UNIVERSITI MALAYA

FAKULTI PENDIDIKAN
Faculty of Education

BUKU PANDUAN SARJANA MUDA
UNDERGRADUATE HANDBOOK
2025/2026

education.um.edu.my

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KALENDAR AKADEMIK
ACADEMIC CALENDAR

KALENDAR AKADEMIK SESI 2025/2026
(SECARA AM – PERINGKAT PENGAJIAN SARJANA MUDA)
PINDAAN

SEMESTER I					
Haluansiswa *(WeekofWelcome) - WOW*	1	minggu	05.10.2025	-	12.10.2025
Kuliah	6	minggu*	13.10.2025	-	23.11.2025
Cuti Pertengahan Semester I	1	minggu	24.11.2025	-	30.11.2025
Kuliah	8	minggu*	01.12.2025	-	25.01.2026
Minggu Ulangkaji	1	minggu*	26.01.2026	-	01.02.2026
Peperiksaan Akhir Semester I	3	minggu*	02.02.2026	-	22.02.2026
Cuti Semester	2	minggu	23.02.2026	-	08.03.2026
	22	minggu			
SEMESTER II					
Kuliah	7	minggu*	09.03.2026	-	26.04.2026
Cuti Pertengahan Semester II	1	minggu	27.04.2026	-	03.05.2026
Kuliah	7	minggu*	04.05.2026	-	21.06.2026
Minggu Ulangkaji	1	minggu*	22.06.2026	-	28.06.2026
Peperiksaan Akhir Semester II	3	minggu*	29.06.2026	-	19.07.2026
Cuti Semester	4	minggu	20.07.2026	-	16.08.2026
	23	minggu			
SEMESTER KHAS					
Kuliah	7	minggu*	27.07.2026	-	13.09.2026
Peperiksaan Akhir Semester Khas	1	minggu*	14.09.2026	-	20.09.2026
Cuti	1	minggu	21.09.2026		28.09.2026
	9	minggu			

Nota:
(1) Jadual Pendaftaran Kursus dan Peperiksaan, boleh dirujuk di https://umsitsguide.um.edu.my. Maklumat adalah tertakluk kepada pindaan.
(*) Kalendar Akademik telah mengambil kira cuti umum dan cuti perayaan. Maklumat cuti adalah tertakluk kepada perubahan.

Deepavali	20 Oktober 2025 (Isnin)
Hari Krismas	25 Disember 2025 (Khamis)
Cuti Tahun Baharu	01 Januari 2026 (Khamis)
Hari Thaipusam	01 Februari 2026 (Ahad)
Hari Wilayah	01 Februari 2026 (Ahad)
Tahun Baharu Cina	17 & 18 Februari 2026 (Selasa & Rabu)
Nuzul Al-Quran	07 Mac 2026 (Sabtu)
Hari Raya Aidilfitri	20 & 21 Mac 2026 (Jumaat & Sabtu)
Hari Pekerja	01 Mei 2026 (Jumaat)
Hari Raya Aidiladha	27 Mei 2026 (Rabu)
Hari Wesak	31 Mei 2026 (Ahad)
Hari Keputeraan Agong	01 Jun 2026 (Isnin)
Awal Muharram	16 Jun 2026 (Selasa)
Maulidur Rasul	25 Ogos 2026 (Selasa)
Hari Kebangsaan	31 Ogos 2026 (Isnin)
Hari Malaysia	16 September 2026 (Rabu)

(*) UM UG iFest 2026 — 09 - 11 Jun 2026 (Selasa - Khamis)

**Senat 28 Ogos 2025*

KALENDAR AKADEMIK

ACADEMIC CALENDAR

ACADEMIC CALENDAR 2025/2026 ACADEMIC SESSION
(BACHELOR DEGREE LEVEL)
AMENDMENT

SEMESTER I					
Orientation *(WeekofWelcome) - WOW*	1	week	05.10.2025	-	12.10.2025
Lectures	6	weeks*	13.10.2025	-	23.11.2025
Mid Semester I Break	1	week	24.11.2025	-	30.11.2025
Lectures	8	weeks*	01.12.2025	-	25.01.2026
Revision Week	1	weeks*	26.01.2026	-	01.02.2026
Semester I Final Examination	3	weeks*	02.02.2026	-	22.02.2026
Semester I Break	2	week	23.02.2026	-	08.03.2026
	22	weeks			
SEMESTER II					
Lectures	7	weeks*	09.03.2026	-	26.04.2026
Mid Semester II Break	1	week	27.04.2026	-	03.05.2026
Lectures	7	weeks*	04.05.2026	-	21.06.2026
Revision Week	1	week*	22.06.2026	-	28.06.2026
Semester II Final Examination	3	weeks*	29.06.2026	-	19.07.2026
Semester II Break	4	weeks	20.07.2026	-	16.08.2026
	23	weeks			
SPECIAL SEMESTER					
Lectures	7	weeks*	27.07.2026	-	13.09.2026
Special Semester Final Examination	1	week*	14.09.2026	-	20.09.2026
Special Semester Break	1	week	21.09.2026		28.09.2026
	9	weeks			

Notes:

(1) The Module Registration and Examination Schedule can be referred to at https://umsitsguide.um.edu.my. All information is subject to change.

(*) The Academic Calendar has taken into account public and festive holidays and is subject to change:

Deepavali	20 October 2025 (Monday)
Christmas Day	25 December 2025 (Thursday)
New Year	01 January 2026 (Thursday)
Thaipusam	01 February 2026 (Sunday)
Federal Territory Day	01 February 2026 (Sunday)
Chinese New Year	17 & 18 February 2026 (Tuesday & Wednesday)
Nuzul Al-Quran	07 March 2026 (Saturday)
Eidul Fitri	20 & 21 March 2026 (Friday & Saturday)
Labour Day	01 May 2026 (Friday)
Eidul Adha	27 May 2026 (Wednesday)
Wesak Day	31 May 2026 (Sunday)
His Majesty the King's Birthday	01 June 2026 (Monday)
Awal Muharram	16 June 2026 (Tuesday)
Prophet Muhammad's (Maulidur Rasul)	25 August 2026 (Tuesday)
National Day	31 August 2026 (Monday)
Malaysia Day	16 September 2026 (Wednesday)

(*) UM UG iFest 2026 — 09 - 11 June 2026 (Tuesday - Thursday)

**Senate August 28, 2025*

Universiti Malaya

Universiti Malaya (UM) merupakan universiti pertama yang ditubuhkan di Persekutuan Tanah Melayu (Malaya) pada 8 Oktober 1949 dari gabungan King Edward VII College of Medicine (1905) dan Raffles College (1928). Penubuhannya menjadi pemacu kepada kemajuan pendidikan di Tanah Melayu pada ketika itu sehingga tertubuhnya dua cawangan autonomi yang terletak di Singapura dan Kuala Lumpur pada tahun 1956.

Dalam usaha memperkukuhkan pendidikan tinggi di kedua-dua negeri, status universiti cawangan perlu dinaik taraf kepada universiti kebangsaan. Oleh itu, Akta Parlimen 1961 telah diluluskan dan secara rasminya Universiti Malaya di Kuala Lumpur telah diiktiraf serta mengangkat martabat kepada universiti kebangsaan pada 1 Januari 1962. Sejak itu, Malaysia (Gabungan dengan Singapura, Sabah dan Sarawak pada 1963) melalui pelbagai proses transformasi dalam dunia pendidikan. Selaras dengan ini Universiti Malaya terus melipat gandakan usahanya untuk menjadi sebuah institusi pengajian tinggi yang ternama di peringkat antarabangsa dalam penyelidikan, inovasi, penerbitan dan pengajaran.

Bagi menjayakan wawasan murni ini, Universiti Malaya disokong oleh hospital penyelidikan terbesar dan pertama di Malaysia iaitu Pusat Perubatan Universiti Malaya (PPUM), dua akademi, dua belas fakulti, empat institut dan tiga pusat akademik yang bersifat menyeluruh merangkumi bidang perubatan, sains, teknologi serta sains sosial dan sains kemasyarakatan. Pada 11 Oktober 2006, Universiti Malaya telah diiktiraf oleh Jemaah Menteri sebagai salah satu dari lima universiti awam sebagai universiti penyelidikan. Pada 26 Januari 2012 pula, Universiti Malaya telah diberikan status autonomi oleh Kementerian Pengajian Tinggi (kini dikenali Kementerian Pendidikan Tinggi).

Dengan menjadikan aspirasi nasional sebagai pegangan, Universiti Malaya terus memperkukuhkan kedudukannya dalam dunia akademik di peringkat nasional mahupun antarabangsa. UM berada pada kedudukan ke-70 di dunia bagi QS World University Ranking 2023. Pengajaran, penyelidikan, penerbitan, inovasi dan komersialisasi menjadi tunjang usaha Universiti Malaya menyumbang kepada dunia akademik dan masyarakat.

Universiti Malaya (UM) *was the first university established in the Federation of Malaya (Malaya) on 8 October 1949 from the amalgamation of King Edward VII College of Medicine (1905) and Raffles College (1928). Its establishment became a driver for educational progress in Malaya at that time until the establishment of two autonomous branches located in Singapore and Kuala Lumpur in 1956.*

In an effort to strengthen higher education in both states, the status of the university needs to be upgraded to a national university. Therefore, the 1961 Act of Parliament was approved and officially the University of Malaya in Kuala Lumpur was recognized and appointed as a national university on January 1, 1962. Since then, Malaysia (Union with Singapore, Sabah and Sarawak in 1963) has gone through various transformation processes in world of education. In line with this, Universiti Malaya continues to multiply its efforts to become an internationally renowned higher education institution in research, innovation, publishing and teaching.

In order to make this pure vision a success, Universiti Malaya is supported by the largest and first research hospital in Malaysia, the Universiti Malaya Medical Center (PPUM), two academies, twelve faculties, four institutes and three academic centers that cover the entire field of medicine, science, technology and science. social and social sciences. On 11 October 2006, Universiti Malaya was recognized by the Cabinet as one of the five public universities as a research university. On 26 January 2012, Universiti Malaya was granted autonomous status by the Ministry of Higher Education.

By making national aspirations a guiding principle, Universiti Malaya continues to strengthen its position in the academic world both nationally and internationally. UM is ranked 70th in the world in the QS World University Ranking 2023. Teaching, research, publishing, innovation and commercialization are the backbone of Universiti Malaya's efforts to contribute to the academic world and society.

Fakulti Pendidikan
Faculty of Education

Fakulti Pendidikan ditubuhkan pada 1963, dan pada awalnya dinamakan Sekolah Pendidikan Universiti Malaya. Sekolah Pendidikan Universiti Malaya dibentuk untuk menawarkan Diploma Pendidikan, satu program pasca ijazah, bagi siswazah yang memilih profesion perguruan. Sekolah Pendidikan berkembang dengan amat pesat dan dinaikkan taraf kepada status fakulti pada bulan Julai 1965. Program Sarjana Pendidikan telah ditawarkan untuk julung kalinya selepas dua tahun kemudian, diikuti dengan penawaran program Doktor Falsafah pada tahun 1969.

Fakulti Pendidikan menerima pakai peranan proaktif dalam usaha memenuhi era perubahan yang berterusan dalam bidang pendidikan. Ini termasuk penyemakan dan penelitian semula program dan kursus, penyemakan kurikulum dan instruksi untuk memasukkan, jika perlu, perubahan-perubahan yang berlaku dalam bidang pendidikan.

Peranan Fakulti Pendidikan tidak terhad kepada pendidikan guru sahaja. Setiap ahli Fakulti mempunyai kepakaran tersendiri dalam bidang pendidikan, dan kebanyakan ahli akademik di Fakulti ini berkhidmat sebagai penasihat atau pakar runding kepada Kementerian Pendidikan Malaysia dan pelbagai organisasi.

Fakulti Pendidikan telah memulakan misi untuk meningkatkan peranannya sebagai pusat ijazah tinggi dalam pendidikan. Fakulti bertujuan melahirkan lebih ramai pendidik pasca siswazah bagi memenuhi tuntutan sistem pendidikan yang dinamik. Dengan kekuatan kakitangan akademik yang kini berjumlah hampir 100 ahli berbanding hanya lima orang pada tahun 1963, fakulti dengan bangganya boleh mendakwa mempunyai kumpulan kepakaran berbakat dengan keupayaan untuk memberi sumbangan yang lebih besar kepada pembangunan dalam bidang pendidikan.

***The Faculty of Education** was founded in 1963 and was initially named the School of Education. The School of Education offered the postgraduate Diploma in Education to graduates who chose to enter the teaching profession. The school expanded rapidly and was upgraded to the status of faculty in July 1965. The Master of Education (M.Ed) programme was introduced for the first time two years later and this was followed by the Doctor of Philosophy (Ph.D) programme in 1969.*

The faculty is proactive in keeping pace with the ever-changing demands in the field of education. This includes the reappraisal of programmes and courses, curriculum revisions and departmental restructuring to accommodate new changes when necessary.

The faculty's role is not limited to teacher education. Each Faculty member has his/her own area of expertise in a particular field of education, and many serve as advisers or consultants to the Ministry of Education and various organisations.

The Faculty of Education has embarked on a mission to enhance its role as a centre for higher degrees in education. The faculty aims to produce more postgraduate educators to meet the demands of a dynamic education system. With the present academic staff strength of nearly 100 members compared to only five in 1963, the faculty can proudly claim to have a pool of talented expertise with the ability to make greater contributions to development in the field of education.

VISI & MISI UNIVERSITI MALAYA

VISION & MISSION OF UNIVERSITI MALAYA

Visi UM
UM's Vision

Universiti bertaraf global yang memberi impak pada dunia

A global university impacting the world

Misi UM
UM's Mission

Melangkaui batasan ilmu dan membentuk pemimpin beraspirasi.

Pushing the boundaries of knowledge and nurturing aspiring leaders

Visi Fakulti Pendidikan
FEDU's Vision

Menjadi pusat kecemerlangan dalm pendidikan dan pembangunan modal insan di peringkat kebangsaan dan antarabangsa

To be a centre of excellence in education and human capital development at the national and international levels

Misi Fakulti Pendidikan
FEDU's Mission

Menjana ilmu pengetahuan di samping berusaha menjadi pusat kecemerlangan dalam bidang pendidikan dan pembangunan modal insan melalui pengajaran, penyelidikan, inovasi, penerbitan dan perundingan

To generate knowledge while striving to be a centre of excellence in education and human capital development through teaching, research, innovation, publication and consultancy.

VISI & MISI FAKULTI PENDIDIKAN

VISION & MISSION OF FACULTY OF EDUCATION

Objektif Fakulti

Faculty's Objective

Untuk mencapai visi dan misi ini, Fakulti telah mengenal pasti objektif yang berikut:

To achieve this vision and mission, the faculty has identified the following general objectives:

1. **Untuk menghasilkan guru yang cekap bagi sekolah dan institusi pendidikan lain.**

   To produce competent teachers for schools and other educational institutions.

2. **Untuk menghasilkan pakar dalam semua bidang pendidikan dan pembangunan manusia.**

   To produce experts in all areas of education and human development.

3. **Menjadi pusat pengajian pasca ijazah dan pembangunan manusia.**

   To become a postgraduate centre in education and human development.

4. **Menjadi pusat inovasi, penyelidikan asas dan aplikasinya dalam semua bidang pendidikan dan pembangunan manusia.**

   To become a centre of innovation in basic and applied research in all areas of education and human development.

5. **Menjadi pusat latihan dan perundingan dalam bidang pendidikan dan pembelajaran untuk organisasi dan institusi.**

   To become the centre of training and consultation in the field of education for organizations and institutions

Nilai Teras UM

UM Core Values

KATA ALUAN DEKAN

DEAN'S MESSAGE

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Assalamualaikum Warahmatullahi Wabarakatuh
dan salam sejahtera,

Sekalung tahniah dan setinggi-tinggi penghargaan saya ucapkan kepada para pelajar baharu Fakulti Pendidikan, Universiti Malaya, sesi akademik 2025/2026. Pemilihan saudara dan saudari untuk menimba ilmu di fakulti ini mencerminkan hasrat luhur untuk menjadi insan berilmu, berakhlak dan berketerampilan dalam dunia pendidikan yang kian mencabar dan dinamik.

Fakulti Pendidikan Universiti Malaya telah meraikan Jubli Intan dengan usianya yang telah mencapai 60 tahun pada 2023, merupakan antara institusi pendidikan tertinggi tertua di Malaysia. Sejak penubuhannya, fakulti ini telah melakar pelbagai kejayaan gemilang dalam memperkasa pendidikan negara dan terus diiktiraf di peringkat antarabangsa. Kini, Universiti Malaya dengan bangganya berada pada kedudukan ke-58 bagi QS 2026, manakala dalam bidang Education & Training, universiti ini tersenarai pada kedudukan 38 terbaik dunia mengikut QS World University Rankings by Subject 2025.

Selaras dengan visi Universiti Malaya – "Universiti bertaraf global yang memberi impak pada dunia" – dan misi untuk "Melangkaui batasan ilmu dan membentuk pemimpin beraspirasi", Fakulti Pendidikan memainkan peranan penting dalam mencorak masa depan pendidikan melalui program akademik yang bersifat holistik dan kontemporari.

Program-program yang ditawarkan tidak hanya menekankan pembangunan intelektual semata-mata, tetapi turut merangkumi penerapan nilai moral, kemahiran insaniah, daya kepimpinan dan keupayaan reflektif dalam menangani isu-isu pendidikan semasa dan masa hadapan. Gabungan ilmu teori dan aplikasi amali, pemerkasaan digital, pemikiran kritis serta keseimbangan antara rohani dan jasmani merupakan teras kepada pembentukan graduan yang berjati diri dan berdaya saing global.

Fakulti turut menyediakan pelbagai inisiatif pembangunan pelajar seperti mobiliti inbound dan outbound, kolaborasi antarabangsa, pendedahan kepada aktiviti kemasyarakatan serta bengkel kepimpinan dan kerjaya yang komprehensif. Kemudahan pengajaran dan pembelajaran terus dinaik taraf secara berfasa agar selaras dengan keperluan pendidikan abad ke-21.

Akhir kata, saya menyeru para pelajar agar memanfaatkan peluang ini dengan sepenuh hati dan komitmen. Kecemerlangan bukan sekadar pencapaian akademik, tetapi juga lahir daripada nilai integriti, ketekunan, empati dan keazaman yang tinggi. Fakulti ini sedia membimbing dan mendukung setiap langkah saudara dan saudari dalam perjalanan akademik yang bermakna.

Selamat Maju Jaya dan Selamat Datang ke Fakulti Pendidikan, Universiti Malaya.

Di Sini Bermulanya Pintar, Tanah Tumpahnya Berani

Profesor Dr. Ahmad Zabidi Abdul Razak
Dekan, Fakulti Pendidikan

KATA ALUAN DEKAN

DEAN'S MESSAGE

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Assalamualaikum Warahmatullahi Wabarakatuh
and warm greetings,

My heartfelt congratulations and warmest welcome to all new students of the Faculty of Education, Universiti Malaya, for the 2025/2026 academic session. Your decision to pursue your studies here reflects a noble aspiration to become knowledgeable, principled, and competent individuals in an ever-evolving educational landscape.

The Faculty of Education, Universiti Malaya, celebrated its Diamond Jubilee in 2023, marking 60 years since its establishment, making it one of the oldest institutions of higher education in Malaysia. Since its inception, the faculty has achieved numerous milestones in strengthening the nation's education landscape and continues to be recognized internationally. Today, Universiti Malaya proudly ranks 58th in the QS World University Rankings 2026, while in the field of Education & Training, it is ranked among the world's top 38 according to the QS World University Rankings by Subject 2025.

In alignment with Universiti Malaya's vision – "A global university impacting the world" – and its mission to "Pushing the boundaries of knowledge and nurturing aspiring leaders", the Faculty of Education continues to offer innovative and holistic academic programmes relevant to present and future educational demands.

Our programmes are designed not only to cultivate intellectual growth but also to foster ethical values, interpersonal competencies, leadership capabilities, and reflective thinking—all essential to addressing contemporary and future educational challenges. The integration of theory and practice, digital empowerment, critical inquiry, and a balanced development of mind and spirit serve as the foundation for nurturing graduates of integrity and global competitiveness.

The Faculty also champions student development through international mobility, academic-industry collaborations, humanitarian engagement, and career-focused workshops. We are committed to continuously upgrading our teaching and learning infrastructure to meet the demands of 21st-century education.

In closing, I encourage you to embrace this journey wholeheartedly. Excellence is not solely defined by academic achievement but by the integrity, perseverance, empathy, and determination you embody. The Faculty stands ready to support and guide you every step of the way.

Welcome to the Faculty of Education, Universiti Malaya – where your journey to educational excellence begins.

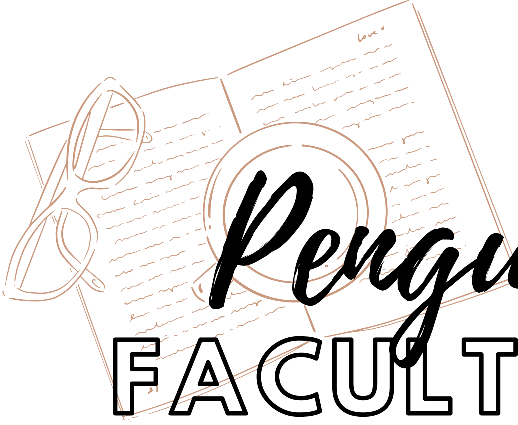
Home of the Bright, Land of the Brave

Professor Dr. Ahmad Zabidi Abdul Razak
Dean, Faculty of Education

FAKULTI PENDIDIKAN
FACULTY OF EDUCATION

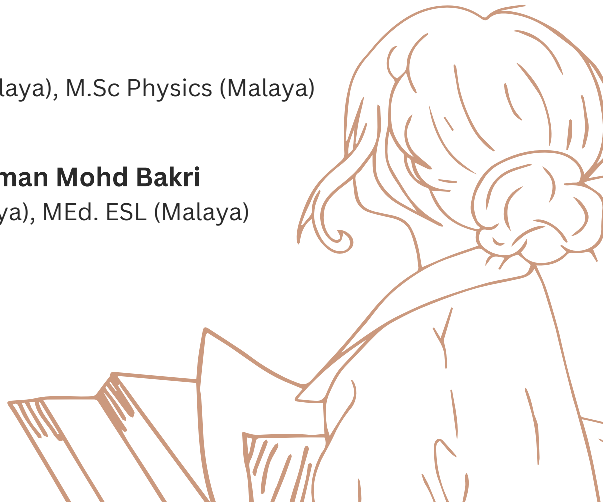
PENGURUSAN FAKULTI

FACULTY'S MANAGEMENT



Pengurusan Fakulti
FACULTY MANAGEMENT

Dekan *Dean*	**Profesor Dr. Ahmad Zabidi Abdul Razak** BIsEdHons (Malaya), MEd (Malaya), PhD (New Zealand)
Timbalan Dekan (Ijazah Tinggi) *Deputy Dean (Higher Degree)*	**Profesor Madya Dr. Husaina Banu Kenayathulla** BAct(UIA), DipEd(UIA), MEd(Mal), MSCED(Indiana), PhD(Indiana,USA)
Timbalan Dekan (Ijazah Dasar) *Deputy Dean (Undergraduate)*	**Profesor Madya Dr. Azmawaty Mohamad Nor** BBA (Australia), MCouns (Malaya), PhD (Malaya)
Timbalan Dekan (Penyelidikan) *Deputy Dean (Research)*	**Profesor Madya Dr. Zuwati Hasim** BEd (Hons)(UKM), MA (UKM), PhD (New Zealand)
Timbalan Dekan (Hal Ehwal Pelajar) *Deputy Dean (Student Affairs)*	**Profesor Madya Dr. Zuraidah Abdullah** BMals (Hons)(Malaya), DipEd (Malaya), MP (Malaya), PhD (Malaya)
Timbalan Dekan (Pembangunan) *Deputy Dean (Development)*	**Profesor Madya Dr. Hutkemri** BEd (Indo), MEd (UKM), PhD (UKM)
Pengurus Fakulti *Faculty Manager*	**Siti Azlina Makmor** BAcc (Hons) (UKM)
Penolong Pendaftar Kanan (Ijazah Tinggi) *Senior Assistant Registrar (Higher Degree)*	**Nor Aizan Zainuddin** BEc(Hons)(Mal)
Penolong Pendaftar Kanan (Hal Ehwal Pelajar) *Assistant Registrar (Student Affairs)*	**Muhammad Faiz Yusoff** BCOMPSc(Hons.)(UM)
Penolong Pendaftar (Ijazah Dasar) *Assistant Registrar (Undergraduate)*	**Nur Syazana Mohammad Nizar** BBM (Hons.)(MSU), MCHS (UKM)
Penolong Pendaftar (Penyelidikan) *Assistant Register (Research)*	**Farah Nadiah Nordin** B.Sc Physics (Hons) (Malaya), M.Sc Physics (Malaya)
Penolong Pendaftar (Editor Bahasa) *Assistant Register (Language Editor)*	**Muhammad Afeez Eyman Mohd Bakri** B. Ed TESL (Hons) (Malaya), MEd. ESL (Malaya)



FAKULTI PENDIDIKAN
FACULTY OF EDUCATION

JABATAN

DEPARTMENTS

Department JABATAN

JABATAN ASAS PENDIDIKAN DAN KEMANUSIAAN
DEPARTMENT OF EDUCATIONAL FOUNDATION AND HUMANITIES

Ketua Jabatan
Head of Department

Azni Yati Kamaruddin
BEd (TESL) (Hons) (Malaya), M.Ed (Malaya), Ph,D (Victoria)

Profesor
Professor

Vishalache Balakrishnan
CertEd, Specialist CertEd (MPIK), BEdTESLHons, MEd (Malaya), PhD (VUM, NZ), CertESOL (NZ)

Zaharah Hussin
BIsEdHons, MEd (Malaya), PhD (UKM)

Profesor Madya
Associate Professor

Syed Kamaruzaman Syed Ali
B. Ed (UNIMED), MSc (UPM), PhD (UPSI)

Wail Muin Alhaj Said Ismail
BSc, MEd, PhD (Yarmouk)

Pensyarah Kanan
Senior Lecturer

Abd. Razak Zakaria
BAHons (UKM), MA (UKM), PhD (Malaya)

Abdul Muhsien Sulaiman
BIsIEd, MEd, PhD (Malaya)

Annisaa Basar
BSpSc, MSpSc, PhD (Malaya)

Ardiana Aziz
B. Art & Design (UiTM), B.Ed Hons (UiTM),
M. Ed (UiTM), Ph.D Ed (UM)

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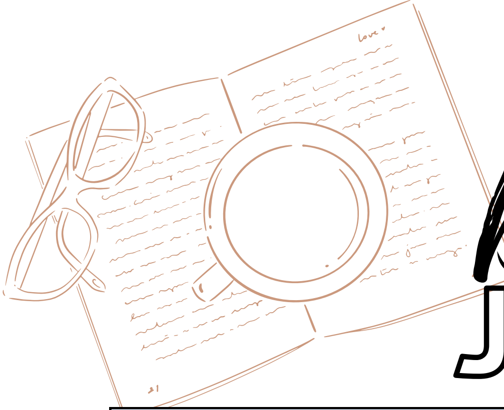

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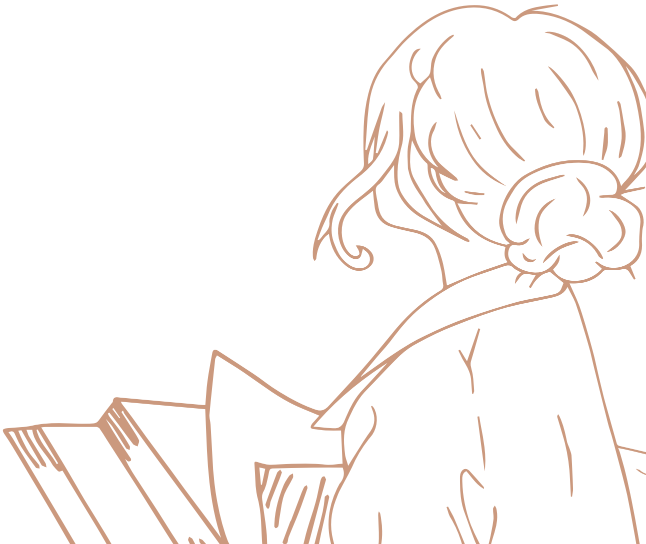

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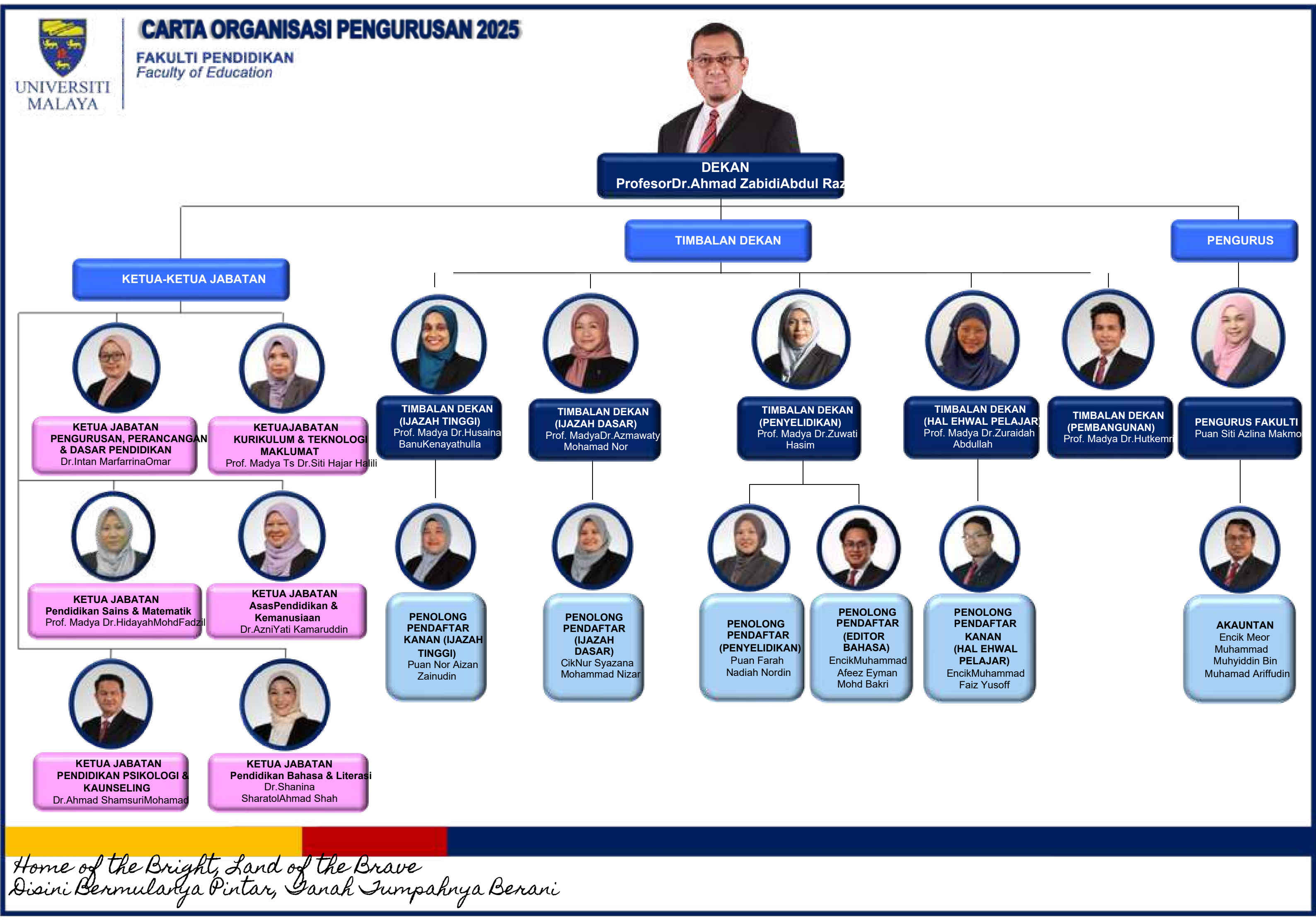

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UNIT TEKNIKAL & KEMUDAHAN
PENOLONG JURUTERA (JA5)
Encik Yusuf Hamzah
Encik Ahmad Afandi Ayub
Encik Azry Nizam Wahid
Encik Mohd Adizainal Mohd Tahawi

TEKNOLOGI MAKLUMAT& PEMBANGUNAN ICT
PENOLONG PEGAWAI TEKNOLOGI MAKLUMAT (FA5)
Puan Norfaizah Mohd Supi
Puan Norfazana Muzi
Encik Mohd Hakimin Sharuddin
Encik Muhammad Fadhil Abd Razak

HAL EHWAL PELAJAR

PENOLONG PENDAFTAR KANAN (N10)
EncikMuhammad FaizYusoff

PEMBANTU TADBIR (P/O) (N2)
Puan Norliza Zulkafli

PENT ADBIRAN

PEJABAT AM PENTADBIRAN
PEMBANTU TADBIR (P/O) (N2)
PuanSalmahAbu Othman
PuanSitiZuhairahMohdZaid

PEMBANTU KHIDMAT AM (H1)
EncikHalim@RizalMat Said
EncikMohamad AzraieAbdul Halim

KEWANGAN

AKAUNTAN (WA9)
EncikMeorMuhammad Muhyiddin Muhamad Ariffudin

PEMBANTU TADBIR (P/O) (N1)
Puan Nurhamera Salleh

PEMBANTU TADBIR KEWANGAN (W2)
Puan Norhasanah Sumadi

PEMBANTU TADBIR KEWANGAN (W1)
Kosong

KUALITI

PEMBANTU TADBIR (P/O) (N2)
Encik Mohd Hisham Mohd Salleh

Home of the Bright, Land of the Brave
DisiniBermulanyaPintar, Tanah TumpahnyaBerani

PEJABAT IJAZAH DASAR
UNDERGRADUATE OFFICE

Pejabat Ijazah Dasar bertujuan untuk membantu pelajar, serta menguruskan hal-hal ehwal berkenaan pengurusan program Sarjana Muda Fakulti Pendidikan. Pejabat TDID bertindak sebagai wakil fakulti kepada pengurusan dan pelajarnya untuk maklumat terkini, pemberitahuan, permohonan dan perkara berkaitan ijazah sarjana muda.

The Office of the Deputy Dean (Undergraduate) or TDID office aims to assist students, as well as managing the Faculty of Education's Undergraduate programs. The TDID office acts as the faculty's representative to management and its students for newest updates, notifications, applications and other undergraduate degree related matters.

AHLI PEJABAT IJAZAH DASAR | *MEMBERS OF THE OFFICE*

Timbalan Dekan (Ijazah Dasar) : **Associate Professor Dr. Azmawaty Mohamad Nor**
Deputy Dean (Undergraduate)

Setiausaha | Secretary **: Hannah Mirza Abdul Halim**

Tel : +603 7967 5098

Emel Timbalan Dekan | *Deputy Dean's Email* : tdekan_pendidikan@um.edu.my
Untuk Pertanyaan|*For Inquiries* : **undergradedu@um.edu.my**

Penolong Pendaftar (Ijazah Dasar) : **Nur Syazana Mohammad Nizar,** syazananizar@um.edu.my
Assistant Registrar (Undergraduate)

Pembantu Tadbir (SM Kaunseling) : **Norhanis Ahmad,** arenys@um.edu.my
Operations Assistant (B.Counselling)

Pembantu Tadbir (SM PBISBK) : **Janathal Karuppaya**, jana@um.edu.my
Operations Assistant (B. Ed. TESL)

Pembantu Tadbir (SM PAKK) : **Helwa Rahiza Ahmad Saldi,** helwa93@um.edu.my
Operations Assistant (B. ECE)

Tel : +603 7967 5006/5195

PROGRAM SARJANA MUDA | *UNDERGRADUATE PROGRAMMES*

1. **SARJANA MUDA KAUNSELING**
   BACHELOR OF COUNSELLING
2. **SARJANA MUDA PENDIDIKAN PENGAJARAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA**
   BACHELOR OF EDUCATION TEACHING ENGLISH AS SECOND LANGUAGE
3. **SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK**
   BACHELOR OF EARLY CHILDHOOD EDUCATION

MAKLUMAT AM PROGRAM SARJANA MUDA
UNDERGRADUATE PROGRAMME GENERAL INFO

TEMPOH PENGAJIAN
DURATION OF STUDY

Tempoh pengajian **minimum** dan **maksimum** pelajar mengikut program adalah seperti berikut.

*The **minimum** and **maximum** duration of study for the respective programme as follow.*

Program *Programme*	**Tempoh Minimum** *Minimum Duration of Study*	**Tempoh Maksimum** *Maximum Duration of Study*
Sarjana Muda Kaunseling *Bachelor of Counselling* Sarjana Muda Pendidikan Awal Kanak-Kanak *Bachelor Early Childhood Education*	8 Semester Biasa *8 Normal Semesters*	12 Semester Biasa *12 Normal Semesters*
Sarjana Muda Pendidikan Pengajaran Bahasa Inggeris sebagai Bahasa Kedua *Bachelor of Education Teaching English as A Second Language*	8 Semester Biasa & 1 Semester Khas *8 Normal Semesters & 1 Special Semester*	12 Semester Biasa *12 Normal Semesters*

KURSUS UNIVERSITI
UNIVERSITY COURSES

Pelajar **WAJIB** menyempurnakan **kursus-kursus universiti** (setiap kursus membawa 2 jam kredit) berdasarkan penyempurnaan dan pelan pengajian program masing-masing.

*Student are **REQUIRED** to complete **university courses** (each carries 2 credit) based on the respective study plan of the programme.*

Pelajar Warganegara *Local Student*	**Pelajar Antarabangsa** *International Student*
• GIG1012 Falsafah Dan Isu Semasa *Philosophy and Current Issues* • GIG1013 Penghayatan Etika dan Peradaban *Appreciation of Ethics and Civilizations* • GIG1003 Asas Pembudayaan Keusahawanan *Basic Entrepreneurship Enculturation* • GLTXXXX Kursus Bahasa Inggeris Komunikasi *English Communication Courses* • GKXXXXX Kursus Ko-kurikulum *Co-curriculum Courses* • GBXXXXX GDXXXXX GFXXXXX GQXXXXX Kursus Pemerkasaan Holistik Pelajar (SHE) *Student Holistic Empowerment (SHE) Course*	• GLT1049 Bahasa Melayu Komunikasi *Malay Language Communication* • GIG1013 Penghayatan Etika dan Peradaban *Appreciation of Ethics and Civilizations* • GIG1003 Asas Pembudayaan Keusahawanan *Basic Entrepreneurship Enculturation* • GLTXXXX Kursus Bahasa Inggeris Komunikasi *English Communication Courses* • GKXXXXX Kursus Ko-kurikulum *Co-curriculum Courses* • GBXXXXX GDXXXXX GFXXXXX GQXXXXX Kursus Pemerkasaan Holistik Pelajar (SHE) *Student Holistic Empowerment (SHE) Course*

KURSUS BAHASA INGGERIS KOMUNIKASI
ENGLISH COMMUNICATION COURSES

Pelajar **WAJIB** menyempurnakan **DUA (2)** kursus Bahasa Inggeris Komunikasi (setiap kursus membawa 2 jam kredit) mengikut laluan yang telah ditetapkan berdasarkan pencapaian Ujian Kemahiran Bahasa Inggeris pelajar.

*Student are **REQUIRED** to complete **TWO (2)** English Language Communication courses (each carries 2 credit) according to the assigned pathway based on the results of the English Proficiency Test.*

PATH 1	**PATH 2**	**PATH 3**	**PATH 4**
Laluan ditentukan berdasarkan pencapaian Ujian Kemahiran Bahasa Inggeris pelajar seperti berikut. *Pathway is determined based on the achievement of the English Proficiency Test as follow.*			
• MUET BAND 2 • IELTS Band 4.0 • TOEFL Paper – Based Test (437 – 473) • TOEFL Computer – Based Test (123 – 150) • TOEFL Internet – Based Test (41 – 52) • PTE (Academic) – (10 – 28)	• MUET BAND 3 • IELTS Band 4.5 – 5.0 • TOEFL Paper – Based Test (477 – 510) • TOEFL Computer – Based Test (153 – 180) • TOEFL Internet – Based Test (53 – 64) • PTE (Academic) – (29 - 41)	• MUET BAND 4 • IELTS Band 5.5 – 6.0 • TOEFL Paper – Based Test (513 – 547) • TOEFL Computer – Based Test (183 – 210) • TOEFL Internet – Based Test (65-78) • PTE (Academic) – (42 – 57) • FCE (B & C) • GCE A Level (English) (Min. C) • IGCSE/GCSE (English) (A, B &C)	• MUET BAND 5 & BAND 6 • IELTS Band 6.5 – 9.0 • TOEFL Paper – Based Test (550 – 677) • TOEFL Computer – Based Test (213 – 300) • TOEFL Internet – Based Test (79 – 120) • PTE (Academic) (58 – 90) • FCE (A) • GCE A Level (English) (B & A)
Pelajar perlu melengkapkan 2 kursus (2 kursus x 2 kredit) daripada laluan yang ditetapkan *Students need to complete 2 courses (2 courses x 2 credits each) from the assigned pathway*			
WAJIB | *COMPULSORY*			
GLT1018 – Proficiency in English I	**GLT1021** – Proficiency in English II	**GLT1024** – Proficiency in English III	**GLT1027**– Advanced Oral Communication* **GLT1028** – Advanced Business Writing* *Catatan pelajar hanya boleh mendaftar satu kursus sahaja dalm satu semester **Note: Students can only register for one course per semester*
*Catatan pelajar hanya boleh mendaftar satu kursus sahaja dalam satu semester **Note: Students can only register for one course per semester*			
PILIH SATU (1) | *CHOOSE ONE (1)*			
GLT1019 – Let's Speak **GLT1020** – Fundamental Writing	**GLT1022** – Speak Up **GLT1023** – Effective Workplace Writing	**GLT1025** – Effective Oral Communication **GLT1026** – Writing at the Workplace	

SKIM PEMARKAHAN
GRADING SCHEME

Gred rasmi Universiti serta markah dan maksudnya adalah seperti berikut.

The official grade of the University and its meaning are as follow.

Markah Marks	**Gred** Grade	**Mata Gred** *Grade Pointer*	**Maksud** Meaning
90.00 - 100.00 80.00 - 89.99 75.00 -79.99	A+ A A-	4.00 4.00 3.70	Amat Cemerlang | *High Distinction* Cemerlang | *Distinction* Cemerlang | *Distinction*
70.00 - 74.99 65.00 - 69.99 60.00 - 64.99	B+ B B-	3.30 3.00 2.70	Kepujian | *Good* Kepujian | *Good* Kepujian | *Good*
55.00 - 59.99 50.00 - 54.99	C+ C	2.30 2.00	Lulus | *Pass* Lulus | *Pass*
45.00 - 49.99 40.00 - 44.99 35.00 - 39.99 00.00 - 34.99	C- D+ D F	1.70 1.30 1.00 0.00	Gagal | *Fail* Gagal | *Fail* Gagal | *Fail* Gagal | *Fail*

ANUGERAH DEKAN
DEAN'S LIST AWARD

- Pelajar hendaklah memperolehi PNG da**n PNGK tidak kurang daripada 2.00** pada setiap semester sehingga tamat pengajiannya
- Pelajar yang mencapai PNG 3.70 dan ke atas bagi mana-mana semester dan memenuhi syarat berikut layak diberikan Anugerah Dekan bagi semester berkenaan.

a) Menyempurnakan sekurang-kurangnya 15 kredit dalam semester berkenaan yang mengandungi empat (4) kursus, tidak termasuk kursus yang kreditnya tidak diambil kira dalam pengiraan kredit kira.

b) Memperolehi tidak kurang daripada gred C bagi semua kursus yang disempurnakan dalam semester berkenaan; dan

c) Tidak pernah mengulang kursus yang gagal dan/atau mempertingkatkan gred kursus dalam semester berkenaan.

- *A student should strive to maintain **a CGPA of 2.00** and above each semester until the end of his/her studies.*
- *A student who obtains a GPA of 3.70 and above in any semester and fulfills the following conditions shall be awarded Dean's list Award for the semester.*

a) *has completed a minimum of 15 credits in the respective semester with a minimum of four (4) courses, not including courses which the credits are not taken into account in the calculation of credit counted.*

b) *has obtained not lower than a C grade for all the courses completed in the respective semester.*

c) *Has not repeat any of the course in which he has failed prior and/or improved his grade in the respective semester.*

Sila rujuk Pelan Pengajian Program serta **Kaedah-Kaedah & Peraturan-peraturan Universiti Malaya (Ijazah Sarjana Muda) 2024**

*Kindly refer to your Programme Structure as well as the **Universiti Malaya (Bachelor's Degree) Rules and Regulations 2024***

IMPORTANT POINTS FROM UM'S RULES & REGULATIONS (BACHELOR'S DEGREE)

ADMISSION

PROGRAMME REGISTRATION DEFERMENT

- Not less than one (1) semester; and not more than two (2) semesters
- Not counted as part of the programme duration.

Action(s) to be taken

- Written application to the Deputy Vice-Chancellor (Academic & International)

REGISTRATION

1) Complete the course registration before admission to the semester and within the time frame given.
   - **CONFIRM** COURSE REGISTRATION AND **ACTIVATE** STUDENT STATUS
   - Take note of the important dates in your academic calendar
2) Amendments are **NOT ALLOWED** after confirming the course registration.
3) Registration is in accordance of the current structure & the study plan. Refer to your program coordinator and respective faculty staff for further information and assistance.

NUMBER OF CREDITS FOR COURSE REGISTRATIONS:

Normal Students

- TOTAL Maximum of Credits: **22** (Semester) | **11** (Special Semester)

Students Under OBSERVATION

- TOTAL Maximum of Credits: **15** (Semester) | **9** (Special Semester)

COURSE WITHDRAWAL

i) Students are not allowed to withdraw from any courses after completing registration.
ii) Students who want to withdraw from any courses must withdraw from the whole semester;
   - subject to the discretion & approval from the Dean
   - please refer to the current rules & regulations or staff in-charge of the program/faculty officer

SEMESTER/PROGRAMME WITHDRAWAL

i) Official letter to the Dean of the Faculty and application via MAYA
ii) Subject to the discretion & approval from the Dean

EXAMINATION

Students are only allowed to sit for examination(s) only if they have registered for the course(s) & made full payments for the tuition fees.

COURSE EVALUATION METHODS

- Please refer to the course proforma/guidebook.

GRADING & EXAMINATION RESULTS

- PASSING GRADE FOR UNDERGRADUATES IS **C**
- Students are to repeat the failed course and is responsible for completion of the program.

NO GRADE C- REDEMPTION

- starting from the 2021/2022 admission session

REQUIREMENTS FOR DEAN's LIST

- Achieved 3.70 pointer and above
- At least 15 credits in the said semester
- Registered for at least 4 courses in the said semester
- Have never repeat/upgrade grades

Students may be subject to **DISCIPLINARY ACTION** for Academic Dishonesty:

- Plagiarism
- Fake quotes
- Falsifying information
- Conspiracy or abetment
- Cheating on exams
- Cheating on contracts and impersonating

APPEAL

Review of Examination Results

Application must be submitted within 7 days from the announcement of the results
*Do take note that processing this appeal may take up to 2 weeks as it requires the endorsement of the Appeal Committee and approval by the Board of Examiners.

FAKULTI PENDIDIKAN
FACULTY OF EDUCATION

SARJANA MUDA KAUNSELING

BACHELOR OF COUNSELLING

SARJANA MUDA KAUNSELING
BACHELOR OF COUNSELLING

Matlamat Program | Programme Goals

Program ini komited dalam menghasilkan bakal pendidik yang berwibawa dalam bidang pendidikan awal kanak-kanak dan mampu berkhidmat sebagai pembimbing, penasihat atau pengusaha dalam sektor perkhidmatan pendidikan yang berkaitan.

Matlamat program dan matlamat pendidikan program adalah selari dengan visi dan misi Universiti Malaya dan pihak Fakulti untuk memenuhi keperluan pemegang-pemegang amanah.

The programme is committed to produce educators who are competent in the field of early childhood education and who are able to serve as counselors, advisors or managers in the relevant service sector

The programmes goals and PEOs are aligned to the visions and missions of the University and the Faculty to satisfy the needs of the respective stakeholders.

Objektif Pendidikan Program | Programme Educational Objectives (PEO)

Program Ijazah Sarjana Muda Kaunseling bertujuan untuk melahirkan :
The programme of the Bachelor of Counselling aims to produce:

PEO 1	Graduan yang melibatkan diri dalam bidang kaunseling atau aktiviti kesukarelawan dan menguasai pengetahuan, kemahiran dan tanggungjawab sosial dalam perkhidmatan kaunseling. *Graduates who engage in counselling or volunteering activities and mastering the knowledge, skills and social responsibilities in counselling services.*
PEO 2	Graduan yang mempamerkan identiti dan nilai sebagai kaunselor yang berperanan sebagai pakar rujuk dengan amalan etika profesional dalam pengendalian perkhidmatan kaunseling. *Graduates who exhibit identity and values as counselors acting as experts with professional ethical practices in the counselling services.*
PEO 3	Graduan yang terlibat dalam pembelajaran sepanjang hayat dan berinovasi untuk mempertingkatkan profesion diri dalam bidang kaunseling. *Graduates who are involved in lifelong learning and are innovative in enhancing their profession in the field of counselling.*

SARJANA MUDA KAUNSELING
BACHELOR OF COUNSELLING

Hasil Pembelajaran Program | Programme Learning Outcome (PLO)

Pada akhir program, graduan dapat:
At the end of the programme, graduates are able to:

PLO 1	Menguasai pengetahuan dalam bidang kaunseling dan psikologi. *Mastering knowledge in the field of counselling and psychology.*
PLO 2	Menggunakan kemahiran dalam bidang kaunseling untuk berfungsi sebagai kaunselor di institusi pendidikan, sektor awam atau sektor swasta. *Use skills in the field of counselling to serve as a counselor in an educational institution, public sector or private sector.*
PLO 3	Mempamerkan kemahiran sosial dan tanggungjawab dalam mempraktikkan khidmat kaunseling demi keperluan masyarakat dan persekitarannya. *Demonstrate social skills and responsibility in practicing counselling services for the needs of the community and its environment.*
PLO 4	Mewujudkan kemahiran interpersonal yang baik dengan pihak berkepentingan dan masyarakat. *Establish good interpersonal skills with stakeholders and the community.*
PLO 5	Menunjukkan kebolehan berkomunikasi dengan berkesan dalam pasukan dalam menterjemah, merangka, menyampai dan menilai projek kaunseling. *Demonstrates the ability to communicate effectively in a team in translating, drafting, delivering and evaluating counselling projects.*
PLO 6	Mempamerkan kemahiran aplikasi digital dalam mengendalikan perkhidmatan kaunseling. *Demonstrate digital application skills in handling counselling services.*
PLO 7	Mempersembahkan idea baharu dalam bidang kaunseling dengan menggunakan kemahiran numerasi. *Present new ideas in the field of counselling using numeracy skills.*
PLO 8	Menjadi seorang ahli kaunselor yang menunjukkan kualiti kepimpinan berkesan yang berperanan sebagai penasihat, pakar rujuk dan bertanggungjawab dalam pengendalian perkhidmatan kaunseling. *Be a counselor who demonstrates the qualities of effective leadership in the role of advisor, reference expert and responsible in the operation of counselling services.*
PLO 9	Mengurus maklumat secara berkesan sama ada untuk keperluan tugas dalam kaunseling dalam sesebuah agensi perundingan yang sedia ada atau yang bakal diusahakan sendiri. *Manage information effectively either for the needs of the task in counselling in an existing consulting agency or that will be self -employed.*
PLO 10	Mengamalkan etika profesional dan tanggungjawab moral pada masa melaksanakan tugas sebagai kaunselor. *Practice professional ethics and moral responsibility while performing duties as a counselor*

PELAN PENGAJIAN SARJANA MUDA KAUNSELING							
STUDY PLAN BACHELOR OF COUNSELLING							
TAHUN SATU | *YEAR ONE*							
Tahun *Year*	Komponen *Component*	**SEMESTER 1**			**SEMESTER 2**		
		Kod *Code*	Kursus *Courses*	Kredit *Credit*	Kod *Code*	Kursus *Courses*	Kredit *Credit*
1	Kursus Universiti *University Courses*	GIG1012	Falsafah dan Isu Semasa *Philosophy and Current Issues* *(For Local Students ONLY)*	2	GIG1003	Asas Pembudayaan Keusahawanan *Basic Entrepreneurship Enculturation*	2
		GLT1049	Bahasa Melayu Komunikasi *Malay Language Communication* *(For International Students ONLY)*			Bahasa Inggeris Komunikasi 1 *English Communication Course 1*	2
	Kursus Teras Fakulti *Faculty Core Courses*				PIX1005	Pembangunan Pendidikan di Malaysia *Educational Development in Malaysia*	3
	Kursus Teras Program *Program Core Courses*	PIA1003	Pengenalan kepada Psikologi *Introduction to Psychology*	3	PIA1001	Pengenalan kepada Psikologi Kaunseling *Introduction to Counselling Psychology*	3
		PIA1007	Psikologi Perkembangan *Developmental Psychology*	3	PIA1004	Psikologi Sosial *Social Psychology*	3
					PIA2001	Teori Kaunseling *Counseling Theories*	3
	Kursus Elektif Program *Program Elective Courses*	Pilih **DUA (2)** kursus sahaja (Rujuk Senarai Kursus A) *Choose **TWO** (2) courses.* *(Refer Course List A)*			Pilih **ONE (1)** kursus sahaja (Rujuk Senarai Kursus A) *Choose **ONE** (1) course.* *(Refer Course List A)*		
			Elektif 1 *Elective 1*	3	PIA1005	Perkembangan di Peringkat Dewasa *Development in Adult Stage*	3
			Elektif 2 *Elective 2*	3	PIA3003	Pengendalian Program Perkhidmatan Kaunseling *Program Organisation for Counseling Services*	
	Kursus Elektif Universiti *University Elective Courses*	Kursus Pemerkasaan Holistik Pelajar (SHE) Kluster 1/2/3/4 *Student Holistic Empowerment (SHE) Course Cluster 1/2/3/4*		2	Kursus Pemerkasaan Holistik Pelajar (SHE) Kluster 1/2/3/4 *Student Holistic Empowerment (SHE) Course Cluster 1/2/3/4*		2
		Kursus Pemerkasaan Holistik Pelajar (SHE) Kluster 1/2/3/4 *Student Holistic Empowerment (SHE) Course Cluster 1/2/3/4*		2			
	Jumlah Credit ***Total Credit***			**18**			**21**

PELAN PENGAJIAN SARJANA MUDA KAUNSELING
STUDY PLAN BACHELOR OF COUNSELLING

TAHUN DUA | *YEAR TWO*

Tahun *Year*	Komponen *Component*	SEMESTER 1			SEMESTER 2		
		Kod *Code*	Kursus *Courses*	Kredit *Credit*	Kod *Code*	Kursus *Courses*	Kredit *Credit*
2	Kursus Universiti *University Courses*		Kursus Ko-kurikulum *Co-curriculum Courses*	2	GIG1013	Penghayatan Etika dan Peradaban *Appreciation of Ethics and Civilizations*	2
						Bahasa Inggeris Komunikasi 2 *English Communication Course 2*	2
	Kursus Teras Fakulti *Faculty Core Courses*				PIX2007	Pendidikan dan Penyelidikan *Education and Research*	3
	Kursus Teras Program *Program Core Courses*	PIA2010	Teori Perkembangan Kerjaya *Career Development Theory*	3	PIA2007	Kepimpinan Kelompok *Group Leadership*	3
		PIA2006	Teknik Kaunseling *Counseling Techniques*	3	PIA2008	Statistik Asas untuk Sains Tingkahlaku *Basic Statistics for the Behavioral Science*	3
					PIA2009	Kaunseling Vokasional dan Kerjaya *Career and Vocational Counselling*	3
					PIA3001	Teknik Kaunseling Lanjutan *Advanced Counseling Technique*	3
	Kursus Elektif Program *Program Elective Courses*	Pilih **DUA (2)** kursus sahaja (Rujuk Senarai Kursus A) *Choose **TWO** (2) courses.* *(Refer Course List A)*			Pilih **ONE (1)** kursus sahaja (Rujuk Senarai Kursus A) *Choose **ONE** (1) course.* *(Refer Course List A)*		
			Elektif 3 *Elective 3*	3	PIA4009	Pembangunan Manusia dari Perspektif Islam *Human Development from Islamic Perspective*	3
			Elektif 4 *Elective 4*	3	PIA2012	Kaunseling dalam Talian *Online Counseling*	
	Kursus Elektif Universiti *University Elective Courses*	Kursus Pemerkasaan Holistik Pelajar (SHE) Kluster 1/2/3/4 *Student Holistic Empowerment (SHE) Course Cluster 1/2/3/4*		2			
	Jumlah Credit ***Total Credit***			**16**			**22**

PELAN PENGAJIAN SARJANA MUDA KAUNSELING							
STUDY PLAN BACHELOR OF COUNSELLING							
TAHUN TIGA | *YEAR THREE*							
Tahun *Year*	Komponen *Component*	**SEMESTER 1**			**SEMESTER 2**		
		Kod *Code*	Kursus *Courses*	Kredit *Credit*	Kod *Code*	Kursus *Courses*	Kredit *Credit*
3	Kursus Teras Fakulti *Faculty Core Courses*				PIX2001	Psikologi Pendidikan *Educational Psychology*	3
	Kursus Teras Program *Program Core Courses*	PIA3004	Projek Penyelidikan (P1) *Research Project (P1)*	6	PIA3004	Projek Penyelidikan (P2) *Research Project (P2)*	6
		PIA3002	Dinamik dan Prosedur Kelompok Group Dynamic and Procedure	3	PIA3006	Kaunseling Silang Budaya *Cross-Cultural Counselling*	3
		PIA3005	Ujian dan Pengukuran Psikologi *Psychological Testing and Measurement*	3	PIA3007	Kaunseling Perkahwinan dan Keluarga *Marriage and Family Counseling*	3
		PIA4005	Psikologi Bilazim *Abnormal Psychology*	3	PIA3008	Pentaksiran Individu *Individual Assessment*	3
	Kursus Elektif Program *Program Elective Courses*	Pilih **ONE (1)** kursus sahaja (Rujuk Senarai Kursus A) *Choose **ONE** (1) course. (Refer Course List A)*			Pilih **ONE (1)** kursus sahaja (Rujuk Senarai Kursus A) *Choose **ONE** (1) course. (Refer Course List A)*		
			Elektif 5 *Elective 5*	3	PIA3010	Kaunseling Rehabilitasi *Rehabilitation Counselling*	3
					PIA4006	Kaunseling di Institut Pengajian Tinggi *Counseling in Higher Learning Institution*	
	Jumlah Credit ***Total Credit***			**18**			**21**

PELAN PENGAJIAN SARJANA MUDA KAUNSELING *STUDY PLAN BACHELOR OF COUNSELLING*							
TAHUN EMPAT | *YEAR FOUR*							
Tahun *Year*	Komponen *Component*	**SEMESTER 1**			**SEMESTER 2**		
		Kod *Code*	Kursus *Courses*	Kredit *Credit*	Kod *Code*	Kursus *Courses*	Kredit *Credit*
4	Kursus Universiti *University Courses*		Kursus Ko-kurikulum *Co-curriculum Courses*	2			
	Kursus Teras Fakulti *Faculty Core Courses*	PIX2008	Pendidikan dan Masyarakat *Education and Society*	3			
	Kursus Teras Program *Program Core Courses*	PIA4002	Isu Profesional dan Etika dalam Kaunseling dan Psikologi *Professional Issues and Ethics in Counselling and Psychology*	3	PIA4010	Internship *Internship*	6
		PIA4003	Latihan Amali Kaunseling (Makmal) *Counseling Practicum (Laboratory)*	3			
		PIA4007	Kaunseling Kanak-Kanak dan Remaja *Counseling Children and Adolescent*	3			
	Kursus Elektif Program *Program Elective Courses*	Pilih **ONE (1)** kursus sahaja (Rujuk Senarai Kursus A) *Choose **ONE** (1) course.* *(Refer Course List A)*					
			Elektif 6 *Elective 6*	3			
	Jumlah Credit ***Total Credit***			**17**			**6**
	Jumlah Keseluruhan ***Total Credits Overall***						**139**

<u>Senarai Kursus A | *Course List A*</u>

Bil. ***No.***	**Kod Kursus** ***Course Code***	**Tajuk Kursus** ***Course Title***	**Kredit** ***Credit***
1	PIA1008	Aplikasi Teknologi dalam Perkhidmatan Kaunseling *Technology Application in Counseling Services*	3
2	PIA2005	Personaliti *Personality*	3
3	PIA2011	Psikologi Industri dan Organisasi *Industrial and Organisazational Psychology*	3
4	PIA2004	Modifikasi Tingkah Laku *Behavior Modification*	3
5	PIA4001	Kaunseling Ketagihan dan Pemulihan *Addiction and Recovery Counselling*	3
6	PIA3009	Kaunseling Kesihatan Mental Klinikal *Clinical Mental Health Counseling*	3

KURSUS ELEKTIF TERBUKA UNIVERSITI | *UNIVERSITY OPEN ELECTIVE COURSES*

Elektif Terbuka Universiti (SHE) (8 kredit) merangkumi.
University Electives (SHE) (8 credits) involves.

- Satu kursus daripada Kluster 1 (2 kredit) | *One course from Cluster 1 (2 credits)*
- Satu kursus daripada Kluster 2 (2 kredit) | *One course from Cluster 2 (2 credits)*
- Satu kursus daripada Kluster 3 (2 kredit) | *One course from Cluster 3 (2 credits)*
- Satu kursus daripada Kluster 4 (2 kredit) | *One course from Cluster 4 (2 credits)*

***Rujuk Senarai Kursus SHE mengikut Kluster (Pilih SATU sahaja daripada setiap kluster).**
****Refer to the list of University Electives based on the respective Cluster (Choose ONE course from each cluster below)***

Kluster ***Cluster***	**Tajuk Kluster** ***Cluster Title***	**Catatan** ***Notes***
Kluster 1 *Cluster 1*	Thinking Matters: Mind & Intellect	Pelajar perlu memilih dan mendaftar kursus mengikit struktur pengajian *Student shall choose and register based on the programme structure.*
Kluster 2 *Cluster 2*	Emotional, Physical, Spiritual Intelligence Mind, Body & Soul *Untuk Kluster 2, hanya Kursus Integriti dan Antirasuah (GQX0056) akan ditawarkan **For Cluster 2, only Integrity and Anticorruption Course (GQX0056) will be offered*	
Kluster 3 *Cluster 3*	Technology, Artificial Intelligence and Data Analytics: i-Techie	
Kluster 4 *Cluster 4*	Global Issues and Community Sustainability: Making the World a Better Place	

KURSUS UNIVERSITI
UNIVERSITY COURSES

SINOPSIS KURSUS / *COURSE SYNOPSIS*

GIG1012 Falsafah dan Isu Semasa (2 jam kredit) (Untuk pelajar tempatan sahaja)
GIG1012 Philosophy and Current Issues (2 credit hours) (For locals only)

Kursus ini merangkumi hubungan ilmu falsafah dengan Falsafah Pendidikan Kebangsaan dan Rukunegara. Penggunaan falsafah sebagai alat untuk memurnikan budaya pemikiran dalam kehidupan melalui seni dan kaedah berfikir serta konsep insan. Topik utama dalam falsafah iaitu epistemologi, metafizik dan etika dibincangkan dalam konteks isu semasa. Penekanan diberi kepada falsafah sebagai asas bagi menjalin dialog antara budaya serta memupuk nilai sepunyai. Di hujung kursus ini pelajar akan mampu melihat disiplin-disiplin ilmu sebagai satu badan ilmu yang komprehensif dan terkait antara satu sama lain.

This course covers philosophical relations with the Philosophy of National Education and Rukunegara. The use of philosophy as a tool to purify the culture of thought in life through the arts and methods of thinking and human concepts. The main topics in philosophy are epistemology, metaphysics and ethics discussed in the context of current issues. Emphasis is given to philosophy as a basis for fostering inter- cultural dialogue and fostering one's values. At the end of this course students will be able to see the disciplines of science as one comprehensive body of knowledge and related to each other.

Kaedah Penilaian	:	Kerja Kursus	–	70%	Peperiksaan	–	30%
Assessment Method	*:*	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Al-Attas, S. M. Naquib. (1991). *The Concept of Education in Islam. Kuala Lumpur: ISTAC*
- Al-Faruqi, I. R. (1994). Al-Tawhid: *Its Implications for Thought and Life (2nd Ed.). Herndon: IIIT*
- Phillips, D. C. (Ed.) (2014). *Encyclopaedia of Educational Theory and Philosophy (1st Ed.). SAGE Publication*
- Dzulkifli, A. R. & Rosnah , H. (2019). Pentafsiran Baharu Falsafah Pendidikan Kebangsaan dan Pelaksanaannya Pasca 2020. Kuala Lumpur: IIUM Press
- Hospers, J. (1997). *An Introduction to Philosophical Analysis (4th Ed.). London: Routledge*.
- Mitchell, H. B. (2011). *Roots of Wisdom: A Tapestry of Philosophical Traditions (6th Ed.). Wadsworth: Cengage Learning*
- Osman Bakar. (1999). *The classification of Knowledge in Islam. Cambridge, U. K.: The Islamic Texts Society.*
- Rosnani Hashim .(2017). *Revitalization of Philosophy and Philosophical Inquiry in Muslim Education. Kull of Education IIUM*
- Soloman, R. C. & Higgins, K. M. (2010). *The Big Questions: A Short Introduction to Philosophy (8th Ed.). Wadsworth: Cengage Learning.*
- Weiming, T. & Ikeda, D. (2011). *New Horizons in Eastern Humanism: Buddhism, Confucianism and The Quest for Global Peace. London: I. B. Tauris*

GLT1049 Bahasa Melayu Komunikasi (2 jam kredit) (untuk pelajar Antarabangsa sahaja)
GLT1049 Malay Language Communication (2 credit hours) (for International student only)

Kursus ini melatih pelajar antarabangsa untuk berkomunikasi dalam bahasa Melayu asas yang meliputi situasi kehidupan seharian. Pelajar akan diperkenalkan dengan pertuturan dan penulisan bahasa Melayu mudah. Pengajaran dan pembelajaran akan dilaksanakan dalam bentuk tutorial, tugasan, dan pengalaman pembelajaran pelajar di dalam dan di luar kelas. Pada akhir kursus ini, pelajar diharapkan dapat berkomunikasi dan menulis menggunakan ayat mudah dengan berkesan.

This course trains international students to communicate in basic Malay, covering everyday life situations. Students will be introduced to simple spoken and written Malay. Teaching and learning will be conducted through tutorials, assignments, and students' learning experiences inside and outside the classroom. By the end of this course, students are expected to communicate and write effectively using simple sentences.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

GIG1013 Penghayatan Etika dan Peradaban (2 jam kredit)
GIG1013 Penghayatan Etika dan Peradaban (2 credit hours)

Kursus ini menerangkan tentang konsep etika daripada perspektif peradaban yang berbeza. Ia bertujuan bagi mengenal pasti sistem, tahap perkembangan, kemajuan dan kebudayaan sesuatu bangsa dalam mengukuhkan kesepaduan sosial. Selain itu, perbincangan berkaitan isu- isu kontemporari dalam aspek ekonomi, politik, sosial, budaya dan alam sekitar daripada perspektif etika dan peradaban dapat melahirkan pelajar yang bermoral dan profesional. Penerapan amalan pendidikan berimpak tinggi (HIEPs) yang bersesuaian digunakan dalam penyampaian kursus ini. Di hujung kursus ini pelajar akan dapat menghubungkaitkan etika dan kewarganegaraan berminda sivik.

This course discusses ethical concepts from different civilization perspectives. It aims to identify the systems, developmental stages, progress and culture of a nation in strengthening social cohesion. In addition, discussions on contemporary issues in the economic, political, social, cultural and environmental aspects from an ethical and civil perspective can produce students who are morally and professionally sound. The application of appropriate High Impact Education Practices (HIEPs) is used in the delivery of this course. At the end of this course students will be able to relate ethics and civic-minded citizenship.

Kaedah Penilaian	:	Kerja Kursus	–	70%	Peperiksaan	–	30%
Assessment Method	:	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Shamsul Amri Baharuddin (ed). (2012). Modul Hubungan Etnik (2nd ed.). Bangi: Institut Kajian Etnik, UKM.
- Cheng, Y. (2012). *Islam and the Wisdoms of Asian Religions. K. L.: The Other Press*
- Cheng, Y. (2016). *Islam and Secularism: The Quest for a Unity of Knowledge. Kuala Lumpur: IIUM Press, International Islamic University Malaysia.*
- Dugin, A. (2012). *The Fourth Political Theory. London: Arktos.*
- Majid Fakhry. (1991). *Ethical Theories in Islam. Leiden: J. J. Brill.*
- Falikowski, A. F. (1990). *Moral Philosophy: Theories, Skills and Applications. Englewood Cliff, NJ: Prentice Hall.*
- Guenon, R. (2001). *The Reign of Quantity and the Signs of the Times. (Lord Northbourne, trans.). Hillsdale NY: Sopjia Perennis. (Original work published 1945).*

- Harari, Y. N. (2017). *Homo deus: A Brief History of Tomorrow. Australia: harper Collins.*
- MacKinnon, B. (2015). *Ethics: Theory and Contemporary Issues (8th ed.). Stamford, CT: Cengage Learning.*
- Mitchell, H. B. (2011). *Roots of Wisdom: A Tapestry of Philosphical Traditions (6th ed). Wadsworth: Cengage Learning*
- Maszlee Malik. (2017). *Foundations of Islamic Governance: A Southeast Asian Perspective (1st ed.). London & New York: Routledge.*

GIG1003 Asas Pembudayaan Keusahawanan (2 jam kredit)
GIG1003 Basic Entrepreneurship Enculturation (2 credit hours)

Kursus ini menerapkan elemen asas pembudayaan keusahawanan kepada semua pelajar. Inisiatif ini diambil untuk membuka minda dan merangsang semangat keusahawanan kepada kumpulan sasar yang berpotensi. Antara topik yang akan diajar termasuklah konsep dan perkembangan keusahawanan, faktor yang menggalakkan keusahawanan, perkembangan keusahawanan di Malaysia, etika keusahawanan, kreativiti dan inovasi dalam keusahawanan dan merancang perniagaan. Di samping itu, kursus ini juga memberikan pelajar latihan yang lebih bermakna dan berkesan mengenai pemikiran, kemahiran dan kecekapan keusahawanan

The course will attempt to inculcate the basic elements of entrepreneurship in the students. Initiatives are taken to open their minds and motivate the entrepreneurial spirit in this potential target group. The course encompasses theory and development of entrepreneurship, factors affecting entrepreneurship, entrepreneurship development in Malaysia, ethics of entrepreneurship, creativity and innovation in entrepreneurship and developing business plans. This course also incorporates a direct exposure to entrepreneurial mindset, skills and competencies.

Kaedah Penilaian	**:**	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Sodri Ariffin & Syahira Hamidon (2017). *Introduction to Entrepreneurship, Malaysia: Oxford Fajar Sdn Bhd.*

KURSUS KO-KURIKULUM
CO-CURICULLUM COURSES

SINOPSIS KURSUS / *COURSE SYNOPSIS*

GKA1001 Sangkutan@Industri (2 jam kredit)
GKA1001 Attach@Industry (2 credit hours)

Program ini bertujuan untuk memberi pendedahan awal kepada pelajar seawal tahun pertama mengenai alam pekerjaan. Pelajar akan menjalani latihan/bekerja dengan pihak syarikat agar mendapat pendedahan mengenai aspek-aspek pentadbiran, pengurusan dan pengoperasian syarikat. Pelajar akan memperolehi pengalaman bekerja yang akan membantu dari segi persediaan psikologi untuk alam pekerjaan dan meningkatkan kadar kebolehpasaran.

The program aims to provide early exposure to work environment for students as early as the first year. Students will undergo training/work with the company to gain exposure on the aspects of the administration, management and operation of the company. Students will have a working experience that will help in terms of psychological preparation for work environment and also increase the graduate employability.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- *Induction Training in Industry: Effects on Performance of Students on Industrial Attachment Paperback/ Andrew Saina, LAP LAMBERT Academic Publishing, 2013*

GKI1001 Penyelidikan Bebas (2 jam kredit)
GKI1001 Independent Research (2 credit hours)

Kursus ini memerlukan pelajar menjalankan projek penyelidikan dalam topik yang dipilih. Para pelajar akan dilatih dan dibimbing oleh penyelia yang dilantik. Pada akhir kursus, pelajar akan menghasilkan laporan penyelidikan.

The course requires students to conduct a research project on any selected topic. The students will be coached and mentored by appointed supervisor (s). At the end of the course, student will be producing a research report.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- *Doing Your Research Project: A Guide for First-Time Researchers / Judith Bell with Stephen Waters. Berkshire, England: Open University Press, 2014.*

GKK1001 Khidmat Komuniti (2 jam kredit) *GKK1001 Community Service (2 credit hours)*

Kursus ini memberikan peluang kepada pelajar untuk menjalankan aktiviti atau projek dengan komuniti yang dikenalpasti. Pelajar akan bersama komuniti dan akan menghuraikan kesan daripada projek tersebut kepada komuniti dan diri sendiri. Pelajar juga akan membuat dokumentasi termasuk video dan audio.

This course gives students the opportunity to undertake activities or projects with identified communities. Students will be with the community and will describe the impact of the project to the community and themselves. Students will also make documentation including video and audio.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Lina D. Dostilio, 2017. *The Community Engagement Professional in Higher Education: A Competency Model for an Emerging Field, Campus Compact.*

GKP1001 Pembangunan Bakat (2 jam kredit) *GKP1001 Talent Development (2 credit hours)*

Kursus ini memberi peluang untuk membangunkan pelbagai kemahiran dan kecekapan melalui aktiviti/ program yang disertai oleh pelajar. Pelajar akan diminta membuat refleksi bagi mencerminkan kemahiran yang diperolehi daripada aktiviti/program yang dijalankan.

The course provide opportunity to develop varies skill and competency through activities/program participated by the students. The students will be required to reflect the skills develop from the activities/program performed.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- SUKMUM (Sukan Mahasiswa Universiti Malaya)/ Universiti Malaya. Kuala Lumpur: Kompleks Sukan, Universiti Malaya, 1993-
- Festival Seni Universiti Malaya/ Universiti Malaya, Kuala Lumpur : Universiti Malaya, 1999

GKS1001 Kesukarelawanan (2 jam kredit) *GKS1001 Volunteerism (2 credit hours)*

Kursus ini mendedahkan pelajar menjalankan aktiviti kesukarelawanan dengan memilih projek atau program yang sesuai. Pelajar boleh menjalankan aktiviti secara persendirian atau dalam kumpulan di mana-mana lokasi yang dikenalpasti. Projek tersebut perlu direkodkan melalui dokumentasi video atau audio. Di akhir projek, kesan daripada melaksanakan projek perlu ditentukan.

This course exposes students to volunteer activities by selecting suitable projects or programs. Students may perform activities individually or in groups of any identified location. The project needs to be recorded through video or audio documentation. At the end of the project, the impact of implementing the project needs to be determined.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Kesukarelawan - Isu dan Kepentingannya kepada Masyarakat / Nazilah Ali, Kuala Terengganu, Terengganu: Penerbit Universiti Malaysia Terengganu, 2014.

GKU1001 Keusahawanan (2 jam kredit)
GKU1001 Entrepreneurship (2 credit hours)

Kursus ini membimbing pelajar untuk membangunkan minda usahawan yang inovatif dengan menyediakan pelan perancangan untuk projek keusahawanan. Penekanan akan diberikan kepada idea keusahawanan, menyediakan pelan perniagaan, mencari sumber pembiayaan, mengetahui cara pendaftaran syarikat yang sah, hak harta intelek dan pendaftaran. Pelajar akan diminta untuk membentangkan strategi yang boleh digunakan untuk merealisasikan projek perniagaan apabila tamat pengajian.

This course guides students to develop innovative minds by providing planning plans for entrepreneurship projects. Emphasis will be given to entrepreneurial ideas, preparing business plans, finding sources of funding, knowing how to register legitimate companies, intellectual property rights and registration. Student will be required to reflect the possible strategies that can be used to realize the business project upon graduation.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Teori dan Amalan Keusahawanan / Ab. Aziz Yusof. Kuala Lumpur : Dewan Bahasa dan Pustaka, 2015

KURSUS BAHASA INGGERIS KOMUNIKASI
ENGLISH COMMUNICATION COURSES

GLT1018 Proficiency in English I (2 jam kredit) *(2 credit hours)*

Kursus ini direka untuk pelajar yang mempunyai penguasaan asas dalam Bahasa Inggeris. Fokus adalah kepada pembinaan kecekapan bertutur dan membaca dengan penekanan kepada ketepatan tatabahasa dan perbendaharaan kata. Pelajar akan membina ketepatan struktur, kefasihan bertutur dan penggunaan bahasa yang sesuai dengan latihan dalam pelbagai konteks.

This course is designed for students with basic proficiency in English. Focus is on building speaking and reading competence with an emphasis on accuracy in grammar and on vocabulary building. Students will develop structural accuracy, reasonable oral fluency and language appropriateness by practising the language in a variety of contexts.

Kaedah Penilaian	:	Kerja Kursus	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Hughes, J. (2019). *Life A2 (Second ed.). Hampshire: National Geographic*.
- *www.vocabulary.com*
- *www.dictionary.cambridge.org*

GLT1019 Let's Speak (2 jam kredit) *(2 credit hours)*

Kursus ini memfokuskan kepada ketepatan dan kepaduan dalam merancang pengucapan dalam Bahasa Inggeris. Kursus ini juga mengembangkan kemahiran pelajar dalam merancang ucapan secara berperingkat. Pelajar juga akan belajar untuk bertutur secara tepat dengan menggunakan strategi bahasa yang sesuai kepada audiens sasaran.

This course focuses on preparing a speech in English accurately and coherently. It also develops students' speech planning skills in stages. Students will learn to speak accurately using the appropriate language strategies to a selected audience.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Grussendorf, M. (2019). *English for Presentations. Malaysia: Oxford University Press.*
- Shafie, L.A. and Rosaidi, N. A. (2017). *English for Oral Presentations. Malaysia: Oxford University Press.*
- https://www.oxfordlearnersdictionaries.com

GLT1020 Fundamental Writing (2 jam kredit) *(2 credit hours)*

Kursus ini direka untuk pelajar yang mempunyai tahap kefasihan pra-pertengahan Bahasa Inggeris. Fokus adalah kepada kemahiran dalam penulisan dengan penekanan kepada ketepatan tatabahasa dan perbendaharaan kata. Pelajar akan didedahkan kepada strategi penulisan yang membolehkan

mereka menulis teks pendek secara efektif untuk pelbagai tujuan.

This course is designed for students with a pre- intermediate level of proficiency in English. It focuses on writing skills, with an emphasis on accuracy in grammar and vocabulary building. Students will be exposed to writing strategies that will enable them to write short texts effectively for different purposes.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Folse, K. S., Muchmore-Vokoun, A., Solomon, E.V. (2020). *Great Writing Great Paragraphs Fifth Edition. USA: National Geographic Learning/Cengage Learning.*
- Ward, C., Gramer, M. (2019). *Q: Skills for Success- Reading & Writing 3 Third Edition. New York: OUP Oxford.*
- Lambert, J., Bohlke, D., Lockwood, B.R., Hartmann, P. (2016). *Final Draft 1. New York: Cambridge University Press.*

GLT1021 Proficiency in English II (2 jam kredit) *(2 credit hours)*

Kursus ini membantu pelajar meningkatkan penguasaan Bahasa Inggeris dari segi ketepatan dan penggunaan bahasa di peringkat pertengahan. Pelajar akan didedahkan kepada pelbagai jenis teks bacaan untuk meningkatkan kemahiran membaca. Mereka juga akan diberi latihan yang mencukupi dari segi pertuturan bagi membina keyakinan berkomunikasi dan berinteraksi di dalam pelbagai situasi. Kursus ini juga dapat membantu pelajar meningkatkan kemahiran menulis teks yang koheren dalam pelbagai topik.

This course is designed to improve students' English Language proficiency in terms of accuracy and language use at the intermediate level. Students will be exposed to a variety of reading texts in order to improve their reading skills. They will also be given ample speaking practice to develop their confidence in communicating and interacting with others in a multitude of situations. The course improves students' skills in writing texts coherently on various topics.

Kaedah Penilaian	:	Kerja Kursus	–	60%	Peperiksaan	–	40%
Assessment Method	***:***	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Daise Debra & Norloff Charl (2020) *Q: Skills for Success. Reading and Writing (3). 3rd Edition UK: Oxford University Press.*
- Elbaum, S.N. (2010). *Grammar in Context. 5th Edition. USA: Heinle,Cengage Learning.*
- *www.iQOnlinePractice.com*

GLT1022 Speak Up (2 jam kredit) *(2 credit hours)*

Kursus ini mengfokuskan kepada pertuturan Bahasa Inggeris secara tepat dan koheren pada peringkat pertengahan. Kursus ini membantu pelajar mengembangkan strategi komunikasi yang membolehkan pelajar berinteraksi dalam pelbagai situasi tidak formal.

This course focuses on speaking English accurately and coherently at the intermediate level. It develops students' communication strategies that enable them to interact appropriately in a variety of informal situations.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	*–*	*100%*	*Examination*	*–*	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Lynn Bonesteel (2017). *21st Century Communication: Listening, Speaking and Critical Thinking. USA: Cengage Learning*
- *www.vocabulary.com*
- *www.dictionary.cambridge.org*

GLT1023 Effective Workplace Writing (2 jam kredit) *(2 credit hours)*

Kursus ini memperkenalkan strategi penulisan pada tahap pertengahan. Pelajar akan diberi pendedahan tentang pelbagai komunikasi tempat kerja. Mereka akan mempelajari cara untuk menghasilkan komunikasi bertulis yang efektif dan meningkatkan tahap kebolehan menulis secara menyeluruh.

This course introduces writing strategies at the intermediate level. Students will be exposed to a range of workplace communication. They will learn how to produce effective written communication and improve their overall skills in writing.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	*–*	*100%*	*Examination*	*–*	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Banks, T. (2013). *Writing for Impact. Cambridge, United Kingdom: Cambridge University Press.*
- Mascull, B. (2018). *Business Vocabulary in Use: Intermediate Book with Answers and Enhanced ebook: Self-Study and Classroom Use. Cambridge, United Kingdom: Cambridge University Press.*
- Talbot, F. (2016). *How to Write Effective Business English: Excel at E-mail, Social Media and All Your Professional Communications (Better Business English). London, United Kingdom: Kogan Page Limited.*

GLT 1024 Proficiency in English III (2 jam kredit) *(2 credit hours)*

Kursus ini memberi pengukuhan kepada penguasaan Bahasa Inggeris pelajar dari segi ketepatan dan keberkesanan di peringkat pertengahan atas. Pelajar akan diajar kesemua empat kemahiran bahasa dengan memberi tumpuan kepada kemahiran membaca, menulis dan bertutur. Mereka akan didedahkan kepada pelbagai teks untuk membangunkan tahap penguasaan yang lebih tinggi yang akan membolehkan mereka mengaplikasikan kemahiran yang dipelajari.

This course is designed to fortify students' English Language proficiency in terms of accuracy and effectiveness at a developing upper intermediate level. Students will be taught the four language skills with a focus on reading, writing and speaking. They will be exposed to a variety of texts to develop a higher level of proficiency that will allow them to apply the skills learnt.

Kaedah Penilaian	:	Kerja Kursus	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- English, A and English, L.M. (2019). *NORTHSTAR 4: Reading & Writing. 5th Edition. Pearson*
- Ferree, T and Sanabria, K. (2019). *NORTHSTAR 4: Listening & Speaking. 5th Edition. Pearson*
- *https://www.dictionary.com/*

GLT1025 Effective Oral Communication (2 jam kredit) *(2 credit hours)*

Kursus ini merangkumi pelbagai aspek komunikasi secara lisan yang digunakan dalam menyampaikan ucapan dan pembentangan pada tahap pertengahan atas. Contoh yang sesuai daripada pelbagai situasi digunakan sebagai bahan latihan untuk membolehkan pelajar menganalisa, berbincang dan menggunakan strategi yang telah diajar.

The course encompasses different aspects of oral communication used in delivering speeches and presentations at the high intermediate level. Appropriate examples from a variety of situations are used as practice materials for students to analyse, discuss and apply the strategies taught.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Dale, P. & Wolf, J.C. (2013). *Speech Communication Made Simple (4th Edition). White Plains, NY: Pearson Education.*
- Lee, C. (2017). *21st Century Communication: Listening, Speaking & Critical Thinking. Boston: National Geographic Learning.*
- Macintyre, P. (2018). *Pathways: Listening, Speaking & Critical Thinking (2nd edition). Boston: National Geographic Learning.*

GLT 1026 Writing at the Workplace (2 jam kredit) *(2 credit hours)*

Kursus ini akan memperkenalkan pelajar kepada kemahiran menulis yang berkesan di tempat kerja. Menggunakan bahan-bahan yang relevan, pelajar akan diajar secara berperingkat cara menghasilkan dokumen dalam konteks tempat kerja.

This course will introduce students to effective writing skills at the workplace. Using relevant materials, students will be taught in stages how to produce documents within a workplace context.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Kolin, P. C. (2015). *Successful Writing at Work: Concise Edition. (4th ed.). Stamford, CT: Cengage Learning.*
- Kolin, P. C. (2013). *Successful Writing at Work. (10th ed.). Boston, MA: Wadsworth Cengage Learning.*
- Smith-Worthington, D., & Jefferson, S. (2010). *Technical Writing for Success. (3rd ed.). Mason, OH: South Western Cengage Learning.*
- Sargunan, R. A., Khor, E., Samsudin, K., & Menon, R. (2010). *Report Writing for Business and Professional Purposes: An Introduction. (2nd ed.). Shah Alam: McGraw Hill Malaysia*.

GLT1027 Advanced Oral Communication (2 jam kredit) *(2 credit hours)*

Kursus ini bertujuan untuk membangunkan kemahiran komunikasi di kalangan pelajar pada tahap lanjutan semasa memberi penyampaian dan berinteraksi dalam perbincangan kumpulan dalam pelbagai persekitaran. Pelajar akan menyediakan dan menyampaikan persembahan yang teratur dan berkesan dalam pelbagai topik dengan menggunakan bahasa, gaya dan struktur yang sesuai untuk melibatkan penonton. Pelajar juga akan didedahkan kepada strategi komunikasi yang berbeza untuk membolehkan mereka berinteraksi secara berkesan dan berkomunikasi dengan jelas dalam perbincangan kolaboratif.

This course aims to develop advanced communication skills among students when delivering presentations and interacting in group discussions in diverse settings. Students will prepare and deliver organized, impactful presentations on a variety of topics using appropriate language, style and structure to engage the audience. Students will also be exposed to different communication strategies to enable them to interact effectively and communicate with clarity in collaborative discussions.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Hamilton, C. (2014). *Essentials of Public Speaking (6th Edition). Boston, MA: Heinle Cengage Learning*
- McPheat, S. (2012). *Advanced Communication Skills. Retrieved from* http://www.sterrenstages.net/manager/files/books/advanced-communication-skills.pdf
- Hamilton, C.M. & Creel, B. (2011). *Communicating for Success. USA: Pearson*

GLT1028 Advanced Business Writing (2 jam kredit) *(2 credit hours)*

Kursus ini direkabentuk untuk melengkapkan pelajar dengan kemahiran menulis yang diperlukan bagi memenuhi keperluan tempat kerja. Pelajar juga akan diajar bagaimana menghasilkan dokumen perniagaan profesional yang jelas, tepat dan disusun dengan baik. Pelajar akan diminta untuk menganalisis dan bertindak terhadap pelbagai situasi dan menulis untuk pembaca yang dikenal pasti. Kursus ini juga akan meneroka cara-cara penulisan dan komunikasi perniagaan dengan bantuan teknologi.

This course is designed to equip students with the necessary writing skills to meet the needs of the workplace. Students will also be taught how to produce clear, accurate and well organised professional business documents. Students will be required to analyse and respond to a variety of situations and to write for identified audiences. The course also explores the ways in which technology helps shape business writing and communication.

Kaedah Penilaian	**:**	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Cram, C. M. (2010). *New perspectives: Portfolio projects for business communication (1st Ed.). Boston, MA: Wadsworth Cengage Learning.*
- Taylor, S. (2012) *Model business letters, emails and other business documents (7th Ed.). London: FT Press.*
- Kolin, P. C. (2013). *Successful writing at work (10th Ed.). Boston, MA: Wadsworth Cengage Learning.*

KURSUS TERAS FAKULTI
FACULTY CORE COURSES

SINOPSIS KURSUS / *COURSE SYNOPSIS*

PIX1005 Asas Pendidikan dan Kemanusiaan (3 jam kredit)
PIX1005 Educational Foundations and Humanities (3 credit hours)

Kursus ini membincangkan sejarah perkembangan pendidikan negara dan konsep asas falsafah umum serta falsafah pendidikan. Kursus ini juga turut mengupas falsafah Pendidikan Barat, falsafah pendidikan Timur dan falsafah pendidikan Islam serta kaitannya dengan Falsafah Pendidikan Kebangsaan. Selain itu, faktor-faktor yang mempengaruhi falsafah dan amalan pendidikan di Malaysia turut dijelaskan menerusi kursus ini.

This course discusses the history of the development of national education and the basic concepts of general philosophy as well as the philosophy of education. This course also explores the philosophy of Western Education, the philosophy of Eastern education and the philosophy of Islamic education and its relation to the Philosophy of National Education. In addition, the factors that influence the philosophy and practice of education in Malaysia are also explained through this course.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	:	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Dzulkifli Abdul Razak & Rosnani Hasyim (2020). Pentafsiran baru Falsafah Pendidikan Kebangsaan dan Pelaksanaannya Pasca 2020. Gombak. IIUM Press
- Hasmalina & Siti Hawa (2015). Filsafat Pendidikan. Jakarta. Universitas Sriwijaya
- Nel Noddings, (2015) Philosophy of Education. (4th ed.) New York: Westview Press
- Orstein, A.C. & Hunkins, F.P. (2014). Curriculum: Foundations, Principles, and Issues (6th ed.). Boston: Allyn and Bacon.
- William. H & Portelli, J. P. (2013) Philosophy of Education: Introductory Readings. Calgary, Alberta: Brush Education Inc.
- Kementerian Pendidikan Malaysia. (2013). Pelan Pembangunan Pendidikan Malaysia 2013 -2025. Putrajaya: Kementerian Pendidikan Malaysia.
- Jana Mohr Lone (2012). Philosophy and Education. UK. Amazon Press.

PIX2001 Psikologi Pendidikan (3 jam kredit)
PIX2001 Educational Psychology (3 credit hours)

Kursus ini memperkenalkan konsep asas dalam psikologi pendidikan dari aspek kognitif, psikomotor dan afektif. Pelajar akan didedahkan dengan teori-teori psikologi pembelajaran dalam bidang pendidikan. Seterusnya, pelajar akan dibimbing untuk mengaplikasikan strategi pengajaran dan pembelajaran yang bersesuaian dengan konteks pendidikan.

This course introduces the basic concepts in educational psychology from the aspects of cognitive, psychomotor, and affective. Students will be taught with various psychological learning theories in the field of education. In addition, students will be guided to apply suitable teaching and learning strategies in educational contexts.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- McMaugh, A., & Duchesne, S. (2018). Educational psychology for learning and teaching (6th Ed.). South Melbourne, Australia: Cengage Learning Australia.
- Santrock, J.W. (2018). Educational psychology (6th Ed.). Singapore: McGraw-Hill.
- Schunk, D. H. (2019). Learning theories: An educational perspective (8th Ed.). USA: Pearson.
- Woolfolk, A. E. (2018). Educational psychology (14th Ed.). USA: Pearson.

PIX2007 Pendidikan dan Penyelidikan (3 jam kredit)
PIX2007 Education and Research (3 credit hours)

Kursus ini dibangunkan untuk mendedahkan pelajar kepada pelbagai isu kontemporari berkaitan pendidikan dalam konteks lokal dan global. Perbincangan akan tertumpu kepada menganalisis isu berkenaan berdasarkan pelbagai cabang disiplin ilmu pendidikan secara kritis, objektif dan sistematik bagi mengenal pasti punca tercetusnya isu dan fenomena tersebut. Setelah proses analisis dilakukan, pelajar akan dibimbing untuk mengemukakan cadangan penyelesaian yang kreatif serta praktikal dengan cara mengaplikasikan prinsip serta kaedah asas penyelidikan dalam pendidikan.

This course is developed to expose students to various contemporary issues related to education in local and global contexts. The discussion will focus on analysing the issues critically, objectively and systematically to identify the cause of the issues and phenomenon based on various branches of educational disciplines. Once the analysis process is done, students will be guided to propose creative and practical solutions by applying basic principles and methods of research in education.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	*:*	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). Introduction to research in education. 10th Edition. Australia: Cengage Learning
- Creswell, J. W., & Creswell, J. D. (2017). Research design: Quantitative, qualitative and mixed methods approaches. 5th Edition. USA: Sage Publishing.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). How to design and evaluate research in education. 10th Edition. New York: McGraw Hill, Inc.
- Marshall, J (2018) Contemporary debates in education studies. London: Routledge
- O'Donoghue, T (2017) Understanding contemporary education: Key themes and issues. London: Routledge.

PIX2008 Pendidikan dan Masyarakat (3 jam kredit)
PIX2008 Education and Society (3 credit hours)

Kursus ini dibentuk berdasarkan kerangka sosiologi pendidikan. Ia akan membincangkan isu dan perkembangan semasa pendidikan formal dan tidak formal dalam masyarakat serta menganalisis peranan dan impak pendidikan moden berdasarkan konsep dan teori sosiologi. Pelajar juga akan membangunkan, melaksanakan dan melaporkan program kerja lapangan sebagai projek sosiolisasi pendidikan dalam masyarakat.

This course is based on the framework of educational sociology. It will discuss the current issues and developments of formal and non -formal education in society, as well as analyse the role and impact of modern education based on sociological concepts and theories. Students also will develop, implement and report on field work programs as a socialization project of education in the community.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	*:*	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*

Bahasa Pengantar : Bahasa Melayu, Bahasa Inggeris
Medium of Instruction : *Malay, English*

Rujukan Terpilih / *Selected References:*

- Brooks, R. (2019) Education and society. London: Red Globe Press
- Goleman, D. (2011) Social intelligence: The new science of human relationships, Manhattan: Random House
- Moon, J. A. (2004). A handbook of reflective and experiential learning: Theory and practice. London: Routledge-Falmer.
- O'Grady, C.R. (2012). Integrating service learning and multicultural education in colleges and universities. Lawrence Erlbaum
- Jukes, I. & Schaaf, R. L. (2019) A brief history of the future of education: Learning in the age of disruption, Thousand Oaks: Corwin Press
- Syukurman (2020), Sosiologi pendidikan: memahami pendidikan dari aspek multikulturalisme, Jakarta: Prenada Media

KURSUS TERAS PROGRAM
PROGRAMME CORE COURSES

SINOPSIS KURSUS / *COURSE SYNOPSIS*

PIA1001 Pengenalan Kepada Psikologi Kaunseling (3 jam kredit)
PIA1001 Introduction to Counselling Psychology (3 credit hours)

Kursus ini memperkenalkan psikologi kaunseling sebagai satu profesion menolong individu, kelompok, dan keluarga menangani permasalahan semasa. Tajuk perbincangan meliputi sejarah perkembangan profesion, peranan dan fungsi kaunselor, teori, teknik, dan proses kaunseling, penggunaan ujian dan alat pentaksiran dalam kaunseling, persekitaran di mana kaunselor bekerja, dan isu etika dalam psikologi kaunseling.

This course introduces counselling psychology as a profession to help individuals, groups, and families dealing with situational problems. Topics of discussion comprise the history and development of the profession, the role and function of counsellors, counselling theories, techniques, and processes, the use of tests and assessment tools in counselling, the setting of the counsellor workplace, as well as ethical issues in counselling psychology.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	*:*	*Continuous Assessment*	*–*	*40%*	*Examination*	*–*	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Aina Razlin Mohammad Roose & Rafidah Aga Mohd Jaladin (2021). Teori Kaunseling: Panduan Pemilihan dan Pembentukan Orientasi Teoritikal Kaunselor. Kuala Lumpur: Penerbit Universiti Malaya
- Gladding, S. T. (2018). Counseling: A Comprehensive Profession (8th ed.). Englewood Cliffs, NJ: Pearson.
- Lembaga Kaunselor Malaysia (2015). Piawaian dan Kelayakan Latihan Kaunselor Dengan Bidang Tumpuan Utama. Putrajaya: Lembaga Kaunselor (Malaysia).
- Martin, D.G. (2016). Counseling and Therapy Skills (4th ed.). Long Grove, IL: Waveland Press, Inc.
- Rafidah Aga Mohd Jaladin & Aina Razlin Mohammad Roose (2020). Intervensi Krisis dalam Hubungan Menolong. Kuala Lumpur: Penerbit Universiti Malaya.
- Sapora Sipon & Hapsah Yusof (2016). Pengenalan Profesion Kaunseling (Ed. Ke-3). Nilai: Penerbit USIM

PIA1003 Pengenalan kepada Psikologi (3 jam kredit)
PIA1003 Introduction to Psychology (3 credit hours)

Kursus ini memperkenal psikologi sebagai satu sains tingkahlaku untuk membantu pelajar mengembangkan potensi sebagai seorang warganegara yang dapat memberikan perkhidmatan kepada masyarakat apabila tamat pengajian. Prinsip-prinsip asas psikologi, teori yang berkaitan dan bidang-bidang dalam psikologi akan dibincangkan. Akhirnya pelajar akan memahami bahawa tingkahlaku manusia boleh diramal berdasarkan penemuan psikologi.

This course undertakes a survey of psychology as a behavioral science for helping students develop their potential as citizens who can render service to the community after completing their studies. The basic principles of psychology, related theories and fields of psychology will be discussed. At the end, the students will understand that human behavior can be predicted based on psychological findings.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Ciccarelli, S. K., and White, J.N. (2020). Psychology. Upper Saddle River, NJ: Pearson Education.
- Feldman, R. (2020). Essentials of Understanding Psychology. NY: McGraw-Hill.
- Kalat, J.W. (2016). Introduction to Psychology. Belmont, CA: Wadsworth/Cencage Learning
- Myers, D.G. and DeWall, C.N. (2018). Psychology. NY: Worth Publishers

PIA1004 Psikologi Sosial (3 jam kredit)
PIA1004 Social Psychology (3 credit hours)

Kursus ini bertujuan membincangkan teori-teori, perspektif dalam psikologi sosial, pengalaman intrapersonal, interpersonal, kolektif individu, serta struktur sosial yang mempengaruhi personaliti, selanjutnya menjelaskan kaedah kajian dalam psikologi sosial dan hubungannya dengan tingkah laku agresif, tekanan, kesihatan, kebahagiaan individu akan mempengaruhi persepsi masyarakat.

This course aims to discuss theories, perspectives in social psychology, intrapersonal, interpersonal, individual collective experiences, as well as social structures that affect personality, further explaining research methods in social psychology and its relationship to aggressive behavior, stress, health, individual happiness will influence public perception.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Vallacher,R.V. (2020). Social Psychology: Exploring the Dynamics of Human Experiences. New York: Routledge.
- DeLamater, J. & Collet, J. (2019). Social Psychology. New York: Routledge.
- Heinzen,T.E.& Goodfriend, W. (2017). Social Psychology. Sage Publication, Inc.

PIA1007 Psikologi Perkembangan (3 jam kredit)
PIA1007 Developmental Psychology (3 credit hours)

Kursus ini bertujuan mengenalpasti beberapa isu penting mengenai psikologi perkembangan dari peringkat persenyawaan hingga zaman remaja. Matlamat utama kursus ini ialah memberi pengetahuan kepada pelajar mengenai bagaimana menghurai, menjelas dan mengoptimakan perkembangan. Teori-teori mengenai perkembangan kognitif, psikososial, dan moral akan diaplikasikan.

The course aims at identifying several important issues on developmental psychology from conception to adolescence. The major goal is to provide knowledge to the students on how to describe, explain, and to optimize development. Cognitive, psychosocial and moral development theories will be applied.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Berk, L. (2018). Child Development. Boston: Pearson.
- Papalia, D., & Martorell, G. (2020). Experience Human Development. NY: McGraw-Hill
- Santrock, J. (2020). Life-Span Development. NY: McGraw-Hill
- Steinberg, L. (2019). Adolescence. NY: McGraw-Hill

PIA2001 Teori Kaunseling (3 jam kredit)
PIA2001 Counselling Theory (3 credit hours)

Kursus ini bertujuan memperkenalkan teori-teori kaunseling yang utama agar difahami pelajar dan menjadi asas pengendalian sesi kaunseling. Asas-asas pembentukan sesuatu teori juga akan dibincang Hubungkait antara teori dan teknik juga akan ditinjau. Pada akhir kursus, pelajar diharap dapat mengenalpasti pendekatan kaunseling peribadi melalui integrasi teori-teori yang dipelajari.

This course aims to introduce the main theories of counseling so that students understand and become the basis for conducting counseling sessions. The basics of the formation of a theory will also be discussed. The relationship between theory and technique will also be reviewed. At the end of the course, students are expected to be able to identify personal counseling approaches through the integration of the theories learned.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	*:*	*Continuous Assessment*	*–*	*40%*	*Examination*	*–*	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Sumari, M., Ida, A. T., Norfaezah, K., Azmawaty, M. N (2014). Teori Kaunseling dan psikoterapi. Kuala Lumpur: Penerbit Universiti Malaya.
- Corey, G. (2019). Theories and practice of counselling and psychotherapy. California: Wardsworth.
- Sharf, R. (2016). Theories of Counseling and Psychotherapies. California: Wardsworth.

PIA2006 Teknik Counselling (3 jam kredit)
PIA2006 Counselling Techniques (3 credit hours)

Kursus ini memberikan pendedahan tentang sifat-sifat peribadi kaunselor yang berkesan dan proses kaunseling individu. Pelajar juga akan diberikan pendedahan tentang kemahiran komunikasi dan teknik spesifik yang boleh digunakan dalam sesi kaunseling. Kemahiran tersebut meliputi kemahiran melayan, mendengar, memberi respon, menstruktur, menyelesaikan masalah dan lain-lain lagi. Beberapa teknik kaunseling berasaskan teori-teori juga akan diajar.

This course gives exposure to the individual attributes of an effective counselor and the individual counselling process. Students will be exposed to the communication skills and specific techniques that can be used in counselling sessions. The skills include attending, listening, responding, structuring, problem solving and many others. Several counselling techniques based on theories will also be taught.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	*–*	*100%*	*Examination*	*–*	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Sumari, M., Ida, A. T., Norfaezah, K., Azmawaty, M. N (2014). Teori Kaunseling dan psikoterapi. Kuala Lumpur: Penerbit Universiti Malaya.
- Corey, G. (2019). Theories and practice of counselling and psychotherapy. California: Wardsworth.
- Egan, G (2014) The Skilled Helper. A Problem-Management and Opportunity-Development
- Okun, B. F. & Kantrowitz, R. E. (2014). Effective Helping: Interviewing and Counselling Techniques (2nd Edition). Cengage Learning

PIA2007 Kepimpinan Kelompok (3 jam kredit)
PIA2007 Group Leadership (3 credit hours)

Kursus ini memperkenalan pelajar kepada konsep kepimpinan, kemahiran komunikasi dan pengurusan dalam kaunseling kelompok. Kursus ini juga bertujuan untuk membimbing pelajar menyediakan kertas cadangan kaunseling kelompok untuk melaksanakan kaunseling kelompok sebagai intervensi teraputik bagi membantu klien. Pelajar akan didedahkan kepada peringkat-peringkat perkembangan dalam kelompok, kemahiran komunikasi, kemahiran pengurusan konflik, penggunaan teori dan garis panduan etika yang penting untuk mereka memainkan peranan sebagai kaunselor kelompok yang berkesan.

This course introduces the student to the concept of leadership, communication and management skills of group counseling. The course also aimed at guiding students to effectively prepare a group counseling proposal to conduct group counseling as a therapeutic intervention in helping clients. Students will be exposed to the stages of group development, communication skills, conflict management skills, application of theories and ethical guidelines which are essential for them to assume the role as an effective group counselor.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Ida Hartina Ahmed Tharbe (2017). Kepimpinan Kaunseling Kelompok: Teori dan praktis. Kuala Lumpur: Penerbit Universiti Malaya
- Jacobs, E.E., Schimmel, C.J., Masson, R.L., & Harvill, R.L. (2015) Group Counseling: Strategies and Skills (8th Edition). Cengage Learning
- Corey, M.S., Corey, G. & Corey,C. (2017). Groups: process and practice (10th Edition). Cengage Learning
- Corey, G. (2015) Theories and practice of Group Counseling (9th Edition). Cengage Learning.

PIA2008 Statistik Asas untuk Sains Tingkahlaku (3 jam kredit)
PIA2008 Basic Statistics for the Behavioral Science (3 credit hours)

Kursus ini menyediakan pelajar dengan kemahiran asas untuk menilai data dari kajian dalam bidang sains tingkah laku, terutamanya dalam bidang psikologi. Pelajar akan membiasakan diri dengan penerangan data, varians dan kepelbagaian, ujian penting, korelasi dan regresi linear mudah, analisis varians, dan topik-topik lain yang berkaitan. Matlamat utama kursus ialah untuk memperolehi kemahiran penaakulan statistik untuk membantu proses membuat keputusan dalam kajian. Peristiwa-peristiwa semasa digunakan sebagai contoh sepanjang kursus ini.

This course provides students with the basic knowledge for evaluating data from studies in the behavioural sciences, particularly in the field of psychology. Students will be familiar with data description, variance and variability, significance tests, correlation and simple linear regression,

analysis of variance, and other related topics. The main goal of the course is to gain the skill of statistical reasoning to assist the decision making process in research. Current events are used as illustrations for the duration of the course.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Coolican, H. (2018). Research methods and statistics in psychology.Routledge.
- Field, A. (2016). An adventure in statistics: The reality enigma. Sage.
- Goss-Sampson, M. A. (2018). Statistics analysis with JASP: A student's guide (Analisis statistik dengan JASP: Panduan pelajar). (penterjemah: Abd Hamid, H.S. & Sulaiman, M.K., 2018).
- Navarro, D.J. & Foxcroft, D.R. (2019). Learning statistics with Jamovi: a tutorial for psychology students and other beginners. (Version 0.70). [Available from url: http://www.learnstatswithjamovi.com]
- Russo, R. (2020). Statistics for the Behavioural Sciences: An Introduction to Frequentist and Bayesian Approaches. Routledge.

PIA2009 Kaunseling Vokasional dan Kerjaya (3 jam kredit)
PIA2009 Career and Vocational Counselling (3 credit hours)

Melalui kursus ini pelajar mempelajari Teknik pengumpulan maklumat dan penggunaannya dalam pengendalian sesi kaunseling vokasional dan kerjaya yang berkesan. Pelajar didedahkan dengan kemahiran untuk memilih struktur kaunseling vokasional dan kerjaya yang bersesuaian dengan keperluan klien. Di samping itu, pelajar akan didedahkan dengan isu-isu pengendalian kaunseling kerjaya bagi kelompok tertentu seperti lelaki dan perempuan, pesara, kurang upaya dan lain-lain.

Through these course students will learn techniques of data gathering and use of data in carrying out effective vocational and career counseling. They will be exposed to skills for choosing the structure of vocational and career counseling suited to clients' needs. Students will also be exposed to issues in career counseling implementation for specific groups, for example, males and females, retirees, the disabled and others.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Melati Sumari, Norfaezah Md Khalid & Norsafatul Aznin A. Razak (2015). Teori dan Amalan Kaunseling Kerjaya. Kuala Lumpur : Penerbit University Malaya
- Sulaiman, H., Sumari, M., Md Khalid, N., & A.Razak, N.A., (2020). Perkembangan, Perancangan, dan Maklumat Kerjaya. Kuala Lumpur: University of Malaya Press.
- Brown. D. (2021). Career Information, Career Counselling & Career Development (12th Edition) Pearson.
- Zunker, V. G. (2021). Career counseling: A holistic approach (10th Edition). Belmont, CA: Thomson Learning
- Zunker, V. (2008). Career, work, and mental health: Intergrating career and personal counseling. Los Angeles: Sage.

PIA2010 Teori Perkembangan Kerjaya (3 jam kredit)
PIA2010 Career Development Theory (3 credit hours)

Kursus ini bertujuan untuk mendedahkan pelajar kepada bidang perkembangan vokasional dengan mengkaji teori perkembangan kerjaya. Pelajar didedahkan kepada proses perkembangan kerjaya dan teori yang berkaitan. Mereka juga akan meneroka gaya membuat keputusan kerjaya dari pandangan pelbagai teori perkembangan kerjaya. Pengetahuan ini akan membantu pelajar menjadi kaunselor kerjaya yang berkesan.

The course objective is to expose students to the vocational development field by studying career development theories. Students will be exposed to the career development processes and related theories. They will also explore the style of career decision making from the views of different theories of career development. This knowledge will assist students to become effective career counselors.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Sulaiman, H., Sumari, M., Md Khalid, N., & A. Razak, N. A. (2020). Perkembangan, Perancangan, dan Maklumat Kerjaya. Petaling Jaya: Penerbit Universiti Malaya.
- Sumari, M., Md Khalid, N., & A. Razak, N. A. (2014). Teori perkembangan dan amalan kerjaya. Petaling Jaya: Penerbit Universiti Malaya.
- Sharf, R.S. (2013). Applying career development theory to counseling. 6th Edition. Cengage Learning
- Brown, S.D. & Lent, R.W (2013) Career development and counseling: Putting theory and research to work. NY: John Wiley and Sons
- Swanson, J.L. & Fouad, N.A. (2014). Career Theory and Practice: Learning Through Case Studies. Sage Publications.

PIA3001 Teknik Kaunseling Lanjutan (3 jam kredit)
PIA3001 Advance Counselling Technique (3 credit hours)

Kursus ini bertujuan untuk melatih pelajar menggabungkan teknik-teknik kaunseling asas yang telah dipelajari melalui kursus PIA2006 dengan teknik lanjutan kaunseling individu. Teknik kaunseling seperti kemahiran melayan dan mendengar dengan teori-teori kaunseling di dalam pengendalian sesi yang lebih menyeluruh. Pelajar akan memasuki tahap pengenalpastian masalah dan penyelesaian masalah dengan menggunakan keseluruhan teknik dan kemahiran yang telah diperolehi melalui sesi kaunseling individu secara amali.
This course is designed to train students in integrating basic counselling techniques learnt in PIA2006 with more advanced techniques of individual counselling. Counselling techniques such as attending skills and reflective listening will be explored together with relevant theories in implementation of holistic counselling sessions. Students will reach a stage where they can identify problems and the solutions using all the techniques and skills acquired from the practical sessions of individual counselling.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Sumari, M., Ahmad, I. T., Khalid, N. & Nor, A. M. (2014). Teori Kaunseling dan psikoterapi. Kuala Lumpur: Penerbit Universiti Malaya.
- Corey, G. (2019). Theories and practice of counselling and psychotherapy. California: Wardsworth.
- Egan, G (2014) The Skilled Helper. A Problem-Management and Opportunity-Development

PIA3002 Dinamik dan Prosedur Kelompok (3 jam kredit)
PIA3002 Group Dynamic and Procedure (3 credit hours)

Kursus in bertujuan untuk melatih pelajar memimpin sesi kaunseling kelompok secara amali menggunakan ilmu yang telah diperolehi dari kursus Kepimpinan Kelompok. Sesi pembelajaran akan menggabungkan aspek teoritikal dan praktkal melalui kaedah pembelajaran berasaskan pengalaman dalam sesi kaunseling kelompok sebenar. Pelajar akan dilatih menggunakan strategi dah teori yang
bersesuaian untuk menguruskan sebarang konflik atau cabaran dalam sesi kaunseling kelompok.

This course aims to train students to lead the group counselling session practically using the knowledge gained from the Group Leadership course. The learning session will combine the theoretical and practical aspects through experiential learning methods in real group counselling sessions. Students are trained to use suitable strategies and theories to manage the conflicts and challenges in group counselling sessions.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Ida Hartina Ahmed Tharbe (2017). Kepimpinan Kaunseling Kelompok: Teori dan praktis. Kuala Lumpur: Penerbit Universiti Malaya
- Jacobs, E.E., Schimmel, C.J., Masson, R.L., & Harvill, R.L. (2015) Group Counseling: Strategies and Skills (8th Edition). Cengage Learning
- Corey, M.S., Corey, G. & Corey,C. (2017). Groups: process and practice (10th Edition), Cengage Learning
- Corey, G. (2015) Theories and practice of Group Counseling (9th Edition).Cengage Learning.

PIA3004 Projek Penyelidikan (12 jam kredit)
PIA3004 Research Project (12 credit hours)

Dalam kursus ini pelajar akan mempelajari untuk menguasai kaedah menjalankan kajian secara ilmiah. Mereka akan memilih satu tajuk penyelidikan yang bersesuaian untuk dilaksanakan dalam tempoh satu semester. Pada akhir kursus ini mereka akan menghasilkan sebuah laporan penyelidikan yang telah dijalankan untuk tujuan penilaian kursus.

In this course students will be learning in acquiring skills required for undertaking academic research studies. They will choose a research topic and the study will be completed within one semester. At the end of the course, they will produce a research report to be evaluated as the course assessment.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	- %
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*- %*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Frankel, J. R., Wallen, N. E. & Hyun, H. (2019). How to Design and Evaluate Research in Education. (10th ed.). McGraw-Hill.
- Gay, L. R., Mills G.E., & Airasian, P. (2019). Educational Research: Competencies for Analysis and Applications. (12th ed). Upper Saddle River,
- N. J.: Merrill, Prentice-Hall. Babbie, E. (2021) The Practice of Social Research. (15th ed.) Belmont, CA: Wadsworth/Thomson Learning

PIA3005 Ujian dan Pengukuran Psikologi (3 jam kredit)
PIA3005 Psychological Testing and Measurement (3 credit hours)

Kursus ini bertujuan mendedahkan pelajar kepada pelbagai ujian psikologi yang digunakan dalam perkhidmatan psikologi dan kaunseling. Melalui kursus ini, pelajar diharap akan dapat membina kemahiran menilai, mentadbir memarkat, mengintepretasi dan menganalisa ujian psikologi dengan baik. Pelajar akan didedahkan kepada beberapa elemen penting dalam ujian psikologi seperti fungsi ujian, isu perundangan, kesahan, kebolehpercayaan, etika dan penggunaan ujian.

The course objective is to expose students to various tests used in psychology and counselling services. Through this course, it is hoped that the student is able to acquire skills in analysing, administering, scoring, and interpreting psychology tests. Other issues that are related to the tests such as the functions of the tests, legal issues, validity and reliability, ethics and the use of testing for individuals will also be discussed.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	*–*	*60%*	*Examination*	*–*	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Bram, A. D., & Peebles, M. J. (2014). Psychological testing that matters: Creating a road map for effective treatment. APA.
- Cohen, R. J., Swerdlik, M., & Sturman, E. (2018). Psychological testing and assessment. An introduction to tests and measurement. (9th ed.).
- Kaplan, R. & Saccuzzo, D. (2017). Psychological Testing: Principles, Application, and Issues (9th ed). Wadsworth Publishing
- Schneider, W.J., Lichtenberger, W.O., Mather, N., Kaufman, N.L., and Kaufman, A.S. (2018). Essesntials of Assessmemt Report Writing (2nd ed). Wiley
- Urbina, S. (2014). Essentials of psychological testing (2nd ed). Hoboken, NJ: Wiley.

PIA3006 Kaunseling Silang Budaya (3 jam kredit)
PIA3006 Cross-Cultural Counselling (3 credit hours)

Kursus ini bertujuan memberi kefahaman tentang pengaruh kepelbagaian sosial dan budaya dalam perhubungan menolong. Pelajar akan diajar tentang teori, teknik, dan kemahiran dalam pendekatan kaunseling silang budaya yang boleh digunakan dalam masyarakat majmuk dan berbilang bangsa. Di antara populasi yang akan diberi tumpuan ialah golongan warga emas, janda/duda, LGBT, penagih dadah, kanak-kanak dan orang kurang upaya (OKU).

This course aims to generate understanding on the influences of social diversity and culture in a helping relationship. Students will be taught about theories, techniques, and skills in cross-cultural counselling approaches that can be used in a multicultural and diverse society. Among the focused populations are the elderly persons, widows/widowers, LGBT, drug addicts, children and persons with disability (PWD).

Kaedah Penilaian	:	Penilaian Berterusan – 60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment – 60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris			
Medium of Instruction	:	*Malay, English*			

Rujukan Terpilih / *Selected References:*

- Aina Razlin Mohammad Roose & Rafidah Aga Mohd Jaladin (2021). Teori Kaunseling: Panduan Pemilihan dan Pembentukan Orientasi Teoritikal Kaunselor. Kuala Lumpur: Penerbit Universiti Malaya
- Casas, J. M., Suzuki, L. A., Alexander, C. M., & Jackson, M. A. (2016). Handbook of multicultural counselling (4th ed.). Thousand Oaks, CA: Sage Publications.
- Kamarul Md. Shah, Mohd Radhi Abu Shahim, & Salleh Amat (2019). Kaunseling Pelbagai Budaya. Kuala Terengganu: Penerbut UMT
- Pedersen, P. B., Lonner, W. J., Draguns, J. G., Trimble, J. E., & Scharron-del Rio, M. R. (2016). Counselling across cultures (7th ed.). Thousand Oaks, CA: Sage Publications.
- Rafidah Aga Mohd Jaladin & Aina Razlin Mohammad Roose (2020). Intervensi Krisis dalam Hubungan Menolong. Kuala Lumpur: Penerbit Universiti Malaya
- Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). Counselling the culturally diverse: Theory and practice (8th ed.). New York, NY: John Wiley & Sons.

PIA3007 Kaunseling Perkahwinan dan Keluarga (3 jam kredit)
PIA3007 Marriage and Family Counselling (3 credit hours)

Kursus ini memberi pendedahan kepada pelajar tentang bagaimana mengendalikan kaunseling individu dan kelompok kepada keluarga yang bermasalah. Pelajar juga akan diajar beberapa pendekatan dan teori khusus yang digunakan dalam kaunseling keluarga, di samping teori-teori lain yang bersesuaian. Kemahiran tertentu dan isu- isu semasa keluarga juga akan dibincangkan.

This course gives students exposure on how to handle individual and group counselling to problematic families. Students will also be taught some specific approaches and theories used in family counselling, as well as other appropriate theories. Certain skills and current family issues will also be discussed.

Kaedah Penilaian	:	Penilaian Berterusan – 40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment – 40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris			
Medium of Instruction	:	*Malay, English*			

Rujukan Terpilih / *Selected References:*

- Bitter,J. R. (2013). Theory and practice of family therapy and counseling. Belmont, California: Cengage Learning
- Gladding, S. T. (2021). Family therapy: History, theory and practice. New Jersey: Pearson
- Nichols, M. (2017). Family therapy: Concepts and Methods. New Jersey; Pearson
- Hanna, M. S. (2018). The practice of family therapy: Key elements across models. Belmon, CA: Thomson Learning.

PIA3008 Pentaksiran Individu (3 jam kredit)
PIA3008 Individual Assessment (3 credit hours)

Proses penilaian individu membolehkan kaunselor memilih rawatan dan intervensi yang tepat untuk kliennya. Tujuan kursus ini adalah untuk mendedahkan pelajar dengan prinsip dan jenis pentaksiran dan penggunaannya dalam mendiagnosis dan merawat klien. Melalui kursus ini juga, pelajar akan dilatih untuk memahami pentaksiran terhadap populasi khusus, pengaplikasian teknologi dan trend masa hadapan kaedah pentaksiran individu.

Individual assessment process allows the counsellor to choose the appropriate treatment and interventions for clients. This course is designed to familiarize students with the principles and types of assessment and their use in the diagnosis and intervention process. Students will also learn about the assessment for specific populations, applications of technology in assessment and future trends in individual assessment.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	*:*	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Sheperis, C., Drummond, R. J., & Jones, K. D. (2020). Assessment procedures for counselors and helping professionals (9th ed.). Upper Saddle River, N.J: Pearson
- Erford, B. T. (2020). Assessment for Counselors. Upper Saddle River, N.J: Pearson
- Groth-Marnat, G. & Wright, A. J. (2016). Handbook of Psychological Assessment (6th ed.). New York Wiley, Johnson & Sons, Incorporated.
- Schmitt, N. (2012). The Oxford Handbook of Personnel Assessment and Selection (Online Version). Doi: 0.1093/oxfordhb/9780199732579.013.0018 Oxford Library of Psychology.
- Lembaga Kaunselor Malaysia (2016). Kod Etika Kaunselor. Kajang: Penerbit Lembaga Kaunselor.

PIA4002 Isu Profesional dan Etika dalam Kaunseling dan Psikologi (3 jam kredit)
PIA4002 Professional Issues and Ethics in Counselling and Psychology (3 credit hours)

Kursus ini memberi pendedahan tentang isu semasa yang berkaitan dengan etika dalam profesion kaunseling. Pelajar akan mendapat maklumat tentang beberapa kod etika kaunselor seperti digariskan oleh Lembaga Kaunselor Malaysia dan American Counseling Association. Pelajar juga akan mendapat maklumat untuk formulasi pendekatan sendiri dengan berpandukan etika bagi menyelesaikan isu-isu asas dan profesional dalam kaunseling.

This course exposes students to current issues related to ethics of the counselling profession. Students will get information on codes of ethics as practised by the Board of Counsellors and the American Counseling Association (ACA). Students will also be given information so that they can formulate their own approaches guided by ethics to resolve issues in the counseling profession.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Corey, G., Corey, M.S., & Corey, C. (2019) Issues and ethics in the helping professions (10th ed.). California: Wardsworth.
- Welfel, E. R. (2019). Ethics in counseling and psychotherapy: Standards, research, and emerging issues (6th ed.). California: Wardsworth

- Finlay, L. (2019). Practical Ethics in counseling and psychotherapy: A Relational Approach, London, Sage.
- Rafidah Aga Mohd Jaladin & Lau, Poh Li (2013). Isu profesional dan etika dalam kaunseling dan psikoterapi. Kuala Lumpur: Penerbit Universiti Malaya.
- Lembaga Kaunselor Malaysia (2011). Kod etika kaunselor. Kuala Lumpur: Penerbit Lembaga Kaunselor Malaysia.

PIA4003 Latihan Amali Kaunseling (Makmal) (3 jam kredit)
PIA4003 Counselling Practicum (Laboratory) (3 credit hours)

Kursus ini memerlukan pelajar mempamerkan pengetahuan dan kemahiran kaunseling pada tahap lanjutan. Pelajar melibatkan diri secara intensif dalam amali sesi kaunseling dan perbincangan berpandu untuk kajian kes. Sesi amali dan sumbangsaran yang dijalankan melalui perbincangan berpandu akan meningkatkan keupayaan pelajar untuk menyelesaikan masalah klien dengan berkesan. Pelajar diharapkan mengaplikasikan pendekatan teoritikal, kemahiran dan teknik yang bersesuaian di dalam sesi mereka di samping mengendalikan klien dari latarbelakang silang budaya.

This course requires students to demonstrate their knowledge and skills of counselling at an advanced level. Students intensively involve themselves in practical counselling sessions and guided discussion on case studies. The practical session and brainstorming sessions through guided discussion will enhance students' ability to solve clients' problems effectively. Students are expected to apply specific theoretical approaches and appropriate techniques in their session and attend clients from multicultural backgrounds.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	*–*	*100%*	*Examination*	*–*	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Egan, G., & Reese, R.J. (2019) The Skilled Helper. A Problem-Management and Opportunity-Development Approach to Helping (11th Edition). Cengage Learning.
- Cornier, S., Nurius, P.S. & Osborn C.J. (2017). Interviewing and change strategies for helpers (8th edition). Cengage Learning.
- Sumari, M., Ida, A. T., Norfaezah, K., Azmawaty, M. N (2014). Teori Kaunseling dan psikoterapi. Kuala Lumpur: Penerbit Universiti Malaya.

PIA4005 Psikologi Bilazim (3 jam kredit)
PIA4005 Abnormal Psychology (3 credit hours)

Kursus ini bertujuan mendedahkan pelajar kepada jenis-jenis kecelaruan psikologi (psikopatologi) yang sering dialami oleh manusia. Pendekatan integratif pelbagai dimensi digunakan dalam membincangkan faktor penyebab kepada setiap kecelaruan. Pelajar juga didedahkan kepada teknik-teknik rawatan yang terkini dan berkesan dalam mengaplikasi setiap jenis kecelaruan.

The course aims to expose students to different types of psychopathology that are experienced by many people. Different integrative approaches will be used to explain about the causes of each disorder. Students also will be exposed to the latest and effective intervention techniques that can be applied for each disorder.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	*:*	*Continuous Assessment*	*–*	*40%*	*Examination*	*–*	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					

Medium of Instruction : *Malay, English*

Rujukan Terpilih / *Selected References:*

- Barlow, D.H., & Durand, V.M. (2017). Abnormal Psychology: An Integrative Approach. Belmont, 8th Ed. CA: Wardsworth.
- Ray, W.J. (2020). Abnormal Psychology. 3rd. California: Ed. Sage.
- Whitbourne, S. K. (2019). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. 9th ed. Boston: Mc Graw Hill.

PIA4007 Kaunseling Kanak-kanak dan Remaja (3 jam kredit)
PIA4007 Counselling Children and Adolescent (3 credit hours)

Kursus ini melatih para pelajar untuk memahami isu-isu yang sering dialami oleh golongan kanak-kanak dan remaja. Kursus ini mendidik para pelajar mempelajari teori dan rawatan yang sesuai untuk membantu golongan kanak-kanak dan remaja menghadapi pelbagai masalah.

The course aims to train students to understand issues that have been experienced by children and adolescents. The course will educate students to learn about theory and relevant intervention in order to help those children and adolescents with various problems.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Kress, V. & Paylo, M. et al (2018). Counseling Children and Adolescents. Merrill. 1st Ed.
- Cook-Cottone, C. & Anderson, L. M. (2019). The Elements of Counseling Children & Adolescents in School. Springer. 2nd.
- Vernon, A., & Schimmel C., J. (2018). Counseling Children & Adolescents.5th ed.

PIA4010 Internship (6 jam kredit)
PIA4010 Internship (6 credit hours)

Kursus ini melibatkan pengalaman klinikal yang diselia dengan tujuan untuk membolehkan pelajar menghalusi, meningkat dan memantapkan pengaplikasian pengetahuan dan kemahiran kaunseling di tempat Latihan profesional. Latihan internship hendaklah dilaksanakan di premis di mana perkhidmatan kaunseling professional dijalankan. Pelajar akan diselia oleh dua orang kaunselor berdaftar (seorang penyelia akademik dan seorang penyelia lapangan) yang mempunyai Sijil Perakuan Amalan bagi memastikan mereka dapat menjalankan tugas sebagai kaunselor pelatih yang profesional dan beretika.

This course involves supervised clinical experience which aims to enable students in refining, upgrading and polishing the application of counselling knowledge and skills in the internship placement. Internship training must be implemented in premises that offer professional counselling services. Students will be supervised by two registered counsellors (an academic supervisor and a site supervisor) who have a practising license to ensure that they can perform their duties as professional and ethical trainee counsellors.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Aina Razlin Mohammad Roose & Rafidah Aga Mohd Jaladin (2021). Teori Kaunseling: Panduan Pemilihan dan Pembentukan Orientasi Teoritikal Kaunselor. Kuala Lumpur: Penerbit Universiti Malaya
- Baird, B. N. & Mollen, D. (2019). The Internship, Practicum, and Field Placement Handbook : A Guide for the Helping Professions (8th Ed.). New York, NY: Routledge
- Bernard, J.M. & Goodyear, R.K. (2019). Fundamentals of Clinical Supervision (6th ed.). Hudson Street, NY: Pearson.
- Lembaga Kaunselor Malaysia (2015). Piawaian dan Kelayakan Latihan Kaunselor dengan Bidang Tumpuan Utama. Putrajaya: Lembaga Kaunselor (Malaysia)
- Lembaga Kaunselor Malaysia (2011). Kod Etika Kaunselor. Putrajaya: Lembaga Kaunselor (Malaysia)
- Rafidah Aga Mohd Jaladin & Aina Razlin Mohammad Roose (2020). Intervensi Krisis dalam Hubungan Menolong. Kuala Lumpur: Penerbit Universiti Malaya

KURSUS ELEKTIF PROGRAM
PROGRAMME ELECTIVE COURSES

SINOPSIS KURSUS / COURSE SYNOPSIS

PIA1005 Perkembangan di Peringkat Dewasa (3 jam kredit)
PIA1005 Development in Adult Stage (3 credit hours)

Kursus ini bertujuan mendedahkan pelajar kepada pelbagai ujian psikologi yang digunakan dalam Kursus ini memberi tumpuan kepada konsep dan proses perubahan fizikal, intelek, sosial dan perubahan psikologi yang berlaku sepanjang jangka hayat. Ia meliputi tempoh zaman dewasa, iaitu 20 hingga 80 tahun.

This course focuses on the concepts and processes of physical, intellectual, social and psychological changes that take place over a lifetime. It covers the period of adulthood, which is from 20 to 80 years.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Cavanaugh, J.C., & Blanchard-Fields, F. (2018). Adult Development and Aging Boston, MA: Cengage.
- Julie Hicks Patrick, J.C., & Bert, J.H., & Hollis-Sawyer, L. (2020). Adult Development and Aging: Growth, Longevity, and Challenges. Thousand Oak, CA: Sage
- Santrock, J. (2019). Life-span development (17th Ed.). New York: McGraw Hill Publishing.

PIA1008 Aplikasi Teknologi dalam Perkhidmatan Kaunseling (3 jam kredit)
PIA1008 Technology Application in Counselling Services (3 credit hours)

Kursus ini bertujuan untuk memberi pendedahan kepada pelajar tentang teknologi dan kemahiran asas computer bagi memenuhi keperluan masa kini. Melalui kursus ini, pelajar dapat mengenalpasti perisian khusus bagi kegunaan dalam perkhidmatan kaunseling dan psikoterapi. Selain itu, pelajar juga dijangkakan dapat menggunakan aplikasi yang bersesuaian dalam perkhidmatan kaunseling. Pengetahuan ini membantu pelajar menjadi kaunselor yang celik teknologi.

This course aims to expose students to basic computer skills and technology to meet current needs. Through this course, students are able to identify specialized software for counselling and psychotherapy uses. Besides, students will be expected to use appropriate applications in counseling services. This knowledge will assist students to become technology literate counsellors.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Mohd Radhi Abu Shahim (2020). Pengenalan asas konsep dan amalan kaunseling dalam talian (e-kaunseling). Terengganu: Penerbit Universiti Malaysia Terengganu.
- Donker, T. D. & Kleiboer, A. K. (2020). Innovative Technology Based Interventions for Psychological Treatment of Common Mental Disorders. United States: MDPI AG.
- Cleveland, A., & Sharp, S. (2019). 50+ Tech Tools for School Counselors: How to be more engaging, efficient and effective. California: Sage Publication Ltd.

- Hertlien, K. M. & Twist, M. L. C. (2019). The Internet Family: Technology in Couple and Family Relationship. United States: Routledge.
- Brown, A. H. & Green, T. D. (2019). The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice (4th ed.). United Kingdom: Taylor & Francis Ltd.

PIA2004 Modifikasi Tingkah Laku (3 jam kredit)
PIA2004 Behavior Modification (3 credit hours)

Kursus ini bertujuan untuk membantu pelajar menguasai prinsip dan konsep modifikasi tingkahlaku yang mereka boleh aplikasi dalam menjalankan tugas sebagai kaunselor. Pelajar akan didedahkan kepada cara-cara membentuk tingkahlaku baru melalui prinsip peneguhan, peragaan dan diskriminasi; cara-cara memantap tingkahlaku baru melalui prinsip pengurangan peneguhan dan peneguhan berkala; cara mengekalkan tingkahlaku yang sudah berasas melalui prinsip substitusi atau penggantian; cara-cara memberhentikan tingkahlaku yang tidak tersesuai melalui prinsip pemuakan, penghapusan dan denda; dan cara-cara mengubahsuai tingkahlaku emosi melalui prinsip pengelakan dan pengurangan ketakutan.

This course is aimed at aiding the students in mastering principles and concepts of behavior modification that they can apply in carrying out their duties as a counselor. Students will be exposed to techniques of behavior modification through reinforcement, counter conditioning and discrimination; ways to consolidate new behaviors through principles such as reduction of reinforcement and intermittent reinforcement; maintaining behaviors through principles of substitution or replacement; ways to stop undesirable behaviors through the satiation principle, extinction and punishment; and ways to change emotional behavior through principles of escape and avoidance conditioning.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Heckman, C. J., Egleston, B. L., & Hofmann, M. T. (2010). Efficacy of motivational interviewing for smoking cessation: a systematic review and meta-analysis. Tobacco Control, 19(5), 410-416.
- Hettema, J. E., & Hendricks, P. S. (2010). Motivational interviewing for smoking cessation: a meta-analytic review. Journal of Consulting and Clinical Psychology, 78(6), 868 – 884.
- Miltenberger, R. G. (2012). Behavior modification: Principles and procedure. (5th ed). Belmont, CA: Wadsworth, Cengage Learning.
- Sarafino, E. P. (2011). Applied behavior analysis: Principles and procedures in behavior modification: Wiley Global Education.

PIA2005 Personaliti (3 jam kredit)
PIA2005 Personality (3 credit hours)

Kursus ini akan memperkenalkan kajian-kajian psikologi personaliti dan bagaimana teori-teori boleh berperanan dalam memahami individu. Kursus ini akan membuat tinjauan secara umum tentang perkembangan personality dan proses yang berlaku dalam pembentukan personaliti. Dalam setiap teori, pelajar akan didedahkan tentang perkembangan personaliti, dinamik personaliti, dan struktur personaliti.

This course introduces studies on personality psychology and the role of theories in understanding an individual. This course will undertake a general survey and the processes in personality development. In each theory, students will be exposed to development, dynamics, and structure of personality.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Burger, J.M. (2019). Personality (10th ed.). Belmont, CA: Wadsworth Publishing
- Chamorro-Premuzic, T. (2016). Personality and Individual Differences. NY: Wiley.
- Larsen, R., & Buss, D. (2021). Personality Psychology: Domains of Knowledge. NY: McGraw-Hill
- Olson, M.H., Favero, D., Hergenhahn, B.R.H. (2020). An Introduction to Theories of Personality. London: Pearson

PIA2011 Psikologi Industri dan Organisasi (3 jam kredit)
PIA2011 Industrial and Organisational Psychology (3 credit hours)

Kursus ini bertujuan untuk membincangkan pendekatan teori psikologi dan aplikasinya ke dunia pekerjaan. Dengan menggunakan teori dan penyelidikan klasik bersama dengan perkembangan dan inovasi terkini, aplikasi praktikal konsep teori yang menggunakan contoh dari situasi kerja - seperti industri perkhidmatan, syarikat internet, kaunselor kerjaya dan pekerjaan lain.

This course aims to discuss approaches to psychological theory and its applications to the world of work. Using both classic theories and research along with the latest developments and innovations, practical applications of theoretical concepts using examples from work situations —such as service industries, internet companies, career counsellors and others work.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Levy, P.E. (2019). Industrial/Organizational Psychology: Understanding the workplace, 6th edition: Worth Publisher: UK.
- Riggio R.E. (2017). Introduction to Industrial/Organizational Psychology: 7th edition. New York: Routledge.
- Ones, D. S., Anderson, N., Viswesvaran, C., Sinangil, H.K. (2017). Industrial, Work and Organizational Psychology. Sage Publication Ltd.

PIA2012 Kaunseling dalam Talian (3 jam kredit)
PIA2012 Online Counselling (3 credit hours)

Kursus ini bertujuan memupuk pemahaman pelajar mengenai konsep, jenis perkhidmatan kaunseling atas talian serta isu-isu etika yang berkaitan dan bagaimana profesional dapat memperluas amalan mereka melalui dalam talian. Kursus ini memberikan gambaran keseluruhan mengenai penggunaan dan keberkesanan kaunseling dalam talian terhadap tingkah laku dan komunikasi dalam talian. Aspek praktikal dan kemahiran yang diperlukan untuk kaunseling dalam talian dibincangkan secara mendalam berkaitan isu teknologi, etika, undang-undang dan kepelbagaian budaya, strategi rawatan, dan ujian dan penilaian dalam talian.

This course aims to promote student understanding about concepts, types of online counselling and ethical issues in online counselling and how professionals can extend their practice to the electronic online medium. The course provides an overview on the use and effectiveness of online counselling towards behavior and communication. The practical aspects of and skill sets required for counselling online are discussed at length, as are technological, ethical, legal and multicultural issues, treatment strategies, testing and assessment.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Shahim, M. R. A., Shah, K. M., & Raji, N.A. A (2020). Pengenalan Asas konsep dan Amalan Kaunseling dalam Talian (E-Kaunseling). Penerbit Universiti Malaysia Terengganu.
- Kraus, R., Stricker, G. & Speyer, C. (2018). Online Counseling: A Handbook for Mental Health Professionals. San Diego: Academic Press
- Popoola B.I.& Adebowale O.F (2012) Online Guidance and Counseling. Toward Effectively Applying Technology. USA: IGI Global
- Anthony K. & Nagel D. M. (2013). Therapy Online: A practical guide. London: Sage Publications
- Rosenfield M. (2013) Telephone Counselling: A handbook for practitioners. United States: Palgrave Macmillan

PIA3003 Pengendalian Program Perkhidmatan Kaunseling (3 jam kredit)
PIA3003 Programme Organisation for Counselling Services (3 credit hours)

Kursus ini akan memberikan pelajar pengetahuan serta pengalaman lapangan tentang kaedah merancang program bagi organisasi, khususnya khususnya untuk program motivasi, latihan dan pengurusan pekerja dalam sesebuah organisasi. Pelajar akan turut dilatih menghasilkan kertas cadangan bagi program yang boleh dikendalikan bagi sesebuah organisasi.

This course will give students the knowledge and field experience in the methods of programmes planning for organizations, specifically for motivational training and employee management in organizations. Students will be trained in producing proposals for implementation of counselling programs in organizations.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Myer, J. & Herr, E.L. (2011). The Handbook of Counseling. Sage Publications Inc.
- Fillmore, E. (2010). A Counseling Program Development and Accountability Model: For Student Services/Counseling Program, Managers/College Instructors/Graduate Students/Counseling/Psychology Majors. Authorhouse.
- Palmer, S. & McMahon G. (2014). Handbook of Counselling (2nd Edition). Routledge.
- Robbins, S.P. (2012), Organizational Behaviour (15th Edition). Prentice Hall, Inc.

PIA3009 Kaunseling Kesihatan Mental Klinikal (3 jam kredit)
PIA3009 Clinical Mental Health Counselling (3 credit hours)

Kursus ini dibangunkan bertujuan memberikan pengetahuan kepada pelajar mengenai kaunseling kesihatan mental klinikal yang memfokus kepada kesejahteraan dan perkembangan personal yang menekankan aspek minda, tubuh dan spiritual seseorang secara optimum. Kursus ini juga melatih pelajar untuk memahami mengenai proses kesejahteraan dan symptom psikopatologi yang dialami oleh klien.

This course is developed to provide students with knowledge on clinical mental health counselling that focuses on personal wellness and development that emphasizes the mental, physical and spiritual aspects of a person optimally. This course also trains students to understand about the wellness process and psychopathological symptoms experienced by the client.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Levers, L. L., & Hyatt- Burkhard, D. (2020). Clinical Mental Health Counseling: Practicing in Integrated System of Care. 1st Ed. New York: Springer.
- Miller, J. E., Otis, H. G., & McCarthy, K. A. (2020). Essentials of the Clinical Mental Health Counseling Profession. 2nd Ed. VA: AMHCA.
- Watson, J. K., & Schmit, M. K. (2019). Introduction of Clinical Mental Health Counseling: Contemporary Issues. 3rd Ed. California: Sage.

PIA3010 Kaunseling Rehabilitasi (3 jam kredit)
PIA3010 Rehabilitation Counselling (3 credit hours)

Kursus ini mendedahkan pelajar untuk mengendalikan perkhidmatan kaunseling rehabilitasi bagi Orang Kurang Upaya. Pelajar akan didedahkan dengan teori-teori kaunseling rehabilitasi, model-model ketidakupayaan serta kategori Orang Kurang Upaya dan model-model yang berkaitan. Sebahagian daripada isu yang akan dibincangkan adalah keperluan kaunseling individu, kerjaya dan keluarga. Kursus ini juga memperkenalkan kepada pelajar kaedah perancangan, pengendalian dan penilaian perkhidmatan kaunseling rehabilitasi yang berkesan.

The course exposes the students to conduct rehabilitation counselling services for Persons with Disabilities. They will be exposed to theories of rehabilitation counselling, concepts of disability, models of disability and the category of Persons with Disabilities. Some of the issues that will be discussed are the need for individual, career and family counselling. The course will also teach the students to plan, organize and evaluate effective rehabilitation counselling services.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*

Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris
Medium of Instruction	:	*Malay, English*

Rujukan Terpilih / *Selected References:*

- Chan, F., Berven, N. L., & Thomas, K. R. (2015). Counseling theories and techniques for rehabilitation and mental health professionals (2nd Ed). Springer Publishing Company.
- Tarvydas, V. M., & Hartley, M. T. (2017). The professional practice of rehabilitation counseling (2nd Ed). Springer Publishing Company.
- Marini, I., Millington, M. J., & Glover-Graf, N. M. (2017). Psychosocial aspects of disability: Insider perspectives and strategies for counselors (2nd Ed). Springer Publishing Company.

PIA4001 Kaunseling Ketagihan dan Pemulihan (3 jam kredit)
PIA4001 Addiction and Recovery Counselling (3 credit hours)

Kursus ini direkabentuk bagi membolehkan pelajar memahami, mengaplikasi, dan merancang program kaunseling dan pemulihan dadah. Aspek sejarah, falsafah, peranan, fungsi, organisasi, dan perkembangan model-model perkhidmatan kaunseling dan pemulihan dadah akan diteliti. Prinsip asas intervensi dan amalan kaunseling akan dibincang untuk memahami pendekatan kebergantungan fisiologikal dan psikologikal penagihan. Perhatian akan diberi kepada memahami pendekatan terapi masakini serta isu-isu lain yang berkaitan dengan aktiviti pencengahan dan pemulihan dadah.

This course is designed to enable students to understand, apply, and plan drug counseling and rehabilitation programs. The aspects of history, philosophy, role, function, organization, and development of models of counseling and drug rehabilitation models will be examined. The basic principles of intervention and counseling practices will be discussed in order to understand the physiological and psychological dependence approach of the collection. Attention will be given to understanding the current therapeutic approach as well as other issues related to intervention and drug rehabilitation.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Puteri Hayati Megat Ahmad (2015) Kaunseling Motivasi dalam Penyalahgunaan Dadah. DBP.
- Abdul Halim Mohd Hussin, Muzaffar Shah (2012). Pencegahan Penyalahgunaan Dadah. Malaysia, Penerbit USIM
- David Capuzzi, Mark D. Stauffer. (2014) Foundations of Addiction Counseling. Pearson.
- Kementerian Pendidikan Malaysia. Kaunseling Pemulihan Dadah. Kuala Lumpur: DBP
- Sales, A (2004) Preventing substance abuse: A guide for school counselors. New York: Longmann
- Schuckit, M. A. (2001). Drug and alcohol abuse: A clinical guide to diagnosis and treatment

PIA4006 Kaunseling di Institut Pengajian Tinggi (3 jam kredit)
PIA4006 Counselling in Higher Learning Institution (3 credit hours)

Kursus ini mendedahkan pelajar kepada teori perkembangan pelajar di peringkat pengajian tinggi. Dengan memahami teori-teori berkenaan, pelajar akan dapat merancang program bimbingan dan kaunseling yang bersesuaian dengan kumpulan ini. Selain itu, pelajar akan didedahkan kepaa isu semasa mengenai pelajar di peringkat pengajian tinggi yang perlu di beri perhatian oleh kaunselor.

This course exposes students to the theory of student development at the tertiary level. By understanding these theories, students will be able to plan guidance and counselling programs that are appropriate for this group. In addition, students will be exposed to current issues regarding students at the tertiary level that need attention by counselors.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Forney, D. S., Evans, N. J., Patton, L.D., Renn, K.A., Guido, F.M. (2013). Student development in college: theory, research, and practice. San Francisco, CA: Jossey-Bass
- Degges-White, S. (2013) College students' mental health counseling: A developmental approach. New York: Springerpub.
- Schuh, J. H., Jones, S. R., Harper, S. R., & Komives, S. R. (2016). Student services: A handbook for the profession. San Francisco: Jossey-Bass.
- Sharkin, B. S. (2011). Being a College Counselor on Today's Campus: Roles, Contributions, and Special Challenges. NY: Routledge

PIA4009 Pembangunan Manusia dari Perspektif Islam (3 jam kredit)
PIA4009 Human Development from Islamic Perspective (3 credit hours)

Memperkenalkan kepada para pelajar tentang pandangan Islam terhadap perkembangan manusia dari awal kejadian sehinggalah ke akhir hayat. Pelajar juga akan mempelajari bagaimana proses perkembangan manusia berhadapan dengan pelbagai cabaran dan dugaan yang menguji kekuatan ilmu, akal dan jiwa manusia. Selain dari itu, perbandingan perkembangan manusia dari perspektif Islam dan psikologi perkembangan akan juga dibincangkan.

Introduce students to the Islamic view of human development from the early stages until the end of life. Students will also learn how the process of human development is faced with various challenges and trials that test the strength of knowledge, intellect and the human soul. Additionally, a comparison between human development from an Islamic perspective and developmental psychology will also be discussed.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Mohd Radhi, A.S, Kamarul, M.S & Awang, K. C. T (2019). Pengenalan Asas Bimbingan dan Kaunseling dari perspektif Islam. Penerbit UMT.
- Sheikh Abdul Qadir Bin Abdul Mutalib(2015). Penawar Bagi Hati. PTS Media Group. Batu Cave. Selangor.
- Abdullah Nasih Ulwan. (2007). Pendidikan Anak-anak Menurut Islam. Kuala Lumpur: Pustaka Nasional.
- Allamah Sayyid Muhamad Husain Thobathabai(2012). Pemahaman Dasar konsep Islam. Sadra Press. Indonesia

LATIHAN AMALI
INTERNSHIP

1. LATIHAN AMALI | *INTERNSHIP*

Pelajar akan menjalani pengalaman lapangan dalam pendidikan, institusi atau agensi (swasta atau awam) yang dibenarkan. Pengalaman ini adalah direka bentuk untuk memberikan peluang kepada pelajar memperolehi pengalaman terselia dalam mengimplementasikan kemahiran dan pengetahuan yang diperlukan untuk menjadi kaunselor yang berkesan. Ia memberikan peluang kepada pelajar menggunakan pengetahuan refleksi keputusan dalam mentaksir, merekabentuk, menyampaikan dan menilai kaunseling yang berkesan. Penyeliaan akan dilakukan oleh pensyarah dan kaunselor di agensi, di mana latihan dijalankan. Pelajar perlu menyempurnakan jam kerja dan memperolehi pencapaian *standard* yang ditetapkan oleh Lembaga Kaunselor Malaysia.

Students will go through the experience of fieldwork in the selected educational setting, institutions or agencies (private or public sectors). This experience is designed to give them the opportunity to gain experience in implementing the skills and knowledge needed in order to become effective counsellors. It would give the students the opportunity to use their knowledge in reflective decision-making for translating, designing, conveying and evaluating effective counselling. Observations will be conducted by lecturers and counsellor at the respective training centres. The students will be required to accomplish the stipulated hours and will need to achieve a standard performance set by Board of Counsellor of Malaysia.

2. PRA SYARAT | *PRE-REQUISITE*:

Telah mengambil dan lulus semua Penilaian Berterusan.

Completed and passed all coursework

3. BAGI SEMUA PELAJAR | TO ALL STUDENTS:

KES PELAJAR HAMIL | *CASES OF PREGNANT STUDENTS*

1. Pelajar wanita yang hamil 6 bulan ke atas tidak dibenarkan menjalani latihan mengajar/praktikum.

   Female students who are 6 months pregnant and above are not allowed to participate in this teaching practice.

2. Pelajar wanita yang hamil kurang dari 6 bulan boleh menjalani Latihan Mengajar/ Praktikum dengan syarat:

   Female students who are less than 6 months pregnant are allowed to participate in the teaching practice with the following conditions:

   (a) perlu mendapatkan surat dari doktor perubatan yang mengesahkan bahawa mereka boleh menjalankan latihan mengajar.

   should have a letter of approval from a doctor to allow them to go through the teaching practice.

   (b) perlu menandatangani surat perjanjian yang memaklumkan jika dalam masa menjalankan praktikum, sesuatu perkara yang tidak diingini berlaku kepada pelajar, pihak Universiti tidak akan bertanggungjawab kepada pelajar yang hamil dan bayi yang dikandung.

   should sign an agreement granting that if any mishap were to occur during the teaching practice, the University will not be responsible for both child and mother.

Catatan: Pelajar akan dibekalkan dengan Garis Panduan dan Buku Rekod apabila mereka hendak menjalani Latihan Profesional

Note: *The students will be equipped with the handbook when they are sent for Professional Training*

FAKULTI PENDIDIKAN
FACULTY OF EDUCATION

SARJANA MUDA PENDIDIKAN PENGAJARAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA

BACHELOR OF EDUCATION TEACHING ENGLISH AS A SECOND LANGUAGE

SARJANA MUDA PENDIDIKAN PENGAJARAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA

BACHELOR OF EDUCATION TEACHING ENGLISH AS A SECOND LANGUAGE

Matlamat Program | Programme Goals

Program ini bertujuan untuk melahirkan graduan yang profesional dan pelajar sepanjang hayat yang bertanggungjawab secara sosial dalam pengajaran Bahasa Inggeris sebagai Bahasa Kedua dalam pelbagai konteks pendidikan atau industri yang berkaitan

Program ini komited dalam melengkapkan dan menambahkan usaha pihak Universiti Malaya dalam menyediakan pendidikan berkualiti dan latihan pelbagai tahap yang komprehensif dengan itu menambahkan lagi terhadap pembangunan modal insan di Malaysia. Program ini berfokus terhadap perkembangan potensi pelajar dan graduan dalam penyemaian pengetahuan, kemahiran dan nilai untuk berjaya dalam hidup dan kerja.

the programme aims to produce graduates who are professional and socially responsible lifelong learners in teaching English as a second language in various educational settings or relevant industries

The programme is committed to complementing and supplementing the efforts of the University in providing quality education and training for a comprehensive range of levels thereby adding to the development of human capital in Malaysia. The programme is focused on holistic development of its students to their full potential and with graduates are imbued with knowledge, skills, values, and attributes to succeed in life and work.

Objektif Pendidikan Program | Programme Educational Objectives (PEO)

Program Sarjana Muda Pendidikan Pengajaran Bahasa Inggeris Sebagai Bahasa Kedua bertujuan untuk:
The programme of the Bachelor of Education Teaching English as A Second Language aims:

PEO 1	Untuk menghasilkan Pengamal Pendidikan yang berpengetahuan luas dengan kemahiran praktikal yang mampu menggunakan teknik numerikal dan teknologi digital yang sesuai dalam persekitaran pendidikan *To produce Education Practitioners who have broad knowledge with practical skills capable of using appropriate numerical techniques and digital technologies in the educational settings*
PEO 2	Untuk menghasilkan Pengamal Pendidikan yang memimpin dengan akauntabiliti, berkomunikasi dan berinteraksi dengan pihak pemegang taruh dalaman dan luaran ketika bekerja dalam pelbagai konteks pendidikan *To produce Education Practitioners who lead with accountability, communicate and interact with internal and external stakeholders when working in various educational settings*
PEO 3	Untuk menghasilkan Pengamal Pendidikan yang menjunjung amalan profesional dan etika dalam semua konteks pendidikan *To produce Education Practitioners who uphold professional and ethical practices in all educational settings*
PEO 4	Untuk menghasilkan Pengamal Pendidikan yang bersikap positif, mempunyai minda keusahawanan serta mengamalkan amalan lestari dalam perkembangan kerjaya *To produce Education Practitioners with positive attitude, entrepreneurial mind set and sustainable practices in enhancing their career*

SARJANA MUDA PENDIDIKAN PENGAJARAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA

BACHELOR OF EDUCATION TEACHING ENGLISH AS A SECOND LANGUAGE

Hasil Pembelajaran Program | Programme Learning Outcome (PLO)

Pada akhir program, graduan dapat:
At the end of the programme, graduates are able to:

PLO 1	Menganalisis bidang pengetahuan yang luas mengenai struktur, kandungan dan metodologi dalam pendidikan, untuk mengatasi cabaran kurikulum yang dinamik *Analyse broad areas of knowledge on the structure, content and methodology in education, to address the challenges of a dynamic curriculum*
PLO 2	Menunjukkan kemahiran praktikal dalam menggunakan teknik pengajaran semasa, termasuk penggunaan teknologi digital dalam konteks pendidikan yang berbeza *Demonstrate practical skills in using current teaching techniques, including the use of digital technology in different educational settings*
PLO 3	Mengintegrasikan kemahiran analitikal dan numerikal dalam menganalisis dan menyelesaikan masalah kompleks yang berkaitan dengan amalan pengajaran dan prestasi organisasi *Integrate analytical and numerical skills in analyzing and solving complex problems related to teaching practices and organizational performance*
PLO 4	Menunjukkan kepemimpinan dengan tanggungjawab dan autonomi dalam semua persekitaran pendidikan *Demonstrate leadership with responsibility and autonomy in all educational settings*
PLO 5	Menyumbang dengan komitmen sama ada secara individu atau melalui kerja berpasukan dengan komunikasi dan kemahiran interpersonal yang baik dalam memberikan perkhidmatan pendidikan kepada pihak pemegang taruh *Contribute with commitment either individually or through team work with good communication and interpersonal skills in delivering educational services to stakeholders*
PLO 6	Memartabatkan profesionalisme dan etika untuk memenuhi standard pengajaran profesional setiap masa *Uphold professionalism and ethics to fulfil professional teaching standards at all times*
PLO 7	Memperlihatkan sikap positif dan komitmen terhadap pembelajaran sepanjang hayat dengan minda keusahawanan sebagai tindak balas terhadap perubahan dalam dunia pendidikan dan untuk perkembangan kerjaya *Exhibit positive attitude and commitment to life-long learning with entrepreneurial mind-set in response to the changing world of education and for career progression*

PELAN PENGAJIAN SARJANA MUDA PENDIDIKAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA

STUDY PLAN BACHELOR OF EDUCATION TEACHING ENGLISH AS A SECOND LANGUAGE

TAHUN SATU | *YEAR ONE*

Tahun *Year*	Komponen *Component*	**SEMESTER 1**			**SEMESTER 2**		
		Kod *Code*	Kursus *Courses*	Kredit *Credit*	Kod *Code*	Kursus *Courses*	Kredit *Credit*
1	Kursus Universiti *University Courses*	GIG1012	Falsafah dan Isu Semasa *Philosophy and Current Issues (Local Students)*	2	GIG1003	Asas Pembudayaan Keusahawanan *Basic Entrepreneurship Enculturation*	2
		GLT1049	Bahasa Melayu Komunikasi *Malay Language Communication (Internationals ONLY)*			Bahasa Inggeris Komunikasi 1 *English Communication Course 1*	2
	Kursus Teras Fakulti *Faculty Core Courses*	PIX1005	Pembangunan Pendidikan di Malaysia *Educational Development in Malaysia*	3	PIX2001	Psikologi Pendidikan *Educational Psychology*	3
		PIX1006	Pendidikan Jasmani dan Kesihatan *Physical and Health Education*	3			
	Kursus Teras Program *Program Core Courses*	PIB1001	Asas Kaedah PBISBK *Foundations of TESL Methodology*	3	PIB1002	Tatabahasa dalam Bilik Darjah BISBK *Grammar in the ESL Classroom*	3
		PIB1013	Linguistik untuk Guru Bahasa *Linguistics for Language Teachers*	3	PIB1005	Mendengar dan Bertutur dalam Kelas BISBK *Listening and Speaking in the ESL Classroom*	3
					PIB1014	Fonetik dan Fonologi *Phonetics and Phonology*	3
	Kursus Elektif Program *Program Elective Courses*				Pilih **ONE (1)** kursus sahaja *Choose **ONE** (1) course ONLY*		
					PIB1015	Asas Rekaan Seni Visual *Fundamentals of Visual Art Design*	3
					PIB1016	Falsafah dan Perkembangan Moral *Philosophy and Moral Development*	
					PIB1017	Kecergasan Fizikal dan Kesihatan *Physical Fitness and Health*	
					PIB1008	Pengenalan kepada Kaedah dalam Pendidikan Kesusasteraan *Introduction to Methodology in Literature Education*	
	Kursus Elektif Universiti *University Elective Courses*	Kursus Pemerkasaan Holistik Pelajar (SHE) Kluster 1/2/3/4 *Student Holistic Empowerment (SHE) Course Cluster 1/2/3/4*		2			
	Jumlah Credit ***Total Credit***			**16**			**19**

PELAN PENGAJIAN SARJANA MUDA PENDIDIKAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA							
STUDY PLAN BACHELOR OF EDUCATION TEACHING ENGLISH AS A SECOND LANGUAGE							
TAHUN DUA | *YEAR TWO*							
Tahun *Year*	Komponen *Component*	**SEMESTER 1**			**SEMESTER 2**		
		Kod *Code*	Kursus *Courses*	Kredit *Credit*	Kod *Code*	Kursus *Courses*	Kredit *Credit*
2	Kursus Universiti *University Courses*				GIG1013	Penghayatan Etika dan Peradaban *Appreciation of Ethics and Civilizations*	2
						Bahasa Inggeris Komunikasi 2 *English Communication Course 2*	2
	Kursus Teras Fakulti *Faculty Core Courses*	PIX2008	Pendidikan dan Masyarakat *Education and Society*	3	PIX2009	Komunikasi dan Inovasi dalam Pendidikan *Communication & Innovation in Education*	3
					PIB2003	Kemahiran Menulis bagi Analisis Tekstual *Writing Skills for Textual Analysis*	3
	Kursus Teras Program *Program Core Courses*	PIB2001	Bacaan dalam Bilik Darjah BISBK *Reading in the ESL Classroom*	3	PIB2013	Reka Bentuk Sukatan Pelajaran dan Pembangunan Bahan *Syllabus Design and Materials Development*	3
		PIB2002	Penulisan di dalam Bilik Darjah BISBK *Writing in the ESL Classroom*	3			
		PIB2017	Pembelajaran dan Penggunaan Bahasa *Language Learning and Language Use*	3			
	Kursus Elektif Program *Program Elective Courses*	Pilih **ONE (1)** kursus sahaja *Choose **ONE** (1) course ONLY*			Pilih **ONE (1)** kursus sahaja *Choose **ONE** (1) course ONLY*		
		PIB2009	Rekaan 3-Dimensi *3-Dimensional design*	3	PIB3020	Kurikulum dan pentaksiran dalam Pendidikan Seni Visual *Curriculum and Assessment in Visual Art Education*	3
		PIB2010	Pendidikan Moral dan Agama *Moral Education and Religion*		PIB3015	Kurikulum Pendidikan Moral *Moral Education Curriculum*	
		PIB2016	Asas Pengukuran dan Penilaian dalam Pendidikan Jasmani dan Kesihatan *Basics Measurement and Evaluation in Physical and Health Education*		PIB3023	Prinsip Pembelajaran Motor *Motor Learning Principles*	

		PIB2008	Interpretasi Teks Kesusasteraan di Sekolah *Interpretations of Literary Texts in Schools*		PIB2015	Pengajaran Genre Sastera *Teaching Literary Genres*	
					Pilih **ONE (1)** kursus sahaja *Choose **ONE** (1) course ONLY*		
					PIB3010	Apresiasi dan Asas Kritikan Seni *Appreciation and Fundamentals of Art Criticism*	
					PIB3022	Pendekatan dan Pentaksiran Pendidikan Moral *Approach and Assessment in Moral Education*	3
					PIB4006	Pendidikan Olahraga *Athletics Education*	
					PIB3014	Pengajaran Simulasi dalam Pendidikan Sastera *Simulated Teaching in Literature Education*	
	Kursus Elektif Terbuka Program *Program Open Elective Courses*	Elektif Terbuka Program Pilih **SATU (1)** kursus Sahaja (*Rujuk **Senarai Elektif A**) *Program Open Elective Courses* *Choose **ONE (1)** course only* *(*Refer **Elective List A**)*		3			
	Kursus Elektif Universiti *University Elective Courses*	Kursus Pemerkasaan Holistik Pelajar (SHE) Kluster 1/2/3/4 *Student Holistic Empowerment (SHE) Course Cluster 1/2/3/4*		2			
	Jumlah Credit ***Total Credit***			**20**			**19**

SEMESTER KHAS | *SPECIAL SEMESTER*

Tahun *Year*	Komponen *Component*	**SEMESTER KHAS | *SPECIAL SEMESTER***		
		Kod *Code*	Kursus *Courses*	Kredit *Credit*
2	Kursus Teras Program *Program Core Courses*	PIB2014	Pengalaman Industri *Industrial Experience*	3
	Jumlah Credit ***Total Credit***			**3**

PELAN PENGAJIAN SARJANA MUDA PENDIDIKAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA							
STUDY PLAN BACHELOR OF EDUCATION TEACHING ENGLISH AS A SECOND LANGUAGE							
TAHUN TIGA | *YEAR THREE*							
Tahun *Year*	Komponen *Component*	**SEMESTER 1**			**SEMESTER 2**		
		Kod *Code*	Kursus *Courses*	Kredit *Credit*	Kod *Code*	Kursus *Courses*	Kredit *Credit*
3	Kursus Teras Fakulti *Faculty Core Courses*	PIX2010	Kepimpinan Diri dan Pengurusan Ko-kurikulum *Self-Leadership and Co-Curricular Management*	3			
		PIX3008	Etika dan Perundangan dalam Pendidikan *Ethics and Legislation in Education*	3			
	Kursus Teras Program *Program Core Courses*	PIB3001	Pentaksiran dan Penilaian untuk BISBK *Assessment and Evaluation for ESL*	3	PIB3009	Praktikum *Practicum*	8
		PIB3002	Asas Penyelidikan dalam PBISBK *Foundations of Research in TESL*	3			
		PIB3005	Simulasi Pengajaran dalam PBISBK *Simulated Teaching in TESL*	3			
	Kursus Elektif Program *Program Elective Courses*	Pilih **ONE (1)** kursus sahaja *Choose **ONE** (1) course ONLY*					
		PIB3021	Pengajaran Mikro Pendidikan Seni Visual *Micro Teaching in Visual Arts Education*	3			
		PIB4005	Pengajaran Mikro Pendidikan Moral *Micro Teaching in Moral Education*				
		PIB3019	Pengajaran Mikro dalam Pendidikan Jasmani dan Kesihatan *Micro Teaching in Physical and Health Education*				
		PIB4003	Persembahan dalam Pendidikan Kesusasteraan *Performance in Literature Education*				
	Kursus Elektif Terbuka Program *Program Open Elective Courses*	Elektif Terbuka Program Pilih **SATU (1)** kursus Sahaja (*Rujuk **Senarai Elektif Terbuka B**) *Program Open Elective Courses Choose **ONE (1)** course only (*Refer **Open Elective List B**)*		3			
	Jumlah Credit *Total Credit*			**21**			**8**

PELAN PENGAJIAN SARJANA MUDA PENDIDIKAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA *STUDY PLAN BACHELOR OF EDUCATION TEACHING ENGLISH AS A SECOND LANGUAGE* **TAHUN EMPAT | *YEAR FOUR***							
Tahun *Year*	Komponen *Component*	**SEMESTER 1**			**SEMESTER 2**		
		Kod *Code*	Kursus *Courses*	Kredit *Credit*	Kod *Code*	Kursus *Courses*	Kredit *Credit*
4	Kursus Universiti *University Courses*		Ko-kurikulum *Co-Curriculum*	2			
	Kursus Teras Fakulti *Faculty Core Courses*	PIX2007	Pendidikan dan Penyelidikan *Education and Research*	3			
	Kursus Teras Program *Program Core Courses*	PIB3007	Projek Ilmiah (P1) *Academic Project (P1)*	3	PIB3007	Projek Ilmiah (P2) *Academic Project (P2)*	3
		PIB3006	Penulisan Akademik *Academic Writing*	3			
		PIB4001	Seminar Paduan: Isu-isu dalam PBISBK *Integrative Seminar: Issues In TESL*	3			
	Kursus Elektif Terbuka Program *Program Open Elective Courses*				Elektif Terbuka Program Pilih **SATU (1)** kursus Sahaja (*Rujuk **Senarai Elektif Terbuka A**) *Program Open Elective Courses* *Choose **ONE (1)** course only* *(*Refer **Open Elective List A**)*		3
					Elektif Terbuka Program Pilih **SATU (1)** kursus Sahaja (*Rujuk **Senarai Elektif Terbuka B**) *Program Open Elective Courses* *Choose **ONE (1)** course only* *(*Refer **Open Elective List B**)*		3
	Kursus Elektif Universiti *University Elective Courses*	Kursus Pemerkasaan Holistik Pelajar (SHE) Kluster 1/2/3/4 *Student Holistic Empowerment (SHE) Course Cluster 1/2/3/4*		2	Kursus Pemerkasaan Holistik Pelajar (SHE) Kluster 1/2/3/4 *Student Holistic Empowerment (SHE) Course Cluster 1/2/3/4*		2
	Jumlah Credit ***Total Credit***			**16**			**11**
	Jumlah Keseluruhan ***Total Credits Overall***						**133**

KURSUS ELEKTIF TERBUKA PROGRAM | *PROGRAM OPEN ELECTIVE COURSES*

Senarai Elektif Terbuka A | *Open Elective List A*

Pelajar memilih **DUA (2)** daripada **TUJUH (7)** kursus yang ditawarkan oleh Fakulti Pendidikan seperti senarai dibawah.

*Students choose **TWO (2)** of **SEVEN (7)** courses offered by the Faculty of Education listed below. Each course is 3 credits.*

Bil. ***No.***	**Kod Kursus** ***Course Code***	**Tajuk Kursus** ***Course Title***	**Kredit** ***Credit***
1	PIA2004	Modifikasi Tingkah Laku *Behaviour Modification*	3
2	PIA2005	Personaliti *Personality*	3
3	PIC1001	Pengenalan kepada Pendidikan Khas *Introduction to Special Education*	3
4	PIX2011	Pendidikan Perbandingan *Comparative Education*	3
5	PIX3003	Multimedia dalam Pengajaran *Multimedia in Teaching*	3
6	PIX3004	Akhlak dan Etika Profesional *Akhlak and Professional Ethics*	3
7	PIX3007	Penaakulan Statistik dalam Penyelidikan Pendidikan *Statistical Reasoning in Educational Research*	3

Senarai Kursus B | *Course List B*

Pelajar memilih **DUA (2) daripada TUJUH BELAS (17)** kursus tawaran Jabatan Bahasa Inggeris, FSSS, seperti senarai di bawah.

*Students choose **TWO (2)** of **SEVENTEEN (17)** courses offered by the English Department, Faculty of Arts and Social Sciences, as listed below.*

Bil. ***No.***	**Kod Kursus** ***Course Code***	**Tajuk Kursus** ***Course Title***	**Kredit** ***Credit***
1	AIC1002	Pengantar Fiksyen *Introduction to Fiction*	3
2	AIC1003	Aspek-aspek Puisi *Aspects of Poetry*	3
3	AIC1004	Pengenalan Drama *Drama: An Introduction*	3
4	AIC2003	Shakespeare dan Penulis Sezamannya *Shakespeare and His Contemporaries*	3
5	AIC2004	Kesusasteraan Pasca Kolonial: Tema dan Metafora *Postcolonial Literature: Themes and Tropes*	3
6	AIC2005	Topik-topik di dalam Abad ke Sembilan Belas *Topics in the Nineteenth Century*	3
7	AIC2009	Persembahan Teater dalam Bahasa Inggeris *Theatre Performance in English*	3
8	AIC2010	Perjalanan dalam Kesusasteraan Pengembaraan *Exploring Travel Literature*	3
9	AIC2013	Kesusasteraan dan Alam Sekitar *Literature and the Environment*	3
10	AIC2016	Kesusasteraan dan Budaya Popular Malaysia *Malaysian Popular Literature and Culture*	3
11	AIC2017	Penerokaan Fiksyen Jenayah *Crime Fiction: An Investigation*	3
12	AIC2018	Suara Wanita dalam Kesusasteraan *Women's Voices in Literature*	3
13	AIC3001	Topik-topik dalam Kesusasteraan Malaysia dan Singapura *Topics in Malaysian and Singaporean Literature*	3
14	AIC3003	Wanita dan Kesusasteraan *Women and Literature*	3
15	AIC3009	Budaya dan Kesusasteraan Popular *Popular Culture and Literature*	3
16	AIC3014	Kesusasteraan Malaysia *Malaysian Literature*	3
17	AIC3018	Kesusasteraan Kanak-kanak dan Remaja *Children and Young Adult Literature*	3

KURSUS ELEKTIF TERBUKA UNIVERSITI | *UNIVERSITY OPEN ELECTIVE COURSES*

Elektif Terbuka Universiti (SHE) (8 kredit) merangkumi.
University Electives (SHE) (8 credits) involves.

- Satu kursus daripada Kluster 1 (2 kredit) | *One course from Cluster 1 (2 credits)*
- Satu kursus daripada Kluster 2 (2 kredit) | *One course from Cluster 2 (2 credits)*
- Satu kursus daripada Kluster 3 (2 kredit) | *One course from Cluster 3 (2 credits)*
- Satu kursus daripada Kluster 4 (2 kredit) | *One course from Cluster 4 (2 credits)*

***Rujuk Senarai Kursus SHE mengikut Kluster (Pilih SATU sahaja daripada setiap kluster).**
****Refer to the list of University Electives based on the respective Cluster (Choose ONE course from each cluster below)***

<table>
<tr><th>Kluster
Cluster</th><th>Tajuk Kluster
Cluster Title</th><th>Catatan
Notes</th></tr>
<tr><td>Kluster 1
Cluster 1</td><td>Thinking Matters: Mind & Intellect</td><td rowspan="4">Pelajar perlu memilih dan mendaftar kursus mengikit struktur pengajian

Student shall choose and register based on the programme structure.</td></tr>
<tr><td>Kluster 2
Cluster 2</td><td>Emotional, Physical, Spiritual Intelligence Mind, Body & Soul

*Untuk Kluster 2, hanya Kursus Integriti dan Antirasuah (GQX0056) akan ditawarkan
*For Cluster 2, only Integrity and Anticorruption Course (GQX0056) will be offered</td></tr>
<tr><td>Kluster 3
Cluster 3</td><td>Technology, Artificial Intelligence and Data Analytics: i-Techie</td></tr>
<tr><td>Kluster 4
Cluster 4</td><td>Global Issues and Community Sustainability: Making the World a Better Place</td></tr>
</table>

KURSUS UNIVERSITI
UNIVERSITY COURSES

SINOPSIS KURSUS / *COURSE SYNOPSIS*

GIG1012 Falsafah dan Isu Semasa (2 jam kredit) (Untuk pelajar tempatan sahaja)
GIG1012 Philosophy and Current Issues (2 credit hours) (For locals only)

Kursus ini merangkumi hubungan ilmu falsafah dengan Falsafah Pendidikan Kebangsaan dan Rukunegara. Penggunaan falsafah sebagai alat untuk memurnikan budaya pemikiran dalam kehidupan melalui seni dan kaedah berfikir serta konsep insan. Topik utama dalam falsafah iaitu epistemologi, metafizik dan etika dibincangkan dalam konteks isu semasa. Penekanan diberi kepada falsafah sebagai asas bagi menjalin dialog antara budaya serta memupuk nilai sepunyai. Di hujung kursus ini pelajar akan mampu melihat disiplin-disiplin ilmu sebagai satu badan ilmu yang komprehensif dan terkait antara satu sama lain.

This course covers philosophical relations with the Philosophy of National Education and Rukunegara. The use of philosophy as a tool to purify the culture of thought in life through the arts and methods of thinking and human concepts. The main topics in philosophy are epistemology, metaphysics and ethics discussed in the context of current issues. Emphasis is given to philosophy as a basis for fostering inter- cultural dialogue and fostering one's values. At the end of this course students will be able to see the disciplines of science as one comprehensive body of knowledge and related to each other.

Kaedah Penilaian	:	Kerja Kursus	–	70%	Peperiksaan	–	30%
Assessment Method	:	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Al-Attas, S. M. Naquib. (1991). *The Concept of Education in Islam. Kuala Lumpur: ISTAC*
- Al-Faruqi, I. R. (1994). Al-Tawhid: *Its Implications for Thought and Life (2nd Ed.). Herndon: IIIT*
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GLT1049 Bahasa Melayu Komunikasi (2 jam kredit) (untuk pelajar Antarabangsa sahaja)
GLT1049 Malay Language Communication (2 credit hours) (for International student only)

Kursus ini melatih pelajar antarabangsa untuk berkomunikasi dalam bahasa Melayu asas yang meliputi situasi kehidupan seharian. Pelajar akan diperkenalkan dengan pertuturan dan penulisan bahasa Melayu mudah. Pengajaran dan pembelajaran akan dilaksanakan dalam bentuk tutorial, tugasan, dan pengalaman pembelajaran pelajar di dalam dan di luar kelas. Pada akhir kursus ini, pelajar diharapkan dapat berkomunikasi dan menulis menggunakan ayat mudah dengan berkesan.

This course trains international students to communicate in basic Malay, covering everyday life situations. Students will be introduced to simple spoken and written Malay. Teaching and learning will be conducted through tutorials, assignments, and students' learning experiences inside and outside the classroom. By the end of this course, students are expected to communicate and write effectively using simple sentences.

Kaedah Penilaian	:	Kerja Kursus	– 100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	*– 100%*	*Examination*	*–*	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris				
Medium of Instruction	:	*Malay, English*				

GIG1013 Penghayatan Etika dan Peradaban (2 jam kredit)
GIG1013 Penghayatan Etika dan Peradaban (2 credit hours)

Kursus ini menerangkan tentang konsep etika daripada perspektif peradaban yang berbeza. Ia bertujuan bagi mengenal pasti sistem, tahap perkembangan, kemajuan dan kebudayaan sesuatu bangsa dalam mengukuhkan kesepaduan sosial. Selain itu, perbincangan berkaitan isu- isu kontemporari dalam aspek ekonomi, politik, sosial, budaya dan alam sekitar daripada perspektif etika dan peradaban dapat melahirkan pelajar yang bermoral dan profesional. Penerapan amalan pendidikan berimpak tinggi (HIEPs) yang bersesuaian digunakan dalam penyampaian kursus ini. Di hujung kursus ini pelajar akan dapat menghubungkaitkan etika dan kewarganegaraan berminda sivik.

This course discusses ethical concepts from different civilization perspectives. It aims to identify the systems, developmental stages, progress and culture of a nation in strengthening social cohesion. In addition, discussions on contemporary issues in the economic, political, social, cultural and environmental aspects from an ethical and civil perspective can produce students who are morally and professionally sound. The application of appropriate High Impact Education Practices (HIEPs) is used in the delivery of this course. At the end of this course students will be able to relate ethics and civic-minded citizenship.

Kaedah Penilaian	:	Kerja Kursus	– 70%	Peperiksaan	–	30%
Assessment Method	:	*Continuous Assessment*	*– 70%*	*Examination*	*–*	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris				
Medium of Instruction	:	*Malay, English*				

Rujukan Terpilih / *Selected References:*

- Shamsul Amri Baharuddin (ed). (2012). Modul Hubungan Etnik (2nd ed.). Bangi: Institut Kajian Etnik, UKM.
- Cheng, Y. (2012). *Islam and the Wisdoms of Asian Religions. K. L.: The Other Press*
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- Majid Fakhry. (1991). *Ethical Theories in Islam. Leiden: J. J. Brill.*
- Falikowski, A. F. (1990). *Moral Philosophy: Theories, Skills and Applications. Englewood Cliff, NJ: Prentice Hall.*
- Guenon, R. (2001). *The Reign of Quantity and the Signs of the Times. (Lord Northbourne, trans.). Hillsdale NY: Sopjia Perennis. (Original work published 1945).*

- Harari, Y. N. (2017). *Homo deus: A Brief History of Tomorrow. Australia: harper Collins.*
- MacKinnon, B. (2015). *Ethics: Theory and Contemporary Issues (8th ed.). Stamford, CT: Cengage Learning.*
- Mitchell, H. B. (2011). *Roots of Wisdom: A Tapestry of Philosphical Traditions (6th ed). Wadsworth: Cengage Learning*
- Maszlee Malik. (2017). *Foundations of Islamic Governance: A Southeast Asian Perspective (1st ed.). London & New York: Routledge.*

GIG1003 Asas Pembudayaan Keusahawanan (2 jam kredit)
GIG1003 Basic Entrepreneurship Enculturation (2 credit hours)

Kursus ini menerapkan elemen asas pembudayaan keusahawanan kepada semua pelajar. Inisiatif ini diambil untuk membuka minda dan merangsang semangat keusahawanan kepada kumpulan sasar yang berpotensi. Antara topik yang akan diajar termasuklah konsep dan perkembangan keusahawanan, faktor yang menggalakkan keusahawanan, perkembangan keusahawanan di Malaysia, etika keusahawanan, kreativiti dan inovasi dalam keusahawanan dan merancang perniagaan. Di samping itu, kursus ini juga memberikan pelajar latihan yang lebih bermakna dan berkesan mengenai pemikiran, kemahiran dan kecekapan keusahawanan

The course will attempt to inculcate the basic elements of entrepreneurship in the students. Initiatives are taken to open their minds and motivate the entrepreneurial spirit in this potential target group. The course encompasses theory and development of entrepreneurship, factors affecting entrepreneurship, entrepreneurship development in Malaysia, ethics of entrepreneurship, creativity and innovation in entrepreneurship and developing business plans. This course also incorporates a direct exposure to entrepreneurial mindset, skills and competencies.

Kaedah Penilaian	**:**	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Sodri Ariffin & Syahira Hamidon (2017). *Introduction to Entrepreneurship, Malaysia: Oxford Fajar Sdn Bhd.*

KURSUS KO-KURIKULUM
CO-CURICULLUM COURSES

SINOPSIS KURSUS / *COURSE SYNOPSIS*

GKA1001 Sangkutan@Industri (2 jam kredit)
GKA1001 Attach@Industry (2 credit hours)

Program ini bertujuan untuk memberi pendedahan awal kepada pelajar seawal tahun pertama mengenai alam pekerjaan. Pelajar akan menjalani latihan/bekerja dengan pihak syarikat agar mendapat pendedahan mengenai aspek-aspek pentadbiran, pengurusan dan pengoperasian syarikat. Pelajar akan memperolehi pengalaman bekerja yang akan membantu dari segi persediaan psikologi untuk alam pekerjaan dan meningkatkan kadar kebolehpasaran.

The program aims to provide early exposure to work environment for students as early as the first year. Students will undergo training/work with the company to gain exposure on the aspects of the administration, management and operation of the company. Students will have a working experience that will help in terms of psychological preparation for work environment and also increase the graduate employability.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- *Induction Training in Industry: Effects on Performance of Students on Industrial Attachment Paperback/ Andrew Saina, LAP LAMBERT Academic Publishing, 2013*

GKI1001 Penyelidikan Bebas (2 jam kredit)
GKI1001 Independent Research (2 credit hours)

Kursus ini memerlukan pelajar menjalankan projek penyelidikan dalam topik yang dipilih. Para pelajar akan dilatih dan dibimbing oleh penyelia yang dilantik. Pada akhir kursus, pelajar akan menghasilkan laporan penyelidikan.

The course requires students to conduct a research project on any selected topic. The students will be coached and mentored by appointed supervisor (s). At the end of the course, student will be producing a research report.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- *Doing Your Research Project: A Guide for First-Time Researchers / Judith Bell with Stephen Waters. Berkshire, England: Open University Press, 2014.*

GKK1001 Khidmat Komuniti (2 jam kredit)
GKK1001 Community Service (2 credit hours)

Kursus ini memberikan peluang kepada pelajar untuk menjalankan aktiviti atau projek dengan komuniti yang dikenalpasti. Pelajar akan bersama komuniti dan akan menghuraikan kesan daripada projek tersebut kepada komuniti dan diri sendiri. Pelajar juga akan membuat dokumentasi termasuk video dan audio.

This course gives students the opportunity to undertake activities or projects with identified communities. Students will be with the community and will describe the impact of the project to the community and themselves. Students will also make documentation including video and audio.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Lina D. Dostilio, 2017. *The Community Engagement Professional in Higher Education: A Competency Model for an Emerging Field, Campus Compact.*

GKP1001 Pembangunan Bakat (2 jam kredit)
GKP1001 Talent Development (2 credit hours)

Kursus ini memberi peluang untuk membangunkan pelbagai kemahiran dan kecekapan melalui aktiviti/ program yang disertai oleh pelajar. Pelajar akan diminta membuat refleksi bagi mencerminkan kemahiran yang diperolehi daripada aktiviti/program yang dijalankan.

The course provide opportunity to develop varies skill and competency through activities/program participated by the students. The students will be required to reflect the skills develop from the activities/program performed.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- SUKMUM (Sukan Mahasiswa Universiti Malaya)/ Universiti Malaya. Kuala Lumpur: Kompleks Sukan, Universiti Malaya, 1993-
- Festival Seni Universiti Malaya/ Universiti Malaya, Kuala Lumpur : Universiti Malaya, 1999

GKS1001 Kesukarelawanan (2 jam kredit)
GKS1001 Volunteerism (2 credit hours)

Kursus ini mendedahkan pelajar menjalankan aktiviti kesukarelawanan dengan memilih projek atau program yang sesuai. Pelajar boleh menjalankan aktiviti secara persendirian atau dalam kumpulan di mana-mana lokasi yang dikenalpasti. Projek tersebut perlu direkodkan melalui dokumentasi video atau audio. Di akhir projek, kesan daripada melaksanakan projek perlu ditentukan.

This course exposes students to volunteer activities by selecting suitable projects or programs. Students may perform activities individually or in groups of any identified location. The project needs to be recorded through video or audio documentation. At the end of the project, the impact of implementing the project needs to be determined.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Kesukarelawan - Isu dan Kepentingannya kepada Masyarakat / Nazilah Ali, Kuala Terengganu, Terengganu: Penerbit Universiti Malaysia Terengganu, 2014.

GKU1001 Keusahawanan (2 jam kredit)
GKU1001 Entrepreneurship (2 credit hours)

Kursus ini membimbing pelajar untuk membangunkan minda usahawan yang inovatif dengan menyediakan pelan perancangan untuk projek keusahawanan. Penekanan akan diberikan kepada idea keusahawanan, menyediakan pelan perniagaan, mencari sumber pembiayaan, mengetahui cara pendaftaran syarikat yang sah, hak harta intelek dan pendaftaran. Pelajar akan diminta untuk membentangkan strategi yang boleh digunakan untuk merealisasikan projek perniagaan apabila tamat pengajian.

This course guides students to develop innovative minds by providing planning plans for entrepreneurship projects. Emphasis will be given to entrepreneurial ideas, preparing business plans, finding sources of funding, knowing how to register legitimate companies, intellectual property rights and registration. Student will be required to reflect the possible strategies that can be used to realize the business project upon graduation.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Teori dan Amalan Keusahawanan / Ab. Aziz Yusof. Kuala Lumpur : Dewan Bahasa dan Pustaka, 2015

KURSUS BAHASA INGGERIS KOMUNIKASI
ENGLISH COMMUNICATION COURSES

GLT1018 Proficiency in English I (2 jam kredit) *(2 credit hours)*

Kursus ini direka untuk pelajar yang mempunyai penguasaan asas dalam Bahasa Inggeris. Fokus adalah kepada pembinaan kecekapan bertutur dan membaca dengan penekanan kepada ketepatan tatabahasa dan perbendaharaan kata. Pelajar akan membina ketepatan struktur, kefasihan bertutur dan penggunaan bahasa yang sesuai dengan latihan dalam pelbagai konteks.

This course is designed for students with basic proficiency in English. Focus is on building speaking and reading competence with an emphasis on accuracy in grammar and on vocabulary building. Students will develop structural accuracy, reasonable oral fluency and language appropriateness by practising the language in a variety of contexts.

Kaedah Penilaian	:	Kerja Kursus	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Hughes, J. (2019). *Life A2 (Second ed.). Hampshire: National Geographic*.
- *www.vocabulary.com*
- *www.dictionary.cambridge.org*

GLT1019 Let's Speak (2 jam kredit) *(2 credit hours)*

Kursus ini memfokuskan kepada ketepatan dan kepaduan dalam merancang pengucapan dalam Bahasa Inggeris. Kursus ini juga mengembangkan kemahiran pelajar dalam merancang ucapan secara berperingkat. Pelajar juga akan belajar untuk bertutur secara tepat dengan menggunakan strategi bahasa yang sesuai kepada audiens sasaran.

This course focuses on preparing a speech in English accurately and coherently. It also develops students' speech planning skills in stages. Students will learn to speak accurately using the appropriate language strategies to a selected audience.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Grussendorf, M. (2019). *English for Presentations. Malaysia: Oxford University Press.*
- Shafie, L.A. and Rosaidi, N. A. (2017). *English for Oral Presentations. Malaysia: Oxford University Press.*
- https://www.oxfordlearnersdictionaries.com

GLT1020 Fundamental Writing (2 jam kredit) *(2 credit hours)*

Kursus ini direka untuk pelajar yang mempunyai tahap kefasihan pra-pertengahan Bahasa Inggeris. Fokus adalah kepada kemahiran dalam penulisan dengan penekanan kepada ketepatan tatabahasa dan perbendaharaan kata. Pelajar akan didedahkan kepada strategi penulisan yang membolehkan

mereka menulis teks pendek secara efektif untuk pelbagai tujuan.

This course is designed for students with a pre- intermediate level of proficiency in English. It focuses on writing skills, with an emphasis on accuracy in grammar and vocabulary building. Students will be exposed to writing strategies that will enable them to write short texts effectively for different purposes.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Folse, K. S., Muchmore-Vokoun, A., Solomon, E.V. (2020). *Great Writing Great Paragraphs Fifth Edition. USA: National Geographic Learning/Cengage Learning.*
- Ward, C., Gramer, M. (2019). *Q: Skills for Success- Reading & Writing 3 Third Edition. New York: OUP Oxford.*
- Lambert, J., Bohlke, D., Lockwood, B.R., Hartmann, P. (2016). *Final Draft 1. New York: Cambridge University Press.*

GLT1021 Proficiency in English II (2 jam kredit) *(2 credit hours)*

Kursus ini membantu pelajar meningkatkan penguasaan Bahasa Inggeris dari segi ketepatan dan penggunaan bahasa di peringkat pertengahan. Pelajar akan didedahkan kepada pelbagai jenis teks bacaan untuk meningkatkan kemahiran membaca. Mereka juga akan diberi latihan yang mencukupi dari segi pertuturan bagi membina keyakinan berkomunikasi dan berinteraksi di dalam pelbagai situasi. Kursus ini juga dapat membantu pelajar meningkatkan kemahiran menulis teks yang koheren dalam pelbagai topik.

This course is designed to improve students' English Language proficiency in terms of accuracy and language use at the intermediate level. Students will be exposed to a variety of reading texts in order to improve their reading skills. They will also be given ample speaking practice to develop their confidence in communicating and interacting with others in a multitude of situations. The course improves students' skills in writing texts coherently on various topics.

Kaedah Penilaian	:	Kerja Kursus	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Daise Debra & Norloff Charl (2020) *Q: Skills for Success. Reading and Writing (3). 3rd Edition UK: Oxford University Press.*
- Elbaum, S.N. (2010). *Grammar in Context. 5th Edition. USA: Heinle,Cengage Learning.*
- *www.iQOnlinePractice.com*

GLT1022 Speak Up (2 jam kredit) *(2 credit hours)*

Kursus ini mengfokuskan kepada pertuturan Bahasa Inggeris secara tepat dan koheren pada peringkat pertengahan. Kursus ini membantu pelajar mengembangkan strategi komunikasi yang membolehkan pelajar berinteraksi dalam pelbagai situasi tidak formal.

This course focuses on speaking English accurately and coherently at the intermediate level. It develops students' communication strategies that enable them to interact appropriately in a variety of informal situations.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Lynn Bonesteel (2017). *21st Century Communication: Listening, Speaking and Critical Thinking. USA: Cengage Learning*
- *www.vocabulary.com*
- *www.dictionary.cambridge.org*

GLT1023 Effective Workplace Writing (2 jam kredit) *(2 credit hours)*

Kursus ini memperkenalkan strategi penulisan pada tahap pertengahan. Pelajar akan diberi pendedahan tentang pelbagai komunikasi tempat kerja. Mereka akan mempelajari cara untuk menghasilkan komunikasi bertulis yang efektif dan meningkatkan tahap kebolehan menulis secara menyeluruh.

This course introduces writing strategies at the intermediate level. Students will be exposed to a range of workplace communication. They will learn how to produce effective written communication and improve their overall skills in writing.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Banks, T. (2013). *Writing for Impact. Cambridge, United Kingdom: Cambridge University Press.*
- Mascull, B. (2018). *Business Vocabulary in Use: Intermediate Book with Answers and Enhanced ebook: Self-Study and Classroom Use. Cambridge, United Kingdom: Cambridge University Press.*
- Talbot, F. (2016). *How to Write Effective Business English: Excel at E-mail, Social Media and All Your Professional Communications (Better Business English). London, United Kingdom: Kogan Page Limited.*

GLT 1024 Proficiency in English III (2 jam kredit) *(2 credit hours)*

Kursus ini memberi pengukuhan kepada penguasaan Bahasa Inggeris pelajar dari segi ketepatan dan keberkesanan di peringkat pertengahan atas. Pelajar akan diajar kesemua empat kemahiran bahasa dengan memberi tumpuan kepada kemahiran membaca, menulis dan bertutur. Mereka akan didedahkan kepada pelbagai teks untuk membangunkan tahap penguasaan yang lebih tinggi yang akan membolehkan mereka mengaplikasikan kemahiran yang dipelajari.

This course is designed to fortify students' English Language proficiency in terms of accuracy and effectiveness at a developing upper intermediate level. Students will be taught the four language skills with a focus on reading, writing and speaking. They will be exposed to a variety of texts to develop a higher level of proficiency that will allow them to apply the skills learnt.

Kaedah Penilaian	:	Kerja Kursus	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- English, A and English, L.M. (2019). *NORTHSTAR 4: Reading & Writing. 5th Edition. Pearson*
- Ferree, T and Sanabria, K. (2019). *NORTHSTAR 4: Listening & Speaking. 5th Edition. Pearson*
- *https://www.dictionary.com/*

GLT1025 Effective Oral Communication (2 jam kredit) *(2 credit hours)*

Kursus ini merangkumi pelbagai aspek komunikasi secara lisan yang digunakan dalam menyampaikan ucapan dan pembentangan pada tahap pertengahan atas. Contoh yang sesuai daripada pelbagai situasi digunakan sebagai bahan latihan untuk membolehkan pelajar menganalisa, berbincang dan menggunakan strategi yang telah diajar.

The course encompasses different aspects of oral communication used in delivering speeches and presentations at the high intermediate level. Appropriate examples from a variety of situations are used as practice materials for students to analyse, discuss and apply the strategies taught.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Dale, P. & Wolf, J.C. (2013). *Speech Communication Made Simple (4th Edition). White Plains, NY: Pearson Education.*
- Lee, C. (2017). *21st Century Communication: Listening, Speaking & Critical Thinking. Boston: National Geographic Learning.*
- Macintyre, P. (2018). *Pathways: Listening, Speaking & Critical Thinking (2nd edition). Boston: National Geographic Learning.*

GLT 1026 Writing at the Workplace (2 jam kredit) *(2 credit hours)*

Kursus ini akan memperkenalkan pelajar kepada kemahiran menulis yang berkesan di tempat kerja. Menggunakan bahan-bahan yang relevan, pelajar akan diajar secara berperingkat cara menghasilkan dokumen dalam konteks tempat kerja.

This course will introduce students to effective writing skills at the workplace. Using relevant materials, students will be taught in stages how to produce documents within a workplace context.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Kolin, P. C. (2015). *Successful Writing at Work: Concise Edition. (4th ed.). Stamford, CT: Cengage Learning.*
- Kolin, P. C. (2013). *Successful Writing at Work. (10th ed.). Boston, MA: Wadsworth Cengage Learning.*
- Smith-Worthington, D., & Jefferson, S. (2010). *Technical Writing for Success. (3rd ed.). Mason, OH: South Western Cengage Learning.*
- Sargunan, R. A., Khor, E., Samsudin, K., & Menon, R. (2010). *Report Writing for Business and Professional Purposes: An Introduction. (2nd ed.). Shah Alam: McGraw Hill Malaysia*.

GLT1027 Advanced Oral Communication (2 jam kredit) *(2 credit hours)*

Kursus ini bertujuan untuk membangunkan kemahiran komunikasi di kalangan pelajar pada tahap lanjutan semasa memberi penyampaian dan berinteraksi dalam perbincangan kumpulan dalam pelbagai persekitaran. Pelajar akan menyediakan dan menyampaikan persembahan yang teratur dan berkesan dalam pelbagai topik dengan menggunakan bahasa, gaya dan struktur yang sesuai untuk melibatkan penonton. Pelajar juga akan didedahkan kepada strategi komunikasi yang berbeza untuk membolehkan mereka berinteraksi secara berkesan dan berkomunikasi dengan jelas dalam perbincangan kolaboratif.

This course aims to develop advanced communication skills among students when delivering presentations and interacting in group discussions in diverse settings. Students will prepare and deliver organized, impactful presentations on a variety of topics using appropriate language, style and structure to engage the audience. Students will also be exposed to different communication strategies to enable them to interact effectively and communicate with clarity in collaborative discussions.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Hamilton, C. (2014). *Essentials of Public Speaking (6th Edition). Boston, MA: Heinle Cengage Learning*
- McPheat, S. (2012). *Advanced Communication Skills. Retrieved from* http://www.sterrenstages.net/manager/files/books/advanced-communication-skills.pdf
- Hamilton, C.M. & Creel, B. (2011). *Communicating for Success. USA: Pearson*

GLT1028 Advanced Business Writing (2 jam kredit) *(2 credit hours)*

Kursus ini direkabentuk untuk melengkapkan pelajar dengan kemahiran menulis yang diperlukan bagi memenuhi keperluan tempat kerja. Pelajar juga akan diajar bagaimana menghasilkan dokumen perniagaan profesional yang jelas, tepat dan disusun dengan baik. Pelajar akan diminta untuk menganalisis dan bertindak terhadap pelbagai situasi dan menulis untuk pembaca yang dikenal pasti. Kursus ini juga akan meneroka cara-cara penulisan dan komunikasi perniagaan dengan bantuan teknologi.

This course is designed to equip students with the necessary writing skills to meet the needs of the workplace. Students will also be taught how to produce clear, accurate and well organised professional business documents. Students will be required to analyse and respond to a variety of situations and to write for identified audiences. The course also explores the ways in which technology helps shape business writing and communication.

Kaedah Penilaian	**:**	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	*–*	*100%*	*Examination*	*–*	*-%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Cram, C. M. (2010). *New perspectives: Portfolio projects for business communication (1st Ed.). Boston, MA: Wadsworth Cengage Learning.*
- Taylor, S. (2012) *Model business letters, emails and other business documents (7th Ed.). London: FT Press.*
- Kolin, P. C. (2013). *Successful writing at work (10th Ed.). Boston, MA: Wadsworth Cengage Learning.*

KURSUS TERAS FAKULTI
FACULTY CORE COURSES

SINOPSIS KURSUS / *COURSE SYNOPSIS*

PIX1005 Asas Pendidikan dan Kemanusiaan (3 jam kredit)
PIX1005 Educational Foundations and Humanities (3 credit hours)

Kursus ini membincangkan sejarah perkembangan pendidikan negara dan konsep asas falsafah umum serta falsafah pendidikan. Kursus ini juga turut mengupas falsafah Pendidikan Barat, falsafah pendidikan Timur dan falsafah pendidikan Islam serta kaitannya dengan Falsafah Pendidikan Kebangsaan. Selain itu, faktor-faktor yang mempengaruhi falsafah dan amalan pendidikan di Malaysia turut dijelaskan menerusi kursus ini.

This course discusses the history of the development of national education and the basic concepts of general philosophy as well as the philosophy of education. This course also explores the philosophy of Western Education, the philosophy of Eastern education and the philosophy of Islamic education and its relation to the Philosophy of National Education. In addition, the factors that influence the philosophy and practice of education in Malaysia are also explained through this course.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	:	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Dzulkifli Abdul Razak & Rosnani Hasyim (2020). Pentafsiran baru Falsafah Pendidikan Kebangsaan dan Pelaksanaannya Pasca 2020. Gombak. IIUM Press
- Hasmalina & Siti Hawa (2015). Filsafat Pendidikan. Jakarta. Universitas Sriwijaya
- Nel Noddings, (2015) Philosophy of Education. (4th ed.) New York: Westview Press
- Orstein, A.C. & Hunkins, F.P. (2014). Curriculum: Foundations, Principles, and Issues (6th ed.). Boston: Allyn and Bacon.
- William. H & Portelli, J. P. (2013) Philosophy of Education: Introductory Readings. Calgary, Alberta: Brush Education Inc.
- Kementerian Pendidikan Malaysia. (2013). Pelan Pembangunan Pendidikan Malaysia 2013 -2025. Putrajaya: Kementerian Pendidikan Malaysia.
- Jana Mohr Lone (2012). Philosophy and Education. UK. Amazon Press.

PIX1006 Pendidikan Jasmani dan Kesihatan (3 jam kredit)
PIX1006 Physical and Health Education (3 credit hours)

Kursus ini membincangkan tentang matlamat, objektif, dan isu-isu Pendidikan Jasmani dan Kesihatan. Selain itu, mendedahkan pelajar tentang sistem tulang, otot, sendi, jantung dan peredaran darah. Seterusnya, menjelaskan tentang aspek-aspek yang berkaitan dengan kecergasan fizikal, jenis-jensi latihan, pembelajaran kemahiran motor, dan biomekanik sukan.

This course discusses the goals, objectives, and issues of Physical Education and Health. In addition, it exposes students to the bone, muscle, joint, heart and circulatory systems. Next, explain the aspects related to physical fitness, types of training, motor skills learning, and sports biomechanics.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Cottrell, R.R., Girvan, J.T., Seabert, D., Spear, C.E., McKenzie, J.F. (2017). Principles and Foundation of Health Promotion and Education.7th Edition.USA.Pearson.
- Siedentop, D. (2011). Introduction to Physical Education, Fitness, and Sport. 8th Edition. USA.McGraw-Hill education.
- Van De Graaff, K.M., & Fox, S.I. (1989). Anatomy Physiology. Fourth Edition. USA.Wm.C. Brown.

PIX2001 Psikologi Pendidikan (3 jam kredit)
PIX2001 Educational Psychology (3 credit hours)

Kursus ini memperkenalkan konsep asas dalam psikologi pendidikan dari aspek kognitif, psikomotor dan afektif. Pelajar akan didedahkan dengan teori-teori psikologi pembelajaran dalam bidang pendidikan. Seterusnya, pelajar akan dibimbing untuk mengaplikasikan strategi pengajaran dan pembelajaran yang bersesuaian dengan konteks pendidikan.

This course introduces the basic concepts in educational psychology from the aspects of cognitive, psychomotor, and affective. Students will be taught with various psychological learning theories in the field of education. In addition, students will be guided to apply suitable teaching and learning strategies in educational contexts.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- McMaugh, A., & Duchesne, S. (2018). Educational psychology for learning and teaching (6th Ed.). South Melbourne, Australia: Cengage Learning Australia.
- Santrock, J.W. (2018). Educational psychology (6th Ed.). Singapore: McGraw-Hill.
- Schunk, D. H. (2019). Learning theories: An educational perspective (8th Ed.). USA: Pearson.
- Woolfolk, A. E. (2018). Educational psychology (14th Ed.). USA: Pearson.

PIX2007 Pendidikan dan Penyelidikan (3 jam kredit)
PIX2007 Education and Research (3 credit hours)

Kursus ini dibangunkan untuk mendedahkan pelajar kepada pelbagai isu kontemporari berkaitan pendidikan dalam konteks lokal dan global. Perbincangan akan tertumpu kepada menganalisis isu berkenaan berdasarkan pelbagai cabang disiplin ilmu pendidikan secara kritis, objektif dan sistematik bagi mengenal pasti punca tercetusnya isu dan fenomena tersebut. Setelah proses analisis dilakukan, pelajar akan dibimbing untuk mengemukakan cadangan penyelesaian yang kreatif serta praktikal dengan cara mengaplikasikan prinsip serta kaedah asas penyelidikan dalam pendidikan.

This course is developed to expose students to various contemporary issues related to education in local and global contexts. The discussion will focus on analysing the issues critically, objectively and systematically to identify the cause of the issues and phenomenon based on various branches of educational disciplines. Once the analysis process is done, students will be guided to propose creative and practical solutions by applying basic principles and methods of research in education.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	*:*	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). Introduction to research in education. 10th Edition. Australia: Cengage Learning
- Creswell, J. W., & Creswell, J. D. (2017). Research design: Quantitative, qualitative and mixed methods approaches. 5th Edition. USA: Sage Publishing.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). How to design and evaluate research in education. 10th Edition. New York: McGraw Hill, Inc.
- Marshall, J (2018) Contemporary debates in education studies. London: Routledge
- O'Donoghue, T (2017) Understanding contemporary education: Key themes and issues. London: Routledge.

PIX2008 Pendidikan dan Masyarakat (3 jam kredit)
PIX2008 Education and Society (3 credit hours)

Kursus ini dibentuk berdasarkan kerangka sosiologi pendidikan. Ia akan membincangkan isu dan perkembangan semasa pendidikan formal dan tidak formal dalam masyarakat serta menganalisis peranan dan impak pendidikan moden berdasarkan konsep dan teori sosiologi. Pelajar juga akan membangunkan, melaksanakan dan melaporkan program kerja lapangan sebagai projek sosiolisasi pendidikan dalam masyarakat.

This course is based on the framework of educational sociology. It will discuss the current issues and developments of formal and non -formal education in society, as well as analyse the role and impact of modern education based on sociological concepts and theories. Students also will develop, implement and report on field work programs as a socialization project of education in the community.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	*:*	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Brooks, R. (2019) Education and society. London: Red Globe Press
- Goleman, D. (2011) Social intelligence: The new science of human relationships, Manhattan: Random House
- Moon, J. A. (2004). A handbook of reflective and experiential learning: Theory and practice. London: Routledge-Falmer.
- O'Grady, C.R. (2012). Integrating service learning and multicultural education in colleges and universities. Lawrence Erlbaum
- Jukes, I. & Schaaf, R. L. (2019) A brief history of the future of education: Learning in the age of disruption, Thousand Oaks: Corwin Press
- Syukurman (2020), Sosiologi pendidikan: memahami pendidikan dari aspek multikulturalisme, Jakarta: Prenada Media

PIX2009 Komunikasi & Inovasi Dalam Pendidikan (3 jam kredit)
PIX2009 Communication & Innovation In Education (3 credit hours)

Kursus ini akan memperkenalkan konsep kemahiran komunikasi, kreativiti dan inovasi dalam proses pengajaran dan pembelajaran. Dengan memahami konsep-konsep asas ini, para pelajar akan dapat menjadi agen perubahan semasa menjalankan tugas sebagai pendidik selaras dengan hasrat yang ingin dicapai dalam Sistem Pendidikan Negara. Pelajar akan didedahkan dengan kemahiran komunikasi yang efektif dalam menyampaikan ilmu pengetahuan dan berupaya membina dan menilai projek inovasi dalam persekitaran pendidikan.

This course will introduce the concepts of communication skills, creativity and innovation in the teaching and learning process. By understanding these basic concepts, students will be able to be agents of change while carrying out their duties as educators in line with the aspirations to be achieved in the National Education System. Students will be exposed to effective communication skills in imparting knowledge and be able to build and evaluate innovation projects in an educational environment.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	*–*	*100%*	*Examination*	*–*	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Godin, B. (2020). The Idea of Technological Innovation: A Brief Alternative History. Edward Elgar Publishing.
- Powell, D. L., Powell G.P. (2016). Classroom communication and Diversity: Enhancing Instructional Practice. Routledge Taylor & Francis.
- Allen, M. W. (2016). Michael Allen's guide to e-learning: Building interactive, fun, and effective learning programs for any company. John Wiley & Sons.
- Microsoft Educator Center. Retrieved from : https://education.microsoft.com/en-us

PIX2010 Kepimpinan Diri dan Pengurusan Ko-kurikulum (3 jam kredit)
PIX2010 Self-Leadership and Co-Curricular Management (3 credit hours)

Kursus ini bertujuan untuk mendedahkan pelajar kepada konsep asas kepimpinan cemerlang dan keterampilan diri yang diperlukan dalam organisasi di tempat kerja. Antara tajuk yang dibincangkan ialah: Pengenalan kepada kepimpinan, Kepimpinan yang dinamik, Kepimpinan diri termasuk tajuk-tajuk seperti menganalisis kekuatan dan kelemahan diri, memupuk keyakinan diri dan self- esteem, kemahiran berkomunikasi yang berkesan, dan memupuk imej serta keterampilan diri yang positif. Tajuk yang berkaitan dengan suasana organisasi dan komuniti turut dibincangkan seperti memahami organisasi yang kompleks, memahami orang lain dan interaksi dalam pasukan, menangani konflik di tempat kerja, menjalinkan kerjasama antara organisasi dan komuniti. Seterusnya tajuk berkaitan dengan Kepimpinan yang holistik dalam organisasi. Tajuk tersebut termasuk tentang kepimpinan yang berintegriti dan bermoral, TQM dan Pembelajaran Sepanjang hayat. Bagi aspek pengurusan kokurikulum pula, pelajar akan didedahkan dengan program kokurikulum yang meliputi kelab dan persatuan, unit beruniform, sukan dan permainan. Disamping itu pelajar juga akan dibimbing dalam membuat perancangan dan melaksanakan program kokurikulum. Program kokurikulum meliputi aktiviti di dalam dan di luar kelas.

This course aims to expose students to the basic concepts of excellent leadership and self-skills needed in the workplace organization. Among the topics discussed are: Introduction to leadership, dynamic leadership, Self-leadership include topics such as analyzing one's strengths and weaknesses, cultivating self-confidence and self-esteem, effective communication skills, and cultivating positive image and self-skills. Topics related to organization and community environments are also discussed such as understanding complex organization, understanding others and interactions within teams, addressing conflicts in the workplace, establishing collaboration between

organization and communities. Next is the topic related to holistic leadership in the organization. The titles include about integrity and moral leadership, TQM and lifelong learning. As for the co- curricular management aspects, students will be exposed to co-curricular programs that include clubs and associations, uniformed units, sports and games. In addition, students will also be guided in planning and implementing co-curricular programs include activities inside and outside the classroom.

Kaedah Penilaian	:	Penilaian Berterusan – 70%	Peperiksaan – 30%
Assessment Method	***:***	*Continuous Assessment – 70%*	*Examination – 30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris	
Medium of Instruction	***:***	*Malay, English*	

Rujukan Terpilih / *Selected References:*

- Bush, T., Bell Les & Middlewood, D., (Eds) (2019). Principles of Educational Leadership and Management (3rd Edition). Sage: Los Angeles.
- Daft, R.L., Murphy, J., Wiltmott, H., (2017). Organization Theory and Design: An International Perspective (3rd Edition). Andover, Hampshire : Cengage Learning
- Komives (2013). Exploring Leadership for College Student Who Want to Make a Difference.3rd Edition. Jossey-Bass Publishers, San Francisco.
- Mumby, D. K., Kuhn, T. R.,. (2019). Organizational Communication: A Critical Introduction. Sage Publications, Inc. USA
- Hamid Awang, Azali Rahmat, Mohd Rain Shaari, Adenan Ayob, Abdullah Yusof.(2014).Pengurusan Kokurikulum. Sekolah Rendah dan Menengah. Tanjong Malim. Emeritus Publication.

PIX3008 Etika dan Perundangan dalam Pendidikan (3 jam kredit)
PIX3008 Ethics and Legislation in Education (3 credit hours)

Kursus ini membolehkan pelajar memahami latarbelakang dan kepentingan peruntukan perundangan berkaitan sistem pendidikan dan profesyen perguruan di Malaysia. Menilai peranan undang-undang di dalam penyelesaian konflik yang timbul dalam perhubungan pendidikan dan mengenalpasti ubah ansur polisi kerajaan berkaitan system pendidikan dan profesyen perguruan Negara. Membahas dan membincangkan isu-isu kontemporari berkaitan system pendidikan dan profesyen perguruan Negara. Kandungan kursus antara lainnya adalah perbincangan mengenai peruntukan perundangan serta polisi-polisi berkaitan, pengawalan sistem pendidikan, akses kepada system pendidikan di Malaysia, peruntukan pendidikan khas, penguatkuasaan disiplin di sekolah, hak saksama untuk mendapatkan pendidikan tanpa diskriminasi, prosidur tatacara disiplin kecuaian sekolah dan guru, dan dakwaan kecuaian kependidikan dan implikasi dalam persekitaran pendidikan semasa.

This course enables students to understand the background and importance of legislative allocation related to educational system and teaching profession in Malaysia. Assess the roles of legislation in conflict management that emerge in educational relationship and identify the gradual change in government policy related with educational system and national teaching profession. The course contents also include discussions on the legislative allocation and related policies, control of educational system, access to the educational system in Malaysia and the allocation of special education, disciplinary enforcement in schools, equality rights to obtain indiscriminate education, disciplinary procedures for teachers and schools' negligence as well as educational negligence indictment in contemporary education environment.

Kaedah Penilaian	:	Penilaian Berterusan – 70%	Peperiksaan – 30%
Assessment Method	***:***	*Continuous Assessment – 70%*	*Examination – 30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris	
Medium of Instruction	***:***	*Malay, English*	

Rujukan Terpilih / *Selected References:*

- Kementerian Pendidikan Malaysia (2009): Standard Guru Malaysia
- Tie Fatt Hee, (2011). Education Law in Malaysia: Principle and practice. Sweet & Maxwell Petaling Jaya, Selangor
- Carr D. (2013) Professionalism and ethics in teaching. New York : Routledge, Taylor and Francis Group.
- Nel Noddings, (2013). Caring: A Relational Approach to Ethics and Moral Education. 2nd Eds. California: University of California Press
- Mieke Lunenberg, Jurriën Dengerink, Fred Korthagen (2014). The Professional Teacher Educator: Roles, Behaviour, and Professional Development of Teacher Educators. Sense Publisher
- Kementerian Pendidikan Malaysia (2015): Buku Panduan Pengoperasian Pendidikan Khas Integrasi [DR I1] [KCSL2] [KCSL3]
- Mohd Nasir Omar (2016). Falsafah Akhlak. (Cetakan II) Universiti Kebangsaan Malaysia: Bangi
- Martha M. McCarthy, Loyola Marymount, Suzanne E. Eckes & Janet R. Decker (2019) Legal Rights of School Leaders, Teachers, and Students, 8th Edition. New York: Pearson

KURSUS TERAS PROGRAM
PROGRAMME CORE COURSES

SINOPSIS KURSUS / *COURSE SYNOPSIS*

PIB1001 Asas Kaedah PBISBK (3 jam kredit)
PIB1001 Foundations of TESL Methodology (3 credit hours)

Kursus ini merupakan kursus pengenalan yang memberikan asas pengetahuan kepada teori pembelajaran, pendekatan baharu, dan kaedah-kaedah bagi teori dan amalan pengajaran Bahasa Inggeris. Pelajar digalakkan membina pemahaman mereka yang tersendiri akan kaedah bersesuaian kaedah pengajaran bahasa Inggeris. Kursus ini membantu pelajar menyedari peranan mereka sebagai seorang guru bahasa Inggeris. Kursus ini memberi pendedahan kepada konsep globalisasi di dalam pendidikan dan membincangkan aktiviti p dan p bagi kemahiran mendengar bertutur, membaca, menulis, tatabahasa, sebutan dan latihan perbendaharaan kata. Topik yang akan dibincangkan termasuk pendekatan dan kaedah baru dalam pendidikan bahasa Inggeris, aktiviti bagi mengajar empat kemahiran bahasa dan sub- kemahiran, dan juga organisasi dan pengurusan bilik darjah. Kursus ini juga akan memberi kefahaman pengajaran bahasa Inggeris kepada pelajar khas dan isu-isu lain yang berkaitan dengan pengajaran dan pembelajaran Bahasa Inggeris sebagai Bahasa kedua.

This is an introductory course that is designed to give students insights into learning theories, recent approaches and methods in ELT theory and practice. Students will be encouraged to develop their own understanding of an appropriate TESL methodology. It will also help students to be aware of their role as teachers in the language classroom. The course will introduce to the students the concept of globalization in education, and discuss teaching-learning activities for listening, speaking, reading, writing, grammar, pronunciation and vocabulary practice. Topics covered include recent approaches and methods in TESL, activities for teaching the four skills and sub-skills, and an introduction to ELT classroom organization and management. The course will also provide an understanding of teaching English to special students and other issues related to teaching and learning English language.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Brown, H. (2014). *Principles of Language Learning and Teaching. USA: Pearson Education.*
- Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2013). *Teaching English as a second or foreign language. Boston, USA: Heinle Cengage Learning.*
- Lightbown, P., & Spada, N. (2013). *How Languages are learned. Oxon, UK:Oxford University Press.*

PIB1002 Tatabahasa dalam bilik darjah BISBK (3 jam kredit)
PIB1002 Grammar in the ESL Classroom (3 credit hours)

Kursus ini membekalkan gambaran keseluruhan tentang Tatabahasa Bahasa Inggeris untuk guru. Kursus ini akan membawa kepada penelitian hubungan antara bentuk dan fungsi sebagai asas bagi rekabentuk pengajaran-pembelajaran. Aspek tentang tatabahasa Bahasa Inggeris akan diteliti dalam hubungannya dengan teknik dan bahan bagi pengajaran komunikasi dalam aspek bentuk dan fungsi. Tajuk yang akan diliputi adalah kepelbagaian Bahasa Inggeris, tatabahasa, bentuk dan fungsi, tatabahasa pedagogi, bidang yang mempunyai masalah khas, perolehan tatabahasa dan pertimbangan pedagogi

The course offers an overview of English Grammar for English teachers. This will lead to an examination of the relationship between form and function as a basis for instructional design. Aspects of English grammar will be examined in relation to the techniques and materials for communicative teaching of forms and functions. Topics covered include varieties of English, formal and functional grammars, pedagogical grammars, special problem areas, the acquisition of grammar and pedagogical considerations.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	– -%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	– *-%*
Bahasa Pengantar	:	Bahasa Inggeris				
Medium of Instruction	:	*English*				

Rujukan Terpilih / *Selected References:*

- Azar, B. S., & Hagen, S. A. (2016). *Understanding and using English Grammar (5th ed). N.d.: Pearson*
- Crovitz, D., & Devereaux, M. D. (2016). *Grammar to Get Things Done: A practical guide for teachers anchored in Real-World Usage. New York: Routledge*
- Aarts, B., Hudson, R., & Cushing, I. (2019). *Oxford teaching guides: How to teach grammar. Oxford University Press. Oxford: United Kingdom.*

PIB1005 Mendengar dan Bertutur dalam Kelas BISBK (3 jam kredit)
PIB1005 Listening and Speaking in the ESL Classroom (3 credit hours)

Kursus ini terdiri daripada kuliah dan perbincangan yang memberi fokus kepada pengajaran mendengar dan bertutur secara kemahiran terpisah atau bersepadu. Keduanya akan dikaitkan dengan kemahiran membaca dan menulis dalam pengajaran berdasarkan sukatan pengajaran Bahasa inggeris di Malaysia. Kursus ini akan bermula dengan memberikan gambaran keseluruhan konsep, prinsip dan pendekatan asas kepada pengajaran kemahiran mendengar dan bertutur dalam
kelas bahasa Inggeris. Peluang akan diberikan kepada pelajar untuk meneroka implikasi terhadap pengajaran pelajaran tersebut.Sesi bengkel di sepanjang kursus ini memberi peluang kepada pelajar pengalaman amali dalam perancangan dan pelaksanaan pengajaran.

The course will comprise lectures which will focus on the teaching of listening and speaking as separate and integrated skills. Both will be linked to reading and writing in teaching the Malaysian English Syllabus. The course will begin with an overview of basic concepts, principles and approaches to teaching listening and speaking. Opportunities will be provided for students to explore the implications of the above instruction. Workshop sessions throughout the course will offer hands-on experience in planning and implementing lessons

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	– -%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	– *-%*
Bahasa Pengantar	:	Bahasa Inggeris				
Medium of Instruction	:	*English*				

Rujukan Terpilih / *Selected References:*

- Bonesteel, Lynn. (2016). *21st Centruy Communication Workbook (listening, speaking and critical thinking. USA: Heinle ELT*
- Newton, J. M., & Nation, I. S. P. (2020). *Teaching ESL/EFL listening and speaking (2nd. Ed). New York: Routledge.*
- Bailey, K.M. (2020). *Teaching listening and speaking in second and foreign language context. Bloomsbury Academic.*

PIB1013 Linguistik untuk Guru Bahasa (3 jam kredit)
PIB1013 Linguistics for Language Teachers (3 credit hours)

Kursus ini akan memperkenalkan pelajar kepada beberapa idea asas mengenai sifat dan fungsi bahasa. Pelajar akan didedahkan dengan andaian teori Bahasa dan implikasinya terhadap pengajaran dan pembelajaran Bahasa Inggeris sebagai Bahasa Kedua. Komponen utama linguistik merangkumi morfologi, sintaksis, semantik dan pragmatik dan sumbangannya terhadap penggubalan prinsip pedagogi.

This course will introduce students to some basic notions about the nature and functions of language. Students will be exposed to theoretical assumptions of language and their implication for teaching and learning of English as a Second Language. The main components of linguistics include morphology, syntax, semantics and pragmatics and their contributions to the formulation of pedagogic principles.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	*:*	*English*					

Rujukan Terpilih / *Selected References:*

- Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics. Oxford: Blackwell*.
- Fromkin, V., Rodman, R., & Hyams, N. (2018). *An Introduction to Language Learning (11th edition) Cengage Wadsworth*
- Yule, G. (2020). *The Study of Language (7th ed.). New York: Cambridge University Press.*

PIB1014 Fonetik dan Fonologi (3 jam kredit)
PIB1014 Phonetics and phonology (3 credit hours)

Kursus ini meneroka pengenalan kepada bidang deskriptif dan teori Fonetik dan Fonologi Bahasa Inggeris. Latihan dalam penghasilan, persepsi, penerangan fisiologi dan akustik; dan transkripsi IPA bunyi ucapan dalam Bahasa Inggeris adalah disediakan. Ini melengkapkan pelajar dengan kemahiran praktikal dan kerangka konsep dalam Fonetik dan Fonologi untuk diterapkan di bilik darjah Bahasa Inggeris.

The course explores the introduction to the descriptive and theoretical areas of English Language Phonetics and Phonology. Training in the production, perception, physiological and acoustic description; and IPA transcription of the speech sounds in the English Language are provided. It equips students with the practical skills and conceptual framework in Phonetics and Phonology to be applied in the English Language classroom.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	*:*	*English*					

Rujukan Terpilih / *Selected References:*

- Carr, P. (2019). *English phonetics and phonology: An introduction. John Wiley & Sons.*
- Roach, P. (2009). *English phonetics and phonology paperback with audio CDs (2): A practical course. Cambridge university press.*
- Fromkin,V.,Rodman, R., & Hyams, N. (2010) *An Introduction to Language Learning (9th edition) Cengage Wadsworth.*

PIB2001 Bacaan dalam Bilik Darjah BISBK (3 jam kredit)
PIB2001 Reading in the ESL Classroom (3 credit hours)

Kursus ini akan memberikan gambaran keseluruhan konsep asas, prinsip, dan pendekatan pengajaran membaca. Pelajar akan diberi peluang untuk mengaitkan pengalaman dengan pengajaran melalui pengalaman langsung dalam perancangan dan pengajaran. Kursus ini akan merangkumi perkara berikut: konsep dan prinsip asas membaca, tujuan membaca, mengintegrasikan pengalaman membaca dan menulis, menilai dan memilih teks untuk membaca, berurusan dengan bukan pembaca, menguji kemahiran membaca dan mengukur kemampuan membaca.

The course will provide an overview of the basic concepts, principles, and approaches to teaching reading. Students will be given the opportunity to relate these experiences to instruction through hands-on experiences in planning and instruction. The course will cover the following: basic concepts and principles of reading, purposes of reading, integrating reading and writing experiences, evaluating and selecting texts for reading, dealing with non-readers, testing reading skills and gauging reading ability.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Brown, H. D. (2014). *Principles of Language Learning and Teaching (6th Ed). USA: Pearson.*
- Nation, I. S. P., & Macalister, J. (2020). *Teaching ESL/EFL Reading and Writing. London: Routledge.*
- Peregoy, S. F., & Boyle, O. F. (2016). *Reading, Writing and Learning in ESL: A resource book for teaching K-12 English Learners. USA: Pearson*

PIB2002 Penulisan di dalam Bilik Darjah BISBK (3 jam kredit)
PIB2002 Writing in the ESL Classroom (3 credit hours)

Kursus ini akan memberikan gambaran umum mengenai konsep asas, teknik dan pendekatan pengajaran penulisan. Pelajar akan diberi peluang untuk mengaitkan teori-teori ini dengan pengajaran melalui pengalaman langsung dalam merancang dan mengajar. Pengetahuan dan pemahaman yang dikembangkan melalui kursus ini akan diambil berdasarkan kursus metodologi yang lain.

The course will provide an overview of the basic concepts, techniques and approaches to teaching writing. Students will be given the opportunity to relate these theories to instruction through hands-on experiences in planning and instruction. The knowledge and understanding developed through this course will be drawn on in other methodology courses.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Ferris, D & Hedgcock, J (2014) Teaching L2 Composition Purpose, Process, and Practice Routledge
- Hedge, T (2005) Writing. Oxford University Press
- Hyland,K (2019) Second Language Writing Cambridge University Press

PIB2003 Kemahiran Menulis Bagi Analisis Tekstual (3 jam kredit)
PIB2003 Writing Skills for Textual Analysis (3 credit hours)

Kursus ini memperkenalkan ciri-ciri asas teks sastera serta teks genre lain seperti filem dan imej. Pelajar akan belajar untuk mengenalpasti peranti seperti perumpamaan, metafora, imej dan gaya bicara yang biasa terdapat dalam teks, dan menjelaskan bagaimana ia digunakan untuk menyampaikan maksud. Pelajar juga akan belajar bagaimana untuk menulis perenggan pendek tentang pengunaan peranti sastera ini

This course introduces basic features of literary texts and texts of other genres such as film and images. Students will learn to identify devices such as simile, metaphor, imagery and diction commonly found in texts, and explain how they are used to convey meaning. Students will also learn how to write short paragraphs about the use of these literary devices

Kaedah Penilaian	**:**	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	***:***	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	**:**	Bahasa Inggeris					
Medium of Instruction	***:***	*English*					

Rujukan Terpilih / *Selected References:*

- Berger, A. A. (2018). *Media Analysis Techniques. USA: SAGE Publications.*
- Boreus, K., & Bergstrom, G. (2017). *Analyzing Text and Discourse. USA: SAGE Publications*
- Paran, A., & Robinson, P. (2016). *Literature. Oxford, UK: Oxford University Press.*
- Kementerian Pendidikan Malaysia. *Literature component texts:*
  - *The poison tree and other poems*
  - *Stories from Asia*
  - *Stories from Africa*

PIB2013 Reka Bentuk Sukatan Pelajaran dan Pembangunan Bahan (3 jam kredit)
PIB2013 Syllabus Design and Material Development (3 credit hours)

Kursus ini akan mempersiapkan para pelajar berkaitan perancangan dan pengembangan sukatan pelajaran menerusi pendedahan kepada teori dan latihan praktikal dalam merancang kursus / program Pendidikan Bahasa Inggeris sebagai Bahasa Kedua. Kursus merangkumi penulisan objektif pembelajaran, pemetaan rancangan pelajaran/program dan penyediaan bahan pembelajaran/ program. Ia juga meneroka hubungan antara reka bentuk sukatan pelajaran, perancangan pelajaran dan kaedah pengajaran. Dalam kursus ini juga, pelajar akan didedahkan kepada strategi perancangan pengajaran bagi sesuatu kursus/program dan menilai mengambilkira implikasi untuk perancangan dan pemilihan bahan bagi pelbagai konteks pendidikan mengikut kumpulan sasaran dan objektif pembelajaran yang ditetapkan.

The course will prepare the students on how to plan and develop a syllabus following the theory and practice of designing a target course/programme for ESL. It will include skills on writing course objectives, mapping the lesson/programme plans and developing lesson/programme materials. It also explores the relationship between syllabus design, lesson planning and methodology. For this particular course, students will engage with practical strategies for planning relevant lessons and courses, and evaluate the implications of material selections and designs for a variety of educational context and material selection for varied target learners and learning objectives.

Kaedah Penilaian	**:**	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	**:**	Bahasa Inggeris					
Medium of Instruction	***:***	*English*					

Rujukan Terpilih / *Selected References:*

- Krahnke, K. (1987). *Approaches to Syllabus Design for Foreign Language Teaching. NJ, Englewood Cliffs, Prentice Hall.*
- Mihai, F.M. & Purmensky, K. (2016). *Course design for TESOL: a guide to integrating curriculum and teaching. US, Ann Arbor: The University of Michigan Press.*
- Nunan, D. (1988). *Syllabus design. UK, Oxford: Oxford University Press.*
- Tomlinson, B. (2014). *Developing materials for language teaching. US, New York: Continuum Publishing Corporation.*

PIB2014 Pengalaman Industri (3 jam kredit)
PIB2014 Industrial Experience (3 credit hours)

Kursus ini berdasarkan pembelajaran melalui pengalaman. Pelajar akan ditempatkan di institusi pendidikan sebagai pembantu pengajar atau dalam industri yang berkaitan dengan pendidikan sebagai pelatih selama 10 hari. Pengalaman bekerja ini akan memberi pendedahan tentang pelaksanaan pendekatan dan prinsip dalam pendidikan bahasa Inggeris kepada pelajar. Di samping itu, kursus ini memerlukan pelajar untuk mengenal pasti isu-isu yang berkaitan dengan pengajaran sebagai bahasa kedua dan mencadangkan penyelesaian untuk mengatasi masalah tersebut.

This course focuses on experiential learning where students are placed in education institutions as teaching assistants or in education-related industries as interns for 10 working days. This work experience will expose students to the implementation of approaches and principles in English language education. In addition, this course will require students to identify issues related to teaching as a second language and propose solutions to address those issues.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Dana, N. F., & Yendol-Hoppey, D. (2019). *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry (4th ed). USA: Corwin.*
- Farrell, T. S. C. (2019). *Reflective Practice in ELT. USA: Equinox Publishing*.
- Sellars, M. (2017). *Reflective Practice for Teachers (2nd ed). UK: SAGE Publications*.

PIB2017 Pembelajaran dan Penggunaan Bahasa (3 jam kredit)
PIB2017 Language Learning and Language Use (3 credit hours)

Kursus ini mengkaji konsep dan isu utama dalam pembelajaran bahasa dan penggunaan bahasa. Ia memberi kepekaan kepada guru bahasa terhadap dimensi psikologi dan sosial pembelajaran bahasa dan penggunaan bahasa. Selain ceramah, pembacaan dan perbincangan kelas, pelajar akan digalakkan untuk memerhatikan, merekod dan menganalisis penggunaan bahasa dan pembelajaran bahasa dalam pelbagai tetapan.

The course examines key concepts and issues in language learning and language use. It sensitizes language teachers to the psychological and social dimensions of language learning and language use. In addition to lectures, readings and class discussions, students will be encouraged to observe, record and analyze language use and language learning in a variety of settings.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*

Bahasa Pengantar : Bahasa Inggeris
Medium of Instruction : *English*

Rujukan Terpilih / *Selected References:*

- Holmes, J & Wilson, N (2017) *An Introduction to Sociolinguistics. Routledge*.
- Lightbown, P & N. Spada (2017) *How Languages are Learned. 4th Edition London:Oxford University Press*

PIB3001 Pentaksiran dan Penilaian untuk BISBK (3 jam kredit)
PIB3001 Assessment and Evaluation for ESL (3 credit hours)

Kursus ini memperkenalkan kepada pelajar konsep dan prinsip yang asas dalam pentaksiran bahasa. Pelajar didedahkan kepada pelbagai pendekatan dan teknik pentaksiran, dan juga penilaian kualiti sesuatu ujian. Penekanan kursus adalah tentang prosedur pembinaan bahan pentaksiran dan penilaian yang amat berguna. Pelajar akan diperkenalkan dengan pelbagai bentuk pentaksiran dan penilaian serta kriteria untuk membina sesuatu jenis ujian. Rangka teori yang diberi membolehkan pelajar menerangkan ciri-ciri ujian dan penilaian bahasa yang sedia ada. Ia juga membolehkan pelajar membina ujian, penilaian bahasa serta skema penilaian serta pemarkahan yang baru.

This course will provide students with basic concepts and principles of language assessment. It will expose students to various assessment approaches, techniques and issues particularly those related to the questions of how and what to assess and evaluate. Students will also be taught on the evaluation of assessment quality. The emphasis of the course will however be on the identification and construction of assessment tasks and assessment procedures which are useful for language teachers. Students will be introduced to the various types of language assessment tasks and the criteria for constructing particular types of assessment.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	– -%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	– *-%*
Bahasa Pengantar	:	Bahasa Inggeris				
Medium of Instruction	:	*English*				

Rujukan Terpilih / *Selected References:*

- Brown, H. D. (2018). *Language assessment: principles and classroom practices (3rd ed). Upper Saddle River, USA: Pearson Education*
- Fulcher, G., & Davidson, F. (2007). *Language testing and assessment: an advanced resource book. London: Routledge.*
- Hughes, A. (2003). *Testing for language teachers (2nd Ed). Cambridge, UK: Cambridge University Press.*

PIB3002 Asas Penyelidikan dalam PBISBK (3 jam kredit)
PIB3002 Foundations of Research in TESL (3 credit hours)

Kursus ini adalah pengenalan kepada penyelidikan dalam Pengajaran bahasa Inggeris sebagai Bahasa Kedua. Ia adalah kursus persediaan kepada pelajar-pelajar untuk menerokai penyelidikan di lapangan. Isu-isu semasa dan teknik / kaedah penyelidikan akan dikenal pasti dan dibincangkan secara mendalam. Pada akhir kursus ini, pelajar-pelajar akan bersedia untuk menjalankan penyelidikan dalam bidang PBISBK.

This course is an introduction to research in teaching English as a second language. It is a preparatory course for students to explore research in the field. Current issues and research techniques/methods are identified and discussed in depth. At the end of the course, students will be prepared to carry out research in the area of TESL.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	*:*	*English*					

Rujukan Terpilih / *Selected References:*

- Creswell, J.W. (2009). *Research Design; Qualitative, Quantitative and mixed-methods approaches (3rd ed.) Thousand Oaks: sage Publicatons.*
- Lambert, M. (2012). *A Beginner's Guide to Doing Your Education Research Project. London: SAGE Publications*
- Mertler, C. A (2018). *Introduction to Education Research (2nd ed). NY: SAGE Publications*

PIB3005 Simulasi Pengajaran dalam PBISBK (3 jam kredit)
PIB3005 Simulated Teaching in TESL (3 credit hours)

Kursus ini membina dan menyepadukan kursus-kursus kaedah PBISBK dalam pengajaran mendengar, bertutur membaca dan menulis. Fokus diberi kepada peluang-peluang yang diberi bagi pengajaran simulasi di mana pelajar dibimbing untuk mengaitkan teori dan amalan ketika mereka membuat pelan dan mengimplementasi rancangan. Kursus ini menggalakkan pelajar untuk membuat refleksi bagi pengalaman dan membenarkan mereka untuk menerokai situasi yang mungkin ditempuhi ketika latihan mengajar.

The course builds on and integrates the TESL methodology courses in the teaching of listening, speaking, reading and writing. The focus will be on providing opportunities for simulated teaching in which students will be led to link theory and practice as they plan and implement lessons. The course will encourage students to reflect on experiences and allow them to explore situations they may encounter during teaching practice

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	*:*	*English*					

Rujukan Terpilih / *Selected References:*

- Brown, H. D. (2014). *Principles of Language Learning and Teaching (6th Ed). USA: Pearson*.
- Celce-Murcia, M., Brinton, D. M., & Snow, M. A., & Bohlke, D. (2013). *Teaching English as a second or foreign langauge (4th ed). USA: Heinle ELT.*
- Ferlazzo, L., & Sypniesky, K. H. (2018). *The ELL Teacher's Toolbox. USA; John Wiley & Sons.*

PIB3006 Penulisan Akademik (3 jam kredit)
PIB3006 Academic Writing (3 credit hours)

Kursus ini direka untuk pelajar di tahap atas-pertengahan kepada tahap lanjutan penguasaan Bahasa Inggeris. Tumpuan kursus ini adalah untuk meningkatkan keupayaan pelajar untuk menulis secara akademik dalam Bahasa Inggeris dengan jelas, menggunakan tatabahasa yang tepat dan teratur. Melalui penerokaan proses penulisan, pelajar akan menulis secara lebih kompleks dan mengembangkan kesedaran mereka terhadap konvensyen bahasa dan struktur yang diperlukan untuk penulisan akademik.

The course is designed for students at the upper-intermediate to the advanced level of English language proficiency. It focuses on improving students' ability to write clear, grammatically accurate and well-organised academic English. Through the exploration of the writing process, students will write with increasing complexity and expand their awareness on the language conventions and structures necessary for academic writing.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*

Bahasa Pengantar : Bahasa Inggeris
Medium of Instruction : *English*

Rujukan Terpilih / *Selected References:*

- Graff, G., Birkenstein, C., & Durst, R. (2018). *They Say / I Say: The Moves That Matter in Academic Writing with Readings. New York: Norton*
- Oshima, A. (2016). *Academic Writing: Essays, with Essential Online Resources. NY: Pearson Education*
- *www.dictionary.cambridge.com*
- *www.apastyle.org/*

PIB3007 Projek Ilmiah (6 jam kredit)
PIB3007 Academic project (6 credit hours)

Dalam kursus ini pelajar akan dibimbing untuk menguasai kaedah menjalankan kajian secara ilmiah. Mereka akan memilih satu tajuk penyelidikan yang bersesuaian untuk dilaksanakan dalam tempoh satu semester. Pada akhir kursus ini mereka akan menghasilkan sebuah laporan penyelidikan yang telah dijalankan untuk tujuan penilaian kursus.

In this course, students will be guided in acquiring skills required for undertaking academic research studies. They will choose a research topic and the study will be completed within one semester. At the end of the course they will produce a research report to be evaluated as the course assessment.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Creswell, J.W., & Guetterman, T. (2020) *Educational Research: Planning, conducing, and evaluating quantitative and qualitative research (global edition) (6th ed). USA: Pearson.*
- Lambert, M. (2012). *A Beginner's Guide to Doing Your Education Research Project. London: SAGE Publications*
- Mertler, C. A (2018). *Introduction to Education Research (2nd ed). NY: SAGE Publications*

PIB3009 Praktikum (8 jam kredit)
PIB3009 Practicum (8 credit hours)

Kursus ini membantu pelajar memperolehi pengalaman berdasarkan situasi sebenar di dalam kelas dan mengaitkan dengan teori pengajaran dan pembelajaran yang telah dipelajari. Dengan ini guru pelatih akan lebih memahami prinsip dan proses yang terlibat dalam pendidikan dengan lebih mendalam.

In this course, students will gain experience based on real situations in the classroom and relate to teaching and learning theories learned. With these, teacher trainees will better understand principles and processes involved in education.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Dana, N. F., & Yendol-Hoppey, D. (2019). *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry (4th ed). USA: Corwin.*
- Farrell, T. S. C. (2019). *Reflective Practice in ELT. USA: Equinox Publishing.*
- Sellars, M. (2017). *Reflective Practice for Teachers (2nd ed). UK: SAGE Publications*.

PIB4001 Seminar Paduan: Isu-isu dalam PBISBK (3 jam kredit)
PIB4001 Integrative Seminar: Issues In TESL (3 credit hours)

Kursus ini menyatukan kursus-kursus metadologi PBISBK iaitu pengajaran Mendengar, Bertutur, Membaca dan Menulis berdasarkan pengalaman latihan mengajar yang dilalui. Fokus utama kursus ini ialah untuk menyediakan kesempatan bagi pelajar membuat refleksi selepas latihan mengajar dan membantu mereka menteorikan elemen-elemen utama daripada pengalaman latihan mengajar. Kursus ini juga akan menyentuh aspek perubahan-perubahan dalam setting sekolah dan kesan daripada perubahan kurikulum dalam situasi pengajaran dan pembelajaran.

The course builds on and integrates the TESL methodology courses on the teaching of listening, speaking, reading and writing in the light of the experience of teaching practice. The main focus of the course is to provide a milieu for post-teaching practice reflection and to help participants theorise key elements from those experiences. The course will consider the management of change in school settings and the impact of curriculum innovations on the teaching-learning situation.

Kaedah Penilaian	**:**	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	**:**	Bahasa Inggeris					
Medium of Instruction	***:***	*English*					

Rujukan Terpilih / *Selected References:*

- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching. Cambridge: CUP.*
- Savage, T. V. & Savage, M. K. (2010). *Successful classroom management and discipline: teaching self-control and responsibility. California: SAGE Publications.*
- Harmer, J. (2002). *The practice of English Language Teaching. England: Pearson Education Limited.*

KURSUS ELEKTIF FAKULTI
FACULTY ELECTIVE COURSES

SINOPSIS KURSUS / *COURSE SYNOPSIS*

PIA2004 Modifikasi Tingkah Laku (3 jam kredit)
PIA2004 Behavior Modification (3 credit hours)

Kursus ini bertujuan untuk membantu pelajar menguasai prinsip dan konsep modifikasi tingkahlaku yang mereka boleh aplikasi dalam menjalankan tugas sebagai kaunselor. Pelajar akan didedahkan kepada cara-cara membentuk tingkahlaku baru melalui prinsip peneguhan, peragaan dan diskriminasi; cara-cara memantap tingkahlaku baru melalui prinsip pengurangan peneguhan dan peneguhan berkala; cara mengekalkan tingkahlaku yang sudah berasas melalui prinsip substitusi atau penggantian; cara-cara memberhentikan tingkahlaku yang tidak tersesuai melalui prinsip pemuakan, penghapusan dan denda; dan cara-cara mengubahsuai tingkahlaku emosi melalui prinsip pengelakan dan pengurangan ketakutan.

This course is aimed at aiding the students in mastering principles and concepts of behaviour modification that they can apply in carrying out their duties as a counselor. Students will be exposed to techniques of behavior modification through reinforcement, counter conditioning and discrimination; ways to consolidate new behaviorsthrough principles such as reduction of reinforcement and intermittent reinforcement; maintaining behaviors through principles of substitution or replacement; ways to stop undesirable behaviors through the satiation principle, extinction and punishment; and ways to change emotional behavior through principles of escape and avoidance conditioning.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	***:***	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Heckman, C. J., Egleston, B. L., & Hofmann, M. T. (2010). *Efficacy of motivational interviewing for smoking cessation: a systematic review and meta-analysis. Tobacco Control, 19(5), 410-416.*
- Hettema, J. E., & Hendricks, P. S. (2010). *Motivational interviewing for smoking cessation: a meta-analytic review. Journal of Consulting and Clinical Psychology, 78(6), 868 – 884.*
- Miltenberger, R. G. (2012). *Behavior modification: Principles and procedure. (5th ed). Belmont, CA: Wadsworth, Cengage Learning.*
- Sarafino, E. P. (2011). *Applied behavior analysis: Principles and procedures in behavior modification: Wiley Global Education.*

PIA2005 Personaliti (3 jam kredit)
PIA2005 Personality (3 credit hours)

Kursus ini akan memperkenalkan kajian-kajian psikologi personaliti dan bagaimana teori-teori boleh berperanan dalam memahami individu. Kursus ini akan membuat tinjauan secara umum tentang perkembangan personality dan proses yang berlaku dalam pembentukan personaliti. Dalam setiap teori, pelajar akan didedahkan tentang perkembangan personaliti, dinamik personaliti, dan struktur personaliti.

This course introduces studies on personality psychology and the role of theories in understanding an individual. This course will undertake a general survey and the processes in personality development. In each theory, students will be exposed to development, dynamics, and structure of personality.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	:	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Burger, J.M. (2019). *Personality (10th ed.). Belmont, CA: Wadsworth Publishing*
- Chamorro-Premuzic, T. (2016). *Personality and Individual Differences. NY: Wiley*.
- Larsen, R., & Buss, D. (2021). *Personality Psychology: Domains of Knowledge.NY: McGraw-Hill*
- Olson, M.H., Favero, D., Hergenhahn, B.R.H. (2020). *An Introduction to Theories of Personality. London: Pearson.*

PIC1001 Pengenalan kepada Pendidikan Khas (3 jam kredit)
PIC1001 Introduction to Special Education (3 credit hours)

Kursus ini bertujuan mendedahkan kepada pelajar mengenai pelbagai jenis kanak-kanak yang memerlukan pendidikan khas dan pelbagai perkhidmatan dan program pendidikan khas yang disediakan. Pelajar juga akan dibimbing untuk mengenal pasti isu dan cabaran yang dihadapi oleh ibu bapa, sekolah dan masyarakat dalam membesar dan mendidik kanak-kanak berkeperluan khas.

The course aims to introduce students to the various categories of children who require special education and the various services and programmes available to them. Students will also be guided to identify issues and challenges that are faced by parents, schools and society in the development and education of children with special needs.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Gargiulo, R. M., & Bouck, E. C. (2020). *Special education in contemporary society. An introduction to exceptionality (7th Ed.). USA: Sage Publications, Inc.*
- Hallahan, D. P., Kaufman, J. M., & Pullen, P. C. (2018). *Exceptional learners: An introduction to special education (14th Ed.). Boston, USA: Pearson.*
- Heward, W. L., Alber-Morgan, S. R., & Konrad, M. (2018). *Exceptional children: An introduction to special education (11th Ed.). USA: Pearson.*
- Osborne, A. G., & Russo, C. J. (2021). *Special education and the law: A guide for practitioners (4th Ed.). USA: SAGE Publications, Inc.*

PIX2011 Pendidikan Perbandingan (3 jam kredit)
PIX2011 Comparative Education (3 credit hours)

Kursus ini secara kritis melakukan tinjauan terhadap teori-teori, dasar, bentuk, amalan, isu dan solution dalam pelbagai sistem pendidikan dalam konteks pelbagai budaya di beberapa negara terpilih di dunia. Melalui analisis sistem yang dipraktikkan di sesebuah daerah atau negara, dan dengan melakukan perbandingan dengan sistem-sistem yang terdapat di daerah atau negara lain kelemahan dan kekuatan pada sesuatu sistem dapat dilihat. Dalam penganalisisan sesuatu sistem itu contextualization dari aspek sosial, politik, keagamaan dan ekonomi sama ada yang berbentuk local mahu pun global akan diberi perhatian supaya pengaruh faktor-fakor ini dan cabaran-cabaran yang timbul dapat dilihat semasa proses pembentukan dasar, perancangan program, pelaksanaan dan penilaian sistem bagi mencapai sesuatu matlamat. Kebolehan membandingkan sistem-sistem melalui pendekatan yang objektif dengan berasaskan data yang sah membantu pendidik mempertingkatkan kualiti pendidikan di sesebuah daerah atau negara dari segi proses dan hasil melalui pengubahsuaian dan pengintegrasian unsur-unsur yang positif dalam pembinaan sesuatu kerangka pada sesuatu sistem pendidikan.

This course is a critical evaluation of the theories, policies, forms, practices, issues and solution in different education systems in the context of different cultures in a few selected countries in the world. Through analysis of the system practiced in an area or country, and to make comparisons with systems found in other regions or countries weaknesses and strengths of a system can be seen. In the analysis of a system that contextualization of the social, political, religious and economic, whether local or even global nature will be noted that this factor influence factors and challenges that arise can be seen during the process of policy development, program planning, implementation and appraisal systems in order to achieve a goal. The ability to compare systems with an objective approach based on valid data help educators improve the quality of education in a particular area or country in terms of processes and results through the modification and integration of the positive elements in the construction of a frame in an education system.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Bartram B. (2018) *International dan Comparative Education: Contemporary Issue and Debates, Routledge.*
- Brock, C. and Alexadow, N. (2013). *Education Around the World - A Comparative Introduction. London: Bloomsbury Academic*
- Bray, M; Adamson, B and Mason, M. Eds. (2007) *Comparative Education Research Approaches and Methods. Hong Kong and Dordrecht: Springer.*
- Cowan, R. and Kazamias, A. (2008). *International Handbook of Comparative Education. Dordrecht, London, New York: Springer*

PIX3003 Multimedia dalam Pengajaran (3 jam kredit)
PIX3003 Multimedia in Teaching (3 credit hours)

Kursus ini bertujuan memberi pengalaman kepada pelajar membangunkan produk multimedia pendidikan berasaskan kepada gabungan teori dan kemahiran teknikal yang disentuh dalam kursus ini. Piawaian dan keserasian setiap komponen multimedia akan diberi penekanan. Aspek antara muka perisian; format akhir produk yang dihasilkan dan penilaian produk yang telah dibangunkan juga akan disentuh.

This course aims to give students the experience of developing educational multimedia products based on a combination of theory and technical skills covered in this course. Standards and compatibility of each multimedia component will be emphasized. Aspects of the interface software; The final format of the resulting product and product evaluations that have been developed are also covered.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	*:*	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Vaughan, T. (2014). *Multimedia: Making It Work (9th Edition). McGraw Hill*.
- Jago, M. (2014). *Adobe Premiere Pro CC Classroom in a Book. San Francisco. Adobe Press*.
- Adobe Creative Team (2012). *Adobe® Photoshop® CS6 Classroom in a Book®. San Francisco. Adobe Press.*
- Ivers, K. S. and Barron, A. E. (2010). *Multimedia Projects in Education: Designing, Producing, and Assessing (4th Edition). Santa Barbara: Libraries Unlimited.*

PIX3004 Akhlak dan Etika Profesional (3 jam kredit)
PIX3004 Akhlak and Professional Ethics (3 credit hours)

Kursus ini akan membincangkan tentang definisi akhlak dan etika profesional. Pelajar juga didedahkan dengan perbandingan teori dan konsep akhlak, moral, adat resam dan etika. Mereka turut dilatih untuk menganalisis sifat akhlak dan etika profesional berkait hubungan dengan Maha Pencipta, hubungan dengan diri sendiri, hubungan sesama manusia dan hubungan dengan alam dan persekitaran. Selain itu, pelajar dikehendaki menganalisis isu semasa dan kajian berkait dengan akhlak dan etika profesional.

This course will discuss the definition of Akhlak and professional ethics. Students will also be exposed to comparative study of theories and concepts of Akhlak, morals, customs and ethics. They will be trained to analyze the characteristics of Akhlak and professional ethics related to the relationship between man and the Creator, man and the Self, relationship between humans and between humans and nature and the environment. Besides that, students will be required to analyze current issues and studies related to Akhlak and professional ethics.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	***:***	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Nucci, L. Narvaez, D. & Krettenauer, T. (2014). *Handbook of moral and character education (2nd. Ed). New York: Routledge*
- Ab. Halim Tamuri. (2010). Inovasi dalam pendidikan akhlak. Bangi: Penerbit UKM.
- Asmawati Suhid. (2009). Pendidikan akhlak dan adab Islam: Konsep dan amalan. Kuala Lumpur: Utusan Publications and Distributors.
- Mohd. Nasir Bin Omar. (2003). *Christian and Muslim Ethics. Kuala Lumpur: Dewan Bahasa dan Pustaka.*
- Majid F. Fakhry. (1994). *Ethical theories in Islam. London: Brill*.

PIX3007 Penaakulan Statistik dalam Penyelidikan Pendidikan (3 jam kredit)
PIX3007 Statistical Reasoning in Educational Research (3 credit hours)

Kursus ini menyediakan pelajar dengan konsep asas untuk menganalisis data daripada penyelidikan pendidikan. Pelajar akan mendapat pendedahan tentang explorasi data deskriptif, statistik inferensi, ujian korelasi dan regresi linear mudah dan statistik tak berparameter. Perisian komputer akan digunakan semasa menganalisis data.

This course provides students with the basic concepts to analyse educational research data. Students will gain familiarity with data description, inferential tests, significance tests, correlation and simple linear regression and non-parametric statistics. Computer software is used in analysing the data.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	***:***	*Continuous Assessment*	–	*40%*	*Examination*	–	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Field, A. (2016). *An adventure in statistics: The reality enigma. Sage*.
- Goss-Sampson, M. A. (2018). *Statistics analysis with JASP: A student's guide* (Analisis statistik dengan JASP: Panduan pelajar). (penterjemah: Abd Hamid, H.S. & Sulaiman, M.K., 2018).

- Navarro, D.J. & Foxcroft, D.R. (2019). *Learning statistics with Jamovi: a tutorial for psychology students and other beginners. (Version 0.70). [Available from url: http://www.learnstatswithjamovi.com]*
- Coladarci, T & Cobb, P. (2013). *Fundamentals of Statistical Reasoning in Education. London: Wiley.*
- Gregory, J. P. (2012). *Statistics for the behavioral sciences. Thousand Oaks, CA: Sage.*
- *Lomax,G. & Vaughn, D.L. (2012). An introduction to statistical concepts. London: Routledge.*

KURSUS ELEKTIF PROGRAM – PENDIDIKAN SENI
PROGRAMME ELECTIVE COURSES – ARTS EDUCATION

SINOPSIS KURSUS / *COURSE SYNOPSIS*

PIB1015 Asas Rekaan Seni Visual (3 jam kredit)
PIB1015 Fundamentals of Visual Art Design (3 credit hours)

Kursus ini bertujuan untuk membolehkan pelajar mendapat pengetahuan mengenai teori elemen seni dan rekaan seperti Teori Broudy, Feldman dan Miller. Di samping itu pelajar juga terlibat dengan perbincangan terhadap isu dan teknik yang digunakan dalam karya seni. Melalui kursus ini, pelajar akan mengaplikasikan elemen seni dan prinsip rekaan untuk menghasilkan karya seni secara kreatif. Sesi kritikan akan diadakan bagi menambah kemahiran dan pemahaman mereka terhadap penghasilan karya.

This course aims to enable students to gain knowledge of the theory of art and design elements such as Broudy, Feldman and Miller Theory. In addition, students are also involved with discussions on issues and techniques used in the artwork. Through this course, students will apply artistic elements and design principles to produce works of art creatively. Criticism sessions will be held to increase their skills and understanding of the production of works.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Ocvirk, O., Stinson, R., Wigg, P., Bone. R., & Cayton, D. (2012). *Arts Fundamentals: Theory and practice (12ed). USA: McGraw-Hill Education.*
- Stewart, M. (2018). *Launching the imagination: A comprehensive guide to two-dimensional design. USA: McGrace-Hill Education*.

PIB2009 Rekaan 3-Dimensi (3 jam kredit)
PIB2009 3-Dimensional design (3 credit hours)

Kursus ini bertujuan memberi pendedahan kepada pelajar tentang penghasilan pelbagai jenis kraftangan. Pelajar akan diberikan pendedahan tentang pelbagai teknik,proses dan peralatan dalam menghasilkan pelbagai jenis kraftangan seperti anyaman, ukiran kayu, tembikar dan batik. Sesi kritikan juga diadakan untuk meningkatkan lagi kefahaman pelajar tentang kraftangan yang dihasilkan.

This course aims to provide exposure to students on productions of crafts. Students will gain exposure on various applications of techniques, processes and uses of art tools in producing types of crafts such as weaving, wood-carving, ceramics and batik. Critical sessions will help students to enhance their understanding of their own work.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Jamal, S. A. (2007). *Crafts and the Visual Arts (The Encyclopedia of Malaysia). USA: Didier Millet.*
- Elam, K. (2020). *Introduction to Three-dimensional Design. USA: Princeton Architectural Press.*
- Dokumen Standard Kurikulum dan Pentaksiran Pendidikan Seni Visual. Tingkatan 4 dan 5 (2018). Bahagian Perkembangan Kurikulum: Kementerian Pendidikan Malaysia

PIB3010 Apresiasi dan Asas Kritikan Seni (3 jam kredit)
PIB3010 Appreciation and Fundamentals of Art Criticism (3 credit hours)

Kursus ini bertujuan untuk membolehkan pelajar mendapat pengetahuan mengenai teori asas dan model kritikan seni seperti model Broudy, Feldman dan Miller. Di samping itu pelajar juga terlibat dengan perbincangan terhadap isu dan teknik yang digunakan dalam kritikan. Ini termasuklah soal wacana dan jenis pendekatan dalam kerja kritikan seni visual. Untuk mengukuhkan pengetahuan mereka, pelajar akan terlibat dalam amalan kritikan sehingga dapat membina satu kerangka kritikan sendiri untuk menghayati dan membuat apresiasi terhadap karya-karya seni tradisi, modern dan pascamoden.

This course aims to enable students to gain knowledge on basic theories and art critical models such as the Broudy, Feldman and Miller models. Apart from that students are also involved in discussions on issues and techniques used in criticism. These include discourses and approaches to the visual arts critical process. To consolidate knowledge, students will be involved in critical work and exercises until they are able to develop their own model to appreciate works of traditional, modern and postmodern art.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	*–*	*60%*	*Examination*	*–*	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Schlam, C. (2020). *The Joy of Art: How to Look At, Appreciate, and Talk about Art. New York Allworth Press.*
- Arnold, D. (2020). *Art History: A Very Short Introduction. United Kingdom: Oxford University Press.*
- Plouffe, D. (2017). *Art Appreciation: An Introduction to the Formal Elements and Mediums. United States: Cognella Academic Publishing*.
- Florence, F. (2015). *Approaches to Art: A Journey in Art Appreciation. United States: Cognella Academic Publishing.*
- Stokstad, M., & Cothren, M. W. (2017). *Art History, Volume 1 (Vol. 1). United Kingdom: Pearson Education.*

PIB3020 Kurikulum dan Pentaksiran dalam Pendidikan Seni Visual (3 jam kredit)
PIB3020 Curriculum and Assessment in Visual Art Education (3 credit hours)

Kursus ini bertujuan memberi pendedahan kepada pelajar terhadap kurikulum dan pentaksiran Pendidikan Seni Visual sekolah menengah secara menyeluruh. Perbincangan meliputi perkara yang berkaitan dengan falsafah, matlamat, objektif, nilai dan kandungan kurikulum pendidikan Seni Visual sekolah menengah. Aspek yang berkaitan dengan pentaksiran, penggunaan portfolio, dan pengurusan seni juga turut dibincangkan

This course aims to provide exposure to students on the curriculum and assessment of secondary school Visual Arts Education as a whole. The discussion covers matters related to the philosophy, goals, objectives, values and content of the secondary school Visual arts education curriculum. Aspects related to assessment, portfolio use, and art management are also discussed

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	:	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Kementerian Pendidikan Malaysia. (2018). DSKP Kurikulum Pendidikan Seni Tingkatan 4 dan 5. Putrajaya: Bahagian Pembangunan Kurikulum
- Kementerian Pendidikan Malaysia. (2018). DSKP Kurikulum Pendidikan Seni Tingkatan 1.2 dan 3. Putrajaya: Bahagian Pembangunan Kurikulum
- Muratovski, G., & Vogel, C. (2019). *Teaching and learning design: Re:Research (Vol. 1). Kuala Lumpur: Intellect Book.*
- Marshall, J., Ledo-Lane, A. McAvoy, E. & Stewart, C. (2019). *Integrating the visual arts across the curriculum: An elementary and middle school guide. New York: Teachers College*.
- Farris, P. J., & Werderich, D. E. (2019). *Language Arts: Process, Product, and Assessment for Diverse Classrooms, Sixth Edition. Long Grove, IL: Waveland Press.*

PIB3021 Pengajaran Mikro Pendidikan Seni Visual (3 jam kredit)
PIB3021 Micro Teaching in Visual Arts Education (3 credit hours)

Kursus ini bertujuan untuk mendedahkan pelajar kepada amalan dan prinsip pengajaran Pendidikan Seni Visual
dalam pelbagai peringkat pembelajaran. Fokus kursus adalah untuk merancang, melaksanakan, menilai dan mengurus pengajaran dan pembelajaran menggunakan alat bantu mengajar yang dikenal pasti dengan sewajarnya. Antara perkara yang diberi penekanan adalah masalah memahami teori pengajaran seni, kaedah pengajaran yang sesuai serta tahap pembelajaran yang berbeza dalam kalangan pelajar. Kursus ini akan
dijalankan melalui pengajaran mikro.

This course aims to expose students to the practices and principles of teaching Moral Education in different learning stages. The focus of the course is to plan, implement, evaluate and manage teaching and learning using teaching aids identified accordingly. Among the things that was emphasized was the problem of understanding the arts teaching theories, appropriate teaching methods as well as different levels of learning among students. This course will be conducted through micro teaching.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Helen D. Hume & Marilyn., Palmer. (2020). *The Art Teacher's Survival Guide for Elementary and Middle Schools. John Wiley & Son.*
- Kementerian Pendidikan Malaysia, (2018). Pendidikan Seni Visual Sekolah Menengah. Bahagian Pembangunan Kurikulum. Putrajaya
- Michael Fullan (2018). *Deep Learning: Engage the World Change the World. Sage Publication.*
- Abdul Waheed. (2018). *Micro teaching for B.ed. Kindle Edition*

KURSUS ELEKTIF PROGRAM – PENDIDIKAN JASMANI DAN KESIHATAN
PROGRAMME ELECTIVE COURSES – HEALTH AND PHYSICAL EDUCATION

SINOPSIS KURSUS / *COURSE SYNOPSIS*

PIB1017 Kecergasan Fizikal dan Kesihatan (3 jam kredit)
PIB1017 Physical Fitness and Health (3 credit hours)

Kursus ini mendedahkan tentang konsep fitness, kesejahteraan dan gaya hidup sihat. Disamping itu pelajar juga akan tahu kaedah bagi meningkatkan tahap kecergasan dan kesejahteraan dan juga untuk meningkatkan motivasi pelajar melaksanakan aktiviti kecergasan dan mengamalkan gaya hidup sihat. Kemudian menjelaskan kepada pelajar tentang masalah kesihatan jika mereka tidak aktif dalam aktiviti kecergasan.

This course will explore the concept of fitness, wellness and healthy lifestyle. Beside that the students will know the methods that can be used to increase the level of fitness and wellness and also to motivate students to implement the fitness activities, to practice the healthy life style. Then, explain to students about the health problems that if they not active in fitness activities.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Fahey, T.D., Insel, P.M., Roth, W.T., (2003). *Fit & Well. Core Concepts and Labs in Physical Fitness and Wellness. USA. McGraw Hill.*
- Hoeger, W., & Hoeger, S. (2008). *Fitness and Wellness. Cengage Learning. USA*.
- Hardman, A.E., & Stensel, D.J. (2009). *Physical Activity and Health. The Evidence Explained (2nd ed.). UK. Taylor and Francis.*

PIB2016 Asas Pengukuran dan Penilaian dalam Pendidikan Jasmani dan Kesihatan (3 jam kredit)
PIB2016 Basics Measurement and Evaluation in Physical and Health Education (3 credit hours)

Kursus ini fokus kepada aspek penilaian dan pengukuran dalam pendidikan jasmani dan kesihatan. Disamping itu, menjelaskan tentang pengukuran kecergasan fizikal dan lakuan motor. Selain itu, membincangkan tentang pengukuran aptitud dan personaliti.

This course focuses on aspects of assessment in physical and health education. In addition, explain about the measurement of physical fitness and motor behavior. In addition, discuss the measurement of aptitude and personality.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Lacy, A. C., & Williams, S. M. (2018). Measurement and Evaluation in Physical Education and Exercise Science (8th ed). London: Routledge.
- David, K.M. (2019). Measurement by the Physical Educator: Why and How (8th ed). New York, US: Mc Graw Hill, Co.

PIB3019 Pengajaran Mikro dalam Pendidikan Jasmani dan Kesihatan (3 jam kredit)
PIB3019 Micro Teaching in Physical and Health Education (3 credit hours)

Kursus ini melatih pelajar merancang pelajaran, melaksanakannya dalam pengajaran mikro simulasi dan merenungkan pengalaman mereka menggunakan semua pengetahuan yang mereka perolehi setakat ini. Semua ini sebagai persediaan mengajar praktikum di sekolah.

This course trains students to plan lessons, implement them in simulated micro teaching and reflect on their experiences using all the knowledge they have gained thus far. All this is in preparation for practicum teaching in school.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	*–*	*100%*	*Examination*	*–*	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Capel, S., Cliffe, J., & Lawrence, J. (2020). *A Practical Guide to Teaching Physical Education in the Secondary School.3rd Edition. London.Routledge.*
- Kidman, L., & Hanrahan, S.J. (2010*). The Coaching Process. A Practical Guide to Becoming an Effective Sports Coach. USA.Taylor and Francis.*
- Jim Hall. (2009). *PE Lesson Plans Year R: Photocopiable Gymnastic Activities, Dance and Games Teaching programmes. London, United Kingdom. Bloomsbury Publishing PLC.*
- Lane, Stacey L. (1987). *Microteaching in Physical Education: Perceptions of Decision Making Strategies. Washington.ERIC Clearinghouse.*

PIB3023 Prinsip Pembelajaran Motor (3 jam kredit)
PIB3023 Motor Learning Principles (3 credit hours)

Kursus ini membincangkan tentang klasifikasi kemahiran motor, pengekalan maklumat, KR, motivasi dan goal setting. Teori dan model yang berkaitan dengan pembelajaran motor juga dibincangkan. Selain itu, pelajar dapat menjelaskan dan mengaplikasikan latihan mass dan distribute dalam pembelajaran.

This course discusses the classification of motor skills, information retention, KR, motivation and goal setting. Theories and models related to motor learning are also discussed. In addition, explain as well as ultimately apply the differences between mass and distribute.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	*–*	*60%*	*Examination*	*–*	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Schmidt, R.A. & Lee, T.D. (2017). *Motor control and learning: A behavioural emphasis (6th.ed). Human Kinetics: Champaign, IL.*
- Magill, Magill, R. & Anderson, D. (2020). *Motor learning concepts and application (12th.ed) McGraw Hill*

PIB4006 Pendidikan Olahraga (3 jam kredit)
PIB4006 Athletics Education (3 credit hours)

Kursus ini memberi tumpuan kepada tindak balas fisiologi semasa latihan yang merangkumi anatomi, otot, endokrin, pencernaan dan pemakanan. Isu-isu yang berkaitan dengan masalah kesihatan juga menjadi perbincangan.

The course focus on physiological responses during exercise which incorporate anatomy, muscular, endocrine, digestion and nutrition. Issues related to problem health also apart of discussion.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Cartwright, L.A.&Peer, K.S.(2019). *Fundamentals of Athletic Training. Fourth Edition.USA. Human Kinetics*
- Pfeiffer, R.P., Mangus, B.C., & Trowbridge, C.A. (2015). *Concepts of Athletic Training. Seventh Edition. USA.Jones&Barlett.*
- Prentice, W.E. (2017). *Principles of Athletic Training. A Guide to Evidence-Based Clinical Practice. USA. McGraw Hill.*

KURSUS ELEKTIF PROGRAM – PENDIDIKAN KESUSASTERAAN BAHASA INGGERIS
PROGRAMME ELECTIVE COURSES – LITERATURE IN ENGLISH EDUCATION

SINOPSIS KURSUS / *COURSE SYNOPSIS*

PIB1008 Pengenalan kepada Kaedah dalam Pendidikan Kesusasteraan (3 jam kredit)
PIB1008 Introduction to Methodology in Literature Education (3 credit hours)

Kursus pengenalan ini akan menjadi pembolehubah untuk memajukan peranan kesusasteraan dalam kurikulum. Pelajar akan diperkenalkan kepada teori, pendekatan dan isu yang berkaitan dengan pengajaran dan pembelajaran kesusasteraan dalam Bahasa Inggeris kepada penceramah bahasa lain. Pengertian kecekapan bahasa dan proses bacaan sastera akan dibahas. Pelajar akan digalakkan untuk membangunkan pemahaman metodologi berpusatkan pelajar yang sesuai untuk pengajaran genre kesusasteraan. Ini akan difasilitasi menerusi pendekatan tindak balas pembaca kepada teks. Konteks pengajaran dan pembelajaran kesusasteraan dan peranan guru juga akan diterokai. Pendekatan pengajaran akan menjadi sebahagian besar pengalaman supaya prinsip-prinsip untuk pengajaran dan pembelajaran sastera dapat ditarik secara induktif.

This introductory course will enable students to develop insights into the role of literature in the curriculum. Students will be introduced to theories, approaches and issues that are relevant to the teaching and learning of literature in English to speakers of other languages. Notions of language competence and the processes of literary reading will be discussed. Students will be encouraged to develop an understanding of appropriate learner-centred methodology for the teaching of the genres of literature. This will be facilitated through the reader-response approaches to texts. The context of literature teaching and learning and the role of the teacher will also be explored. The teaching approach will be largely experiential so that principles for the teaching and learning of literature may be inductively drawn.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	*–*	*60%*	*Examination*	*–*	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	*:*	*English*					

Rujukan Terpilih / *Selected References:*

- Bertens, H.(2017).*Literary Theory: The Basics. UK, Routledge Publication*.
- Klages, M. (2017). *Literary Theory: The Complete Guide. London, Bloomsbury Publishing PLC.*
- Webb,J. (2019). *How to Teach English Literature: Overcoming Cultural Poverty. UK, John Catt Educational Ltd.*

PIB2008 Intepretasi Teks Kesusasteraan di Sekolah (3 jam kredit)
PIB2008 Interpretations of Literary Texts In Schools (3 credit hours)

Kursus ini membolehkan pelajar untuk mengintepretasikan dan menilai teks melalui pembelajaran kesusasteraan bahasa Inggeris. Pelajar membina pemahaman teks dengan cara mengenali makna secara literal, penggunaan konteks yang relevan, pengertian tema dan motif sikap secara mendalam. Melalui kajian mereka, pelajar juga akan dapat mengenalpasti dan menilai cara bagaimana penulis menggunakan bahasa Inggeris untuk mencapai kesan yang berbeza dalam teks. Mereka juga akan dapat memberikan respon secara peribadi dan berinfomasi terhadap bahan yang dibaca. Kursus ini juga menggalakkan pelajar meneroka secara meluas isu-isu sejagat serta meningkatkan pemahaman mengenai diri pelajar sendiri juga dunia sekelilingnya secara mendalam.

The course enables students to interpret and evaluate texts through the study of literature in English. Students develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The course also encourages the exploration of wider and universal issues, promoting students' better understanding of themselves and of the world around them

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Collections of Literary Texts for SPM2205 from the Curriculum Development Division, Ministry of Education, Malaysia.
- Foster, T. C. (2014). *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines. USA:Perennial*
- Manlove, C. N. (2020). *Critical thinking: A guide to interpreting literary texts. USA: Resource Publications.*
- McGee, S. J. (2011). *Analyzing Literature A Guide for Students.Kansas State University-Salina: Longman*

PIB2015 Pengajaran Genre Sastera (3 jam kredit)
PIB2015 Teaching Literary Genres (3 credit hours)

Kursus ini berfokus kepada pemilihan dan penggunaan teks literari dalam Bahasa Inggeris dari merata dunia bagi mengembangkan program berasaskan sastera dan kurikulum untuk pelajar BISBK. Ianya memeriksa isu-isu berkenaan teks seperti subjek, bahasa, gaya, tema dan isi kandungan budaya yang berkaitan dengan faktor berkaitan dengan pelajar seperti umur, minat, tahap kecekapan bahasa dan latarbelakang sosio-budaya. Ini bagi memastikan guru pelatih membuat keputusan bijak dalam pemprosesan pemilihan teks dan penggunaan dalam bilik darjah, dan untuk pengesyoran pembacaan meluas di luar bilik darjah. Pertimbangan akan diberi kepada paduan teks dalam Bahasa Inggeris oleh penulis Malaysia, dan perluasan jenis genre yang dianggap sastera. Pendekatan experiential akan digunakan untuk membolehkan pelajar mempertimbangkan strategi pedagogi dan penilaian bagi membantu pelajar untuk mengakses, memahami dan menghargai respons peribadi kepada teks literari dari pelbagai genre, zaman dan budaya.

This course focuses on the selection and use of literary texts in English from around the world to develop literature-based programmes and curriculum for ESL learners. It examines text-related issues such as subject, language, style, theme and cultural content in relation to learner-related factors such as age, interest, level of language proficiency and socio-cultural background. This is to enable student teachers to decide wisely in the processes of text selection and use in the classroom, and for recommendations for extensive reading for students outside the classroom in relation to a literature curriculum. Some consideration will be given to better integrating texts in English by Malaysian authors, and a broadening of the types of genres considered as 'literature'. An experiential approach will be used to enable students to consider pedagogical and assessment strategies for helping learners to access, understand and appreciate personal responses to literary texts from diverse genres, periods and cultures.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Beach, R., Appleman, D., Fecho, B., & Simon, R. (2016). *Teaching literature to adolescents (3rd ed). Oxon, UK: Routledge.*
- Davison, J., & Daly, C. (2014). *Learning to teach English in the secondary school: A companion to school experience (4th ed). New York: Routledge.*
- Parkinson, B., & Thomas, H. R. (2000). *Teaching literature in a second language. Edinburgh, UK: Edinburgh University Press.*

PIB3014 Pengajaran Simulasi dalam Pendidikan Sastera (3 jam kredit)
PIB3014 Simulated Teaching in Literature Education (3 credit hours)

Kursus ini akan memberi tumpuan kepada membolehkan pelajar membangun kecekapan profesional dalam pengajaran kesusasteraan melalui amalan mengajar simulasi di mana pelajar akan merancang dan melaksanakan pelajaran. Kursus ini membina dan mengintegrasikan kursus pengajaran pelbagai genre serta pemilihan dan penggunaan teks. Dimensi relevan proses pengajaran - pembelajaran akan ditangani. Pelajar juga akan membangunkan strategi untuk melaksanakan sukatan pelajaran kebangsaan di bilik darjah sastera Malaysia. Pelajar akan digalakkan untuk merenung pengalaman untuk membangunkan pendekatan yang bijak dan berprinsip kepada pengajaran kesusasteraan.

This course will focus on enabling students to develop professional competence in the teaching of literature through the practice of simulated teaching where students will plan and implement lessons. This course builds on and integrate courses on the teaching of the various genres as well as the selection and use of texts. Relevant dimensions of the teaching – learning process will be addressed. Students will also develop strategies for implementing the national syllabus in Malaysian literature classrooms. Students will be encouraged to reflect on experience to develop a thoughtful and principled approach to the teaching of literature.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	*–*	*100%*	*Examination*	*–*	*-%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	*:*	*English*					

Rujukan Terpilih / *Selected References:*

- Gregory,A. Gould,M. Melville, A. Johnson, K.A. Green, C.(2018). *Literature in English Student's Book. UK: Cambridge IGCSE (TM).*
- Harmer, J. (2015). *The Practice of English Language Teaching 5th Edition Book with DVD Pack: Industrial Ecology. UK: Pearson Education Limited.*
- Knights, B. (2017). *Teaching Literature: Text and Dialogue in the English Classroom. London: Palgrave Macmillan.*

PIB4003 Persembahan dalam Pendidikan Kesusasteraan (3 jam kredit)
PIB4003 Performance in Literature Education (3 credit hours)

Kursus ini bertujuan untuk menyediakan pelajar pengalaman amali dalam menggunakan pelbagai bentuk aktiviti persembahan untuk memudahkan penyertaan disamping menganalisis dan menginterpretasi teks sastera oleh pelajar. Pelajar akan meneroka bagaimana menyampaikan teks sastera yang dapat menarik imaginasi pelajar, menimbulkan konteks yang bermakna dan membolehkan pelbagai interpretasi terhadap teks. Pelajar juga akan meneroka pendekatan model pelbagai untuk menggalakkan pembabitan aktif pelajar dalam pengalaman kesusasteraan melalui penggunaan modaliti visual, pendengaran, gerak syarat, ruang dan kinestatik bagi menyokong dan memudahkan penerokaan teks.

This course aims at providing student with hands-on experience in the use of various types of performance activities to facilitate engagement as well as the analysis and interpretation of literary text by learners. Students will explore how to present literary texts to that they appeal to the learners' imagination creating a rich and meaningful context for active meaning-making while allowing for various interpretations of the text. Students will explore a multi-model approach to encourage activities learner involvement in the literary experience through the use of the visual, auditory, gestural, spatial and kinaesthetic modalities to support and facilitate explorations of text.

Kaedah Penilaian	**:**	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Hillyard, S (2016). *English through Drama: Creative activities for inclusive ELT classes. Austria: Helbling Verlag Publishing*.
- Meighan, J. (2017). *ESL Drama Start: Drama Activities for ESL learners. US: JemBooks.*
- Savage, A. Burns, W. Wilson, K. (2019). *The Drama Book: Lesson Plans, Activities, and Scripts for English-Language Learners: UK: Alphabet Publishing.*

KURSUS ELEKTIF PROGRAM – PENDIDIKAN MORAL
PROGRAMME ELECTIVE COURSES – MORAL EDUCATION

SINOPSIS KURSUS / *COURSE SYNOPSIS*

PIB1016 Falsafah dan Perkembangan Moral (3 jam kredit)
PIB1016 Philosophy and Moral Development (3 credit hours)

Kursus ini mengkaji beberapa konsep asas falsafah dan teori perkembangan moral daripada pelbagai perspektif perkembangan moral. Tumpuan diberikan kepada perspektif perkembangan moral, seperti perkembangan kognitif, pembelajaran, personaliti, konstruktivis sosial dan integratif. Implikasi falsafah dan teori perkembangan moral terhadap pendidikan moral juga akan dibincangkan. Perbincangan juga meliputi faktor-faktor yang mempengaruhi perkembangan moral seperti ibu bapa dan keluarga, rakan sebaya dan sekolah, masyarakat dan massa media. Isu berkaitan dengan perkembangan dan tingkahlaku moral dalam konteks masyarakat Malaysia juga akan dibincangkan.

This course studies several basic concepts in philosophy and theories that relate to moral and character development from various perspectives on moral development. Focus will be given on the development of cognitive, behavioural, personality, social constructivist and integrative perspectives on moral development and behaviour. The implications of philosophy and the theories of moral development in moral education will also be discussed. Discussions will also include factors that can influence moral development such as parents and family, peers and school, culture and mass media. Issues relating to moral development and behaviour in context of Malaysian society will also be discussed.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	*:*	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Killen, M. & Smetana, J.G. (Eds) (2013). *Handbook of moral development. Mahwah, NJ: Erlbaum.*
- Star, D. & Crisp. (eds) (2019). *History of Ethics. New Jersey: Wiley-Blackwell.*
- Turiel, E. (2007). *The culture of morality: Social development, context, and conflict. Cambridge, England: Cambridge University Press.*

PIB2010 Pendidikan Moral dan Agama (3 jam kredit)
PIB2010 Moral Education and Religion (3 credit hours)

Kursus ini bertujuan untuk mendedahkan pelajar tentang peranan agama dalam perkembangan sosial dan moral. Pelajar juga akan mempelajari nilai murni dalam pelbagai agama yang diamalkan bagi mencetuskan semangat perpaduan dan menghargai hakikat hidup yang bertoleransi dalam konteks masyarakat kepelbagaian budaya di Malaysia. Penekanan kursus adalah berdasarkan tajuk yang berikut: konsep dan falsafah agama, kepercayaan dan moral, kepentingan dan peranan agama dalam pendidikan moral dalam masyarakat kepelbagaian budaya, nilai-nilai moral dari perspektif pelbagai agama dan kepercayaan serta hubung kaitan agama dan pendidikan moral, amalan keagamaan dan kepercayaan dalam kalangan rakyat Malaysia dan nilai universal yang sepatutnya diamalkan oleh individu dalam masyarakat Malaysia.

This course aims at exposing students to the role of religion in social and moral development. Students would also learn about noble values in the various religions so as to instil solidarity and appreciate the need for tolerance in the context of multicultural Malaysian society. Topics for discussion will include: concept and philosophy of religion, belief systems and moral, importance and role of religion in moral education in a multicultural society, moral values from different religions and belief systems and the relationship between religion and moral education, religious practices and

beliefs among the peoples of Malaysia and the desired universal values to be practised by individuals in the Malaysian society.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	:	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Gates, B. (2016) (Ed.), *Religion and Nationhood. Germany: Mohr Siebeck Tubingen*.
- Erricker, C. (2000). *Reconstructing religious, spiritual and moral education. London: Routledge Falmer.*
- Balakrishnan, V. (2009). Pendidikan moral untuk universiti dan kolej. Shah Alam: Arah Pendidikan.

PIB3015 Kurikulum Pendidikan Moral (3 jam kredit)
PIB3015 Moral Education Curriculum (3 credit hours)

Kursus ini bertujuan untuk membolehkan pelajar menganalisis falsafah dan objektif kurikulum Pendidikan Moral serta pembentukan dan organisasi kurikulum tersebut khususnya bagi peringkat sekolah menengah. Topik yang akan dibincangkan termasuk: matlamat Pendidikan Moral dalam konteks Falsafah Pendidikan Kebangsaan, objektif kurikulum Pendidikan Moral, organisasi kurikulum, kandungan kurikulum dan implikasinya dalam pengajaran dan pembelajaran mata pelajaran tersebut di peringkat sekolah menengah. Tumpuan juga akan diberikan kepada mengkaji program Pendidikan Moral di beberapa buah negara

This course enables students to analyse the philosophy and objectives of Moral Education curriculum as well as the structure and organisation of the curriculum, specifically for secondary schools. Topics to be discussed include; aims of Moral Education in context of National Philosophy of Education, objectives of Moral Education curriculum, organisation of the curriculum, curriculum content and its implications to teaching and learning of the subject at secondary school level. Focus will also be given to reviewing Moral Education programs in several countries

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	:	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Kementerian Pendidikan Malaysia (2018). DSKP Pendidikan Moral Tingkatan 4 dan 5. Kuala Lumpur: Bahagian Pembangunan Kurikulum.
- Nucci, L.P. & Narváez, D. (2014). *Handbook of moral and character education. 2nd Edition. New York: Routledge.*
- Veugelers, W. (2019). *Education for Democratic Intercultural Citizenship.The Netherlands: Brill Sense.*

PIB3022 Pendekatan dan Pentaksiran Pendidikan Moral (3 jam kredit)
PIB3022 Approach and Assessment in Moral Education (3 credit hours)

Kursus ini bertujuan untuk membolehkan pelajar mengkaji pelbagai pendekatan dan strategi pengajaran dan pembelajaran dalam pendidikan moral supaya membolehkan mereka menjadi guru pendidikan moral yang berkesan. Tumpuan juga diberikan kepada penyediaan bahan dan pengendalian pelbagai teknik serta aktiviti pengajaran dan pembelajaran seperti permainan dan simulasi, perbincangan moral, lakonan, pengintegrasian ICT dan lain-lain yang boleh merangsang pembelajaran pendidikan moral di bilik darjah. Kursus ini juga membolehkan pelajar memahami matlamat dan objektif pentaksiran serta pelbagai cara pentaksiran yang sesuai digunakan dalam pengajaran dan pembelajaran Pendidikan Moral. Konsep pentaksiran, matlamat dan objektif penilaian, instrumen penilaian dari aspek kognitif, efektif dan perlakuan moral, cara mengendalikan pentaksiran, cara merekod melaporkan dalam Pendidikan Moral.

This course aims to enable students to study various approaches and strategies of teaching and learning in moral education in order to enable them to become effective moral education teachers. Focus is also given to the preparation of materials and the handling of various techniques as well as teaching and learning activities such as games and simulations, moral discussions, acting, ICT integration and others that can stimulate the learning of moral education in the classroom. This course also allows students to understand the goals and objectives of assessment as well as various appropriate assessment methods used in the teaching and learning of Moral Education. The concept of assessment, goals and objectives of assessment, assessment instruments from cognitive, effective and moral aspects of conduct, how to conduct assessment, how to record reporting in Moral Education.

Kaedah Penilaian	**:**	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	***:***	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Ann El-Moslimany, (2018). *Teaching Children: A Moral, Spiritual, and Holistic Approach to Educational development. International Institute of Islamic Thought.*
- Tony Eaude, (2015). *New Perspectives on Young Children's Moral Education: Developing Character through a Virtue Ethics Approach. Bloomsbury Publishing*
- Richard. M.Lerner, (2016). *Cognitive and Moral Development, Academic Achievement in Adolescence: Routledge, N.Y.*
- Kementerian Pendidikan Malaysia (2018). DSKP Pendidikan Moral Tingkatan 4 dan 5. Kuala Lumpur: Bahagian Pembangunan Kurikulum..

PIB4005 Pengajaran Mikro Pendidikan Moral (3 jam kredit)
PIB4005 Micro Teaching in Moral Education (3 credit hours)

Kursus ini bertujuan untuk mendedahkan pelajar kepada amalan dan prinsip pengajaran Pendidikan Moral dalam pelbagai peringkat pembelajaran. Fokus kursus adalah untuk merancang, melaksanakan, menilai dan mengurus pengajaran dan pembelajaran menggunakan alat bantu mengajar yang dikenal pasti dengan sewajarnya. Antara perkara yang diberi penekanan adalah masalah memahami nilai, kaedah pengajaran yang sesuai serta tahap pembelajaran yang berbeza di kalangan pelajar. Kursus ini akan dijalankan melalui pengajaran mikro.

This course aims to expose students to the practices and principles of teaching Moral Education in different learning stages. The focus of the course is to plan, implement, evaluate and manage teaching and learning using teaching aids identified accordingly. Among the things that was emphasized was the problem of understanding the arts teaching theories, appropriate teaching methods as well as different levels of learning among students. This course will be conducted through micro teaching.

Kaedah Penilaian	**:**	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Kementerian Pendidikan Malaysia, (2017) Pendidikan Moral Sekolah Menengah Bahagian Pembangunan Kurikulum
- Michael Fullan (2018). *Deep Learning: Engage the World Change the World.Sage Publication.*
- Abdul Waheed. (2018). *Micro teaching for B.Ed. Kindle Edition*

KURSUS ELEKTIF TERBUKA
OPEN ELECTIVE COURSES

SINOPSIS KURSUS / *COURSE SYNOPSIS*

AIC1002 Pengantar Fiksyen (3 jam kredit)
AIC1002 Introduction to Fiction (3 credit hours)

Kursus ini memperkenalkan pelajar kepada karya prosa yang kontemporari dan klasik dalam bahasa Inggeris yang merangkumi pelbagai contoh novel dan cerpen. Pelajar akan diajar cara untuk membaca dan berfikir secara kritis.

This course introduces students to classic and contemporary prose works written in English and offers lively, diverse examples of the novel and the short story. Students will learn what to look out for when reading a piece of fiction and how to think critically about it.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Bausch, Richard, and R. V. Cassill, eds. *The Norton Anthology of Short Fiction. Shorter 7th ed. New York: W. W. Norton, 2006.*
- Hoffman, Michael J., and Patrick D. Murphy, eds. *Essentials of the Theory of Fiction. 3rd ed. Durham, N.C.: Duke UP, 2005.*
- Lodge, David. *The Art of Fiction. London: Penguin, 1992.*
- Muller, Gilbert H., and Harvey S. Wiener, eds. *The Short Prose Reader. 13th ed. New York: McGraw-Hill, 2013.Pope, Rob. The English Studies Book: An Introduction to Language, Literature and Culture. 2nd ed. London: Routledge, 2002*

AIC1003 Aspek-aspek Puisi (3 jam kredit)
AIC1003 Aspects of Poetry (3 credit hours)

Kursus ini merupakan pengenalan kepada unsur-unsur asas dalam bahasa dan rekabentuk sajak. Dalam kursus ini, pelajar akan mempelajari bagaimana membaca dan mentafsir teks yang mewakili genre puisi yang utama dalam Bahasa Inggeris. Pengajaran adalah berdasarkan perbincangan yang menumpu kepada senarai puisi yang pelbagai

This course is an introduction to the elements of poetic language and poetic form. In the course, students learn to read and interpret representative texts in the main poetic genres in English. Teaching will be based on discussions centred round a varied list of selected poems.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Ferguson, M., J. Stallworth, & M.J Salter. 2005. The *Norton Anthology of Poetry.*
- Fussell, P. 1979. *Poetic Meter and Poetic Form. Rev. Edition. New York: Random House.*
- Hollander, J. 2001. *Rhyme's Reason. New Haven: Yale University Press.*
- Arp, T.R. & G. Johnson. 2008. *P. Perrine's Sound and Sense: An Introduction to Poetry. 12th Edition. Belmont: Wadsworth.Wolosky, Shira. 2001. The Art of Poetry. Oxford: OU.*

AIC1004 Pengenalan Drama (3 jam kredit)
AIC1004 Drama: An Introduction (3 credit hours)

Dalam kursus ini, pelajar akan belajar tentang beberapa karya drama dan penulis drama, dari Zaman Pertengahan hingga Pascakolonial. Mereka akan membaca petikan dari beberapa karya drama, serta beberapa karya drama penuh, dan mempelajari bagaimana karya ini dipengaruhi oleh keadaan sosio-politik yang relevan. Mereka juga akan belajar bagaimana menganalisis tema, watak, dan unsur-unsur sastera lain dalam drama ini

In this course, students will learn about a range of plays and playwrights, from the Medieval to the Postcolonial. They will read excerpts of a variety of plays, as well as some full-length plays, and learn how these plays reflect and are influenced by relevant socio-political conditions. They will also learn how to analyse theme, character, and other literary elements within these plays

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Arnold, Stephanie. *The Creative Spirit: An Introduction to Theatre. McGraw Hill, 2007*
- Barranger, Milly S. Theatre*: A Way of Seeing (4th Ed). California: Wadsworth, 1995*
- Bentley, Eric. *The Theory of the Modern Stage. New York: Applause, 1997*
- Brockett, Oscar and Franklin Hildy. *History of the Theatre (9th Ed). Pearson, 2002*.
- Drain, Richard, ed. Twentieth Century Theatre: *A Sourcebook. London and New York: Routledge, 1995.*
- Gilbert, Helen and Joanne Tompkins. *Post-colonial Drama: Theory, Practice, Politics. London and New York: Routledge, 1996.*
- Goodman, Lizbeth. *Contemporary Feminist Theatres: To Each Her Own. London and New York: Routledge, 1993*

AIC2003 Shakespeare dan Penulis Sezamannya (3 jam kredit)
AIC2003 Shakespeare and his Contemporaries (3 credit hours)

Pelajar akan membelajari tema-tema penting di kesusasteraan zaman Renaissance dan cara setiap penulis mendekati tema-tema tersebut. Mereka akan terdedah kepada konteks sosio-budaya zaman tersebut dan berfikir tentang cara bagaimana karya Shakespeare kini difahami.

Students will discover important themes in early modern literature and the unique ways in which writers addressed these. They will be introduced to the socio-cultural contexts of that time and also consider vital ways in which Shakespeare is understood today.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Cooper, Farah-Karim and Tiffany Stern, eds. *Shakespeare's Theatres and the Effects of Performance. London: Bloomsbury, 2015.*
- Dobson, Michael, et al., eds. *The Oxford Companion to Shakespeare. Oxford: OUP, 2015.*
- Deats, Sara Munson and Robert A. Logan, eds. *Christopher Marlowe at 450. Routledge, 2013.*
- Smith, Emma. *This is Shakespeare. Penguin UK, 2019.*
- O' Callaghan, Michelle. *Thomas Middleton, Renaissance Dramatist. Edinburgh UP, 2009.*

- Sanders, Julie. *The Cambridge introduction to Early Modern Drama, 1576-1642. Cambridge: CUP, 2014.*

AIC2004 Kesusasteraan Pasca Kolonial: Tema dan Metafora (3 jam kredit)
AIC2004 Postcolonial Literature: Themes and Tropes (3 credit hours)

Kursus ini memberi tumpuan kepada karya sastera yang ditulis oleh penulis yang tinggal di sebuah negara yang telah dijajah dan yang menulis dalam bahasa Inggeris. Pelajar akan meneroka bagaimana ide dan isu-isu pasca- kolonial yang dibincangkan dalam kelas mempunyai kesan pada pemahaman mereka tentang dunia semasa. Kursus ini adalah berorientasi teks tetapi perkara-perkara sejarah dan konteks juga dianggap sebagai penting. Kursus ini merangkumi pembentangan dan perbincangan teori pasca-kolonial sastera.

This course focuses on literary narratives written by authors who live in countries which were colonised and who write in English. Students will explore how postcolonial ideas and issues discussed in class impact on their understanding of the contemporary world. The course is text-oriented but matters of history and context are also considered as essential. The course includes presentations and discussions on postcolonial literary theory.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	*:*	*English*					

Rujukan Terpilih / *Selected References:*

- Kasigo, M.*This Book Betrays My Brother*
- Emecheta, Buchi. *Kehinde*
- Ondaatje, M. *Running in the Family*
- Kincaid, Jamaica. *A Small Place*

AIC2005 Topik-topik di dalam Abad Ke Sembilan Belas (3 jam kredit)
AIC2005 Topics in the Nineteenth Century (3 credit hours)

Kursus in merangkumi pelbagai teks-teks kesusasteraan British yang terkemuka dari zaman Romantik dan Victorian. Pelajar akan meneliti karya-karya penulisan dari kedua-dua zaman ini (samada secara petikan atau menyeluruh) dan dari pelbagai genre kesusasteraan seperti puisi, esei, novel dan wacana politik. Perkembangan di dalam prosa dan puisi abad ke-19 merangkumi karya-karya Blake, Wordsworth, Coleridge, Byron dan Keats, disusuli Austen, Brontë, Shelley dan Dickens. Topik-topik yang dipilih adalah secara bertema untuk memupuk pemahaman zaman-zaman kesusasteraan ini dengan lebih holistik, disamping menghubungkaitkan teks-teks yang dikaji dengan persekitaran sosial, budaya dan intelektual zaman-zaman tersebut.

This course covers a variety of literary texts representative of the British Romantic and Victorian era. Students will be exposed to major texts from various literary genres such as poetry, essays, novels and political tracts. Developments in nineteenth-century poetry and prose will begin with the study of selected works ranging from Blake, Wordsworth, Coleridge, Byron and Keats, and followed by discussions on the works of Austen, Bronte, Shelley and Dickens. Topics will be discussed thematically to enable students to gain a more holistic understanding of the two literary periods, as well as relate the texts studied to the social, cultural and intellectual milieu of the period.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	*:*	*English*					

Rujukan Terpilih / *Selected References:*

- Abrams, M.H. *The Mirror and the Lamp. Oxford: Oxford UP, 1953.*
- Damrosch, D., Henderson, H. and Sharpe, W.C., eds. *Longman Anthology of British Literature. Volume 2B: The Victorian Age. London: Longman, 2006*.
- Gilbert, Sandra M. and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-century Imagination. New Haven: Yale UP, 1979.*
- Mellor, Anne and Richard Matlak, eds. *British Literature, 1780-1830. New York: Harcourt Brace and Co., 1996.*
- Watson, J.R. *English Poetry of the Romantic Period 1789-1830. London: Longman, 1992*.

AIC2009 Persembahan Teater Dalam Bahasa Inggeris (3 jam kredit)
AIC2009 Theatre Performance in English (3 credit hours)

Dalam kursus ini pelajar akan mempelajari kemahiran asas teater seperti lakonan, arahan, dan kerja belakang pentas dan penerbitan. Mereka akan menggunakan kemahiran ini untuk mementaskan persembahan pada akhir semester, untuk penonton awam.

In this course students will learn basic theatre skills such as acting, directing, and backstage and production work. They will apply these skills to mounting a full-length production at the end of the semester, for an audience.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	*:*	*English*					

Rujukan Terpilih / *Selected References:*

- Holloway, John. Illustrated Theatre Production Guide. Oxford: Focal Press 2010
- Kost, Dave. 2015. *Book of Sides: Original, Short Scenes for Actors and Directors. Oxford: Focal Press*
- Leach, Robert. Theatre Studies: The Basics. London and New York: Routledge 2008
- Panet, Brigid. Essential Acting: *A Practical Handbook for Actors, Teachers and Directors. London and New York: Routledge 2009.*

AIC2010 Perjalanan dalam Kesusateraan Pengembaraan (3 jam kredit)
AIC2010 Exploring Travel Literature (3 credit hours)

Kursus ini menerokai kesusasteraan pengembaraan dari pelbagai era dari zaman kelasik hinggs zaman sekarang. Pelajar akan menkaji konvensi, tradisi dan evolusi genre kesusasteraan pengembaraan dan kaitannya dengan genre sepeti autobiografi dan novel.

This course explores travel writings from different ages, from classical to contemporary times. Students will consider the conventions, traditions and the evolution of this genre and will also explore its relation to other literary genres like autobiography and the novel.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	*:*	*English*					

Rujukan Terpilih / *Selected References:*

- Fussell, Paul. *Travel Literature.*
- Naipaul, VS. *An Area of Darkness*

AIC2013 Kesusasteraan dan Alam Sekitar (3 jam kredit)
AIC2013 Literature and the Environment (3 credit hours)

Dalam kursus ini, pelajar akan belajar tentang cara bagaimana idea tentang alam sekitar mempengaruhi karya sastera. Mereka akan didedahkan kepada pelbagai teks dari zaman dan tempat yang berlainan untuk melihat bagaimana alam sekitar direpresentasi dan apa yang didedahkan berkenaan identiti, masyarakat, budaya dan politik alam sekitar. Mereka juga akan belajar tentang isu alam sekitar dan isu tempat dalam karya sastera dan kepentingan isu-isu ini dalam konteks krisis dan keadilan alam sekitar. Untuk mengaitkan 'ecocriticism' dengan 'activism', kursus ini juga akan merangkumi projek kerja lapangan.

In this course, students will learn about the ways in which ideas about the nonhuman world influence and shape literary works. They will read a wide variety of works to see how the nonhuman is represented at different times and different places and what these representations reveal about human identities, societies, cultures and the politics of nature. They will also learn about underlying environmental and place issues in literary works and the relevance of these issues in the context of environmental crisis and justice. This course will also forge links between ecocriticism and activism in the form of fieldwork projects.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Coupe, Laurence, ed. *The Green Studies Reader: From Romanticism to Ecocriticism. London: Routledge, 2000.*
- Garrard, Greg. *Ecocriticism. London: Routledge, 2004*.
- Glotfelty, Cheryll, and Harold Fromm, eds. *The Ecocriticism Reader: Landmarks in Literary Ecology. Athens: U of Georgia P, 1996.*
- Huggan, Graham. "*Greening' postcolonialism: ecocritical perspectives", Modern Fiction Studies, 50.3 (2004), pp. 701-33.*
- Plumwood, Val. *Feminism and the Mastery of Nature. New York: Routledge, 1993.*
- Pojman, Louis P., ed. *Environmental Ethics: Readings in Theory and Application. Belmont, CA: Wadsworth/Thomson Learning, 2005.*
- Soper, Kate. *What is Nature? Culture, Politics and the Non-human. Oxford: Blackwell, 1995.*

AIC2016 Kesusasteraan dan Budaya Popular Malaysia (3 jam kredit)
AIC2016 Malaysian Popular Literature and Culture (3 credit hours)

Kursus ini merupakan penerokaan Sastera dan Budaya Popular Malaysia. Pelajar akan terdedah kepada pelbagai teks, media dan aspek budaya Malaysia untuk meneroka dan memahami ekspresi identiti. Tumpuan akan diberi kepada trend baru dalam budaya dan kesusasteraan Malaysia, yang akan membawa kepada kesedaran menjadi rakyat Malaysia.

This course is an exploration of Malaysian Popular Literature and Culture. Students will engage with a variety of popular texts, media and aspects of Malaysia culture to explore and understand current expressions of identity and belonging. The focus will be on emerging trends in culture and literature, the study of which would lead to an awareness of the complexity of being Malaysian.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Amir Muhammad. Yasmin Ahmad's Films. Malaysia: Matahari Books, 2010
- During, Simon. *Cultural Studies: A Critical Introduction. London and New York: Routledge, 2005*
- During, Simon. *The Cultural Studies Reader (2nd Ed). London and New York: Routledge, 2001*
- Goh, Daniel P. S., Matilda Gabrielpillai, and Philip Holden (eds.) *Race and Multiculturalism in Malaysia and Singapore. London and New York: Routledge, 2009*
- Pillai, Shantini. 2013. *Transnational Collaboration and Media Industry in South India: Case of the Malaysian-Indian Diaspora. In Gopinath Pillai (Ed.). The Political Economy of South Asian Diaspora Patterns of Socio-Economic Influence. London: Palgrave Macmillan*
- Yeoh Seng Guan, ed. *Media, Culture and Society in Malaysia. London and New York: Routledge, 2010*

AIC2017 Penerokaan Fiksyen Jenayah (3 jam kredit)
AIC2017 Crime Fiction: An Investigation (3 credit hours)

Kursus ini akan memperkenalkan pelajar kepada pelbagai jenis fiksyen jenayah, supaya mereka menjadi sedar akan pelbagai gaya yang sedia ada dalam genre ini. Mereka akan membaca petikan, cerpen dan novel. Mereka akan belajar bagaimana untuk menganalisis teks-teks ini, dan juga untuk menghubungkan teks kepada persekitaran sosio-politik dari mana mereka muncul.

This course will introduce students to a wide range of crime fiction, so that they become aware of the variety of styles existing within this genre. They will read excerpts, short stories and novels. They will learn how to analyze these texts, as well as to connect them to the socio-political environment from which they emerge..

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	*:*	*English*					

Rujukan Terpilih / *Selected References:*

- Arvas, Paula and Andrew Nestingen, eds. *Scandinavian Crime Fiction. Cardiff: U of Wales Press, 2011*
- Bertens, Hans and Theo D'haen. *Contemporary American Crime Fiction. Hampshire: Palgrave, 2001.*
- Johnsen, Rosemary Erickson. *Contemporary Feminist Historical Crime Fiction. Hampshire: Palgrave, 2006.*
- Knight, Stephen. *Crime Fiction, 1800-2000: Detection, Death, Diversity. Hampshire: Palgrave, 2004.*
- Priestman, Martin, ed. *The Cambridge Companion to Crime Fiction. Cambridge: Cambridge UP, 2003.*
- Scaggs, John. *Crime Fiction. London and New York: Routledge, 2005*
- Stougard-Nielsen, Jakob. *Scandinavian Crime Fiction. London: Bloomsbury, 2017*

AIC2018 Suara Wanita dalam Kesusasteraan (3 jam kredit)
AIC2018 Women's Voices in Literature (3 credit hours)

Dalam setiap semester kursus ini ditawarkan, ia akan memberi tumpuan kepada bacaan luas dan mendalam tentang wanita, penulisan mereka dan keadaan sosial mereka pada era tertentu misalnya wanita dalam era 'renaissance' dan kesusasteraan 19 abad. Pelajar akan mempelajari maklumat sejarah, falsafah dan kebudayaan yang akan membantu meningkatkan pemahaman dan penghayatan mereka terhadap karya-karya di zaman ini. Pelajar akan memahami bagaimana perubahan pemikiran social dan struktur boleh mempengaruhi norma harian mereka.

In each semester this course is offered, it will focus on a broad and deep reading of women, their writing and their social conditions in a particular era for example women in the renaissance era and 19 century literature. Students will learn historical, philosophical and cultural information that will help increase their understanding and appreciation of the works in these particular eras. Students will understand how changes is social thought and structure can influence their everyday norms.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
	:	Bahasa Inggeris					
Bahasa Pengantar							
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Gilbert, Sandra M & Susan Gubar (eds). *The Norton Anthology of Literature by Women: The Traditions in English. 2ed. New York: W.W Norton & Co, 1996*.
- Gilbert, Sandra & Susan Gubar. *The Madwoman in the Attic. New Haven and London: Yake Nota Bene, 2000.*
- Gilman, Charlotte Perkins, *"The Yellow Wall- Paper" and other stories. Ed. Robert Shulman. Oxford: Oxford UP, 1995.*
- Woolf, Virginian. *A Room of One's Own. New York: Harcourt Brace Jovanovich Publishers, 1929.*
- Locke, John. Some Thoughts Concerning Education (1693)
- Gregory's Father's Legacy to His Daughters (1774)
- Macaulay, Catherine Letters on Education (1790)
- Wollstonecraft, Mary. A Vindication of the Rights of Woman (1792).
- Austen, Jane. Pride and Prejudice (1816)
- Bronte, Charlotte. Jane Eyre
- Ogunyemi, Chikwenye Okonjo. Womanism: *The Dynamics of Contemporary Black Female Novel in English. Chicago: Chicago University Press, 1985*.
- Truth, Sojurner. 'Ain't I A Woman' (1851).
- Shakespeare's Women
  -Macbeth
  -Romeo and Juliet
  -Merchant of Venice
  -Othello
  -Much Ado About Nothing

AIC3001 Topik-topik dalam Kesusasteraan Malaysia dan Singapura (3 jam kredit)
AIC3001 Topics in Malaysian and Singaporean Literature (3 credit hours)

Kursus ini merupakan pengantar kepada kesusasteraan 'multicultural' dalam Bahasa Inggeris dari Malaysia dan Singapura. Kursus ini akan mendedahkan genre berbeza seperti fiction, puisi dan filem tempatan. Ini merupakan sebahagian dari tren membaca filem sebagai teks, dan juga mengiktiraf peranan yang dimain oleh filem dalam konteks politik dan budaya. Kursus ini juga akan memberi peluang kepada pelajar untuk menggunakan Digital Humanities, misalnya dengan pembentukan sebuah database untuk kesusasteraan dari Malaysia dan Singapura.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Fernando, Lloyd. *Cultures in Conflict: Essays on Literature and the English Language in South East Asia. Singapore, Graham Brash, 1986.*
- Patke, Rajeev & Holden, Philip. *The Routledge Concise History of Southeast Asian Writing in English. London and New York: Routledge, 2009.*
- Tay, Eddie. *Not at home: Colonial and Postcolonial Anglophone Literatures of Singapore and Malaysia. Hong Kong, Hong Kong University Press, 2011.*
- Gui, Weihsin. *National Consciousness and Literary Cosmopolitics: Postcolonial Literature in a Global Moment. Ohio: Ohio State University Press, 2013.*
- Patterson, Christopher B. *Transitive Cultures: Anglophone Literature of the Transpacific, New Brunswick: Rutgers University Press, 2018.*
- Tickell, Alex (ed) *The Oxford History of the Novel in English: The Novel in South and South East Asia since 1945 (Volume 10). Oxford University Press, 2019.*

AIC3003 Wanita dan Kesusasteraan (3 jam kredit)
AIC3003 Women and Literature (3 credit hours)

Dalam kursus ini, pelajar akan diperkenalkan kepada pelbagai teks sastera oleh dan mengenai wanita. Pelajar akan membincangkan teks sastera dalam pelbagai konteks teori mulai dari bacaan feminis awal hingga ke pendekatan yang lebih kontemporari. Pelajar akan mempelajari bagaimana peranan jantina berkembang dan berubah dan bagaimana pandangan wanita terhadap diri mereka dicerminkan dalam penulisan mereka. Di samping itu, pelajar akan mempelajari maklumat sejarah, falsafah dan budaya yang akan membantu meningkatkan pemahaman dan penghargaan mereka terhadap karya-karya ini.

In this course, students will be introduced to a variety of literary texts by and about women. Students will discuss literary texts which will be grounded in various theories ranging from early feminist readings to more contemporary approaches. Students will learn how gender roles develop and change and how women's views of themselves are reflected in their writing. Additionally, students will learn historical, philosophical and cultural information that will help increase their understanding and appreciation of the works.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	*:*	*English*					

Rujukan Terpilih / *Selected References:*

- Gilbert, Sandra M & Susan Gubar (eds). *The Norton Anthology of Literature by Women: The Traditions in English. 2ed. New York: W.W Norton & Co, 1996*.
- Gilbert, Sandra & Susan Gubar. *The Madwoman in the Attic. New Haven and London: Yake Nota Bene, 2000.*
- Gilman, Charlotte Perkins, *"The Yellow Wall- Paper" and other stories. Ed. Robert Shulman. Oxford: Oxford UP, 1995.*
- Woolf, Virginian. *A Room of One's Own. New York: Harcourt Brace Jovanovich Publishers, 1929.*
- Locke, John. *Some Thoughts Concerning Education (1693)*
- Gregory's *Father's Legacy to His Daughters (1774)*
- Macaulay, *Catherine Letters on Education (1790)*
- Wollstonecraft, Mary. *A Vindication of the Rights of Woman (1792).*
- Austen, Jane. *Pride and Prejudice (1816)*
- Bronte, Charlotte. *Jane Eyre (1847)*
- Kon, Stella. *Emily of Emerald Hill. Singapore: Constellation Books, 2002*.
- Tan, Amy. *The Joy Luck Club. Barnes & Noble, 1989*.
- Ogunyemi, Chikwenye Okonjo. Womanism: *The Dynamics of Contemporary Black Female Novel in English. Chicago: Chicago University Press, 1985.*
- Truth, Sojurner. '*Ain't I A Woman' (1851).*

- Aidoo, Ama Ata. *The Girl Who Can and Other Short Stories. Pearson Education, 2002.*
- Sanusi, Abidemi. Eyo. : WNairobiordAlive Publishers Limited, 2009..

AIC3009 Budaya dan Kesusasteraan Popular (3 jam kredit)
AIC3009 Popular Culture and Literature (3 credit hours)

Melalui penerokaan novel popular dan filem, tujuan kursus ini adalah untuk membolehkan pelajar lebih menghargai bagaimana budaya popular membentuk kehidupan kita. Kursus ini akan merangkumi hujah-hujah yang menyokong dan menentang budaya popular serta pelbagai pendekatan kepadanya. Topik akan diambil daripada subbudaya, countercultures, budaya selebriti, budaya siber, fandom, dan ibadah hero. Genre dilindungi mungkin termasuk seram, westerns, fiksyen sains, dan agama popular. Pelajar juga akan menggunakan database yang di wujudkan dalam kursus 'Penulisan dari Malaysia dan Singapura', sebagai satu jalan untuk menerokai Digital
Humanities.

Through an exploration of popular cultural texts, the course will enable students to understand the relationship between popular culture and society and to broader cultural concerns. The course will examine the ways in which popular culture brings a new kind of seriousness of purpose to this genre of cultural productions, blurring what's left of the boundaries between the highbrow and the lowbrow. Topics will be drawn from subcultures, countercultures, celebrity culture, cyber culture, fandom, and hero worship. Readings and material will cover the genres of film, the graphic novel, the comic, short story and the essay. Students will also use the database created in the course 'Writing from Malaysia and Singapore', as a way to engage with Digital Humanities.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- John Storey, *Cultural Theory and Popular Culture: A Reader. 2nd ed. Longman, 1998.*

AIC3014 Kesusasteraan Malaysia (3 jam kredit)
AIC3014 Malaysian Literature (3 credit hours)

Kursus ini memperkenalkan sebilangan teks kesusasteraan yang dihasilkan dalam pelbagai bahasa oleh penulis Malaysia demi mewujudkan kesedaran dan pengamatan terhadap warisan sastera kepelbagaian budaya dan bahasa di negara ini. Analisis teks dalam kursus ini akan dipertempatkan dalam konteks wacana terkini identiti, budaya dan semangat kebangsaan di Malaysia.

This course introduces a number of representative literary texts produced by the various linguistic communities in Malaysia in order to give students a fair appreciation of the rich multicultural and multilingual literary heritage of the country. Analysis of the texts will be contextualized in terms of the current discourse on identity, nationhood and culture in Malaysia

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	:	*English*					

Rujukan Terpilih / *Selected References:*

- Chong Fah Hing (2008). *"Colonialism, New Culture, Nation State: Malaysian Chinese Writers and Modern Malay Language and Literature." In Malaysian Chinese and Nation-Building: Before Merdeka and Fifty Years After. Ed. Voon Phin Keong. Kuala Lumpur: Centre for*

Malaysian Chinese Studies, 2007-2008.
- Muhammad Haji Salleh (2009). *An Introduction to Modern Malaysian Literature. Kuala Lumpur: Institut Terjemahan Negara*
- Quayum, M.A. & Nor Faridah A.M. (2009). *Writing a Nation: Essays on Malaysian Literature. Kuala Lumpur: IIUM Press.*
- Tang Eng Teik (2000). *"Malaysian Literature in Chinese: a Survey." In The Chinese in Malaysia. Ed. Lee Kam Hing and Tan Chee Beng. Shah Alam: Oxford University Press.*

AIC3018 Kesusasteraan Kanak-kanak dan Remaja (3 jam kredit)
AIC3018 Children's and Young Adult Literature (3 credit hours)

Kursus ini mendedahkan pelajar ke teks-teks penting di dalam bidang kesusasteraan kanak-kanak dan remaja dari pelbagai genre, budaya dan tradisi, seperti buku berillustrasi, cerita rakyat, puisi, cerita binatang, fantasi, kisah domestik dan pengembaraan, serta novel-novel klasik dan kontemporari. Kursus ini akan meneliti pelbagai perubahan dalam tanggapan berkenaan zaman kanak-kanak dan remaja, dan akan mengambilkira teori-teori berkaitan dengan kesusasteraan kanak-kanak dan remaja dari abad ke-19 sehingga kini. Bahan pembelajaran dan rujukan akan merangkumi teks-teks klasik dari zaman gemilang kesusasteraan kanak-kanak dan juga dari pelbagai budaya dan tradisi, dan modul pembelajaran akan mengambilkira status dan perkembangan
kesusasteraan kanak-kanak dan remaja di Malaysia.

This course introduces students to the numerous key texts in children's and young adult literature from a wide range of genres such as picture books, folk and fairy tales, poetry, fables, animal tales, fantasy, adventure and domestic fiction, as well as classic and contemporary novels, and from a variety of historical and cultural contexts. The course will examine changing attitudes towards ideas of childhood and adolescence, and engage with the critical and theoretical discourses linked to children's and young adult literature from the nineteenth-century to the present. Materials will range from classics of the Golden Age of children's literature to contemporary, multicultural representations of childhood and young adulthood, and modules will include discussions on the status and development of youth literature in Malaysia.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	*–*	*60%*	*Examination*	*–*	*40%*
Bahasa Pengantar	:	Bahasa Inggeris					
Medium of Instruction	*:*	*English*					

Rujukan Terpilih / *Selected References:*

- Bucher, Katherine T. and KaaVonia Hinton. *Young Adult Literature: Exploration, Evaluation, and Appreciation. New York: Pearson, 2014.*
- Hintz, Carrie and Eric Tribunella. *Reading Children's Literature: A Critical Introduction. 2nd ed. Peterborough: Broadview Press, 2019.*
- Lurie, Alison. *Don't Tell the Grownups: The Subversive Power of Children's Literature. Boston: Little Brown and Co., 1990.*
- Nel, Philip and Lissa Paul, eds. *Keywords for Children's Literature. New York and London: New York University Press, 2011.*
- Nodelman, Perry. *The Pleasures of Children's Literature. 3rd ed. New York: Longman, 2002.*
- Stephens, John, ed. *Ways of Being Male: Representing Masculinities in Children's Literature. London: Routledge, 2002.*
- *Subjectivity in Asian Children's Literature and Film: Global Theories and Implications. London: Routledge, 2012.*
- *The Routledge Companion to International Children's Literature. London and New York: Routledge, 2018.*

PRAKTIKUM
PRACTICUM

1. Latihan Mengajar merupakan komponen praktikal dalam pendidikan profesional keguruan yang djalankan bagi tempoh yang ditetapkan. Pelajar dikehendaki menjalani Latihan Mengajar di bawah seliaan penyelia yang berpengalaman (di sekolah menengah). Dalam tempoh tersebut pelajar akan cuba mempraktikkan apa yang telah dipelajari tentang teori pendidikan dan kaedah pengajaran dalam mata pelajaran pengkhususan masing-masing ke dalam pengajaran dan pembelajaran sebenar di bilik darjah.

Teaching practice is a practical component that is imperative in the education of teachers. This practice is done within a required duration determined by a committee in the faculty. Teacher candidates will go through teaching practice under the supervision of experienced supervisors. Within the estimated duration, the teacher candidates will attempt to implement what they have learnt which includes the educational theories and the methodology in their respective subjects into the actual classroom environment.

Selain daripada tugas-tugas pengajaran, pelajar perlu melibatkan diri dalam kegiatan ko-kurikulum di sekolah, atau apa sahaja tugas pentadbiran bilik darjah, perkhidmatan khas dan pengurusan sekolah yang diminta oleh pihak sekolah.

Apart from teaching duties, teacher candidates will also need to be involved in the school co-curricular activities as well as any administrative duties, special tasks and school management, as required by the respective schools.

Pelajar hendaklah membuat persediaan mengajar yang lengkap termasuk rancangan pelajaran, alat bantu mengajar, bahan penilaian dan menyimpan rekod pembelajaran murid. Pelajar juga dikehendaki melibatkan diri sepenuhnya dalam program-program/aktiviti-aktiviti penting yang berlaku di sekolah seperti Hari Kebangsaan, Hari Sukan, Hari Ucapan dan Pameran.

Teacher candidates also need to develop their own teaching preparation, which must include lesson plans, teaching aids, evaluation materials and the students' progress reports. The candidates also need to be involved as much as possible in all the school activities; National Day, Sports Day, Speech Day or exhibitions.

Latihan Mengajar diadakan pada Semester Dua, Tahun Ketiga pengajian dan kebiasaannya melibatkan sekolah-sekolah di sekitar Wilayah Persekutuan, Kuala Lumpur dan Selangor.

Teaching practice commences in Semester 2, Third Year of study and is carried out in schools within the areas of the Federal Territory, Kuala Lumpur and Selangor

2. PRA SYARAT/ KRITERIA PRAKTIKUM
PRE-REQUISITE/CRITERIA FOR PRACTICUM

Telah lulus semua kursus Tahun 1,2 dan 3 bagi Teras Fakulti, Teras Pengkhususan dan Elektif Pengkhususan I.

Passed all 1st, 2nd and 3rd year courses for Faculty Core, Specialization Core and Elective Specialization I.

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3. SYARAT KEHADIRAN PRAKTIKUM
ATTENDANCE REQUIREMENT FOR THE PRACTICUM

3.1 Bagi Mereka Yang Tidak Mempunyai Sijil Perguruan
For candidates without a Teaching Certificate

(1) Jangka masa Latihan Mengajar adalah selama 14 minggu. Pelajar diwajibkan menghadiri sepenuhnya Latihan Mengajar. Calon yang tidak menghadiri Latihan Mengajar dalam tempoh yang tidak melebihi 5 hari bekerja atas alasan kesihatan dan perubatan atau alasan lain yang dianggap munasabah oleh Fakulti, boleh disifatkan sebagai telah memenuhi keperluan Latihan Mengajar.

The duration of teaching practice is between the range of 14 weeks. It is compulsory for the teacher candidates to attend the whole training. Teacher candidates who do not attend teaching practice for 5 working days or less, with medical and health conditions or other acceptable reasons by the Faculty will be considered as having fulfilled the practicum.

(2) Calon yang tidak menghadiri Latihan Mengajar atas alasan kesihatan dan perubatan atau alasan lain yang dianggap munasabah oleh Fakulti, selama tempoh antara 6 hingga 12 hari bekerja dikehendaki menjalankan Latihan Mengajar lanjutan tidak melebihi 4 minggu di sekolah yang ditentukan oleh Fakulti.

Teacher candidates who fail to attend the training without any medical reasons or any other plausible reasons for 6 to 12 working days will be expected to extend the training session for the duration of not more than 4 weeks at the school assigned by the Faculty.

(3) Calon yang tidak menghadiri Latihan Mengajar selama 13 hari bekerja atau lebih walaupun dengan alasan perubatan dan kesihatan atau alasan lain hendaklah disifatkan sebagai tidak memenuhi syarat dan perlu mengulang Latihan Mengajar sepenuhnya.

Candidates who did not attend teaching practice for 13 working days or more with medical or health reasons or other plausible reasons will be noted as failing to complete and will be required to repeat the teaching practice in full.

(4) Dalam kes tertentu, Fakulti boleh bertindak untuk menangguh Latihan Mengajar seseorang calon. Dalam kes sebegini, calon hendaklah menghadiri Latihan Mengajar selama 14 minggu pada masa yang ditetapkan oleh Fakulti Pendidikan dan peruntukan perkara (1), (2), dan (3) akan dikenakan.

In some exceptional cases, the Faculty may act in deferring the teaching practice of certain candidates. In such cases, the candidate must undergo the teaching practice for 14 weeks within the stipulated time and items (1), (2) and (3) will apply.

3.2 Bagi Mereka Yang Telah Mempunyai Sijil Perguruan
For candidates with Teaching Certificates

(1) Latihan Mengajar adalah antara 6-8 minggu. Calon diwajibkan menghadiri sepenuhnya Latihan Mengajar. Calon yang tidak menghadiri Latihan Mengajar selama tempoh yang tidak melebihi 5 hari bekerja atas alasan kesihatan dan perubatan atau alasan lain yang dianggap munasabah oleh Fakulti, boleh disifatkan sebagai telah memenuhi keperluan Latihan Mengajar.

Teaching practice should be completed within 6-8 weeks. Candidates are required to attend the training in full. Candidates who fail to attend within the stipulated time of not more than 5 working days with health and medical reasons or other plausible reasons accepted by the Faculty may be deemed as having fulfilled the training requirement.

(2) Calon yang tidak menghadiri Latihan Mengajar atas alasan kesihatan dan perubatan atau alasan lain yang dianggap munasabah oleh Fakulti, selama tempoh antara 4 hingga 6 hari bekerja, boleh dikehendaki menjalankan Latihan Mengajar lanjutan tidak melebihi 2 minggu di sekolah yang ditentukan oleh Fakulti.

Candidates who fail to complete the teaching practice with health and medical reasons or other plausible reasons accepted by the Faculty for the duration of 4-7 working days may be required to extend the training session for not more than 2 weeks in the school assigned by the Faculty.

(3) Calon yang tidak menghadiri Latihan Mengajar selama 7 hari bekerja atau lebih, walaupun dengan alasan perubatan dan kesihatan atau alasan lain, hendaklah disifatkan sebagai tidak memenuhi syarat dan perlu mengulang Latihan Mengajar sepenuhnya.

Candidates who fail to attend the teaching practice for 7 working days or more, even with medical and health or other reasons, will be considered as failing to fulfill the requirement and will have to repeat the teaching practice in full.

(4) Dalam kes tertentu, Fakulti boleh bertindak untuk menangguh Latihan Mengajar seseorang pelajar. Dalam kes sebegini, pelajar hendaklah menghadiri Latihan Mengajar selama 6-8 minggu pada masa yang ditetapkan oleh Fakulti Pendidikan dan peruntukan perkara (1), (2), dan (3) akan dikenakan.

In some exceptional cases, the Faculty may act in deferring the teaching practice of certain candidates. In such cases, the candidate must attend the teaching practice for 6-8 weeks within a stipulated time and items (1), (2) and (3) will apply.

Catatan: Pelajar akan dibekalkan dengan Garis Panduan dan Buku Rekod Latihan Mengajar semasa menjalani Praktikum

Note: The students will be equipped with the Teaching Practice handbook and the Teaching Practice Record Book when they are sent for practicum.

FAKULTI PENDIDIKAN
FACULTY OF EDUCATION

SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK

BACHELOR OF EARLY CHILDHOOD EDUCATION

SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK
BACHELOR OF EARLY CHILDHOOD EDUCATION

Matlamat Program | Programme Goals

Program ini komited dalam menghasilkan bakal pendidik yang berwibawa dalam bidang pendidikan awal kanak-kanak dan mampu berkhidmat sebagai pembimbing, penasihat atau pengusaha dalam sektor perkhidmatan pendidikan yang berkaitan.

Matlamat program dan matlamat pendidikan program adalah selari dengan visi dan misi Universiti Malaya dan pihak Fakulti untuk memenuhi keperluan pemegang-pemegang amanah.

The programme is committed to produce educators who are competent in the field of early childhood education and who are able to serve as counselors, advisors or managers in the relevant service sector

The programmes goals and PEOs are aligned to the visions and missions of the University and the Faculty to satisfy the needs of the respective stakeholders.

Objektif Pendidikan Program | Programme Educational Objectives (PEO)

Program Ijazah Sarjana Muda Pendidikan Awal Kanak-Kanak bertujuan untuk melahirkan :
The programme of the Bachelor of Early Childhood Education aims to produce:

PEO 1	Graduan yang melibatkan diri dalam bidang pendidikan awal kanak-kanak yang mempunyai pengetahuan luas dan kompeten secara teknikal dengan kemahiran digital dan numerasi yang baik dalam menyediakan perkhidmatan penjagaan dan pendidikan awal kanak-kanak *Graduates who involve in the field of early childhood education, who have broad knowledge and technically competent with good digital and numeracy skills in providing early childhood care and education services*
PEO 2	Graduan yang terlibat dalam bidang professional sebagai pendidik awal kanak-kanak yang mempunyai personaliti penyayang, berupaya untuk menginspirasikan tingkahlaku positif dan pemikiran keusahawanan dalam menyediakan perkhidmatan penjagaan dan pendidkan awal kanak-kanak *Graduates who are involved in professional field as educators in the field of early childhood education who have caring personality, capable of inspiring positive attitude and entrepreneurial mind set in providing early childhood care and educational services.*
PEO 3	Graduan yang terlibat dalam memimpin penglibatan dengan keluarga dan komuniti melalui kemahiran komunikasi dan interpersonal yang baik dalam memastikan kesejahteraan kanak-kanak. *Graduates who are involved in lead engagements with families and communities through good communication and interpersonal skills in ensuring the well-being of children*
PEO 4	Graduan yang terlibat dalam bidang professional sebagai pendidik yang mendukung amalan professional, etika dan kemampanan dalam menjalankan tugasan menyediakan penjagaan dan pendidikan awal kanak-kanak di semua tetapan. *Graduates who are involved as early childhood educators who uphold professional, ethical and sustainable practices in carrying out their duties in providing early childhood care and education at all settings.*

SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK
BACHELOR OF EARLY CHILDHOOD EDUCATION

Hasil Pembelajaran Program | Programme Learning Outcome (PLO)

Pada akhir program, graduan dapat:
At the end of the programme, graduates are able to:

PLO 1	Mengaplikasikan bidang ilmu pengetahuan yang luas dalam pendidikan awal kanak-kanak. *Apply a wide range of knowledge in early childhood education.*
PLO 2	Mereka bentuk amalan persekitaran yang selamat, sihat dan mengasuh dalam susun atur persekitaran pendidikan awal kanak-kanak. *Design a safe, healthy, and nurture environmental practices in the layout of a child's early education environment.*
PLO 3	Mendemonstrasikan teknik pengajaran dan pengalaman pengajaran terkini dan inovatif untuk kanak-kanak *Demonstrate the latest and innovative teaching techniques and teaching experiences for children*
PLO 4	Memaparkan kemahiran interpersonal dalam menyediakan perkhidmatan penjagaan dan Pendidikan Awal Kanak-kanak kepada rakan sejawat, keluarga dan komuniti. *Demonstrate interpersonal skills in providing Early Childhood care and Education services to colleagues, family and community.*
PLO 5	Menunjukkan tanggungjawab dan akauntabiliti dalam melibatkan keluarga dan komuniti menggunakan kemahiran komunikasi dalam menyampaikan perkhidmatan PAKK. *Demonstrate responsibility and accountability in involving families and communities using communication skills in delivering ECE services*
PLO 6	Menunjukkan penggunaan pelbagai teknologi digital dalam memperkukuhkan pembelajaran awal dan pendidikan awal kanak-kanak. *Demonstrate the use of various digital technologies in strengthening early childhood learning and education.*
PLO 7	Menganalisis masalah menggunakan pelbagai alat analitikal dan numerika yang dalam mengasuh dan mendidik kanak-kanak. *Analyze problems using a variety of analytical and numerical tools in nurturing and educating children.*
PLO 8	Memaparkan kemahiran kepimpinan dengan rasa autonomi dalam penglibatan dengan rakan sekerja. *Demonstrate leadership skills with a sense of autonomy in engagement with colleagues.*
PLO 9	Mempraktikkan tingkahlaku penyayang dan positif dalam menyampaikan perkhidmatan penjagaan dan pendidikan awal kanak-kanak. *Practicing caring and positive behaviors in delivering early childhood care and education services.*
PLO 10	Menunjukkan kemahiran pembelajaran sepanjang hayat dengan pemikiran keusahawanan dalam perkhidmatan awal kanak-kanak *Demonstrate lifelong learning skills with entrepreneurial thinking in early childhood services*
PLO 11	Mengamalkan profesionalisme dan etika dalam menyediakan perkhidmatan penjagaan dan pendidikan awal kanak-kanak. *Practice professionalism and ethics in providing early childhood care and education services.*

PELAN PENGAJIAN SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK

STUDY PLAN BACHELOR OF EARLY CHILDHOOD EDUCATION

TAHUN SATU | *YEAR ONE*

Tahun *Year*	Komponen *Component*	**SEMESTER 1** Kod *Code*	Kursus *Courses*	Kredit *Credit*	**SEMESTER 2** Kod *Code*	Kursus *Courses*	Kredit *Credit*
1	Kursus Universiti *University Courses*	GIG1012	Falsafah dan Isu Semasa *Philosophy and Current Issues* *(For Local Students ONLY)*	2	GIG1003	Asas Pembudayaan Keusahawanan *Basic Entrepreneurship Enculturation*	2
		GLT1049	Bahasa Melayu Komunikasi *Malay Language Communication* *(For International Students ONLY)*			Bahasa Inggeris Komunikasi 1 *English Communication Course 1*	2
	Kursus Teras Fakulti *Faculty Core Courses*	PIX1005	Pembangunan Pendidikan di Malaysia *Educational Development in Malaysia*	3	PIX2007	Pendidikan dan Penyelidikan *Education and Research*	3
	Kursus Teras Program *Program Core Courses*	PIC1001	Pengenalan kepada Pendidikan Khas *Introduction to Special Education*	3	PIC1006	Aplikasi Komputer dalam Pengajaran *Application of Computer in Instruction*	3
		PIC1003	Seni dan Kraf *Art and Craft*	3	PIC1007	Mainan dan Perkembangan *Play and Development*	3
		PIC1005	Perkembangan Kanak-kanak *Child Development*	3	PIC1010	Muzik dan Pergerakan *Music and Movement*	3
					PIC2008	Bacaan dan Kesusasteraan Awal Kanak-Kanak *Reading and Literature for Early Childhood*	3
	Kursus Elektif Program *Program Elective Courses*	Pilih **SATU (1)** kursus sahaja *Choose **ONE** (1) course only*					
		PIC1009	Kanak-kanak Pintar Cerdas dan Berbakat *Gifted and Talented Children*	3			
		PIC1012	Pengajaran Seni Bahasa *Language Arts Teaching*				
	Kursus Elektif Universiti *University Elective Courses*		Kursus Pemerkasaan Holistik Pelajar (SHE) Kluster 1/2/3/4 *Student Holistic Empowerment (SHE) Course Cluster 1/2/3/4*	2		Kursus Pemerkasaan Holistik Pelajar (SHE) Kluster 1/2/3/4 *Student Holistic Empowerment (SHE) Course Cluster 1/2/3/4*	2
	Jumlah Credit ***Total Credit***			**19**			**21**

PELAN PENGAJIAN SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK *STUDY PLAN BACHELOR OF EARLY CHILDHOOD EDUCATION*							
TAHUN DUA | *YEAR TWO*							
Tahun *Year*	Komponen *Component*	**SEMESTER 1**			**SEMESTER 2**		
		Kod *Code*	Kursus *Courses*	Kredit *Credit*	Kod *Code*	Kursus *Courses*	Kredit *Credit*
2	Kursus Universiti *University Courses*				GIG1013	Penghayatan Etika dan Peradaban *Appreciation of Ethics and Civilizations*	2
						Bahasa Inggeris Komunikasi 2 *English Communication Course 2*	2
	Kursus Teras Fakulti *Faculty Core Courses*	PIX2001	Psikologi Pendidikan *Educational Psychology*	3	PIX2008	Pendidikan dan Masyarakat *Education and Society*	3
	Kursus Teras Program *Program Core Courses*	PIC2001	Rekabentuk Pengajaran *Instructional Design*	3	PIC2005	Intervensi Kanak-kanak dan Keluarga *Children and Family Intervention*	3
		PIC2003	Matematik Awal Kanak-kanak *Early Childhood Mathematics*	3	PIC2006	Prinsip Pengurusan Tingkah Laku Kanak-kanak *Principles of Children Behavior Management*	3
		PIC2004	Sains Awal Kanak-kanak *Science for Young Children*	3	PIC2009	Kaedah Bacaan dan Matematik Untuk Kanak-kanak Kurang Upaya *Reading and Mathematics Methods for Children with Disabilities*	3
		PIC2014	Kemahiran Pemerhatian dan Penilaian *Observational and Evaluation Skills*	3	PIC2011	Kesihatan, Nutrisi dan Keselamatan *Health, Nutrition and Safety*	3
		PIC3007	Pendidikan Inklusif *Inclusive Education*	3	PIC2012	Perkongsian Pintar Keluarga, Prasekolah dan Komuniti *Family, Preschool and Community Smart Partnerships*	3
	Kursus Elektif Universiti *University Elective Courses*	Kursus Pemerkasaan Holistik Pelajar (SHE) Kluster 1/2/3/4 *Student Holistic Empowerment (SHE) Course Cluster 1/2/3/4*		2			
	Jumlah Credit ***Total Credit***			**20**			**22**

PELAN PENGAJIAN SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK

STUDY PLAN BACHELOR OF EARLY CHILDHOOD EDUCATION

TAHUN TIGA | *YEAR THREE*

Tahun *Year*	Komponen *Component*	**SEMESTER 1**			**SEMESTER 2**		
		Kod *Code*	Kursus *Courses*	Kredit *Credit*	Kod *Code*	Kursus *Courses*	Kredit *Credit*
3	Kursus Teras Program *Program Core Courses*	PIC3001	Kaedah Penyelidikan dalam Pendidikan Awal Kanak-kanak *Research Methods in Early Childhood Education*	3	PIC3006	Latihan Mengajar (Taska) *Teaching Practice (Nursery)*	5
		PIC3002	Perancangan Program dan Strategi Pengajaran I *Program Planning and Teaching Strategy I*	3			
		PIC3003	Pentaksiran Pembelajaran dalam Pendidikan *Assessment of Learning in Early Childhood Education*	3			
		PIC3005	Statistik Untuk Pendidikan Awal Kanak-kanak *Statistics for Early Childhood Education*	3			
		PIC3008	Teknologi Audio Digital Dalam Pendidikan Awal Kanak-kanak *Digital Audio Technology in Early Childhood Education*	3			
		PIC4005	Amalan Asuhan Kanak-kanak di Malaysia *Child-rearing Practices in Malaysia*	3			
	Kursus Elektif Universiti *University Elective Courses*	Kursus Pemerkasaan Holistik Pelajar (SHE) Kluster 1/2/3/4 *Student Holistic Empowerment (SHE) Course Cluster 1/2/3/4*		2			
	Jumlah Credit *Total Credit*			**20**			**5**

PELAN PENGAJIAN SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK							
STUDY PLAN BACHELOR OF EARLY CHILDHOOD EDUCATION							
TAHUN EMPAT | *YEAR FOUR*							
Tahun *Year*	Komponen *Component*	**SEMESTER 1**			**SEMESTER 2**		
		Kod *Code*	Kursus *Courses*	Kredit *Credit*	Kod *Code*	Kursus *Courses*	Kredit *Credit*
4	*Kursus Universiti University Courses*		Kursus Ko-kurikulum *Co-curriculum Courses*	2			
	Kursus Teras Program *Program Core Courses*	PIC4002	Kepimpinan dan Pengurusan Awal Kanak-kanak *Leadership and Early Childhood Management*	3	PIC4006	Latihan Mengajar (Tadika) *Teaching Practice (Kindergarten)*	5
		PIC4004	Perancangan Program dan Strategi Pengajaran II *Teaching Strategy and Programme Planning II*	3			
		PIC4009	Polisi dan Literasi Perundangan Dalam Pendidikan Awal Kanak-Kanak *Policy and Legal Literacy in Early Childhood Education*	3			
		PIC4010	Orientasi Industri untuk Pendidikan Khas *Industrial Orientation for Special Education*	3			
		PIC4011	Projek Penyelidikan Pendidikan Awal Kanak-kanak (P1) *Early Childhood Education Research Project (P1)*	3	PIC4011	Projek Penyelidikan Pendidkan Awal Kanak-kanak(P2) *Early Childhood Education Research Project (P2)*	3
	Kursus Elektif Program *Program Elective Courses*	Pilih **SATU (1)** kursus sahaja *Choose **ONE** (1) course only*					
		PIC1011	Teknologi dan Inovasi Digital dalam Pengajaran *Digital Technology and Innovation in Teaching*	3			
		PIC2013	Amalan Asuhan Kanak-kanak Islam *Islamic Child Rearing Practices*				
	Jumlah Credit *Total Credit*			**20**			**8**
	Jumlah Keseluruhan Total Credits Overall						**135**

KURSUS ELEKTIF TERBUKA UNIVERSITI | *UNIVERSITY OPEN ELECTIVE COURSES*

Elektif Terbuka Universiti (SHE) (8 kredit) merangkumi.
University Electives (SHE) (8 credits) involves.

- Satu kursus daripada Kluster 1 (2 kredit) | *One course from Cluster 1 (2 credits)*
- Satu kursus daripada Kluster 2 (2 kredit) | *One course from Cluster 2 (2 credits)*
- Satu kursus daripada Kluster 3 (2 kredit) | *One course from Cluster 3 (2 credits)*
- Satu kursus daripada Kluster 4 (2 kredit) | *One course from Cluster 4 (2 credits)*

***Rujuk Senarai Kursus SHE mengikut Kluster (Pilih SATU sahaja daripada setiap kluster).**
****Refer to the list of University Electives based on the respective Cluster (Choose ONE course from each cluster below)***

Kluster ***Cluster***	**Tajuk Kluster** ***Cluster Title***	**Catatan** ***Notes***
Kluster 1 *Cluster 1*	Thinking Matters: Mind & Intellect	Pelajar perlu memilih dan mendaftar kursus mengikit struktur pengajian *Student shall choose and register based on the programme structure*
Kluster 2 *Cluster 2*	Emotional, Physical, Spiritual Intelligence Mind, Body & Soul *Untuk Kluster 2, hanya Kursus Integriti dan Antirasuah (GQX0056) akan ditawarkan **For Cluster 2, only Integrity and Anticorruption Course (GQX0056) will be offered*	
Kluster 3 *Cluster 3*	Technology, Artificial Intelligence and Data Analytics: i-Techie	
Kluster 4 *Cluster 4*	Global Issues and Community Sustainability: Making the World a Better Place	

KURSUS UNIVERSITI
UNIVERSITY COURSES

SINOPSIS KURSUS / *COURSE SYNOPSIS*

GIG1012 Falsafah dan Isu Semasa (2 jam kredit) (Untuk pelajar tempatan sahaja)
GIG1012 Philosophy and Current Issues (2 credit hours) (For locals only)

Kursus ini merangkumi hubungan ilmu falsafah dengan Falsafah Pendidikan Kebangsaan dan Rukunegara. Penggunaan falsafah sebagai alat untuk memurnikan budaya pemikiran dalam kehidupan melalui seni dan kaedah berfikir serta konsep insan. Topik utama dalam falsafah iaitu epistemologi, metafizik dan etika dibincangkan dalam konteks isu semasa. Penekanan diberi kepada falsafah sebagai asas bagi menjalin dialog antara budaya serta memupuk nilai sepunyai. Di hujung kursus ini pelajar akan mampu melihat disiplin-disiplin ilmu sebagai satu badan ilmu yang komprehensif dan terkait antara satu sama lain.

This course covers philosophical relations with the Philosophy of National Education and Rukunegara. The use of philosophy as a tool to purify the culture of thought in life through the arts and methods of thinking and human concepts. The main topics in philosophy are epistemology, metaphysics and ethics discussed in the context of current issues. Emphasis is given to philosophy as a basis for fostering inter- cultural dialogue and fostering one's values. At the end of this course students will be able to see the disciplines of science as one comprehensive body of knowledge and related to each other.

Kaedah Penilaian	:	Kerja Kursus	–	70%	Peperiksaan	–	30%
Assessment Method	*:*	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Al-Attas, S. M. Naquib. (1991). *The Concept of Education in Islam. Kuala Lumpur: ISTAC*
- Al-Faruqi, I. R. (1994). Al-Tawhid: *Its Implications for Thought and Life (2nd Ed.). Herndon: IIIT*
- Phillips, D. C. (Ed.) (2014). *Encyclopaedia of Educational Theory and Philosophy (1st Ed.). SAGE Publication*
- Dzulkifli, A. R. & Rosnah , H. (2019). Pentafsiran Baharu Falsafah Pendidikan Kebangsaan dan Pelaksanaannya Pasca 2020. Kuala Lumpur: IIUM Press
- Hospers, J. (1997). *An Introduction to Philosophical Analysis (4th Ed.). London: Routledge*.
- Mitchell, H. B. (2011). *Roots of Wisdom: A Tapestry of Philosophical Traditions (6th Ed.). Wadsworth: Cengage Learning*
- Osman Bakar. (1999). *The classification of Knowledge in Islam. Cambridge, U. K.: The Islamic Texts Society.*
- Rosnani Hashim .(2017). *Revitalization of Philosophy and Philosophical Inquiry in Muslim Education. Kull of Education IIUM*
- Soloman, R. C. & Higgins, K. M. (2010). *The Big Questions: A Short Introduction to Philosophy (8th Ed.). Wadsworth: Cengage Learning.*
- Weiming, T. & Ikeda, D. (2011). *New Horizons in Eastern Humanism: Buddhism, Confucianism and The Quest for Global Peace. London: I. B. Tauris*

GLT1049 Bahasa Melayu Komunikasi (2 jam kredit) (untuk pelajar Antarabangsa sahaja)
GLT1049 Malay Language Communication (2 credit hours) (for International student only)

Kursus ini melatih pelajar antarabangsa untuk berkomunikasi dalam bahasa Melayu asas yang meliputi situasi kehidupan seharian. Pelajar akan diperkenalkan dengan pertuturan dan penulisan bahasa Melayu mudah. Pengajaran dan pembelajaran akan dilaksanakan dalam bentuk tutorial, tugasan, dan pengalaman pembelajaran pelajar di dalam dan di luar kelas. Pada akhir kursus ini, pelajar diharapkan dapat berkomunikasi dan menulis menggunakan ayat mudah dengan berkesan.

This course trains international students to communicate in basic Malay, covering everyday life situations. Students will be introduced to simple spoken and written Malay. Teaching and learning will be conducted through tutorials, assignments, and students' learning experiences inside and outside the classroom. By the end of this course, students are expected to communicate and write effectively using simple sentences.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

GIG1013 Penghayatan Etika dan Peradaban (2 jam kredit)
GIG1013 Penghayatan Etika dan Peradaban (2 credit hours)

Kursus ini menerangkan tentang konsep etika daripada perspektif peradaban yang berbeza. Ia bertujuan bagi mengenal pasti sistem, tahap perkembangan, kemajuan dan kebudayaan sesuatu bangsa dalam mengukuhkan kesepaduan sosial. Selain itu, perbincangan berkaitan isu- isu kontemporari dalam aspek ekonomi, politik, sosial, budaya dan alam sekitar daripada perspektif etika dan peradaban dapat melahirkan pelajar yang bermoral dan profesional. Penerapan amalan pendidikan berimpak tinggi (HIEPs) yang bersesuaian digunakan dalam penyampaian kursus ini. Di hujung kursus ini pelajar akan dapat menghubungkaitkan etika dan kewarganegaraan berminda sivik.

This course discusses ethical concepts from different civilization perspectives. It aims to identify the systems, developmental stages, progress and culture of a nation in strengthening social cohesion. In addition, discussions on contemporary issues in the economic, political, social, cultural and environmental aspects from an ethical and civil perspective can produce students who are morally and professionally sound. The application of appropriate High Impact Education Practices (HIEPs) is used in the delivery of this course. At the end of this course students will be able to relate ethics and civic-minded citizenship.

Kaedah Penilaian	:	Kerja Kursus	–	70%	Peperiksaan	–	30%
Assessment Method	:	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Shamsul Amri Baharuddin (ed). (2012). Modul Hubungan Etnik (2nd ed.). Bangi: Institut Kajian Etnik, UKM.
- Cheng, Y. (2012). *Islam and the Wisdoms of Asian Religions. K. L.: The Other Press*
- Cheng, Y. (2016). *Islam and Secularism: The Quest for a Unity of Knowledge. Kuala Lumpur: IIUM Press, International Islamic University Malaysia.*
- Dugin, A. (2012). *The Fourth Political Theory. London: Arktos.*
- Majid Fakhry. (1991). *Ethical Theories in Islam. Leiden: J. J. Brill.*
- Falikowski, A. F. (1990). *Moral Philosophy: Theories, Skills and Applications. Englewood Cliff, NJ: Prentice Hall.*
- Guenon, R. (2001). *The Reign of Quantity and the Signs of the Times. (Lord Northbourne, trans.). Hillsdale NY: Sopjia Perennis. (Original work published 1945).*

- Harari, Y. N. (2017). *Homo deus: A Brief History of Tomorrow. Australia: harper Collins.*
- MacKinnon, B. (2015). *Ethics: Theory and Contemporary Issues (8th ed.). Stamford, CT: Cengage Learning.*
- Mitchell, H. B. (2011). *Roots of Wisdom: A Tapestry of Philosphical Traditions (6th ed). Wadsworth: Cengage Learning*
- Maszlee Malik. (2017). *Foundations of Islamic Governance: A Southeast Asian Perspective (1st ed.). London & New York: Routledge.*

GIG1003 Asas Pembudayaan Keusahawanan (2 jam kredit)
GIG1003 Basic Entrepreneurship Enculturation (2 credit hours)

Kursus ini menerapkan elemen asas pembudayaan keusahawanan kepada semua pelajar. Inisiatif ini diambil untuk membuka minda dan merangsang semangat keusahawanan kepada kumpulan sasar yang berpotensi. Antara topik yang akan diajar termasuklah konsep dan perkembangan keusahawanan, faktor yang menggalakkan keusahawanan, perkembangan keusahawanan di Malaysia, etika keusahawanan, kreativiti dan inovasi dalam keusahawanan dan merancang perniagaan. Di samping itu, kursus ini juga memberikan pelajar latihan yang lebih bermakna dan berkesan mengenai pemikiran, kemahiran dan kecekapan keusahawanan

The course will attempt to inculcate the basic elements of entrepreneurship in the students. Initiatives are taken to open their minds and motivate the entrepreneurial spirit in this potential target group. The course encompasses theory and development of entrepreneurship, factors affecting entrepreneurship, entrepreneurship development in Malaysia, ethics of entrepreneurship, creativity and innovation in entrepreneurship and developing business plans. This course also incorporates a direct exposure to entrepreneurial mindset, skills and competencies.

Kaedah Penilaian	**:**	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Sodri Ariffin & Syahira Hamidon (2017). *Introduction to Entrepreneurship, Malaysia: Oxford Fajar Sdn Bhd.*

KURSUS KO-KURIKULUM
CO-CURICULLUM COURSES

SINOPSIS KURSUS / *COURSE SYNOPSIS*

GKA1001 Sangkutan@Industri (2 jam kredit)
GKA1001 Attach@Industry (2 credit hours)

Program ini bertujuan untuk memberi pendedahan awal kepada pelajar seawal tahun pertama mengenai alam pekerjaan. Pelajar akan menjalani latihan/bekerja dengan pihak syarikat agar mendapat pendedahan mengenai aspek-aspek pentadbiran, pengurusan dan pengoperasian syarikat. Pelajar akan memperolehi pengalaman bekerja yang akan membantu dari segi persediaan psikologi untuk alam pekerjaan dan meningkatkan kadar kebolehpasaran.

The program aims to provide early exposure to work environment for students as early as the first year. Students will undergo training/work with the company to gain exposure on the aspects of the administration, management and operation of the company. Students will have a working experience that will help in terms of psychological preparation for work environment and also increase the graduate employability.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	*–*	*100%*	*Examination*	*–*	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- *Induction Training in Industry: Effects on Performance of Students on Industrial Attachment Paperback/ Andrew Saina, LAP LAMBERT Academic Publishing, 2013*

GKI1001 Penyelidikan Bebas (2 jam kredit)
GKI1001 Independent Research (2 credit hours)

Kursus ini memerlukan pelajar menjalankan projek penyelidikan dalam topik yang dipilih. Para pelajar akan dilatih dan dibimbing oleh penyelia yang dilantik. Pada akhir kursus, pelajar akan menghasilkan laporan penyelidikan.

The course requires students to conduct a research project on any selected topic. The students will be coached and mentored by appointed supervisor (s). At the end of the course, student will be producing a research report.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	*–*	*100%*	*Examination*	*–*	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- *Doing Your Research Project: A Guide for First-Time Researchers / Judith Bell with Stephen Waters. Berkshire, England: Open University Press, 2014.*

GKK1001 Khidmat Komuniti (2 jam kredit)
GKK1001 Community Service (2 credit hours)

Kursus ini memberikan peluang kepada pelajar untuk menjalankan aktiviti atau projek dengan komuniti yang dikenalpasti. Pelajar akan bersama komuniti dan akan menghuraikan kesan daripada projek tersebut kepada komuniti dan diri sendiri. Pelajar juga akan membuat dokumentasi termasuk video dan audio.

This course gives students the opportunity to undertake activities or projects with identified communities. Students will be with the community and will describe the impact of the project to the community and themselves. Students will also make documentation including video and audio.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Lina D. Dostilio, 2017. *The Community Engagement Professional in Higher Education: A Competency Model for an Emerging Field, Campus Compact.*

GKP1001 Pembangunan Bakat (2 jam kredit)
GKP1001 Talent Development (2 credit hours)

Kursus ini memberi peluang untuk membangunkan pelbagai kemahiran dan kecekapan melalui aktiviti/ program yang disertai oleh pelajar. Pelajar akan diminta membuat refleksi bagi mencerminkan kemahiran yang diperolehi daripada aktiviti/program yang dijalankan.

The course provide opportunity to develop varies skill and competency through activities/program participated by the students. The students will be required to reflect the skills develop from the activities/program performed.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- SUKMUM (Sukan Mahasiswa Universiti Malaya)/ Universiti Malaya. Kuala Lumpur: Kompleks Sukan, Universiti Malaya, 1993-
- Festival Seni Universiti Malaya/ Universiti Malaya, Kuala Lumpur : Universiti Malaya, 1999

GKS1001 Kesukarelawanan (2 jam kredit)
GKS1001 Volunteerism (2 credit hours)

Kursus ini mendedahkan pelajar menjalankan aktiviti kesukarelawanan dengan memilih projek atau program yang sesuai. Pelajar boleh menjalankan aktiviti secara persendirian atau dalam kumpulan di mana-mana lokasi yang dikenalpasti. Projek tersebut perlu direkodkan melalui dokumentasi video atau audio. Di akhir projek, kesan daripada melaksanakan projek perlu ditentukan.

This course exposes students to volunteer activities by selecting suitable projects or programs. Students may perform activities individually or in groups of any identified location. The project needs to be recorded through video or audio documentation. At the end of the project, the impact of implementing the project needs to be determined.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Kesukarelawan - Isu dan Kepentingannya kepada Masyarakat / Nazilah Ali, Kuala Terengganu, Terengganu: Penerbit Universiti Malaysia Terengganu, 2014.

GKU1001 Keusahawanan (2 jam kredit)
GKU1001 Entrepreneurship (2 credit hours)

Kursus ini membimbing pelajar untuk membangunkan minda usahawan yang inovatif dengan menyediakan pelan perancangan untuk projek keusahawanan. Penekanan akan diberikan kepada idea keusahawanan, menyediakan pelan perniagaan, mencari sumber pembiayaan, mengetahui cara pendaftaran syarikat yang sah, hak harta intelek dan pendaftaran. Pelajar akan diminta untuk membentangkan strategi yang boleh digunakan untuk merealisasikan projek perniagaan apabila tamat pengajian.

This course guides students to develop innovative minds by providing planning plans for entrepreneurship projects. Emphasis will be given to entrepreneurial ideas, preparing business plans, finding sources of funding, knowing how to register legitimate companies, intellectual property rights and registration. Student will be required to reflect the possible strategies that can be used to realize the business project upon graduation.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Teori dan Amalan Keusahawanan / Ab. Aziz Yusof. Kuala Lumpur : Dewan Bahasa dan Pustaka, 2015

KURSUS BAHASA INGGERIS KOMUNIKASI
ENGLISH COMMUNICATION COURSES

GLT1018 Proficiency in English I (2 jam kredit) *(2 credit hours)*

Kursus ini direka untuk pelajar yang mempunyai penguasaan asas dalam Bahasa Inggeris. Fokus adalah kepada pembinaan kecekapan bertutur dan membaca dengan penekanan kepada ketepatan tatabahasa dan perbendaharaan kata. Pelajar akan membina ketepatan struktur, kefasihan bertutur dan penggunaan bahasa yang sesuai dengan latihan dalam pelbagai konteks.

This course is designed for students with basic proficiency in English. Focus is on building speaking and reading competence with an emphasis on accuracy in grammar and on vocabulary building. Students will develop structural accuracy, reasonable oral fluency and language appropriateness by practising the language in a variety of contexts.

Kaedah Penilaian	:	Kerja Kursus	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	*–*	*60%*	*Examination*	*–*	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Hughes, J. (2019). *Life A2 (Second ed.). Hampshire: National Geographic*.
- *www.vocabulary.com*
- *www.dictionary.cambridge.org*

GLT1019 Let's Speak (2 jam kredit) *(2 credit hours)*

Kursus ini memfokuskan kepada ketepatan dan kepaduan dalam merancang pengucapan dalam Bahasa Inggeris. Kursus ini juga mengembangkan kemahiran pelajar dalam merancang ucapan secara berperingkat. Pelajar juga akan belajar untuk bertutur secara tepat dengan menggunakan strategi bahasa yang sesuai kepada audiens sasaran.

This course focuses on preparing a speech in English accurately and coherently. It also develops students' speech planning skills in stages. Students will learn to speak accurately using the appropriate language strategies to a selected audience.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	*–*	*100%*	*Examination*	*–*	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Grussendorf, M. (2019). *English for Presentations. Malaysia: Oxford University Press.*
- Shafie, L.A. and Rosaidi, N. A. (2017). *English for Oral Presentations. Malaysia: Oxford University Press.*
- https://www.oxfordlearnersdictionaries.com

GLT1020 Fundamental Writing (2 jam kredit) *(2 credit hours)*

Kursus ini direka untuk pelajar yang mempunyai tahap kefasihan pra-pertengahan Bahasa Inggeris. Fokus adalah kepada kemahiran dalam penulisan dengan penekanan kepada ketepatan tatabahasa dan perbendaharaan kata. Pelajar akan didedahkan kepada strategi penulisan yang membolehkan

mereka menulis teks pendek secara efektif untuk pelbagai tujuan.

This course is designed for students with a pre- intermediate level of proficiency in English. It focuses on writing skills, with an emphasis on accuracy in grammar and vocabulary building. Students will be exposed to writing strategies that will enable them to write short texts effectively for different purposes.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	*–*	*100%*	*Examination*	*–*	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Folse, K. S., Muchmore-Vokoun, A., Solomon, E.V. (2020). *Great Writing Great Paragraphs Fifth Edition. USA: National Geographic Learning/Cengage Learning.*
- Ward, C., Gramer, M. (2019). *Q: Skills for Success- Reading & Writing 3 Third Edition. New York: OUP Oxford.*
- Lambert, J., Bohlke, D., Lockwood, B.R., Hartmann, P. (2016). *Final Draft 1. New York: Cambridge University Press.*

GLT1021 Proficiency in English II (2 jam kredit) *(2 credit hours)*

Kursus ini membantu pelajar meningkatkan penguasaan Bahasa Inggeris dari segi ketepatan dan penggunaan bahasa di peringkat pertengahan. Pelajar akan didedahkan kepada pelbagai jenis teks bacaan untuk meningkatkan kemahiran membaca. Mereka juga akan diberi latihan yang mencukupi dari segi pertuturan bagi membina keyakinan berkomunikasi dan berinteraksi di dalam pelbagai situasi. Kursus ini juga dapat membantu pelajar meningkatkan kemahiran menulis teks yang koheren dalam pelbagai topik.

This course is designed to improve students' English Language proficiency in terms of accuracy and language use at the intermediate level. Students will be exposed to a variety of reading texts in order to improve their reading skills. They will also be given ample speaking practice to develop their confidence in communicating and interacting with others in a multitude of situations. The course improves students' skills in writing texts coherently on various topics.

Kaedah Penilaian	:	Kerja Kursus	–	60%	Peperiksaan	–	40%
Assessment Method	*:*	*Continuous Assessment*	*–*	*60%*	*Examination*	*–*	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Daise Debra & Norloff Charl (2020) *Q: Skills for Success. Reading and Writing (3). 3rd Edition UK: Oxford University Press.*
- Elbaum, S.N. (2010). *Grammar in Context. 5th Edition. USA: Heinle,Cengage Learning.*
- *www.iQOnlinePractice.com*

GLT1022 Speak Up (2 jam kredit) *(2 credit hours)*

Kursus ini mengfokuskan kepada pertuturan Bahasa Inggeris secara tepat dan koheren pada peringkat pertengahan. Kursus ini membantu pelajar mengembangkan strategi komunikasi yang membolehkan pelajar berinteraksi dalam pelbagai situasi tidak formal.

This course focuses on speaking English accurately and coherently at the intermediate level. It develops students' communication strategies that enable them to interact appropriately in a variety of informal situations.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Lynn Bonesteel (2017). *21st Century Communication: Listening, Speaking and Critical Thinking. USA: Cengage Learning*
- *www.vocabulary.com*
- *www.dictionary.cambridge.org*

GLT1023 Effective Workplace Writing (2 jam kredit) *(2 credit hours)*

Kursus ini memperkenalkan strategi penulisan pada tahap pertengahan. Pelajar akan diberi pendedahan tentang pelbagai komunikasi tempat kerja. Mereka akan mempelajari cara untuk menghasilkan komunikasi bertulis yang efektif dan meningkatkan tahap kebolehan menulis secara menyeluruh.

This course introduces writing strategies at the intermediate level. Students will be exposed to a range of workplace communication. They will learn how to produce effective written communication and improve their overall skills in writing.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Banks, T. (2013). *Writing for Impact. Cambridge, United Kingdom: Cambridge University Press.*
- Mascull, B. (2018). *Business Vocabulary in Use: Intermediate Book with Answers and Enhanced ebook: Self-Study and Classroom Use. Cambridge, United Kingdom: Cambridge University Press.*
- Talbot, F. (2016). *How to Write Effective Business English: Excel at E-mail, Social Media and All Your Professional Communications (Better Business English). London, United Kingdom: Kogan Page Limited.*

GLT 1024 Proficiency in English III (2 jam kredit) *(2 credit hours)*

Kursus ini memberi pengukuhan kepada penguasaan Bahasa Inggeris pelajar dari segi ketepatan dan keberkesanan di peringkat pertengahan atas. Pelajar akan diajar kesemua empat kemahiran bahasa dengan memberi tumpuan kepada kemahiran membaca, menulis dan bertutur. Mereka akan didedahkan kepada pelbagai teks untuk membangunkan tahap penguasaan yang lebih tinggi yang akan membolehkan mereka mengaplikasikan kemahiran yang dipelajari.

This course is designed to fortify students' English Language proficiency in terms of accuracy and effectiveness at a developing upper intermediate level. Students will be taught the four language skills with a focus on reading, writing and speaking. They will be exposed to a variety of texts to develop a higher level of proficiency that will allow them to apply the skills learnt.

Kaedah Penilaian	:	Kerja Kursus	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- English, A and English, L.M. (2019). *NORTHSTAR 4: Reading & Writing. 5th Edition. Pearson*
- Ferree, T and Sanabria, K. (2019). *NORTHSTAR 4: Listening & Speaking. 5th Edition. Pearson*
- *https://www.dictionary.com/*

GLT1025 Effective Oral Communication (2 jam kredit) *(2 credit hours)*

Kursus ini merangkumi pelbagai aspek komunikasi secara lisan yang digunakan dalam menyampaikan ucapan dan pembentangan pada tahap pertengahan atas. Contoh yang sesuai daripada pelbagai situasi digunakan sebagai bahan latihan untuk membolehkan pelajar menganalisa, berbincang dan menggunakan strategi yang telah diajar.

The course encompasses different aspects of oral communication used in delivering speeches and presentations at the high intermediate level. Appropriate examples from a variety of situations are used as practice materials for students to analyse, discuss and apply the strategies taught.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Dale, P. & Wolf, J.C. (2013). *Speech Communication Made Simple (4th Edition). White Plains, NY: Pearson Education.*
- Lee, C. (2017). *21st Century Communication: Listening, Speaking & Critical Thinking. Boston: National Geographic Learning.*
- Macintyre, P. (2018). *Pathways: Listening, Speaking & Critical Thinking (2nd edition). Boston: National Geographic Learning.*

GLT 1026 Writing at the Workplace (2 jam kredit) *(2 credit hours)*

Kursus ini akan memperkenalkan pelajar kepada kemahiran menulis yang berkesan di tempat kerja. Menggunakan bahan-bahan yang relevan, pelajar akan diajar secara berperingkat cara menghasilkan dokumen dalam konteks tempat kerja.

This course will introduce students to effective writing skills at the workplace. Using relevant materials, students will be taught in stages how to produce documents within a workplace context.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Kolin, P. C. (2015). *Successful Writing at Work: Concise Edition. (4th ed.). Stamford, CT: Cengage Learning.*
- Kolin, P. C. (2013). *Successful Writing at Work. (10th ed.). Boston, MA: Wadsworth Cengage Learning.*
- Smith-Worthington, D., & Jefferson, S. (2010). *Technical Writing for Success. (3rd ed.). Mason, OH: South Western Cengage Learning.*
- Sargunan, R. A., Khor, E., Samsudin, K., & Menon, R. (2010). *Report Writing for Business and Professional Purposes: An Introduction. (2nd ed.). Shah Alam: McGraw Hill Malaysia*.

GLT1027 Advanced Oral Communication (2 jam kredit) *(2 credit hours)*

Kursus ini bertujuan untuk membangunkan kemahiran komunikasi di kalangan pelajar pada tahap lanjutan semasa memberi penyampaian dan berinteraksi dalam perbincangan kumpulan dalam pelbagai persekitaran. Pelajar akan menyediakan dan menyampaikan persembahan yang teratur dan berkesan dalam pelbagai topik dengan menggunakan bahasa, gaya dan struktur yang sesuai untuk melibatkan penonton. Pelajar juga akan didedahkan kepada strategi komunikasi yang berbeza untuk membolehkan mereka berinteraksi secara berkesan dan berkomunikasi dengan jelas dalam perbincangan kolaboratif.

This course aims to develop advanced communication skills among students when delivering presentations and interacting in group discussions in diverse settings. Students will prepare and deliver organized, impactful presentations on a variety of topics using appropriate language, style and structure to engage the audience. Students will also be exposed to different communication strategies to enable them to interact effectively and communicate with clarity in collaborative discussions.

Kaedah Penilaian	:	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Hamilton, C. (2014). *Essentials of Public Speaking (6th Edition). Boston, MA: Heinle Cengage Learning*
- McPheat, S. (2012). *Advanced Communication Skills. Retrieved from* http://www.sterrenstages.net/manager/files/books/advanced-communication-skills.pdf
- Hamilton, C.M. & Creel, B. (2011). *Communicating for Success. USA: Pearson*

GLT1028 Advanced Business Writing (2 jam kredit) *(2 credit hours)*

Kursus ini direkabentuk untuk melengkapkan pelajar dengan kemahiran menulis yang diperlukan bagi memenuhi keperluan tempat kerja. Pelajar juga akan diajar bagaimana menghasilkan dokumen perniagaan profesional yang jelas, tepat dan disusun dengan baik. Pelajar akan diminta untuk menganalisis dan bertindak terhadap pelbagai situasi dan menulis untuk pembaca yang dikenal pasti. Kursus ini juga akan meneroka cara-cara penulisan dan komunikasi perniagaan dengan bantuan teknologi.

This course is designed to equip students with the necessary writing skills to meet the needs of the workplace. Students will also be taught how to produce clear, accurate and well organised professional business documents. Students will be required to analyse and respond to a variety of situations and to write for identified audiences. The course also explores the ways in which technology helps shape business writing and communication.

Kaedah Penilaian	**:**	Kerja Kursus	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Cram, C. M. (2010). *New perspectives: Portfolio projects for business communication (1st Ed.). Boston, MA: Wadsworth Cengage Learning.*
- Taylor, S. (2012) *Model business letters, emails and other business documents (7th Ed.). London: FT Press.*
- Kolin, P. C. (2013). *Successful writing at work (10th Ed.). Boston, MA: Wadsworth Cengage Learning.*

KURSUS TERAS FAKULTI
FACULTY CORE COURSES

SINOPSIS KURSUS / *COURSE SYNOPSIS*

PIX1005 Asas Pendidikan dan Kemanusiaan (3 jam kredit)
PIX1005 Educational Foundations and Humanities (3 credit hours)

Kursus ini membincangkan sejarah perkembangan pendidikan negara dan konsep asas falsafah umum serta falsafah pendidikan. Kursus ini juga turut mengupas falsafah Pendidikan Barat, falsafah pendidikan Timur dan falsafah pendidikan Islam serta kaitannya dengan Falsafah Pendidikan Kebangsaan. Selain itu, faktor-faktor yang mempengaruhi falsafah dan amalan pendidikan di Malaysia turut dijelaskan menerusi kursus ini.

This course discusses the history of the development of national education and the basic concepts of general philosophy as well as the philosophy of education. This course also explores the philosophy of Western Education, the philosophy of Eastern education and the philosophy of Islamic education and its relation to the Philosophy of National Education. In addition, the factors that influence the philosophy and practice of education in Malaysia are also explained through this course.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	:	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Dzulkifli Abdul Razak & Rosnani Hasyim (2020). Pentafsiran baru Falsafah Pendidikan Kebangsaan dan Pelaksanaannya Pasca 2020. Gombak. IIUM Press
- Hasmalina & Siti Hawa (2015). Filsafat Pendidikan. Jakarta. Universitas Sriwijaya
- Nel Noddings, (2015) Philosophy of Education. (4th ed.) New York: Westview Press
- Orstein, A.C. & Hunkins, F.P. (2014). Curriculum: Foundations, Principles, and Issues (6th ed.). Boston: Allyn and Bacon.
- William. H & Portelli, J. P. (2013) Philosophy of Education: Introductory Readings. Calgary, Alberta: Brush Education Inc.
- Kementerian Pendidikan Malaysia. (2013). Pelan Pembangunan Pendidikan Malaysia 2013-2025. Putrajaya: Kementerian Pendidikan Malaysia.
- Jana Mohr Lone (2012). Philosophy and Education. UK. Amazon Press.

PIX2001 Psikologi Pendidikan (3 jam kredit)
PIX2001 Educational Psychology (3 credit hours)

Kursus ini memperkenalkan konsep asas dalam psikologi pendidikan dari aspek kognitif, psikomotor dan afektif. Pelajar akan didedahkan dengan teori-teori psikologi pembelajaran dalam bidang pendidikan. Seterusnya, pelajar akan dibimbing untuk mengaplikasikan strategi pengajaran dan pembelajaran yang bersesuaian dengan konteks pendidikan.

This course introduces the basic concepts in educational psychology from the aspects of cognitive, psychomotor, and affective. Students will be taught with various psychological learning theories in the field of education. In addition, students will be guided to apply suitable teaching and learning strategies in educational contexts.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- McMaugh, A., & Duchesne, S. (2018). Educational psychology for learning and teaching (6th Ed.). South Melbourne, Australia: Cengage Learning Australia.
- Santrock, J.W. (2018). Educational psychology (6th Ed.). Singapore: McGraw-Hill.
- Schunk, D. H. (2019). Learning theories: An educational perspective (8th Ed.). USA: Pearson.
- Woolfolk, A. E. (2018). Educational psychology (14th Ed.). USA: Pearson.

PIX2007 Pendidikan dan Penyelidikan (3 jam kredit)
PIX2007 Education and Research (3 credit hours)

Kursus ini dibangunkan untuk mendedahkan pelajar kepada pelbagai isu kontemporari berkaitan pendidikan dalam konteks lokal dan global. Perbincangan akan tertumpu kepada menganalisis isu berkenaan berdasarkan pelbagai cabang disiplin ilmu pendidikan secara kritis, objektif dan sistematik bagi mengenal pasti punca tercetusnya isu dan fenomena tersebut. Setelah proses analisis dilakukan, pelajar akan dibimbing untuk mengemukakan cadangan penyelesaian yang kreatif serta praktikal dengan cara mengaplikasikan prinsip serta kaedah asas penyelidikan dalam pendidikan.

This course is developed to expose students to various contemporary issues related to education in local and global contexts. The discussion will focus on analysing the issues critically, objectively and systematically to identify the cause of the issues and phenomenon based on various branches of educational disciplines. Once the analysis process is done, students will be guided to propose creative and practical solutions by applying basic principles and methods of research in education.

Kaedah Penilaian	**:**	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	***:***	*Continuous Assessment*	*–*	*70%*	*Examination*	*–*	*30%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). Introduction to research in education. 10th Edition. Australia: Cengage Learning
- Creswell, J. W., & Creswell, J. D. (2017). Research design: Quantitative, qualitative and mixed methods approaches. 5th Edition. USA: Sage Publishing.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). How to design and evaluate research in education. 10th Edition. New York: McGraw Hill, Inc.
- Marshall, J (2018) Contemporary debates in education studies. London: Routledge
- O'Donoghue, T (2017) Understanding contemporary education: Key themes and issues. London: Routledge.

PIX2008 Pendidikan dan Masyarakat (3 jam kredit)
PIX2008 Education and Society (3 credit hours)

Kursus ini dibentuk berdasarkan kerangka sosiologi pendidikan. Ia akan membincangkan isu dan perkembangan semasa pendidikan formal dan tidak formal dalam masyarakat serta menganalisis peranan dan impak pendidikan moden berdasarkan konsep dan teori sosiologi. Pelajar juga akan membangunkan, melaksanakan dan melaporkan program kerja lapangan sebagai projek sosiolisasi pendidikan dalam masyarakat.

This course is based on the framework of educational sociology. It will discuss the current issues and developments of formal and non -formal education in society, as well as analyse the role and impact of modern education based on sociological concepts and theories. Students also will develop, implement and report on field work programs as a socialization project of education in the community.

Kaedah Penilaian	**:**	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	***:***	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Brooks, R. (2019) Education and society. London: Red Globe Press
- Goleman, D. (2011) Social intelligence: The new science of human relationships, Manhattan: Random House
- Moon, J. A. (2004). A handbook of reflective and experiential learning: Theory and practice. London: Routledge-Falmer.
- O'Grady, C.R. (2012). Integrating service learning and multicultural education in colleges and universities. Lawrence Erlbaum
- Jukes, I. & Schaaf, R. L. (2019) A brief history of the future of education: Learning in the age of disruption, Thousand Oaks: Corwin Press
- Syukurman (2020), Sosiologi pendidikan: memahami pendidikan dari aspek multikulturalisme, Jakarta: Prenada Media

KURSUS TERAS PROGRAM
PROGRAMME CORE COURSES

SINOPSIS KURSUS / *COURSE SYNOPSIS*

PIC1001 Pengenalan kepada Pendidikan Khas (3 jam kredit)
PIC1001 Introduction to Special Education (3 credit hours)

Kursus ini bertujuan mendedahkan kepada pelajar mengenai pelbagai jenis kanak-kanak yang memerlukan pendidikan khas dan pelbagai perkhidmatan dan program pendidikan khas yang disediakan. Pelajar juga akan dibimbing untuk mengenal pasti isu dan cabaran yang dihadapi oleh ibu bapa, sekolah dan masyarakat dalam membesar dan mendidik kanak-kanak berkeperluan khas.

The course aims to introduce students to the various categories of children who require special education and the various services and programmes available to them. Students will also be guided to identify issues and challenges that are faced by parents, schools and society in the development and education of children with special needs.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Gargiulo, R. M., & Bouck, E. C. (2020). *Special education in contemporary society. An introduction to exceptionality (7th Ed.). USA: Sage Publications, Inc.*
- Hallahan, D. P., Kaufman, J. M., & Pullen, P. C. (2018). *Exceptional learners: An introduction to special education (14th Ed.). Boston, USA: Pearson.*
- Heward, W. L., Alber-Morgan, S. R., & Konrad, M. (2018). *Exceptional children: An introduction to special education (11th Ed.). USA: Pearson.*

PIC1003 Seni dan Kraf (3 jam kredit)
PIC1003 Art and Craft (3 credit hours)

Kursus ini bertujuan memberi pendedahan kepada pelajar mengenai prinsip asas pendidikan seni pra sekolah, aktiviti seni dan penilaian hasil seni kanak-kanak. Pelajar juga diberi latihan untuk menghasilkan karya melalui pelbagai jenis aktiviti seni seperti menggambar, mencorak, binaan dan kraf tradisional. Selain itu pelajar dapat pengetahuan mengenai peranan aktiviti seni dalam pembentukan peribadi artistik kanak-kanak melalui lukisan.

This course aims to provide exposure to students on basic principles of art for young children, activities and evaluation of children's art. Students are given training to produce art works through various activities such as picture-making, pattern making, construction and making of traditional crafts. Apart, students will also gain knowledge on the role of art activities in children's personal and artistic development through their art.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Coholic, Diana. (2010). *Arts activities for children and young people in need: Helping children to develop mindfulness, spiritual awareness and self-esteem. Jessica Kingsley Publishers, London.in Education. Ohio: McGraw Hill Education.*

- Matthews, John. (2013). *Drawing and painting: Children and visual representation. Paul Chapman, London.*
- DP Kids (2017) *How to Draw for Kids, Bylanna Publishing, Inc.*

PIC1005 Perkembangan Kanak-kanak (3 jam kredit)
PIC1005 Child Development (3 credit hours)

Kursus ini memberi pelajar asas pengetahuan mengenai perkembangan kanak-kanak. Topik perkembangan yang dibincangkan termasuk perkembangan bahasa, perkembangan kognitif dan psikososial. Teori, pola serta faktor yang mempengaruhi perkembangan akan dibincangkan.

This course gives the students basic knowledge on child development. Topics discussed include language development, cognitive development and psychosocial development. Theories, patterns and factors that influence development will also be discussed.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	:	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Santrock, J. (2020). *Child development: An introduction. (15th ed.). McGraw Hill.*
- Charlesworth, R. (2017). *Understanding child development. (10th ed.). Cengage.*
- Berk, L. E. (2019). *Exploring child development. Pearson*.

PIC1006 Aplikasi Komputer dalam Pengajaran (3 jam kredit)
PIC1006 Application of Computer in Instruction (3 credit hours)

Kursus ini memperkenalkan pelajar kepada penggunaan komputer dalam pengajaran pada semua peringkat pendidikan. Para pelajar turut didedahkan kepada perisian seperti MS Word, MS Publisher, MS Powerpoint dan Ms Excel. Selain daripada itu, mereka turut terlibat dalam penggunaan pembelajaran atas talian seperti pembinaan laman web dan blog. Sebahagian besar kursus melibatkan pelajar dengan penggunaan komputer secara “hands-on” dan praktikal

This course introduces students to computer applications in instruction. The basic concepts discussed here are computer application in education, exposure to software like MS Word, MS Publisher, Ms Powerpoint and Ms Excel. Students are exposed to direct involvement with online learning such as developing websites and blog. Predominantly, the course involves students in practical and hands-on computer application.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	:	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Arora Sumita (2019) *Computer Applications. Dhanpat Rai & Co.*
- Jasim Ahmad & Md. Shahid Ahmad. (2016). *Computer Application in Education, Neelkamal.*
- Fenrich, P (2014). *Practical Principles of Instructional Design, Media Selection, and Interface Design with a Focus on Computer-based Training / Educational Software. Informing Science: US.*
- Larson, M., & Lockee, B. B. (2013). *Streamlined ID: A Practical Guide to Instructional Design. Routledge: New York.Santrock, J. (2020). Child development: An introduction. (15th ed.). McGraw Hill.*

PIC1007 Mainan dan Perkembangan (3 jam kredit)
PIC1007 Play and Development (3 credit hours)

Melalui kursus ini pelajar akan dapat memahami peranan mainan dan memperoleh kebolehan menggunakan permainan sebagai satu kaedah pembelajaran untuk kanak-kanak. Kursus ini juga meneliti teori permainan, jenis permainan dan hubungannya dengan umur, pengelolaan aktiviti permainan bagi menggalakan perkembangan fizikal, intelek, bahasa, sosial, dan emosi kanak-kanak. Pelajar juga dikehendaki membina barang mainan berpandukan prinsip-prinsip yang telah diajar.

Through this course student will able to understand the role of play and to acquire ability in using play as a method of learning for young children. The course also observes play theory, types of play and their relationship to age, organization of various play activities to encourage children's physical, intellectual, language, social and emotional development. Students are required to construct playthings guided by the principles taught.

Kaedah Penilaian	**:**	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	***:***	*Continuous Assessment*	*–*	*70%*	*Examination*	*–*	*30%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Frost, J. L. Wortham, S. C., & Reifel, S. C. (2021). *Play and child development (4th ed.). Pearson.*
- Vanover, S.T (2020). *Building on Emergent Curriculum: The Power of Play for School Readiness. Gryphon House: US*
- VanHoorn, J., Nourot, P. M., Scales, B., & Alward, K. R. (2021). *Play at the center of the curriculum (6th ed.). Pearson.*

PIC1010 Muzik dan Pergerakan (3 jam kredit)
PIC1010 Music and Movement (3 credit hours)

Kursus ini bertujuan memberi pendedahan kepada pelajar tentang konsep-konsep asas muzik dan pergerakan. Perbincangan meliputi perkara yang berkaitan dengan pelbagai aktiviti muzik dan pergerakan. Pelajar dapat mengetahui teknik bermain kibod dan juga nyanyian asas. Pelajar juga didedahkan dengan perkembangan dan pemahaman tentang teori dan apresiasi muzik dan pergerakan serta nyanyian lagu kanak-kanak.

This course is aimed to expose students on the basic concepts in music and movement. Discussion includes matters related to various music and movement activities. Students can learn the techniques in playing keyboard and basic singing. Students are also exposed to the development and knowledge in theory and music appreciation and singing children's songs.

Kaedah Penilaian	**:**	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	*–*	*100%*	*Examination*	*–*	*-%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Konstanca Zalara, Urban Kordesa & Barbara Sicherl Kafola. (2020). *The Role of Children's Musical Instruments in Communication with Musical Language. Procedia - Social and Behavioral Sciences 197 (2015) 1326 – 1334*
- Winslow, R.W Dallin, S.B. (2001). *Music Skills for Classroom Teacher. New York: Mc Graw Hill.*
- Campbell, P.S., Scoot_kassener, C. (2006). *Music in Childhood from Preschool through Elementary Grades. New York: Schimer Books.*

PIC2001 Rekabentuk Pengajaran (3 jam kredit)
PIC2001 Instructional Design (3 credit hours)

Kursus ini membincangkan berkaitan konsep-konsep asas rekabentuk pengajaran. Pelajar akan mempelajari dan menggunakan proses rekabentuk pengajaran untuk menyelesaikan masalah. Di samping itu, pelajar juga akan didedahkan dengan beberapa model-model rekabentuk pengajaran. Pelajar akan menggunakan model rekabentuk pengajaran untuk merekabentuk, membina dan menilai projek pilihan sendiri.

This course introduces students to concepts and basic principles of instructional development. The process is an alternative to solve problems with regard to teaching and learning. The content comprises of needs analysis, task analysis, analysis of learners, prepare various strategies to solve problems and design instructional materials pertaining to respective areas

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	*:*	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- *Abbie H. Brown & Timothy D. Green. (2016). The Essentials of Instructional Design. Connecting Fundamental Principles with Process & Practices, 3Ed. Taylor & Francis, New York.*
- Roblyer, M.D. and Doering, A.H. (2018). *Integrating educational technology into teaching. USA: Pearson*
- Nickerson, R. S., & Zodhiates, P. P. (Eds.). (2013). *Technology in education: Looking toward 2020. Routledge.*

PIC2003 Matematik Awal Kanak-Kanak (3 jam kredit)
PIC2003 Early Childhood Mathematics (3 credit hours)

Dalam kursus ini, pelajar akan menganalisis kurikulum matematik awal kanak-kanak yang merangkumi pelbagai aspek matematik seperti konsep pra-angka, nombor, operasi campur dan tolak, pengukuran dan geometri serta falsafah dan psikologi pengajaran matematik awal kanak-kanak. Selain itu, pelajar akan dibimbing bagaimana memilih kaedah pengajaran dan pentaksiran yang sesuai untuk matematik awal kanak-kanak. Pelajar juga diberi peluang untuk merancang aktiviti menyelesaikan masalah matematik awal kanak-kanak yang sesuai.

In this course, students will analyse the curriculum for early childhood mathematics which consists of various aspects such as pre number concepts, numbers, addition and subtraction operations, measurements and geometry as well as the philosophy and psychology of teaching early childhood mathematics. Students will be guided on how to select appropriate teaching and assessment methods for early childhood mathematics. Students will also have the opportunity to plan suitable early childhood mathematics problem-solving activities.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	*:*	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Cameron, A. (2020). *Early Childhood Math Routines: Empowering Young Minds to Think. New Hampshire: Stenhouse Publishers.*
- *Parks, A.N. (2014). Exploring mathematics through play in the early childhood classroom (Early childhood education series). New York: Teachers College Press*
- Smith. S.S (2012). *Early childhood mathematics (5th edition). US: Pearson*

PIC2004 Sains Awal Kanak-Kanak (3 jam kredit)
PIC2004 Science for Young Children (3 credit hours)

Kursus ini memperkenalkan kepada pelajar rasional dan kepentingan mempelajari sains di kalangan kanak-kanak. Strategi berbeza bagaimana mengurus dan menjalankan aktiviti sains yang asas tetapi menarik akan dibincangkan. Kemahian proses dan manipulatif asas yang boleh dipupuk semasa umur muda akan dititikberatkan. Pelajar dikehendaki merancang an membuat demonstrasi aktiviti sains yang sesuai kepada kanak-kanak. Aktiviti luar bilik darjah yang boleh membantu kanak-kanak menghayati dan mempelajari sains akan dimasukkan.

This course introduces students to the rationale and importance of learning science among young children. Different strategies how to manage and implement simple but interesting science activities will be discussed. Basic process and manipulative skills which can be developed during the early years will be given emphasis. Students will be required to plan and demonstrate suitable science activities for children. Outdoor class activities that can help children appreciate and learn science will be included.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Althouse, R. (2019*). Investigating Science with Young Children. New York, NY: Teachera College Press.*
- Brunelle, L. (2016). *Big Science for Little People. Boulder, Colorado: Roost Books.*
- Campbell, C., Jobling, W. & Howitt, C. (2021). *Science in Early Childhood (4th.Ed.) Cambridge University Press.*
- Heroman, C. (2017). *Making and Tinkering with STEM: Solving Design Challenges with Young Children. National Association for the Education of Young Children (NAEYC).*
- Lange, A., Brenneman, K. & Mano, H. (2019). *Teaching STEM in Preschool Classroom. New York, NY: Teachers College Press.*

PIC2005 Intervensi Kanak-kanak dan Keluarga (3 jam kredit)
PIC2005 Children and Family Intervention (3 credit hours)

Kursus ini bertujuan membina pengetahuan dan kefahaman kepada pelajar pendidikan awal kanak-kanak mengenai falsafah intervensi, konsep dan dasar berkaitan dengan intervensi awal. di samping itu kursus ini bertujuan membina pengetahuan pelajar mengenai maklumat perkhidmatan intervensi untuk kanak-kanak berkeperluan khas dan keluarga mereka. kursus ini turut menekankan tentang pembinaan pengetahuan dan cara bekerja dengan kanak-kanak berkeperluan khas dan keluarga mereka. Pelajar juga diberikan pendedahan tentang isu dan tren dalam intervensi kanak-kanak dan keluarga.

The course aims to develop knowledge and understanding of early childhood learners concerning the philosophy of intervention, relevant concepts and policies for early intervention. In addition, the course aims to develop knowledge and understanding of students towards information on services concerning intervention for children with special needs and their families. The course also emphasises on the development of knowledge and ways of working with children with special needs and their families. Students are introduced to issues and trends in intervention involving children and their families.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	*:*	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Grant, K. B., & Ray, J. A. (2018). *Home, school, and community collaboration: Culturally responsive family engagement. 4th Edition. USA: SAGE Publications.*
- Hallahan, D. P., Kaufman, J. M., & Pullen, P. C. (2018). *Exceptional learners: An introduction to special education. 14th Edition. Boston, USA: Pearson*.
- Keilty, B., & Ryan, S. (2016). *The early intervention guidebook for families and professionals: Partnering for success. 2nd Edition. USA: Teachers College Press.*
- O'Brien, J. C., & Kuhanek, H. (2019). *Case-Smith's occupational therapy for children and adolescents. 8th Edition. USA: Mosby.*
- Sukkar, H., Dunst, C. J., & Kirkby, J. (2018). *Early childhood intervention working with families of young children with special needs. USA:Routledge.*

PIC2006 Prinsip Pengurusan Tingkah Laku Kanak-Kanak (3 jam kredit)
PIC2006 Principles of Children Behavior Management (3 credit hours)

Kursus ini bertujuan membincangkan prinsip pengurusan tingkah laku kanak-kanak yang berkesan melalui aplikasi teori-teori tingkah laku bagi membantu penyelesaian masalah tingkah laku negatif kanak-kanak menjadi tingkah laku positif dan propososial, selanjutnya membincangkan kajian-kajian terkini dalam dan luar negara bagi memahami lebih mendalam prinsip pengurusan tingkah laku kanak-kanak.

This course aims to discuss the principles of effective behavior management of children through the application of behavioral theories to help solve the problem of negative behavior of children into positive and propositional behavior, further discussing the latest studies in and outside the country to understand more in-depth principles of children behavior management.

Kaedah Penilaian	:	Penilaian Berterusan	–	40%	Peperiksaan	–	60%
Assessment Method	***:***	*Continuous Assessment*	*–*	*40%*	*Examination*	*–*	*60%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Rogers, B. & Mc Pherson. (2014). Behavior Management with Young Children: Crucial first steps with children 3-7 years, Second edition. UK: Sage Publication Ltd.
- Rogers, B. (2017). How to Manage Children Challenging Behavior, Second Edition. UK: Sage Publications, Ltd.
- Haliza Hamzah & Joy Nesamalar Samuel. (2018). Prinsip Pengurusan Bilik Darjah dan Tingkah Laku, Edisi Kedua. Oxford Fajar Malaysia..

PIC2008 Bacaan dan Kesusasteraan Awal Kanak-Kanak (3 jam kredit)
PIC2008 Reading and Literature for Early Childhood (3 credit hours)

Kursus ini bertujuan melengkapkan guru/pendidik awal kanak-kanak dengan latar belakang pengetahuan berkaitan kesusasteraan awal kanak-kanak dan perkembangannya. Genre sastera awal kanak-kanak yang dililputi termasuklah puisi dan drama, kesusasteraan tradisional, fantasi moden dan fiksyen realistik, biografi dan buku infomasi dan lain-lain. Penekanan kursus adalah kesediaan membaca bahan sastera awal kanak-kanak dan aktiviti-aktiviti yang berkaitan, kepelbagaian dalam pendekatan dan teknik pengajaran bahan kesusasteaan awal kanak-kanak termasuk sastera elektronik dan sastera siber, penyediaan bahan bacaan dan penilaian yang sesuai. Kursus ini juga mendorong guru/ pendidik untuk menganjurkan program mengapresiasi sastera awal
kanak-kanak.

This course aims to equip early childhood teachers / educators with a background of knowledge related to early childhood literature and its development. Early childhood literary genres covered include poetry and drama, traditional literature, modern fantasy and realistic fiction, biographies and information books etc. The emphasis of the course is the readiness of children's early literary materials and related activities,

diversity in approaches and techniques of teaching early children's literary materials including electronic literature and cyber literature, preparation of reading materials and appropriate assessment. This course also encourages teachers/ educators to organize a program to appreciate early childhood literature.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	*:*	*Continuous Assessment*	*–*	*100%*	*Examination*	*–*	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Gamble, N. (2019). *Exploring Children's Literature: Reading for Knowledge, Understanding and Pleasure. London: SAGE Publication Inc.*
- Grenby, M.O. & Immel, A. (eds.). (2016). *The Cambridge Companion to Children's Literature. Cambridge University Press.*
- Hahn, D. (2017). *The Oxford Companion to Children's Literature. Oxford University Press.*
- Hintz, C. & Tribunella, E. (2019). *Reading Children's Literature: A Critical Introduction. Peterborough: Broadview Press Ltd.*
- Martinez, M.G., Yokota, J., & Temple, C. (2017). *Thinking and Learning through Children's Literature. Lanham: Rowman & Littlefield.*

PIC2009 Kaedah Bacaan dan Matematik untuk Kanak-Kanak Kurang Upaya (3 jam kredit)
PIC2009 Reading and Mathematics Methods for Children with Disabilities (3 credit hours)

Kursus ini bertujuan untuk mendedahkan kepada pelajar tentang ciri dan isu yang berkait dengan bacaan dan pembelajaran matematik dalam kalangan kanak-kanak kurang upaya. Pelajar juga diberi pendedahan tentang cara penilaian yang boleh dilaksanakan bagi mengenal pasti kelemahan kanak-kanak dalam membaca dan mempelajari matematik. Kurikulum dan bahan pengajaran dan pembelajaran bacaan dan matematik yang sesuai bagi kanak-kanak kurang upaya akan dibincangkan. Selain daripada itu, implikasi pelbagai teori pembelajaran dalam pendidikan bacaan dan matematik khusus bagi kanak-kanak kurang upaya juga akan dibincangkan. Kursus ini turut menekankan aplikasi teknik pengajaran yang bersesuaian untuk mengajar kemahiran membaca dan
matematik kepada kanak-kanak kurang upaya.

This course is designed to enhance students' understanding on the characteristics and issues in relation to reading and mathematical learning among children with disabilities. Students will be introduced to modes of assessment for the identification of weaknesses of children in reading and mathematical learning. The curriculum and appropriate materials in supporting teaching and learning of reading and mathematics to children with disabilities will be discussed. In addition, the implication of learning theories in teaching reading and mathematics to children with disabilities will also be discussed. The course also emphasises on the application of appropriate techniques in teaching reading and mathematical skills for children with disabilities.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	*:*	*Continuous Assessment*	*–*	*70%*	*Examination*	*–*	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	*:*	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Allsopp, D., Lovin, L. H., Ingen, S. V. (2018). *Teaching mathematics meaningfully: solutions for reaching struggling learners (2nd Ed.). USA: Brookes Publishing.*
- Bird, R. (2018). *The dyscalculia toolkit: Supporting learning difficulties in maths (3rd Ed.). Los Angeles: SAGE Publications Ltd.*
- Chinn, S. (2016). *More trouble with maths: A complete guide to identifying and diagnosing mathematical difficulties (2nd Ed.). USA: Routledge.*
- DeVries, B., A. (2019). *Literacy assessment and intervention for classroom teachers (5th Ed.).*

- Erikson, K., & Koppenhaver, D. A. (2019). *Comprehensive literacy for all: Teaching students with significant disabilities to read and write. USA: Paul H. Brookes Publishing Co.*
- Tracey, D. H., & Morrow, L. M. (2017). *Lenses on reading: An introduction to theories and models (3rd Ed.). USA: The Guildford Press.*

PIC2011 Kesihatan, Nutrisi dan Keselamatan (3 jam kredit)
PIC2011 Health, Nutrition and Safety (3 credit hours)

Kursus ini memberikan gambaran mengenai kesihatan, nutrisi dan keselamatan kanak-kanak, serta masalah yang mungkin timbul akibat kecuaian kesihatan dan keselamatan mereka. Kandungan termasuk kesihatan dan kesejahteraan kanak-kanak, keperluan nutrisi mereka, persekitaran yang selamat dan sihat, dan pencegahan dan bertindak balas terhadap kecemasan. Kursus ini juga memberi peluang kepada pelajar untuk menggunakan teknik khusus untuk memberikan pertolongan cemas dalam pelbagai situasi.

This course provides an overview of the health, nutritional and safety needs of children, as well as problems that may arise out of negligence in their health and safety. Content includes health and wellness of children, their nutritional needs, safe and healthy environments, and preventing and responding to emergencies. The course also provides opportunities for students to use specific techniques for providing first aid in a variety of situations.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	:	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Garvis, S., & Pendergast, D. (2017). Health and wellbeing in childhood. Cambridge University Press.
- Marotz, L. R. (2018). Health, safety, and nutrition for the young child. Nelson Education.
- Sorte, J., Daeschel, I., Amador, C., & Au. L. (2020). Nutrition, Health and Safety for Young Children: Promoting Wellness. Pearson.
- Zainun Ishak. (2013). Asas kesihatan, keselamatan dan pemakanan kanak-kanak. Zit Publishing.

PIC2012 Perkongsian Pintar Keluarga, Prasekolah dan Komuniti (3 jam kredit)
PIC2012 Family, Preschool and Community Smart Partnerships (3 credit hours)

Perkongsian Pintar Keluarga, Prasekolah/Tadika dan komuniti adalah sangat penting untuk meningkatkan prestasi perkembangan anak-anak. Ibu bapa, Prasekolah dan Komuniti perlu libatkan dalam mempromosikan pembelajaran, perkembangan dan prestasi pencapaian anak-anak di prasekolah. Selain itu, ibu bapa akan lebih memahami pembelajaran anak-anak secara tidak langsung dapat membantu pengajaran asas dan membimbing anak-anak belajar di rumah. Pada masa yang sama, ibu bapa dan guru dapat membina perkongsian dengan komuniti dan membentuk sumber komuniti.

Smart Partnerships of Families, Preschools / Kindergartens and communities are very important to improve children's developmental performance. Parents, Preschools and Communities need to be involved in promoting the learning, development and achievement of their children in preschool. In addition, parents will better understand children's learning can indirectly help basic teaching and guide children to learn at home. At the same time, parents and teachers are able to build partnerships with the community and form community resources.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	:	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					

Medium of Instruction **:** *Malay, English*

Rujukan Terpilih / *Selected References:*

- Rouse, E. (2020). *Partnerships in the early years. Oxford University Press Australia.*
- Scully, P. A., Stites, M. L., Roberts-King, H., & Barbour, C. (2019). *Families, schools, and communities (7th ed.). Pearson.*
- Wilson, L. (2019). *Partnerships: Families and communities in early childhood (6th ed.). Top Hat eText.*

PIC2014 Kemahiran Pemerhatian dan Penilaian (3 jam kredit)
PIC2014 Observational and Evaluation Skills (3 credit hours)

Kursus ini bertujuan membolehkan pelajar memperolehi kemahiran untuk memerhati dan menilai perkembangan kanak-kanak. Kemahiran pemerhatian yang perlu pelajar perolehi ialah anekdot, rekod berpanjangan (running record), senarai semak, percontohan peristiwa dan gundal (tally). Selain mempelajari cara-cara pemerhatian tersebut serta kebaikan dan had cara-cara ini, pelajar perlu menggunakan cara-cara ini untuk memperhatikan dan menilai perkembangan kanak-kanak. Untuk mencapai tujuan ini, pelajar diminta mendemosntrasikan kemahirannya dengan menjalankan kajian kes melalui rakaman video dan pemerhatian di taska.

This course aims to enable students to acquire the skills to observe and evaluate children's development. Observation skills that students need to acquire are anecdotes, running records, checklists, sampling events and tally. In addition to learning about these methods of observation as well as the benefits and limitations of these methods, students need to use these methods to observe and evaluate children's development. To achieve this goal, students are asked to demonstrate their skills by conducting case studies through video recordings and observations in kindergarten.

Kaedah Penilaian	**:**	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	**:**	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	**:**	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Nilsen, B. A. (2017). *Week by week: Plans for documenting children's development (7th ed.). Cengage.*
- Wortham, S. C., & Hardin, B. J. (2020). *Assessment in early childhood education (8th ed.). Pearson.*
- Martin, S. (2019). *Take a look: Observation and portfolio assessment in early childhood (7th ed.). Pearson.*

PIC3001 Kaedah Penyelidikan dalam Pendidikan Awal Kanak-Kanak (3 jam kredit)
PIC3001 Research Methods in Early Childhood Education (3 credit hours)

Kursus ini dijangka dapat melengkapi pelajar-pelajar dengan asas-asas proses penyelidikan dan faktor-faktor yang mempengaruhi penyelidikan. Antara aspek-aspek yang dibincangkan ialah jenis-jenis penyelidikan, proses penyelidikan, faktor-faktor yang menjejaskan kesahan dan kebolehpercayaan penyelidikan, etika penyelidikan, rekabentuk-rekabentuk kajian, kesahan dan kebolehpercayaan penyelidikan, skala pengukuran, pembentukan item soal-selidik dan proses pengumpulan data.

This course is expected to equip students with the foundations of the research process and factors influencing research. Among the aspects discussed are the types of research, research process, factors influencing the validity and reliability of research, the ethics of research, types of research design, validity and reliability of research, measurement scales, designing questionnaire items and the data collection process.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Nutbrown C (2018) *Early Childhood Research, SAGE Publication*
- Bolshaw P. & Josephidou, J (2019). *Introducing Research in Early Childhood. SAGE Publications Ltd. US*
- Arnott, L & Wall, K (2021) *Research through Play: Participatory Methods in Early Childhood. Sage. London*

PIC3002 Perancangan Program dan Strategi Pengajaran I (3 jam kredit)
PIC3002 Program Planning and Teaching Strategy I (3 credit hours)

Kursus ini memberi pengetahuan asas kepada pelajar mengenai perkembangan kanak-kanak. Teori, corak dan faktor yang mempengaruhi aktiviti yang dipilih untuk bayi dan kanak-kanak (0-3 tahun) akan dibincangkan. Aktiviti langsung merangkumi topik dalam merancang, melaksana dan menilai aktiviti yang berkaitan dengan perkembangan kanak-kanak.

This course gives the students basic knowledge on child development. Theories, patterns and factors that influence the chosen activity on infant and toddlers (0-3 years of age) will be discussed. Hands-on activities will include topic in planning, implementing and evaluation upon the activities pertaining to specific children development.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	:	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Ledford, J., Lane, J. D., & Barton, E. E. (2019). *Methods for teaching in early education. Routledge.*
- Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2017). *Programming and planning in early childhood settings (7th ed.). Cengage.*
- National Association for the Education of Young Children (NAEYC). (2021). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (4th ed.) (S. Friedman, B. Wright, M. L. Masterson, B. Willer, & S. Bredekamp, Eds.). NAEYC.*

PIC3003 Pentaksiran Pembelajaran dalam Pendidikan (3 jam kredit)
PIC3003 Assessment of Learning in Education (3 credit hours)

Tujuan utama kursus ini adalah memberi pengetahuan mengenai prinsip adas dan teori pentaksiran pembelajaran serta menganalisis pelbagai kaedah pentaksiran pembelajaran dalam pendidikan awal kanak-kanak. Selanjutnya pelajar juga diberi peluang mendemostrasikan kemahirannya dalam mentaksir pembelajaran kanak-kanak melalui kajian kes yangmana kemahiran ini penting selepas mereka bergraduan menjadi seorang guru dalam bidang pendidikan awal kanak-kanak.

The main purpose of this course is to provide knowledge on the principles of fennel and theory of learning assessment as well as to analyze various methods of assessment of learning in early childhood education. Furthermore, students are also given the opportunity to demonstrate their skills in assessing children's learning through case studies where these skills are important after they graduate to become a teacher in the field of early childhood education.

Kaedah Penilaian	:	Penilaian Berterusan	– 60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	– *60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris				
Medium of Instruction	:	*Malay, English*				

Rujukan Terpilih / *Selected References:*

- Escamillia, I, Kroll, L., Meeir, D. & White, A (2021) *Learning Stories and Teacher Inquiry Group: Re-Imagine Teaching and Assessment in Early Childhood Education*
- Snow, Catherine E. (2014). *Early childhood assessment: Why, what and how. National Academic Press, Washington.*
- Garro, A. (2016). *Early Childhood Assesement in School and Clinical Child Psychology. Springer New York.*

PIC3005 Statistik Untuk Pendidikan Awal Kanak-Kanak (3 jam kredit)
PIC3005 Statistics for Early Childhood Education (3 credit hours)

Kursus ini menyediakan pelajar dengan peralatan asas untuk menilai data dari kajian dalam bidang sains tingkah laku, terutamanya pendidikan awal kanak-kanak. Pelajar akan mendapat pendedahan tentang explorasi data, varians dan kepelbagaian, ujian penting, korelasi dan regresi linear mudah, analisis varians, dan topik-topik lain yang berkaitan. Matlamatnya adalah untuk mempelajari penaakulan statistik untuk membuat keputusan.

This course provides students with basic tools for evaluating data from studies in the behavioural sciences, particularly early childhood education. Students will gain exposure to data exploration, variance and diversity, essential tests, simple linear correlation and regression, analysis of variance, and other related topics. The aim is to learn statistical reasoning to make decisions.

Kaedah Penilaian	:	Penilaian Berterusan	– 70%	Peperiksaan	–	30%
Assessment Method	:	*Continuous Assessment*	– *70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris				
Medium of Instruction	:	*Malay, English*				

Rujukan Terpilih / *Selected References:*

- Russo R. (2020). *Statistics for Behavioural Sciences. Taylor and Francis*
- Gregory, JP (2017). *Statistic for the behavioral sciences: Thousands Oaks CA: Saga*
- Forzano, L. Frederic G. & Wallnau Larry (2017). *Cengage Learning, Inc*.

PIC3006 Latihan Mengajar (Taska) (5 jam kredit)
PIC3006 Teaching Practice (Nursery) (5 credit hours)

Kursus ini memberi peluang kepada pelajar untuk menggunakan kemahiran dan pengetahuan dalam memberi pengajaran, aktiviti rutin di taska kepada kanak-kanak di bawah umur 3 tahun. Pelajar juga dikehendaki memberi fokus kepada perkembangan kurikulum yang digunakan di taska. Di taska juga pelajar akan didedahkan kepada perancangan perkembangan kanak-kanak untuk perancangan dan penilaian terhadap perkembangan kanak-kanak secara berkesan.

The course offers opportunities for students to use skills and knowledge in providing teaching and routine activities in the nursery for children less than 3 years old. Students are also required to focus on curriculum development in the nursery. In the nursery also, students will be exposed to planning children's development to enable effective planning and assessment for the development of children.

Kaedah Penilaian	:	Penilaian Berterusan	– 100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	– *100%*	*Examination*	–	*-%*

Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Friedman, S. Wright, B, L, Masterson, M, L, Willer, B. & Bredekamp, S (2021). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Fourth Edition. The National Association for the Education of Young Children Publisher. US*
- Escamilla, I.M., Kroll, R.L, Meier, D.R & White Annie, (2021) *Learning Stories and Teacher Inquiry Groups: Re-imagining Teaching and Assessment in Early Childhood Education. The National Association for the Education of Young Children Publisher. US*
- Bredekamp, S. (2019). *Effective Practices in Early Childhood Education: Building Foundation 4th Edition. Pearson. US.*

PIC3007 Pendidikan Inklusif (3 jam kredit)
PIC3007 Inclusive Education (3 credit hours)

Kursus ini bertujuan membina pengetahuan pelajar mengenai falsafah pendidikan inkliusif. Pelajar akan diberi ilmu pengetahuan mengenai pelaksanaan program inklusif dan faktor kritikal untuk menjayakan pendidikan inklusif. Di samping itu, dasar dan isu berkaitan persekitaran inklusif dan pendidikan inklusif akan dikaji dan dianalisis.

This course aims at exposing students to the knowledge in regard to the philosophies of inclusive education. Students will be exposed to the implementation of inclusive education and critical factors contributing to the success of inclusive education. In addition, the policies and issues related to the environment of inclusive education will be discussed and analysed.

Kaedah Penilaian	**:**	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	***:***	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Graham, L. (2019). *Inclusive education for the 21st century: Theory, policy and practice.*
- Kritikos, E., McLoughlin, J., & Lewis, R. (2017). *Assessing students with special needs. 8th Edition. USA: Pearson Education*.
- Mastropieri, M., & Scruggs, T. (2018). *The inclusive classroom: Strategies for effective differentiated instruction. USA: Pearson Education.*
- Sobel, D., & Alston, S. (2021). *The inclusive classroom. USA: Bloomsbury Publishing*.

PIC3008 Teknologi Audio Digital dalam Pendidikan Awal Kanak-kanak (3 jam kredit)
PIC3008 Digital Audio Technology in Early Childhood Education (3 credit hours)

Kursus ini bertujuan memberi pengalaman kepada pelajar secara praktikal dalam menghasilkan media audio digital berasaskan kepada gabungan teori dan kemahiran teknikal. Menerusi kemahiran yang diperolehi dalam kursus ini, media audio yang dihasilkan melalui rakaman suara, suara latar, muzik, dan kesan khas audio, dapat disepadukan untuk membantu proses penyampaian persembahan agar ia lebih mantap dan berkesan di samping menimbulkan suasana yang lebih menarik terhadap tumpuan sesebuah bahan pengajaran yang digunakan.

This course aims to provide students with practical experience in producing digital audio media based on a combination of theory and technical skills. With the skills acquired in this course, the audio produced by a voice recording, voice, music, and special effects audio, can be integrated to help the process of delivering presentations so they are more robust and effective as well as create an atmosphere that is more attractive to the concentration of a substance teaching used

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan –	30%
Assessment Method	:	*Continuous Assessment*	–	*70%*	*Examination* –	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris				
Medium of Instruction	:	*Malay, English*				

Rujukan Terpilih / *Selected References:*

- Wadell, G. (2013) *Complete Audio Mastering: Practical Techniques, MacgrawHill Education US*
- Huber, D. M. & Ruestien, E,R. (2013) *Mordern Recording Techniques, Focal Press: UK*

PIC4002 Kepimpinan dan Pengurusan Awal Kanak-kanak (3 jam kredit)
PIC4002 Leadership and Early Childhood Management (3 credit hours)

Kursus ini bertujuan untuk mendedahkan pelajar mengenai konsep asas kepimpinan cemerlang dan kemahiran untuk mengurus sumber manusia dan keperluan organisasi asal kanak-kanak dengan berkesan. Antara tajuk yang dibincangkan ialah pengenalan kepada kepimpinan yang dinamik serta peranan utama seorang pemimpin di organisasi awal kanak-kanak. Turut dibincangkan ialah aspek-aspek pengurusan yang diperlukan di dalam organisasi awal kanak-kanak (pengurusan pejabat), pengurusan staf, pengurusan kewangan, pengurusan infrastruktur. Tajuk terakhir yang akan dibincangkan ialah kawalan mutu keseluruhan yang merangkumi aspek sumber manusia dan keperluan organisasi.

This course is designed to explore student with the basic excellence knowledge of leadership and skill to manage human resource and organizational needs effectively. Among discussed topics are introduction to dynamical leadership and the main role for a leader in an early childhood organization. Also, a few aspects that needed in managing early childhood organization such as office management, staff management, financial management and facilities management. The final discussed topic is quality control management that included human resource and organizational needs.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan –	30%
Assessment Method	:	*Continuous Assessment*	–	*70%*	*Examination* –	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris				
Medium of Instruction	:	*Malay, English*				

Rujukan Terpilih / *Selected References:*

- Kaufman B.E (2019). *Managing The Human Factor. Cornell University Press*
- Northouse P.G (2018). *Leadership: Theory and Practice. Sage Publishing*

PIC4004 Perancangan Program dan Strategi Pengajaran II (3 jam kredit)
PIC4004 Teaching Strategy and Programme Planning II (3 credit hours)

Kursus ini bertujuan memberi peluang kepada pelajar untuk mengaplikasikan pengetahuan pedagogi dan kaedah penilaian tekini untuk digunapakai dalam meningkatkan proses p & p yang berkesan. Fokus adalah lebih terhadap kanak-kanak berusia 4 – 6 tahun. Panduan untuk perancangan aktiviti bagi memenuhi keperluan individu dan kumpulan telah diberikan dalam PPEK3104. Latihan dan perbincangan merangkumi perancangan, pelaksanaan dan penilaian aktiviti untuk memudahkan perkembangan dan pembelajaran kanak-kanak dalam semua aspek. Penggunaan sumber, pengurusan masa, persekitaran fizikal dan kerjasama dengan ibubapa akan dibincangkan

This course provides opportunities for students to apply pedagogical knowledge and current assessment approaches to enhance effective teaching and learning processes. The focus is on children aged 4 to 6 years old. Guidelines for the planning of activities to satisfy individual and group needs have been provided in course.. Training and discussions will cover planning, implementation and assessment activities to children's development and learning in various aspects. The use of resources, time management, physical environment and collaboration with parents will be discussed.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	***:***	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Terebush, C. (2017). *Teach The Whole Preschooler: Strategies for Nurturing Developing Minds: New York: W.W Norton & Company*
- Kagan, S. L. & Gomez, R.E. Eds. (2018) *Early Childhood Systems That Lead by Example: A Comparative Focus on Internasional Early Childhood Education: New York: Teachers College Press.*
- McLanchlan, C., Fleer, F. & Edwards, E. (2018) *Early Childhood Curriculum: Panning, Assessment and Implementation. Cambridge University Press*

PIC4005 Amalan Asuhan Kanak-Kanak di Malaysia (3 jam kredit)
PIC4005 Child-rearing Practices in Malaysia (3 credit hours)

Kursus ini bertujuan memberi pendedahan kepada pendidik program awal kanak-kanak tentang hubungan dan pengaruh sosio budaya terhadap amalan pendidikan di peringkat awal kanak-kanak. Di antara aspek yang disentuh ialah teori pendidikan keibubapaan, bentuk keluarga dan cara gaya keibubapaan, asuhan kanak-kanak, anak-anak keperluan khas, kesihatan mental anak-anak, penderaan anak-anak dan hubungan guru dengan ibu bapda. Isu-isu semasa dalam amalan asuhan kanak-kanak di Malaysia juga turut dibincangkan.

This course aims to provide exposure to educators of early childhood programs on the relationship and socio-cultural influence on educational practices in early childhood. Among the aspects touched on are the theory of parenting education, family form and parenting style, childcare, children with special needs, children's mental health, child abuse and teacher-parent relationship. Current issues in childcare practices in Malaysia are also discussed.

Kaedah Penilaian	:	Penilaian Berterusan	–	70%	Peperiksaan	–	30%
Assessment Method	***:***	*Continuous Assessment*	–	*70%*	*Examination*	–	*30%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Akta Taman Asuhan Kanak-kanak (2017), *Law Book Services. Kuala Lumpur*.
- Yasbiati & Gilar Gandana (2018). *Preview Buku Ajar Pendidikan Prasekolah. Depdikbud Publication. Jakarta.*
- Norzila Zakaria & Mohd Noor Mamat (2019) *Kompilasi Komunikasi Dengan Kanak-kanak. Universiti Teknologi MARA. Shah Alam.*
- Zahir Zainuddin (2018). *Transformasi Sosial Malaysia. Institut Social Malaysia. Kuala Lumpur.*

PIC4006 Latihan Mengajar (Tadika) (5 jam kredit)
PIC4006 Teaching Practice (Kindergarten) (5 credit hours)

Kursus ini memberi peluang kepada pelajar untuk menggunakan kemahiran dan pengetahuan dalam memberi pengajaran, aktiviti rutin di tadika kepada kanak-kanak antara 4-6 tahun. Pelajar juga dikehendaki memberi fokus kepada perkembangan kurikulum yang digunakan di tadika. Di tadika juga pelajar akan didedahkan kepada perancangan perkembangan kanak-kanak untuk perancangan dan penilaian terhadap perkembangan kanak-kanak secara berkesan.

This course gives opportunities for students to apply skills and knowledge to teaching and routine activities in the kindergarten for children aged 4 to 6. Students should focus on the development of curriculum used in the kindergarten. In the kindergarten, students will be exposed to curriculum planning for children to ensure that the planning assessment of children's development is conducted effectively.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	-%
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Friedman, S. Wright, B, L, Masterson, M, L, Willer, B. & Bredekamp, S (2021). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Fourth Edition. The National Association for the Education of Young Children Publisher. US*
- Escamilla, I.M., Kroll, R.L, Meier, D.R & White Annie, (2021) *Learning Stories and Teacher Inquiry Groups: Re-imagining Teaching and Assessment in Early Childhood Education. The National Association for the Education of Young Children Publisher. US*
- Bredekamp, S. (2019). *Effective Practices in Early Childhood Education: Building a Foundation 4th Edition. Pearson. US*

PIC4009 Polisi dan Literasi Perundangan dalam Pendidikan Awal Kanak-Kanak (3 jam kredit)
PIC4009 Policy and Legal Literacy in Early Childhood Education (3 credit hours)

Kursus ini memperkenalkan kepada pelajar rasional dan kepentingan Polisi dan Literasi Perundangan Dalam Pendidikan Awal Kanak-kanak. Polisi dan perundangan yang berbeza bagaimana menubuh, mengurus dan menjalankan TASKA, TADIKA dan Prasekolah yang mengendalikan perhidmatan pendidikan kepadak anak-kanak. Literasi perundangan adalah asas pemahaman yang perlu dikuasai oleh pelajar pendidikan awal kanak-kanak khususnya Dasar Asuhan dan Didikan Kanak-kanak 2008, Akta Kanak-kanak 2001 (Pindaan 2016). Akta Taman Asuhan Kanak-kanak Komuniti 2007 serta Akta Jenayah Seksual kanak-kanak 2017. Pelajar dikehendaki memganalisis dan mengakaji kesesuaian dan keperluan pelaksanaannya kepada kanak-kanak.

This course introduces students to the rationale and importance of Policy and Legal Literacy in Early Childhood Education. Different policies and legislation on how to set up, manage and operate the Nursery, Kindergarten and Preschool that operate child education services. Legal literacy is the basis of understanding that needs to be mastered by students of early childhood education especially the Childcare and Education Policy 2008, Children Act 2001 (Amendment 2016). Community Child Care Park Act 2007 as well as the Child Sexual Offenses Act 2017. Students are required to analyze and study the suitability and implementation requirements to children.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	-%
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Akta Pendidikan 1996 (Akta 550), *Peraturan-peraturan & Kaedah-Kaedah Terpilih Internasional Law Book Services*
- Garvis, S. & Philipson (2019). *Policification of Early Childghood Education and Care: Early Childhood, in the 21st Centry, New York: Routledge*
- List, J.A., Suskind, D. & Supplee, L.H. (2021) *The Scale-Up Effect in Early Childhood and Public Policy. Taylor & Francis. New York.*

PIC4010 Orientasi Industri untuk Pendidikan Khas (3 jam kredit)
PIC4010 Industrial Orientation for Special Education (3 credit hours)

Kursus ini bertujuan membina kemahiran mengaplikasi pengetahuan tentang pendidikan khas dalam seting sebenar. Di samping itu ia membolehkan pelajar membina kemahiran merancang dan melaksanakan pengajaran berdasarkan Rancangan Pendidikan Individu (RPI) serta penilaian terhadap kanak-kanak berkeperluan khas. Pelajar akan memperoleh kemahiran berinteraksi dengan
kanak-kanak berkeperluan khas, guru dan pentadbir program pendidikan khas di mana pelajar ditempatkan. Kursus ini juga membolehkan pelajar mempelajari kemahiran membuat laporan dan pemerhatian terhadap kanak-kanak dalam program pendidikan khas.
This course aims at helping students to develop the skills of applying knowledge of special education in the real setting. In addition, it helps students to develop the skills of planning, and implementing instruction based on Individualised Education Plan (IEP) as well as conducting evaluation towards children with special needs. Students will acquire the skills on interaction with special needs children, their teachers and programme manager at the special education centers where the children are placed. This course enables students to learn the skills of generating report and conducting observation towards children in special needs programme.

Kaedah Penilaian	**:**	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	*–*	*100%*	*Examination*	*–*	*-%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Attorney, L. M. S. (2020). *Complete IEP guide: How to advocate for your special education child (10th Ed.). Berkeley: NOLO.*
- Caballa, G. R. (2016). *Authentic assessment of the child with special needs. USA: Rex Book Store, Incorporated.*
- Fitzell, S. G. (2018). *Best practices in co-teaching & collaboration: The HOW of co-teaching - Implementing the models (3rd Ed.). USA: Cogent Catalyst Publications.*
- Hodkinson, A. (2019). *Key issues in special educational needs, disability and inclusion. Los Angeles: Sage Publications Ltd.*
- Munday, J. B. (2016). *Teaching a child with special needs at home and at school. USA: WestBow Press.*
- Special Education Internship Handbook. (2017). *Published by National University, an affiliate of the National University System.*

PIC4011 Projek Penyelidikan Pendidikan Awal Kanak-Kanak (6 jam kredit)
PIC4011 Early Childhood Education Research Project (6 credit hours)

Dalam kursus ini pelajar akan dibimbing untuk menguasai kaedah menjalankan kajian secara ilmiah. Mereka akan memilih satu tajuk penyelidikan yang bersesuaian untuk dilaksanakan dalam tempoh satu semester. Pada akhir kursus ini mereka akan menghasilkan sebuah laporan penyelidikan yang telah dijalankan untuk tujuan penilaian kursus.

In this course students will be guided in acquiring skills required for undertaking academic research studies. They will choose a research topic and the study will be completed within one semester. At the end of the course, they will produce a research report to be evaluated as the course assessment.

Kaedah Penilaian	**:**	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Nutbrown C (2018) *Early Childhood Research, SAGE Publication*
- Bolshaw P. & Josephidou, J (2019). *Introducing Research in Early Childhood. SAGE Publications Ltd. US*
- Arnott, L & Wall, K (2021) *Research through Play: Participatory Methods in Early Childhood. Sage. London*

KURSUS ELEKTIF PROGRAM
PROGRAMME ELECTIVE COURSES

SINOPSIS KURSUS / *COURSE SYNOPSIS*

PIC1009 Kanak-Kanak Pintar Cerdas dan Berbakat (3 jam kredit)
PIC1009 Gifted and Talented Children (3 credit hours)

Kursus ini bertujuan memberi pengetahuan dan kefahaman kepada pelajar pendidikan awal kanak - kanak tentang kanak-kanak pintar cerdas dan berbakat. Antara topik yang akan dibincangkan adalah seperti berikut: ciri dan kaedah mengenal pasti kanak-kanak pintar cerdas dan berbakat; faktor-faktor yang mempengaruhi kanak-kanak pintar cerdas dan berbakat; masalah yang dihadapi oleh kanak-kanak pintar cerdas dan berbakat; peranan ibu bapa, guru, rakan sebaya dan persekitaran dalam menolong anak-anak pintar cerdas dan berbakat mencapai potensi mereka.

The aims at providing knowledge and understanding of early childhood education students concerning gifted and talented children. Among the topics that will be discussed are: characteristics and approaches to identify gifted and talented children; factors that influence gifted and talented children; problems encountered by gifted and talented children; the role of parents, teachers, peers and the environment in enabling gifted and talented children to realize their potential

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Belle Wallace, Dorothy A. Sisk & John Senior (2018). *Gifted and Talented Education. SAGE Publications Ltd*
- Gary A. D, Silvia B.R, Del Siegle. (2018). *Education of the Gifted and Talented, Sixth edition. Pearson Education Limited.*
- Nicholas Colangelo. (2012). *Handbook of Gifted Education (3rd edition) Amazon.com*
- Steven I. Pfeiffer. (2018). *APA Handbook of Giftedness and Talent. American Psychological Association (APA) Handbook.*
- Susan Winebrenner M.S, Dina Brulles Phd. (2012). *Teaching Gifted Kids in Today's Classroom Strategies and Techniques Every Teacher Can Use. Free Spirit Publishing*.

PIC1011 Teknologi dan Inovasi Digital dalam Pengajaran (3 jam kredit)
PIC1011 Digital Technology and Innovation in Teaching (3 credit hours)

Kursus ini membincangkan evolusi teknologi pengajaran, konsep dan prinsip-prinsip asas dalam bidang teknologi pengajaran. Di samping itu, kursus ini turut memberi fokus kepada isu-isu terkini yang mempengaruhi teknologi pengajaran hingga kini.

This course discusses the evolution of instructional technology, concepts and basic principles in instructional technology field. Besides, the course also focuses on the trends and issues affecting instructional technology till present.

Kaedah Penilaian	:	Penilaian Berterusan	–	60%	Peperiksaan	–	40%
Assessment Method	:	*Continuous Assessment*	–	*60%*	*Examination*	–	*40%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Abdul Jasheer Jayaseelan et.al., (2019). Teknologi dalam Pengajaran dan Pembelajaran, Siri Pendidikan Guru Edisi Kedua, Orford Fajar.
- Ahmad Suryadi (2020) Teknologi dan Media Pembelajaran, CV Jejak: Jejak Publisher
- Bean, C. (2014). The Accidental Instructional Designer: Learning Design for the Digital Age. ASTD.

PIC1012 Pengajaran Seni Bahasa (3 jam kredit)
PIC1012 Language Arts Teaching (3 credit hours)

Kursus ini memperkenalkan pelajar teori-teori dan prinsip-prinsip pengajaran bahasa dalam Pendidikan Awal Kanak-Kanak. Para pelajar akan mendapat pengetahuan mengenai pelbagai aktiviti yang digunakan dalam pengajaran empat kemahiran bahasa. Di samping itu, kursus ini juga membincangkan isu-isu pedagogi berkaitan dengan pengajaran, perancangan dan pelaksanaan program literasi untuk pendidikan awal kanak-kanak

This course will provide students with the basic principles of teaching language lin the Early Childhood Education. Students will develop knowledge of the range of activities used for teaching the four language skills for ECE. Besides, this course will discuss pedagogical issues related to the teaching of the four skills in the ECE programs and on how to plan and implement literacy programmes in the ECE.

Kaedah Penilaian	:	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	:	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	:	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	:	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Dobler E., Johnson, D., & DeVere Wolsey, T. (2021). *Teaching the Language Arts: Forward Thinking in Today's Classrooms. Taylor & Francis Inc.*
- Langley, J. & Militzer-Kopperl, J. (2019). *The Roadmap to Literacy: A Guide to Teaching Language Arts in Waldorf Schools Grades 1 through 3. Mill City Press, Inc.*
- Jeanne Machado. (2015). *Early Childhood Experiences in Language Arts: Early Literacy. Belmont, CA.*
- Tompkins, G. (2018). *Language Arts: Patterns of Practice. Pearson. Santrock, J. (2020). Child development: An introduction. (15th ed.). McGraw Hill*

PIC2013 Amalan Asuhan Kanak-Kanak Islam (3 jam kredit)
PIC2013 Islamic Child Rearing Practices (3 credit hours)

Pemahaman asas tentang perkembangan individu, terutama seperti yang dialami sendiri pada masa kanak-kanak, adalah asas untuk mempraktik asuhan yang berkesan. Kursus ini dirancang untuk memperkenalkan pelajar kepada dimensi tasawwur dan konsep Islam yang luas mengenai asuhan kanak-kanak. Ia akan memberi tumpuan kepada pemahaman ibu bapa dan pendidik sebagai penjaga dan pengasuh serta memenuhi keperluan anak-anak di pelbagai peringkat. Berdasarkan perspektif Islam, ia akan mengkaji tentang perkembangan kanak-kanak, anak dalam sistem keluarga, perubahan peranan dan tanggungjawab ibu bapa; amalan membesarkan anak, termasuklah pengasuhan rohani kanak-kanak; perlindungan untuk kanak-kanak; situasi keibubapaan yang pelbagai; dan membuat keputusan mengenai penjagaan anak. Matlamat utama kursus ini adalah untuk memperolehi pemahaman asas serta pengetahuan dan kemudian menggabungkannya ke dalam kompetensi pendidikan awal kanak-kanak. Sebagai pelengkap kepada pembelajaran di dalam kelas, pelajar dikehendaki terlibat dengan komuniti secara bermakna dengan mengatur acara dan/atau melakukan kajian lapangan berkaitan ruang lingkup kursus dan menyediakan refleksi/laporan bertulis tentang pengalaman mereka.

A basic understanding of personal development, especially as experienced in childhood, is foundational for effective rearing practice. This course is designed to introduce students to a broad dimension of Islamic worldview and concept of child rearing. It will focus on comprehension of the parents and educators as discipling caregiver and meeting children's need at various stage. From the Islamic perspective, it will examine child development, children in the family system, the changing roles and responsibilities of parents; child-rearing practices, including spiritual nurture of children; protection for children; diverse parenting situations; and decision-making about caregiving. The primary aim of this course is acquiring basic understanding and comprehension, and then integrating these bases into early childhood education competency. As a classroom-based learning complement, students are required to organise a meaningful community engagement by organising an event and/or conducting a field study within the scope covered in the course and complete written reflection/report on their experience.

Kaedah Penilaian	**:**	Penilaian Berterusan	–	100%	Peperiksaan	–	-%
Assessment Method	***:***	*Continuous Assessment*	–	*100%*	*Examination*	–	*-%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English*					

Rujukan Terpilih / *Selected References:*

- Ahmed, A. A. (2021). *Educating Children: Classical Advice for Modern Times, Translation and Commentary, www.kitaba.org; Islamic Texts for the Blind*
- Alshugairi, N. and Ezzeldine, M. L. (2017). *Positive Parenting in the Muslim Home. Irvine; Izza Publishing*
- Tarazi, N. and Shwan, F. (2020). *Practical Parenting for Muslims. Ohio: Tarazi Books*
- El-Moslimany, A. (2018). *Teaching Children: A Moral, Spiritual, and Holistic Approach to Educational Development. London: International Institute of Islamic Thought*
- Azizah Hefni (2018). Tuntunan Mendidik Anak Secara Islami. Jakarta; Qultum Media

LATIHAN MENGAJAR
TEACHING PRACTICE

1. LATIHAN MENGAJAR *TEACHING PRACTICE*

Latihan Mengajar merupakan komponen praktikal dalam pendidikan profesional keguruan yang djalankan bagi tempoh yang ditetapkan. Pelajar dikehendaki menjalani Latihan Mengajar di bawah seliaan penyelia yang berpengalaman. Dalam tempoh tersebut pelajar mempraktikkan apa yang telah dipelajari tentang teori pendidikan dan kaedah pengajaran ke dalam pengajaran dan pembelajaran sebenar di bilik darjah.

Teaching practice is a practical component that is imperative in the education of teachers. This training is done within a required duration determined by a committee in the faculty. Teacher trainees will go through teaching practice under the supervision of experienced supervisors. Within the estimated duration, the teacher trainees will attempt to implement what they have learnt which includes the educational theories and the methodology into the actual classroom environment.

Selain daripada tugas-tugas pengajaran, pelajar perlu melibatkan diri dalam kegiatan ko-kurikulum di taska atau tadika, atau apa sahaja tugas pentadbiran bilik darjah, perkhidmatan khas dan pengurusan taska atau tadika.

Apart from teaching duties, they will also need to be involved in co-curricular activities in the assigned pre-schools and kindergartens as well as any administrative duties, special tasks and school management as required by the respective pre-schools or kindergartens.

Pelajar hendaklah membuat persediaan mengajar yang lengkap termasuk rancangan pelajaran, alat bantu mengajar, bahan penilaian dan menyimpan rekod pembelajaran murid. Seberapa yang boleh, pelajar hendaklah melibatkan diri sepenuhnya dalam program-program/aktiviti-aktiviti penting yang berlaku di taska/ tadika seperti Hari Kebangsaan, Hari Sukan, Hari Ucapan dan Pameran.

Teacher trainees need to also develop their own teaching preparation which must include lesson plans, teaching aids, evaluation materials together with the students' progress reports. The trainees also need to be involved as much as possible in all the celebrations that are held in the pre-schools or kindergartens such as National Day, Sports Day, Speech Day or exhibitions.

2. LATIHAN MENGAJAR PROGRAM SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK *TEACHING PRACTICE FOR THE BACHELOR OF EARLY CHILDHOOD EDUCATION PROGRAMME*

(1) Latihan Mengajar merupakan latihan amali yang dijalankan oleh pelajar di pusat pendidikan awal kanak-kanak sekolah.

Teaching pratice is carried out at early childhood education centre as practical training for the students.

(2) Latihan Mengajar (Taska) diadakan pada semester ke-6 dan Latihan Mengajar (Tadika) pada semester ke-8.

Teaching practice (Nursery) will be carried out during the 6th semester. Teaching Practice (Kindergarten) will be carried out during the 8th semester.

(3) Pelajar yang tidak menyempurnakan Latihan Mengajar dalam tempoh masa yang ditetapkan atas sebab-sebab tertentu akan dikehendaki menyempurnakan Latihan Mengajar dalam tempoh yang terdekat yang ditetapkan.

Students who are unable to complete the Teaching Practice at the specified time for various reasons are required to complete the Teaching Practice within the shortest possible time.

(4) Latihan Mengajar biasanya diadakan di sekitar Wilayah Persekutuan dan Selangor.

Teaching Practice will normally be within the areas of the Federal Territory and Selangor

3. KRITERIA LATIHAN MENGAJAR SARJANA MUDA PENDIDIKAN AWAL KANAK-KANAK
CRITERIA FOR TEACHER TRAINING IN BACHELOR OF EARLY CHILDHOOD EDUCATION

3.1 **Bagi Taska/*For Nursery***

(a) Dikehendaki mengambil dan lulus kursus-kursus berikut:
Should complete and pass the courses below:

PIC2014 Kemahiran Pemerhatian & Penilaian (3 Kredit)
Observation & Evaluation Skills I (3 Credit)

PIC2012 Perkongsian Pintar Keluarga, Prasekolah dan Komuniti (3 Kredit)
Family, Preschool and Community Smart Partnerships (3 Credit)

PIC3002 Perancangan Program & Strategi Pengajaran I (3 Kredit)
Programme Planning & Teaching Strategies I (3 Credit)

(b) Dikehendaki menyempurnakan 72 jumlah kredit (18 kredit sesemester x 4 semester)
Should complete 72 credit (18 credit per semester x 4 semesters)

3.2 **Bagi Tadika/*For Kindergarden***

(a) Dikehendaki mengambil dan lulus kursus-kursus berikut:
Should complete and pass the following courses:

PIC3006 Latihan Mengajar (Taska) (5 Kredit)
Teaching Practice (Nursery) (5 Credit)

PIC2014 Kemahiran Pemerhatian & Penilaian (3 Kredit)
Observation and Evaluation Skills I (3 Credit)

PIC2012 Perkongsian Pintar Keluarga, Prasekolah dan Komuniti (3 Kredit)
Family, Preschool and Community Smart Partnerships (3 Credit)

PIC3002 Perancangan Program & Strategi Pengajaran I (3 Kredit)
Programme Planning and Teaching Strategies I (3 Credit)

PIC4004 Perancangan Program & Strategi Pengajaran II (3 Kredit)
programme Planning and Teaching Strategies II (3 Credit)

(b) Dikehendaki menyempurnakan 108 jumlah kredit (18 kredit sesemester x 6 semester)
Should complete 108 credit (18 credit per semester x 6 semesters)

Catatan: Pelajar akan dibekalkan dengan Garis Panduan Latihan Mengajar semasa mereka menjalani Latihan Mengajar.

Note: *The students will be equipped with the Teaching Practice Handbook when they are undergoing Teaching Practice.*

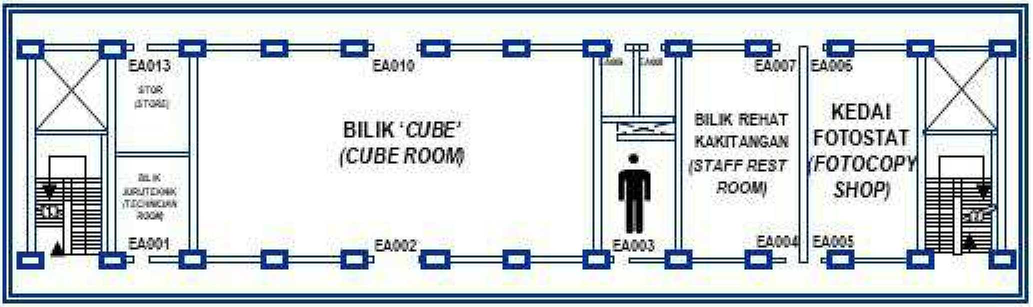
FAKULTI PENDIDIKAN
FACULTY OF EDUCATION

KEMUDAHAN DAN PETA

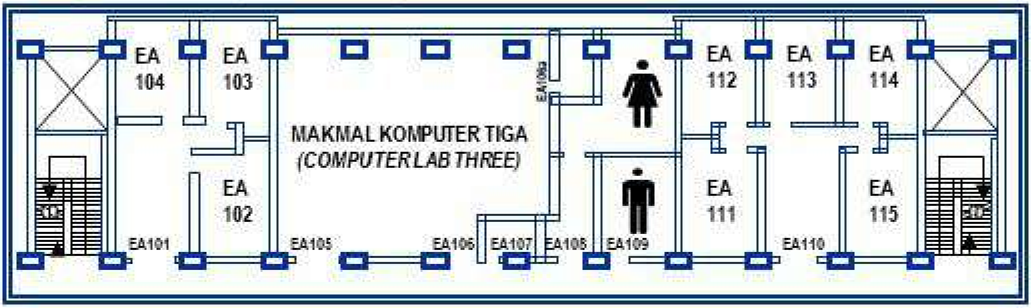
FACILITIES AND MAP

BLOK A (*Block A*)

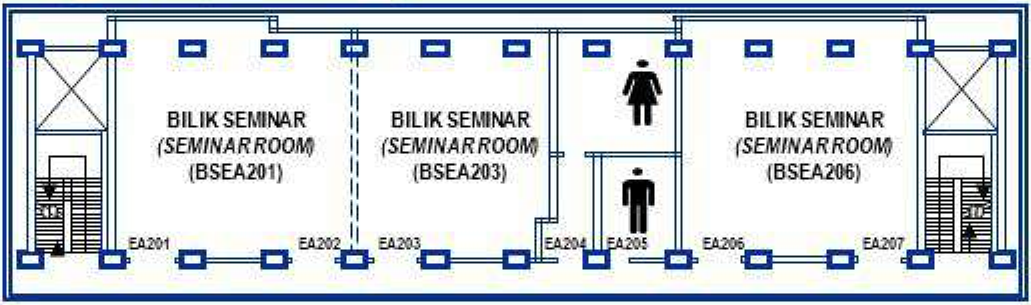
Tingkat Bawah (*Ground Floor*)



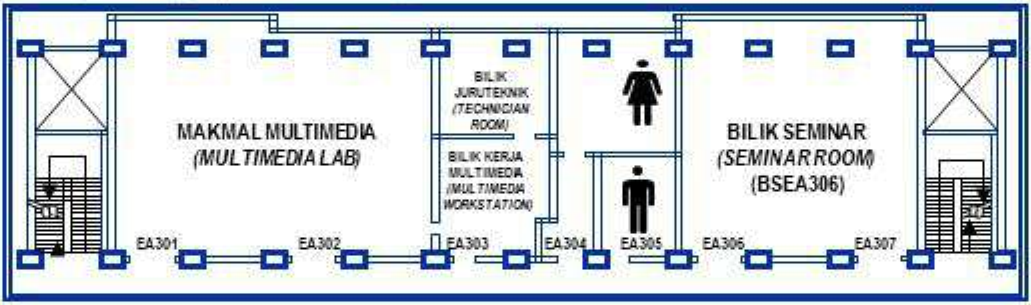
Tingkat Satu (*First Floor*)



Tingkat Dua (*Second Floor*)

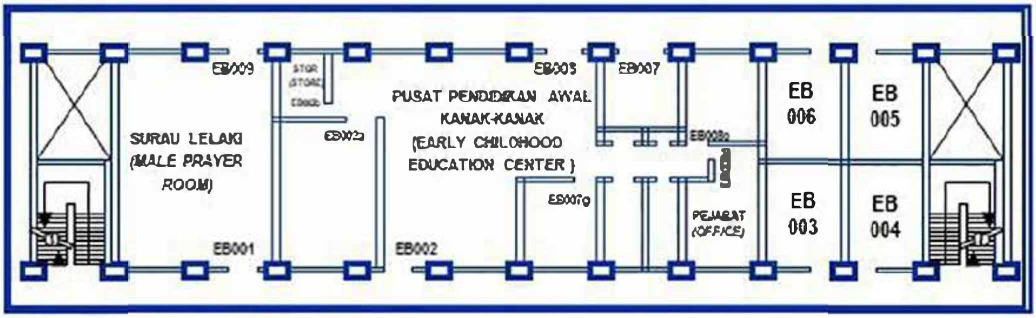


Tingkat Tiga (*Third Floor*)

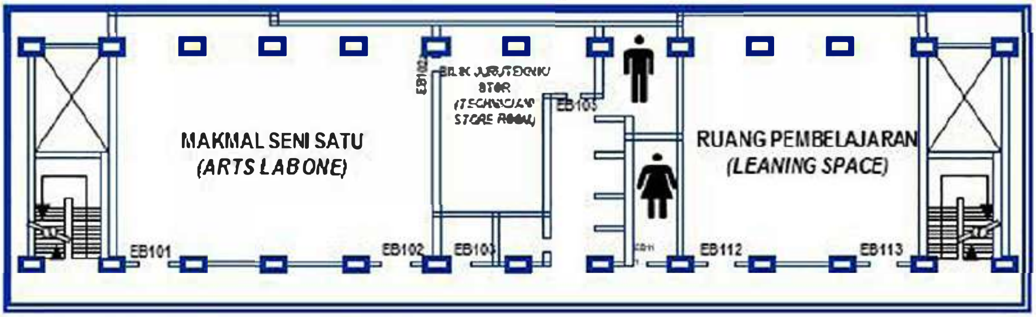


BLOK B (*BLOCK B*)

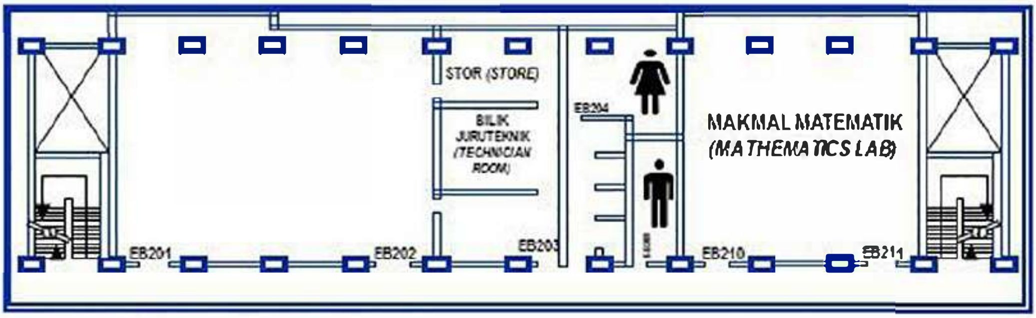
Tingkat Bawah (*Ground Floor*)



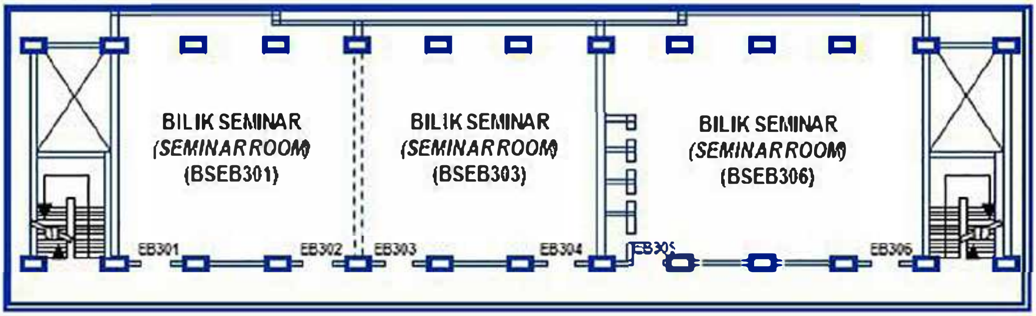
Tingkat Satu (*First Floor*)



Tingkat dua (*Second Floor*)

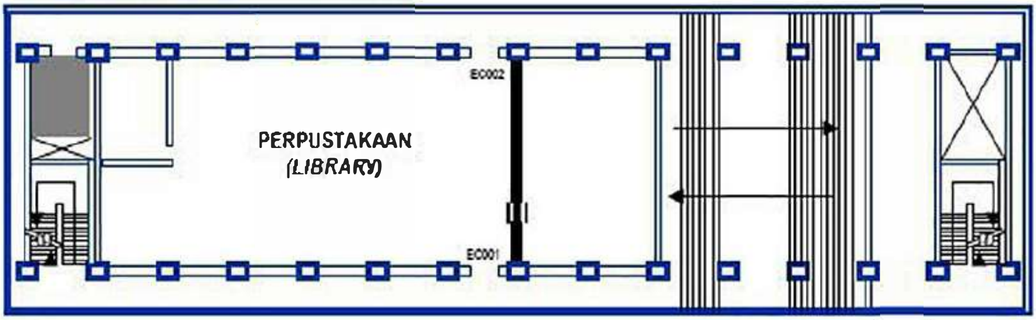


Tingkat Tiga (*Third Floor*)

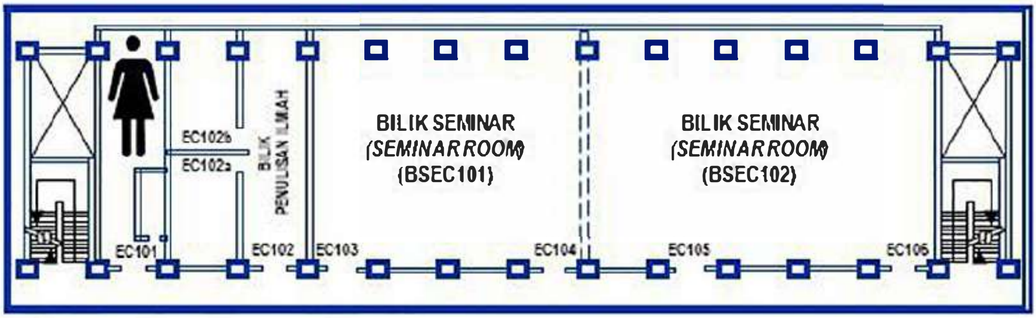


BLOK C *(BLOCK C)*

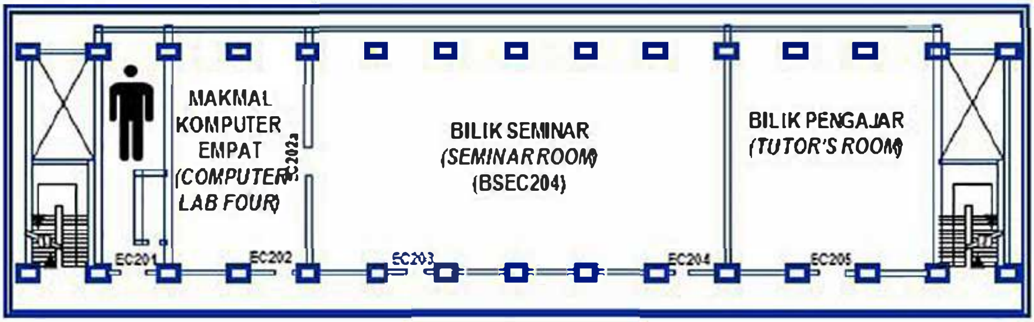
Tingkat satu *(Ground Floor)*



Tingkat Satu *(First Floor)*



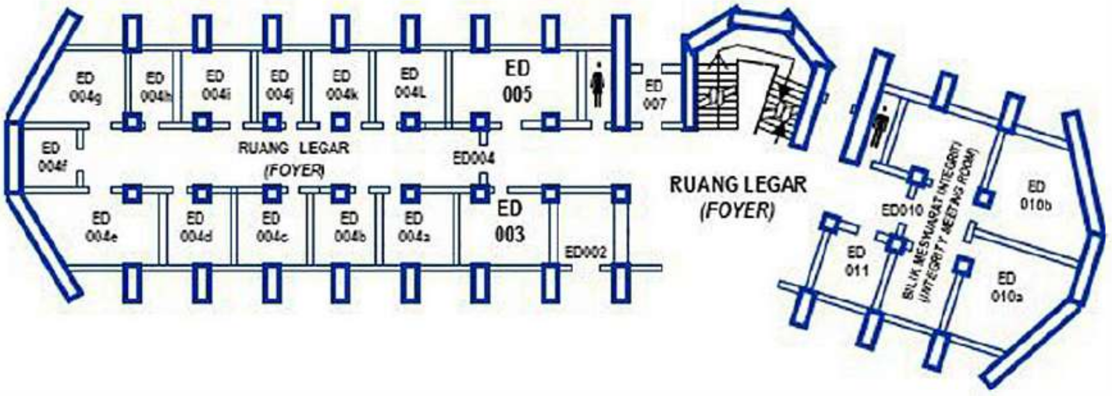
Tingkat Dua *(Second Floor)*



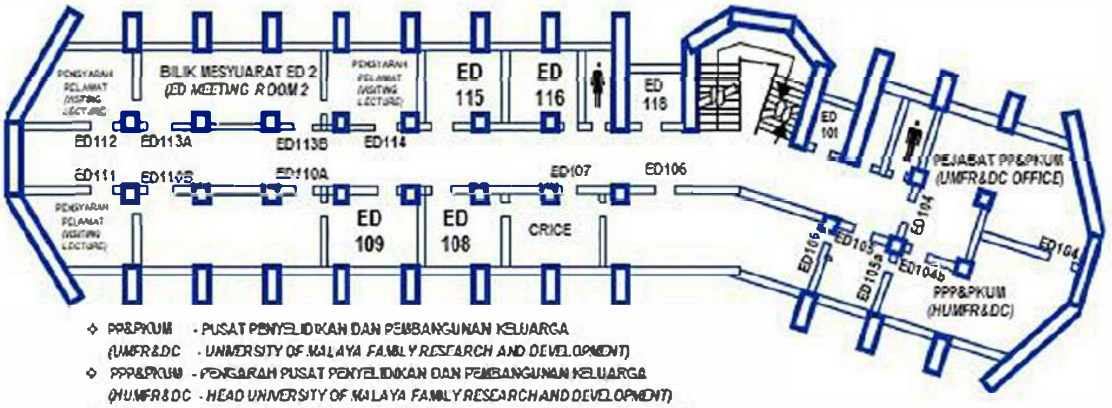
Tingkat Tiga (Third Floor)

BLOK D (BLOCK D)

Tingkat Bawah (Ground Floor)



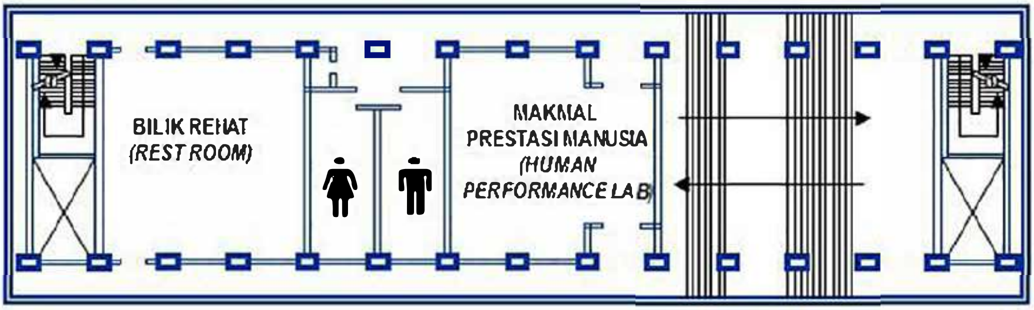
Tingkat Satu (First Floor)



- PP&PKUM - PUSAT PENYELIDIKAN DAN PEMBANGUNAN KELUARGA
  (UMFR&DC - UNIVERSITY OF MALAYA FAMILY RESEARCH AND DEVELOPMENT)
- PPP&PKUM - PENGARAH PUSAT PENYELIDIKAN DAN PEMBANGUNAN KELUARGA
  (HUMFR&DC - HEAD UNIVERSITY OF MALAYA FAMILY RESEARCH AND DEVELOPMENT)
- PPA&PP - PUSAT PENYELIDIKAN ANTARABANGSA DAN PERBANDINGAN PENDIDIKAN
  (CRICE - CENTRE FOR RESEARCH INTERNATIONAL AND COMPARATIVE EDUCATION)

BLOK E *(BLOCK E)*

Tingkat Bawah *(Ground Floor)*



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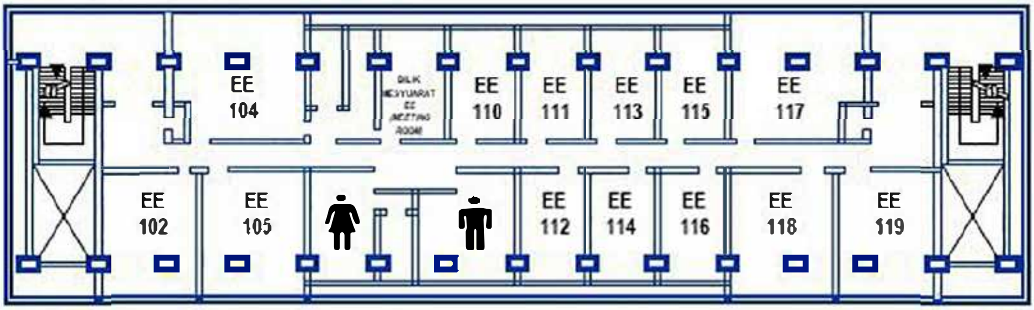
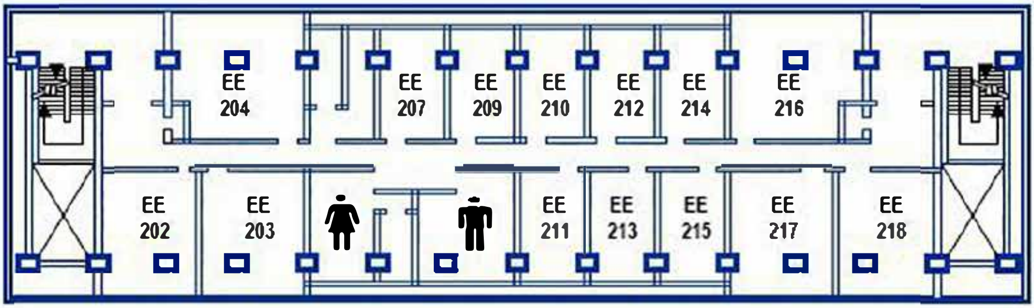
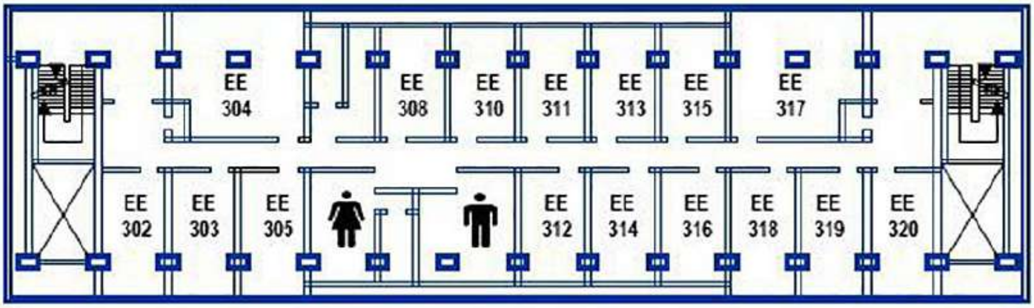


Tingkat Dua *(Second Floor)*

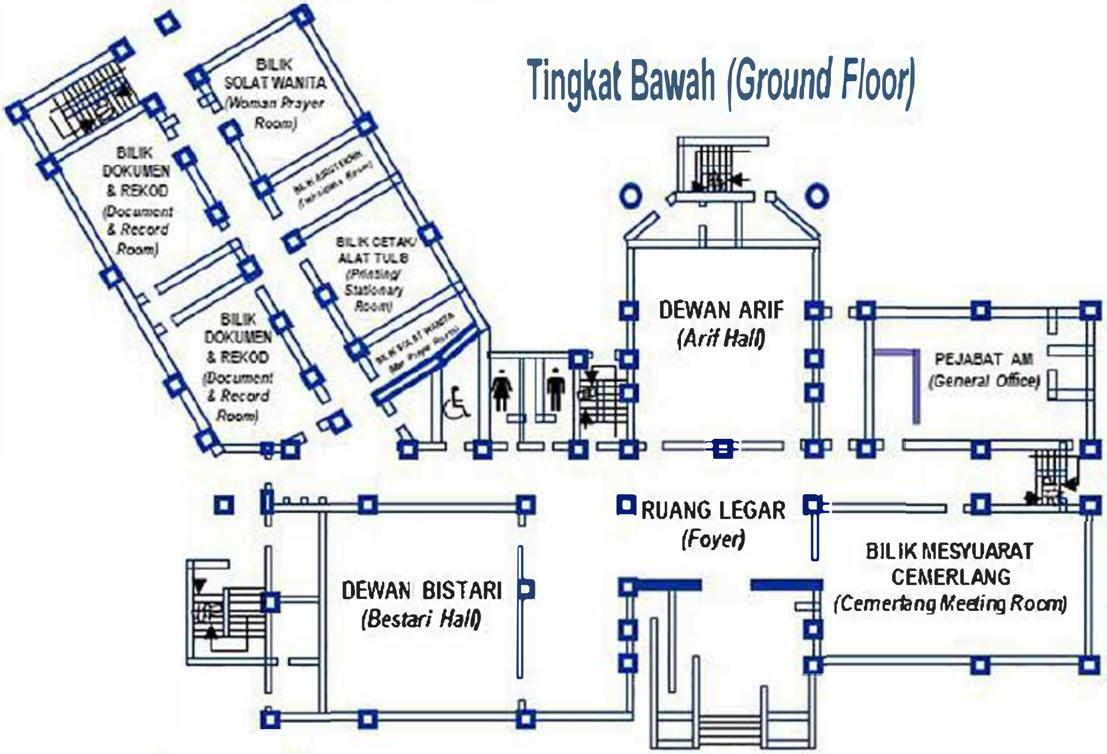


Tingkat Tiga *(Third Floor)*



BANGUNAN PENTADBIRAN (Blok F)
ADMINISTRATION BUILDING (Block F)

Tingkat Bawah *(Ground Floor)*



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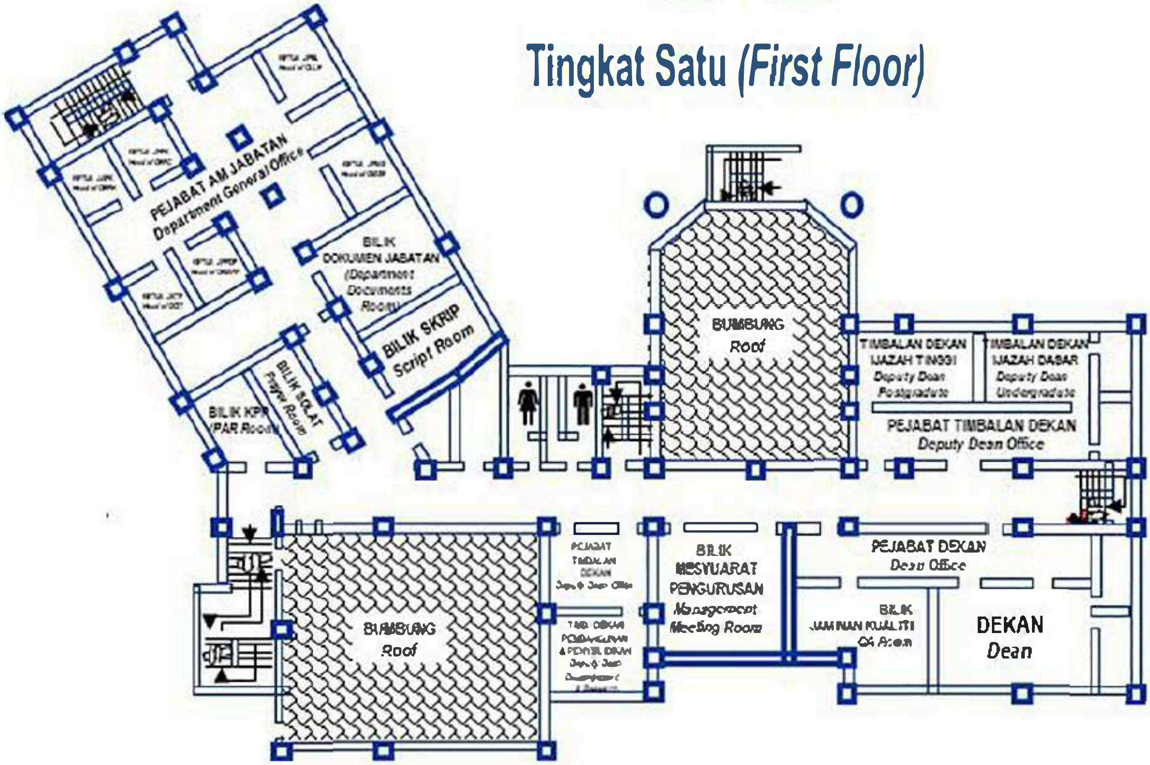
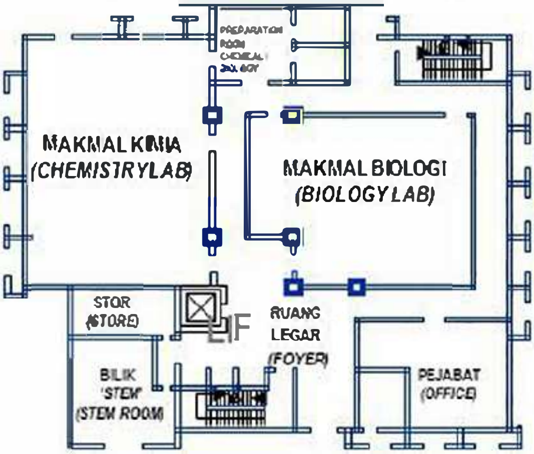
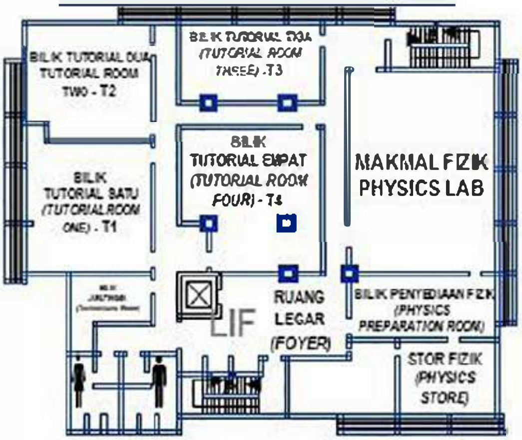


MENARA PENDIDIKAN (Blok G)
EDUCATION TOWER(Block G)

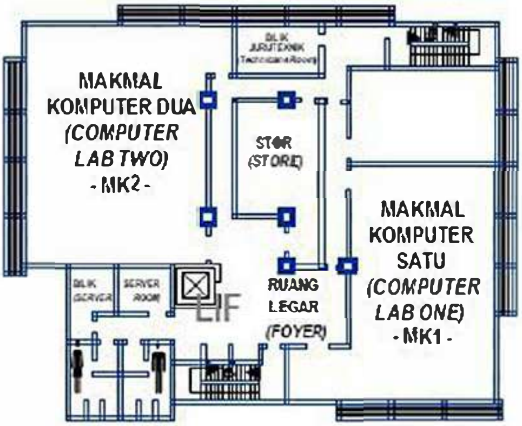
Tingkat Bawah (*Ground Floor*)



Tingkat Satu (*First Floor*)



Tingkat Dua (*Second Floor*)



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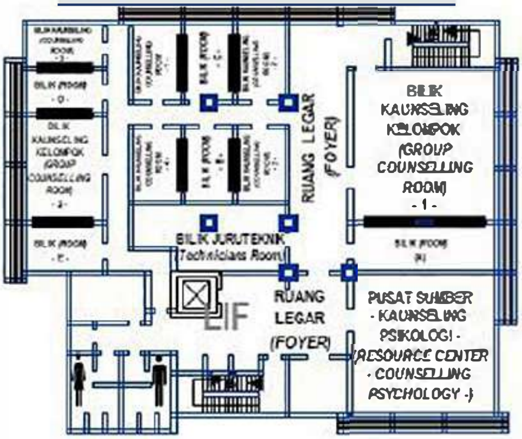
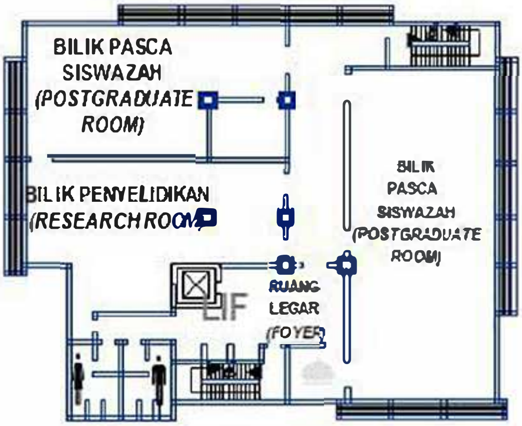
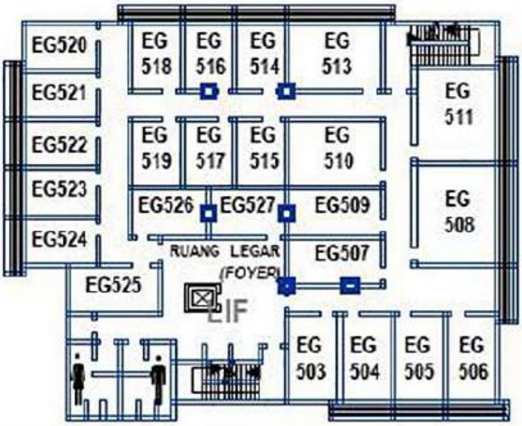


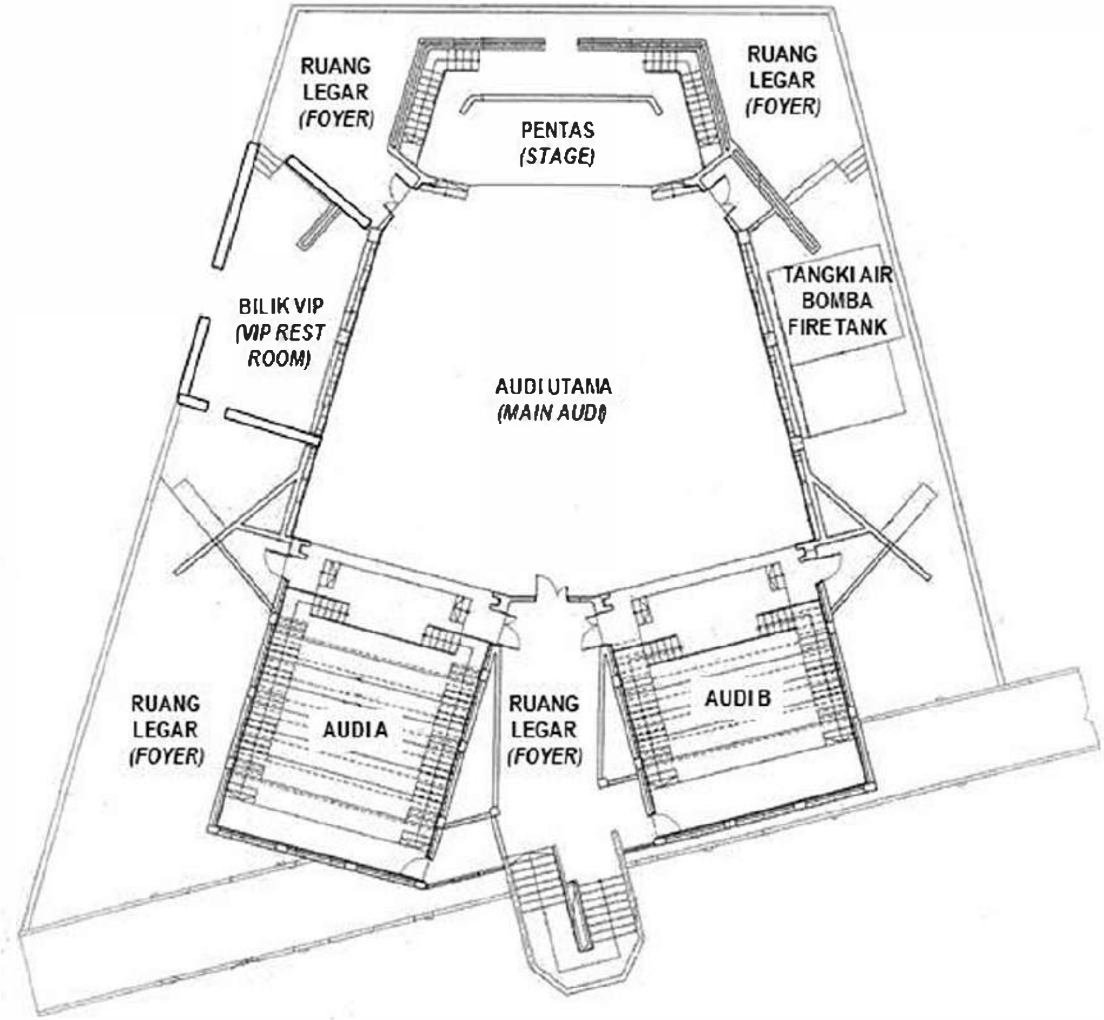
Tingkat Empat (*Fourth Floor*)



Tingkat Lima (*Fifth Floor*)



AUDITORIUM


RUANG
LEGAR
(FOYER)
PENTAS
(STAGE)
RUANG
LEGAR
(FOYER)
BILIK VIP
(VIP REST
ROOM)
TANGKI AIR
BOMBA
FIRE TANK
AUDI UTAMA
(MAIN AUDI)
RUANG
LEGAR
(FOYER)
AUDI A
RUANG
LEGAR
(FOYER)
AUDI B

KEMUDAHAN

FACILITIES

KEMUDAHAN *FACILITIES*	**LOKASI** *LOCATION*	**KAPASITI** *CAPACITY*
Auditorium Utama (Main Auditorium)	Bangunan Auditorium *Auditorium Building*	250
Auditorium A	Bangunan Auditorium *Auditorium Building*	90
Auditorium B	Bangunan Auditorium *Auditorium Building*	60
Dewan Kuliah | Lecture Hall • Dewan Arif • Dewan Bestari	Bangunan Pentadbiran *Administration Building*	140-150
Bilik Kuliah | Lecture Room • Bilik Seminar (BSEA/BSEB/BSEC) • Bilik SKET (BSB/BSC/BSD/BSE)	Blok A, B, C & Bangunan SKET *Blok A, B, C and SKET Building*	50-150
Bilik Tutorial | Tutorial Rooms • T1-T4	Menara Pendidikan *Education Tower*	30
Makmal Komputer | Computer Lab	Menara Pendidikan *Education Tower*	30-40
Makmal Kaunseling/Kelompok | Counselling Lab	Menara Pendidikan *Education Tower*	30-60

KEMUDAHAN
FACILITIES

KEMUDAHAN *FACILITIES*	**LOKASI** *LOCATION*	**KAPASITI** *CAPACITY*
Pusat Sumber Kaunseling | *Counselling Resource Centre*	Menara Pendidikan Education Tower	30
Bilik CUBE | *CUBE Room*	Blok A | *Block A*	30
Ruang Pembelajaran | *Learning Space*	Blok B | *Block B*	20
Makmal | *Laboratories* • Biology (1) • Physics (1) • Chemistry (1) • Mathematics (1) • Art Education (1)	Menara Pendidikan *Education Tower* Maths & Art (Blok B | *Block B*)	60
Pusat Pendidikan Awal Kanak-Kanak | *Early Childhood Education Centre*	Blok B | *Block B*	60
Perpustakaan Pendidikan | *Education Library*	Blok C | *Block C*	-
Makmal Multimedia | Multimedia Lab	Blok A | *Block A*	15-30

PENGHARGAAN

ACKNOWLEDGEMENT

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HIGHEST APPRECIATION TO:

PROFESOR DR. AHMAD ZABIDI ABDUL RAZAK
Dekan | Dean

PROF. MADYA DR. AZMAWATY MOHAMAD NOR
Timbalan Dekan (Ijazah Dasar)
Deputy Dean (Undergraduate)

KETUA-KETUA JABATAN
HEAD OF DEPARTMENTS

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dan | *and*

Individu-individu yang terlibat secara langsung atau tidak langsung dengan penerbitan Buku Panduan ini.
Other individuals involved either directly or indirectly in the publication of this Handbook.

Terima kasih.
Thank you

UNIVERSITI MALAYA

FAKULTI PENDIDIKAN
Faculty of Education

Faculty of Education, UM

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UM Education

https://education.um.edu.my/