



INTERNATIONAL ISLAMIC  
UNIVERSITY MALAYSIA

**Undergraduate  
Programme**

**INTAKE SEMESTER 1,  
2025/2026**

**handbook**



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**LEGAL ADVISOR**  
**(OFFICE OF LEGAL ADVISER)**  
**RAJA BADROL HISHAM BIN RAJA MOHD ALI**

## KOED ORGANIZATION



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**DEPUTY DEAN  
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INTERNATIONALISATION)**  
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MAMAT**



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DEPT. OF SOCIAL FOUNDATION &  
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ASSOC. PROF. DR. AZAM BIN OTHMAN**



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DEPT. OF EDUCATIONAL PSYCHOLOGY &  
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ASST. PROF. DR. SITI KHOIJAH BINTI KASSIM**



**HEAD  
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ASST. PROF. DR. NURAZZELENA ABDULLAH**



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DEPT. OF CURRICULUM & INSTRUCTION  
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**HEAD OF RESEARCH**  
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**HEAD, CENTRE FOR TEACHING THINKING**  
**ASSOC. PROF. DR. SITI RAFIAH ABDUL HAMID**



**ACADEMIC QUALITY ASSURANCE  
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**COORDINATOR, TEACHING  
PRACTICE & PRACTICUM UNIT**  
**ASST. PROF. DR. MOHAIDA BINTI  
MOHIN**



**COORDINATOR, SCHOOL  
HOLIDAY PROGRAMME**  
**ASSOC. PROF. DR. MOHD  
BURHAN IBRAHIM**



**COORDINATOR ISLAMISATION OF HUMAN  
KNOWLEDGE**  
**MOHAMMAD BAIHAQI MD YUSNAN**



**COORDINATOR ICT**  
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**SENIOR ASSISTANT DIRECTOR (ADMINISTRATION)**  
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## KULLIYYAH OF EDUCATION

### BACKGROUND

The Kulliyyah of Education (KOED), IIUM offers a unique experience of an Islamic, integrated and international programme with an emphasis on comprehensive excellence. It provides up-to-date educational facilities - microteaching studio, computer laboratories, spacious classrooms, a well-equipped library and excellent research facilities. The Kulliyyah comprises prominent scholars in various fields of specialization. Besides offering excellent academic programmes, the Kulliyyah also has specialized centres to complement it.

The Kulliyyah was established as a Department of Education on July 16, 1987. It was set up to assist in meeting Malaysia's need for graduate teachers. It offered the Diploma in Education programme to prepare teachers to teach in secondary schools. The programme began with 113 pioneer students directly under the charge of the Deputy Rector (Development). It offered the following specializations:

- i. Islamic Education
- ii. Arabic Language
- iii. Malay Language
- iv. Commerce and Entrepreneurship, and
- v. English Language

In 1989, in response to the need expressed by the Ministry of Education, a Board of Studies comprising members of the University's Department of Education and relevant authorities in the Ministry of Education proposed that a Master of Education programme be established providing concentrations in five areas, namely:

- i. The Teaching of Arabic to Non-Arabic Speakers
- ii. The Teaching of Islamic Education
- iii. The Teaching of *Quranic* Education
- iv. Educational Management and Leadership
- v. Social Foundation
- vi. Teaching Thinking
- vii. Instructional Technology
- viii. Curriculum and Instruction, and
- ix. Guidance and Counseling

The IIUM Senate, and the Educational Planning Committee of the Ministry of Education subsequently approved this proposal, and the Master of Education Programme was launched in 1990.

Beginning 1990, the Department of Education was placed under the Kulliyyah of Islamic Revealed Knowledge and Human Sciences as a department.

In May 1997, the Department began offering a limited Bachelor of Education Programme in Arabic Language and Literature to upgrade the knowledge and skills of teachers from the Ministry of Education's Special Diploma Programme (KDPK). With emphasis on postgraduate and research programmes, the Doctoral (Ph.D) Programme in Education was approved by the Ministry of Education in 1999.

## **PHILOSOPHY**

Programmes and activities of the Kulliyyah of Education are founded on the principles contained in the philosophy of IIUM, which was inspired by the recommendations of the First World Conference on Muslim Education held in Mecca in A.H 1398 (A.D. 1977). The spirit of this philosophy is based on the Holy *Qur'an*, in particular the five verses revealed to the Prophet Muhammad, namely, *Surah al-Alaq*, verses 1 - 5. Briefly these principles are:

- i) All interpretations of knowledge are based on an Islamic worldview of Life, the Universe and Creation.
- ii) The basis for interpretation of all forms of knowledge is *Tawhid* and its manifestation in our way of life. Knowledge, therefore, shall be propagated in the spirit of *Tawhid*, which stipulated that Allah is the Absolute, the Creator, the Master and Cherisher of the Universe.
- iii) The ultimate purpose of knowledge is to lead man to the realization of his position as a servant of Allah and His *Khalifah* on earth, and to prepare him to fulfill these roles and be accountable to Allah with regards to his deeds and action.
- iv) The interpretation and propagation of knowledge proceed from the recognition of "*wahy*" as divinely revealed which must take precedence over acquired knowledge.



## **KULLIYYAH VISION**

To become a renowned Islamic centre for education nationally and internationally, consistent with the vision of the IIUM.

## **KULLIYYAH MISSION**

To produce dedicated researchers, scholars, and educators to develop Islamic approaches in the construction of knowledge relevant with contemporary socio-cultural conditions.

To foster research endeavors in various fields of education which will contribute towards the development of the nation and ummah.

## **OBJECTIVES**

The objective of the Kulliyyah of Education is to develop and refine the Islamic concept, theory, practice, and system of education which is capable of producing successive generations of Muslims who not only serve Allah faithfully and are committed to follow His guidance in all aspects of their life but are also knowledgeable and skillful so as to bring benefits and avoid harm to themselves, mankind and the universe.

Specifically, through its programmes and activities of teaching, research and publication, the Kulliyyah of Education aims to produce all levels of professionals in education who are endowed with the following characteristics:

- Proactive, critical, creative and innovative.
- Subscribe in total submission to the command of Allah.
- Committed to follow Allah's guidance in all aspects of their lives
- Knowledgeable and skillful in applying various educational principles, techniques and technology.
- Able to carry out and are totally committed to the mission of developing and nurturing Islamic personality in their students.



## **CENTRE FOR TEACHING THINKING (CTT)**

The Centre was established in January 2006 out of concern for meaningful learning and critical, creative and ethical thinking skills. The Centre is an affiliate of the Institute for the Advancement of Philosophy for Children (IAPC), Montclair State University, N. Jersey, USA. The CPIE has the following vision, mission and objectives.

### **Vision**

To revive the spirit of philosophical inquiry and intellectual tradition as advocated by the Qur'an;

### **Mission**

To become an excellent centre for the development and practice of Islamic philosophy education.

### **Objectives**

The Centre aims to promote Islamic philosophy education and to provide an opportunity for individuals:

1. To understand and appreciate Islamic thought, the Holy Qur'an, the Sunnah and the Universe;
2. To understand and appreciate philosophy and its 'use';
3. To think critically, creatively and ethically so as to make wise judgment;
4. To experience 'doing' philosophy and being in the Community of Inquiry, that will foster the growth of *shura* or democratic processes;
5. To develop ethical understanding, deliberate over moral issues and to find meaning in experience.

The CTT offers certificate courses, workshops and training for teachers on the Hikmah Pedagogy of Philosophical Inquiry, conduct research and produce publications on this pedagogy. It also holds School holiday programme for students. The CPIE also offers school partnership to embark on the Hikmah Pedagogy and from 2010 till the present it partners with the International Islamic School Malaysia, Setiabudi Primary and Secondary and Seri Sg. Ramal, Kajang Primary.

## FACILITIES

Fig: 1



Capacity:- 55 persons  
Room Name:- Counseling Studio  
Location :- Level 2

Fig: 2



Capacity:- 25 persons  
Room Name:- Computer Lab 1 (Teaching Lab)  
Location :- Level 2

Fig: 3



Capacity:- 25 persons  
Room Name:- Computer Lab 2 (General Lab)  
Location :- Level 2

Fig: 4



Capacity:- 55 persons  
Room Name:- Al Ghazali Conference Room  
Location :- Level 2

Fig: 5



Capacity:- 80 persons  
Room Name:- Resource Room  
Location :- Level 2

Fig: 6



Capacity:- 25 persons  
Room Name:- Male Mussollah  
Location :- Level 3

## PROGRAMMES OFFERED

### UNDERGRADUATE PROGRAMME

At the undergraduate level, the Institute of Education offers a Bachelor of Education (Honors), a 4-year programme in the following specialization:

- B. Education in Teaching English as Second Language (Honours) - TESLN
- B. Education in Teaching Arabic as Second Language (Honours) - TASLN
- B. Education in Islamic Education (Honours) - ISEDN
- B. Education in Guidance and Counseling (Honours) - GUIDN

### OBJECTIVES OF THE PROGRAMMES

The common objectives of the undergraduate programme are as follows:

- To produce professionally trained graduate teachers who uphold the Islamic philosophy of education and are committed to serve the country and ummah.
- To serve the growing need of the country in producing teachers who possess the integrated personality and the *tawhidic* worldview and act as excellent role models for the younger generation.
- To embody, revitalize, and produce graduates that exemplify in themselves the IIUM mission of Islamisation, Internationalization, Integration and Comprehensive Excellent (IIICE).

### CURRICULUM STRUCTURE

The curriculum structure for the undergraduate programme is shown in the following table.

Curriculum Structure	Credit Hour
University Required Courses	20
Kulliyyah Required Courses	26
Programme Required Courses <ul style="list-style-type: none"><li>▪ Teaching Arabic as A Second Language</li><li>▪ Teaching English as A Second Language</li><li>▪ Guidance and Counseling</li><li>▪ Islamic Education</li></ul>	61 61 72 73
Minor courses	21
Total Credit Hour for each programme <ul style="list-style-type: none"><li>▪ Teaching Arabic as A Second Language</li><li>▪ Teaching English as A Second Language</li><li>▪ Guidance and Counseling</li><li>▪ Islamic Education</li></ul>	129 128 137 138

## **EVALUATION/GRADING SYSTEM**

### **Evaluation of Student Performance**

Evaluation of courses offered by the University is based on the following grading scale:

<b>Marks</b>	<b>Letter Grades</b>	<b>Grade Points</b>	<b>Remarks</b>	<b>Credits Earned</b>
80-100	A	4.00	Excellent	Yes
75-79	A-	3.67	Extremely Good	Yes
70-74	B+	3.33	Very Good	Yes
65-69	B	3.00	Good	Yes
60-64	B-	2.67	Fairly Good	Yes
55-59	C+	2.33	Satisfactory	Yes
50-54	C	2.00	Quite Satisfactory	Yes
45-49	D	1.67	Poor	No
40-44	D-	1.33	Very poor	No
35-39	E	1.00	Extremely Poor	No
0-34	F	0.00	Failed	No

### **GRADE POINT AVERAGE (GPA)**

Two kinds of grade point averages are used in the IIUM grading system. The Semester GPA is computed by dividing the quality points earned (product of grade points and credit hours) by the number of credit hours attempted in a given semester. The Cumulative Grade Point Average (CGPA) is computed by dividing the total quality points earned by the total number of credit hours attempted at the University up to that point in time.

## COMPONENT IN CURRICULUM STRUCTURE

### A. UNIVERSITY REQUIRED COURSES

University required courses are grouped into three (3) categories as follows. Students are required to fulfill the specified required credits in each category accordingly.

Course Code	Course Title	Credit Hours
UNGS 1301	Basic Philosophy and Islamic Worldview	3
SCSH 1201	Sustainable Development: Issues, Principles and Practices	2
LMBD 1131	Bahasa Melayu 1 (International)	1
LMBD 1132	Bahasa Melayu 2 (International)	1
CCUB 1061	Usrah I	0.5
CCUB 1062	Usrah 2	0.5
CCFM 2061	Family Management	0.5
CCLM 2020	Leadership and Management	0.5
	Skills Package 1	0.5
	Skills Package 2	0.5
LEED 1301	English for Academic Writing	3
TQTD 1002	Tilawah Al-Quran 1	0.5
TQTD 2002	Tilawah Al-Quran 2	0.5
LQAD 1003	Arabic for Ibadah 1	0.5
LQAD 2003	Arabic for Ibadah 2	0.5
UNGS 2380	Ethics and <i>Fiqh</i> of Contemporary Issues	3
UNGS 2290	Knowledge & Civilization in Islam	2
SCSH 2163	Usrah in Action 1	1
SCSH 3164	Usrah in Action 2	1
<b>Total</b>		<b>20</b>

### B. KULLIYYAH REQUIRED COURSES

Course Code	Course Title	Credit Hour
EDCI 1701	The Organization of the School Co-curriculum	2
EDCI 3002	Curriculum and Instruction	3
EDFS 1001	Historical & Philosophical Foundations of Malaysian Education	3
EDFS 2203	Sociology of Education	2
EDGC 2000	Counseling Skills for Teachers ( <i>Exempted for GUIDN</i> )	2
EDEP 1103	Educational Psychology	3
EDEP 1610	Understanding Students with Special Educational Needs	2
EDFT 2160	Tools for Thinking ( <i>Exempted for ISEDN</i> )	2
EDEP 3501	Testing and Assessment in Education	3
EDIT 1303	Instructional Technology	2
LMBD 2201	Bahasa Melayu Kerjaya (Sains Sosial)	2
<b>Total Credit Hour</b>		<b>26</b>

**C. PROGRAMME REQUIRED COURSES – MAJOR COURSES**

**TEACHING ARABIC AS SECOND LANGUAGE (TASL)**

Course Code	Course Title	Pre-Requisite	Credit Hour
EDLA 1101	Arabic Syntax I		3
EDLA 1102	Arabic Morphology I		3
EDLA 1113	Learning Language Skills		3
EDLA 1104	Arabic Phonology		3
EDLA 1112	Rhetorical “Al-Ma’ani Science”		3
EDLA 2115	Arabic Syntax II	EDLA 1101	3
EDLA 2118	Al-Bayan wa Al-Badi’ Sciences		3
EDLA 2114	Arabic Morphology II	EDLA 1102	3
EDLA 2103	Introduction to General Linguistics		3
EDLA 3120	Arabic Syntax III	EDLA 2115	3
EDLA 3199	Research Methodology		3
EDLA 2102	Methods of Teaching Arabic as a Second Language I		3
EDLA 2119	Syllabus Design & Materials Preparation for TASL		3
EDLA 2117	Modern Arabic Literature		3
EDLA 3121	Classical Prose Text		3
EDLA 3105	Methods of Teaching Arabic as a Second Language II	EDLA 2102	3
EDLA 4128	Introduction to Modern Islamic Literature		3
EDCI 2901	Practicum I		2
EDCI 4903	Practicum II		8
<b>Total Credit Hour</b>			<b>61</b>

**TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)**

Course Code	Course Title	Credit Hour
EDLE 1201	Linguistics for the ELT	3
EDLE 1204	Grammatical Analysis	3
EDLE 1207	Introduction to ELT Methodology	3
EDLE 1206	Introduction to Literature	3
EDLE 2203	Phonology for English Language Teacher (ELT)	3
EDLE 2202	Psycho-Sociolinguistic Perspectives in English Language Teacher	3
EDLE 2217	Syllabus Design & Materials Preparation for TESL	3
EDLE 3216	Computer-Assisted Language Learning in ESL Class	3
EDLE 3205	Semantics for English Language Teacher (ELT)	3
EDLE 3206	Discourse Analysis for ELT	3
EDLE 3212	Issues in TESL	3
EDLE 4212	Teaching Grammar in Secondary Schools	3
EDLE 4203	Teaching Writing in Secondary Schools	3
EDLE 4214	Teaching Literature in Secondary Schools	3
EDLE 3215	Action Research for ESL Teachers	3
EDLE 4209	Teaching Listening and Speaking in Secondary Schools	3
EDLE 4207	Teaching Reading in Secondary Schools	3
EDCI 2901	Practicum I	2
EDCI 4903	Practicum II	8
<b>Total Credit Hour</b>		

## ISLAMIC EDUCATION

Course Code	Course Title	Pre-Requisite	Credit Hour
EDIE 1101A	'Aqidah Islamiyyah		3
EDIE 1301	Tajwid and Hifz		2
EDIE 1302	Introduction to Sciences of the Qur'an and Hadith		3
EDLA 1101	Arabic Syntax		3
EDLA 1100	Arabic Morphology		3
EDIE 1310	Arabic and Jawi Script		1
EDIE 2210A	Usul al-Fiqh and Tarikh al-Tashri'		3
EDIE 2701	Ethics in Education		2
EDIE 1111	Quranic and Prophetic Texts		2
EDIE 1801	Fiqh Al-Sirah		3
EDIE 2000	Philosophy of Islamic Education		2
EDLA 2115	Arabic Syntax II	EDLA 1101	3
EDIE 1501	Fiqh Al-Ibadat		3
EDIE 2501	Fiqh al-Usrah and al-Mu'amalat		3
EDIE 2601	Introduction to 'Ilm al-Mantiq		2
EDLA 3120	Arabic Syntax III	EDLA 2115	3
EDIE 3399	Research Methodology in Islamic Education		3
EDIE 4501	Introduction to Fiqh Al-Jinayat		3
EDIE 3307A	Tafsir al-Ayat and al-Hadith al-Ahkam		3
EDIE 4306	Method of Teaching Islamic Education I		3
EDIE 4001	Islamic Theological Thought		2
EDIE 4202	Al-Qawaid al-Fiqhiyyah and al-Maqasid al-Syar'iyyah		3
EDIE 4604	Da'wah and Leadership		3
EDIE 4307	Method of Teaching Islamic Education II	EDIE 4306	2
EDCI 2901	Practicum I		2
EDCI 4903	Practicum II		8
<b>Total Credit Hour</b>			<b>73</b>

**Note:** B.Ed (ISED) students *must memorize selected surah* by KOED as a graduation requirement. **The Surah for memorization graduation requirement can be selected from the followings:**

Course Code	Course Title	Credit Hour
HEDU 1001	Hafazan 1: <i>al-Sajdah, al-A'la, al-Ghashiah, al-Fajr, al-Balad, al-Sham, al-Lail</i>	0
HEDU 1002	Hafazan 2: <i>al-Insan, al-Mutaffifin, al-Inshiqaq, al-Buruj, al-Tariq</i>	0
HEDU 2001	Hafazan 3: <i>al-Mulk, 'Abasa, al-Takwir, al-Infatir</i>	0
HEDU 2002	Hafazan 4: <i>Yasin, al-Muzzammil</i>	0
HEDU 3001	Hafazan 5: <i>al-Waqiah, al-Naba, al-Nazia't</i>	0
HEDU 3002	Hafazan 6: <i>al-Saff, al-Jumua'h, al-Muddathir</i>	0
HEDU 4001	Hafazan 7: <i>al-Talaq, al-Tahrim</i>	0

## GUIDANCE AND COUNSELING

Course Code	Course Title	Pre-Requisite	Credit Hour
EDGC 1001	Introduction to Schools Counseling		3
EDGC 1002	Theories of Guidance and Counseling		3
EDGC 1010	Legal and Ethical Issues in Counseling	EDGC 1001	3
EDGC 1503	Introduction to Statistics		3
EDGC 1901	Counseling Lab I		3
EDGC 1501	Individual Appraisal	EDGC 1001	3
EDGC 2003	Introduction to Group Counseling	EDGC 1002	3
EDGC 2004	Career Development	EDGC 1901	3
EDGC 2902	Counseling Lab II	EDGC 2003	3
EDGC 3005	Career Counseling	EDGC 2004	3
EDGC 3006	Psycho-educational and Consultation		3
EDGC 1502	Guidance and Counseling Programme Planning Evaluation	EDGC 2902	3
EDGC 3401	Research Methods in Counseling	EDGC 1502 EDGC 1501 EDGC 2902 EDGC 2004	3
EDGC 3402	Action Research	EDGC 3401	3
EDGC 3903	Counseling Practicum	All level 1 & 2 courses EDGC 3005 EDGC 1501 EDGC 3401 EDGC 3006	3
EDGC 4008	Cross-cultural Counseling	All level 1	3
EDGC 4009	Islamic Approach to Counseling	All level 1 & 2	3
EDGC 4013	Seminar in Counseling: Professional and Human Development	EDGC 3903	3
EDGC 4904	Counseling Internship	All courses Except EDGC 3402	6
EDEP 1002	Theories of Personality		3
<b><i>Counseling Electives (choose ONE only)</i></b>			
EDGC 3252	Counseling Children and Play Therapy	All Level 1 & 2	3
EDGC 3253	Adolescent Development in Counseling		
<b><i>Counseling Electives (choose TWO only)</i></b>			
EDGC 4211	Mental Health in School	All level 1 & 2	6
EDGC 3250	Introduction to Marriage and Family Counseling		
EDGC 4212	Substance Abuse and Addictions		

	<b>Total Credit Hour</b>	<b>72</b>
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#### **D. MINOR PACKAGES**

Students are required to declare their intended minor within their first semester as Institute students to the tenth week of the second regular semester. There are four (4) minor packages that are offered to students i.e.:

Minor in Teaching Arabic as a Second Language

Minor in Islamic Education

Minor in Moral Education

Minor in Instructional Technology

A total of 21 credit hours are required to fulfill the minor requirement.

No.	MINOR IN TEACHING ARABIC AS A SECOND LANGUAGE		
	Course Code	Course Title	Credit Hour
1	EDLA 1104	Arabic Phonology	3
2	EDLA 1112	Rhetorical al-Ma'ani Sciences	3
3	EDLA 2118	al-Bayan wa al-Badie' Sciences	3
4	EDLA 2103	Introduction to General Linguistics	3
5	EDLA 4128	Introduction to Modern Arabic Literature	3
6	EDLA 2102	Methods of Teaching Arabic Language I	3
7	EDLA 3105	Methods of Teaching Arabic Language II	3
<b>Total Credit Hour</b>			<b>21</b>

No.	MINOR IN ISLAMIC EDUCATION		
	Course Code	Course Title	Credit Hour
1	EDIE 1101A	'Aqidah Islamiyyah	3
2	EDIE 2000	Philosophy of Islamic Education	2
3	EDIE 1801	Fiqh al-Sirah	3
4	EDIE 1501	Fiqh Ibadat	3
5	EDIE 2501	Fiqh al-Usrah and al-Mua'malat	3
6	EDIE 2701	Ethics in Education	2
7	EDIE 4306	Method of Teaching Islamic Education I	3
8	EDIE 4604	Da'wah and Leadership	3
<b>Total Credit Hour</b>			<b>22</b>

No.	MINOR IN MORAL EDUCATION		
	Course Code	Course Title	Credit Hour
1	EDFM 1350	Moral Development from the Psychological Perspective	3
2	EDFM 1351	Moral Development from the Sociological Perspective	3
3	EDFM 2354	Introduction to Moral Philosophy	3
4	EDFM 2355	Moral Philosophy from the Islamic Perspective	3
5	EDFM 3363	Curriculum of Moral Education	3
6	EDFM 4365	Methods of Teaching Moral Education I	3
7	EDFM 4366	Methods of Teaching Moral Education II	3
		<b>Total Credit Hour</b>	<b>21</b>

No.	MINOR IN INSTRUCTIONAL TECHNOLOGY		
	Course Code	Course Title	Credit Hour
1	EDIT 1301	Informational Technology in Teaching and Learning	3
2	EDIT 1302	Introduction to Digital Photography	3
3	EDIT 1602	Fundamentals of Multimedia Technology	3
4	EDIT 2203	Instructional Design and Multimedia	3
5	EDIT 2604	Internet Applications in Education	3
6	EDIT 3205	Introduction to Computer Programming	3
7	EDIT 3506	Managing Information Technology	3
		<b>Total Credit Hour</b>	<b>21</b>

## E. PRACTICAL TRAINING

Students are required to undergo two (2) levels of practical training and need to fulfill the specified required credit hour accordingly, as shown in the following table.

### Programme: Bachelor of Education (TESL, TASL & ISED)

Level	Course Code/ Course Title	Credit Hour	Duration	Semester / Year of Study
1	EDCI 2901 Practicum I	2	4 weeks	Semester 3 / Year 3
2	EDCI 4903 Practicum II	8	16 weeks	Semester 2 / Year 4

### Programme: Bachelor of Education (Guidance and Counselling)

Level	Course Code/ Course Title	Credit Hour	Duration	Semester / Year of Study
1	EDGC 3903 Counselling Practicum	3	7 weeks (252 hours)	Semester 3 / Year 3
2	EDGC 4904 Counselling Internship	6	14 weeks (504 hours)	Semester 2 / Year 4

- **EDCI 2901 – PRACTICUM I**

Students will undergo Practicum I in the third (3<sup>rd</sup>) semester of Year 3 for 4 weeks. The School Orientation Programme (SOP) is an exposure programme. Students are required to continue their practicum in the selected schools for 4 weeks to complete the First Phase of Teaching Practice.

- **EDCI 4903 – PRACTICUM II (TEACHING PRACTICE)**

After completing all courses (major and minor courses), students are eligible to undergo Practicum II for 16 weeks. The objective is to enable students to practice and apply the concepts, skills, principles previously learned during training. They will teach subjects related to their field of specialization. They may, however, teach other school subjects if required by the school they are attached to. Supervisors may also observe them teaching these subjects but only for the purpose of giving guidance and counseling but NOT for evaluation.

- **EDGC 3903 – COUNSELING PRACTICUM**

Students will undergo Counseling Practicum in the third (3<sup>rd</sup>) semester of Year 3. This initial placement at a counseling site (school or agency) is aimed to give the students an opportunity to make observations on a real counseling setting. Students are required to spend a total of 252 hours in the practicum and weekly on-campus supervisions.

**BACHELOR OF EDUCATION  
(TEACHING ARABIC AS A SECOND LANGUAGE)**

LEVEL	Curriculum Structure	SEMESTER 1			SEMESTER 2			SEMESTER 3		
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR
LEVEL 1	University Required Courses	CCUB 1061	Usrah I	0.5	CCUB 1062	Usrah 2	0.5			
		TQTD 1002	Tilawah Al-Quran I	0.5	TQTD 2002	Tilawah Al-Quran 2	0.5			
		LQAD 1003	Introduction to Arabic for Quranic Understanding I	0.5	LQAD 2003	Introduction to Arabic for Quranic Understanding 2	0.5			
	Kulliyyah Core Courses	EDFS 1001	Historical and Philosophical Foundations of Malaysian Education	3	EDEP 1610	Understanding Students with Special Educational Needs	2			
		EDEP 1103	Educational Psychology	3	EDCI 1701	The Organization of the School Co-Curriculum	2			
		EDIT 1303	Instructional Technology	2						
	Programme Major Courses	EDLA 1101	Arabic Syntax I	3	EDLA 1113	Learning Language Skills	3			
		EDLA 1102	Arabic Morphology I	3	EDLA 1104	Arabic Phonology	3			
	Minor Courses				EDIE 1101A	Minor 1- Aqidah Islamiyah	3			
					EDIE 2000	Minor 2- Philosophy of Islamic Education	2			
		Total Credit Hour		15.5	Total Credit Hour		16.5			

LEVEL	Curriculum Structure	SEMESTER 1			SEMESTER 2			SEMESTER 3
		CODE	TITLE	CR	CODE	TITLE	CR	CODE
LEVEL 2	University Required Courses	CCFM 2052	Family Management	0.5	CCLM 2051	Leadership	0.5	
		UNGS 1301	Basic Philosophy and Islamic Worldview	3	UNGS 1201	Sustainable Development: Issues, Policies & Practices	2	
					LEED 1301	English for Academic Writing	3	
	Kulliyyah Core Courses	EDFS 2203	Sociology of Education	2	EDFT 2160	Tools for Thinking	2	
					EDGC 2000	Counseling Skills for Teachers	2	
	Programme Major Courses	EDLA 1112	Rhetorical Al-Ma'ani Sciences	3	EDLA 2118	Al-Bayan wa Al-Badi' Sciences	3	
		EDLA 2115	Arabic Syntax II	3	EDLA 2114	Arabic Morphology II	3	
					EDLA 2103	Introduction to General Linguistics and Lexicography	3	
	Minor Courses	EDIE 1801	Minor 3- Fiqh Al-Sirah	3				
		EDIE 1501	Minor 4- Fiqh Ibadat	3				
		Total Credit Hour		17.5	Total Credit Hour		18.5	

LEVEL	Curriculum Structure	SEMESTER 1			SEMESTER 2			SEMESTER 3		
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR
LEVEL 3	University Required Courses		Skills 1	0.5		Skills 2	0.5			
		LMBD 1131	Bahasa Melayu 1 (International)	1	CCUB 2163	Usrah in Action 1	1			
					LMBD 1132	Bahasa Melayu 2 (International)	1			
					UNGS 2290	The Islamic Worldview, Knowledge and Civilization	2			
	Kulliyyah Core Courses				LM 2023	Bahasa Melayu Kerjaya (Local)	2			
		EDEP 3501	Testing and Assessment in Education	3						
		EDCI 3002	Curriculum and Instruction	3						
		EDLA 3120	Arabic Syntax III	3	EDLA 2102	Methods of Teaching Arabic Language I	3			
	Programme Major Courses	EDLA 3199	Research Methodology	3	EDLA 2119	Syllabus Design and Materials Preparation for TASL	3			
					EDLA 2117	Modern Arabic Literature	3			
					EDIE 2701	Minor 6- Ethics in Education	2			
	Minor Courses	EDIE 2501	Minor 5- Fiqh Al-Usrah and Al-Mu'amalat	3	EDIE 4306	Minor 7- Methods of Teaching Islamic Education I	3			
		Total Credit Hour			Total Credit Hour					
		Local		15.5	Local		19.5			
		International		16.5	International		18.5			
								2		

LEVEL	Curriculum Structure	SEMESTER 1			SEMESTER 2					
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR
LEVEL 4	University Required Courses	CCUB 3164	Usrah in Action 2	1	EDCI 4903	Practicum II	8	Curriculum Structure	Local	International
		UNGS 2380	Ethics and Fiqh of Contemporary Issue	2				University Required Courses	20	22
	Programme Major Courses	EDLA 3121	Classical Prose Texts	3				Kulliyyah Core Courses	26	24
		EDLA 3105	Methods of Teaching Arabic Language II	3				Programme Major Courses	61	61
		EDLA 4128	Introduction to Modern Islamic Literature	3				Minor Courses	22	22
	Minor Courses	EDIE 4604	Minor 8- Da'wah and Leadership	3						
		Total Credit Hour		15	Total Credit Hour		8	Total Credit Hour for Graduation	129	129

## **KULLIYYAH REQUIRED COURSES**

### **EDCI 1701 The Organization of the School Co-curriculum (2 CR HRS)**

This course provides a general overview of the teaching and management skills, and the coaching and officiating skills which are required in conducting co-curricular activities at the primary school level. Students must acquire the knowledge and skills of at least one game (handball/volleyball/netball) and the skills of track and field events (sprints/relay/hurdles/high jump/long jump/shot put). This course complements the co-curricular activities that the students are currently involved in as part of their formal programme.

### **EDCI 3002 Curriculum and Instruction (3 CR HRS)**

The course is about the realization of curriculum development to teaching in the classroom. The philosophy and importance of curriculum development, and the role of central authority (CDC) in accordance with the social needs will be discussed in the course. In the transference of theory to practice behavioral, cognitive and constructivist theories, as well as Gagne's instructional events will be discussed as a prelude to teaching. The development of lesson plans, instructional strategies and the various methods of evaluation will be the core of the course.

### **EDFS 1001 Historical & Philosophical Foundation of Malaysian Education (3 CR HRS)**

This course introduces students to the historical and philosophical foundations of Malaysian education. The first part of the course will introduce students to philosophy and its role in education. In the second part, the historical development of education in Malaysia until the present will be analyzed with respect to educational objectives and practice, culminating in the Malaysian National Philosophy of Education. The development of Islamic religious education and the Chinese vernacular education will also be discussed. The final focus of the course will be on education for national unity and integration.

### **EDFS 2203 Sociology of Education (2 CR HRS)**

This course will introduce students to sociology of education – how social institutions and individual experiences affect educational processes and outcomes, particularly in the Malaysian context. It will inform students of how the social, political and economic factors influence the nature and the content of education. The course will examine the educational functions of cultural transmission, and the relationship between factors such as social class, race, and gender and educational opportunity, access, and equity from the Islamic and Western perspectives.

### **EDGC 2000 Counseling Skills for Teachers (2 CR HRS)**

The course provides basic counseling skills for future teachers as helping professionals. Teachers will be able to assess the immediate needs of students and take necessary actions either taking charge of assisting students or refer them to counselors or making recommendations to other professionals for early interventions. These future teachers will be able to understand the process of counseling, how it works and how they can be part of the process and play their roles in helping students deal with academic and personal issues.

**EDEP 1103 Educational Psychology****(3 CR HRS)**

The course covers (i) human development and (ii) educational psychology. The principles of human development based on Islamic and western perspectives are studied. Students are exposed to the principles of educational psychology with emphasis on the effects of these principles on the learner, the learning process, and the learning situation in educational environments. Implications of a wide range of individual differences (cultural, socio-economic, learning style, skill level, gender) are discussed.

**EDEP 1610 Understanding Students with Special Educational Needs (SEN)****(2 CR HRS)**

This course focuses on the philosophy and foundation of inclusive education, trends in educational service for students with special educational needs (SEN), characteristics of SEN, instructional strategies and the impact of differential characteristics of SEN on individual's functions in personal life, family (at home), school and community at large.

**EDFT 2160 Tools of Thinking****(2 CR HRS)**

This course introduces students to systematic approaches to the development of clear and lucid thinking skills, so that they can assess both their own thinking and action and that of others by reference to standards such as those outlined in the course objective below. It teaches students how to customize and design clear thinking strategies. The course will walk the students through a step-by-step process, starting with the introduction of logical thinking tools and then systematically considering thinking situations before going on to explore creativity and other problem-based contexts, from both the Western secular approach as well as the Islamic perspective.

**EDEP 3501 Testing and Assessment in Education****(3 CR HRS)**

The general focus of this course is to develop an understanding of tests of student achievement and aptitude. The various issues in testing and assessment will also be explored. Emphasis will be placed on the development of skills required to design, construct, administer, critique and report such tests.

**EDIT 1303 Instructional Technology****(2 CR HRS)**

The course introduces students to an overview of educational technology development right up to an examination of the main domains of instructional technology today. The focus will be on the principles of utilization and production of specific instructional materials under the broad categories of print, audio-visual, computer-based, process and integrated technologies. Students will be required to produce selected instructional media as part of the course requirement.

## **PROGRAMME REQUIRED COURSES – MAJOR COURSES**

### **TEACHING ARABIC AS SECOND LANGUAGE (TASL)**

**EDLA 2102 Methods of Teaching Arabic as a Second Language I (3 CR HRS)**

This course outline aims at introducing students to methods and strategies of teaching Arabic language to non-Arabic speakers. The course covers different theories and methods of teaching Arabic as the first, second and foreign language. The focus of this course is on the methods of teaching four primary skills of Arabic language for non-Arabic speakers. The skills are listening, speaking, writing and reading.

**EDLA 2103 Introduction to General Linguistics (3 CR HRS)**

This course provides students with some knowledge about the emergence of language, its evolution, embrachment and the importance of knowing and understanding the different cultures. Adopted methodologies in linguistics, and the theories of phonological, morphological and grammatical analysis will also be looked into. Emphasis is given on phonological, morphological, grammatical and semantic systems of the *Qur'anic* language.

**EDLA 2119 Syllabus Design & Materials Preparation for TASL (3 CR HRS)**

The purpose of this course is to introduce students to important elements of syllabus design and materials development in TASL. The course will assist students to become systematic syllabus designers and materials developers by developing a greater awareness of the important decisions to be made and the alternative options available at each stage of design. By combining theory and personal insights, this course will help language practitioners make reasoned choices about syllabus design and materials development in TASL.

**EDCI 2901 Practicum I (2 CR HRS)**

This practicum exercise (School Orientation Programme) is designed to introduce students to the world of teaching and to have an actual view of how a school is run. The programme exposes students to the real classroom situation where they will get a first-hand experience of how a class is managed and lessons prepared and taught. This programme is important as it allows students to participate in planning, organizing and conducting various curricular and co-curricular school activities.

**EDLA 3105 Methods of Teaching Arabic as a Second Language II (3 CR HRS)**

This course covers the methods, and techniques of teaching and learning the different branches of Arabic language for non-native speakers at different levels, taking into consideration the psychological, social and cultural bases of the teaching and learning process. Emphasis will be placed on the practical aspect of microteaching so as to provide the students with various skills of teaching Arabic language.

**EDLA 3199      Research Methodology      (3 CR HRS)**

In this course, students will study the concept, methods, techniques and tools of scientific research, and the steps observed in its preparation according to the adopted methodologies in linguistic and scientific fields. The student is also trained to prepare small research as a kind of practical application of the theories studied.

**EDCI 4903 Practicum II (8 CR HRS)**

This course aims to train teacher trainees the process of teaching Practice and learning in Malaysian secondary schools prior to their graduation. Emphasis will be placed on teaching practice to provide the students with various skills teaching in different classes, different subjects based on their specialization and at different levels.

**EDLA 1101 Arabic Syntax I (3 CR HRS)**

This course introduces in detail the parts of speech (nouns, verbs, and particles), nominal and verbal sentences, basic and derived vowels, pronouns (personal, demonstrative, and relative), question words, patterns of the verb, the construct phrase, the adjective and the conjunction.

**EDLA 1102 Arabic Morphology I (3 CR HRS)**

This course introduces the morphological system of the Arabic Language to student teachers. It presents the structure of the Arabic word, the patterns and tenses of the verbs, the derivatives, the infinitive, gender and number.

**EDLA 1104 Arabic Phonology (3 CR HRS)**

This course covers phonetic notation or phonetic script, analysis of Arabic phonetics /sounds as well as verbal and hearing system in connection with sounds articulation and auditory.

**EDLA 1112 Rhetorical “Al-Ma’ani Science” (3 CR HRS)**

Introduces structural features and meanings through Qur'anic, Hadith and literary texts. Explains the relationship between al-ma'ani sciences and syntactic analysis and the importance of these approaches to understanding meanings and thoughts. Topics include: Khabari and 'insha'i styles, situations of predication, al-qa·r, al-wa·l and al-fa·l, etc.

**EDLA 1113 Learning Language Skills (3 CR HRS)**

This course introduces students to the Arabic Language learning strategies; listening, reading, speaking, and writing to strengthen their abilities in applying these skills, and trains them on how to strategize their language activities. Students will be trained to organize and present oral and verbal speeches.

**EDLA 2114 Arabic Morphology II** **(3 CR HRS)**

This course introduces the morphological system of the Arabic Language to student teachers such as principles of word construction and the types of nouns in terms of: mujarrad, mazid, maqsur, manqus, mamdud, and kinds of plural, al-mushtqqat, al-nasab, and al-tasghir.

**EDLA 2115 Arabic Syntax II** **(3 CR HRS)**

The course covers the foundation of Arabic Grammar such as: al- mansabat; objects, adjectives, per mutative, exception, distinction “al-tamyiz” and their proper usage.

**EDLA 2118 Al-Bayan wa Al-Badi’ Sciences** **(3 CR HRS)**

This course introduces the concept of al-Bayan wa al-Badi’ sciences that include Simile, Similitude, Metaphor, and Metonymy. It also introduces the science of rhetoric that includes rhetoric beautifiers with some examples and models quoted from Quranic texts, Prophetic tradition, Arabic poem and literary texts. This is to enable the students to understand the course and to know and use analytical rhetoric in dealing with the literary texts that they read.

**EDLA 3120 Arabic Syntax III** **(3 CR HRS)**

This course aims to provide the students with some knowledge about Arabic grammar in addition to what they have already studied in order to equip them with some basics that would enable them to speak and write correctly. Such knowledge is like: Exclamation and Comparative Formulae, Evocation, Possession, warning and inducement, and the Number and its metonymies.

**EDLA 3121 Classical Prose Text** **(3 CR HRS)**

This course aims at introducing students to different styles of classical Arabic prose texts in the periods of pre-Islam, early Islam, Umayyad, Abbasid and Andalusia. The students will be exposed to different methods of prose such as aphorisms, proverbs, advice, sayings, speeches and letters. Throughout the course, the students will be exposed to the aesthetical characteristics and high values of prose of the above-mentioned periods.

**EDLA 4128 Introduction to Modern Islamic Literature** **(3 CR HRS)**

In this course, students study the modern Islamic Literature, its emergence, evolution, impact in combating capitalism, socialism, and communism through Arabic poetry. This course introduces an analytical study of selected poetic selections of the modern Islamic Literature

## MINOR IN ISLAMIC EDUCATION

<b>EDIE 1101A</b>	<b>'Aqidah Islamiyyah</b>	<b>(3 CR HRS)</b>
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The course explores the fundamental principles of the religion of Islam. The topics concentrate on Divinity (ربوبية ألوهية) and Prophecy (نبوة). Topics include: Distinction between *Iman* and Islam; religion and religious thought; belief in God; impact of belief on the behaviour of individuals and society; concept of Prophecy and Message; characteristics of the Message sent to Prophet Muhammad (s.a.w); the end of Prophecy. The course will also discuss *eschatology*; the impact of belief in the Last Day on morality; the Last Day; the Resurrection and the corruption of *iman* (*Nawaqidh al- iman*). The issue of *Imamate* (leadership) will also be highlighted especially the connection between *Imamate* and *Uqbiyah*; meaning of *Imamate*; conditions, bases, principles, religious freedom, belief and civil status.

<b>EDIE 2000</b>	<b>Philosophy of Islamic Education</b>	<b>(2 CR HRS)</b>
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The course introduces students to the philosophy of education from an Islamic perspective, and the philosophy of Islamic Studies curriculum. The role of the First World Conference on Muslim Education in 1977, the development of philosophy and curriculum of Islamic education will be examined. The concept of existence, its nature and mechanisms to achieve *ma'rifah* will also be discussed. A comparative study with Western philosophy of education will also be undertaken. The emphasis of the course will be on the National Philosophy of Education and Islamic education philosophy in Malaysia.

<b>EDIE 1801</b>	<b>Fiqh al-Sirah</b>	<b>(3 CR HRS)</b>
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This course deals with some of the important dimensions of the Prophet's life and mission, such as: Need of the institution of the Prophethood; the selection of Arabian Peninsula for raising the Last Prophet; comparison between old as well as modern Jāhilīyyah; Prophet Muhammad (s.a.w.) as the Perfect Example for the entire humanity; Challenges the Prophet had faced from the Quraysyh, Jews and Munāfiqūn; the Hijrah; Jihād; Islamic society of Madīnah; Farewell Address; Orientalists and their approach towards the Prophet (s.a.w.). This course is not explicitly of historical nature, but of analytical one leading to the understanding of contemporary relevance of the Prophet's (s.a.w.) life and mission.

<b>EDIE 1501</b>	<b>Fiqh Ibadat</b>	<b>(3 CR HRS)</b>
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The course deals with the principles of Ibadati n particular on solat, fasting, zakat and hajj. The discussion will also focus on the spiritual and educational aspects on ibadat. In addition, the purpose and the practice of ibadat will also be discussed.

<b>EDIE 2501</b>	<b>Fiqh al-Usrah and al-Mu'amalat</b>	<b>(3 CR HRS)</b>
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The course addresses the formulation of family life (أسرة) in Islam, marriage and its conditions and regulations of termination of matrimonial contract and the system of inheritance and legacy in Islam. It also discusses from the legal point of view by referring to the Islamic Family Enactments for selected states. For Islamic transaction (معاملات), the course deals with business

transactions, their rules and principles, as manifested in the theories on contract, right of ownership and wealth; and their application on *bay'* (commercial dealings), companies, insurance and commerce and distribution of wealth.

**EDIE 2701      Ethics in Education**

**(2 CR HRS)**

This course focuses on the definitions, scope, and sources of ethics from primary and secondary information as well as scholars' views. The nature of the Islamic and Western views of ethics in educational environment/setting as well as the theory and practice will be discussed. Issues on ethics in education also will be discussed.

**EDIE 4306      Method of Teaching Islamic Education I**

**(3 CR HRS)**

The course introduces students to several issues and methods in teaching Islamic Education subject. It includes the concept of Islamic Education and general overview of the component of Islamic Education. Emphasis will be more in enhancing student teachers with specific method and approach for each component of Islamic education. The course will also emphasize on the implementation of the critical thinking and effective skills in transforming knowledge. The implementation will be based on Malaysian Secondary School Curriculum (KBSM, KSSM) and Critical and Creative Thinking Skill (KemahiranBerfikirSecaraKritisdanKreatif).

**EDIE 4604      Da'wah and Leadership**

**(3 CR HRS)**

This course deals with the concept of da'wah and leadership as an art, knowledge and science which comprises of subject matter, methods and objectives. Students will study the da'wah methodologies and practices of the prophets. It also discusses the integrated approaches of contemporary application of da'wah within the context of different ethnicities and belief systems. The concepts and principles of leadership in da'wah will also be discussed. Fieldwork and visits to a several religious and educational institutions and organizations will be arranged to understand how da'wah and leadership is practiced.

**BACHELOR OF EDUCATION  
(TEACHING ENGLISH AS A SECOND LANGUAGE)**

LEVEL		SEMESTER 1				SEMESTER 2				SEMESTER 3		
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR		
LEVEL 1	University Required Courses	CCUB 1061	Usrah I	0.5	CCUB 1062	Usrah 2	0.5					
		TQTD 1002	Tilawah Al-Quran 1	0.5	TQTD 2002	Tilawah Al-Quran 2	0.5					
		LQAD 1003	Intro to Arabic for Quranic Understanding 1	0.5	LQAD 2003	Intro to Arabic for Quranic Understanding 2	0.5					
	Kulliyah Core Courses	EDFS 1001	Historical & Philosophical Foundations of Malaysian Education	3	EDEP 1610	Understanding Students with Special Educational Needs	2					
		EDEP 1103	Educational Psychology	3	EDCI 1701	The Organization of the School Co-Curriculum	2					
		EDIT 1303	Instructional Technology	2								
	Programme Major Courses	EDLE 1201	Linguistics for ELT	3	EDLE 1206	Introduction to Literature	3					
		EDLE 1204	Grammatical Analysis	3	EDLE 2203	Phonology for ELT	3					
		EDLE 1207	Introduction to ELT Methodology	3								
	Minor Courses				EDFM 1350	Minor 1 - Moral Development from the Psychological Perspective Or Minor 1 - Information Technology in Teaching and Learning	3					
					EDIT 1301	Minor 2 - Moral Development from the Sociological Perspective Or Minor 2 - Introduction to Digital Photography	3					
					EDFM 1351							
					EDIT 1302							
		Total Credit Hour			18.5	Total Credit Hour			17.5			

LEVEL	Curriculum Structure	SEMESTER 1			SEMESTER 2		
		CODE	TITLE	CR	CODE	TITLE	CR
LEVEL 2	University Required Courses	CCLM 2051	Leadership	0.5	CCFM 2052	Family Management	0.5
		UNGS 1301	Basic Philosophy and Islamic Worldview	3	UNGS 1201	Sustainable Development: Issues, Policies & Practices	2
		LEED 1301	English for Academic Writing	3			
	Kulliyah Core Courses	EDFS 2203	Sociology of Education	2	EDCI 3002	Curriculum and Instruction	3
		EDFT 2160	Tools for Thinking	2	EDGC 2000	Counseling Skills for Teachers	2
	Programme Major Courses	EDLE 2202	Psycho-Sociolinguistic Perspectives in ELT	3	EDLE 3216	Computer-Assisted Language Learning in ESL Class	3
		EDLE 2217	Syllabus Design and Materials Preparation for TESL	3			
	Minor Courses	EDFM 2354	Minor 3 - Introduction to Moral Philosophy Or Minor 3 - Fundamentals of Multimedia Technology	3	EDFM 2355	Minor 4 - Moral Philosophy from the Islamic Perspective Or Minor 4 - Instructional Design and Multimedia	3
		EDIT 1602			EDIT 2203		
					EDFM 3363	Minor 5 – Curriculum of Moral Education Or Minor 5 – Internet Application in Education	3
					EDIT 2604		
		Total Credit Hour		19.5	Total Credit Hour		16.5

LEVEL	Curriculum Structure	SEMESTER 1			SEMESTER 2			SEMESTER 3		
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR
LEVEL 3	University Required Courses		Skill 1	0.5		Skill 2	0.5			
					CCUB 2163	Usrah in Action 1	1			
		LMBD 1131	Bahasa Melayu 1 (International)	1	LMBD 1132	Bahasa Melayu 2 (International)	1			
					UNGS 2380	Ethics and Fiqh of Contemporary Issues	3			
	Kulliyyah Core Courses	EDEP 3501	Testing & Assessment in Education	3	LM 2023	Bahasa Melayu Kerjaya (Local)	2			
		EDLE 3205	Semantics for ELT	3	EDLE 4212	Teaching Grammar in Secondary Schools	3	EDCI 2901	Practicum I	2
		EDLE 3206	Discourse Analysis for ELT	3	EDLE 4203	Teaching Writing in Secondary Schools	3			
	Programme Major Courses	EDLE 3212	Issues in TESL	3	EDLE 4214	Teaching Literature in Secondary Schools	3			
		EDFM 4365	Minor 6 –Methods of Teaching Moral Education I Or Minor 6 – Introduction to Computer Programming	3	EDFM 4366	Minor 7 – Methods of Teaching Moral Education II Or Minor 7 - Managing Information Technology	3			
		EDIT 3205			EDIT 3506					
		Total Credit Hour Local International		15.5 16.5	Total Credit Hour Local International		18.5 17.5	2		

LEVEL	Curriculum structure	SEMESTER 1			SEMESTER 2						
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR	
LEVEL 4	University Required Courses	CCUB 3164	Usrah in Action 2	1	EDCI 4903 Practicum II	8	Curriculum Structure	Local	International		
		UNGS 2290	The Islamic Worldview, Knowledge and Civilization	2				University Required Courses	20	22	
	Programme Major Courses	EDLE 3215	Action Research for ESL Teacher	3				Kulliyyah Core Courses	26	24	
		EDLE 4209	Teaching Listening and Speaking in Secondary Schools	3				Programme Major Courses	61	61	
		EDLE 4207	Teaching Reading in Secondary Schools	3				Minor Courses	21	21	
		Total Credit Hour		12	Total Credit Hour		8	Total Credit Hour for Graduation		128	

## **KULLIYYAH REQUIRED COURSES**

### **EDCI 1701 The Organization of the School Co-curriculum (2 CR HRS)**

This course provides a general overview of the teaching and management skills, and the coaching and officiating skills which are required in conducting co-curricular activities at the primary school level. Students must acquire the knowledge and skills of at least one game (handball/volleyball/netball) and the skills of track and field events (sprints/relay/hurdles/high jump/long jump/shot put). This course complements the co-curricular activities that the students are currently involved in as part of their formal programme.

### **EDCI 3002 Curriculum and Instruction (3 CR HRS)**

The course is about the realization of curriculum development to teaching in the classroom. The philosophy and importance of curriculum development, and the role of central authority (CDC) in accordance with the social needs will be discussed in the course. In the transference of theory to practice behavioral, cognitive and constructivist theories, as well as Gagne's instructional events will be discussed as a prelude to teaching. The development of lesson plans, instructional strategies and the various methods of evaluation will be the core of the course.

### **EDFS 1001 Historical & Philosophical Foundation of Malaysian Education (3 CR HRS)**

This course introduces students to the historical and philosophical foundations of Malaysian education. The first part of the course will introduce students to philosophy and its role in education. In the second part, the historical development of education in Malaysia until the present will be analyzed with respect to educational objectives and practice, culminating in the Malaysian National Philosophy of Education. The development of Islamic religious education and the Chinese vernacular education will also be discussed. The final focus of the course will be on education for national unity and integration.

### **EDFS 2203 Sociology of Education (2 CR HRS)**

This course will introduce students to sociology of education – how social institutions and individual experiences affect educational processes and outcomes, particularly in the Malaysian context. It will inform students of how the social, political and economic factors influence the nature and the content of education. The course will examine the educational functions of cultural transmission, and the relationship between factors such as social class, race, and gender and educational opportunity, access, and equity from the Islamic and Western perspectives.

### **EDGC 2000 Counseling Skills for Teachers (2 CR HRS)**

The course provides basic counseling skills for future teachers as helping professionals. Teachers will be able to assess the immediate needs of students and take necessary actions either taking charge of assisting students or refer them to counselors or making recommendations to other professionals for early interventions. These future teachers will be able to understand the process of counseling, how it works and how they can be part of the process and play their roles in helping students deal with academic and personal issues.

**EDEP 1103      Educational Psychology      (3 CR HRS)**

The course covers (i) human development and (ii) educational psychology. The principles of human development based on Islamic and western perspectives are studied. Students are exposed to the principles of educational psychology with emphasis on the effects of these principles on the learner, the learning process, and the learning situation in educational environments. Implications of a wide range of individual differences (cultural, socio-economic, learning style, skill level, gender) are discussed.

This course focuses on the philosophy and foundation of inclusive education, trends in educational service for students with special educational needs (SEN), characteristics of SEN, instructional strategies and the impact of differential characteristics of SEN on individual's functions in personal life, family (at home), school and community at large.

**EDFT 2160 Tools for Thinking (2 CR HRS)**

This course introduces students to systematic approaches to the development of clear and lucid thinking skills, so that they can assess both their own thinking and action and that of others by reference to standards such as those outlined in the course objective below. It teaches students how to customize and design clear thinking strategies. The course will walk the students through a step-by-step process, starting with the introduction of logical thinking tools and then systematically considering thinking situations before going on to explore creativity and other problem-based contexts, from both the Western secular approach as well as the Islamic perspective.

**EDEP 3501 Testing and Assessment in Education (3 CR HRS)**

The general focus of this course is to develop an understanding of tests of student achievement and aptitude. The various issues in testing and assessment will also be explored. Emphasis will be placed on the development of skills required to design, construct, administer, critique and report such tests.

**EDIT 1303 Instructional Technology (2 CR HRS)**

The course introduces students to an overview of educational technology development right up to an examination of the main domains of instructional technology today. The focus will be on the principles of utilization and production of specific instructional materials under the broad categories of print, audio-visual, computer-based, process and integrated technologies. Students will be required to produce selected instructional media as part of the course requirement.

## **PROGRAMME REQUIRED COURSES – MAJOR COURSES**

### **TEACHING ENGLISH AS SECOND LANGUAGE (TESL)**

#### **EDLE 1206 Introduction to Literature (3 CR HRS)**

The course aims to expose the students to an appreciation of literature and developing the skills of analyzing selected pieces of literary works of different genres. It is an overview of diverse literary areas across the world and introduces students to a basic understanding of the major elements and devices in literature (theme, character, plot, setting, symbol, etc.). It involves a critical study of selected short stories, poems and prose, fiction and non-fiction. Students will develop their own critical and analytical responses to literature through their exploration of these samples of literary works.

#### **EDLE 1207 Introduction to ELT Methodology (3 CR HRS)**

This course is aimed at introducing students to the various approaches to English language teaching, the different aspects of the Malaysian English Language Syllabus for Secondary Schools, as well as the skills of planning for a lesson and managing an English class. It also aims to engage students in a discussion of the various factors that affect the learning of English in the Malaysian context.

#### **EDLE 2202 Psycho-Sociolinguistic Perspectives in English Language Teacher (3 CR HRS)**

This introductory course in psycho-sociolinguistics aims to enlighten students on the psychology and sociology of language and linguistics. Issues such as the origin and life of language, theories of second language acquisition and learning, and factors influencing language acquisition and use will be covered in detail. Students will study aspects of language and linguistics from the Islamic and Western perspectives. Language as a social phenomenon and its influence on cross-cultural communication and second language teaching and learning will also be addressed.

#### **EDLE 2217 Syllabus Design & Materials Preparation for TESL (3 CR HRS)**

The purpose of this course is to introduce students to important elements of syllabus design and materials development in TESL. The course will assist students to become systematic syllabus designers and materials developers by developing a greater awareness of the important decisions to be made and the alternative options available at each stage of design. By combining theory and personal insights, this course will help language practitioners make reasoned choices about syllabus design and materials development in TESL.

#### **EDCI 2901 Practicum I (2 CR HRS)**

This practicum exercise (School Orientation Programme) is designed to introduce students to the world of teaching and to have an actual view of how a school is run. The programme exposes students to the real classroom situation where they will get a first-hand experience of how a class is managed and lessons prepared and taught. This programme is important as it allows

students to participate in the planning, organizing and conducting various curricular and co-curricular school activities

This course is designed to equip students with basic knowledge of the subject. By providing them with a strong foundation in this topic students would be able to elucidate the functions and meanings of different grammatical items encountered in different contexts, be it formal or informal.

**EDLE 3212 Issues in TESL (3 CR HRS)**

Overview of the major topics to be covered in the course.

**EDLE 3215 Action Research for ESL Teachers (3 CR HRS)**

The course provides students with the basic concepts and procedures in action research. Teacher researchers will be led to reflect upon and conduct a systematic inquiry about how they teach or how well their students learn. They will be exposed to the origins and fundamentals of action research and will design a research project which is derived from their everyday classroom practice.

**EDLE 3216 Computer-Assisted Language Learning in ESL Class (3 CR HRS)**

This course shows how computers can be used in a language classroom. The course introduces students to the use of computer technology in the teaching of English. This course also examines how computers may be used in the analysis of natural languages. Emphasis will be placed on the pedagogical and practical aspects of CALL such as the selection and production of materials for instruction.

This course discusses the nature of written communication, the relationship between reading and writing, the concepts of writing as text and discourse, writing as a thinking process, the principles for teaching writing, and the evaluation of writing for secondary school students. Students will also discuss the problems that Malaysian secondary school students have in writing in English, and how to help them to overcome these problems.

This course discusses the theoretical models, processes and practices related to reading. Students will examine the processes and strategies in teaching effective reading across various genres. Relevant issues pertaining to reading attitudes, cultures and remedial approaches to inculcate reading habits will be discussed. The various practical skills in assessing reading will also be dealt with.

**EDLE 4209    Teaching Listening and Speaking in Secondary Schools    (3 CR HRS)**

This course is divided into two parts: the first part consists of Teaching Listening and the second part is on Teaching Speaking. Both parts will be done in conjunction with other language skills such as pronunciation and vocabulary building. The course provides the students with the opportunity to develop skills for effective teaching of ESL listening and speaking. Students will explore a variety of approaches, strategies and materials for teaching listening and speaking.

The course will provide students with an exposure to the rudiments of English grammar and an overview of English language usage with a view of relating this to the teaching of English in schools and higher institutions of learning. The controversy regarding the role of grammar in language teaching will be discussed, as will the role that it plays in language learning and teaching. The students will also be exposed to the techniques and resources in the teaching of grammar.

**EDLE 4214    Teaching Literature in Secondary Schools    (3 CR HRS)**

The course is designed to offer an introduction to the teaching of literature in English as a second language classroom as well as to give an overview of the needs and rationale for teaching literature in an ESL context. In addition, the course also covers the teaching of the major genres in literature as well as the different approaches and methods in teaching, assessing, and evaluating literature in an ESL classroom. The course will also include intellectual discussions on the value systems portrayed in the texts that have been chosen with the intention of evaluating these systems from an Islamic and/or critical, analytical perspective. Students will be encouraged to examine the moral values portrayed in the selected texts and compare them to Islamic values.

**EDCI 4903 Practicum II (8 CR HRS)**

This course aims to train teacher trainees the process of teaching Practice and learning in Malaysian secondary schools prior to their graduation. Emphasis will be placed on teaching practice to provide the students with various skills teaching in different classes, different subjects based on their specialization and at different levels.

**EDLE 1201 Linguistics for the ELT (3 CR HRS)**

This course exposes students to some basic notions about the nature and functions of language. It will familiarize students with the theoretical assumptions of language and their implications for the teaching and learning of English as a second language. Topics will include the nature and functions of language, phonology, morphology, syntax, semantics and discourse.

**EDLE 1204      Grammatical Analysis      (3 CR HRS)**

The emphasis is on communication, that is, spontaneous use of the language. Students will learn that grammar is a tool for expressing meaning. Students are expected to be able to apply knowledge of grammar in practical situations and in solving problems pertaining to the use of language.

**EDLE 2203 Phonology for English Language Teacher (ELT) (3 CR HRS)**

This course introduces students to the aspects of speech sciences and phonetics by examining the anatomy and physiology of speech and the repertoire of speech sounds available in human languages. The International Phonetic Alphabet (IPA) will be used to transcribe speech into phonemic and phonetic transcription. The rules and processes of English phonology will be discussed and phonological problems in speech will be briefly reviewed. The course will also discuss the roles of phonetics and phonology in the teaching of English.

**EDLE 3206 Discourse Analysis for ELT (3 CR HRS)**

This course will expose students to the use of language in a variety of situations. Students will need to understand basic concepts and principles of discourse. Students will be sensitized to a variety of discourse theories and principles of interpreting discourse, with particular reference to discourse in the classroom. Students will be required to evaluate classroom interaction and explain the roles played by teacher and students.

**MINOR PACKAGES**

**MINOR IN MORAL EDUCATION**

**EDFM 1350 Moral Development from the Psychological Perspective (3 CR HRS)**

This course explores the emotional underpinnings of moral behavior, theories and studies which describe development of moral reasoning, prosocial behavior and skills underlying prosocial behavior, gender differences in moral reasoning, moral reasoning and its relationship with self-control, prosocial behavior, and aggression. Finally, it is also the intent of this course to identify a number of things that teachers can do to promote the moral and prosocial development of students. Theories, namely, Piaget's theory of Moral Development, Kohlberg's Stages of Moral Reasoning, and perspectives of Muslim scholars will be utilized to understand children's, adolescence and adults' moral and social behavior. This knowledge will be useful to both student and teacher in knowing the right way to communicate effectively, to avoid hurting others and to get along in life in general.

**EDFM 1351 Moral Development from the Sociological Perspective (3 CR HRS)**

The objective of this course is to enable students to understand the different ways social institutions affect moral development. It has been designed to give an awareness of how the family, the religious institutions, the peers, the community, the school, the media and the culture impinges upon moral development. The impact of modernity, political and socio-economic factors are also examined.

**EDFM 2354 Introduction to Moral Philosophy (3 CR HRS)**

This is an introductory course. It gives a survey of the major ethical theories in Western philosophical thought and the application of these theories in resolving selected ethical issues. A general comparison with and a critique from the Islamic perspective will be attempted. The relevance of moral philosophy to moral education will also be highlighted. Students will be given the opportunity to deliberate on ethical theories.

**EDFM 2355 Moral Philosophy from the Islamic Perspective (3 CR HRS)**

This course is a study of Moral Philosophy from the Islamic Perspective. It discusses ethical principles from the Qur'an and the Sunnah. The views of Muslim scholars are also examined. This course is designed to help students to examine moral philosophy that is derived from Islamic sources and thoughts in comparison to one derived from social construction or Western ethical theories, which they have been exposed to in a previous course.

**EDFM 3363 Curriculum of Moral Education (3 CR HRS)**

This course covers the organization and structure of the curriculum of Moral Education in primary and secondary schools in Malaysia. It includes the assessment of the curriculum objectives. A comparison with Moral education curriculum with selected countries will also be done.

**EDFM 4365 Methods of Teaching Moral Education I (3 CR HRS)**

This course focuses on the various approaches, methods and strategies in the teaching and learning of moral values. Among the strategies that will be demonstrated are seven steps of the value clarification method, the moral dilemma of the cognitive-psychological method, the philosophical deliberation of a community of ethical inquiry method and the Krathwohl's taxonomy of the affective domain. Other strategies include storytelling, role play, modeling, simulation and practical social services.

**EDFM 4366 Methods of Teaching Moral Education II (3 CR HRS)**

This course focuses on the characteristics of effective teaching, classroom management and organization, questioning in classroom and lesson planning. Students are required to carry out micro-teaching of Moral Education.

**MINOR IN INSTRUCTIONAL TECHNOLOGY**

**EDIT 1301 Informational Technology in Teaching and Learning (3 CR HRS)**

Introduce practical, efficient ways to integrate technology resources and technology-based methods into everyday curriculum-specific practices. Provide students with the knowledge of how to use educational technology in various settings, understanding of the concepts and skills or utilization of the discipline. The course will also provide the basic concepts and operation of the PCs in instructional settings. Provide an understanding of computers in education and society.

**EDIT 1302      Introduction to Digital Photography      (3 CR HRS)**

This course will introduce the basics in the preparation of digital materials for teaching is the production of visuals in the form of digital photographs. Issues, skills and components of photography that will be discussed and highlighted in this course are the elements of basic digital photography, lighting and fundamentals of camera operation, equipment and peripherals to support digital photography, skills required to produce visuals based on design theory, skills to further enhance post-camera editing skills, and the production of materials as product of printing competence.

**EDIT 1602 Fundamentals of Multimedia Technology (3 CR HRS)**

The use of technology within multimedia, the process of developing interactive multimedia projects, an overview of the field of multimedia, and the impact of multimedia upon various societal segments will be discussed. Students will also be exposed to the multimedia computer selection, designing Graphical User Interfaces, scanning for multimedia, sound digitization, the process of digitizing and editing video, as well as animation.

**EDIT 2604 Internet Applications in Education (3 CR HRS)**

Current and emerging technologies of the Internet and the World Wide Web are crucial in developing a proper understanding of Internet applications. The course will also focus on the application of the Internet technology such as e-mail, web browsers, web pages, and multimedia plug-in in teaching, research and web-based learning. Students are expected to develop a structured web site together with lesson plans that integrate Internet technology in their teaching skills and learning.

**EDIT 3205      Introduction to Computer Programming      (3 CR HRS)**

This course will introduce the concept of programming for beginners. This will expose the students to the fundamental concepts of programming irrespective of any programming language. Students will be taught how to apply their knowledge into programming exercises and projects using Visual Basic 6, which is a good starting point for beginners to learn programming.

EDIT 2203 Instructional Design and Multimedia (3 CR HRS)

Learning theory, instructional design concepts, and multimedia principles and objects to be discussed. Students will learn the skills of applying those theories to create effective learning presentations using computer-based training packages, such as Macromedia Authorware and Macromedia Director.

EDIT 3506 Managing Information Technology (3 CR HRS)

The fundamentals of managing information technology (IT) in educational settings are discussed, as are the various activities of information technology management such as computer laboratory management, networking, hardware and software management, and

information technology initiative. This course will also address the challenges involved in planning integrated information systems, establishing benchmarks for measuring progress toward educational goals, and using technology to improve curriculum and teaching practices.

**BACHELOR OF EDUCATION  
(TEACHING ENGLISH AS A SECOND LANGUAGE)  
NEW STUDY PLAN, 251 AND ABOVE**

## TEACHING ENGLISH AS A SECOND LANGUAGE

LEVEL		SEMESTER 1			SEMESTER 2			SEMESTER 3					
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR			
LEVEL 1	University Required Courses	CCUB 1061	Usrah I	0.5	CCUB 1062	Usrah 2	0.5						
		TQTD 1002	Tilawah Al-Quran 1	0.5	TQTD 2002	Tilawah Al-Quran 2	0.5						
		LQAD 1003	Intro to Arabic for Quranic Understanding 1	0.5	LQAD 2003	Intro to Arabic for Quranic Understanding 2	0.5						
	Kulliyyah Core Courses	EDFS 1001	Historical & Philosophical Foundations of Malaysian Education	3	EDEP 1610	Understanding Students with Special Educational Needs	2						
		EDEP 1103	Educational Psychology	3	EDCI 1701	The Organization of the School Co-Curriculum	2						
	Programme Major Courses	EDIT 1303	Instructional Technology	2									
		EDLE 1201	Linguistics for ELT	3	LEED 1301	English for Academic Writing	3						
		EDLE 1208	The Syntax of English Language	3	EDLE 2203	Phonology for ELT	3						
	Minor Courses		Introduction to ELT Methods and Practices	3	EDFM 1350	Minor 1 - Moral Development from the Psychological Perspective Or Minor 1 - Information Technology in Teaching and Learning	3						
					EDFM 1351	Minor 2 – Moral Development from the Sociological Perspective Or Minor 2 - Introduction to Digital Photography	3						
		Total Credit Hour		18.5	Total Credit Hour		17.5						

## **TEACHING ENGLISH AS A SECOND LANGUAGE**

LEVEL	Curriculum Structure	SEMESTER 1			SEMESTER 2			CR
		CODE	TITLE	CR	CODE	TITLE		
LEVEL 2	University Required Courses	CCLM 2051	Leadership	0.5	CCFM 2052	Family Management		0.5
		UNGS 1301	Basic Philosophy and Islamic Worldview	3	UNGS 1201	Sustainable Development: Issues, Policies & Practices		2
				3				
	Kulliyyah Core Courses	EDFS 2203	Sociology of Education	2				
		EDFT 2160	Tools for Thinking	2	EDGC 2000	Counseling Skills for Teachers		2
		EDCI 3002	Curriculum and Instruction	3				
	Programme Major Courses	EDLE 2202	Psycho-Sociolinguistic Perspectives in ELT	3	EDLE 3207	Technology-Enhanced Language Learning		3
		EDLE 2217	Syllabus Design and Materials Preparation for TESL	3	EDLE 3205	Semantics for ELT		3
		EDFM 2354 Or EDIT 1602	Minor 3 - Introduction to Moral Philosophy Or Minor 3 - Fundamentals of Multimedia Technology	3	EDFM 2355 Or EDIT 2203	Minor 4 - Moral Philosophy from the Islamic Perspective Or Minor 4 - Instructional Design and Multimedia		3
	Minor Courses				EDFM 3363 Or EDIT 2604	Minor 5 – Curriculum of Moral Education Or Minor 5 – Internet Application in Education		3
		Total Credit Hour		19.5	Total Credit Hour			16.5

## TEACHING ENGLISH AS A SECOND LANGUAGE

LEVEL	Curriculum Structure	SEMESTER 1			SEMESTER 2			SEMESTER 3				
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR		
LEVEL 3	University Required Courses		Skill 1	0.5		Skill 2	0.5	EDCI 2901	Practicum 1	2		
					CCUB 2163	Usrah in Action 1	1					
		LMBD 1131	Bahasa Melayu 1 (International)	1	LMBD 1132	Bahasa Melayu 2 (International)	1					
		UNGS 2380	Ethics and Fiqh of Contemporary Issues	3								
	Kulliyyah Core Courses	EDEP 3501	Testing & Assessment in Education	3	LM 2023	Bahasa Melayu Kerjaya (Local)	2					
		EDLE 3206	Discourse Analysis for ELT	3	EDLE 4212	Teaching Grammar in Secondary Schools	3					
		EDLE 3209	Multiliteracy Development in Language Learning	3	EDLE 4203	Teaching Writing in Secondary Schools	3					
	Programme Major Courses				EDLE 3215	Action Research for ESL Teacher	3					
					EDLE 3208	Language Testing and Assessment in ELT	3					
		EDFM 4365	Minor 6 – Methods of Teaching Moral Education I Or Minor 6 – Introduction to Computer Programming	3	EDFM 4366	Minor 7 – Methods of Teaching Moral Education II Or Minor 7 - Managing Information Technology	3					
		Total Credit Hour		15.5	Total Credit Hour		18.5	2				
		Local		16.5	International		17.5					

## TEACHING ENGLISH AS A SECOND LANGUAGE

LEVEL	Curriculum structure	SEMESTER 1			SEMESTER 2					
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR
LEVEL 4	University Required Courses	CCUB 3164	Usrah in Action 2	1	EDCI 4903 Practicum II		8	Curriculum Structure	Local	International
		UNGS 2290	Knowledge & Civilization in Islam	2				University Required Courses	20	22
	Programme Major Courses	EDLE 4215	TESL Teaching Lab	3		Kulliyah Core Courses	8	Kulliyah Core Courses	26	24
		EDLE 4209	Teaching Listening and Speaking in Secondary Schools	3				Programme Major Courses	61	61
		EDLE 4207	Teaching Reading in Secondary Schools	3				Minor Courses	21	21
		Total Credit Hour		12	Total Credit Hour		8	Total Credit Hour for Graduation	128	

## **KULLIYYAH REQUIRED COURSES**

### **EDCI 1701 The Organization of the School Co-curriculum (2 CR HRS)**

This course provides a general overview of the teaching and management skills, and the coaching and officiating skills which are required in conducting co-curricular activities at the primary school level. Students must acquire the knowledge and skills of at least one game (handball/volleyball/netball) and the skills of track and field events (sprints/relay/hurdles/high jump/long jump/shot put). This course complements the co-curricular activities that the students are currently involved in as part of their formal programme.

### **EDCI 3002 Curriculum and Instruction (3 CR HRS)**

The course is about the realization of curriculum development to teaching in the classroom. The philosophy and importance of curriculum development, and the role of central authority (CDC) in accordance with the social needs will be discussed in the course. In the transference of theory to practice behavioral, cognitive and constructivist theories, as well as Gagne's instructional events will be discussed as a prelude to teaching. The development of lesson plans, instructional strategies and the various methods of evaluation will be the core of the course.

### **EDFS 1001 Historical & Philosophical Foundation of Malaysian Education (3 CR HRS)**

This course introduces students to the historical and philosophical foundations of Malaysian education. The first part of the course will introduce students to philosophy and its role in education. In the second part, the historical development of education in Malaysia until the present will be analyzed with respect to educational objectives and practice, culminating in the Malaysian National Philosophy of Education. The development of Islamic religious education and the Chinese vernacular education will also be discussed. The final focus of the course will be on education for national unity and integration.

### **EDFS 2203 Sociology of Education (2 CR HRS)**

This course will introduce students to sociology of education – how social institutions and individual experiences affect educational processes and outcomes, particularly in the Malaysian context. It will inform students of how the social, political and economic factors influence the nature and the content of education. The course will examine the educational functions of cultural transmission, and the relationship between factors such as social class, race, and gender and educational opportunity, access, and equity from the Islamic and Western perspectives.

### **EDGC 2000 Counseling Skills for Teachers (2 CR HRS)**

The course provides basic counseling skills for future teachers as helping professionals. Teachers will be able to assess the immediate needs of students and take necessary actions either taking charge of assisting students or refer them to counselors or making recommendations to other professionals for early interventions. These future teachers will be

able to understand the process of counseling, how it works and how they can be part of the process and play their roles in helping students deal with academic and personal issues.

**EDEP 1103 Educational Psychology (3 CR HRS)**

The course covers (i) human development and (ii) educational psychology. The principles of human development based on Islamic and western perspectives are studied. Students are exposed to the principles of educational psychology with emphasis on the effects of these principles on the learner, the learning process, and the learning situation in educational environments. Implications of a wide range of individual differences (cultural, socio-economic, learning style, skill level, gender) are discussed.

**EDEP 1610 Understanding Students with Special Educational Needs (SEN) (2 CR HRS)**

This course focuses on the philosophy and foundation of inclusive education, trends in educational service for students with special educational needs (SEN), characteristics of SEN, instructional strategies and the impact of differential characteristics of SEN on individual's functions in personal life, family (at home), school and community at large.

**EDFT 2160 Tools for Thinking (2 CR HRS)**

This course introduces students to systematic approaches to the development of clear and lucid thinking skills, so that they can assess both their own thinking and action and that of others by reference to standards such as those outlined in the course objective below. It teaches students how to customize and design clear thinking strategies. The course will walk the students through a step-by-step process, starting with the introduction of logical thinking tools and then systematically considering thinking situations before going on to explore creativity and other problem-based contexts, from both the Western secular approach as well as the Islamic perspective.

**EDEP 3501 Testing and Assessment in Education (3 CR HRS)**

The general focus of this course is to develop an understanding of tests of student achievement and aptitude. The various issues in testing and assessment will also be explored. Emphasis will be placed on the development of skills required to design, construct, administer, critique and report such tests.

**EDIT 1303 Instructional Technology (2 CR HRS)**

The course introduces students to an overview of educational technology development right up to an examination of the main domains of instructional technology today. The focus will be on the principles of utilization and production of specific instructional materials under the broad categories of print, audio-visual, computer-based, process and integrated technologies. Students will be required to produce selected instructional media as part of the course requirement.

## PROGRAMME REQUIRED COURSES – MAJOR COURSES

## **TEACHING ENGLISH AS SECOND LANGUAGE (TESL)**

**EDLE 1209      Introduction to ELT Methods and Practices      (3 CR HRS)**

Introduction to ELT Methods and Practices is a core course in the TESL undergraduate programme. It is a degree requirement course for all TESL students of the Kulliyyah of Education. The course offers future TESL teachers theoretically-based and practical ideas for the teaching of English. The aims of this course are to introduce students to the various theories, methodologies, and techniques for English language teaching, the different aspects of the Malaysian English Language Syllabus including CEFR for Secondary Schools, as well as the skills of lesson planning, learner diversity and classroom management. It also aims to engage students in a discussion of the various factors that affect the learning of English in the Malaysian context, at the same time, allowing students to experience real classroom situations via experiential learning and reflective practice.

**EDLE 2202 Psycho-Sociolinguistic Perspectives in English Language (3 CR HRS)**  
**Teacher**

This introductory course in psycho-sociolinguistics aims to enlighten students on the psychology and sociology of language and linguistics. Issues such as the origin and life of language, theories of second language acquisition and learning, and factors influencing language acquisition and use will be covered in detail. Students will study aspects of language and linguistics from the Islamic and Western perspectives. Language as a social phenomenon and its influence on cross-cultural communication and second language teaching and learning will also be addressed.

**EDLE 2217 Syllabus Design & Materials Preparation for TESL (3 CR HRS)**

The purpose of this course is to introduce students to important elements of syllabus design and materials development in TESL. The course will assist students to become systematic syllabus designers and materials developers by developing a greater awareness of the important decisions to be made and the alternative options available at each stage of design. By combining theory and personal insights, this course will help language practitioners make reasoned choices about syllabus design and materials development in TESL.

**EDCI 2901 Practicum I (2 CR HRS)**

This practicum exercise (School Orientation Programme) is designed to introduce students to the world of teaching and to have an actual view of how a school is run. The programme exposes students to the real classroom situation where they will get a first-hand experience of how a class is managed and lessons prepared and taught. This programme is important as it allows students to participate in the planning, organizing and conducting various curricular and co-curricular school activities.

**EDLE 3205      Semantics for English Language Teacher (ELT)      (3 CR HRS)**

This course is designed to equip students with basic knowledge of the subject. By providing them with a strong foundation in this topic students would be able to elucidate the functions and meanings of different grammatical items encountered in different contexts, be it formal or informal.

**EDLE 3215 Action Research for ESL Teachers (3 CR HRS)**

The course provides students with the basic concepts and procedures in action research. Teacher researchers will be led to reflect upon and conduct a systematic inquiry about how they teach or how well their students learn. They will be exposed to the origins and fundamentals of action research and will design a research project which is derived from their everyday classroom practice.

**EDLE 3207 Technology-Enhanced Language Learning (3 CR HRS)**

This course shows how technology can be used in a language classroom. The course introduces students to the theories underpinning use of the technology in the teaching of English. This course also examines how technology may be used in enhancing the second language. Emphasis will be placed on the pedagogical and practical aspects of TELL such as the selection and production of materials for instruction. In addition, this course embeds entrepreneurial skills, in which students need to register with the Malaysia Digital Economy Corporation (MDEC) and use TELL to promote products according to the theme that maps the textbook chapter.

**EDLE 4203 Teaching Writing in Secondary Schools (3 CR HRS)**

This course explores the nature of written communication, the reading-writing connection, as well as writing as both process and product. It emphasises genre-based instruction, the use of authentic writing tasks, and the integration of technology and digital tools in writing instruction. Common challenges faced by ESL learners are examined, with a focus on applying differentiated strategies to address diverse learning needs. The course promotes innovation, lifelong learning, and an entrepreneurial mindset through the creation of multimedia resources for teaching writing. It also highlights the importance of professionalism and ethical conduct in writing, particularly in relation to plagiarism, authorship, and digital citizenship. Upon completion of the course, students will be equipped to design engaging, learner-centered writing lessons for dynamic classroom contexts.

**EDLE 4207 Teaching Reading in Secondary Schools (3 CR HRS)**

This course discusses the theoretical models, processes and practices related to reading. Students will examine the processes and strategies in teaching effective reading across various genres. Relevant issues pertaining to reading attitudes, cultures and remedial approaches to inculcate reading habits will be discussed. The various practical skills in assessing reading will also be dealt with.

**EDLE 4209    Teaching Listening and Speaking in Secondary Schools    (3 CR HRS)**

This course is divided into two parts: the first part consists of Teaching Listening and the second part is on Teaching Speaking. Both parts will be done in conjunction with other language skills such as pronunciation and vocabulary building. The course provides the students with the opportunity to develop skills for effective teaching of ESL listening and speaking. Students will explore a variety of approaches, strategies and materials for teaching listening and speaking.

The course will provide students with an exposure to the rudiments of English grammar and an overview of English language usage with a view of relating this to the teaching of English in schools and higher institutions of learning. The controversy regarding the role of grammar in language teaching will be discussed, as will the role that it plays in language learning and teaching. The students will also be exposed to the techniques and resources in the teaching of grammar.

**EDCI 4903 Practicum II (8 CR HRS)**

This course aims to train teacher trainees the process of teaching Practice and learning in Malaysian secondary schools prior to their graduation. Emphasis will be placed on teaching practice to provide the students with various skills teaching in different classes, different subjects based on their specialization and at different levels.

**EDLE 1201 Linguistics for the ELT (3 CR HRS)**

This course exposes students to some basic notions about the nature and functions of language. It will familiarize students with the theoretical assumptions of language and their implications for the teaching and learning of English as a second language. Topics will include the nature and functions of language, phonology, morphology, syntax, semantics and discourse.

EDLE 1208 The Syntax of English Language (3 CR HRS)

This course aims to provide students with comprehensive understanding and knowledge of the structure and rules governing English phrases and sentences.

Various concepts in grammar will be introduced and these include grammatical categories, phrase structure, sentence structure and syntactic relations. Other topics such as transformational grammar, constructive grammar and syntactic dis/ambiguity will also be included. Students will be trained through lectures and discussions as well as application through case studies.

**EDLE 2203 Phonology for English Language Teacher (ELT) (3 CR HRS)**

This course introduces students to the aspects of speech sciences and phonetics by examining the anatomy and physiology of speech and the repertoire of speech sounds available in human languages. The International Phonetic Alphabet (IPA) will be used to transcribe speech into phonemic and phonetic transcription. The rules and processes of English phonology will be discussed and phonological problems in speech will be briefly reviewed. The course will also discuss the roles of phonetics and phonology in the teaching of English.

**EDLE 3206 Discourse Analysis for ELT****(3 CR HRS)**

This course will expose students to the use of language in a variety of situations. Students will need to understand basic concepts and principles of discourse. Students will be sensitized to a variety of discourse theories and principles of interpreting discourse, with particular reference to discourse in the classroom. Students will be required to evaluate classroom interaction and explain the roles played by teacher and students.

**EDLE 3208 Language Testing and Assessment**

This course introduces undergraduate TESL students to the fundamental principles and practices of language testing and assessment in the context of English Language Teaching (ELT). It explores both theoretical foundations and practical applications, focusing on the assessment of language skills (listening, speaking, reading, and writing) and language components (grammar and vocabulary). Students will examine traditional and alternative assessment methods, understand test design and evaluation criteria, and consider the implications of assessment for teaching and learning. Emphasis is placed on validity, reliability, fairness, and ethical considerations in language testing. The course also addresses current trends in digital and formative assessments and how assessment practices can support learner development and curriculum goals.

**EDLE 3209 Multiliteracy Development in Language Learning**

Multiliteracy Development in Language Learning is designed to provide learners with a comprehensive understanding of multiliteracy theory and its pedagogical applications in language learning contexts. The course explores the concept of multiliteracy as the ability to understand and communicate using multiple modes of communication, including print, digital, visual, and audiovisual mediums across multicultural and multilingual settings.

Through a combination of theoretical insights and practical activities, learners will develop the necessary skills to become multiliterate individuals capable of engaging critically with diverse texts and contexts in today's globalized world, congruent with the Islamic worldview.

**EDLE 4215 TESL Teaching Lab**

This small-group practice- based course equips TESL students with the pedagogical and professional skills to apply ELT methods effectively in secondary ESL contexts. It provides students with practical experience in applying English Language Teaching (ELT) methods through micro-teaching, material development, and classroom-based experiential learning. Students will review key teaching approaches, plan and deliver learner-centred lessons, and develop instructional materials using digital tools and AI. A four-week school- based placement allows students to observe real classroom dynamics, assist teachers, and apply differentiated strategies to meet diverse learner needs. The course emphasizes professionalism, ethical conduct, and reflective practice, preparing students to become competent, values-driven educators aligned with current curriculum standards and responsive to the evolving needs of Malaysian ESL classrooms.

## **MINOR PACKAGES**

### **MINOR IN MORAL EDUCATION**

#### **EDFM 1350 Moral Development from the Psychological Perspective (3 CR HRS)**

This course explores the emotional underpinnings of moral behavior, theories and studies which describe development of moral reasoning, prosocial behavior and skills underlying prosocial behavior, gender differences in moral reasoning, moral reasoning and its relationship with self-control, prosocial behavior, and aggression. Finally, it is also the intent of this course to identify a number of things that teachers can do to promote the moral and prosocial development of students. Theories, namely, Piaget's theory of Moral Development, Kohlberg's Stages of Moral Reasoning, and perspectives of Muslim scholars will be utilized to understand children's, adolescence and adults' moral and social behavior. This knowledge will be useful to both student and teacher in knowing the right way to communicate effectively, to avoid hurting others and to get along in life in general.

#### **EDFM 1351 Moral Development from the Sociological Perspective (3 CR HRS)**

The objective of this course is to enable students to understand the different ways social institutions affect moral development. It has been designed to give an awareness of how the family, the religious institutions, the peers, the community, the school, the media and the culture impinges upon moral development. The impact of modernity, political and socio-economic factors are also examined.

#### **EDFM 2354 Introduction to Moral Philosophy (3 CR HRS)**

This is an introductory course. It gives a survey of the major ethical theories in Western philosophical thought and the application of these theories in resolving selected ethical issues. A general comparison with and a critique from the Islamic perspective will be attempted. The relevance of moral philosophy to moral education will also be highlighted. Students will be given the opportunity to deliberate on ethical theories.

#### **EDFM 2355 Moral Philosophy from the Islamic Perspective (3 CR HRS)**

This course is a study of Moral Philosophy from the Islamic Perspective. It discusses ethical principles from the Qur'an and the Sunnah. The views of Muslim scholars are also examined. This course is designed to help students to examine moral philosophy that is derived from Islamic sources and thoughts in comparison to one derived from social construction or Western ethical theories, which they have been exposed to in a previous course.

#### **EDFM 3363 Curriculum of Moral Education (3 CR HRS)**

This course covers the organization and structure of the curriculum of Moral Education in primary and secondary schools in Malaysia. It includes the assessment of the curriculum objectives. A comparison with Moral education curriculum with selected countries will also be done.

**EDFM 4365 Methods of Teaching Moral Education I (3 CR HRS)**

This course focuses on the various approaches, methods and strategies in the teaching and learning of moral values. Among the strategies that will be demonstrated are seven steps of the value clarification method, the moral dilemma of the cognitive-psychological method, the philosophical deliberation of a community of ethical inquiry method and the Krathwohl's taxonomy of the affective domain. Other strategies include storytelling, role play, modeling, simulation and practical social services.

**EDFM 4366 Methods of Teaching Moral Education II (3 CR HRS)**

This course focuses on the characteristics of effective teaching, classroom management and organization, questioning in classroom and lesson planning. Students are required to carry out micro-teaching of Moral Education.

## **MINOR IN INSTRUCTIONAL TECHNOLOGY**

**EDIT 1301      Informational Technology in Teaching and Learning      (3 CR HRS)**

Introduce practical, efficient ways to integrate technology resources and technology-based methods into everyday curriculum-specific practices. Provide students with the knowledge of how to use educational technology in various settings, understanding of the concepts and skills or utilization of the discipline. The course will also provide the basic concepts and operation of the PCs in instructional settings. Provide an understanding of computers in education and society.

**EDIT 1302      Introduction to Digital Photography      (3 CR HRS)**

This course will introduce the basics in the preparation of digital materials for teaching is the production of visuals in the form of digital photographs. Issues, skills and components of photography that will be discussed and highlighted in this course are the elements of basic digital photography, lighting and fundamentals of camera operation, equipment and peripherals to support digital photography, skills required to produce visuals based on design theory, skills to further enhance post-camera editing skills, and the production of materials as product of printing competence.

**EDIT 1602 Fundamentals of Multimedia Technology (3 CR HRS)**

The use of technology within multimedia, the process of developing interactive multimedia projects, an overview of the field of multimedia, and the impact of multimedia upon various societal segments will be discussed. Students will also be exposed to the multimedia computer selection, designing Graphical User Interfaces, scanning for multimedia, sound digitization, the process of digitizing and editing video, as well as animation.

**EDIT 2604 Internet Applications in Education (3 CR HRS)**

Current and emerging technologies of the Internet and the World Wide Web are crucial in developing a proper understanding of Internet applications. The course will also focus on the

application of the Internet technology such as e-mail, web browsers, web pages, and multimedia plug-in in teaching, research and web-based learning. Students are expected to develop a structured web site together with lesson plans that integrate Internet technology in their teaching skills and learning.

**EDIT 3205      Introduction to Computer Programming      (3 CR HRS)**

This course will introduce the concept of programming for beginners. This will expose the students to the fundamental concepts of programming irrespective of any programming language. Students will be taught how to apply their knowledge into programming exercises and projects using Visual Basic 6, which is a good starting point for beginners to learn programming.

**EDIT 2203      Instructional Design and Multimedia      (3 CR HRS)**

Learning theory, instructional design concepts, and multimedia principles and objects to be discussed. Students will learn the skills of applying those theories to create effective learning presentations using computer-based training packages, such as Macromedia Authorware and Macromedia Director.

**EDIT 3506 Managing Information Technology (3 CR HRS)**

The fundamentals of managing information technology (IT) in educational settings are discussed, as are the various activities of information technology management such as computer laboratory management, networking, hardware and software management, and information technology initiative. This course will also address the challenges involved in planning integrated information systems, establishing benchmarks for measuring progress toward educational goals, and using technology to improve curriculum and teaching practices.



**BACHELOR OF EDUCATION  
(ISLAMIC EDUCATION)**

LEVEL	Curriculum structure	SEMESTER 1			SEMESTER 2			SEMESTER 3		
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR
LEVEL 1	University Required Courses	CCUB 1061	Usrah 1	0.5	CCUB 1062	Usrah 2	0.5			
		TQTD 1002	Tilawah Al-Quran 1	0.5	TQTD 2002	Tilawah Al-Quran 2	0.5			
		LQAD 1003	Intro to Arabic for Quranic Understanding 1	0.5	LQAD 2003	Intro to Arabic for Quranic Understanding 2	0.5			
	Kulliyyah Core Courses	EDIT 1303	Instructional Technology	2						
		EDFS 1001	Historical & Philosophical Foundations of Malaysian Education	3	EDEP 1610	Understanding Students with Special Educational Needs	2			
		EDEP 1103	Educational Psychology	3	EDCI 1701	The Organization of the School Co-Curriculum	2			
	Programme Major Courses	EDIE 1101A	'Aqidah Islamiyah	3	EDLA 1100	Arabic Morphology	3			
		EDIE 1301	Tajwid and Hifz	2	EDIE 1310	Arabic and Jawi Script	1			
		EDIE 1302	Introduction to Sciences of Qur'an and Hadith	3	EDIE 2210A	Usul Al-Fiqh and Tariikh Al-Tashri'	3			
		EDLA 1101	Arabic Syntax I	3	EDIE 2701	Ethics in Education	2			
		HEDU 1001	Hafazan 1: al-Sajdah, al-A'la, al-Ghashiah, al-Fajr, al-Balad, al-Sham, al-Lail	0	HEDU 1002	Hafazan 2: al-Insan, al-Mutaffifin, al-Inshiqaq, al-Buruj, al-Tariq	0			
	Minor Courses				EDLA 1104	Minor 1 – Arabic Phonology	3			
					EDLA 1112	Minor 2 – Rhetorical al-Ma'ani Science	3			
		Total Credit Hour		20.5	Total Credit Hour		20.5			

LEVEL	Curriculum structure	SEMESTER 1			SEMESTER 2			SEMESTER 3		
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR
LEVEL 2	University Required Courses	CCLM 2051	Leadership	0.5	CCFM 2052	Family Management	0.5			
		UNGS 1301	Basic Philosophy and Islamic Worldview	3	UNGS 1201	Sustainable Development: Issues, Policies and Practices	2			
		LEED 1301	English for Academic Writing	3						
	Kulliyah Core Courses	EDFS 2203	Sociology of Education	2	EDCI 3002	Curriculum & Instruction	3			
					EDGC 2000	Counseling Skills for Teachers	2			
	Programme Major Courses	EDIE 1111	Quranic and Prophetic Texts	2	EDLA 2115	Arabic Syntax II	3			
		EDIE 1801	Fiqh Al-Sirah	3	EDIE 1501	Fiqh 'Ibadat	3			
		EDIE 2000	Philosophy of Islamic Education	2	HEDU 2002	Hafazan 4: Yasin, al-Muzzammil	0			
		HEDU 2001	Hafazan 3: al-Mulk, 'Abasa, al-Takwir, al-Infitar	0						
	Minor Courses	EDLA 2118	Minor 3 – Al Bayan wa Al Badi' Sciences	3	EDLA 2103	Minor 4 – Introduction to General Linguistics	3			
					EDLA 4128	Minor 5 – Introduction to Modern Islamic Literature	3			
		Total Credit Hour		18.5	Total Credit Hour		19.5			

LEVEL	Curriculum structure	SEMESTER 1			SEMESTER 2			SEMESTER 3		
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR
LEVEL 3	University Required Courses		Skill 1	0.5		Skills 2	0.5			
					CCUB 2163	Usrah in Action 1	1			
		LMBD 1131	Bahasa Melayu I (International)	1	LMBD 1132	Bahasa Melayu II (International)	1			
					UNGS 2380	Ethics and Fiqh of Contemporary Issues	3			
	Kulliyyah Core Courses	EDEP 3501	Testing & Assessment in Education	3	LM 2023	Bahasa Melayu Kerjaya (Local)	2			
					EDIE 3399	Research Methodology in Islamic Education	3	EDCI 2901	Practicum I	2
	Programme Major Courses	EDIE 2501	Fiqh Al-Usrah Wal Muamalat	3	EDIE 4501	Introduction to Fiqh Al-Jinayat	3			
		EDIE 2601	Introduction to 'Ilm Al-Mantiq	2	EDIE 3307A	Tafsir Al-Ayat and Al-Hadith Al-Ahkam	3			
		EDLA 3120	Arabic Syntax III	3	EDIE 4306	Methods of Teaching Islamic Education I	3			
		HEDU 3001	Hafazan 5: al-Waqiah, al-Naba, al-Naziat	0	HEDU 3002	Hafazan 6: al-Saff, al-Jumua'h, al-Muddathir				
	Minor Courses	EDLA 2102	Minor 6 -Methods of Teaching Arabic Language I	3						
		<b>Total Credit Hour</b> Local student International student		<b>15.5</b> <b>16.5</b>	<b>Total Credit Hour</b> Local student International student		<b>20.5</b> <b>19.5</b>			

LEVEL	Curriculum structure	SEMESTER 1			SEMESTER 2					
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR
LEVEL 4	University Required Courses	CCUB 3164	Usrah in Action 2	1	EDCI 4903	Practicum II	8	Curriculum Structure	Local	International
		UNGS 2290	The Islamic Worldview, Knowledge and Civilization	2				University Required Courses	20	22
	Programme Major Courses	EDIE 4001	Islamic Theological Thought	2				Kulliyyah Core Courses	24	22
		EDIE 4202	Al-Qawaaid Al-Fiqhiyyah and Al-Maqsid Al-Shar'iyyah	3				Programme Major Courses	73	73
		EDIE 4604	Da'wah and Leadership	3				Minor Courses	21	21
		EDIE 4307	Method of Teaching Islamic Education II	2						
		HEDU 4001	Hafazan 7: al-Talaq, al-Tahrim	0						
	Minor Courses	EDLA 3105	Minor 7 – Methods of Teaching Arabic Language II	3						
		Total Credit Hour		16	Total Credit Hour		8	Total Credit Hour for Graduation	138	138

## **KULLIYYAH REQUIRED COURSES**

### **EDCI 1701 The Organization of the School Co-curriculum (2 CR HRS)**

This course provides a general overview of the teaching and management skills, and the coaching and officiating skills which are required in conducting co-curricular activities at the primary school level. Students must acquire the knowledge and skills of at least one game (handball/volleyball/netball) and the skills of track and field events (sprints/relay/hurdles/high jump/long jump/shot put). This course complements the co-curricular activities that the students are currently involved in as part of their formal programme.

### **EDCI 3002 Curriculum and Instruction (3 CR HRS)**

The course is about the realization of curriculum development to teaching in the classroom. The philosophy and importance of curriculum development, and the role of central authority (CDC) in accordance with the social needs will be discussed in the course. In the transference of theory to practice behavioral, cognitive and constructivist theories, as well as Gagne's instructional events will be discussed as a prelude to teaching. The development of lesson plans, instructional strategies and the various methods of evaluation will be the core of the course.

### **EDFS 1001 Historical & Philosophical Foundation of Malaysian Education (3 CR HRS)**

This course introduces students to the historical and philosophical foundations of Malaysian education. The first part of the course will introduce students to philosophy and its role in education. In the second part, the historical development of education in Malaysia until the present will be analyzed with respect to educational objectives and practice, culminating in the Malaysian National Philosophy of Education. The development of Islamic religious education and the Chinese vernacular education will also be discussed. The final focus of the course will be on education for national unity and integration.

### **EDFS 2203 Sociology of Education (2 CR HRS)**

This course will introduce students to sociology of education – how social institutions and individual experiences affect educational processes and outcomes, particularly in the Malaysian context. It will inform students of how the social, political and economic factors influence the nature and the content of education. The course will examine the educational functions of cultural transmission, and the relationship between factors such as social class, race, and gender and educational opportunity, access, and equity from the Islamic and Western perspectives.

### **EDGC 2000 Counseling Skills for Teachers (2 CR HRS)**

The course provides basic counseling skills for future teachers as helping professionals. Teachers will be able to assess the immediate needs of students and take necessary actions either taking charge of assisting students or refer them to counselors or making recommendations to other professionals for early interventions. These future teachers will be able to understand the process of counseling, how it works and how they can be part of the process and play their roles in helping students deal with academic and personal issues.

**EDEP 1103** Educational Psychology

**(3 CR HRS)**

The course covers (i) human development and (ii) educational psychology. The principles of human development based on Islamic and western perspectives are studied. Students are exposed to the principles of educational psychology with emphasis on the effects of these principles on the learner, the learning process, and the learning situation in educational environments. Implications of a wide range of individual differences (cultural, socio-economic, learning style, skill level, gender) are discussed.

## **EDEP 1610      Understanding Students with Special Educational                     Needs (SEN)**

**(2 CR HRS)**

This course focuses on the philosophy and foundation of inclusive education, trends in educational service for students with special educational needs (SEN), characteristics of SEN, instructional strategies and the impact of differential characteristics of SEN on individual's functions in personal life, family (at home), school and community at large.

**EDEP 3501 Testing and Assessment in Education**

**(3 CR HRS)**

The general focus of this course is to develop an understanding of tests of student achievement and aptitude. The various issues in testing and assessment will also be explored. Emphasis will be placed on the development of skills required to design, construct, administer, critique and report such tests.

**EDIT 1303**      **Instructional Technology**

**(2 CR HRS)**

The course introduces students to an overview of educational technology development right up to an examination of the main domains of instructional technology today. The focus will be on the principles of utilization and production of specific instructional materials under the broad categories of print, audio-visual, computer-based, process and integrated technologies. Students will be required to produce selected instructional media as part of the course requirement.

## PROGRAMME REQUIRED COURSES – MAJOR COURSES

### ISLAMIC EDUCATION

#### **EDIE 1101A ‘Aqidah Islamiyyah (3 CR HRS)**

The course explores the fundamental principles of the religion of Islam. The topics concentrate on Divinity (ربوبية *al-wahy*) and Prophecy (نبوة). Topics include: Distinction between *Iman* and Islam; religion and religious thought; belief in God; impact of belief on the behaviour of individuals and society; concept of Prophecy and Message; characteristics of the Message sent to Prophet Muhammad (s.a.w); the end of Prophecy. The course will also discuss *eschatology*; the impact of belief in the Last Day on morality; the Last Day; the Resurrection and the corruption of *iman* (*Nawaqidh al- iman*). The issue of إمامۃ (leadership) will be also be highlighted especially the connection between إمامۃ and عقیدۃ; meaning of إمامۃ; conditions, bases, principles, religious freedom, belief and civil status.

#### **EDIE 1111 Quranic and Prophetic Texts (2 CR HRS)**

This course introduces students to the interpretation of selected Qur'anic verses and ahadithNabawiyyah. The main focus of the course is on the understanding of the meanings of selected texts and some Islamic principles taken from the Quran and ahadithNabawiyyah. Critical analysis of both Quran and prophetic texts and comparing them with the daily life of the students and society in relation to the ethical, spiritual, social, politic and economic issues are emphasised. The strategies and processes on how to implement them in educational settings are also discussed.

#### **EDIE 1301 Tajwid and Hifz (2 CR HRS)**

This course aims at improving students' skills and knowledge related to the science of Qur'anic recitation ('ilm al-tajwid), *Qira'at al-Sab'ah* and *Tarannum*. The focus of the Science of Qur'anic recitation is on *makharij al-huruf*, *nun al-sakinah* and *tanwin*, *mim al- sakinah*, and *al-Mad* and its classifications which will lead to better reciting of the Qur'an. Some great *qurra'* in the study of Qur'an such as al-Shatibi and Ibn al-Jazari will also be introduced. Students will also be introduced to the *Qira'at al-Sab'ah* and *Tarannum*. Students will memorise selected surah in the Qur'an where will be examined based on their capability in practicing *al-tajwid* and memorization.

#### **EDIE 1302 Introduction to Sciences of the Qur'an and Hadith (3 CR HR)**

This course deals with the basic terms, discipline, principles and issues which lead to the true understanding of the sciences of the Qur'an and Hadith. Students will be exposed to historical background of the sciences of Qur'an including its revelation and compilation along with the study of the content of the Qur'an (*tafsir*). Also, students will be exposed to the background, compilation and preservation, and the system of Hadith classification. This course also will discuss contemporary issues related to the Quran and Hadith.

**EDIE 1310 Arabic and Jawi Scripts****(1 CR HR)**

This course will introduce students to the historical development of Jawi scripts in the Malay Archipelago and in particular in Malaysia. The principles and skills in writing the Jawi scripts following the standard prescribed by Dewan Bahasa and Pustaka will also be covered. Students will also be introduced to Arabic calligraphy and a member of major styles in Arabic calligraphy, such as *naskh*, *thuluth*, *diwani*, *riq'ah* and *ijazah*.

**EDIE 2000 Philosophy of Islamic Education****(2 CR HRS)**

The course introduces students to the philosophy of education from an Islamic perspective, and the philosophy of Islamic Studies curriculum. The role of the First World Conference on Muslim Education in 1977, the development of philosophy and curriculum of Islamic education will be examined. The concept of existence, its nature and mechanisms to achieve *ma'rifah* will also be discussed. A comparative study with Western philosophy of education will also be undertaken. The emphasis of the course will be on the National Philosophy of Education and Islamic education philosophy in Malaysia.

**EDIE 1501 Fiqh al-Ibadat****(3 CR HRS)**

The course deals with the principles of Ibadati in particular on solat, fasting, zakat and hajj. The discussion will also focus on the spiritual and educational aspects on ibadat. In addition, the purpose and the practice of ibadat will also be discussed.

**EDIE 1801 Fiqh al-Sirah****(3 CR HRS)**

This course deals with some of the important dimensions of the Prophet's life and mission, such as: Need of the institution of the Prophethood; the selection of Arabian Peninsula for raising the Last Prophet; comparison between old as well as modern Jāhilīyyah; Prophet Muhammad (s.a.w.) as the Perfect Example for the entire humanity; Challenges the Prophet had faced from the Quraysyh, Jews and Munāfiqūn; the Hijrah; Jihād; Islamic society of Madīnah; Farewell Address; Orientalists and their approach towards the Prophet (s.a.w.). This course is not explicitly of historical nature, but of analytical one leading to the understanding of contemporary relevance of the Prophet's (s.a.w.) life and mission.

**EDIE 2210A Usul al-Fiqh and Tarikh al-Tashri'****(3 CR HRS)**

This course focuses on the history, indicators and methodological principles of Islamic Jurisprudence and introduction of legal maxim and its implementation in the issues related to the Islamic Jurisprudence. It describes the origin and development of Islamic legal theory. Major topics such as the source of shari'ah, شريعة (the Qur'an and the Sunnah), فتاوى الصحابة (ijma'), الاجماع (ijtihad), الاجتہاد (ijma'), القياس (qiyas), fatwa of the companion (فتاوى الصحابة), الصلح (istishab), الاستحسان (istihsan), العرف (urf), الصلح المرسلة (al-masalih al-mursalah), سد الذرائع (sadd al-zarai'), and تاریخ التشريع (Tariikh al-Tasyri'). For Tarikh al-Tasyri', among the topics of discussion are the history of legislation and prominent scholars in Islamic jurisprudence.

**EDIE 2501 Fiqh al-Usrah and al-Mu'amalat (3 CR HRS)**

The course addresses the formulation of family life (أسرة) in Islam, marriage and its conditions and regulations of termination of matrimonial contract and the system of inheritance and legacy in Islam. It also discusses from the legal point of view by referring to the Islamic Family Enactments for selected states. For Islamic transaction (معاملات), the course deals with business transactions, their rules and principles, as manifested in the theories on contract, right of ownership and wealth; and their application on *bay'* (commercial dealings), companies, insurance and commerce and distribution of wealth.

**EDIE 2601      Introduction to 'Ilm al-Mantiq      (2 CR HRS)**

This course concentrates on the definition, scope and sources of 'ilm al-mantiq (Science of logic). The topics include five universals (الكلية الخمس), *conception* (تصديق) and *assent* (تصور), *universal and particular* (الجذري والكل) and *proposition* (القضايا). The topics such as المعرفة (knowledge) and the way to achieve it, argument (الاستدلال) and the level of argumentations (مراتب الحجج) will be discussed. It also deals with the implementation of علم المنطق in daily life especially the approaches and techniques in debate, argumentation and conversation.

**EDIE 2701 Ethics in Education (2 CR HRS)**

This course focuses on the definitions, scope, and sources of ethics from primary and secondary information as well as scholars' views. The nature of the Islamic and Western views of ethics in educational environment/setting as well as the theory and practice will be discussed. Issues on ethics in education also will be discussed.

**EDIE 3307A Tafsir al-Ayat and al-Hadith al-Ahkam (3 CR HRS)**

The course introduces students to the interpretations and analysis of the Quranic verses and hadith nabawi texts. The focus will be on the selected issue that are relevant to the muslim's daily life. Fuqaha' (jurisprudence) methods will be employed in the study with special discussion on the four major sects in Islam.

**EDIE 4001 Islamic Theological Thought (2 CR HRS)**

This course introduces students to the development of Islamic theological thought in four eras. The topics of discussion include during the Prophet Muhammad s.a.w. and the development of theological ideas during the period of Khilafah al-Rashidin, Umayyad and Abbasid caliphates such as *Syiah, Khawarij, Jabariah, Qadariah, Muktazilah, Murji'ah, Asha'irah and Maturidiah*. The manifestations of these thoughts in contemporary Muslim societies such as the *salafiah* and *wahabiah* movements will also be discussed.

**EDIE 4202 al-Qawaids al-Fiqhiyyah and al-Maqasid al-Syariah (3 CR HRS)**

The course discusses firstly on *al-Qawaids al-Fiqhiyyah*/ legal maxim (القواعد الفقهية). The topics of discussion are the definition of legal maxim, difference between legal maxim and legal rule, between the maxims of فقه and أصول and between legal maxim and legal concept, emergence of legal maxim, its compilation, sources and importance. A study of a number of legal maxims such as: "Acts are determined according to their intentions", "Harm should be removed." "Custom is legally binding", "Certainty cannot be removed by doubt," and concept of عقد (contract), ضمان (security), حق (right) and the concept of الملكية (ownership). Secondly, theories on the objectives of Shari`ah (المقاصد الشرعية) particularly five objectives of شريعة will be discussed. Topics also emphasize on the need for ijтиhad and its role in harmonizing the requirements of the Muslim's contemporary life with the imperatives of the Qur'an and sunnah. This course will convey students the importance of المقصود الشرعية and القواعد الفقهية as a foundation in the study of fiqh.

**EDIE 4604 Da'wah and Leadership (3 CR HRS)**

This course deals with the concept of da'wah and leadership as an art, knowledge and science which comprises of subject matter, methods and objectives. It will study the da'wah methodologies and practices of the prophets. It also discusses the integrated approaches of contemporary application of da'wah within the context of different ethnicities and belief systems. The concepts and principles of leadership in da'wah will also be discussed. Fieldwork and visits to a several religious and educational institutions and organizations will be arranged to understand how da'wah and leadership is practiced.

**EDCI 2901 Practicum I (2 CR HRS)**

This practicum exercise (School Orientation Programme) is designed to introduce students to the world of teaching and to have an actual view of how a school is run. The programme exposes to students to the real classroom situation where they will get a first-hand experience of how a class is managed and lessons prepared and taught. This programme is important as it allows students to participate in the planning, organizing and conducting various curricular and co-curricular school activities.

**EDIE 3399 Research Methodology in Islamic Education (3 CR HRS)**

This course covers concepts, principles and methods in educational research. Topics include developing research questions, formulation of problem of statement, determining population and sample, constructing questionnaire and data processing analysis. Application of practical research relevant to the field of Islamic Education will be the main focus. More importantly, the Islamic perspective of research will also be emphasized.

**EDIE 4306      Method of Teaching Islamic Education I      (3 CR HRS)**

The course introduces students to the several issues and methods in teaching Islamic Education subject. It includes the concept of Islamic Education, general overview on the component of Islamic Education subject. Emphasises will be more in enhancing student teachers with specific method and approach for each component in Islamic education subject. The course will also emphasize on the implementation of the critical thinking and effective skills in transforming knowledge. The implementation will be based on Integrated Curriculum for Secondary School (KBSM) and Critical and Creative Thinking Skill (Kemahiran Berfikir Secara Kritis dan Kreatif).

**EDIE 4307 Method of Teaching Islamic Education II (2 CR HRS)**

The course introduces students to the procedures in preparing lesson plan for Islamic Education subject as well as several methods and techniques of teaching Islamic Education. The course will also emphasize on the writing of yearly, semester, weekly and daily lesson plan. It concludes the concept of micro teaching, its importance, procedures and preparation for micro teaching. Discussion will also focus on the implementation of several approaches, techniques and principles during teaching Islamic Education. The practice of micro teaching will be based on Integrated Curriculum for Secondary school (KBSM) and Creative and Critical Thinking Skill (KBKK).

**EDIE 4501      Introduction to Fiqh al-Jinayat      (3 CR HRS)**

The course addresses the fundamental elements of crimes, punishment and the concept of accountability in Islam and classifications of crimes. It focuses on the three classifications of crimes liable to punishment under Islamic criminal law; crimes liable to Hudud, crimes liable to Qisas and crimes liable to Ta'zir. The meanings, types of punishment and conditions are discussed.

**EDCI 4903 Practicum II (8 CR HRS)**

This course aims to train teacher trainees the process of teaching Practice and learning in Malaysian secondary schools prior to their graduation. Emphasis will be placed on teaching practice to provide the students with various skills teaching in different classes, different subjects based on their specialization and at different levels.

**EDLA 1101 Arabic Syntax (3 CR HRS)**

This course introduces in detail the parts of speech (nouns, verbs, and particles), nominal and verbal sentences, basic and derived vowels, pronouns (personal, demonstrative, and relative), question words, patterns of the verb, the construct phrase, the adjective and the conjunction.

**EDLA 1100 Arabic Morphology (3 CR HRS)**

This course introduces the morphological system of the Arabic Language to student teachers. It presents the structure of the Arabic word, the patterns and tenses of the verbs, the derivatives, the infinitive, gender. Number, types of nouns in terms of مقصور, مفرد, مزيد, مزيد, مجرد, منقوص, متشتق, ممدود and kinds of plural, التصغير, النسب, مشتقات and الهمزة, إعلال, إبدال and their places in the word structure.

**EDLA 2115 Arabic Syntax II (3 CR HRS)**

The course covers the foundation of Arabic Grammar such as: distinction “*al-tamyiz*”

**EDLA 3120 Arabic Syntax III (3 CR HRS)**

This course aims to provide the students with some knowledge about Arabic grammar in addition to what they have already studied in order to equip them with some basics that would enable them to speak and write correctly. Such knowledge is like: Exclamation and Comparative Formulae, Evocation, Possession, warning and inducement, and the Number and its metonymies.

### **MINOR IN TEACHING ARABIC AS SECOND LANGUAGE**

**EDLA 2103 Introduction to General Linguistics (3 CR HRS)**

This course provides students with some knowledge about the emergence of language, its evolution, embranchment and the importance in knowing and understanding the different cultures. Adopted methodologies in linguistics, and the theories of phonological, morphological, and grammatical analysis will also be looked into. Emphasis is given on phonological, morphological, grammatical, and semantic systems of the *Qur'anic* language.

**EDLA 1104 Arabic Phonology (3 CR HRS)**

This course covers phonetic notation or phonetic script, analysis of Arabic phonetics /sounds as well as verbal and hearing system in connection with sounds articulation and auditory.

**EDLA 1112 Rhetorical “Al-Ma’ani Science” (3 CR HRS)**

Introduces structural features and meanings through *Qur'anic*, *Hadith* and literary texts. Explains the relationship between al-ma'ani sciences and syntactic analysis and the importance of these approaches to understanding meanings and thoughts. Topics include: *Khabari* and 'insha'i styles, situations of predication, *al-qār*, *al-wāl* and *al-fāl*, etc.

**EDLA 2118 al-Bayan wa al-Badi' Sciences (3 CR HRS)**

This course introduces the concept of al-Bayan wa al-Badi'sciences that include Simile, Similitude, Metaphor, and Metonymy. It also introduces the science of rhetoric that includes rhetoric beautifiers with some examples and models quoted from Quranic texts, Prophetic

tradition, Arabic poem and literary texts. This is to enable the students to understand the course and to know and use analytical rhetoric in dealing with the literary texts that they read.

**EDLA 2102 Methods of Teaching Arabic as a Second Language I (3 CR HRS)**

This course outline aims at introducing students to methods and strategies of teaching Arabic language to non- Arabic speakers. The course covers different theories and methods of teaching Arabic as the first, second and foreign language. The focus of this course is on the methods of teaching four primary skills of Arabic language for non-Arabic speakers. The skills are listening, speaking, writing and reading.

**EDLA 3105 Methods of Teaching Arabic as a Second Language II (3 CR HRS)**

This course covers the methods, and techniques of teaching and learning the different branches of Arabic language for non-native speakers at different levels, taking into consideration the psychological, social and cultural bases of the teaching and learning process. Emphasis will be placed on the practical aspect of microteaching so as to provide the students with various skills of teaching Arabic language.

**EDLA 4128 Introduction to Modern Islamic Literature (3 CR HRS)**

In this course, students study the modern Islamic Literature, its emergence, evolution, impact in combating capitalism, socialism, and communism through Arabic poetry. This course introduces an analytical study of selected poetic selections of the modern Islamic Literature.

**BACHELOR OF EDUCATION  
(GUIDANCE AND COUNSELING)**

LEVEL	Curriculum Structure	SEMESTER 1			SEMESTER 2			SEMESTER 3		
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR
LEVEL 1	University Required Courses	CCUB 1061	Usrah 1	0.5	CCUB 1062	Usrah 2	0.5			
		TQTD 1002	Tilawah Al Quran 1	0.5	TQTD 2002	Tilawah Al Quran 2	0.5			
		LQAD 1003	Intro to Arabic for Quranic Understanding 1	0.5	LQAD 2003	Intro to Arabic for Quranic Understanding 2	0.5			
	Kulliyah Core Courses	EDFS 1001	Historical & Philosophical Foundations of Malaysian Educational	3	EDEP 1610	Understanding Students with Special Educational Needs	2			
		EDEP 1103	Educational Psychology	3	EDCI 1701	The Organization of the School Co-Curriculum	2			
	Programme Major Courses	EDIT 1303	Instructional Technology	2						
		EDGC 1001	Introduction to School Counseling	3	EDGC 1901	Counseling Lab 1	3			
		EDGC 1002	Theories of Guidance and Counseling	3	EDGC 2003	Introduction to Group Counseling	3			
	Minor Courses		EDEP 1002	Theories of Personality	3	EDFM 1350	Minor 1 - Moral Development from the Psychological Perspective	3		
		Total Credit Hour		18.5	Total Credit Hour		17.5			

LEVEL	Curriculum Structure	SEMESTER 1			SEMESTER 2			SEMESTER 3		
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR
LEVEL 2	University Required Courses	CCLM 2051	Leadership	0.5	CCFM 2052	Family Management	0.5			
		UNGS 1301	Basic Philosophy and Islamic Worldview	3	UNGS 1201	Sustainable Development: Issues, Policies and Practices	2			
		LEED 1301	English for Academic Writing	3						
	Kulliyah Core Courses	EDFS 2203	Sociology of Education	2	EDCI 3002	Curriculum & Instruction	3			
					EDFT 2160	Tools for Thinking	2			
	Programme Major Courses	EDGC 1010	Legal and Ethical Issues in Counseling	3	EDGC 2902	Counseling Lab II	3			
		EDGC 2004	Career Development	3	EDGC 1501	Individual Appraisal	3			
		EDGC 1502	Guidance & Counseling Programme Planning and Evaluation	3						
	Minor Courses	EDFM 2354	Minor 3 – Introduction to Moral Philosophy	3	EDFM 2355	Minor 4 – Moral Philosophy from the Islamic Perspective	3			
					EDFM 3363	Minor 5 – Curriculum of Moral Education	3			
		Total Credit Hour		20.5	Total Credit Hour		19.5			

LEVEL	Curriculum Structure	SEMESTER 1			SEMESTER 2			SEMESTER 3					
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR			
LEVEL 3	University Required Courses		Skill 1	0.5		Skill 2	0.5	EDGC 3903	COUNSELING PRACTICUM	3			
					CCUB 2163	Usrah in Action 1	1						
		LMBD 1131	Bahasa Melayu 1 (International)	1	LMBD 1132	Bahasa Melayu 2 (International)	1						
	Kulliyyah Core Courses				UNGS 2380	Ethics and Fiqh of Contemporary Issues	3						
		EDEP 3501	Testing and Assessment in Education	3	LM 2023	Bahasa Melayu Kerjaya (Local)	2						
		EDGC 1503	Introduction to Statistics	3	EDGC 3401	Research Methods in Counseling	3						
	Programme Major Courses	EDGC 3005	Career Counseling	3	EDGC 4008	Cross Cultural Counseling	3						
		EDGC 3006	Psycho-Educational and Consultation	3	EDGC 4013	Seminar in Counseling: Professional and Human Development	3						
					Counseling Elective (Choose only 1 course)								
					EDGC 3252	Counseling Children and Play Therapy	3						
					EDGC 3253	Adolescent Development in Counseling							
	Minor Courses	EDFM 4365	Minor 6 – Methods of Teaching Moral Education I	3	EDFM 4366	Minor 7 – Methods of Teaching Moral Education II	3						
		Total Credit Hour Local student International student		15.5 16.5	Total Credit Hour Local student International student			21.5 20.5					

LEVEL	Curriculum Structure	SEMESTER 1			SEMESTER 2								
		CODE	TITLE	CR	CODE	TITLE	CR	CODE	TITLE	CR			
LEVEL 4	University Required Courses	CCUB 3164	Usrah in Action 2	1	EDGC 4904	Counseling Internship	6	Curriculum Structure	Local	International			
		UNGS 2290	The Islamic Worldview, Knowledge and Civilization	2				University Required Courses	20	22			
	Programme Major Courses	EDGC 4009	Islamic Approach to Counseling	3				Kulliyyah Core Courses	24	22			
		EDGC 3402	Action Research	3				Programme Major Courses	72	72			
		Counseling Elective (Choose only 2 courses)						Minor Courses	21	21			
		EDGC 4212	Substance Abuse and Addictions	6									
		EDGC 4211	Mental Health in School										
		EDGC 3250	Introduction to Marriage & Family Counseling										
		Total Credit Hour		15	Total Credit Hour		6	Total Credit Hour for Graduation	137	137			

## **KULLIYYAH REQUIRED COURSES**

### **EDCI 1701 The Organization of the School Co-curriculum (2 CR HRS)**

This course provides a general overview of the teaching and management skills, and the coaching and officiating skills which are required in conducting co-curricular activities at the primary school level. Students must acquire the knowledge and skills of at least one game (handball/volleyball/netball) and the skills of track and field events (sprints/relay/hurdles/high jump/long jump/shot put). This course complements the co-curricular activities that the students are currently involved in as part of their formal programme.

### **EDCI 3002 Curriculum and Instruction (3 CR HRS)**

The course is about the realization of curriculum development to teaching in the classroom. The philosophy and importance of curriculum development, and the role of central authority (CDC) in accordance with the social needs will be discussed in the course. In the transference of theory to practice behavioral, cognitive and constructivist theories, as well as Gagne's instructional events will be discussed as a prelude to teaching. The development of lesson plans, instructional strategies and the various methods of evaluation will be the core of the course.

### **EDFS 1001 Historical & Philosophical Foundation of Malaysian Education (3 CR HRS)**

This course introduces students to the historical and philosophical foundations of Malaysian education. The first part of the course will introduce students to philosophy and its role in education. In the second part, the historical development of education in Malaysia until the present will be analyzed with respect to educational objectives and practice, culminating in the Malaysian National Philosophy of Education. The development of Islamic religious education and the Chinese vernacular education will also be discussed. The final focus of the course will be on education for national unity and integration.

### **EDFS 2203 Sociology of Education (2 CR HRS)**

This course will introduce students to sociology of education – how social institutions and individual experiences affect educational processes and outcomes, particularly in the Malaysian context. It will inform students of how the social, political and economic factors influence the nature and the content of education. The course will examine the educational functions of cultural transmission, and the relationship between factors such as social class, race, and gender and educational opportunity, access, and equity from the Islamic and Western perspectives.

### **EDEP 1103 Educational Psychology (3 CR HRS)**

The course covers (i) human development and (ii) educational psychology. The principles of human development based on Islamic and western perspectives are studied. Students are exposed to the principles of educational psychology with emphasis on the effects of these principles on the learner, the learning process, and the learning situation in educational environments. Implications of a wide range of individual differences (cultural, socio-economic, learning style, skill level, gender) are discussed.



This course focuses on the philosophy and foundation of inclusive education, trends in educational service for students with special educational needs (SEN), characteristics of SEN, instructional strategies and the impact of differential characteristics of SEN on individual's functions in personal life, family (at home), school and community at large.

**EDFT 2160 Tools for Thinking (2 CR HRS)**

This course introduces students to systematic approaches to the development of clear and lucid thinking skills, so that they can assess both their own thinking and action and that of others by reference to standards such as those outlined in the course objective below. It teaches students how to customize and design clear thinking strategies. The course will walk the students through a step-by-step process, starting with the introduction of logical thinking tools and then systematically considering thinking situations before going on to explore creativity and other problem-based contexts, from both the Western secular approach as well as the Islamic perspective.

**EDEP 3501 Testing and Assessment in Education (3 CR HRS)**

The general focus of this course is to develop an understanding of tests of student achievement and aptitude. The various issues in testing and assessment will also be explored. Emphasis will be placed on the development of skills required to design, construct, administer, critique and report such tests.

**EDIT 1303      Instructional Technology      (2 CR HRS)**

The course introduces students to an overview of educational technology development right up to an examination of the main domains of instructional technology today. The focus will be on the principles of utilization and production of specific instructional materials under the broad categories of print, audio-visual, computer-based, process and integrated technologies. Students will be required to produce selected instructional media as part of the course requirement.

## PROGRAMME REQUIRED COURSES – MAJOR COURSES

## **GUIDANCE AND COUNSELING**

This is an introductory course that provides an overview of the counseling profession. It provides an orientation to the counseling program and information about professional credentials, and job roles. The history and philosophy of the field are covered as well as the roles and settings of professional counselors. It explores ethical, legal and diverse issues of school and community counselors. Students learn about the organization and development of counseling programs and the roles and functions of counselors at a school setting. The course

will prepare future counselors with the ability to make assessment for referral, academic and program planning and intervention according to the needs of the school population.

**EDGC 1002 Theories of Guidance and Counseling (3 CR HRS)**

This course presents the major counseling theories and their strategies. The basic principles for each counseling theory will be discussed and the counseling relationship from various theoretical frameworks is examined. Students are expected to learn about the affective, behavioral, and cognitive aspects of counseling strategies as required by each theory. Major tenets and assumptions underlying each theory will be critically examined. Strengths, weaknesses, and applicability of each theory to Asian and Muslim population would also be examined.

**EDGC 1010 Legal and Ethical Issues in Counseling (3 CR HRS)**

This course is a survey of professional identity, ethical standards, and legal codes for professional counselors. Students are to demonstrate knowledge of and ability to apply ACA, ASCA and the Counselor Act 1998 (Malaysia) ethical standards, and legal obligations in their practices. The integral relationship between Islamic spiritual values as explicated in the Qur'an and sunnah, the ethical codes, and roles of counselors, will be explored.

**EDGC 1503 Introduction to Statistics (3 CR HRS)**

This course introduces the role and use of statistics in counseling research. It exposes the students to the concepts and skills pertinent to analyzing empirical data, describing different statistical methods and techniques in making sense of the data. Students are given opportunities to analyze, tabulate, interpret, and report data. Use of computer programs, like SPSS, is emphasized.

**EDGC 1901 Counseling Lab I (Individual) (3 CR HRS)**

This course presents the basic skills of interviewing: attending, focusing and following, effective inquiry, paraphrasing, summarization and reflection of content/feeling, etc. It will provide laboratory experiences in counseling, analysis of counseling interviews; role-playing among students, and closely supervised individual counseling sessions in the laboratory setting. The sessions are taped and reviewed for individual or group supervision and discussions.

**EDGC 1501 Individual Appraisal (3 CR HRS)**

The course presents the major theories and applications of specific instruments, psychological tests and techniques commonly used in counseling, including their administration and scoring. It is an introduction to commonly used assessment devices and procedures in various counseling arenas, e.g., ability tests, achievement tests, screening tests, interest tests, intelligence tests, and personality tests. It helps students to acquire the ability to diagnose individual problems, choose tools for assessment, and interpret results in the process of helping clients in counseling sessions. Students will learn to write treatment plans and reports/case notes for clients. Specific assessment skills and techniques for children and adolescents will also be discussed.

EDGC 2003 Introduction to Group Counseling

**(3 CR HRS)**

This course is designed to help students learn how to organize and lead effective groups in various settings. The major concepts and theories of group counseling will be discussed. Group dynamics and group procedures will be studied with an emphasis on the developmental needs of all ages. Ethical issues special to group work and group leadership skills will be addressed. Students will be involved in planning and conducting group sessions. They will gain the experience of leading the group as well as becoming members of other groups conducted by fellow students. All sessions will be taped and reviewed in class.

EDGC 2004 Career Development

**(3 CR HRS)**

This course provides a thorough understanding of occupational choice and career development theories and their application to the guidance and counseling process. The course is designed to help students gain an understanding of the process of career development. It includes an overview of career development theories, assessment instruments, and resources for occupational information. The development of career development programs in schools and institutions of higher learning is also discussed.

**EDGC 2902      Counseling Lab II**

**(3 CR HRS)**

It aims to provide basic skills for conducting groups. Students will prepare group counseling proposals, advertise the group, recruit membership, conduct and evaluate the program. Sessions are taped and translated in verbatim analysis and reflection.

EDGC 3005 Career Counseling

**(3 CR HRS)**

This course is designed to help the student counselors to integrate the career development theories into their career counseling practice. They will develop the ability to choose and suggest appropriate career inventories/tests, and career information and resources to assist young clients in their career search and exploration. They will learn to utilize the information and the interpretations of inventories in their counseling sessions with clients. They will have the opportunity to experience mock career counseling sessions with their peers under the supervision of the instructor.

EDGC 3006 Psycho-educational and Consultation

**(3 CR HRS)**

This course is designed to provide students with theory and practice about the consultation process in a school and/or organizational setting. Students examine historical developments, major models, and ethical and legal issues related to consultation. The course will identify a collaborative, problem-solving model of consultation in psycho-educational settings and define the intrapersonal, interpersonal and systemic factors associated with successful consultation. Students develop a personal model of consultation and apply theoretical material to case presentations.

This course introduces students the basic concepts and theories in family counselling. Students learn different techniques of helping clients with different family issues. Typical cases affecting families in multiracial Malaysia will be discussed in class. Students will learn to identify the client's issues and make accurate diagnosis, manage suitable assessment and propose appropriate treatment plan for the client.

**EDGC 3253 Adolescent Development in Counseling (3 CR HRS)**

This course introduces students the concepts of adolescent, stages of development, counselling theories and approaches that can be applied in counselling adolescents. The students will learn how to conceptualize clients' problems and how to do the counselling plan based on the need of the case.

**EDGC 3401 Research Methods in Counseling (3 CR HRS)**

This course provides a basic overview of research in the field of education and counseling. Students will be exposed to different methods of inquiry in counselling research. Student counselors acquire the relevant research skills to conduct their own research in the field. They will be exposed to samples of research studies in counseling throughout the course. This will include the ability to choose appropriate methodology for the research based on the given problems; evaluate the research outcomes and its implication on their counseling profession.

**EDGC 3402 Action Research (3 CR HRS)**

This course highlights the role of action research in improving the professional practice of counselors. Student counselors will conduct a systematic inquiry in the field of counseling. They will be guided from the beginning stage-choosing a feasible research topic until producing the research report. As they are working on a research project, they will be closely monitored and supervised by the instructors. Specific tasks were geared towards helping students get prepared at every stage of the research process. They are required to work independently but by presenting their progress to class, they can expect constructive feedback from the instructors and views from fellow course mates. At the end of the study, they will produce a quality research report to be submitted and an oral presentation of the research outcome.

This initial placement at a counseling site (school and INSTED Counseling Support and Service) is aimed to give the students an opportunity to make observations on a real counselling setting. Their first task will be to make counselling needs assessment of the site based on their observations. This will help them develop a suggested plan containing all the counselling programs necessary to meet the needs of the setting. They will experience some individual, group and guidance counselling with close supervision of the counsellor on site. Students spend a total of 252 hours in the practicum (100 direct contact with clients) and bi-weekly lecture and on-campus supervisions. A weekly class meeting is conducted at the university.

**EDGC 4008 Cross-cultural Counseling (3 CR HRS)**

This course introduces major issues of cross-cultural counselling and the impact of diversity (within and between group differences) and discusses the influence of ethnicity and cultural diversity on the helping relationship, with special reference to the Malaysian context. Cultural self-awareness, perspectives of multicultural education in counselling, and strategies for implementing diversity are highlighted.

**EGC 4009 Islamic Approach to Counseling (3 CR HRS)**

This course is an examination of the Islamic perspective on counselling persons holistically. It considers the nature of the human mind, body, and soul as they are expounded in the Holy Qur'an and the sunnah of the Prophet. Emphasis is placed on the use of Islamic religious practices and spiritual values for the prevention of psychological disorders, developing psychological well-being and restoring balance. Contributions and practices of early Muslim scholars and practitioners are highlighted.

**EDGC 4013 Seminar in Counseling: Professional and Human Development (3 CR HRS)**

The course aims to provide students with the skills of event management specifically in conducting counseling seminars or conferences at national and international level. Students will be exposed to important elements of managing events for the public. It encourages teamwork without neglecting individual contributions of ideas. They are expected to hold a seminar in which the presenters will be a combination of professionals in counseling and human development as well as the students themselves.

**EDGC 4211 Mental Health in School (3 CR HRS)**

This course introduces mental health and psychological abnormality, by discussing the major western explanations of the nature and causes of disorders, characteristics of the major disorders – including somatic disorders, mood disorders, personality disorders, as well as schizophrenia. The Islamic approach to the explanation, diagnosis, prevention and cure of the disorders is presented.

Internship is a field experience in which students apply knowledge and skills needed for successful practice as school or agency counsellors. It is comprised of 5040 hours on-site under the supervision of an approved site supervisor who is a practicing counselor. As part of the 504 hours, interns are to have a minimum of 200 hours of direct contact with clients. Interns are expected to demonstrate mastery-level performance in the essential counselling skills; program planning and implementation; professional conduct in interactions with field and university supervisors, students, teachers, administrators, and community members; and other activities defined as the responsibility of the counsellor at their site of placement. Interns receive continuous group and individual supervision from university supervisors, assisted by site supervisor/s. a monthly group supervision are to be conducted at the university.

**EDEP 1002 Theories of Personality (3 CR HRS)**

This course introduces theories of personality that address biological, psychological and spiritual foundations of personality. Major theoretical orientations to personality such as the Psychodynamic, Humanistic, Behaviorist, and Cognitive perspectives will be highlighted. Emphasis will be placed on the Islamic perspectives as explained in the Qur'an and Sunnah, exemplified in the model personality of the Prophet (SAW), and discussed by Muslim thinkers.

**EDGC 1502 Guidance and Counseling Programme Planning Evaluation (3 CR HRS)**

This course is an introduction to the methods and strategies of counseling needs assessment, determining demographics and program needs. It involves discussion and application of counseling program planning and implementation methods in school and agency settings. The criteria and procedures for program evaluation and development of program evaluations as well as evaluation theory and fundamental principles of evaluation techniques are discussed.

**EDGC 3250 Introduction to Marriage and Family Counseling (3 CR HRS)**

This course introduces students to the basic concepts and theories in family counselling. Students learn different techniques of helping clients with different family issues. Typical cases affecting families in multiracial Malaysia will be discussed in class. Students will learn to identify the client's issues and make accurate diagnosis, manage suitable assessment and propose appropriate treatment plans for the client.

**EDGC 4212 Substance Abuse and Addictions (3 CR HRS)**

This course is an overview of the problem of substance abuse and addictions. It introduces students to the different types of intoxicating substances, discusses the nature of addictions and the major approaches to the conceptualization, assessment, treatment and prevention of addictions. The Islamic approach is introduced as a remedy of the many shortcomings in the current western models.

**MINOR IN MORAL EDUCATION**

**EDFM 1350 Moral Development from the Psychological Perspective (3 CR HRS)**

This course explores the emotional underpinnings of moral behavior, theories and studies which describe development of moral reasoning, prosocial behavior and skills underlying prosocial behavior, gender differences in moral reasoning, moral reasoning and its relationship with self-control, prosocial behavior, and aggression. Finally, it is also the intent of this course to identify a number of things that teachers can do to promote the moral and prosocial development of students. Theories, namely, Piaget's theory of Moral Development, Kohlberg's Stages of Moral Reasoning, and perspectives of Muslim scholars will be utilized to understand children's, adolescence, and adults' moral and social behavior. This knowledge will be useful to both student and teacher in knowing the right way to communicate effectively, to avoid hurting others and to get along in life in general.

**EDFM 1351 Moral Development from the Sociological Perspective (3 CR HRS)**

The objective of this course is to enable students to understand the different ways social institutions affect moral development. It has been designed to give an awareness of how the family, the religious institutions, the peers, the community, the school, the media and the culture impinges upon moral development. The impact of modernity, political and socio-economic factors are also examined.

**EDFM 2354 Introduction to Moral Philosophy (3 CR HRS)**

This is an introductory course. It gives a survey of the major ethical theories in Western philosophical thought and the application of these theories in resolving selected ethical issues. A general comparison with and a critique from the Islamic perspective will be attempted. The relevance of moral philosophy to moral education will also be highlighted. Students will be given the opportunity to deliberate on ethical theories.

**EDFM 2355 Moral Philosophy from the Islamic Perspective (3 CR HRS)**

This course is a study of Moral Philosophy from the Islamic Perspective. It discusses ethical principles from the Qur'an and the Sunnah. The views of Muslim scholars are also examined. This course is designed to help students to examine moral philosophy that is derived from Islamic sources and thoughts in comparison to one derived from social construction or Western ethical theories, which they have been exposed to in a previous course.

**EDFM 3363 Curriculum of Moral Education (3 CR HRS)**

This course covers the organization and structure of the curriculum of Moral Education in primary and secondary schools in Malaysia. It includes the assessment of the curriculum objectives. A comparison with Moral education curriculum with selected countries will also be attempted.

**EDFM 4365 Methods of Teaching Moral Education I (3 CR HRS)**

This course focuses on the various approaches, methods and strategies in the teaching and learning of moral values. Among the strategies that will be demonstrated are seven steps of the value clarification method, the moral dilemma of the cognitive-psychological method, the philosophical deliberation of a community of ethical inquiry method and the Krathwohl's taxonomy of the affective domain. Other strategies include storytelling, role play, modeling, simulation and practical social services.

**EDFM 4366 Methods of Teaching Moral Education II (3 CR HRS)**

This course focuses on the characteristics of effective teaching, classroom management and organization, questioning in classroom and lesson planning. Students are required to carry out micro-teaching of Moral Education.

## **MINOR IN INSTRUCTIONAL TECHNOLOGY**

### **EDIT 1301      Informational Technology in Teaching and Learning      (3 CR HRS)**

Introduce practical, efficient ways to integrate technology resources and technology-based methods into everyday curriculum-specific practices. Provide students with the knowledge of how to use educational technology in various settings, understanding of the concepts and skills or utilization of the discipline. The course will also provide the basic concepts and operation of the PCs in instructional settings. Provide an understanding of computers in education and society.

### **EDIT 1302      Introduction to Digital Photography      (3 CR HRS)**

This course will introduce the basics in the preparation of digital materials for teaching is the production of visuals in the form of digital photographs. Issues, skills, and components of photography that will be discussed and highlighted in this course are the elements of basic digital photography, lighting and fundamentals of camera operation, equipment and peripherals to support digital photography, skills required to produce visuals based on design theory, skills to further enhance post-camera editing skills, and the production of materials as product of printing competence.

### **EDIT 1602      Fundamentals of Multimedia Technology      (3 CR HRS)**

The use of technology within multimedia, the process of developing interactive multimedia projects, an overview of the field of multimedia, and the impact of multimedia upon various societal segments will be discussed. Students will also be exposed to the multimedia computer selection, designing Graphical User Interfaces, scanning for multimedia, sound digitization, the process of digitizing and editing video, as well as animation.

### **EDIT 2604      Internet Applications in Education      (3 CR HRS)**

Current and emerging technologies of the Internet and the World Wide Web are crucial in developing a proper understanding of Internet applications. The course will also focus on the application of Internet technology such as e-mail, web browsers, web pages, and multimedia plug-in in teaching, research and web-based learning. Students are expected to develop a structured web site together with lesson plans that integrate Internet technology in their teaching skills and learning.

### **EDIT 3205      Introduction to Computer Programming      (3 CR HRS)**

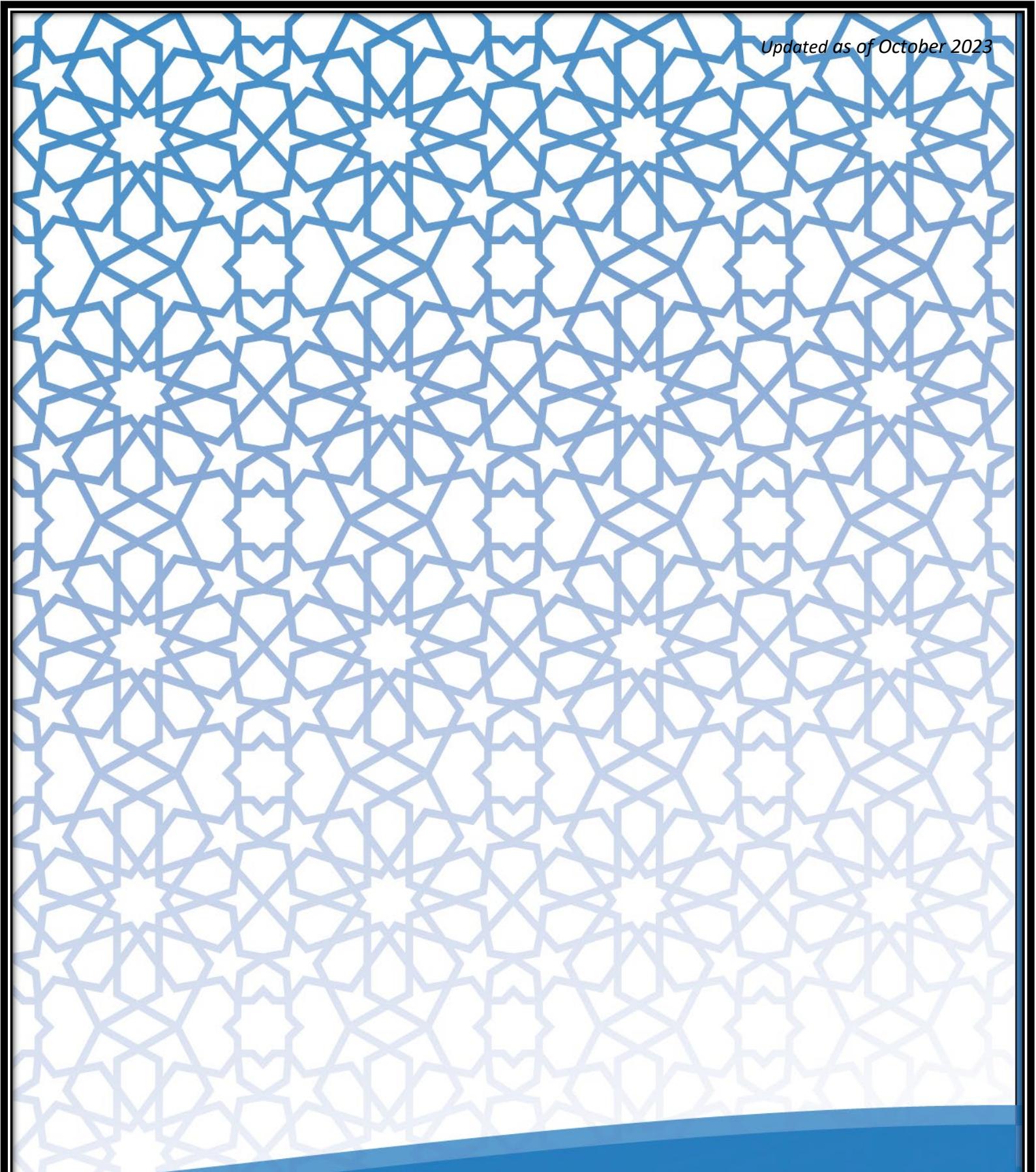
This course will introduce the concept of programming for beginners. This will expose the students to the fundamental concepts of programming irrespective of any programming language. Students will be taught how to apply their knowledge to programming exercises and projects using Visual Basic 6, which is a good starting point for beginners to learn programming.

**EDIT 2203      Instructional Design and Multimedia      (3 CR HRS)**

Learning theory, instructional design concepts, and multimedia principles and objects to be discussed. Students will learn the skills of applying those theories to create effective learning presentations using computer-based training packages, such as Macromedia Authorware and Macromedia Director.

**EDIT 3506 Managing Information Technology (3 CR HRS)**

The fundamentals of managing information technology (IT) in educational settings are discussed, as are the various activities of information technology management such as computer laboratory management, networking, hardware and software management, and information technology initiative. This course will also address the challenges involved in planning integrated information systems, establishing benchmarks for measuring progress toward educational goals, and using technology to improve curriculum and teaching practices.



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