The Ministry of Research, Technology and Higher Education

Yogyakarta State University

Graduate School

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GRADUATE SCHOOL

ACKNOWLEDGMENT

All praise be to Allah SWT the Almighty, for His blessing, mercy and guidance in the completion of this academic guidebook. This publication is made to provide academic guidance for the students of the Graduate School, Yogyakarta State University.

This academic guidebook is the updated version of the previous one. It accommodates changes, demands, and recent development related to the regulations and policies in Yogyakarta State University; The Ministry of Research, Technology and Higher Education and also the demand for implementation of higher education in national, regional and global levels. This guidebook provides brief and complete information about academic administration, the mechanism of education implementation and assessment system, study program and curriculum, scholarship and campus facilities, and misconduct and penalties.

This guidebook is the reference for academicians in the Graduate School, Yogyakarta State University in conducting academic activities. For lecturers, it can be used as guidance to help them complete their duty in teaching the courses and supervising theses and dissertations. For academic staff, administration staff and other staff, it can be used as a reference to provide the best service in completing the academic administration tasks. For the students of the Graduate School, it can be used as guidance to pursue their master and doctoral degree in Yogyakarta State University, so it can help them manage and apply the best strategies to complete the study.

Finally, the Graduate School of Yogyakarta State University would like to show gratitude to the writers of this guidance, and all the parties giving suggestions and feedbacks. It is expected that this guidebook can help the implementation of academic activities which fulfill the quality standard of higher education issued, more than just getting a degree, as the motto says "It's more than just a degree."

Yogyakarta,   2018
Director,

Prof. Dr. Marsigit, M.A.
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CHAPTER I
INTRODUCTION

A. Objectives and Regulations

This is a 2017 edition academic guidebook which is the updated version of the previous one released in 2016. It aims at guiding the academicians of the Graduate School of Yogyakarta State University. This guidebook is written by considering some regulations presented as follows.

1. *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;*

2. *Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen;*

3. *Undang-Undang Republik Indonesia Nomor 12 tahun 2012 tentang Pendidikan Tinggi;*

4. *Peraturan Pemerintah Republik Indonesia Nomor 37 Tahun 2009 tentang Dosen;*

5. *Peraturan Presiden Republik Indonesia Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia (KKNI);*

6. *Keputusan Menteri Pendidikan Nasional Republik Indonesia Nomor 232/U/2000 tentang Pedoman Penyusunan Kurikulum Pendidikan Tinggi dan Penilaian Mahasiswa;*

7. *Keputusan Menteri Pendidikan Nasional Republik Indonesia Nomor 045/U/2002 tentang Kurikulum Inti Pendidikan Tinggi;*

8. *Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Republik Indonesia Nomor 46 Tahun 2013 tentang Perubahan Atas Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor 17 Tahun 2013 tentang Jabatan Fungsional Dosen dan Angka Kreditnya;*

9. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 73 Tahun 2013 tentang Penerapan Kerangka Kualifikasi Nasional Indonesia (KKNI) Bidang Pendidikan;*

10. *Keputusan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 360/E/O/2014, dan 434/E/O/2014 tentang Izin Penyelenggaraan Program-program Studi Baru pada Universitas Negeri Yogyakarta;*

11. *Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Nomor 44 Tahun 2015 tentang Standar Nasional Pendidikan Tinggi;*

12. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 50 Tahun 2014 tentang Sistem Penjaminan Mutu Pendidikan Tinggi;*

13. *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 63 Tahun 2009 tentang Sistem Penjaminan Mutu Pendidikan;*

14. *Surat Direktur Pembelajaran dan Kemahasiswaan Ditjen Dikti Kemendikbud Nomor 2300/E3/2014 tertanggal 28 Mei 2014 tentang Perubahan Nomenklatur Program Studi;*

15. *Surat Edaran Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 01/M/ST/V/2015 tentang Evaluasi Peraturan Menteri Pendidikan dan Kebudayaan Butir 3.a;*

16. *Peraturan Rektor Universitas Negeri Yogyakarta Nomor 22 Tahun 2014 tentang Standar Mutu Universitas Negeri Yogyakarta;*

17. *Peraturan Rektor Universitas Negeri Yogyakarta Nomor 05 Tahun 2015 tentang Kode Etik Dosen Universitas Negeri Yogyakarta;*

18. *Peraturan Rektor Universitas Negeri Yogyakarta Nomor 13 Tahun 2015 tentang Peraturan Akademik Universitas Negeri Yogyakarta;*

19. *Peraturan Rektor Universitas Negeri Yogyakarta Nomor 15 Tahun 2017 tentang Publikasi Karya Ilmiah Hasil Penelitian Mahasiswa Program Magister (S-2) dan Program Doktor (S-3) Program Pascasarjana Universitas Negeri Yogyakarta;*

20. *Peraturan Rektor Universitas Negeri Yogyakarta Nomor 16 Tahun 2017 tentang Penguji Tesis Program Magister (S-2) dan Disertasi Program Doktor (S-3) Program Pascasarjana Universitas Negeri Yogyakarta.*

B. History and Development of the Graduate School of YSU

The Graduate School of Yogyakarta State University was established on 17th of September, 1981. It was sarted from the cooperation between Gajah Mada University, Educational Research and Development Institution Department of Education and Culture, The Ford Foundation and UNESCO, also affiliating with Jakarta Institute of Teachers and Educational Knowledge (now: Jakarta State University). The cooperation was realized in the form of Credits Collection Activities for the Graduate School students majoring in Educational Research and Evaluation in Jakarta State University.

The Graduate School of Jakarta Institute of Teachers and Educational Knowledge (now: Jakarta State University) was held independently based on the letter of decree from the Rector Number 025 Year 1984 by conducting master's programs in Educational Research and Evaluation, Physics Education and Technology and Vocational Education. Then, based on the letter of decree from Dirjen Dikti Depdikbud Number 432/DIKTI/Kep/1993, on 16th of June, 1993, the Graduate School of Yogyakarta Institute of Teachers and Educational

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Knowledge conducted the master's program for two study programs, namely Educational Research and Evaluation and Vocational Education. Besides, the Graduate School of Yogyakarta Institute of Teachers and Educational Knowledge also conducted Credits Collection Activities for the doctoral program in Educational Research and Evaluation study program from 1983/1984 until 1986/1987. After that, starting from 2000, the doctoral degree, Educational Research and Evaluation is conducted independently in Yogyakarta State University based on the letter of decree from Dirjen Dikti Depdiknas Number 331/DIKTI/Kep/2000.

In academic year of 1995/1996, based on the letter of decree of Dirjen Dikti Depdikbud Number 378/DIKTI/Kep/1995, dated 21 August 1995, the Graduate School of Yogyakarta Institute of Teachers and Educational Knowledge is also given a task to manage the master's program of Educational Management for students from countries joining Non-Alligned Movement. On its next development, since the academic year of 199/1998, the Graduate School of Yogyakarta Institute of Teachers and Educational Knowledge has some study programs for its master's degree, namely Non-Formal Education Study Program with the speciality of Human Resources and Society Training Education (SK Dirjen Dikti Depdikbud Number 103/DIKTI/Kep/1996, dated 18 April 1996), and Social Science Education Study Program (SK Dirjen Dikti Depdikbud Number 106/DIKTI/ Kep/1996, dated 18 April 1996). Next, based on the letter of decree from Dirjen Dikti Depdikbud Number 74/Dikti/Kep/2000 dated 27 March, 2000, Educational Management Study Program admitted students, just like the other study programs.

In 1999, Yogyakarta Institute of Teachers and Educational Knowledge changed into Yogyakarta State University based on the Letter of Decree from the President of the Republic of Indonesian Number 93 Year 1999, and then the Graduate School also becomes the Graduate School of Yogyakarta State University. In 2000, a doctoral program in Educational Research and Evaluation was added based on the letter of decree of Dirjen Dikti Depdiknas Number 331/DIKTI/Kep/2000. In 2001, Applied Linguistics Study Program was added based on the letter of decree from Dirjen Dikti Depdiknas Number 2655/D/T/2001. Then, in 2002, Instructional Technology Study Program was added based on the letter of decree from Dirjen Dikti Depdiknas Number 778/D/T/2002. In 2003, Mathematics Education and Science Education Study Programs were also added based on the permit letter from Dirjen Dikti Depdiknas Number 2951/D/T/2003 dated 10 October 2003. In 2004, Technology and Vocational Education Study Program was added based on the letter of decree from Dirjen Dikti Depdiknas Number 2728/D/T/2004 dated 12 July 2004. In 2005, the master's program

in Children Literature Education was added based on the letter of decree from Dirjen Dikti Depdiknas Number 1770/D/T/2005 dated 25 May 2005, but it was open only for a year because there were not many people interested in it. In 2006, based on the consideration letter from Dirjen Dikti Depdiknas Number 0092/D2.2/2006 dated 18 January 2006, Sport Science Study Program was added and finally the permit was issued in 2008 with the letter of decree from Dirjen Dikti Depdiknas Number 915/D/T/2008. Still in 2006, Elementary Education Study Program was also added based on the letter of decree from Dikti Depdiknas Number 1734/D2.2/2006 dated 22 August 2006.

In 2008, Educational Science Study Program was added the doctoral program based on the letter of decree from Dirjen Dikti Depdiknas Number 3039/D/T/2006 dated 16 August 2006. Then, Educational Management Study Program was also added based on the letter of decree from the Minister of National Education Number 84/E/O/2011 dated 25 April 2011. Still in 2011, Language Educational Science Study Program was also added based on the letter of decree from the Minister of National Education Number 205/E/O/2011 dated 21 September 2011.

Then, in 2013 the Graduate School of YSU conducted a Joint Degree Program with Technische Universität Dresden (TUD), Germany based on the permit from Dikti Number 1150/E/T/2012. This program has been started since 2014 and expanded not only for doctoral programs, but also for master's programs.

In 2014, the Graduate School of UNY obtained an additional permit to open 19 master's programs based on four letters of decree from the Minister of National Education. First, based on the letter of decree from the Minister of National Education Number 075/P/2014 (5 March 2014), Guidance and Counseling Study Program was added. Second, based on the letter of decree from the Minister of National Education Number 360/E/O/2014 dated 27 August 2014, nine study programs were added to the master's program including Javanese Language Education Study Program, Indonesian Language and Literature Education Study Program, English Education Study Program, Early Childhood Education Study Program, History Education Study Program, Economics Education Study Program, Electronics and Informatics Engineering Education Study Program, Electro Engineering Education Study Program, and Mechanical Engineering Education Study Program. Third, based on the letter of decree from the Minister of National Education Number 434/E/0/2014 dated 2 October 2014, eight study programs were added including Family Welfare Eductation Study Program, Art Education Study Program, Biology Education Study Program, Physics Education Study Program, Geography Education Study Program, Chemistry Education Study

Program, Non-Formal Education Study Program, and Civics Education. Fourth, based on the letter of decree from from the Minister of National Education Number 551/E/O/2014 dated 17 October 2014, Psychology Study Program was added.

C. Vision, Mission, and Objectives of the Graduate School of YSU

1. Vision

The vision of the Graduate Program of YSU:

In 2025, it will become an excellent Graduate School leading in its education and research in South East Asia based on the piety, independence and intelligence values.

2. Mission

Based on the vision and principles of thinking, the missions of the Graduate School of YSU are presented as follows.

a. Actualizing/realizing the management of the Graduate School of YSU which is credible, transparent, accountable, responsible and fair in the implementation of the university auotonomy

b. Conducting academic education in master's and doctoral degree in educational and non-educational field to support the university to have an international quality

c. Improving the quality and relevance of academic education, profession and vocation in line with the characteristics of Indonesia and international demands which is integrated with the development and dedication research for the society.

d. Developing and implementing roadmap research and the themes under it based on the disciplines, skill, and need of the society based on the local potential and wisdom.

e. Developing some field areas in some manners including mono, inter, multi and cross disciplinary as the priority through the field area in the study program to implement the research roadmap consistently, so that the result will be beneficial for the development of knowledge, technology, art and sport and the empowerment of the society in general

f. Conducting dedicational activities based on research and utilizing the results of lecturer and students' technology to empower the society in the local and national scope to make Indonesia prosperous and prestigious.

3. Objectives

All missions point at four objectives, which are:

a. Creating the management of the master's and doctoral program which is good, fine and accountable in the autonomy implementation of the Graduate School of YSU

b. Resulting master's and doctoral program graduates which are religious, independent and qualify based on the academic profesionality and characteristics in educational field in order to be able to give meaningful contributions for the development of the country and humanity

c. Resulting qualify and meaningful research products which can be done in integrated ways with the implementation of the master's and doctoral program related to profession development

CHAPTER II
ACADEMIC ADMINISTRATION

A. Registration of the Graduate School Students of YSU

The registration is a must for all of the students candidates and students of the Graduate School of YSU in the beginning of the semester periodically. It is done by completing the semester study plan. They also need to get the permission from their academic advisors. Every student will be stated as active after doing the registration which includes:

1. **Paying the school tuition**

   The payment can be done in the appointed bank based on the schedule set. In the receipt, there will be PIN (Personal Identification Number) to update data.

2. **Updating the data**

   The process of updating the data can be done online via registrasi.uny.ac.id by completing the data required. If there is a problem with the registration, students are required to contact the registration office of YSU in the rectorat building.

3. **Pengisian KRS**

   The process of completing the semester study plan has to be done online via siakad2013.uny.ac.id after the updating process is done. The lectures will appear based on the semester on each study program curriculum. If a student does not complete the semester study plan, the score of the subjects in that semester cannot be processed. The time for the completeness has been set, so if there is a problem related to it, the students are required to contact the academic staff of the Graduate School of YSU.

B. Academic Advisor

The academic advisors are lecturers who are appointed and given some responsibilities by the Graduate School of YSU to supervise some students during their study in order to finish the study smoothly. Every academic advisor guides and assists students. They are appointed by the Director of the Graduate School.

The roles of academic advisors include guiding, assisting in planning the study and taking the courses in each semester, giving explanations to the students about academic problems and how to solve them, giving permissions to enroll some courses, giving explanations about theses or dissertation titles, monitoring the students during their study, and reporting their development to the Head of study program.

C. Academic Leave

Master's and doctoral degree students are allowed to take academic leave with some conditions below.

1. **The Conditions for the Academic Leave**
   a. Students have to go through at least a semester, at least 10 credits and get grade point average at least 3.00.
   b. Students are not scholarship recipients.
   c. Students are not exceeding the limit of college leave number.

2. **Permissions/Rights for the Leave**
   a. The academic leave is not counted in the study period and students are not required to pay the tuition fees.
   b. The length of the leave allowed is two semesters during the study.
   c. Students who do not register at the beginning of the semester will be automatically processed as leaving the semester.
   d. The automatic academic leave is given maximally twice during the study to students who still have the permissions/rights for the leave.
   e. Students who are in their academic leave do not have any right to get academic services and use academic facilities.
   f. Students who have already registered can propose for an academic leave and cancel the study plan. However, the tuition fee cannot be refunded.
   g. If the students who have taken the leave twice in two consecutive semesters do not register on the next semester, so the semesters they have taken a leave will be counted in the study period. Students will have to register themselves and pay the tuition fees for the previous semester and the next one.
   h. Students who have taken academic leaves for two consecutive semesters and do not register in the next two semesters will be stated as stepping down and will get a letter stating that he/she has ever studied in the university.

3. **Academic Leave Procedure**
   Submission for the college leave is done online via eservice.uny.ac.id using the procedure set and will be submitted when the semester starts based on the schedule.

D. Administration of Subject Scores

The scoring system of the learning process result for every subject is done by every lecturer online via siakad2013.uny.ac.id. Each lecturer is responsible for the legitimacy of the score uploaded via siakad2013.uny.ac.id.

The Graduate School students of YSU or the parents/guardians can see the score of the result every semester and the study result form online via siakad2013.uny.ac.id.

E. Administration of Faculty Graduation

1**.** Requirements for the faculty graduation are listed as follows.

   a. The students have passed the examination.

   b. The students have paid the school tuition.

   c. The students do not borrow any book at the university and the Graduate School library.

   d. The master's students have scored at least 450 in Pro-TEFL 475 for the doctoral students issued by the Language Center of YSU.

   e. The students have uploaded pictures required.

   f. The students have validated the certificate.

   g. The students have registered for the faculty graduation as well as the graduation online via siakad2013.uny.ac.id.

   h. The students have fulfilled other requirements set by the Graduate School of YSU.

2. Things the students must fulfill related to the faculty graduation:

   a. The students are required to attend the process of faculty graduation.

   b. If the students cannot attend the process in the month required, they should attend the next period one.

   c. The students are stated as graduated based on the Letter of Decree issued by the Director of the Graduate School.

3. The process of Faculty Graduation

   a. The schedule for the faculty graduation is set by the Graduate School of YSU and is done once a month.

   b. The day/date of the faculty graduation is stated as the date of the graduation.

F. Graduation Administration

The university graduation is held based on the academic calendar. The students will be given their certificate and transcript of the score. The procedure and process of the graduation are arranged by the academic staff of YSU.

G. Administration of the Graduate School Alumni

The alumni of master's program and doctoral program of the Graduate School will automatically become the members of YSU Alumni Association. The registration for the membership is done online via alumni.uny.ac.id.

CHAPTER III
THE MECHANISM OF EDUCATION IMPLEMENTATION
AND ASSESSMENT SYSTEM

A. Pre-Lecturing Activities and the Study Program Introduction

In the beginning of an academic year, students who are admitted in every study program of the Graduate School have to attend an orientation activities. The activities are in the form of lectures and discussions led by the staff of the Study Program and Graduate School. The Graduate School staff will give some explanations related to general, academic, administration and financial knowledge of the Graduate School of YSU. Meanwhile, the study program staff will give explanations about the lectures, library, laboratory, the Graduate School Family of YSU, YSU Alumni Association and the academic policies. Beside students' orientation, at the beginning of an academic year, there will be a general lecturing discussing some actual topics. The speakers will likely be from outside the campus.

B. Joint Degree Program

The joint degree program is the cooperation between the Graduate School of YSU and T*echnische University Dresden* (TUD), Germany, for the doctoral program of Technology and Vocational Study Program. This program is set for three years. In the first and second semesters, students take *coursework* in the Graduate School of YSU based on the curriculum. Then, in semester 3 and 4, they will study in TU Dresden, Germany and write their proposals as well as dissertations. In the semester 5 and 6, students conduct research and write the dissertations in Indonesia. The requirements and condition to study in Germany are listed as follows: (1) sending a dissertation proposal written in English, and (2) the proposal is accepted and assisted by a promoter from TU Dresden.

If the proposal is considered as inappropriate and no promotor has the ability or knowledge about the topics so students can take the lectures in semester 3 at the Graduate School of YSU and continue the regular program of doctoral degree (Not joint degree program). There are several ways in doing the payments for this joint degree program. They are presented as follows.

1. Domestic scholarship for graduate program or overseas scholarship for graduate program from the funding from the Ministry of Research, Technology and Higher Education, which are: scholarship for domestic lecturers and the one for overseas.

2. The funding from the manager of education funding of the Ministry of Finance
3. The procedure for scholarship proposal can be seen in Chapter V.

C. Matriculation Program

Matriculation program has to be given to the freshmen of the Graduate School whose educational background are not linnear to the one taken in the Graduate School of YSU. The purpose of the program is to give knowledge about educational knowledge and to make the knowledge of those students joining the program equal to the one whose under graduate program is already equal. The program is hoped to give understanding and knowledge based on the study program chosen.

Students who can join this program have to fulfill some requirements. They are presented as follows.
1. They have been admitted as the new students/freshmen.
2. They have done the administration registration based on the policies and regulation.
3. They should take matriculation subject which is set by the study program.

The Matriculation Program is done by following these procedures.
1. The matriculation subject has six until 12 credits.
2. The number of subject for the matriculation program is based on the need of the study program.
3. The credits of the subjects are not counted as subject credits in the study program curriculum.

D. Education Implementation

1. Study Period

Master's program has a minimum of 36 credits/SKS with a maximum of eight semesters to finish. Meanwhile, the doctoral program has a minimum of 42 credits/SKS with a maximum of 14 semesters to finish.

2. The Structure and Process of Teaching and Learning

The lectures are done in credits system. The number of the teaching and learning process in the classroom is 16 times, including the midterm and final examination of the

semester. The structure and time allocation of the teaching and learning process needed for a meeting are presented as follows.

a. Lectures, tutorials, and responsiveness, which consist of:

   1) 50 minutes of teaching and learning process in the classroom once a week during the semester;

   2) 60 minutes for working on structured assignments per week during the semester; and

   3) 60 minutes for working on individual assignments per week during the semester.

b. Seminars or other typical lectures include:

   1) 100 minutes of teaching and learning process once a week per semester;

   2) 70 minutes of independent learning

c. Learning in the form of practicums, studio practices, mechanical practices, field practices, research, society service works and some other typical activities for 170 minutes per week in one semester, including for responsiveness and report writing.

d. Students are required to attend the teaching and learning process at least 75% of it.

e. Students who do not fulfill the 75% of the requirement are not allowed to have the final examination at the end of the semester and will be given score "E".

f. The absence of students due to sickness or completing some tasks which are supported by letters which can be accounted for is counted as present.

g. Lecturers who have not fulfilled the number of required meetings have to conduct make-up classes or substitute activities.

3. In-Between Semester Program

This program aims at giving opportunities to students to finish their study as soon as possible by taking some subjects offered in this program. The semester runs from July until August or about eight weeks and 16 meetings including midterm and final examination. In-between semester program is conducted with these procedures.

a. The study programs with special considerations can conduct particular lectures in the in-between semester.

b. Subjects offered have not been taken and the students taking it should get a GPA at least 3.00.

c. The number of credits taken by students is seven credits.

d. Subjects of the lectures chosen by the study program should be approved by the Director of the Graduate School of YSU.

e. Students take and put the subjects in the study plan of the in-between semester.

f. Students do not take academic leave when the semester runs.

g. The number of students who can take the subjects in the semester is decided by the Director of the Graduate School of YSU.

4. The Program of Cross Study Programs

Students are allowed to take the program as long as they get the permit from their study program. The program includes supplementary lectures and sit in. The requirements and procedures are presented as follows.

a. Supplementary Lecture Program

1) Students has to fill the study plan with the subjects taken.

2) Students have got the permission from the study program.

3) Students have to attend the 16 meetings and the assignments given by the lecturers.

b. Sit in Program

This program is for students who want to get more knowledge and attend the lectures outside the semesters set by the study program with these following procedures.

1) Students do not have to fill the study plan;

2) They get permissions from the study program;

3) They get permissions from the lecturers;

4) They have to attend all the lectures and complete the assignments just like the regular students in the semester;

5) They are not allowed to take the midterm and final examinations;

6) They will not be given any score/grade for the subject attended; and

7) They have to attend the complete lectures.

5. The Continuation Program of Doctoral Study Programs

For master's degree students of the Graduate School of YSU who have great academic achievements and GPA at least 3.76 might get recommendations from two professors with linear titles or expertise. They also should fulfill the academic ethics and continue to the doctoral degree after at least get two semesters without graduating from the master's program first. However, before they can continue the study in the doctoral degree, they should finish the master's program first.

6. University Transfer Program

Students of other universities Graduate Schools can transfer to the Graduate School of YSU if they fulfill these requirements. They are listed as follows.

a. Submitting the proposal of transferring to another university which is adressed to Rector of YSU and Director of the Graduate School as the influent by also mentioning the logic reasons for transferring

b. The study period of the students have not ended.

c. Getting the recommendation from the previous state university

d. Study program accreditation of the previous state university has to be at least the same as the one in the Graduate School of YSU

e. The transfer program is between the same study programs.

f. There is still capacity for the students in the study program;

g. Students have already taken the lectures at least 12 credits for the master's degree students and 15 credits for the doctoral degree students with a GPA at least 3.00.

h. Subjects that have been taken are stated as passed and can be acknowledged as long as the curriculum of the study program still applied;

i. Students are willing to take the equivalent subjects in the study program with at least 60% of the subjects;

j. The number of credits and subjects taken is set by the Head of the study program which is stated in the letter of decree of the Director of the Graduate School of YSU.

k. The students have already got the permission from the Rector of YSU based on the considerations of the Head of study program.

E. Learning Assessment and Learning Improvement Evaluation

Learning assessment is to assess the success of learning objectives set by the Graduate School of YSU. It is done following these following criteria.

1. Learning assessment principles are done in educative, authentic, objective, accountable and transparent which is integrated manner.

2. Learning assessment technique is done through observation, participation, performance, written test, oral test or questionnaires which are matched with the subject characteristics.

3. The assessment mechanism is done through several steps, including: planning, doing/implementing, giving feedbacks and documenting the assessment result.

4. The assessment process is done based on the semester study plan.

5. The assessment submission is realized in the form of numbers and letters.

The learning assessment of the master's degree is done through assessing the students' participation in the class, assignments, midterm test, final test and thesis writing. Then, the success assessment of the learning objectives of doctoral degree students is done through assessing the students' participation in the class, assignments, midterm test, final test, comprehensive test, dissertation proposal examination, dissertation feasibility test and final dissertation examination.

1. Learning Result Assessment

Students' learning result assessment for every subject is based on the students' performance including: students' presence and participation in the classroom, assignments completeness, midterm test and final test. The percentage for each part is decided by the lecturer.

Learning final assessment is stated into numbers that later are converted into letters. The assessment in the form of numbers is from 0 until 10, or from 0 until 100. Meanwhile, the assessment in the form of letters is using these following letters: A, A-, B+, B, B-. C+, C, C-, D, and E. The score conversion is presented as follows.

Table 1. Score Conversion

Score	Grade		Category
100	**Letters**	**Numbers**	
86 – 100	A	4,00	Excellent
81 – 85	A-	3,67	
76 – 80	B+	3,33	Very Good
71 – 75	B	3,00	
66 – 70	B-	2,67	
61 – 65	C+	2,33	Good
56 – 60	C	2,00	
41 – 55	D	1,00	Fair
0 – 40	E	0,00	Poor

2. The Evaluation of Learning Result Improvement

The learning improvement evaluation is done to identify the constraints faced during the learning process in order to plan the better, structured and systematic learning process. It is done to know the students' ability to finish their study. The evaluation of learning result improvement is done by following the requirements below.

 a. The first three semesters for masters' degree, having taken thesis proposal seminar subject, and Grade Point Average at least 3.00

 b. The first six semesters for doctoral degree, having taken the dissertation proposal seminar, and Grade Point Average at least 3.00

 c. For students stated as unable to finish the study is assumed as stepping down from the university and will be given a letter stated that they have studied at the university.

3. Thesis Examination

The thesis examination aims at measuring students' understanding and responsibility of the writing. The thesis examination assessment includes the content and presentation assessments with some elements of assessment, namely structure and logic of thinking in writing the thesis, the relevance of the theories and the thesis, theoretical argumentation in designing the conceptual framework, originality, methods, including the data collection and analysis techniques, the significance of the research result for the development of science and technology, the clarity of the presentation and oral arguments and the use of standardized language.

Before being examined, the thesis draft should first be reviewed by a lecturer of the Graduate School of YSU who is appointed by the Director.

The board of examiners consists of four lecturers including a chairperson from the Graduate School staff or the study program, a secretary from the study program, an examiner who is also the supervisor and the main examiner appointed by the Deputy Director 1.

4. Dissertation Examination

a. Comprehensive Examination

Comprehensive examination is to assess the mastery in the field of expertise based on the study program and to measure the analytical ability and academic knowledge acquired by students during the time they attend the lectures in doctoral program in the Graduate School of YSU. Besides, the comprehensive examination is to know the conceptual reasoning and

the result of actual formulation including the basic problem in the field of expertise. The requirements to have a comprehensive examination are listed as follows.

a. Having taken all the subjects in the doctoral program except the dissertation

b. Holding GPA at least 3.00

c. Having passed English subject at least equal to TOEFL score of 475

d. Getting B- score no more than a subject

e. The comprehensive examination score has only two criteria, namely "pass" and "fail."

f. For those who fail the examination, they have to repeat it during the semester.

b. Dissertation Proposal Examination

The dissertation proposal examination is the final writing step in the doctoral degree as the preparation for the dissertation research preparation. The requirements to have the proposal examination are: (a) registered as an active student; (b) students who have passed the proposal examination subject; (c) the proposal has been approved by the supervisor and (d) the proposal has gone through a similarity test with a maximum similarity level of 20%.

The board of examiners for the dissertation proposal consists of six lecturers, including a chairperson from an officer of the Graduate School or a lecturer from the study program, a secretary from the study program, an examiner who is also the main supervisor from the study program, another examiner who is also another supervisor, a main examiner (internal) from the study program, and an examiner II (internal) from the study program.

The dissertation proposal examination can be done in integrated ways by having an examination or a dissertation research instrument seminar or is done separately. The results are between three possibilities which are: (1) pass without revision, (2) pass with revision and (3) fail. Students passing the examination without any revision can continue to conduct the research. Those passing with revision should revise it first to continue to conduct the research. Meanwhile, those who fail the examination have to take another examination in order to be able to continue to conduct the research.

c. Dissertation Feasibility Test

Dissertation feasibility test aims at assessing the report of dissertation research result based on the Level 9 competence in Indonesian National Qualifications Framework. Before tested, the report draft should go through a similarity test and the result should not be more than 20%. Other requirement is that both supervisors should approve the draft. The feasibility

test is done without the student's presence. The components of the test rated are: the originality of the dissertation, the relevance between the formulations of the problems and the research questions, the relevance between the research questions and the results, the relevance between the formulations of the problems and the conclusions, the fulfillment of the sources including journals and other references, and the grammatical accuracy.

The board of examiners consists of six lecturers including a chairperson/examiner from the staff of the Graduate School appointed by the director, a secretary/examiner who is also the supervisor, the main supervisor and three other examiners.

The results can be in three categories, they are: (1) pass with minor revision; (2) pass with major revision; (3) fail. "Pass with minor revision" is when the revision is not related to the research subject. "Pass with major revision" is when the revision is related to the research subject. Meanwhile, the draft is considered as fail when the dissertation does not fulfill its substance. The time for revising is decided by the examiners.

d. Dissertation Examination

The dissertation examination measures the ability and responsibility of doctoral program students about the process and results of the research dissertation. The examination is close in nature without the presence of other parties other than the students and the board of examiners. The components of dissertation examination assessment includes the structure and logic of thinking in writing the thesis, the relevance of the theories and the thesis, theoretical argumentation in designing the conceptual framework, originality, methods, including the data collection and analysis techniques, the significance of the research result for the development of science and technology, the clarity of the presentation and oral arguments and the use of standardized language.

The board of examiners for the dissertation examination consists of six lecturers, including a chairperson/examiner from the staff of the Graduate School or a lecturer from the study program, a secretary/examiner from the study program, an examiner who is also the main supervisor from the study program, another examiner who is also another supervisor, a main examiner from the study program, and an examiner II from outside of the Graduate School of YSU. The time allocation is 120 minutes.

The results can be in three possibilities, namely "pass without any revision", "pass with revision" and "fail". Students who are stated as "pass with revision" have to revise the dissertation based on the suggestions and feedbacks from the board of examiners. They are

given maximally four months to revise it. Meanwhile, those who are stated as fail have to retake the examination. The expense is the student's responsibility. The time for revising and retaking the examination are decided by the board of examiners and written in the official record sheet signed by the student and the examiners.

e. Dissertation Examination

The final examination is open for all and aims at publishing the research results in a wider scientific forum. Students are allowed not to take examination if they have two journal's published in reputable international journals acknowledged by the Ministry of Research, Technology and Higher Education. The components of dissertation examination assessment includes structure and logic of thinking in writing the thesis, the relevance of the theories and the thesis, theoretical argumentation in designing the conceptual framework, originality, methods, including the data collection and analysis techniques, the significance of the research result for the development of science and technology, the clarity of the presentation and oral arguments and the use of standardized language.

The board of examiners for the dissertation examination consists of six lecturers, including a chairperson/examiner from the staff of the Graduate School or a lecturer from the study program, a secretary/examiner from the study program, an examiner who is also the main supervisor from the study program, another examiner who is also another supervisor, a main examiner from the study program, and an examiner II from outside of the Graduate School of YSU. The time allocation is 90 minutes.

The results can be in three possibilities, namely "pass without any revision", "pass with revision" and "fail". Students who are stated as "pass with revision" have to revise the dissertation based on the suggestions and feedbacks from the board of examiners. They are given maximally four months to revise it. Meanwhile, those who are stated as fail have to retake the examination. The expense is the student's responsibility. The time for revising and retaking the examination are decided by the board of examiners and written in the examination record sheet signed by the student and the examiners.

5. Thesis and Dissertation Article Publication

The students of master's and doctoral programs at the Graduate School of YSU are obliged to publish their theses and dissertations in the form of research articles following the guidelines outlined as follow:

a. The student is obliged to publish his/her research article in a predetermined scientific journal as one of the graduation requirements.

b. The master's candidate has to publish his/her research article either in a national journal accredited by the Ministry of Research, Technology and Higher Education or a reputable international journal.

c. The doctoral candidate should publish his/her research article in a reputable international journal.

d. The student has to put his/her supervisor as the second author/writer, the institution (the Graduate School of YSU) and his/her official YSU email address on the published article.

e. This article publication will be used as one of the requirements of the inauguration.

6. Examination Regulations

a. Administrative requirements

The students who will take an examination (thesis/dissertation defense) should fulfil the following requirements:

1) Being enrolled as an active student in the master's or doctoral program;

2) Having passed all the required subjects;

3) Having passed the comprehensive test for the doctoral candidate;

4) Submitting a proposal or report on a thesis/dissertation research approved by the supervisor and the reviewer ratified by the director of the Graduate School; and

5) Submitting a letter of acceptance of thesis/dissertation article publication

b. Dress Code

The master's candidates defending their thesis are required to dress in formal attire (the top: a long-sleeved white shirt and a tie; the bottom: a long black trouser/skirt). The board of examiners can dress in formal or semi-formal attire, with/without a tie. The doctoral candidates defending their dissertation proposal also have to dress in formal attire. In their final dissertation examination, however, the doctoral candidates are required to dress in formal civil attire '*Pakaian Sipil Lengkap*' (PSL). Meanwhile, the board of examiners are required to wear academic gowns. For females, adjustments can be made to their formal attire.

c. Duration

The thesis examination lasts for 90 minutes. It consists of a thesis presentation by the master candidate (15 minutes), a question/comment session from the first examiner (20 minutes), a question/comment session from the second examiner (20 minutes), a question/comment session from the chairperson (10 minutes), a question/comment session from the secretary (10 minutes), and deliberation by the board of the examiners to decide the result (15 minutes).

The dissertation proposal examination and final examination lasts for 120 minutes each. It consists of a preliminary discussion (15 minutes), a dissertation presentation by the doctoral candidate (15 minutes), a question/comment session from the first examiner (20 minutes), a question/comment session from the second examiner (20 minutes), a question/comment session from the first supervisor (10 minutes), a question/comment session from the second supervisor (10 minutes), a question/comment session from the chairperson (10 minutes), a question/comment session from the secretary (10 minutes), and deliberation by the board of the examiners to decide the result (10 minutes). Meanwhile, the feasibility test lasts for 90 minutes. It is divided into .... (missing parts)

F. Graduation Predicates

1. Master's Program

The master candidate is declared to have graduated after passing the final thesis examination with a cumulative Grade Point Average (GPA) of $\geq$ 3.00 within the required study period. The formula to calculate a cumulative GPA for master's programs is as follows:

$$GPA = \frac{\sum (credit/SKS)\,(score)}{\sum credit/SKS}$$

Graduate predicates for master's students are determined based on the cumulative GPA, the score of the thesis examination, and the study period with the following types:

a. A "cum laude" predicate is awarded to an eligible student with three criteria: (1) The cumulative GPA is $\geq$ 3.76; (2) The score of the thesis examination is A; and (3) The study period is no more than two years or 12 months.

    b. A "very satisfactory" predicate is awarded to an eligible student with three criteria: (1) The cumulative GPA is between 3.51 and 3.75; (2) The cumulative GPA is $\geq$ 3.75, but the study period is more than two years or 12 months; and (3) The score of the thesis examination is less than A- (A minus).

    c. A "satisfactory" predicate is awarded to an eligible student with two criteria: (1) The cumulative GPA is between 3.00 and 3.50; (2) The score of the thesis examination is less than A- (A minus); and (3) The study period is more than two years or 12 months.

2. Doctoral Program

The doctoral candidate is declared to have graduated after passing the final dissertation examination with a cumulative Grade Point Average (GPA) of $\geq$ 3.00 within the required study period. The formula to calculate a cumulative GPA for doctoral programs is as follows:

$$GPA = \frac{\Sigma \, (\text{credit/SKS}) \, (\text{score})}{\Sigma \, \text{credit/SKS}}$$

Graduate predicates for doctoral students are determined based on the cumulative GPA, the score of the dissertation examination, and the study period with the following types:

a. A "cum laude" predicate is awarded to an eligible student with three criteria: (1) The cumulative GPA is $\geq$ 3.76; (2) The score of the dissertation examination is A; and (3) The study period is no more than four years or 48 months.

b. A "very satisfactory" predicate is awarded to an eligible student with three criteria: (1) The cumulative GPA is between 3.51 and 3.75; (2) The cumulative GPA is $\geq$ 3.75, but the study period is more than four years or 48 months; and (3) The score of the dissertation examination is less than A- (A minus).

c. A "satisfactory" predicate is awarded to the student with two criteria: (1) The cumulative GPA is between 3.00 and 3.50; (2) The score of the thesis examination is less than A- (A minus); and (3) The study period is more than four years or 48 months.

CHAPTER IV
STUDY PROGRAM AND CURRICULUM

A. Master's Program

1. Educational Research and Evaluation Study Program

a. Program Description

The study of Educational Research and Evaluation includes the following areas: basic knowledge of educational philosophy; basic knowledge of educational assessment and its application in educational fields and non-educational fields; basic knowledge of educational evaluation and its application in educational fields and non-educational fields; knowledge for analyzing and designing an instrument for test and non-test use; and problem solving in educational research and evaluation through interdisciplinary and multidisciplinary approaches. This study program also offers two concentration options: Testing and Measurement and Policy and Evaluation Research.

b. Curriculum Structure

NO	COURSES	CREDITS
I.	THE GRADUATE SCHOOL'S COMPULSORY COURSES	
1.	Philosophy of Science	2
2.	Educational Research Methodology	3
3.	Statistics	3
4.	English	2
II.	STUDY PROGRAM'S COMPULSORY COURSES	
1.	Psychology of Education	2
2.	Qualitative Research Methodology	2
3.	Evaluation on Educational Program	3
4.	Classical Test Theory	2
5.	Design and Analysis of Experiments	3
6.	Instrument Construction	2
7.	Correlation and Regression	3
8.	Course Major *)	2
9.	Class Assessment	2
10.	Data Analysis Techniques	1

11.	Thesis Proposal Project **)	1
12.	Seminar on Thesis Proposal	2
13.	Thesis	6
14.	Journal Article Writing	1
III. CONCENTRATION COURSES		
	A. Measurement Testing	
1.	Item Response Theory	2
2.	Testing Management	2
3.	Practicum in Measurement & Testing	1
	B. Evaluation	
1.	Fundamentals of Policy Research	2
2.	Policy Evaluation Modeling	2
3.	Practicum on Program Evaluation	1
	C. Free Electives *)**	
1.	Non-Parametric Statistics	2
2.	Broad Scale Assessment	2
3.	Practicum on Instrument Analysis	2
4.	Affective Instrument Development	2
TOTAL OF COMPULSORY CREDITS		**49-55**

Notes:

*) Adjusted to the students' course

**) Thesis proposal project is conducted in the beginning of short semester after semester 2

***) In the free elective courses, students are required to choose at least 1 course from 4 elective courses offered.

2. Technology and Vocational Education Study Program

a. Program Description

Technology and Vocational Education is concerned with the following areas: philosophical principle, research methodology and evaluation of technology and vocational education; problem analysis through some system approaches, economics, social, culture, law, politics; science and new technological developments in technology and vocational education through research for producing creative, original and validated products; problem solving in technology and vocational education through

interdisciplinary and multidisciplinary approaches. This study program is designed to offer specializations in: (1) Interdisciplinary Technology and Vocational Education with two concentration options including Vocational Training and Educational Entrepreneurship and (2) Monodisciplinary Technology and Vocational Education with two concentration options including Automotive Engineering Education and Civil Engineering and Planning Education.

b. Curriculum Structure

1) Curriculum for Interdisciplinary Technology and Vocational Education

NO	COURSES	CREDITS
COMPULSORY COURSES		
1.	Philosophy of Science	2
2.	Educational Research Methodology	3
3.	Statistics	3
4.	Thesis Proposal	1
5.	English	2
6.	Academic Writing	1
7.	Seminar on Thesis Proposal	2
8.	Thesis	6
9.	Theories and Strategies of TVE Learning	2
10.	TVE Management and Policy Organization	3
11.	TVE Curriculum Development	2
12.	TVE Evaluation and Assessment	2
13.	Analysis and Application of Technology	2
14.	Computer Programming	2
15.	Fundamentals of Information and Communication Technology	2
CONCENTRATION COURSES		
Vocational Training		
1.	Competence-based Training	3
2.	Vocational Workforce Issues	2
3.	Analysis of Training Budget	2

4.	Training Development	2
5.	Practicum on Vocational Training	1
Entrepreneurship		
1.	Fundamentals of Entrepreneurship	3
2.	Psychology of Entrepreneurship	2
3.	Market Analysis	2
4.	Entrepreneurship Leadership	2
5.	Practicum on Entrepreneurship	1
Information & Communication Technology		
1.	Web Programming	3
2.	Computer Graphics & Multimedia	2
3.	E-Learning System	2
4.	Network Management	2
5.	Practicum on ICT	1

2) Curriculum for Monodisciplinary Technology and Vocational Education

NO	COURSES	CREDITS
COMPULSORY COURSES		
1.	Philosophy of Science	2
2.	Educational Research Methodology	3
3.	Statistics	3
4.	Thesis Proposal	1
5.	English	2
6.	Academic Writing	1
7.	Seminar on Thesis Proposal	2
8.	Thesis	6
9.	Theories and Strategies of TVE Learning	2
10.	TVE Management and Policy Organization	3
11.	TVE Curriculum Development	2
12.	TVE Evaluation and Assessment	2
13.	Analysis and Application of Technology	2
14.	Computer Mediated Commmunication	2

15.	Lab and Workshop Management	2
CONCENTRATION COURSES		
Vocational Education in Mechanical Engineering		
1.	Machinery Techniques	3
2.	Drawing and Design	2
3.	Welding and Moulding	2
Elective Practicum *)		
1.	CNC Machinery Lab Work	3
2.	Production Automatic System Lab Work	3
3.	Welding and Moulding Lab Work	3
Vocational Education in Automotive Engineering		
1.	Engine Management System (EMS)	3
2.	Advance Automotive Fault Diagnosis	2
3.	Advance Vehichles Technology	2
Elective Practicum *)		
1.	Electronic Fuel Injection Lab Work	3
2.	Electronic Control System Lab Work	3
3.	Vehicle Diagnosis Lab Work	3
Vocational Education in Electrical Engineering		
1.	Control System Optimization	3
2.	Electrical Energy Management	2
3.	Information Management System	2
Elective Practicum *)		
1.	Micro Controller Lab Work	3
2.	Industrial Electricity Installation Lab Work	3
3.	Electrical Energy Management Lab Work	3
Vocational Education in Electronics Engineering		
1.	Intelligent System	3
2.	Mobile Telecommunication	2
3.	Audio Video Technology	2
Elective Practicum *)		
1.	Audio Video System Design Lab Work	3

2.	Instrumentation and Control System Design Lab Work	3
3.	Digital Communication Lab Work	3
Vocational Education in Civil Engineering		
1.	Structural Planning	3
2.	Building and Environmental Planning	2
3.	Water Building Design	2
Elective Practicum *)		
1.	Construction Material Lab Work	3
2.	Geomatics Lab Work	3
3.	Building Measures and Unit Changes Lab Work	3
Vocational Education in Informatics Engineering		
1.	Information System	3
2.	Network System	2
3.	Multimedia System	2
Elective Practicum *)		
1.	Data Mining Lab Work	3
2.	Network Application Lab Work	3
3.	Multimedia Design Lab Work	3
Vocational Education in Food Engineering		
1.	Food and Nutrition	3
2.	Menu Management	2
3.	Culinary Business Management	2
Elective Practicum *)		
1.	Pastry and Bakery Lab Work	3
2.	Culinary Service Lab Work	3
3.	Food Processing Technology Lab Work	3
Vocational Education in Fashion Engineering		
1.	Fashion Analysis	3
2.	Fashion Design	2
3.	Textile and Fashion Management	2
Elective Practicum *)		
1.	Textile Development Lab Work	3

| 2. | Fashion Exploration Lab Work | 3 |
| 3. | Fashion Production Techniques Lab Work | 3 |

3. Educational Management Study Program

a. Program Description

Educational Management offers students the opportunity to study in the following areas: strategies and knowledge of educational management based on local wisdom, art and technological developments in educational management; developments of professional practices in educational management; knowledge and problem solving in educational management using a variety of relevant theories; knowledge to manage educational institutions based on information and communication technology; and also knowledge and application of educational program evaluation. This study program offers two concentration options: Educational Organization and Educational Leadership.

b. Curriculum Structure

NO	COURSES	CREDITS
1.	English	2
2.	Statistics	3
3.	Fundamentals of Educational Management **)	2
4.	Philosophy of Science	2
5.	Theories of Adult Learning	2
6.	Educational Research Methodology	3
7.	Educational Planning and Funding	2
8.	Organization Behavior	3
9.	Educational Administration and Educational Force	3
10.	Learning Organization and Knowledge Management *)	2
11.	Curriculum & Instruction Administration *)	2
12.	Qualitative Research Methodology *)	3
13.	Integrated Quality Management	2
14.	School-Based Management	2
15.	Principality	2
16.	Supervisory Management	2

17.	Seminar on Thesis Proposal	2
18.	Strategic Management	3
19.	Educational Leadership	3
20.	Educational Management Practice	1
21.	Educational Planning and Funding *)	2
22.	Curriculum and Instruction Management *)	2
23.	Educational Facilities and Infrastructure Management *)	2
TOTAL OF COMPULSORY CREDITS		**52**

4. Non-Formal Education Study Program

a. Program Description

The study of Non-Formal Education encompasses the following areas: philosophy, theory and methodology to generate innovations of program models and instructional practices in non-formal education; concepts and theories of non-formal education; concepts and theories of human, social and cultural capital development and also the system and policy of social entrepreneurship as the substance, method and context of the development; theory and methodology of program model innovations and instructional practices in non-formal education for continuous society empowerment; and meaningful assessment to plan the development and innovation of program models and instructional practices in non-formal education. This study program offers four concentration options: Human Resources Development, Society Empowerment, Society Entrepreneurship, and Family Education.

b. Curriculum Structure

Semester 1		
1.	Philosophy of Science	2 credits
2.	Educational Research Methodology	3 credits
3.	Statistics	3 credits
4.	Theories of Andragogy	2 credits
5.	Management of Human Resources Development	2 credits
6.	English	2 credits
7.	Thesis Proposal	1 credit
Semester 2		

1.	Theories of Community Development and Change	3 credits
2.	Non-Formal Education Philosophy	2 credits
3.	Community Development	3 credits
4.	Non-formal Education Practicum	1 credit
5.	Non-formal Education Practicum	1 credit
6.	Early Childhood Education Practicum	1 credit
7.	Community Entrepreneurship Education Practicum	1 credit
8.	Qualitative Research Methodology	3 credits
9.	Seminar on Thesis Proposal	2 credits
Semester 3		
1.	Non-formal Education Management	2 credits
2.	Thesis	6 credits
3.	Non-formal Educational Progam Evaluation	2 credits
4.	Leadership and Organization Culture	2 credits
5.	Social Problems Analysis	2 credits
6.	Developmental Communication	2 credits
7.	Early Childhood Development	2 credits
8.	Early Childhood Learning	2 credits
9.	Basic Concept of Community Entrepreneurship	2 credits
10.	Management and Teaching of Community Entrepreneurship Education	2 credits
Electives*)		
1.	Studies on Deprived Society	2 credits
2.	Theories of Social Mentoring	2 credits
3.	Non-formalEeducation Curriculum Development	2 credits
4.	Early Childhood Education	2 credits
5.	Early Childhood Development Stimulation	2 credits
6.	Early Childhood Program Management	2 credits
7.	Economic Democracy	2 credits
8.	Business Incubator Development	3 credits
9.	Strategic Management	3 credits
Semester 4		
1.	Academic Writing	1 credit

5. Social Studies Education Study Program

a. Program Description

Social Science Education is concerned with the following areas: social theories, theories, concepts, strategies and instructional models of social science; theories, concepts, and models of social science curriculum and materials development; system and evaluation models of social science instruction; and social research methods. This study program offers two concentration options including Social Science Education and Sociology Education.

b. Curriculum Structure

NO	COURSES	CREDITS
1.	Philosophy of Science	2
2.	Educational Research Methodology	3
3.	Statistics	3
4.	English	2
5.	Basic Concepts in Social Studies	2
6.	Character Education	2
7.	Social Studies Problems	2
8.	Thesis Proposal	1
9.	Seminar on Thesis Proposal	2
10.	Thesis	6
11.	Academic Writing	1
CONCENTRATION COURSES		
Integrated Social Studies		
1.	Integrated Social Studies Teaching Strategies	2
2.	Integrated Social Studies Teaching Material and Media Development	2
3.	Integrated Social Studies Teaching Assessment	2
4.	Integrated Social Studies Curriculum Development	2
5.	Democratic & Multicultural Education	2
6.	Citizenship and National Development	2
7.	Social Frame Theories Development	2

	Elective	
1.	Man-Environment Interactions	2
2.	Instrument Development and Quantitative Analysis	2
3.	Capita Selecta of Social Studies	2
4.	Qualitative Research Analysis and Methodology	2
	Sociology Education	
1.	Society and Environment	2
2.	Education and Social Changes	2
3.	Multicultural and Educational Democracy	2
4.	Policy and Sociology Curriculum Development	2
5.	Social Frame Theories Development	2
6.	Sociology Teaching Media and Material Development	2
7.	Sociology Teaching Assessment, strategy, and planning	2
	Elective	
1.	Indonesian Sociology Education	2
2.	Instrument Development and Quantitative Research Analysis	2
3.	Contemporary Debate in Sociology Theories	2
4.	Qualitative Data Analysis and Research Methodology	2

6. Applied Linguistics Study Program

a. Program Description

Applied Linguistics includes the following areas: foundations of language science; theories of foreign language education, literature education, and translation; theories of linguistics and its application in foreign language education, literature education, and translation; theory and application of language and literature research methodology, and also educational research methods to solve linguistic problems related to foreign language education, literature education, and translation; and applications of translation studies, language and literature in non-educational contexts. This study program offers three concentration options: Foreign Language Education, Literature Education, and Translation.

b. Curriculum Structure

NO	COURSES	CREDITS
I.	**THE GRADUATE SCHOOL'S COMPULSORY COURSES**	
1.	Philosophy of Science	2
2.	Educational Research Methodology	3
3.	Statistics	3
4.	English	2
II.	**THE STUDY PROGRAM'S COMPULSORY COURSES**	
1.	Theories and Language Acquisition and Education	3
2.	Psycholinguistics	2
3.	Sociolinguistics	2
4.	Discourse Studies	3
5.	Language Research and Methodology	2
6.	Indonesian Language Journal	2
7.	Thesis Proposal	1
8.	Seminar on Thesis Proposal *)	2
9.	Thesis	6
10.	Journal Article Writing	1
III.	**CONCENTRATION ELECTIVE COURSES**	
	A. Foreign Language Education	
1.	Linguistics of Foreign Language Education	3
2.	Curriculum and Methodology of Foreign Language Education	2
3.	Assessment on Foreign Language Education	2
4.	Seminar on Foreign Language Education Issues *)	2
5.	Field Studies on Foreign Language Education	2
	B. Literature Education	
1.	Literature Education Studies	3
2.	Curriculum and Methodology of Literature Education	2
3.	Assessment on Literature Education	2
4.	Seminar on Literature Education Issues *)	2
5.	Field Studies on Literature Education	2

	C. Translation	
1.	Translation Studies	3
2.	Curriculum and Methodology of Translation	2
3.	Assessment on Translation	2
4.	Seminar on Translation Issues *)	2
5.	Field Studies on Translation	2
IV.	**FREE ELECTIVE COURSES **)**	
1.	Translating Practice & Bilingual Interpreting	2
2.	Language Variety in Social Media	2
3.	Foreign/Local Language ***)	2
	TOTAL OF COMPULSORY CREDITS	**45**

Notes:

*) Conducted during the short semester, after semester 2 before semester 3

**) Free elective courses are conducted for students in various study programs in the Graduate School of Yogyakarta State University who are interested in those courses.

***) Foreign/Local Languages: Arabic, French, German, Mandarin, Dutch, and some Local Languages.

7. Instructional Technology Study Program

a. Program Description

Instructional Technology offers students the opportunity to study in the following areas: theories and strategies of Information Technology (IT) based-instruction; principles and applications of instructional technology in accordance with information technology development; problems in applications of IT based-instructional technology; and also concepts and development of IT based-media designs through interdisciplinary or multidisciplinary approaches.

a. Curriculum Structure

Semester 1		
1.	Philosophy of Science	2 credits
2.	Educational Research Methodology	3 credits
3.	Theories of Instruction	2 credits
4.	Principles of Instructional Technology	3 credits
5.	Computer Programming	2 credits

6.	English	0 credits
Semester 2		
1.	Statistics	3 credits
2.	Curriculum Development	2 credits
3.	Instructional Design	3 credits
4.	Instructional Evaluation	2 credits
5.	Instructional Multimedia	3 credits
Semester 3		
1.	Instructional Technology Practicum	2 credits
2.	Instructional Web	2 credits
3.	Thesis Proposal Writing	1 credit
4.	Seminar on Thesis Proposal	2 credits
Electives *)		
1.	Learning Resource Management	2 credits
2.	Training Management	2 credits
Semester 4		
1.	Thesis	5 credits

8. Natural Science Education Study Program

a. Program Description

Natural Science Education is concerned with the following areas: theories of pedagogy and andragogy in natural science education and relevant theories of natural science; research methodology for natural science education development based on the current issues; models/methods/development of natural science instruction; development of curriculum and natural science instruction through experiments, evaluation, development, and other qualitative approaches in interdisciplinary or multidisciplinary ways; and management policies on education, curriculum, evaluation-assessment and instructional technology related to natural science instruction.

b. Curriculum Structure

Semester 1

1.	Philosophy of Science	2 credits
2.	Educational Research Methodology	3 credits
3.	Statistics	3 credits
4.	Science Curriculum Development and Teaching	2 credits
5.	Integrated Science Education	2 credits
6.	Science Teaching Evaluation	2 credits
7.	English	0 credits
8.	Thesis Proposal	1 credit

Semester 2

1.	Biology	3 credits
2.	Biology Practicum	1 credit
3.	Physics	3 credits
4.	Physics Practicum	1 credits
5.	Chemistry	3 credits
6.	Chemistry Practicum	1 credits
7.	Seminar on Thesis Proposal	2 credits
8.	Evaluation on Science Teaching	2 credits

Semester 3

1.	Practicum on Science Teaching	2 credits
2.	Earth and Space Science	2 credits
3.	Problems in Science Curriculum and Teaching	2 credits
4.	IT Application in Science Teaching	2 credits
5.	Capita Selecta of Science Education	2 credits
6.	Science Teaching Media Development	2 credits
7.	Capita Selecta of Science	2 credits
8.	Thesis	6 credits

Semester 4

1.	Academic Writing	1 credit

9. Mathematics Education Study Program

a. Program Description

The study of Mathematics Education encompasses the following areas: models of mathematics instruction; methods and techniques of mathematics instruction; problems in mathematics instruction and problem solving techniques using interdisciplinary or multidisciplinary approaches; and assessment techniques and their application in mathematics instruction. This study program offers nine concentration options: Abstract Algebra, Complex Analysis, Numerical Analysis, Real Analysis, Dynamic System, Mathematics Statistics, Topology, Fuzzy Set Theory, and Coding Theory.

b. Curriculum Structure

Semester 1		
1.	Philosophy of Science	2 credits
2.	Educational Research Methodology	3 credits
3.	Methods of Mathematics Instruction	2 credits
4.	Studies on Mathematics Education Issues	2 credits
5.	Differential Equation	2 credits
6.	Mutivariate Statistics	3 credits
7.	English	2 credits
Semester 2		
1.	Psychology of Mathematics Learning	2 credits
2.	Mathematics Teaching Assessment	2 credits
3.	Number Theory	2 credits
4.	Mathematics Modeling	2 credits
5.	Thesis Proposal	1 credit
Electives Course		
1.	Abstract Algebra I	2 credits
2.	Complex Analysis I	2 credits
3.	Numeric Analysis I	2 credits
4.	Real Analysis I	2 credits
5.	Dynamic System I	2 credits
6.	Mathematic Statistics I	2 credits

7.	Topology I	2 credits
8.	Fuzzy Set Theory I	2 credits
9.	Coding Theory I	2 credits
10.	Mathematical Power	2 credits
11.	Workshop on Mathematics I	2 credits
Semester 3		
1.	Geometry	2 credits
2.	Mathematics Teaching Practicum	2 credits
3.	Seminar on Thesis Proposal	2 credits
4.	Thesis	6 credits
Electives Course		
1.	Abstract Algebra II	2 credits
2.	Complex Analysis II	2 credits
3.	Numeric Analysis II	2 credits
4.	Real Analysis II	2 credits
5.	Dynamic System II	2 credits
6.	Mathematic Statistics II	2 credits
7.	Topology II	2 credits
8.	Fuzzy Set Theory II	2 credits
9.	Coding Theory II	2 credits
10.	Level-A Mathematics	2 credits
11.	Workshop on Mathematics I	2 credits
Semester 4		
1.	Academic Writing	1 credits

10. Sport Science Study Program

a. Program Description

Sport Science is concerned with the following areas: scientific principles, theories, practices of sport and health and also sport instruction; models/methods/development in sport fields; problems in physical education and their solutions through experiments, evaluation, and development; applications of scientific sport knowledge and technology through instruction and training in the fields of physical education, sport and health; and also program development and its application in systematic ways for training programs,

community health improvement, rehabilitation, prevention of degenerative diseases and performance appraisal of a training program. This study program offers four concentration options: Health Sport, Sport Education for Primary Schools, Sport Education and Sport Coaching Education.

b. Curriculum Structure

Semester 1		
1.	Philosophy of Science	2 credits
2.	Educational Research Methodology	3 credits
3.	Statistics	3 credits
4.	Theories of Instruction	2 credits
5.	Fundamentals in Sport Science	2 credits
6.	Athlete Training	2 credits
7.	English	2 credits
Semester 2		
1.	Physiology of Exercises	2 credits
2.	Biomechanics of Sports	2 credits
3.	Psychology of Sports	2 credits
4.	Thesis Proposal Writing	1 credit
5.	Sports Talent Scouting	2 credits
6.	Sports Health	2 credits
7.	Physical Health	2 credits
8.	Motoric Development	2 credits
9.	Early Childhood Education	3 credits
10.	Motoric Learning	2 credits
11.	Sports Instructional Technology	3 credits
12.	Philosophy and Fundamentals of Coaching	3 credits
13.	Teori dan Metodologi Latihan	2 credits
Semester 3		
1.	Seminar on Thesis Proposal	2 credits
2.	Sports Management	2 credits
5.	Assessment in Sports	2 credits

6.	Sports Nutrition	2 credits
7.	Sports Therapy and Rehabilitation	2 credits
8.	Theories of Play	2 credits
9.	Sports Pedagogy Early Childhood	3 credits
10.	Sports Pedagogy Teenagers	2 credits
11.	Sports and Life-Skill Education	3 credits
12.	Performance Analysis	2 credits
13.	Excercise Periodization	3 credits
Semester 4		
1.	Thesis	6 credits

11. Primary Education Study Program

a. Program Description

The study of Primary Education encompasses the following areas: theory and learning psychology for primary education; curriculum development and instructional materials for primary education, utilization of information technology as the basis for instructional development; problems in primary education their solutions using interdisciplinary or multidisciplinary approaches; and instructional assessment in primary education and its application. This study program offers specializations for (1) professional academicians with five concentration options including Indonesian Language for Primary Schools, Natural Science for Primary Schools, Mathematics for Primary Schools, Social Science for Primary Schools and Civics for Primary Schools, and also (2) practitioners with three concentration options including Classroom Teachers, School Principals/Supervisors of Primary Schools, and Educational Experts in Children Literature.

b. Curriculum Structure

Semester 1		
1.	Philosophy of Science	2 credits
2.	Educational Research Methodology	3 credits
3.	Statistics	3 credits
4.	Theory and Psychology of Learning	2 credits
5.	English	0 credits
6.	Information Technology-based Integrated Instruction	2 credits

7.	Children Literature	2 credits
8.	Indonesian Language and Literature	2 credits
9.	Science	2 credits
10.	Mathematics	2 credits
11.	Social Studies	2 credits
12.	Civic Education	2 credits
13.	Indonesian Language and Literature Teaching in Primary Education	2 credits
14.	Discourse in Children Literature	2 credits
Semester 2		
1.	Student Development	2 credits
2.	Teaching Assessment	2 credits
3.	Thesis Proposal	1 credit
4.	Development and Improvement of Quality Primary Education	2 credits
5.	Curriculum Development of Primary Education	2 credits
6.	SBdP Development	2 credits
7.	Integrative Tematic Teaching	2 credits
8.	Indonesian Language and Literature for Primary Education	3 credits
9.	Science for Primary Education	3 credits
10.	Mathematics for Primary Education	3 credits
11.	Social Studies for Primary Education	3 credits
12.	Civic Education for Primary Education	3 credits
13.	Science Teaching in Primary Education	2 credits
14.	Character Education-based in Children Literature	3 credits
Semester 3		
1.	Seminar on Thesis Proposal	2 credits
2.	Research and Practicum on Primary Education Teachers	3 credits
3.	Primary Education Teaching Practicum	2 credits
4.	Indonesian Language Teaching in Primary Education	2 credits
5.	Science Teaching for Primary Education	2 credits

6.	Mathematics Teaching for Primary Education	2 credits
7.	Social Studies Teaching for Primary Education	2 credits
8.	Civic Education Teaching for Primary Education	2 credits
9.	Mathematics Teaching in Primary Education	2 credits
10.	Social Studies and Civics Teaching in Primary Education	2 credits
11.	Work Development in Children Literature	3 credits
Preparatory Course		
Non-Education		
1.	Science Education	2 credits
2.	Fundamentals Education in Primary School (Plus Apprentice I)	3 credits
3.	Teaching Strategy in Primary Education	3 credits
4.	Educational Psychology	2 credits
5.	Integrative Tematic Teaching	3 credits
Non- Primary Education Teachers		
1.	Teaching Strategy in Primary Education	3 credits
2.	Integrative Tematic Teaching	3 credits

12. Guidance and Counseling Study Program

a. Program Description

Guidance and Counseling offers students the opportunity to study in the following areas: counseling approaches, development of learning guidance and counseling, development of personal and social guidance and counseling, development of career guidance and counseling, assessment in guidance and counseling, and evaluation and supervision of guidance and counseling. This study program offers two concentration options: Guidance and Counseling in a school setting and Guidance and Counseling in a non-school setting.

b. Curriculum Structure

Semester 1		
1.	Philosophy of Science	2 credits
2.	Educational Research Methodology	3 credits
3.	Statistics	3 credits
4.	English	2 credits
5.	Self and Social Guidance and Counseling	3 credits

6.	Guidance and Counseling Career Development	2 credits
7.	Guidance and Counseling Learning Development	2 credits
8.	Community Based Guidance and Counseling	2 credits
Semester 2		
1.	Thesis Writing Project	1 credits
2.	Counseling Approaches	2 credits
3.	Multi-Cultural Guidance and Counseling	2 credits
4.	Counselor Self Development	2 credits
5.	Guidance and Counseling Program Development	2 credits
6.	Guidance and Counseling Evaluation and Supervision	2 credits
7.	Guidance and Counseling Andragogy	2 credits
8.	Guidance and Counseling Instruments and Media Development	2 credits
Semester 3		
1.	Seminar on Thesis Proposal	2 credits
2.	Guidance and Counseling Assessment	2 credits
3.	School Field Work	2 credits
4.	Non-Formal Field Work	2 credits
5.	Developmental Guidance and Counseling	2 credits
6.	Changing Behavior Analysis	2 credits
7.	Human Resource Development	2 credits
8.	Self-Work Concentration	2 credits
Semester 4		
1.	Comprehensive Test	0 credits
2.	Thesis	6 credits
Matriculation		
1.	Introduction to Guidance and Counseling	3 credits
2.	Behavior Comprehension	3 credits
3.	Counseling Technique and Theories	3 credits
4.	Guidance Technique	3 credits
5.	Counseling Individual Practicum	3 credits
6.	Guidance and Counseling Practitioner	3 credits

13. Early Childhood Education Study Program

a. Program Description

Early Childhood Education is concerned with the following areas: concepts and theories of early childhood education; curriculum development for early childhood education; models, methods, creative and innovative instructional media for young children; assessment in early childhood development; research methodology for developing childhood education based on the current needs; issues and problems in early childhood education.

b. Curriculum Structure

Semester 1		
1.	Philosophy of Science	2 credits
2.	Educational Research Methodology	3 credits
3.	Statistics	3 credits
4.	English	2 credits
5.	Early Childhood Education Theories	2 credits
6.	Early Childhood Development	2 credits
7.	Thesis Proposal	1 credits
Semester 2		
1.	Children Language Development	1 credits
2.	Early Childhood Education Curriculum Development	2 credits
3.	Early Childhood Instruction	2 credits
4.	Development of Early Childhood Assessment	2 credits
5.	Children, Family, and Society	2 credits
6.	Leadership and Management of Early Childhood Education	2 credits
7.	Early Childhood Education Across Cultures	2 credits
8.	Seminar on Thesis Proposal	2 credits
Semester 3		
1.	Thesis	6 credits
Elective		
1.	Early Childhood Education Instructional Model	2 credits

	Development	
2.	Cognitive Development	2 credits
3.	Religious Values, Moral, Social, and Emotional Development	2 credits
4.	Art and Motoric Development	2 credits

14. Special Education Study Program

a. Program Description

The study of Special Education encompasses the following areas: theories and policies on special education; theories of children development with special needs; curriculum development for children education with special needs, inclusive instruction and innovation in teaching children with special needs; development of individualized instructional programs; and also learning assessment of children with special needs.

b. Curriculum Structure

NO.	COURSES	CREDITS
THE GRADUATE SCHOOL'S COURSES		
1	Philosophy of Science	2
2	Educational Research Methodology	3
3	Statistics	3
4	English	2
THE STUDY PROGRAM'S COURSES		
1	Special Education Policy	2
2	Innovation of Children with Special Needs' Learning	2
3	Development of Children with Special Needs	2
4	Inclusive Learning	2
5	Assessment of Children with Special Needs' Learning	3
6	Developing Individualized Educational Program	3
7	Curriculum Analysis of Children with Special Needs' Learning	2
8	Assessment on Children with Special Needs' Learning Outcome	2
9	Thesis Proposal	1
10	Seminar on Thesis Proposal	2

11	Thesis	6
12	Journal Article Writing	1
ELECTIVE COURSES (CHOOSE 6 CREDITS OR 3 COURSES		
1	Developing Children with Special Needs' Perception, Sensorimotor, & Mobility*	2
2	Communication Learning of Children with Special Needs*	2
3	Learning on Children with Special Needs' Adaptive Behavior*	2
4	Career and Vocational Development of Children with Special Needs*	2
5	Developing Children with Special Needs' Creativity*	2
6	Developing Academic Program*	2
7	Transition from School to Live in Society	2
8	Individual Planning on Functional Curriculum	2
9	Early Service for Children with Special Needs	2
10	Education for Children with Multiple Impairment	2
TOTAL OF CREDITS TAKEN		**44**

15. Javanese Language Education Study Program

a. Program Description

Javanese Language Education is concerned with the following areas: theories, concepts and approaches of Javanese language, literature, art and culture instruction; creative and innovative instructional models of Javanese language; review of Javanese literature, discourse, culture and manuscripts; review of Javanese anthropology; Javanese language development; technology of Javanese language education; and evaluation of Javanese language education.

b. Curriculum Structure

NO.	COURSES	CREDITS
THE GRADUATE SCHOOL'S COMPULSORY COURSES		
1	Philosophy of Science	2
2	Educational Research Methodology	3
3	Statistics	3

4	English	2
THE STUDY PROGRAM'S COMPULSORY COURSES		
1	Technology of Javanese Culture, Literature, and Language Education	2
2	Evaluation on Javanese Culture, Literature, and Language Education	2
3	Studies on Javanese Language Structure	2
4	Studies on Javanese Language Discourse	3
5	Javanese Ethno linguistics	2
6	Studies on Javanese Literature	2
7	Studies on Javanese Documents	2
8	Studies on Javanese Culture	3
9	Javanese Ethnology	2
10	Studies on Javanese Anthropology	2
11	Thesis Proposal	1
12	Seminar on Thesis Proposal	2
13	Thesis	6
14	Journal Article Writing	1
ELECTIVE COURSES *)		
1	Studies on Javanese Oral Tradition	2
2	Studies on Javanese Arts	2
3	Javanese Philosophy	2
TOTAL OF CREDITS		**44**

16. Indonesian Language and Literature Education Study Program

a. Program Description

Indonesian Language and Literature Education offers students the opportunity to study in the following areas: theories of linguistics, literature, Language and Literature for oral and written communication in daily life, and also academic and professional contexts; theories, concepts and models of instructional program development and evaluation of Indonesian language and literature instructional programs for designing systems of instructional evaluation and Indonesian language and literature instructional program evaluation; theories, concepts and models of language and literature, and

Indonesian language and literature instruction; also policies or policy implementation in Indonesian language and literature education through interdisciplinary or multidisciplinary approaches.

b. Curriculum Structure

NO.	COURSES	CREDITS
THE GRADUATE SCHOOL'S COMPULSORY COURSES		
1	Philosophy of Science	2
2	Educational Research Methodology	3
3	Statistics	3
4	English	2
THE STUDY PROGRAM'S COMPULSORY COURSES		
1	Thesis Proposal	5
2	Seminar on Thesis Proposal	6
3	Thesis Research	9
4	Thesis Writing	9
5	Journal Article Writing	9
6	Theories of Language	3
7	Theories of Literature	3
8	Language Discourse Analysis	3
9	Literature Discourse Analysis	3
10	Evaluation on Indonesian Language and Literature Learning	2
11	Developing Language Learning	3
12	Developing Literature Learning	3
13	Policies in Indonesian Language and Literature Education	2
ELECTIVE COURSES *)		
1	Developing Instructional Material	2
2	Creative Writing	2
3	Indonesian Language Program for Foreign Speakers	2
TOTAL OF CREDITS		**72**

17. English Education Study Program

a. Program Description

English Education is concerned with the following areas: language acquisition theories of both the mother tongue (Indonesian language) and English as a foreign language; theories, concepts and teaching and learning models of English as a foreign language; theories and concepts of English (as a foreign language) instructional media development; theories and concepts of English (as a foreign language) instructional program development; theories, concepts and English teaching and learning evaluation models; theories, concepts and research designs of English (as a foreign language) teaching and learning.

b. Curriculum Structure

NO	CODE	COURSES	SEM & CREDIT				Total Credit
			1	2	3	4	
I. FOUNDATIONAL COURSES							
1.	PAS 8201	Philosophy of Science	2				
2.	PAS 8202	Educational Research Method	2				6
3.	PAS 8203	Statistics	2				
Total Credits of Foundational Courses			6	0	0	0	
II. SUBJECT SPECIFIC COURSES							
1.	ENG8301	English Language Teaching Methodology	3				
2.	ENG8302	English Language Teaching Media Development	3				
3.	ENG8203	Second Language Acquisition	2				
4.	ENG8304	English Curriculum and Material Development		3			32
5.	ENG8305	English Language Teaching and Learning Evaluation and Assessment		3			
6.	ENG8306	English Language Education and Training Management		3			
7.	ENG8207	Pedagogical Discourse Analysis			2		

8.	ENG8308	English Language Learning and Teaching Program Development		3			
9.	ENG8110	Thesis Proposal Writing		1			
10.	ENG8211	Seminar on Thesis Proposal			2		
11.	ENG8612	Thesis				6	
12.	ENG8113	Scientific Writing			1		
Total Credits			8	13	5	6	
III.	**ELECTIVE COURSES**						
1	ENG8209	Academic English*)		2*)			
2	ENG8210	Critical Literacy*)		2*)			
3	ENG8211	English for Young Learners*)		2*)			2
5	ENG8212	Resource-based Learning Materials Development*)		2*)			
Total Credits of the Subject Specific Courses			0	2	0	0	
	Total Credits of the Overall Program		14	15	5	6	42

18. Art Education Study Program

a. Program Description

The study of Art Education encompasses the following areas: the foundation of educational knowledge as a basis for development and innovation of art education quality; the theory and application of knowledge of art education instruction; theory and application of educational research methodology in the contexts of problems in art education; and assessment in art education. This study program offers five concentration options: Visual Arts Education, Music Education, Fine Arts Education, Dance Education; and Theater Education.

b. Curriculum Structure

Semester 1		
1.	Philosophy of Science	2 credits
2.	Educational Research Methodology	3 credits
3.	Statistics	3 credits

4.	English	2 credits
5.	Theories of Arts Education	2 credits
6.	Art Education Curriculum	3 credits
7.	Music Education Curriculum	3 credits
8.	Dance Education Curriculum	3 credits
9.	Craft Education Curriculum	2 credits
10.	Thesis Proposal	1 credit
Semester 2		
1.	Art Research Methodology	2 credits
2.	Nusantara Arts Instructional Multi-media	2 credits
3.	Nusantara Culture and Arts	2 credits
4.	Creative Arts Methodology	2 credits
5.	Seminar on Thesis Proposal	2 credits
6.	Psychology of Arts	2 credits
7.	Cultural Studies	2 credits
8.	Art Socio Anthropology	2 credits
9.	Laboratory of Nusantara Art Education Development	3 credits
10.	Laboratory of Nusantara Music Education Development	3 credits
11.	Laboratory of Nusantara Dance Education Development	3 credits
12.	Laboratory of Nusantara Craft Education Development	3 credits
Semester 3		
1.	Art Criticism	2 credits
2.	Art Education Assessment	2 credits
3.	Music Education Assessment	2 credits
4.	Dance Education Assessment	2 credits
5.	Craft Education Assessment	2 credits
6.	Thesis	6 credits
Semester 4		
1.	Academic Writing	1 credit

19. History Education Study Program

a. Program Description

History Education offers students the opportunity to study in the following areas: the theory of pedagogy and andragogy and also the concept of knowledge in history education; current issues of knowledge in history education and the application of theories of other relevant disciplines; current issues of national education policies, their implementation, and their relevance to history education; historical theory and methodology to construct historical dimensions; research theory and methodology in history education both macro and micro perspectives; theory and methodology of history learning concerning instructional designs, models, approaches, strategies, methods, and techniques; and also principles of instructional materials and media development in history instruction; theory and methodology of assessment and evaluation of history instruction.

b. Curriculum Structure

NO.	COURSES	CREDITS
THE GRADUATE SCHOOL'S COMPULSORY COURSES		
1.	Philosophy of Science	2
2.	Educational Research Methodology	3
3.	Statistics	3
4.	English	2
THE STUDY PROGRAM'S COMPULSORY COURSES		
1.	History Learning Design	2
2.	Character Education	2
3.	Study on History Education Curriculum	2
4.	History Education Technology	2
5.	Evaluation on History Education	2
6.	Historical Theories and Methodology	2
7.	Historiography	2
8.	Intellectual History	2
9.	Nationalism Education	2
10.	Constitutional History	2
11.	Educational History	2

12.	Thesis Proposal	1
13.	Seminar on Thesis Proposal	2
14.	Thesis	6
15.	Journal Article Writing	1
THE STUDY PROGRAM'S ELECTIVE COURSES		
1.	History of Political Ideology*	2
2.	Reflection of Indonesian History*	2
3.	History and Local Wisdom*	2
4.	Social and Economic History*	2
TOTAL OF CREDITS		**44**

20. Geography Education Study Program

a. Program Description

Geography Education is concerned with the following areas: curriculum development of geography education; current theories of geography instructional technology; development of a geography instructional set using multi-method, multimedia, and multi-resource approaches; learning assessment and evaluation with multiple response principles; and also the concept, theory, and application of research methodology for geography education.

b. Curriculum Structure

Semester 1		
1.	Philosophy of Science	2 credits
2.	Educational Research Methodology	3 credits
3.	Statistics	3 credits
4.	English	2 credits
5.	Character Education	2 credits
6.	Human Geography	3 credits
7.	Thesis Proposal Development	1 credit
Semester 2		
1.	Physical Geography	2 credits
2.	Culture and Tourism Geography	2 credits

3.	Geography Information System for Region Development	2 credits
4.	Human-Environment Interaction	2 credits
5.	Geography Field Study	2 credits
6.	Seminar on Thesis Proposal	2 credits
7.	Virtual Geography	2 credits
8.	Regional Geography	2 credits
Semester 3		
1.	Remote Sensing Application for Development	2 credits
2.	Strategy of Geography Instruction	2 credits
3.	Assessment of Geography Learning Result	2 credits
4.	Geography of Disasters	2 credits
5.	Resource Management	2 credits
6.	Thesis	6 credits
Semester 4		
1.	Academic Writing	1 credit

21. Civics Education Study Program

a. Program Description

The study of Civics Education encompasses the following areas: theories of citizenship as multidisciplinary and interdisciplinary studies; theories, concepts, and teaching and learning models of civics education as a pedagogical instrument; theories, concepts, and models of instructional program development and instructional program evaluation of civics education; models of instructional and evaluation programs of civics education, and also theories, concepts and models of academic studies and civics education instruction in Indonesia within comparative perspectives of global civics education.

b. Curriculum Structure

Semester 1		
1.	Philosophy of Science	2 credits
2.	Educational Research Methodology	3 credits

3.	Statistics	3 credits
4.	English	2 credits
5.	Theories and Fundamentals of Civics Education	2 credits
6.	Politics in Education	2 credits
7.	Thesis Writing Project	1 credits
Semester 2		
1.	Learning Innovation of Civics Education	1 credits
2.	Civics Education Learning and Curriculum Analysis	2 credits
3.	Civics Education in International Perspective	2 credits
4.	Civics Education Learning Evaluation	2 credits
5.	Democracy Education and Human Rights	2 credits
6.	National Identity and Multicultural Society	2 credits
7.	Seminar on Thesis Proposal	2 credits
Elective		
1.	Character Education Development in Civics Education	2 credits
2.	*Pancasila* and Contemporary Political Ideologies	2 credits
3.	Philosophy of Civic Education	2 credits
4.	Political System and Citizenry Culture	2 credits
Semester 3		
1.	Seminar on Contemporary Issues in Civics Education	2 credits
Elective		
1.	Indonesian Citizenship Sociology	2 credits
2.	*Pancasila* Political Ethics	2 credits
3.	Conflicts Management	2 credits
4.	Constitution and Constitutional States	2 credits

22. Economics Education Study Program

a. Program Description

Economics Education offers students the opportunity to study in the following areas: recent theories of economics education; concepts and theories of economics as a tool to solve a number of problems related to economics education; planning and strategies of economics education instruction; instructional materials and media development; and instructional evaluation development of economics. This study program offers four

concentration options: Economics Education, Accounting Education, Commerce Education, and Office Administration Education.

b. Curriculum Structure

NO.	COURSES	CREDITS
COMPULSORY COURSES		
1.	Philosophy of Science	2
2.	Educational Research Methodology	3
3.	Statistics	3
4.	English	2
5.	Micro Economics Theories	2
6.	Macro Economics Theories	2
7.	Economics Democracy	2
8.	Thesis Proposal	1
9.	Seminar on Thesis Proposal	2
10.	Thesis Research	6
11.	Academic Writing	1
CONCENTRATION COURSE		
Economics Education		
1.	Economics Teaching Strategy and Planning	2
2.	Economics Teaching Material and Media Development	2
3.	Economics Teaching Evaluation Development	2
4.	Financial Institutions	3
5.	International Economics	3
6.	Economics Development	2
Elective Course		
1.	Capita Selecta of Economics	2
2.	Economics Sociology	2
3.	Economics Politic	2
4.	Entrepreneurship Development	2
5.	Cooperatives and Small Medium Enterprises Development	2

6.	Islamic Economics	2
7.	Islamic Banking	2
8.	Economics Education	2

Accounting Education

1.	Accounting Teaching Strategy and Planning	2
2.	Teaching Material and Media Development	2
3.	Accounting Teaching Evaluation Development	2
4.	Financial Accounting	3
5.	Cost Accounting	3
6.	Public Accounting	2

Elective Course

1.	Islamic Accounting	2
2.	Accounting Management	2
3.	Information System management	2
4.	Taxation	2
5.	Financial Report Analysis	2
6.	Auditing	2
7.	Financial Management	2
8.	Banking	2

Commerce Education

1.	Commerce Teaching Strategy and Planning	2
2.	Teaching Material and Media Development	2
3.	Commerce Teaching Evaluation Development	2
4.	Marketing Management	3
5.	Organizational Behavior	3
6.	Entrepreneurship Analysis	2

Elective Course

1.	Human Resource Development Management	2
2.	Financial Management	2
3.	Organization Management	2
4.	Strategically Management	2
5.	Marketing Communication	2

6.	Leadership	2
7.	International Marketing	2
8.	Organizational Design	2
Office Administration Education		
1.	Office Administration Teaching Strategy and Planning	2
2.	Office Administration Teaching Material and Media Development	2
3.	Office Administration Teaching Evaluation Development	2
4.	Administration Concepts and Theories	3
5.	Philosophy of Administration	3
6.	Administration Analysis	2
Elective Course		
1.	Organizational Development	2
2.	Human Resource Development Office Management	2
3.	Decision-Making	2
4.	Organizational Communication	2
5.	Administration Research Methodology	2
6.	Social Classical Theory	2
7.	Administration Leadership	2
8.	Strategic Management	2

23. Biology Education Study Program

a. Program Description

Biology Education is concerned with the following areas: curriculum and instructional development of biology; materials and instructional media development of biology education; assessment and evaluation in biology; and also instructional materials development of biology including plant ecophysiology, molecular biology, molecular genetics, microbiology, living environment, and animal biology (zoology).

b. Curriculum Structure

Semester 1		
1.	Philosophy of Science	2 credits
2.	Educational Research Methodology	3 credits
3.	Statistics	3 credits
4.	English	2 credits
5.	Cell and Molecular Biology	2 credits
6.	Environmental Conservation and Management	2 credits
7.	Application of Biology Learning Management	2 credits
8.	Modern Biotechnology	2 credits
9.	Workshops on Biology Instructional Media	2 credits
10.	Environmental Education	2 credits
11.	Thesis Proposal	1 credit
Semester 2		
1.	Curriculum Development and Biology Teaching	2 credits
2.	Media and Material Development in Biology Teaching	2 credits
3.	Molecular Genetics	2 credits
4.	Advanced Microbiology	2 credits
5.	Animal Functional Biology	2 credits
6.	Seminar on Thesis Proposal	2 credits
7.	Policy Analysis Biology in Senior High School	2 credits
8.	Innovation Diffusion in Biology Education	2 credits
9.	Biology Aspect in Environmental Impact Analysis (EIA)	2 credits
10.	Resource Management	2 credits
11.	Biology Laboratory Management	2 credits
Semester 3		
1.	Assessment and Evaluation in Biology Teaching	2 credits
2.	Plant Eco-physiology	2 credits
3.	Thesis	6 credits
Semester 4		
1.	Academic Writing	1 credit

24. Physics Education Study Program

a. Program Description

The study of Physics Education encompasses the following areas: educational philosophy and learning theory and its implication for physics education; the concept of physics and advance pedagogical physics-content to develop physics education; curriculum designs and implementation of physics instruction; assessment and evaluation of physics instruction; materials development of physics education including mathematical physics, classical physics, electrodynamics, and quantum physics.

b. Curriculum Structure

Semester 1		
1.	Philosophy of Science	2 credits
2.	Educational Research Methodology	3 credits
3.	Statistics	3 credits
4.	English	2 credits
5.	Current Studies and Research in Physics Education	2 credits
6.	Advanced Physics Practicum	2 credits
7.	Thesis Proposal	1 credit
Semester 2		
1.	Innovation on Physics Learning	2 credits
2.	Physics Curriculum Design and Implementation	2 credits
3.	Mathematical Physics	2 credits
4.	Classical Physics	2 credits
5.	Statistical Physics	2 credits
6.	Seminar on Thesis Proposal	2 credits
7.	Colloid Physics	2 credits
8.	Material Physics	2 credits
9.	Earth Physics	2 credits
10.	IT-based Learning and Technology	2 credits
Semester 3		
1.	Electrodynamics	2 credits
2.	Quantum Physics	2 credits

3.	Optics and Photonics	2 credits
4.	Computational Physics	2 credits
5.	Daily Physics	2 credits
6.	Astrophysics	2 credits
7.	Thesis	6 credits
Semester 4		
1.	Academic Writing	1 credit

25. Chemistry Education Study Program

a. Program Description

Chemistry Education is concerned with the following areas: innovations in chemistry instruction; curriculum designs and implementation of chemistry instruction; assessment and evaluation development of chemistry instruction; problems of chemistry education and their solutions; materials development of chemistry instruction including spectroscopy, organic structures chemistry, structure elucidation of organic compounds; solution chemistry and analytical electrochemistry; biomolecules and genetic engineering.

b. Curriculum Structure

NO.	COURSES	CREDITS
COMPULSORY COURSES		
1.	Philosophy of Science	2
2.	Educational Research Methodology	3
3.	Statistics	3
4.	English	2
5.	Thesis Proposal	1
6.	Seminar on Thesis Proposal	2
7.	Thesis	6
8.	Academic Writing	1
9.	Chemistry Teaching Innovation	2
10.	Chemistry Curriculum Implementation and Design	2
11.	Chemistry Teaching Evaluation and Assessment Development	2

12.	Chemistry Education Current Research Studies	2
13.	Special Topic in Chemistry Science	2
14.	Chemistry Spectroscopy	2
15.	Inorganic Structure Chemistry	2
16.	Elucidation of Organic Compound Structure	2
17.	Chemistry Solution and Electro Chemistry Analysis	2
18.	Biomolecular and Genetic Engineering	2
19.	Computer Skills in Chemistry	1
20.	Chemistry Project and Practicum	1
ELECTIVE COURSE		
1.	Thermodynamics Statistic and Energic	2
2.	Organic Synthesis and Stereo Chemistry	2
3.	Modern Analysis Technique	2
4.	Organic Reaction Mechanism and Theories	2
5.	Chemistry Kinetic and Reaction Mechanism	2
6.	Physics Methodology on Inorganic Structure Decision	2
7.	Chemistry Teaching Modeling	2
8.	Chemistry Education Visualization	2

26. Electronics and Informatics Engineering Education Study Program

a. Program Description

Electronics and Informatics Engineering Education offers students the opportunity to study in the following areas: curriculum development of vocational education and training; management of vocational education and training; models and evaluation of vocational instruction; materials development of electronics and informatics instruction including computer network and information systems, industrial electronics, mechatronics, audio and video technology, computer network management, software engineering, and multimedia systems. This study program offers two concentration options: Electronics Engineering Education and Informatics Engineering Education.

b. Curriculum Structure

NO	COURSES	CREDITS
I.	**THE GRADUATE SCHOOL'S COMPULSORY COURSES**	
1.	Philosophy of Science	2
2.	Educational Research Methodology	3
3.	Statistics	3
4.	English	2
II.	**STUDY PROGRAM'S COURSES**	
A.	**Compulsory Courses**	
1.	Vocational Training and Educational Curriculum Development	2
2.	Vocational Training and Educational Management	2
3.	Model of Vocational Learning	2
4.	Evaluation on Vocational Learning	2
5.	Computer Network	3
6.	Information System	3
7.	Thesis Proposal	1
8.	Seminar on Thesis Proposal	2
9.	Thesis	6
10.	Journal Article	1
B.	**Elective Courses*)**	
1.	Web-based Application	2
2.	Computer and Human Interaction	2
3.	Instructional Multimedia	2
4	Communication Media Computer	2
5	Digital Signal Management	2
6	Telecommunication System	2
7	Instrument and Control System	2
8	Expert System	2
III.	**CONCENTRATION COURSES**	
A.	**Compulsory Courses of Electronics Education Concentration**	
1.	Industrial Electronics	2

2.	Mechatronics	2
3.	Audio-Video Technology	2
B.	**Compulsory Courses of Informatics Education Concentration**	
1.	Management of Computer Network	2
2.	Software Engineering	2
3.	Multimedia System	2
	TOTAL OF COMPULSORY CREDITS	**44**

27. Electro Engineering Education Study Program

a. Program Description

Electro Engineering Education is concerned with the following areas: the foundation of educational knowledge as a basis for development and innovation of vocational education and training quality; the theory and application of statistics to determine and test research data of vocational education and training; curriculum development of vocational education and training; models and evaluation of vocational education and training; materials development of electro instruction including electrical power system, electrical energy management, automation system of electrical power, electrical protection system, and electrical energy utilization.

b. Curriculum Structure

NO.	COURSES	CREDITS
THE GRADUATE SCHOOL'S COMPULSORY COURSES		
1	Philosophy of Science	2
2	Educational Research Methodology	3
3	Statistics	3
4	English	2
THE STUDY PROGRAM'S COMPULSORY COURSES		
1	Educational Management and Vocational Training	2
2	Developing Educational Curriculum and Vocational Training	2
3	Model of Vocational Learning	2
4	Evaluation on Vocational Learning	2

5	Learning on Electrical Power System	2
6	Learning on Electrical Energy Management	2
7	Learning on Automation System	2
8	Learning on Electrical Protection System	2
9	Learning on Electrical Energy Utilization	2
10	Thesis Proposal	1
11	Seminar on Thesis Proposal	2
12	Journal Article Writing	1
13	Thesis	6
THE STUDY PROGRAM'S ELECTIVE COURSES		
1	E-Instructional Design	2
2	Leadership on Education and Vocational Training	2
3	Developing Vocational Educator Professionalism	2
4	Vocational Psychology	2
5	Electrical Workplace Safety and Health	2
6	Management of Electrical Engineering Vocational Laboratory	2
TOTAL OF CREDITS		**42**

28. Mechanical Engineering Education Study Program

a. Program Description

The study of Mechanical Engineering Education encompasses the following areas: theoretical concepts of pedagogy in planning, implementing and evaluating vocational instruction of mechanical engineering education; principles and issues of instructional models of vocational education; principles and concepts of competence-based instruction for mechanical engineering programs; principles and concepts of instructional assessment in mechanical engineering education; educational research methodology in mechanical engineering programs; basic concepts of mechanical engineering and vocational skill programs including mechanical engineering, metal fabrication, drawing engineering, industrial engine maintenance, casting and welding, and also the ability to formulate solutions to procedural problems in production processes within the skill programs.

b. Curriculum Structure

NO.	COURSES	CREDITS
THE GRADUATE SCHOOL'S COURSES		
1	Philosophy of Science	2
2	Educational Research Methodology	3
3	Statistics	3
4	English	2
THE STUDY PROGRAM'S COURSES		
1	Vocational Training and Educational Curriculum Development	2
2	Vocational Training and Educational Management	2
3	Model of Vocational Learning	2
4	Evaluation on Vocational Learning	2
5	Instruction on Fabrication and Metal Welding	3
6	Instruction on Conventional Machinery Techniques	3
7	Instruction on Technique Sketch	3
8	Instruction on CNC Machinery	3
9	Thesis Proposal	1
10	Seminar on Thesis Proposal	2
11	Thesis	6
12	Journal Article Writing	1
ELECTIVE COURSES *)		
1	Computer-Assisted Learning	2
2	Production Automation	2
3	Workplace Safety and Health	2
4	Competence-Based Training	2
5	Competence Assessment on Metal and Machine	2
TOTAL OF CREDITS TAKEN		**44**

29. Family Welfare Education Study Program

a. Program Description

Family Welfare Education offers students the opportunity to study in the following areas: concepts, theories, and research methodology in vocational education and training of family welfare education; educational and instructional development in vocational

education and training of family welfare education including Hospitality, Fashion, Make-up and Entrepreneurship in accordance with the development of occupational contexts and needs; knowledge, design technology and arts in vocational education and training of Hospitality, Fashion, Make-up and Entrepreneurship of Family Welfare Education; instructional and evaluation theories in vocational education and training of family welfare education to plan, develop and implement vocational education, training and instruction evaluation of family welfare education. This study program offers four concentration options: Hospitality, Fashion, Make-up and Entrepreneurship of Family Welfare Education.

b. Curriculum Structure

NO	COURSES	CREDITS
COMPULSORY COURSES		
1.	Philosophy of Science	2
2.	Educational Research Methodology	3
3.	Statistics	3
4.	English	2
5.	Vocational Training and Educational Management	2
6.	Thesis Proposal	1
7.	Vocational Training and Educational Curriculum Development	2
8.	Model of Vocational Learning	2
9.	Evaluation on Vocational Learning	2
10.	Learning on Society and Family Resource Management	2
11.	Seminar on Thesis Proposal	2
12.	Consumers Education	2
13.	Family Education	2
14.	Scientific Journal Writing	1
15.	Thesis	6
CONCENTRATION COURSES		
Culinary Program		

1.	Culinary Production Management	2
2.	Diet & Culinary Business	3
3.	Culinary Service Practice	3
Fashion Program		
1.	Management on Fashion and Textile Production	3
2.	Innovation on Fashion and Textile Product	3
3.	Fashion Research	2
Make-Up Program		
1.	Beauty Management	3
2.	Artistic Directing	2
3.	Beauty Culture and Art Studies	3
Entrepreneurship Program		
1.	Management of Family Welfare Program Enterprise	3
2.	Innovation on Family Welfare Program Products	2
3.	Entrepreneurship Education	3
TOTAL		**42**

30. Psychology Study Program

a. Program Description

Psychology is concerned with the following areas: the state-of-the art theory of psychology with its philosophical root; the basic philosophy of a theory in psychology; characteristics of a theory in psychology; changes/developments in psychology theories; criticisms and evaluation of concepts, models, and approaches related to psychology; the discrepancy/controversy between a theory and another theory; and also assessment techniques and measurement tool development of psychology.

b. Curriculum Structure

NO.	COURSES	CREDITS
THE GRADUATE SCHOOL'S COURSES		
1	Philosophy of Science	2
2	Educational Research Methodology	3
3	Statistics	3

4	English	2
THE STUDY PROGRAM'S COURSES		
1	Positive Psychology	2
2	Psychology of Children and Teenagers Development	2
3	Psychology of Learning and Problem Solving	2
4	Decision Making	2
5	Test Construction	2
6	Motivation Development	2
7	Character Development	2
8	Social Psychology Perspective in Education	2
9	Thesis Proposal	1
10	Seminar on Thesis Proposal	2
11	Thesis	6
12	Journal Article Writing	1
ELECTIVE COURSES *)		
1	Psychological Assessment in Education	2
2	Talent, Interest, and Creativity	2
3	Behavior Modification	2
4	Mental Health Promotion	2
5	Human Resource Management	2
6	Qualitative Research Method	2
TOTAL OF CREDITS TAKEN		**42**

Doctoral Programs

1. Educational Research and Evaluation Study Program

a. Program Description

The study of Educational Research and Evaluation encompasses the following areas: the foundation of educational philosophy based on Indonesian culture; statistics and its application for developing methodology of educational research and evaluation; educational assessment and its application for developing educational assessment systems; statistics and educational assessment for developing educational research instruments; educational evaluation and its application for developing educational evaluation models; analysis, planning, and development of test and non-test instruments; educational assessment models in accordance with the existing problems. This study program offers three concentration options: Measurement and Testing, Evaluation Methodology and Research Methodology.

b. Curriculum Structure

NO	COURSES	CREDITS
I.	**STUDY PROGRAM'S COMPULSORY COURSES**	
1.	Dissertation Proposal Writing **)	2
2.	Seminar on Dissertation Proposal	3
3.	Dissertation	12
4.	Journal Article Writing	1
5.	Methodology of Research and Evaluation	3
6.	Statistics and Sampling Theories	3
7.	Theories and Paradigms in Education	2
8.	Theories of Instruction	2
9.	Multivariate Statistics	3
10.	Qualitative Research Modeling	3
11.	Theories of Measurement and Evaluation	3
12.	Factor Analysis	2
13.	Structural Equation Modeling	3
14.	Course Major *)	2
II.	**CONCENTRATION COURSES**	
	A. Measurement and Testing	

1.	Scaling Methods	3
2.	Advanced Item Response Theories	3
3.	Practicum in Measurement and Testing	1
4.	Seminar on Measurement and Testing	3
B. Evaluation Methodology		
1.	Advanced Program Evaluation	3
2.	Policy Analysis and Evaluation	3
3.	Practicum in Evaluation	1
4.	Seminar on Research Methodology Issues	3
C. Research Methodology		
1.	Research and development	3
2.	Policy Research	3
3.	Practicum in research	1
4.	Seminar on Research Methodology Issues	3
III. ELECTIVE COURSES ***)**		
1.	R-Program	2
2.	Generalizability Theory	2
3.	Computer Programming	2
4.	Nonparametric Statistics ****)	2
5.	Broad Scale Assessment ****)	2
6.	Affective Instrument Development ****)	2
IV. PREREQUISITE COURSES *)**		
1.	Advanced Statistics	3
2.	Class Assessment ****)	2
3.	Measurement Theory	2
4.	Evaluation on Educational Program	2
5.	Data Analysis Techniques	1
6.	Instrument Construction	2
TOTAL OF COMPULSORY CREDITS		**58-78**

Notes:

*) Course major is adjusted to students' educational background

**) Conducted in short semester

***) Compulsory for students whose Master degree is not in ERE (Educational Research and Evaluation) major

****) Conducted together with students in Master Program

*****) In the free elective courses, students are required to choose at least 4 credits of the 12 credits offered

2. Technology and Vocational Education Study Program

a. Program Description

Technology and Vocational Education is concerned with the following areas: the philosophical foundation, theory, research methodology and evaluation of technology and vocational education; problem analysis through system approaches, economics, social, culture, law, and politics; problems in technology and vocational education and their solutions through interdisciplinary, multidisciplinary, and transdisciplinary approaches; research and development of technology and vocational education using various approaches. This study program is designed to offer two vocational skills for: (1) academicians with two concentration options including Vocational Education Management and Vocational Education Manpower, and (2) practitioners with two concentration options including Vocational Education Management and Vocational Education Manpower.

b. Curriculum Structure

A. Curriculum for Academicians

Semester 1		
1.	Philosophy of Science	2 credits
2.	Educational Research Methodology	3 credits
3.	Multivariate Statistics	3 credits
4.	Academic Writing	1 credit
5.	Vocational Education Leadership	3 credits
Prerequisite Courses *)		
1.	TVE Organization and Management	2 credits
2.	TVE Curriculum Development	2 credits
Semester 2		
1.	Work-oriented Education	3 credits

2.	TVE Information System Development	3 credits
3.	Contemporary Issued and Problems in Vocational Education	3 credits
4.	TVE Management	3 credits
5.	Total Quality Management in Vocational Education	3 credits
6.	Vocational Psychology	3 credits
7.	Cultural, Innovative, and Technological Diffusion Approach	3 credits
Semester 3		
1.	Dissertation Proposal Writing	1 credit
2.	Seminar on Dissertation Proposal	3 credits
3.	Education and Workforce Economics	3 credits
4.	Independent Study	2 credits
5.	Vocational Program Evaluation	3 credits
6.	TVE Management Practicum	1 credits
7.	Human Resource Development in Global Perspectives	3 credits
8.	Workforce Practicum	1 credits
Electives**)		
1.	Structural Equation Modeling	3 credits
2.	Qualitative Research Methodology	3 credits
Semester 4		
1.	Dissertation	12 credits

Notes:

  *) Compulsory for students with no master's degree in TVE

 **) Based on the approach used in students' dissertations

B. Curriculum for Practitioners

Area of Interest:

1. Vocational Education Management

2. Vocational Education Workforce

Semester 1		
1.	Philosophy of Science	2 credits
2.	Educational Research Methodology	3 credits
3.	Multivariate Statistics	3 credits

4.	Academic Writing	1 credit
5.	Vocational Education Leadership	3 credits
Preparatory Course *)		
1.	TVE Organization and Management	3 credits
2.	TVE Curriculum Development	2 credits
3.	Educational Research Methodology (for Master's students)	3 credits
4.	TVE Learning Theories and Strategies	2 credits
5.	Vocational Education Assessment	2 credits
Semester 2		
1.	Education and Workforce Economics	3 credits
2.	Work-oriented Education	2 credits
3.	TVE Management	3 credits
4.	Total Quality Management in Vocational Education	2 credits
5.	Systemic and Cultural Approaches	3 credits
6.	Human Resource Development in Global Perspectives	3 credits
7.	Workforce Policy	2 credits
Semester 3		
1.	Dissertation Proposal Writing	1 credit
2.	Seminar on Dissertation Proposal	3 credits
3.	Independent Study	2 credits
4.	TVE Information System Development	3 credits
5.	Field Internship	5 credits *
6.	Vocational Program Evaluation	3 credits
7.	TVE Management Practicum	1 credits
8.	Vocational Psychology	3 credits
9.	Cultural, Innovative, and Technological Diffusion Approach	3 credits
10.	Workforce Practicum	1 credits
Semester 4		
1.	Dissertation	12 credits

*) Compulsory for students without master's degree in TVE

C. Curriculum for Joint-Degree Program

Semester 1		
1.	Philosophy of Science	2 credits
2.	Educational Research Methodology	3 credits
3.	Multivariate Statistics	3 credits
4.	Dissertation Proposal Writing	1 credit
5.	Academic Writing	1 credits
6.	TVE Leadership	3 credits
7.	Contemporary Issued and Problems in Vocational Education	3 credits
Prerequisite Courses *)		
1.	TVE Curriculum Development	2 credits
Semester 2		
1.	Seminar on Proposal Dissertation	3 credits
	Education and Workforce Economics	3 credits
2.	Work-oriented Education	2 credits
3.	Independent Study (article and presentation in English)	2 credits
4.	TVE Information System Development	3 credits
5.	Systemic and Cultural Approaches	2 credits
Prerequisite Courses *)		
1.	TVE Organization and Management	3 credits
Semester 3		
1.	Colloquium in Germany	12 credits
Semester 4		
1.	Dissertation	12 credits

Note:

*) Conduct in Technishe Universitat Dresden, Germany

**) Compulsory for students without master's degree in TVE

3. Educational Management Study Program

a. Program Description

Educational Management offers students the opportunity to study in the following areas: educational management; educational policy analysis; contemporary issues of problems in educational management; Path and SEM analysis; management development of primary and secondary education; educational leadership; and education quality assurance. This study program offers two concentration options: educational leadership and education quality assurance.

c. Curriculum Structure

NO	COURSES	CREDITS
1.	Philosophy of Educational Management	3
2.	Educational Management Research Methodology	3
3.	Advanced Education Statistics	3
4.	Educational Decentralization	3
5.	English	2
6.	Educational Economy	3
7.	Leadership in Educational Organization Development	3
8.	Seminar on Educational Administration Contemporary Issues *)	3
9.	Educational Management *)	3
10.	Entrepreneurship in Education *)	3
11.	Educational Quality Assurance and Control	3
12.	Organization Development and Educational Management	3
13.	Seminar on Dissertation Proposal	3
14.	Educational Economy *)	3
15.	Management of Primary and Secondary Education *)	3
16.	Management of Higher Education *)	3
TOTAL OF COMPULSORY CREDITS		**47**

4. Educational Science Study Program

a. Program Description

Educational Science is concerned with the following areas: educational contemporary theories; educational foundations (historical, philosophical, sociological, psychological, anthropological, and comparative foundations); dynamics and challenges of dialectic pedagogy; theories of schools and their problems; various educational policies and their challenges; methodology and scientific, imaginative, intuitive, artistic and reflective analysis of educational problems; advocacy of education in various educational institutions. This study program gives the basis for educational science in general and offers eight concentration options: Sport Science, Mathematics Education, Instructional Technology, Social Science Education, Non-Formal Education, Natural Science Education (concentration options: Natural Science Education, Physics Education, Chemistry Education, and Biology Education), Arts Education, and also Economics Education.

d. Curriculum Structure

NO	COURSES	CREDITS
I.	COMPULSORY COURSES	
1.	Philosophy of Education	2
2.	Methodology of Research and Evaluation	3
3.	Multivariate Statistics	3
4.	Theories of Humanistic-Religious Education	3
5.	Educational Reflection in Historical Perspectives	3
6.	Comparative Education	3
7.	Educational Goals in Various Perspectives	3
8.	Theories of Schooling	3
9.	Dissertation Proposal	3
10.	Seminar on Dissertation Progress	0
11.	English	0
12.	Dissertation Proposal Writing	1
13.	Dissertation Writing	12
II.	ELECTIVE COURSES (Choose 15 credits)	
14.	Theories of Phenomenological Education	3
15.	Educational Leadership	2

16.	Cultural Epistemology	3
17.	Educational Planning	2
18.	Educational Politics	2
19.	Educational Logic *)	3
20.	Multidimensional Reviews of Human Development *)	2
21.	Multicultural Education *)	3
22.	Ethnographic Analysis	3
23.	New Orientation in Pedagogy *)	2
24.	Global, International, and Peace Education**)	3
25.	Analysis and Method of Social Development **)	3
26.	Literature/Bibliographical Study of Religion and Ethnicity***)	3
27.	Gender in Sociocultural Perspectives **)	2
28.	Inclusive Education in Various Perspectives **)	2
29.	Curriculum Development in Various Perspectives **)	2
30.	Dialectical Hermeneutics Approach **)	2
TOTAL OF CREDITS REQUIRED		
III. PREREQUISITE COURSES (9 credits are required)		
31.	Analysis of Educational Content**)	3
32.	Configuration of Childhood Education and Development**)	3
33.	Knowledge, Values, and Education**)	3
34.	Family, School, and Work**)	3

Notes*:*

1. There are 42 credits of electives courses, among which 15 credits have to be taken. If students are interested to take a subconcentration program, a minimum of 9 credits have to be taken.

2. Courses with *) are conducted in the form of individual independent study.

3. Courses with **) are conducted for non-educational students in the form of group independent study.

4. The choice of an elective is presented in a separate article: without concentration, with concentration, and concentration plus subconcentration. Two main concentrations are social modal and cultural modal.

5. Prerequisite program is compulsory for students with non-educational background of their undergraduate and/or graduate study. Prerequisite courses have to be finished in semester 2.

6. Elective courses written without *) have to be taken.

A. Field-based Concentration

NO	COURSES	CREDITS
COMPULSORY COURSES		
1.	Philosophy of Education	3
2.	Educational Research Methodology	3
3.	Multivariate Statistics	3
4.	Dissertation Proposal Writing Project	1
5.	Seminar on Dissertation Proposal	3
6.	Dissertation	12
7.	Theories of Education	2
8.	Educational Reflection in Historical Perspectives	2
9.	Comparative Education	2
10.	Politics in Education	2
11.	Theories of Schooling	2
12.	Educational Leadership	2
13.	New Orientation in Pedagogy	2
ELECTIVE COURSE		
Sport Science		
1.	Sports Science and Technology	3
2.	Physiology of Exercise	2
3.	Theories of Coaching	2
4.	Sports Management and Marketing	2
5.	Psychology of Sports Teaching	2
6.	Curriculum Studies on Sports Education	2
7.	Sports Health	2
Mathematics Education		
1.	Mathematics Curriculum Studies	3

2.	Qualitative Research Methodology	3
3.	Structural Equation Modeling	3
4.	Basic Psychology of Mathematics Education	2
5.	Seminar on Contemporary Issues of Mathematics Education	1
Elective Course in Mathematics Education*)		
1.	Advanced Abstract Algebra	2
2.	Functional Analysis	2
3.	Advanced Geometry	2
4.	Advanced Mathematics Probability and Statistics	2
5.	Advanced Fuzzy Set Theory	2
6.	Measurement Theory	2
Instructional Technology		
1.	Instructional Psychology	2
2.	Theories and Instructional Research Design	3
3.	Curriculum Development Theory	2
4.	IT-based Instruction	2
5.	Instruction Organization Management	2
6.	Instructional Program Evaluation	2
7.	Educational Innovation and Diffusion	2
Social Studies Education		
1.	Sustainable Development	2
2.	Social Change and Modernization Theories	3
3.	Nationalism and National Vision	2
4.	Fundamentals of Social Studies	3
5.	Character Development Theories	2
6.	Social, Economic, and Educational Gap	3
Non-Formal Education		
1.	Contemporary Issues of Non-Formal Education	2
2.	Ideology and Social Ethics	3
3.	Human Capital, Social, and Cultural Dynamics	3
4.	Pedagogy, Andragogy, and Heutagogy	2

5.	Family, Society, and Organization Empowerment	2
6.	Social and Public Policy Analysis	3
Science Education		
1.	Science Education Assessment Development	3
2.	Physics in Science Education	2
3.	Biology in Science Education	2
4.	Chemistry in Science Education	2
5.	Astronomy and Earth & Space Science in Science Education	3
6.	Issues and Trends in Science Education Research	3
Biology Education		
1.	Environmental Health	2
2.	Biodiversity and Conservation	2
3.	Plant Breeding	3
4.	Molecular Biology	3
5.	Genetics	3
6.	Issues and Trends in Biology Education Research	2
Physics Education		
1.	Material Physics	3
2.	Non-Linear Optics	3
3.	Simulation and Modeling	3
4.	Nanophysics	2
5.	Astrophysics	2
6.	Issues and Trends in Physics Education Research	2
Chemistry Education		
1.	Chemistry in Modern Era	3
2.	Nanochemistry and Nanostructure	2
3.	Chemistry Environmental Health	2
4.	Specific Topics in Anorganic and Physics Chemistry	2
5.	Specific Topics in Organic Chemistry and Biochemistry	2
6.	Fungsional Material Chemistry	2
7.	Issues and Trends in Chemistry Education Research	2

5. Language Educational Science Study Program

a. Program Description

The study of Language Educational Science encompasses the following areas: theories of linguistics, literature, Language and Literature for oral and written communication in general and academic contexts; language acquisition theories of both the mother tongue (Indonesian language) and other languages; theories, concepts and teaching and learning models of languages and literature as a means of communication and mastery of various disciplines; theories and concepts of curriculum and materials development for language instruction; theories and concepts of language instructional program development; theories, concepts and models of language teaching and learning evaluation; theories and concepts of language policy evaluation and development. This study program offers four concentration options: Indonesian Language Education, Regional/Local Language Education, Foreign Language Education and English Language Education.

e. Curriculum Structure

NO	COURSES	CREDITS
COMPULSORY COURSES		
1.	Philosophy of Education	2
2.	Educational Research Methodology	3
3.	Dissertation Proposal	1
4.	Seminar on Dissertation Proposal	3
5.	Dissertation	12
6.	Academic Writing	1
7.	Approaches and Methods of Language Teaching	3
8.	Principles of Language Education Policy	2
9.	Language Teaching Evaluation	2
10.	Language Teaching Management	2
11.	Educational Research Data Analysis	2
12.	Supervision on Dissertation Proposal	2
CONCENTRATION COURSE		
Indonesian Language Education		
1.	Curriculum and Material Development of Indonesian Language Teaching	3

2.	Development of Indonesian Language Teaching Models	3
3.	Seminar on the Issues of Teaching Indonesian Language as a Foreign Language	3
4.	Independent Study	3
Local Language Education		
1.	Curriculum and Material Development of Local Language Teaching	3
2.	Development of Local Language Teaching Models	3
3.	Teaching Local Language as a Foreign Language	3
4.	Independent Study	3
Foreign Language Education		
1.	Curriculum and Material Development of Foreign Language Teaching	3
2.	Development of Foreign Language Teaching Models	3
3.	Seminar on the Issues of Teaching a Foreign Language	3
4.	Autonomous Learning	3
ELECTIVE COURSE		
1.	Language Studies*)	3
2.	Literary Studies*)	3
3.	IT-based Language Teaching **)	3
4.	Literature-based Language Teaching**)	3
PREPARATORY COURSE *)**		
1.	Theories of Language Acquisition and Education	3
2.	Linguistics of Language Education	3
3.	Curriculum and Methodology of Language Education	2
4.	Language Education Evaluation	2
5.	Language Education Practicum	2

6. Elementary Education Study Program

a. Program Description

Elementary Education is concerned with the following areas: the philosophy, concept, theory, technology, and implementation of elementary education for educational access and quality improvement; the development of elementary educational science particularly in five core subjects, and educational preparation for elementary teachers; empowerment and management of educators and educational staff elementary schools; problems in elementary education and their solutions through interdisciplinary, multidisciplinary, and transdisciplinary approaches; and quality improvement of elementary education in continuous ways.

b. Curriculum Structure

No	Courses	Credits
1.	Student Development	
2.	Learning Theories and Psychology	
3.	Learning Assessment in Primary Education	
4.	Information Technology Based Learning	
5.	Children's Literature	
6.	Thesis Proposal	
7.	Seminar on Thesis Proposal	
8.	Academic Writing	
9.	Thesis	
10.	Development and Improvement of Primary Education Quality	
11.	Development of Primary Education Curriculum	
12.	Research and Practicum on Primary Education Teachers	
13.	Development of SBdP	
14.	Thematic Integrative Teaching	
15.	Primary Education Teaching Practicum	
16.	Indonesian Language and Literature	
17.	Indonesian Language and Literature in Primary Education	
18.	Indonesian Language Learning in Primary Education	
19.	Science	

20.	Science for Primary Education	
21.	Science Learning in Primary Education	
22.	Mathematics	
23.	Mathematics for Primary Education	
24.	Mathematics Learning in Primary Education	
25.	Social Studies	
26.	Social Studies for Primary Education	
27.	Social Studies Learning in Primary Education	
28.	Civic Education	
29.	Civic Education for Primary Education	
30.	Civic Education Learning in Primary Education	
31.	Indonesian Language and Literature for Primary Education and Its Learning	
32.	Science for Primary Education and Its Learning	
33.	Mathematics for Primary Education and Its Learning	
34.	Social Studies and Civic Education for Primary Education and Its Learning	
35.	Leadership	
36.	School Management	
37.	Resource Management	
38.	Educational Innovation for Primary Education	
39.	Study of Children's Literature	
40.	Character Education-based in Children Literature	
41.	Work Development in Children Literature	
42.	Theories of Education	
43.	Teaching Strategy in Primary Education	
44.	Education of Psychology	
45.	Primary Education Fundamentals	
46.	Guidance and Counseling for Primary Education	
47.	Thematic Learning	

CHAPTER V
SCHOLARSHIP AND CAMPUS FACILITIES

A. Scholarships for International Students
1. YSU Distinguished International Student Scholarship

YSU Distinguished International Student Scholarship is provided by Yogyakarta State University (YSU) for prospective international students from all countries in the world. It is awarded in the form of free tuition and credit fees.

2. Developing Countries Partnership Program on Scholarship

Developing Countries Partnership Program on Scholarship aims to improve cooperation and partnership among Non-Aligned Movement nations. It is awarded by the Indonesian government to students from developing countries of Non-Aligned Movement who wish to study at the Graduate School of YSU.

At the very beginning, this scholarship was only limited for students of master's programs. But since 2014, this scholarship is also available to students of doctoral programs. The recent recipients of this scholarship are students from the following countries: Thailand, Vietnam, Laos, Cambodia, Myanmar, Pakistan, Bangladesh, India, Srilangka, Korea, Ukraine, Azerbaijan, Uzbekistan, Turkey, Burundi, Ethiopia, Guyana, Kenya, Mali, Morocco, Nigeria, Madagascar, Suriname, Tanzania, Fiji, Papua New Guinea, Mexico, and Colombia. For more information about this scholarship, please visit http://www.knb.dikti.go.id/.

B. Campus Facilities
1. Computer Laboratory

The Graduate School has a computer laboratory with LAN Client-Server network and NT 4.0 Server which is adequate to support a number of academic activities and/or research studies. This laboratory has 48 computers divided into server computers (NT server and Internet Server), workstation computers for lecture activities, and technician computers. All of the workstation computers are connected to LAN network while technician computers are not connected to LAN network. This LAN network connects not only all the computers in the laboratory but also in all offices (including campus leader and study program management offices in the Graduate School) and all lecture rooms.

In addition, students of the Graduate School can access the Internet in the Computer Center *(Puskom UNY).* This computer center has a number of facilities to support information and communication technology based services including a training room, Blade-based Server, Storage System, gigabyte connection-based Core switch, Wireless Hotspot, IP PBX, a set of Video Conference, a data center room, connection to Local node INHERENT UGM 1Gbps, domestic Internet connection 30 Mbps, international Internet connection 90 Mbps, and Generator Set 120 Kva.

2. Study Program Laboratory

To support lecture activities, the Graduate School provides study program laboratories including the laboratory of Educational Research and Evaluation and the laboratory of Instructional Technology. Some study programs at the Graduate School also cooperate with undergraduate study programs to develop laboratories for instructional support.

3. Library

The library at the Graduate School plays an important role in learning processes. For that reason, the Graduate School develops this library by adding new collections annualy. All academicians of the Graduate School are free to use the collections of books, research, journals, and magazines available in the library for improving the quality of teaching, research and community service. They can also use the university library and other libraries managed by the study programs and faculties in YSU.

4. Internet

The Graduate School provides students with internet service unit. This internet access is readily available for students in the computer laboratory and the library at the Graduate School. In addition, YSU also provides hotspots on campus with wireless access points which can be used by students for free.

5. Sport Facilities

Students of the Graduate School can make use of sport facilities provided by YSU to maintain and improve their fitness. The sport facilities include the following: an indoor tennis court, an outdoor tennis court, a fitness center, a basketball court, a football court, a *sepak takraw* court, a volleyball court, a table tennis court, a futsal court, a badminton court, a

swimming pool, an athletic arena, and a martial arts arena. Students can use these facilities in groups or together with their lecturers and/or campus staff. Members of Student Activity Units/Student Clubs of YSU are also welcome to use these sport facilities.

6. Other Support Services

The Graduate School and/or YSU provides students with other facilities including places of worship, Technical Unit of Legal Aid and Consultation Service, Technical Implementation Unit of Guidance and Counseling Service, Health Service, Therapy Clinic at Faculty of Sport Sciences, and art facilities. These facilities are accessible to all students of the Graduate School.

CHAPTER VI
ACADEMIC MISCONDUCT AND PENALTIES

A. Types of Academic Misconduct

1. Minor Academic Misconduct

a. Cheating and/or committing dishonest acts in completing academic assignments

b. Helping or trying to help provide facilities and services (either intentionally or unintentionally) which can provoke cases of cheating

2. Moderate Academic Misconduct

a. Impersonating another student in academic activities (either intentionally or unintentionally) and/or completing academic assignments for another student (either on their own initiative or being asked by someone to do so)

b. Committing minor academic misconduct continuously

c. Collaborating inappropriately with someone to commit moderate academic misconduct and/or asking someone to do so (either intentionally or unintentionally)

3. Major Academic Misconduct

a. Plagiarising by copying and presenting one's ideas or materials as original work (either intentionally or unintentionally) against the rules of academic writing

b. Illegally changing and/or falsifying names, signatures, grades or academic transcripts, graduate certificates, student identity cards, assignments, practicum reports, and other academic documents (either intentionally or unintentionally)

c. Persuading or trying to persuade someone (either intentionally or unintentionally) by giving presents or threatening in attempts to influence or reverse academic grades.

d. Delivering spoken and/or written remarks (either intentionally or unintentionally) to violate the dignity of the academic community members of the Graduate School of YSU including students, lecturers, administration staff and campus leaders.

B. Penalties for Academic Misconduct

1. Academic penalties for students

    a. Penalties for minor academic misconduct

    The penalties for minor academic misconduct include the following:

    1) A severe reprimand (either spoken from the campus officers or written from the lecturers/heads of study programs/campus leaders at the Graduate School of YSU.

    2) A mark deduction consistent with the level of misconduct and/or a fail result in an exam/lecture/academic activity conducted by a lecturer concerned (either under the command of the head of the study program or not)

    b. Penalties for moderate academic misconduct

    The penalties for moderate academic misconduct include the suspension of rights and privileges to take part in academic activities for a maximum of two semesters.

    c. Penalties for major academic misconduct

    The penalties for major academic misconduct include disenrollment and permanent expulsion from YSU. For plagiarism in particular, the penalties follow the Regulation of the National Education Minister of the Republic of Indonesia Number 17 year 2010 about the Prevention and Countermeasures of Plagiarism in Higher Education.

2. Disobedient students and their rights as YSU students

    Students who do not complete their administrative registration and/or academic registration are considered disobedient. The disobedient students are not entitled to academic and administrative services from the Graduate School, YSU. In addition, those who do not complete their registration for two consecutive semesters (without taking study leave) will be considered withdrawn from college and will lose their status as a student of the Graduate School, YSU.

3. Study leave

    Study leave is excluded from a study period. For that reason, a student is not liable to pay tuition fees during his/her study leave. The regulations of study leave at the Graduate School, YSU are outlined as follows.

a. Study leave is granted for a student with the following requirements:

- Having completed a study for a minimum of one semester with 10 credits/SKS and a GPA of 2.00 for bachelor's programs and diploma programs, and 3.00 for master's and doctoral programs
- Not being registered as a scholarship recipient
- Not exceeding the maximum duration of study leave

b. The application for study leave is processed online with the following procedures:

- The student logs into Academic Information System of YSU (SIAKAD) and select 'study leave' menu to input his/her data for study leave request.
- The study leave request will be automatically sent to the Academic Advisor by email for approval.
- The study leave request will be emailed to the Head of the Study Program and the Deputy Director for Academic Affairs of the Graduate School, YSU as an official notification.
- The academic officer of YSU will process this study leave request for approval from the Rector.
- The academic officer of YSU will email the study leave permit (signed by the Rector) to the student concerned and also its copy to the Academic Advisor, Head of Study Program and the Deputy Director for Academic Affairs of the Graduate School, YSU.

c. Any student fails to pay tuition fees on time will be administratively withdrawn and therefore is directed to take study leave (this notification will be automatically given to the student concerned by the SIAKAD system and also to the Academic Advisor, the Head of the Study Program and the Deputy Director for Academic Affairs of the Graduate School, YSU.

d. Study leave is granted twice in total for each student during a study period.

e. If the student has paid tuition fees up front, he/she is still permitted to apply for study leave once the semester has started as long as he/she can provide reasonable circumstances (His/her study plan in the current semester will be cancelled but the tuition fees will not be refunded).

f. The maximum duration of study leave for each study level at YSU is outlined below.

- Diploma program and degree transfer programs: two semesters
- Bachelor's programs: four semesters
- Master's and doctoral programs: two semesters

g. The student can apply for study leave at the beginning of each semester.

h. The student is permitted to take study leave consecutively for a total of two semesters.

i. If the student has taken study leave for two consecutive semesters and does not re-enroll for the next semester, the entire semester he/she skips will be automatically counted in his/her study period.

j. The student referred to in point i is liable to pay tuition fees of the previous semester and the following semester in which he/she will re-enroll.

k. The student who has taken study leave for two consecutive semesters and does not re-enroll for the other two consecutive semesters is considered withdrawn from YSU.

l. The student referred to in point k will be given an enrollment certification to certify his/her attendance at the Graduate School of YSU.