Standard Operating Procedure
Master in English Language Education Program
Graduate School UNY

(Revised through the Lecturer Board Meeting November, 2019)

2019

Introduction

In an institution, standard operating procedures are necessary to ensure that everything is well done by following the standard procedure. The personnels managing the institution handle the business and make decisions in accordance with the standard operating procedure.

A. Standard Operating Procedure for Course Lecturers Assignment

The success of the course is determined by the suitability of the lecturer's expertise. In addition, the willingness of the assigned lecturer to accept the task to teach a course also needs to be considered as a recognition of the right to decide. For this, a standard operating procedure is required to assign lecturers to teach. The assignment of lecturers must be done through the following procedure:

1. Identifying courses offered in the semester

2. Mapping the expertise of the lectures

3. Making a draft of teaching assignment for lecturers

4. Getting statement of acceptence (to teach) letters from lecturers regarding the teaching assignment

5. Finalizing the teaching assignment in a Board of Lecturer cross-level and cross-department forum meeting by taking into account the whole burden of every lecturer in the semester

B. Standard Operating Procedure to Arrange Schedules

Considering that lecturers teach at different levels and some are still assigned to teach in other faculties, the schedule needs to be made carefully. In addition, the availability of space also needs to be considered. Therefore, scheduling needs to be done by following the procedure below:

1. Identifying the courses offered

2. Requesting lecturers' willingness to teach in in their spare time (through letter) after the schedule of undergraduate program is completed

3. Creating a temporary schedule

4. Getting agreements from lecturers

5. Finalizing the schedule in a meeting of Board of Lecturers

6. Coordinating with the Academic Section to ensure the availability of the rooms

C. Standard Operating Procedure of Designing Semester Lesson Plans

The learning process will run properly if good semester lesson plans are available designed. A lecturer should follow the following procedure in designing his/her lesson plan:

1. Understanding the description of the course

2. Designing lesson plans that a least contain the statements of goals, list of contents, specification of learning methods/activities, and assessment techniques. If the lecturer is a team teaching, he/she must design the lesson plan collaboratively

3. Negotiating the lesson plan with the students at the beginnng of the semester

4. Creating a conducice atmosphere to learning process in which the students have the opportunity to create and innovate conceptually and in practice.

5. Lecturers/parallel class lecturers design assessment blue prints. When they teach in teams, they design the blue prints collaboratively

6. Lecturers score the sudents' work based on the pre-determined criteria.

D. Standard Operating Procedure of Proposing Thesis Research Proposals and Thesis Writing Supervisors

The success of students in completing their study is partly determined by the accuracy of the selection of research problem for his/her thesis. The research problem should closely related to the latest EFL issues, alignment with the themes of research umbrellas, and the suitability of supervisors. The following is the standard operating procedure in proposing a thesis proposal and thesis writing supervisor:

1. Mapping themes and research subthemes in accordance with the latest developments in EFL teaching through a workshop.

2. Organizing a workshop on research themes and sub-themes attended by students and supervisor candidates. In the workshop, two speakers are invited. The first talks about research methods and the other one about strategies in selecting/deciding current research problems having practical and theoretical significance.

3. Dicussing research themes and subthemes in groups by students supervised by lecturers. The group discussion is to stimulate students to determine the area of their research.

4. Submission of 3 (three) areas of research with tentative titles, brief description, and name of prospective supervisor (based on lecturer's expertise) by students three weeks after the workshop.

5. Determining the feasibility of the initial research proposal for each student taking into account the relevance of the issues.

6. Identifying lecturers with expertise in the areas of research proposed by students and determining a supervisor for each student.

7. Proposing a list of titles along with the names of the prospective supervisors to the Director of graduate school.

8. Announcing the approved thesis/research titles and supervisors.

E. Standard Operating Procedure of Thesis Supervision

The success of students in completing their thesis is determined by the quality of supervision from the beginning till the end. To ensure that the supervison goes well, the following standard operating procedures are required:

1. Orientation to thesis wriring and schedule of supervision:

    a. The supervisor gives general direction by reminding the research standards that can be accessed on the department web page.

    b. The supervisor and student negotiates the supervision schedule. The agreed schedule is then sent to the coordinator of the study programme.

2. The supervision at an early stage should focus on:

    a. The background of the study that includes the following details: (a) a description of the importance of the issue to be examined; and (b) the gap between the desired condition and the reality.

    b. Problem identification that is led by system thinking, namely input, process, output, outcome, by encouraging students to describe each problem in terms of its gap between the desired condition and real condition.

    c. Problem limitation: the problem to be examined is selected from a series of identified issues, along with the reason for the selection.

    d. Problem formulation/research focus: the selected problem is formulated in a question (but it is still a general question as the detailed questions are formulated after the literature review).

    e. Research objectives: general purposes of the research to answer the research problem.

    f. The significance of research: theoretical and practical (For research with a paradigm of scientific realism or social reconstruction, the main significance is theoretical significance, whereas for pragmatism pragmatism and liberatori advocacy, practical significance is more important).

    g. Feedback from lecturers is given as follows: the first attention is devoted to the arrangement of content/ideas in the student's writing (demands and adequacy). If the content settings are sufficient, attention is turned to language feedback. **If the language is very poor, it is recommended that the students find their own language reviewer.**

3. The supervision on literature review wriring

    a. Students create a list of references to be reviewed

    a. Students create a mind-map or concept map.

    b. Students write the first draft and submit it to the thesis supervisor.

    c. The supervisor gives feedback in terms of substance and organization in writing

    d. The supervisor's feedback on language after the manuscript is revised and its contents are considered feasible (adequate quantity and relevant) and also in good organization (see point 2g above).

    e. The supervisor's feedbac is recommended in written form, and if necessary when the lecturer gives oral feedback and provides a consultation, the student records it.

    f. Students summarize the lecturer's advice and send it to the lecturer to match the accuracy of the information.

F. Standard Operating Procedure of Supervisor Replacement

It is not uncommon for a student to ask for a replacement of his/her supervisor for a variety of reasons, such as permanent unavalaibility of supervisor, supervisor absence (due to long-term outside assignments), psychological misarity between supervised students and supervising lecturers. If the reason is acceptable, the student is given the opportunity to apply for a replacement of supervisor.The change of supervisor follows the following procedure:

1. Students formally propose to the head of department to replace the supervising lecturer by outlining the reasons;

2. The head of department considers the feasibility of reasons for the change of supervising lecturers;

3. The head of department communicates with previous supervisor and prospective substitute supervisors;

4. According to the results of No.3 and 4, the head of department considers the feasibility of replacing the supervisor.

5. If it is feasible, the head of department proposes the replacement to the Director of the graduate school.

G. **Standard Operating Procedure of Meetings**

Basically, there are two kinds of meetings in Masters in English Language Education Program, namely the Board of Lecturers meeting and the Development Team Meeting. To ensure the success of the meeting in achieving substantial objectives and administrative objectives, the Standard Operating Procedure is required. Each will be outlined below.

1. Board of Lecturers Meeting

The Board of Lecturers meeting should follow the following procedure:

   a. The meeting is held at the beginning (planning of the learning process) and the end of the semester (evaluation of the implementation of the learning process)

   b. Attended by at least 80% of lecturers

   c. Meeting materials are available

   d. The contents/decisions of the meeting are summarized and presented to the meeting participants

   e. The report and meeting results are documented with a presence list and minutes of the meeting results.

2. Development Team Meeting

The development team meeting should follow the following procedure:

   a. The meeting is held once in every semester

   b. Attended by at least 80% of the team members

   c. The meeting materials are available

   d. The results of the discussion on the development of the department are summarized and conveyed to all team members.

   e. The report and meeting results are documented with a presence list and minutes of the meeting results.