STUDY PROGRAM PROFILE
BACHELOR OF SPECIAL EDUCATION

FACULTY OF EDUCATION
UNIVERSITAS NEGERI SURABAYA

06 Building, Universitas Negeri Surabaya
Lidah Wetan Campus
Surabaya 60213

UNDERGRADUATE PROGRAM OF SPECIAL EDUCATION

1. University : Universitas Negeri Surabaya
2. Managing Unit
    a. Faculty : Faculty of Education
    b. Department : Special Education
    c. Study Program : Special Education
3. Permit Issuance Number : 162/DIKTI/Kep/1994
4. a. Accreditation Status National : Accredited "A" by BAN PT (Indonesian

    Accreditation Agency for Higher Education)

    b. Decree Number : 10662/SK/BAN-PT/Ak-PPJ/S/IX/2021

    c. Expiry Date : 03 September 2026
5. Degree Awarded Education : Sarjana Pendidikan (S.Pd.)/Bachelor of

    (B.Ed.)
6. Number of Students   443
7. Number of Lecturers   22
8. Address : O6 Building Unesa Lidah Wetan

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CHAPTER I
PROFILE OF STUDY PROGRAMME

1.1 Vision and Mission

1.1.1 Vision

"Excellence in special education in a global society by 2035"

1.1.2 Mission

1) Organizing professional education in the field of Special Education
2) Organizing research, development of science and technology, and publications in the field of special education
3) Organizing community service based on research results in the field ofspecial education
4) Expanding cooperation with stakeholders at national, regional, and international levels
5) Optimizing credible, transparent, accountable, responsible, and fairgovernance

1.2 Program Educational Objectives

The UPSE is implemented to fulfill the need for educators in special schools, inclusiveschools, therapy center and likewise, as well as entrepreneurs in the field of special education with these following attributes :

1) PEO 1: educators in special schools, inclusive schools, therapy center who are able to design, implement, evaluate, and reflect on services for students with special needs
2) PEO 2: individuals who have an adaptable attitude and lifelong learner.
3) PEO 3: individuals who are able to develop themselves and build a business.
4) PEO 4: individuals who are able to uphold an inclusive culture based on religion,morals, and ethics.

1.3 Strength

Since 2019/2020, Special Education of Universitas Negeri Surabaya has accepted inbound students from Universiti Kebangsaan Malaysia, UPI, UNP, Jambi University, Singaperbangsa Karawang University, Halu Oleo University, Mulawarman University, Syiah Kuala University, UNJ, and Undiksha who are registered through the Permatasakti Program Ministry of Education and Culture.

Input students are high school/vocational high school/MA graduates by also accommodating people with visual/deaf/physical impairment or with Autism Spectrum Disorder who have qualifications according to standards.

Special Education of Universitas Negeri Surabaya produces graduates who can work as SEN Student educators and entrepreneurs.

Special Education of Universitas Negeri Surabaya is supported by competent lecturers, namely 65% with doctoral qualifications, 13 lecturers, 20% Professors, 4 lecturers, 1 lecturer currently pursuing a Ph.D in Poland, and 1 lecturer who graduated from the Masters at the University of Sydney. Lecture supporting infrastructure is in a complete category, including a reading room, 5 laboratories that support learning and strengthening student skills, and accessible for students with disabilities.

The latest data for 2020/2021, Special Education of Universitas Negeri Surabaya has collaborated with the University of Sydney, Universiti Kebangsaan Malaysia, Dong Hwa University Taiwan, Khon Kaen University.

CHAPTER 2
GRADUATE PROFILES AND COMPETENCIES

2.1 Graduate Profiles

In accordance with the results of the analysis of market needs signals and the rolesthat graduates are expected to play in society/the world of work, as well as referring to the profiles of level 6 KKNI (strata 1) graduates, the profiles of graduates from UPSE are as follows.

No	Profiles	Description
1	Educator of students with special needs	Educator who are able to provide special education services including academic and specialized programs starting from planning, implementation, and evaluation
2	Entrepreneur	Entrepreneurs in the field of special education who have knowledge, entrepreneurial skills, and the capacity todevelop themselves to build a business

2.2 Program Learning Outcomes (PLO)

To achieve PEO, the Undergraduate Program of Special Education has established ten PLOs, consisting of knowledge, specific skills, general skills, and attitudes. The formulation of the PLO is based on the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, Government Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI), and Regulation of the Minister of Higher Education and TechnologyNumber 44 of 2015 concerning National Higher Education Standards (SNPT). The PLOof the Undergraduate Program of Special Education is also in line with the provisions of the 2021 Indonesian Special Education Professionals Association (APPKhI). The PLO (Program Learning Outcomes) of the Undergraduate Program of Special Education is as follows.

Code	Aspect	PLO	Description
KN-1	KNOWLEDGE	PLO-1	Mastering the theoretical concepts of the basics of educational theory relevant to special education
KN-2		PLO-2	Mastering the basics of designing. Implementing, assessing services for students with special needs

SC-1	**SPECIAL COMPETENCIES**	**PLO-3**	Identify and assess SEN Students using various techniques and strategies
SC-2		**PLO-4**	Designing curriculum and programs for special education service
SC3		**PLO-5**	Skilled in providing academic and special services for students with special needs
SC-4		**PLO-6**	Utilizing assistive media and technologyin special education services
GC-1	**GENERAL COMPETENCIES**	**PLO-7**	Skilled in logical thinking for problem solving in the field of special education in accordance with their expertise based on scientific rules, procedures, and ethics in order to produce solutions, ideas, designs
GC-2		**PLO-8**	Applying special education science based on technology and local wisdom by prioritizing inclusive education
AT-1	**ATTITUDE AND SOCIAL**	**PLO-9**	Skilled in working independently, working together in collaborative teams, being responsible for both individual and team assignments, and communicating ideas, opinions, and arguments orally/in writing
AT-2		**PLO-10**	Implementing an inclusive culture in carrying out their duties as a teacher for students with special needs and entrepreneur based on religion, morals, and ethics

CHAPTER 3
CURRICULUM

3.1 Curriculum

The Curriculum of Undergraduate Program of Special Education is designed and developed referring to the PEO and PLO formulations (see 1.1). Therefore, to produce a curriculum, the following stages are carried out. (1) Evaluation of ongoing curriculum implementation, (2) Market needs analysis and curriculum trends in the global era, (3) FGD with stakeholders, alumni, alumni users, and the community, (4) Curriculum revitalization according to FGD results, (5) Sanctioning expert test (APPKhI and curriculum experts), (6) Public examination: Academics, alumni users, stakeholders, and alumni.

As mentioned above the curriculum revitalization process refers to Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI), and decisions Association of Indonesian Special Education Professionals (APPKhI) number 68/SK/APPKhI/2021 concerning the National Core Curriculum for the Special Education Program. Currently, the association name has changed to Association of Indonesian Orthopedagog Professionals (APOI) based on the decree of Ministry of Law and Human Rights of Indonesia number AHU-0013132.AH.01.07.2021.

The competencies of graduates of the Undergraduate Program of Special Education consist of general competencies, special competencies according to areas of interest, and additional competencies outside the areas of interest controlled by students to expand opportunities in an effort to meet the needs of the special education job market. This was followed up through an analysis of the results of the FGD showing that the curriculum structure of the Undergraduate Program of Special Education program consisted of a special education scientific clump which was translated through the substance of the study contained in the decision of the Indonesian Special Education Professionals Association (APPKhI) number 68/SK/APPKhI/2021. In accordance with the results of the FGD, the Special Education program decided 6 areas of interest to be offered to students. The following are the various fields of specialization, namely: (1) Children with Visual Impairments, (2) Children with Hearing Impairments, (3) Children with Intellectual Disabilities, (4) Children with Physical Disabilities, (5) Children with Autism and (6) Children with Learning Difficulties. The Undergraduate Program of Special Education also accommodates policies related to compulsory institutional courses, FacultyCompulsory Courses, Study Program Compulsory Courses, and

Elective Courses. The connection between PLO, compulsory courses, and elective courses is presented in the following table.

PLO	Number of Courses	Total Credit Unit	Sample of Courses
PLO 1	Compulsory: 9 courses Electives: 1 course	21 CU	Religion Education; Civics; Pancasila; Bahasa Indonesia; Psychologyof Children with Special Needs; etc
PLO 2	Compulsory: 2 courses Electives: 2 courses	10 CU	Ortho-pedagogy; Psychology of Children with Special Needs; Sensory and Behaviour of Children with Learning Difficulties; etc
PLO 3	Compulsory: 2 courses Electives: 0 courses	4 CU	Psychology of Children with Special Needs; Identification andAssessment for Children with Special Needs
PLO 4	Compulsory: 21 courses Electives: 23 courses	62 CU	Individualized Educational Program; Lesson Planning; Developmentof Teaching Materials; Learning Evaluation; School Curriculum; etc
PLO 5	Compulsory 15 courses Electives: 23 courses	106 CU	Communication, Social, and Behaviour Development; Developmentof Activity Daily Living; Social Studies for Children with Special Needs; Science and Mathematics for Children with Special Needs; Early Intervention for Children with Visual Impairment; Learning for Children with Autism Spectrum Disorders; etc
PLO 6	Compulsory: 13 courses Electives: 24 courses	86 CU	Learning Media for Children with Special Needs; Assistive Technology; ICT-Based Braille; etc
PLO 7	Compulsory: 3 courses	11 CU	Research Methodology of

	Electives: 0 courses		Special Education; Statistics; Thesis
PLO 8	Compulsory: 9 courses Electives: 7 courses	52 CU	Learning for Children with Attention Deficit and Hyperactivity Disorders; Learning for Gifted Children; Learning for Children with Multiple Disabilities; Learning for Children with Intellectual Disability; etc
PLO 9	Compulsory: 6 courses Electives: 0 courses	50 CU	Bahasa Indonesia; Entrepreneurship; Community Service;Internship; Student Teaching Internship; etc
PLO10	Compulsory: 6 courses Electives: 1 course	43 CU	Inclusive Education; Religion Education; Pancasila; Civics; Entrepreneurship; Community Service; etc

The curriculum of the Undergraduate Program of Special Education is evaluated periodically at the end of the implementation of the current academic year. This is intended to obtain information on the implementation of the current curriculum and if it is deemed necessary to make adjustments to the content, methods, evaluations, and references.

3.2 Method

The Undergraduate Program of Special Education provides several courses to equip students with the competence to conduct research and write scientific papers, including courses in statistics, research methods, and theses. Statistics courses equip students to analyse data quantitatively, both parametric and non- parametric. Research methods courses equip students in compiling research reports in accordance with scientific principles. Thesis course is a reference for students in compiling research reports in accordance withscientific rules applied in Unesa. The thesis writing guide can be accessed at Unesa's website.

In addition, to encourage scientific practice, the Undergraduate Program of Special Education provides facilities that support an academic atmosphere, such as reading rooms, discussion rooms, internet access, and laboratories according to the students' areas of interest. Reading rooms and internet access can be used to explore literature both online and offline according to

student research topics. The discussion room can be used for exchanging ideas with fellow students and mentoring with supervisors. The laboratory can be used for research trials before being implemented in the real field.

The Undergraduate Program of Special Education also facilitates students' ability to think scientifically through the practice of case studies, PBL, and/or PjBL, namely the application of 90,91% in the implementation of course learning as stated in curriculum overview. The Undergraduate Program of Special Education, both independently and under the coordination of Unesa, provides students with the opportunity to gain hands-on experience in mapping research subjects through internships, student teacher internships, and community service. Along with the implementation of the MBKM curriculum since 2020, students have had many opportunities to gain learning and practical experience outside of the study program, as well as apply theoretical knowledge in the real world.

3.3 Curriculum Overview

Code	Course	1.	2.	3.	4.	5.	6	7	8	CP	Hours in Class	Hours in structured assignment	Hours Self-Study	Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
					Credit Units per Semester							Workload				
Semester 1											**226,67**	**272**	**272**			
1000002026	Religion Education	2								3,18	26,67	32	32	GD, CS	EP (200 Min)	50%
8620203346	Orthopedagogy	3								4,77	40,00	48	48	GD, CS, Sv	EP (200 Min)	50%
8620202261	Psychology of Children with SpecialNeeds	2								3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%
8620203347	Information Processing System forChildren with Special Needs	2								3,18	26,67	32	32	PBL	EP (200 Min)	50%
8620202318	Entrepreneurship	2								3,18	26,67	32	32	Sv, PjBL	Pr (200 Min)	50%
8620202332	Digital Literacy	2								3,18	26,67	32	32	D, CoL	EP (200 Min)	50%
8620204345	Educational Sciences	2								3,18	26,67	32	32	GD, CS	EP(200 Min)	50%
2212003	Educational Psycology	2								3,18	26,67	32	32	GD, CL	EP (200 Min)	50%
Semester 2											**266,67**	**320**	**320**			
1000002033	Pancasila		2							3,18	26,67	32	32	GD, PBL	EP (200 Min)	50%
1212009	Bahasa Indonesia		2							3,18	26,67	32	32	GD, CS	EP (200 Min)	50%
8620202357	School Curriculum		2							3,18	26,67	32	32	GD, CS, PBL	EP (200 Min)	50%
8620202339	Physical and Fitness Education		2							3,18	26,67	32	32	D	Pe (200 Min)	50%
8620202323	Identification And Assessment forChildren with Special Needs		2							3,18	26,67	32	32	GD, CS, PjBL	EP (200 Min)	50%
8620202351	Speech Development		2							3,18	26,67	32	32	GD, CS, PcBL	Pe (200 Min)	50%
8620202355	Learning for Children with MultipleDisabilities		2							3,18	26,67	32	32	GD, CS, PBL	EP (200 Min)	50%
8620204344	Orientation, Mobility, Social, andCommunication		2							3,18	26,67	32	32	GD, CS, PcBL	EP, Pe (200 Min)	50%
8620202356	Braille		2							3,18	26,67	32	32	GD, CS, PjBL, PcBL	Pe, Pr (200 Min)	50%
8620202038	Counseling for Children with SpecialNeeds		2							3,18	26,67	32	32	GD, CS, PjBL, PcBL	EP, Pe, Pr (200 Min)	50%
Semester 3											**266,67**	**320**	**320**			
8620203224	Civics			2						3,18	26,67	32	32	GD, PBL	EP (200 Min)	50%
8620202206	Inclusive Education			2						3,18	26,67	32	32	GD, PBL	EP (200 Min)	50%
8620202321	Learning Media for Children withSpecial Needs			2						3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%

Code	Course	Credit Units per Semester								CP	Workload			Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6	7	8		Hours in Class	Hours in structured assignment	Hours Self-Study			
8620202348	Development of Activity Daily Living			2						3,18	26,67	32	32	GD, CS, PjBL, PcBL	EP, Pr (200 Min)	50%
8620202349	Learning for Children with Attention Deficit and Hyperactivity Disorders			2						3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (300 Min)	50%
8620202280	Communication System for Hearing Impairment			2						3,18	26,67	32	32	GD, CS, PcBL	EP, Pe (300 Min)	50%
8620202209	Social Studies for Children with Special Needs			2						3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%
8620202354	Science and Mathematics for Children with Special Needs			2						3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%
8620202352	Learning for Gifted Children			2						3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%
8620202326	Lesson Planning			2						3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%
	Semester 4										**280,00**	**336**	**336**			
8620202358	Individualized Educational Program				2					3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%
8620202359	Communication, Social, and Behaviour Development				2					3,18	26,67	32	32	GD, CS, PcBL	EP, Pe (200 Min)	50%
8620203384	Research Methodology of Special Education				3					4,77	40,00	48	48	PjBL	Pr (300 Min)	50%
8620202385	Statistics				2					3,18	26,67	32	32	GD, CS	EP (200 Min)	50%
8620202386	Development of Teaching Materials				2					3,18	26,67	32	32	GD, CS, PjBL	Product (300 Min)	50%
8620202336	Learning Evaluation				2					3,18	26,67	32	32	GD, CS, PBL	EP (200 Min)	50%
	Area of Interest: Children with Visual Impairment				8					12,72	106,67	128	128			
8620203360	ICT-Based Braille*													GD, CS, PjBL, PcBL	EP, Pr (200 Min)	50%
8620203362	Early Intervention for Children with Visual Impairment*													GD, CS, PcBL	EP, Pe (200 Min)	50%
8620202362	Learning For Children with Visual Impairment*													GD, CS, PcBL	EP, Pe (300 Min)	50%
	Area of Interest: Children with Hearing Impairment															

Code	Course	Credit Units per Semester								CP	Workload			Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6	7	8		Hours in Class	Hours in structured assignment	Hours Self-Study			
8620203391	Development Of Communication, Sound And Rhythm Perception*													GD, CS, PjBL, PcBL	EP, Pe/Pr (200 Min)	50%
8620203364	Early Intervention for Children with Hearing Impairment*													GD, CS, PcBL	EP, Pe (200 Min)	50%
8620202365	Learning for Children Hearing Impairment*													GD, CS, PcBL	EP, Pe (300 Min)	50%
	Area of Interest: Children with Intellectual Disability															
8620203366	Self Development*													GD, CS, PjBL, PcBL	EP, Pe/Pr (200 Min)	50%
8620203367	Early Intervention for Children with Intellectual Disability*													GD, CS, PcBL	EP, Pe (200 Min)	50%
8620202368	Learning For Children with Intellectual Disability*													GD, CS, PcBL	EP, Pe (300 Min)	50%
	Area of Interest: Children with Physical Disability															
8620203369	Motor Development*													GD, CS, PjBL, PcBL	EP, Pe/Pr (200 Min)	50%
8620203370	Early Intervention for Children with Physical Disability*													GD, CS, PcBL	EP, Pe (200 Min)	50%
8620202106	Learning for Children with PhYsical Disability *													GD, CS, PjBL, PcBL	EP, Pr/Pe (300 Min)	50%
	Area of Interest: Children with Autism Spectrum Disorders															
8620203372	Behaviour Management for Children with Autism Spectrum Disorders*													GD, CS, PjBL, PcBL	Pr, Pe (200 Min)	50%
8620203373	Early Intervention for Children with Autism Spectrum Disorders *													GD, CS, PjBL, PcBL	Pr, Pe (200 Min)	50%
8620202374	Learning For Children with Autism Spectrum Disorders*													GD, CS, PcBL	EP, Pr (300 Min)	50%
	Area of Interest: Children with Learning Difficulties															
8620203375	Sensory and Behaviour of Children with Learning Difficulties*													GD, CS, PjBL	EP, Pr (200 Min)	50%
8620203376	Early Intervention for Children with Learning Difficulties*													GD, CS, PcBL	EP, Pe (200 Min)	50%

Code	Course	Credit Units per Semester								CP	Hours in Class	Hours in structured assignment	Hours Self-Study	Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6	7	8							
8620202377	Learning for Children with Learning Difficulties*													GD, CS, PjBL, PcBL	EP, Pr/Pe (300 Min)	50%
	Semester 5										293,33	352	352			
8620202387	Teaching and Micro Learning Skills					2				3,18	26,67	32	32	PjBL, S	Pr, Pe (400 Min)	50%
8620204344	Orientation, Mobility, Social, and Communication*					2				3,18	26,67	32	32	GD, CS, PcBL	EP, Pe (200 Min)	50%
8620202378	Braille Reading and Writing*					2				3,18	26,67	32	32	GD, CS, PjBL, PcBL	Pe, Pr (200 Min)	50%
8620202379	Sign Language*					2				3,18	26,67	32	32	GD, PjBL, PcBL	EP, Pr/Pe (200 Min)	50%
8620202380	Self Development*					2				3,18	26,67	32	32	GD, CS, PjBL, PcBL	EP, Pe/Pr (200 Min)	50%
8620202381	Motor Development*					2				3,18	26,67	32	32	GD, CS, PjBL, PcBL	EP, Pe/Pr (200 Min)	50%
8620203372	Behaviour Management for Children with Autism Spectrum Disorders*					3				4,77	40,00	48	48	GD, CS, PjBL, PcBL	Pr, Pe (200 Min)	50%
8620202382	Sensory and Behaviour of Children with Learning Difficulties*					2				3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%
8620203207	Inclusive Education*					3				4,77	40,00	48	48	GD, PBL	EP (300 Min)	50%
8620202383	Assistive Technology*					2				3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%
	Semester 6										320,00	384	384			
8620220390	Community Service						20			31,8	266,67	320	320	WBL	Pe, Pr (2000 Min)	100%
8620206389	Internship						4			6,36	53,33	64	64	WBL	Pe, Pr (400 Min)	100%
	Semester 7										266,67	320	320			
8620210388	Student Teaching Internship							20		31,8	266,67	320	320	WBL	Pe, Pr (2000 Min)	100%
	Semester 8										80,00	96	96			
8620206286	Thesis								6	9,54	80	96	96	PjBL	Pr (600 Min)	100%
total		17	20	20	21	22	24	20	6		2000	2080	2080			

CHAPTER 4
FACILITIES

4.1 Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

All Programmes

Students of all three study Programmes have access to Unesa and Faculty of Education Infrastructure and facilities. All infrastructure and facilities described and listed in this part can be utilized for learning and teaching purposes. There are also toilets and buildings with access for disabled persons. All faculties and students have access to the following infrastructure mentioned in the table below.

No	Sharing Facilities	Quantity	Area (m2)	Condition
1	Laboratory of Merdeka Belajar	1	140	Well Maintained
2	Ketintang Clinic	1	334,42	Well Maintained
3	Faculty Library Room	1	300	Well Maintained
4	University Library	1	15.000	Well Maintained
5	Child Service Centre	1	725,6	Well Maintained
6	Student Executive Board Room	1	26	Well Maintained
7	Kitchen Room	1	56,8	Well Maintained
8	Archive Room	1	21,59	Well Maintained
9	Student's Prayer Room	1	57	Well Maintained
10	Lecturer's Prayer Room	1	11	Well Maintained
11	Gazebo of Faculty	3	40,32	Well Maintained
12	Ki Hajar Dewantara Hall	1	26,492	Well Maintained
13	Faculty Polyclinic	1	70	Well Maintained
14	Faculty Prayer Room	1	200	Well Maintained
15	Faculty Auditorium	1	300	Well Maintained
16	Faculty Courtroom	1	68	Well Maintained
17	University Polyclinic	1	70	Well Maintained
18	Sports field	2	15.000	Well Maintained
19	Tennis court	2	10.000	Well Maintained
20	University Swimming Pool	1	20.000	Well Maintained
21	Multipurpose building	1	30.000	Well Maintained
22	University Auditorium	1	300	Well Maintained
23	Sports Arena	1	20.000	Well Maintained
24	Volley field	3	10.000	Well Maintained
25	Hockey Field	1	30.000	Well Maintained
26	University Mosque	2	24.000	Well Maintained
27	Service Unit for Children with Special Needs	1		Well Maintained

The following table shows shared facilities supporting teaching and learning activities which can be accessed freely by all students and faculties. Any other facilities within each study Programme will be described in eachstudy Programme part.

Web Portal of Faculty of Education	Faculty members and students can access specific information that isupdated dynamically according to their needs.
Enago - Proofread Facilities	Subscribed by Unesa, under the Unesa centre of Artificial Intelligence andScientific Publication called AIPI, all faculties and students can have free- of-charge access to utilize proofreading of their scientific work through Enago.
Unesa official email address	An email service is available for all lecturers and students with the identity@unesa.ac.id
Internet and internet access	CIS/SQU web resources can be accessed from both on and off campus
Integrated information system	By using the Single Sign On (SSO) system, Unesa SSO facilitates aninformation system for the entire academic community.
Online Learning	Unesa develops and provides a Learning Management System (LMS)called Virtual Learning Unesa, strands for VINESA to facilitate online learning at Unesa.
Free Access - International Publishers	Unesa has subscribed to four international publishers, namely SpringerLink, EBSO, Emerald Insight, and Cambridge e-journal.
National Library	All Unesa members can have free access to the national library which hasa broader open literature source and also to international references.

Accessible buildings and classrooms for students with disabilities equipped with ram, guiding blocks, left- handed chairs, and braille labels. While learning activities are supported by the availability of wifi which can be accessed in every class, IT in the form of a videotron is available on the fourth floor which can be utilized for large classes with a capacity of 200 people, rotating cameras are available in classrooms which can be used for hybrid lectures. Learning media owned by study Programme, including: (1) for blind learning activities: Reglet with stylus, magnifying glass, telescope, illuminated stand magnifier, Dome magnifier, stand magnifier, pocketmagnifier, foldable mag, hand held magnifier, microscopic glasses, stand books, hardline books, typo scopes, embossed maps, (2) for deaf learning activities: hearing groups, hearing aids, audiometers, speech mirrors, Relaxation Ball for, Sound level metre, (3) for disabled learning activities: parallel ball, gym ball, balance board, tripod, static bicycle, walker, cruck, wall bars, (4) for autistic learning activities: balance ball, stress ball, mini trampoline, and sensory toys, role play toys.

No	Infrastructure and Facilities	Quantity	Area (m2)	Condition
1	Lecture Room	10	392	Well Maintained
2	Meeting Room	2	70	Well Maintained
3	Head of Department Room	1	21	Well Maintained
4	Secretary of Department Room	1	14	Well Maintained
5	Reception Area	1	20	Well Maintained
6	Administration Room	1	21	Well Maintained
7	Thesis Examination Room	3	72	Well Maintained
8	Reading Room	1	40	Well Maintained
9	Computer Laboratory	1	56	Well Maintained
10	Microteaching Laboratory	1	56	Well Maintained
11	Laboratory Room of Children with Specific Learning Difficulties	1	28	Well Maintained
12	Laboratory Room of Children with Physical Disability	1	28	Well Maintained
13	Laboratory Room of Children with Hearing Impairment	1	56	Well Maintained
14	Laboratory Room of Children with Visual Impairment	1	28	Well Maintained
15	Laboratory Room of Children with Intellectual Disability	1	28	Well Maintained
16	Laboratory Room of Children with Autism Spectrum Disorder	1	56	Well Maintained

17	Self-Development Room	1	56	Well Maintained
18	Lecturers Room	1	120	Well Maintained
19	Auditorium	1	208	Well Maintained
20	Prayer Room	4	88,5	Well Maintained
21	Toilet	8	109	Well Maintained
22	Kitchen	2	20	Well Maintained
23	Store Room	1	28	Well Maintained
24	Plaza	1	44	Well Maintained