



ALBUKHARY INTERNATIONAL UNIVERSITY



# **ACADEMIC HANDBOOK**

**SCHOOL OF EDUCATION AND HUMAN SCIENCES  
(SEHS)  
EDITION 2023**



**SCHOOL OF EDUCATION AND HUMAN SCIENCES (SEHS)**

**Academic Handbook**

**Edition: 2023**

Albukhary International University (AIU)

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# MESSAGE FROM THE DEAN

Assalamualaikum and Greetings!

Welcome to School of Education and Human Sciences (SEHS).

This Academic Handbook is prepared as a guide for SEHS students during their study at Albukhary International University (AIU). It is incumbent on all students to go through and familiarise with the contents of this Academic Handbook which provides all the important information that is needed to ensure all the requirements for graduation are fulfilled.



If you have any queries regarding your academic journey in SEHS, feel free to discuss with us.

Wishing you all the best!

A handwritten signature in black ink, appearing to read 'T. Shahrom', written over a horizontal line.

**ASSOCIATE PROFESSOR DR. TENGKU SHAHROM BIN TENGKU SHAHDAN**

# GENERAL INFORMATION

## 1.1 Background

Albukhary International University (AIU) is a private non-profit education institution, a fully residential campus with state-of-the-art facilities. It provides a conducive living and learning environment for self-discovery, nurturing relationships and building understanding on global issues. At AIU, students are exposed to a holistic educational approach through a combined academic and social engagement programme which is carried out throughout the study period.

Designed and constructed on a 45 acres (18 hectares) site, the AIU campus is located near the city of Alor Setar, the capital of the State of Kedah in the north of Malaysia. The inspiring architectural splendour of the University campus is one that mirrors the centres of learning of yesteryears. Although several are even reminiscent of classical Muslim architecture during the golden age of learning then, the beauty of AIU lies not just in its rich and beautiful architecture but also-and very importantly-in the diverse enrolment of students from over 40 nationalities. Through its vision, mission and core values, AIU is committed to ensuring human dignity in line with the concept of “*Inspiring Minds*” as the core ethos and tagline of the University

The School of Education and Human Sciences (SEHS) aims to equip students with necessary knowledge and skills required in the industry to work within various sectors, including education, social care, health, media and communication, and public policy. We provide a conducive ambience with state-of-the-art facilities and infrastructures for self-learning and discovery of knowledge and skills.

Our programmes are technologically-driven, global, and they encapsulate the communication revolution of the 21st Century – powered by the advent of Internet 4.0. The School provides an interdisciplinary and multimedia approach for students by examining the relationship between theory and practice. The programmes focus on developing students' ability to demonstrate professionalism and technology-savvy. Our postgraduates and undergraduates are encouraged to contribute and indulge in the University's niche research area.

Our dedicated and well-equipped academic staff are devoted to producing holistic graduates from diverse ethnicities and backgrounds to become competent, innovative, creative, and meet the demands of the corporate world's competitiveness.

The School of Education and Human Sciences' (SEHS) philosophy is to develop graduates with positive traits such as compassion, creativity, wholeness, serenity, spiritual grounding, and emotional balance, which is symbolized by the colour, turquoise. These positive traits are in line with AIU's core values of *Aqidah, Akhlaq, Adab, Amanah and Amalan*.

The School of Education and Human Sciences chooses turquoise as a colour as it is believed to carry with wisdom, creative energy and promote analytical thinking. The school believes that it aspires its students to become altruistic, amiable and charismatic thus leaving a lasting impression in their life, career and making significant contributions to the society.

## **1.2 Philosophy**

AIU was founded with the intention of providing an opportunity where the pursuit of knowledge can flourish together with exploration and stretching its boundary towards a new horizon for future needs.

AIU aspires to develop adaptable, balanced, well-rounded individuals who are willing and able to serve humanity, acting as change agents in respective communities.

## 1.3 Vision

Innovating solution that promotes the convergence of ideas towards a sustainable world.

## 1.4 Mission

Provides opportunity to serve humanity through social business in a redesigned learning environment.

## 1.5 Tagline

Inspiring Minds

## 1.6 Core Values (5As)

### **Aqidah**

The religious and spiritual belief: persons strong in faith are those with discipline who understand their purpose in this life and the hereafter.

### **Akhlaq**

Our moral behaviour which should resemble the high *Adab* that we carry and the moral compass in all our actions.

### **Adab**

This is derived from the word '*ta'dib*' which means education. It is said that a person of high *Adab* is also a person of high education and knowledge. *Adab* embodies the attainment of the '*insan kamil*' or the perfect man. With *Adab*, the person must have achieved the other 4As below.

### **Amanah**

Integrity in all our actions and intentions. This is a key principle that governs every aspect of the University.

### **Amalan**

For every intention, there must be action ~ It is pointless for us to dream or wish to do something but take no action on those good intentions; alas we will be in a state of atrophy where nothing is done.

## 1.7 Programmes Offered

- Bachelor of Elementary Education (Honours)  
JPT/BPP(N/144/6/0028)09/24 (MQA/PA11500) 07/24
- Bachelor in Early Childhood Education (Honours)  
JPT/BPP(N/143/6/0153)09/24 (MQA/PA11502) 08/24
- Bachelor of Media and Communication (Honours)  
JPT/BPP(N/321/6/0253)02/25 (MQA/PA11501) 10/24
- Master of Education (by Research)  
MQA/PA 14318
- Doctors of Philosophy in Education (by Research)  
MQA/PA 14319



# ACADEMIC STAFF



**Assoc. Prof. Dr. Tengku Shahrom  
Tengku Shahdan**

## Dean

- PhD (Instructional Technology), University of Georgia, USA
- MEd (Computer-based Education), University of Georgia, USA
- Post-Graduate Certificate of Education, (Mathematics and Physics Education), Malayan Teachers College, Penang
- BSc (Mathematics), Hatfield Polytechnic, UK
- **Email:** shahrom.shahdan@aiu.edu.my
- **Expertise:** Instructional Technology, eLearning, cognitive psychology and research methodology



**Prof. Dr. Nor Hashimah Hashim**

## Lecturer / Professor

- PhD (Primary Education), University of Leeds, UK
- MEd (Primary Education), University of Leeds, UK
- BEd (Teaching Malay as a First Language), Universiti Pertanian Malaysia
- Certificate of Education (Early Childhood Education), Malay Women Training College
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- **Expertise:** Early Childhood, Primary Education and Curriculum Studies



**Prof. Dr. Munirah Ghazali**

### **Lecturer / Head of Post Graduate Programme**

- PhD (Mathematics Education), University of Technology, UTM
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- **Expertise:** Mathematics Education and Education for Sustainable Development (ESD)



**Assoc. Prof. Dr. Kalthom Husain**

### **Lecturer / Head of Programme (Media and Communication) / School Research Coordinator**

- PhD in New Media Communication, University of Brighton, England, UK
- Master of Arts (Literature), Universiti Kebangsaan Malaysia
- Bachelor in Teaching English as a Second Language (Honours), Universiti Pertanian Malaysia
- Teacher Certificate (English & Geography), MPTI, Malaysia
- MBSM Certified Trainer- Ministry of Human Resources, Malaysia
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- **Expertise:** Education, TESL, Educational Technology, New Media Communication and Public Relations



**Assoc. Prof. Dr. Bakare Kazeem Kayode**

### **Lecturer**

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- MEd (Educational Administration) International Islamic University Malaysia IIUM
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**Dr. Nooraida Yakob**

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- PhD (Curriculum & Pedagogy), Universiti Kebangsaan Malaysia
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- Med (Curriculum), Universiti Sains Malaysia
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- **Expertise:** Science Education, Education of Sustainable Development Goals, Curriculum and Pedagogy



**Nidhoil Mohamed Ibrahim**

**Lecturer / Head of Programme  
(Elementary Education)**

- Master of Education, OUM
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- Bachelor in International Business Management, Asia Pacific University of Technology & Innovation (APU)
- Certificate in Islamic Education, SYRIA
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- **Expertise:** Education (Islamic Education and Early Childhood) and International Business Management



**Nur Faridatul Jamalia Radzali**

**Lecturer / Head of Programme  
(Early Childhood Education)**

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- Bachelor of Early Childhood Education, University of Malaya, Malaysia
- Diploma in Islamic Early Childhood Education, International Islamic College, Malaysia
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**Ildefonso Halipa Jr**

### **Lecturer / Head, Centre for Foundation Studies**

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- Intel Teach Master Trainer Certificate, University of the Philippines, Philippines
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- **Expertise:** Mathematics Education, Educational Technology and Blended Learning



**Hafizul Amin Ngatli**

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**Adhara Ahmad**

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**Mohamad Nor Hisyam Musa**

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- **Expertise:** Film Studies and Screen Production



**Aini Syahira Jamaluddin**

### Lecturer

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- **Expertise:** Academic Writing, Speech and Communication, Multicultural Education in ESL Context, TESL, Literacy



**Nurul Huda Hassan Bakri**

### Lecturer

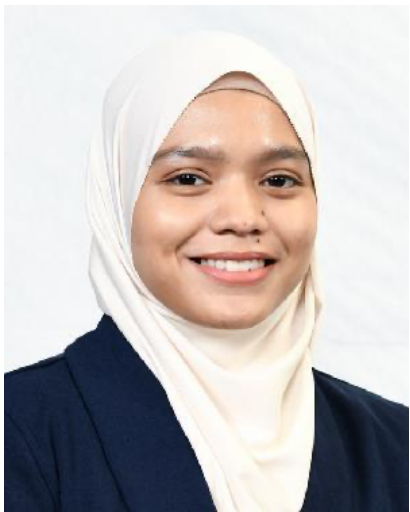
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**Dr. Siti Aishah Chu Abdullah**

### **Lecturer**

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- Bachelor of Communication (Journalism), Universiti Sains Malaysia
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### **Lecturer**

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### **Lecturer**

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- **Expertise:** Early Childhood Education and Educational Psychology



**Siti Mukhlisa Mohamad Khairul Adilah**

### **Lecturer**

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- B.A (English for International Communication), International Islamic University Malaysia
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- **Expertise:** Language Studies, Discourse Analysis, Academic Writing, Speech and Communication

# ADMINISTRATIVE STAFF



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# PROGRAMME ENTRY REQUIREMENTS

## Bachelor of Elementary Education (Honours)

## Bachelor in Early Childhood Education (Honours)

The entry requirements for the Bachelor of Elementary Education(Honours) and Bachelor in Early Childhood Education (Honours) are as follows:

- i. **Matriculation /Foundation:** A pass in Matriculation/Foundation qualification with a minimum CGPA of 2.00 out of 4.00, or any equivalent qualification; **OR**
- ii. **STPM:** A pass in STPM with a minimum Grade C (CGPA 2.00) in any 2 subjects, or A-Level with a minimum Grade D in any 2 subjects, or any equivalent qualification; **OR**
- iii. **STAM:** A pass in STAM with a minimum grade of Jayyid; **OR**
- iv. **Diploma:** A Diploma (Level 4 MQF) or any equivalent qualifications to Diploma with minimum CGPA 2.00;

## AND

### Language Proficiency -

- i. **Local Students:** Test of Malaysian University English Test (MUET) at a score of academic band 2.0;
- ii. **International Students:** Test of Malaysian University English Test (MUET) at a score of academic band 3.0; OR International English Language Testing Services (IELTS), a minimum overall academic band score of 5.0 OR its equivalent, **OR**
- iii. Test of English as a Foreign Language (TOEFL) at a score of 550, or higher is required, **OR**
- iv. Provide proof of required level of English proficiency as evaluated by AIU.

## **Bachelor of Media and Communication (Honours)**

- i. **Matriculation/Foundation:** A pass in Matriculation/Foundation or any equivalent qualification with a minimum CGPA of 2.00, and a credit in English at SPM level or its equivalent; **OR**
- ii. **STPM:** A pass in STPM or any equivalent qualifications with a minimum Grade C (CGPA 2.00), and Grade C (GPA 2.00) in any 2 subjects, and a credit in English at SPM level or its equivalent; **OR**
- iii. **STAM:** A pass in STAM with a minimum grade of Jayyid, and a credit in English at SPM level or its equivalent; **OR**
- iv. **Diploma:** A Diploma in Media and Communication or its equivalent qualification (Level 4 MQF) with minimum CGPA 2.00;

### **AND**

#### **Language Proficiency -**

- i. **Local Students:** Test of Malaysian University English Test (MUET) at a score of academic band 2.0;
- ii. **International Students:** Test of Malaysian University English Test (MUET) at a score of academic band 3.0; **OR**
- iii. International English Language Testing Services (IELTS), a minimum overall academic band score of 5.5 **OR** its equivalent.

# PROGRAMME DESCRIPTION

**Programme** : Bachelor of Elementary Education (Honours)

**Total Credits to Graduate** : 130

**MQF Level** : Bachelor Degree (MQF Level 6)

**Duration of Study** : 3 years (9 semesters)

## **Programme Educational Objectives (PEO)**

1. Educational practitioners who foster knowledge and skills of independent learning, collaboration, problem-solving, and critical reflection relevant to education and transferable to future vocational needs.
2. Educational practitioners who apply the values of excellence through communication, leadership, and entrepreneurship in educational practices.
3. Educational practitioners who demonstrate practical skills using digital technologies in educational settings.

## **Programme Learning Outcome (PLO)**

PLO1 Capable of using basic knowledge in elementary education;

PLO2 Integrate analytical skills in solving complex problems related to teaching practices and organisational performance.

PLO3 Demonstrate practical skills in using modern teaching techniques, including the use of educational technology in various educational settings;

PLO4 Use interpersonal skills in delivering educational services to stakeholders;

PLO5 Communicate effectively as individuals and groups in promoting quality elementary education.

PLO6 Manage information through the use of up-to-date digital technology in education settings;

PLO7 Analyse data using appropriate mathematical and statistical methods.

PLO8 Capable in leading and managing educational activities and programmes in various schools levels.

PLO9 Exhibit positive personal skills to establish credibility as a responsible member of the society.

PLO10 Portray entrepreneurial qualities in response to the changing world of education and for career progression;

PLO11 Uphold professionalism and ethics to fulfil professional teaching standards at all times.

### **Compulsory Common Curriculum Courses (21 credits)**

<b>Course Code</b>	<b>Course</b>	<b>Credit Hour</b>	<b>Prerequisite</b>
MPU3163	Falsafah dan Isu Semasa (FIS)	3	None
*MPU3143	Bahasa Melayu Komunikasi II		
MPU3173	Penghayatan Etika dan Peradaban (PEP)	3	None
MPU3323	Kursus Integriti dan Anti Rasuah (KIAR)		
MPU3213	Entrepreneurship and Innovation	3	None
BBU1013	Social Business 1	3	None
BBN1012	Ethics in Profession	2	None
BBN1022	Sustainability and Society	2	None
LLN1012	Academic Writing	2	None

**Notes: :**

\*International Student

\*\*\* BBU1012 Social Business 1 was revised to 3 credit hours in 2021

### **Programme Core Courses (89 credits)**

<b>Course Code</b>	<b>Course</b>	<b>Credit Hour</b>	<b>Prerequisite</b>
EEC1113	Foundation Of Education	3	None
EEC1123	Elementary Science	3	None
EEC1133	English Grammar	3	None
EEC1143	Foundation And Principles Of Curriculum	3	None
EEC1213	Technology-Enhanced Active Learning	3	None
EEC1223	Educational Psychology	3	None
EEC1233	Learning Science Through Inquiry	3	None
EEC1243	Child Development And Psychology	3	None
EEC1253	Children Literature	3	None
EEC1313	English Vocabulary	3	None
EEC1323	Literacy Instruction	3	None
EEC1333	Elementary Mathematics	3	None
EEC2113	Method Of Teaching	3	None

EEC2123	Teaching English For Elementary School	3	None
EEC2133	English Writing	3	None
EEC2143	Math Lab For Elementary School	3	None
EEC2153	Islamic Education Thought	3	None
EEC2213	Speech And Communication	3	None
EEC2223	Learning Assessment	3	None
EEC2232	School Orientation Plan	2	None
EEC2243	Teaching Mathematics For Elementary School	3	None
EEC3113	Teaching English In Education	3	None
EEC3123	Counselling Skills For Educators	3	None
EEC3133	Dynamic Physical Education	3	None
EEC3143	Teaching Science For Elementary School	3	None
EEC3153	Teaching Physical Education To Elementary School	3	None
EEC3213	Introduction To Linguistic	3	None
EEC3223	Higher Order Thinking Skills In Elementary Classroom	3	None
EEC3233	School Management And Leadership	3	None
EEC3243	Research In Education	3	None



## **Elective Courses (10 credits)**

### **Elective 1:** Electives

<b>Course Code</b>	<b>Course</b>	<b>Credit Hour</b>	<b>Prerequisite</b>
EEE3113	Human Resources Management	3	None
EEE3213	Management and Organisational Behaviour	3	None

### **Elective 2:** Open Electives (Choose 2)

<b>Course Code</b>	<b>Course</b>	<b>Credit Hour</b>	<b>Prerequisite</b>
EEE3112	Introduction to Future Studies	2	None
EEE3122	Stress Management Skills		None
EEE3132	Islamic Critical Thinking Skills		None
LLE1012	Basic Arabic Communication	2	None
LLE1022	Basic Japanese Communication		None
LLE1042	Basic Korean Communication		None
LLE1032	Basic Mandarin Communication		None

**Notes:**

Optional/open elective courses refer to courses where students can exercise choice.  
The course offer will be determined by the School.

## **Teaching Practicum (10 credits)**

<b>Course Code</b>	<b>Course</b>	<b>Credit Hour</b>	<b>Prerequisite</b>
EET2315	Teaching Practicum I	5	✓
EET3315	Teaching Practicum II	5	EET2315

## STUDY PLAN

Year	Sem	Course Code	Course	Credit Hour
1	1	MPU3163 / MPU3173	Falsafah dan Isu Semasa (FIS)/ Penghayatan Etika dan Peradaban (PEP)	3
		BBN1022	Sustainability and Society	2
		LLN1012	Academic Writing	2
		EEC1113	Foundation of Education	3
		EEC1123	Elementary Science	3
		EEC1133	English Grammar	3
		EEC1143	Foundation and Principles of Curriculum	3
	2	BBN1012	Ethics in Profession	2
		*MPU3143	Bahasa Melayu Komunikasi II	3
		EEC1213	Technology Enhanced Active Learning	3
		EEC1223	Educational Psychology	3
		EEC1233	Learning Science Through Inquiry	3
		EEC1243	Child Development and Psychology	3
	3	EEC1253	Children Literature	3
		EEC1313	English Vocabulary	3
EEC1323		Literacy Instruction	3	
2	1	EEC1333	Elementary Mathematics	3
		BBU1013	Social Business I	3
		EEC2133	English Writing	3
		EEC2123	Teaching English for Elementary School	3
		EEC2113	Method of Teaching	3
		EEC2143	Math Lab for Elementary School	3
	EEC2153	Islamic Education Thought	3	
	2	MPU3323	Kursus Integriti dan Anti Rasuah (KIAR)	3
		MPU3213	Entrepreneurship and Innovation	3
		EEC2213	Speech and Communication	3
		EEC2223	Learning Assessment	3
		EEC2233	School Orientation Plan	2
		EEC2243	Teaching Mathematics for Elementary School	3
3	EET2315	Teaching Practicum I	5	

Year	Sem	Course Code	Course	Credit Hour
3	1	EEC3113	Teaching English in Education	3
		EEC3123	Counselling Skills for Educators	3
		EEC3133	Dynamic Physical Education	3
		EEC3143	Teaching Science for Elementary School	3
		EEE3113	Human Resource Management	3
		EEE3112 / 3122 / 3132	Introduction to Future Studies / Stress Management Skills / Critical Thinking Skills	2
		EEC3153	Teaching Physical Education to Elementary School	3
	2	EEC3213	Introduction to Linguistic	3
		EEC3223	Higher Order Thinking Skills in Elementary Classroom	3
		EEC3233	School Management and Leadership	3
		EEC3243	Research in Education	3
		EEE3213	Management and Organisational Behaviour	3
		LLE1012 / 1022/ 1032/ 1042	Basic Arabic/ Japanese/ Mandarin/ Korean Communication	2
3	EET3315	Teaching Practicum II	5	
<b>TOTAL</b>				<b>130</b>

**Notes:**

\* International Student

## CURRICULUM STRUCTURE

**Programme** : Bachelor in Early Childhood Education (Honours)

**Total Credits to** : 120

**Graduate**

**MQF Level** : Bachelor Degree (MQF Level 6)

**Duration of** : 3 years (9 semesters)

**Study**

### **Programme Educational Objectives (PEO)**

PEO 1

Educational practitioners who acquire broad knowledge and are technically competent with good digital and numeracy skills in providing early childhood care and education services.

PEO 2

Educational practitioners who apply the values of excellence through communication, leadership, and entrepreneurship in early childhood education practices.

PEO 3

Educational practitioners who demonstrate practical skills using digital technologies in the early childhood education settings.

## **Programme Learning Outcome (PLO)**

**PLO1** Capable of using basic knowledge in early childhood education;

**PLO2** Integrate analytical skills in solving complex problems related to teaching practices and organisational performance;

**PLO3** Demonstrate practical skills using modern teaching techniques including the use of educational technology in various early childhood education setting;

**PLO4** Use interpersonal skills in delivering educational services to stakeholders;

**PLO5** Communicate effectively as individuals and groups in promoting the quality of early childhood education;

**PLO6** Manage information through the use of up-to-date digital technology in early childhood education;

**PLO7** Analyse data using appropriate mathematical and statistical methods in early childhood education;

**PLO8** Capable in leading and managing educational activities and programmes in various early childhood education levels;

**PLO9** Exhibit positive personal skills to establish credibility as a responsible member of the society;

**PLO10** Portray entrepreneurial qualities in response to the changing world of education and career progression;

**PLO11** Uphold professionalism and ethics to fulfil professional teaching standards at all times.

## **Compulsory Common Curriculum Courses (21 credits)**

<b>Course Code</b>	<b>Course</b>	<b>Credit Hour</b>	<b>Prerequisite</b>
MPU3163	Falsafah dan Isu Semasa (FIS)	3	None
*MPU3143	Bahasa Melayu Komunikasi II		
MPU3173	Penghayatan Etika dan Peradaban (PEP)	3	None
MPU3323	Kursus Integriti dan Anti Rasuah (KIAR)		
MPU3213	Entrepreneurship and Innovation	3	None
MPU3313	Unity and Patriotism	3	None
BBU1013	Social Business 1	3	None
BBN1012	Ethics in Profession	2	None
BBN1022	Sustainability and Society	2	None
LLN1012	Academic Writing	2	None

### **Notes:**

\*International Student

## **Programme Core Courses (84 credits)**

<b>Course Code</b>	<b>Course</b>	<b>Credit Hour</b>	<b>Prerequisite</b>
ECC1113	Growth and Development for Early Childhood Education	3	None
ECC1123	Children Development Theories	3	None
ECC1133	Curriculum in Early Childhood Education	3	None
ECC1143	Play in Early Childhood Education	3	None
ECC1213	Approaches in Early Childhood Education	3	None
ECC1223	Technology for Young Children	3	None
ECC1233	Children Development and Psychology	3	None
ECC1243	Islamic Education in Early Childhood	3	None
ECC1253	Administering and Managing Early Childhood Care and Education Centres	3	None
ECC1313	Physical Environment for Early Childhood	3	None
ECC1323	Professional in Early Childhood Education	3	None
ECC2113	Observation and Assessment for Young Children	3	None

ECC2123	Mathematics for Young Children	3	None
ECC2133	Early Science for Young Children	3	None
ECC2143	English for Young Children	3	None
ECC2153	Special Education Needs in Early Childhood Education	3	None
ECC2213	Language and Literacy for Young Children	3	None
ECC2223	Health, Safety and Nutrition for Young Children	3	None
ECC2233	Music for Young Children	3	None
ECC2243	Creative Arts for Young Children	3	None
ECC2313	Research Methodology in Early Childhood Education	3	None
ECC2323	Children, Family and Community Partnership	3	None
ECC2333	Social Studies for Young Children	3	None
ECC3113	Socio-emotional Development in Early Childhood Education	3	None
ECC3123	Behaviour Management in Early Childhood Education	3	None
ECC3133	Gifted and Talented in Early Childhood	3	None
ECC3143	Pedagogy in Early Childhood Education	3	None
ECC3153	Microteaching in Early Childhood Education	3	None

## **Elective Courses (7 credits)**

### **Elective 1:** Electives (Choose 1)

<b>Course Code</b>	<b>Course</b>	<b>Credit Hour</b>	<b>Prerequisite</b>
EEE3113	Human Resources Management	3	None
EEE3213	Management and Organisational Behaviour		

### **Elective 2:** Open Electives (Choose 2)

<b>Course Code</b>	<b>Course</b>	<b>Credit Hour</b>	<b>Prerequisite</b>
EEE3112	Introduction to future Studies	2	None
EEE3122	Stress Management Skills		
EEE3132	Islamic Critical Thinking Skills		
LLE1012	Basic Arabic Communication	2	None
LLE1022	Basic Japanese Communication		
LLE1042	Basic Korean Communication		
LLE1032	Basic Mandarin Communication		

**Notes:**

Optional/open elective courses refer to courses where students can exercise choice.  
The course offer will be determined by the School.

## **Teaching Practicum (8 credits)**

<b>Course Code</b>	<b>Course</b>	<b>Credit Hour</b>	<b>Prerequisite</b>
ECT3218	Practicum in Early Childhood Education (Child Care & Pre-School)	8	Pass all programme core courses



## STUDY PLAN

Year	Sem	Course Code	Course	Credit Hour
1	1	MPU3163 / MPU3173	Falsafah dan Isu Semasa (FIS)/ Penghayatan Etika dan Peradaban (PEP)	3
		BBN1022	Sustainability and Society	2
		LLN1012	Academic Writing	2
		ECC1113	Growth and Development for Early Childhood Education	3
		ECC1123	Children Development Theories	3
		ECC1133	Curriculum in Early Childhood Education	3
		ECC1143	Play in Early Childhood Education	3
	2	BBN1012	Ethics in Profession	2
		*MPU3143	Bahasa Melayu Komunikasi II	3
		ECC1213	Approaches in Early Childhood Education	3
		ECC1223	Technology for Young Children	3
		ECC1233	Children Development and Psychology	3
		ECC1243	Islamic Education in Early Childhood	3
3	ECC1253	Administering and Managing Early Childhood Care and Education Centres	3	
	ECC1313	Physical Environment for Early Childhood	3	
2	1	ECC1323	Professional in Early Childhood Education	3
		BBU1013	Social Business 1	3
		ECC2113	Observation and Assessment for Young Children	3
		ECC2123	Mathematics for Young Children	3
		ECC2133	Early Science for Young Children	3
		ECC2143	English for Young Children	3
	2	ECC2153	Special Education Needs in Early Childhood Education	3
		MPU3213	Entrepreneurship and Innovation	3
		MPU3323	Kursus Integriti dan Anti Rasuah (KIAR)	3
		ECC2213	Language and Literacy for Young Children	3
ECC2223	Health, Safety and Nutrition for Young Children	3		

Year	Sem	Course Code	Course	Credit Hour	
		ECC2233	Music for Young Children	3	
		ECC2243	Creative Arts for Young Children	3	
	3	ECC2313	Research Methodology in Early Childhood Education	3	
		ECC2323	Children, Family and Community Partnership	3	
		ECC2333	Social Studies for Young Children	3	
3	1	EEE3112/ EEE3122/ EEE3132	Introduction to future Studies / Stress Management Skills / Islamic Critical Thinking Skills	2	
		ECC3113	Socio-emotional Development in Early Childhood Education	3	
		ECC3123	Behaviour Management in Early Childhood Education	3	
		ECC3133	Gifted and Talented in Early Childhood	3	
		ECC3143	Pedagogy in Early Childhood Education	3	
		ECC3153	Microteaching in Early Childhood Education	3	
	2	ECT3218	Practicum in Early Childhood Education (Child Care & Pre-School)	8	
	3	EEE3113 EEE3213	Human Resources Management / Management & Organisational Behaviour	3	
		LLE1012 / LLE1022 / LLE1032 / LLE1042	Basic Arabic Communication / Basic Japanese Communication / Basic Mandarin Communication / Basic Korean Communication	2	
	<b>TOTAL</b>				<b>120</b>

**Notes:**

\*International Student

## CURRICULUM STRUCTURE

**Programme** : **Bachelor of Media and Communication (Honours)**

**Total Credits to Graduate** : 126

**MQF Level:** Bachelor Degree (MQF Level 6)

**Duration of Study** : 3 years (9 semesters)

**Programme Educational Objectives (PEO)** :

1. Educate students to be problem solvers who are especially strong in oral and written communication.
2. Encourage students' analytical and creative skills in order that they will be prepared to address a wide variety of challenges in their professional lives.
3. Prepare students for lifelong productive careers which may include graduate studies, communication professions or corporate leadership.

- Programme Learning Outcome (PLO)** :
1. Capable of mastering and applying basic knowledge in media communications.
  2. Possess profound technical, practical and professional skills in media communication.
  3. Able to identify and solve problems, design and conduct research, and analyse and interpret critical research phenomena in the field of media communication.
  4. Able to communicate effectively as individuals and in groups
  5. Possess social responsibility and environmental awareness for sustainable development;
  6. Possess solid foundation for managing information and has an expectation of the need to undergo continuous learning through the use of up-to-date technology
  7. Able to manage and possess entrepreneurship qualities
  8. Understands responsibility and ethics as a professional media communication practitioner in social, cultural, moral and / or religious values.
  9. Capable of being a leader or a manager or an effective group member.

## **Compulsory Common Curriculum Courses (21 credits)**

<b>Course Code</b>	<b>Course</b>	<b>Credit Hour</b>	<b>Prerequisite</b>
MPU3163	Falsafah dan Isu Semasa (FIS)	3	None
*MPU3143	Bahasa Melayu Komunikasi II		
MPU3173	Penghayatan Etika dan Peradaban (PEP)	3	None
MPU3323	Kursus Integriti dan Anti Rasuah (KIAR)		
MPU3213	Entrepreneurship and Innovation	3	None
MPU3313	Unity and Patriotism	3	None
LLN1012	Academic Writing	2	None
BBU1013	Social Business 1	3	None
BBN1012	Ethics in Profession	2	None
BBN1022	Sustainability and Society	2	None

### **Notes:**

\*International Student

## **Program Core Courses (90 credits)**

<b>Course Code</b>	<b>Course</b>	<b>Credit Hour</b>	<b>Prerequisite</b>
EMC1213	Professional Communication Skills	3	None
EMC1123	Introduction To Intercultural Communication	3	None
EMC1223	Communication Theories	3	None
EMC3153	Communication Research Methodology	3	None
EMC3143	Statistics And Data Analysis	3	None
EMC1243	Communication Industries, Policies And Laws	3	None
EMC1113	Introduction To Media Communication	3	None
EMC1133	News And Feature Writing	3	None
EMC1333	Script Writing And Appreciation	3	None
EMC1233	Audience And Media Discourses	3	None
EMC1313	Broadcast Journalism	3	None
EMC2213	Management And Production of Aesthetic Presentation	3	None

EMC2143	Management Of Mass Media Organization	3	None
EMC1323	Global Media	3	None
EMC2223	Media Entrepreneurship	3	None
EMC2123	Semantics In Journalism	3	None
EMC2153	Opinion Writing And Media Commentary	3	None
EMC2133	Broadcast Feature And Documentaries	3	None
EMC2113	Media Management And Production	3	None
EMC1143	Global Citizen	3	None
EMC1253	Cross-Cultural Management	3	None
EMC3313	Academic Exercise	3	None
EMC2233	Principles of Public Relations	3	None
EMC3113	Public Relations Writing	3	None
EMC2333	Public Relations: Case Studies	3	None
EMC3133	Public Relations Campaign	3	None
EMC2243	Journalism Studies	3	None
EMC2313	Journalism In Malaysia	3	None
EMC2323	Advance Newswriting	3	None
EMC3123	Editing	3	None

## **Elective Courses (10 credits)**

<b>Course Code</b>	<b>Course</b>	<b>Credit Hour</b>	<b>Prerequisite</b>
EEE3113	Human Resource Management	3	None
EEE3213	Management and Organisational Behaviour	3	None
EEE3122	Stress Management Skills	2	None
LLE1012	Basic Arabic Language	2	None
LLE1022	Basic Japanese Language	2	None
LLE1032	Basic Mandarin Language	2	None
LLE1042	Basic Korean Language	2	None
EEE3112	Introduction To Future Studies	2	None
EEE31	Islamic Critical Thinking Skills	3	None

**Notes:**

Optional/elective courses refer to courses where students can exercise choice.  
The course offer will be determined by the School.

## **Industrial Training (6 credits)**

<b>Course Code</b>	<b>Course</b>	<b>Credit Hour</b>	<b>Prerequisite</b>
EMT3216	Industrial Training	6	None

## STUDY PLAN

Year	Sem	Course Code	Course	Credit Hour
1	1	MPU3163/ MPU3173	Falsafah dan Isu Semasa (FIS)/ Penghayatan Etika dan Peradaban (PEP)	3
		BBN1022	Sustainability and Society	2
		LLN1012	Academic Writing	2
		EMC1113	Introduction To Media Communication	3
		EMC1123	Introduction To Intercultural Communication	3
		EMC1133	News and Feature Writing	3
		EMC1143	Global Citizen	3
	2	BBN1012	Ethics In Profession	2
		*MPU3143	Bahasa Melayu Komunikasi II	3
		EMC1213	Professional Communication Skills	3
		EMC1223	Communication Theories	3
		EMC1233	Audience and Media Discourse	3
		EMC1243	Communication Industries, Policies and Laws	3
	3	EMC1253	Cross-Cultural Management	3
		EMC1313	Broadcast Journalism	3
EMC1323		Global Media	3	
2	1	EMC1333	Script Writing and Appreciation	3
		BBU1012	Social Business 1	2
		EMC2113	Media Management and Production	3
		EMC2123	Semantics in Journalism	3
		EMC2133	Broadcast Feature and Documentaries	3
		EMC2143	Management of Mass Media Organization	3
	2	EMC2153	Opinion Writing and Media Commentary	3
		MPU3213	Kursus Integriti dan Anti Rasuah (KIAR)	3
		MPU3213	Entrepreneurship and Innovation	3
		EMC2213	Management and Production of Aesthetic Presentation	3
		EMC2223	Media Entrepreneurship	3
		EMC2233	Principles of Public Relations	3
EMC2243	Journalism Studies	3		



Year	Sem	Course Code	Course	Credit Hour
	3	EMC2313	Journalism in Malaysia	3
		EMC2323	Advance Newswriting	3
		EMC2333	Public Relations: Case Studies	3
3	1	EMC3113	Public Relations Writing	3
		EMC3123	Editing	3
		EMC3133	Public Relations Campaign	3
		EMC3153	Statistics and Data Analysis	3
		EMC3143	Communication Research Methodology	3
		EEE3113	Human Resource Management	3
	EEE3112/ 3122/ 3132	Introduction to Future Studies / Stress Management Skills/Islamic Critical Thinking Skills	2	
	2	EMT3216	Industrial Training	6
	3	EEE3213	Management & Organisational Behaviour	3
		EMC3313	Academic Exercise	3
		LLE1012/ 1022/ 1032/ 1042	Basic Arabic / Japanese / Mandarin/ Korean Communication	2
<b>TOTAL</b>				

**Notes:**

\*International Student

## SYNOPSIS OF COURSES

### COMPULSORY COURSES

#### **MPU3143 BAHASA MELAYU KOMUNIKASI II**

Kursus ini bertujuan membolehkan pelajar berkomunikasi dalam Bahasa Melayu secara betul dan berkesan dalam pelbagai situasi formal dan tidak formal menggunakan aktiviti-aktiviti interaktif untuk meningkatkan kemahiran pelajar berkomunikasi, khususnya, dalam kemahiran lisan dan mendengar.

#### **MPU 3163 FALSAFAH DAN ISU SEMASA**

Kursus ini merangkumi hubungan ilmu falsafah dengan Falsafah Pendidikan Kebangsaan dan Rukun Negara. 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 diberikan kepada falsafah sebagai asas bagi menjalin dialog antara budaya serta memupuk nilai seponya. Di hujung kursus ini pelajar akan mampu melihat disiplin-disiplin ilmu sebagai satu badan ilmu yang komprehensif dan terkait antara satu sama lain.

#### **MPU 3173 PENGHAYATAN ETIKA DAN PERADABAN**

Kursus ini mempersiapkan pelajar untuk menghayati etika dan peradaban yang wujud dalam masyarakat kepelbagaian etnik di Malaysia untuk memperteguhkan pemikiran kritikal dan analitikal mereka bagi menangani kehidupan yang lebih mencabar. Pengisian kursus ini memfokuskan kepada penghayatan etika dan peradaban dalam acuan Malaysia. Pelajar akan didedahkan dengan dinamika konsep etika dan peradaban yang menjadi kekuatan kepada pembentukan negara Malaysia berdasarkan susur masa evolusi sejarahnya dari era pra-kolonial sehingga ke pasca-kolonial. Kefahaman tentang pembentukan etika dan peradaban dalam masyarakat kepelbagaian dibincangkan bagi meningkatkan penghayatan etika dan peradaban ke arah pemantapan kesepaduan nasional dan bangsa Malaysia. Peradaban acuan Malaysia perlu dikupas serta diperdebatkan dalam aktiviti akademik berpandukan Perlembagaan Persekutuan sebagai tapak integrasi dan wahana etika dan peradaban. Pembinaan kesepaduan nasional amat dipengaruhi oleh globalisasi dan perkembangan teknologi maklumat dan komunikasi yang kompleks. Oleh kerana itu, penghayatan etika dan peradaban menzahirkan perilaku tanggungjawab sosial dan digerakkan

pada peringkat individu, keluarga, komuniti, masyarakat, dan negara. Justeru, perubahan yang berlaku dalam masyarakat dan pembangunan langsung ekonomi telah membawa cabaran baru dalam mengukuhkan kelestarian etika dan peradaban di Malaysia. Amalan Pendidikan Berimpak Tinggi (HIEPs) dipraktikkan dalam pengajaran dan pembelajaran bagi mendalami kursus ini. (pengajaran & pembelajaran).

### **MPU3213 ENTREPRENEURSHIP AND INNOVATION**

This course combines the understanding of the role and key characteristics of entrepreneurship and the key factors that impact the growth and development of entrepreneurial ventures with practical assignments on the know-how of entrepreneurship.

### **MPU 3323 KURSUS INTEGRITI DAN ANTI RASUAH**

This course covers the basic concept of corruption including the value of integrity, anti-corruption, forms of corruption, abuse of power in daily activities and organizations as well as ways to prevent corruption. Cases related to corruption are discussed. Teaching and learning methods are implemented in the form of 'experiential learning' through individual and group activities. At the end of this course, students are able to understand the practice of integrity, the concept of corruption, anti-corruption, abuse of power as well as the prevention of corruption in society and organizations.

### **BBU1013 SOCIAL BUSINESS I**

This course focuses on how social business has evolved with reference to Yunus as the main person behind the propagation of social business, the funding strategies as well as the various techniques used. The students will also be exposed to the methodology of reduction of poverty and creation of sustainable livelihood opportunities plus social empowerment of the community. Social empowerment will evolve around the approaches in the areas of health, welfare and education. The students would be taken to the community to be able to relate to the impact of poverty on the poor as well as the efforts being carried out to reduce poverty.

**BBN1022 SUSTAINABILITY AND SOCIETY**

This course aims to inculcate understanding human beings in families, tribes, communities (rural and cities), nations and networks and how the individual's patterns of feelings, thoughts and actions are shaped as we try to live together and help each other. Real world current issues are used to reflect deeply on societal problems such as poverty, liberty, war, ageing, disease, climate change, and globalisation, food and water security. Students will volunteer to design and implement projects for specific groups, incorporating social business for sustainability.

**BBN1012 ETHICS IN PROFESSION**

This course includes the functions of management in the organisations. It addresses the external environment of organisational culture, the types of decision making processes in organisations as well as the organisational structures and leadership skills in the organisation.

**LLN1012 ACADEMIC WRITING**

This course emphasizes on the theory and practice of academic writing. Students will be introduced to the writing process and writing supporting details using facts, quotations and citations. They will also be exposed to summarizing, paraphrasing, synthesizing and analysing texts. In addition, accurate use of grammar and mechanics of English will also be emphasized. The end product will be report writing and they will be introduced to types of reports commonly produced by students at tertiary level.

## **BACHELOR OF ELEMENTARY EDUCATION**

### **CORE COURSES**

#### **EEC1113 FOUNDATION OF EDUCATION**

This course introduces students to the historical and philosophical foundations of education. The first part of the course will introduce students to philosophy and its role in education. In the second part, the historical development of education until the present will be analysed with respect to educational objectives and practices. The social foundations of education will be analysed as well in order to understand how social class, ethnicity, gender, culture and socio economic status affect educational opportunity, access, equity and educational achievements.

#### **EEC1123 ELEMENTARY SCIENCE**

This course covers the content of Grades 1 to 6 in the general science curriculum. The topics include living things and non-living things. Students learn about themselves, animals and plants, the life processes of humans and animals, and how living things survive. They also learn about physical quantities and measurements of light, heat, sound, energy, magnets, and electricity. Students learn about man-made and natural materials and their properties and the solar system.

#### **EEC1133 ENGLISH GRAMMAR**

This is a practical course that covers all aspects and rules of English grammar and writing styles. Topics include parts of speech, verb tenses, sentence structure, correct word usage, error analysis, error correction, and mechanics of writing. Student teachers will be given adequate practice to identify grammatical errors and incorrect usage, and correct them according to the rules of English.

### **EEC1143 FOUNDATION AND PRINCIPLES OF CURRICULUM**

The purpose of this course is to examine and critically analyse major theoretical perspectives in curriculum, Philosophy, development, objectives and importance of curriculum will be discussed in the course. Styles of instruction such as interactive learning, cooperative learning, individualized learning will be discussed as well. Curriculum and Assessment for both students and teachers are also fundamental topics to be highlighted.

### **EEC1213 TECHNOLOGY-ENHANCED ACTIVE LEARNING**

This course trains student teachers on how to use digital technology effectively in the classroom to bring about active and meaningful learning of any curriculum content. Both digital and non-digital (regalia) technologies will be discussed. Much of the content focuses on current and emerging technology like Google Classroom, learning gamification tools (e.g. Kahoot.it, Poll Everywhere, Quizlet), video instruction, screen casting and podcasting. Student teachers will also examine best practices in technology use for interactive learning.

### **EEC1223 EDUCATIONAL PSYCHOLOGY**

The course covers Educational Psychology theories in relation to understanding human development and human development and learning. Individual differences in terms of abilities, socio-economic and cultural background, gender, learning style and learning in different educational environments/settings are discussed.

### **EEC1233 LEARNING SCIENCE THROUGH INQUIRY**

This course invites student teachers to explore and understand inquiry science by experiencing it through student-generated hands-on experiments. A small part of the course explains the theoretical foundations and forms of inquiry with a special focus on the 5E instructional model, the learning cycle method and STEM labs. A major portion of the course content entails student teachers' real engagement in inquiry science through experiments on Onion DNA, greenhouse effect, buoyancy (sink or float), electricity and others.

### **EEC1243 CHILD DEVELOPMENT AND PSYCHOLOGY**

This course is a detailed and in-depth study of how children develop from prenatal stages to birth and infancy to early childhood and early adolescence. Important theories of development are discussed such as Piaget, Vygotsky, Gardner, Kohlberg and Erikson that look at child development from the various physical, cognitive, socio-emotional and moral perspectives. In addition, environmental and societal factors are discussed in terms of how they influence intelligence, self-concept and identity formation, temperament and pro-social behaviour among children.

### **EEC1253 CHILDREN LITERATURE**

This course develops student teachers' literature appreciation through an exposure to a wide range of children's books and verses. The topics include Grimm's and Hans Christian Andersen's fairy tales, Mother Goose's nursery rhymes and children's classics such as The Mad Tea-Party (from the famous book Alice in Wonderland) and The Piper at the Gate of Dawn (from The Wind in the Willows). Reading aloud and literary analysis are employed in the study of the texts to further build teachers' literature teaching skills. Student teachers come up with classroom-based assignments (e.g. Book Buddy Project, Writing Haikus and Cinquains and Book Talk) to help them visualize how literature may be taught innovatively in the elementary classroom.

### **EEC1313 ENGLISH VOCABULARY**

This course taps into the vast richness of English vocabulary through word study activities. It gives elementary teachers the skills to dissect English words, identify their origins and foreign language elements (particularly Latin and Greek), and guess word meanings from the context in which the words are used. Latin and Greek root words will be taught as suffixes, prefixes and word bases forming the massive repertoire of English vocabulary.

### **EEC1323 LITERACY INSTRUCTION**

This course gives a broad overview and in-depth training on the nature of literacy instruction as well as the tools and strategies needed to implement it effectively in primary classrooms, especially among struggling learners and learners with minor learning disabilities. The content touches upon what literacy means in the 21st century context and the diverse techniques that can be employed to develop early reading, speaking, spelling and writing literacy. The activities will include role plays and demonstrations of the literacy strategies.

### **EEC1333 ELEMENTARY MATHEMATICS**

This course covers the content of Grades 1 to 6 in the general Mathematics curriculum. The topics include basic level Maths such as the number system, whole numbers, fractions, multiplicative comparisons and reasoning and algebra.

### **EEC2113 METHOD OF TEACHING**

This course covers the principles, procedures and implementation of inclusive education. A thorough overview of the theoretical models that influence special education practices in Malaysia and abroad for students with special educational needs will also be explored. In addition child learning and classroom settings, lesson planning, assessment and classroom management of children with special needs and behaviour problems will be discussed.



### **EEC2123 TEACHING ENGLISH FOR ELEMENTARY SCHOOL**

This course combines the theory and practice of English language teaching and develops student teachers' pedagogical content knowledge (PCK) in building pupils' competency in listening, speaking, reading and speaking. The content places a heavy focus on practical strategies that work in the classroom, such as reading aloud, language drills, pictorial grammar and storytelling and re-telling, while giving some input on the theories underlying these strategies. Fundamental instructional skills like explaining, elaborating, giving examples and questioning are also emphasized in microteaching sessions.

### **EEC2133 ENGLISH WRITING**

This course provides elementary teachers with the knowledge and skills to become good writers of English. They are first given an exposure to the process and stages of writing, followed by an extensive hands-on training on producing a good piece of writing. The practice intends to develop their writing skills in stages. Topics include elements and stages of the writing process (planning, drafting, revising, editing, proofreading etc), sentence and paragraph construction, elaborating, grammar, word choice and the use of figurative language, as well as punctuation and mechanics. Student teachers are developmentally trained to write the five different types of writing (descriptive, expository, narrative, persuasive, and comparison and contrast) with a special focus on research report writing given at the end of the course.

### **EEC2143 MATH LAB FOR ELEMENTARY SCHOOL**

This course offers a fun, hands-on approach to learning math and delivers a series of math-related puzzles, games, and activities for elementary student teachers to experience. The content focuses on exploring geometry, developing spatial learning, and building logic skills through experimentation. Each content block introduces a specific topic such as topology (the study of shapes), fractals (a shape that is similar to itself no matter how far you zoom in on one particular part), tangrams (a puzzle that uses the same seven pieces to create different shapes), and more. There are a

number of labs presented in each content block using mostly household items. The aim of the course is to enable elementary student teachers to teach Math innovatively through experimentation with Math concepts.

### **EEC2153 ISLAMIC EDUCATION THOUGHT**

The content of this course represents a broad-ranging study of Muslim scholars' educational thought and their contributions to education and training. The course starts off with a brief overview of four early Islamic eras and the curriculum of early Muslim education, and weaves in an analysis of the Prophet's teaching methods. It then continues to discuss the works, writings and educational thought of renowned scholars in early Islamic periods such as Al-Ghazali, Ibnu Khaldun and Al-Farabi, and those scholars that came much later like Mohamad Abduh and Ismail Faruqi. The approach invites student teachers to look at the contributions of Muslim scholars in a new yet critical lens.

### **EEC2213 SPEECH AND COMMUNICATION**

This course is a practical hands-on course that develops teachers' communication and public speaking skills in 3 ways; first by exposing them to the theoretical components of speech and communication, second by giving them the skills of writing impromptu and extemporaneous speeches, and third by giving them opportunities to practise their speech delivery skills. Students are exposed to the different types of speeches that they might later on deliver as elementary teachers, such as acceptance speech and current event speech. Hands-on activities and instructor feedback are given to develop students' speech writing skills as the course progresses.

### **EEC2223 LEARNING ASSESSMENT**

This course covers all the knowledge and skill sets needed by student teachers to design, develop and administer effective, valid, reliable and fair assessment in the school setting. Student teachers will discover the principles and procedures of traditional and alternative assessment, the role and function of school based

assessment, grading practices and best practices in learning assessment. They will also learn how to assess the affective aspects of student learning such as motivation, academic self-efficacy and learning styles. The content entails case studies of best practices and hands-on training on developing test items and test-score analysis and interpretation. Some focus is given to Islamic concepts of assessment and the methods of computer-based testing. Topics are delivered through a mixture of lecture, case studies, group work, cooperative learning and student presentations.

### **EEC2232 SCHOOL ORIENTATION PLAN**

This course is to prepare students to make connections between theory and practice in elementary school settings. Students will be able to strengthen and enhance their knowledge and skills in elementary education competency through the line-up of modules. The main focus of the course is to prepare students to implement required educational and professional guidelines and fundamental teaching practices to prepare them for teaching practicum.

### **EEC2243 TEACHING MATHEMATICS FOR ELEMENTARY SCHOOL**

This course develops student teachers' proficiency in teaching elementary and middle school mathematics through a combination of lectures, demonstration, lesson studies, cooperative learning, microteaching and class discussion. Students will be shown the differences between direct instructional methods of teaching Maths and methods that are more constructivist in nature, such as inquiry, MathLab approach and problem solving, and how to reflect the use of these diverse strategies in lesson planning. Other topics include assessing Maths learning, classroom management, teaching Mathematical proficiency through problem solving and improving classroom practices through lesson study.

### **EET2315 TEACHING PRACTICUM I**

This course is to expose students to the teaching and learning processes within and outside the classroom. In addition, this course is designed to provide students with the knowledge of the teaching profession through the tasks and responsibilities. Furthermore, the practicum assists students in the self-development that is in line with

the teaching professionalism and ethics and to undergo the socialisation process in the elementary schools.

### **EEC3113 TEACHING ENGLISH IN EDUCATION**

The course is about the teaching of educational concepts and specific educational terminologies. The student will mainly perform the following tasks: reading, analysing, writing, synthesizing and discussing through the command of English for education.

### **EEC3123 COUNSELLING SKILLS FOR EDUCATORS**

This course provides the necessary & fundamental counselling knowledge and skills required for future teachers in order to prepare them to handle and arising Counselling- related matters in schools. Students- teachers will be given an opportunity to understand the process of counselling, how it works and how they can be part of the process and play their roles in helping students deal with academic and personal issues.

### **EEC3133 DYNAMIC PHYSICAL EDUCATION**

This course gives an overview of physical education as an important subject needed to promote a healthy, balanced and wholesome development of children through physically and developmentally appropriate activities. Important topics include movement concepts and themes, motor development and motor learning, manipulative and body management skills, rhythmic activities and outdoor and indoor games. The course also addresses how academic concepts can be embedded into physical fitness activities.

### **EEC3143 TEACHING SCIENCE FOR ELEMENTARY SCHOOL**

This course covers the pedagogical content knowledge needed by student teachers to teach science using student-centred methods like inquiry, problem-based learning, student-directed investigation, and cooperative learning. Student teachers are first given an exposure to the nature of science and science processing skills before more advanced topics like lab management skills, assessing science learning, how to use the science textbook in constructivist ways and integrating literature and science.

### **EEC3153 TEACHING PHYSICAL EDUCATION TO ELEMENTARY SCHOOL**

This course gives in-depth training on how to teach physical education to elementary school children. A historical overview of physical education as it developed from its early beginning in Europe into a new form of physical education is given at the onset of the course. Other topics cover the knowledge and skills needed by elementary sports and movement educators such as curriculum models, unit and lesson planning, using developmentally appropriate tactics, implementing health-enhancing fitness activities, and creating a safe physical education setting. Student teachers will also learn how to assess student learning in the physical education curriculum using appropriate methods and strategies.

### **EEC3213 INTRODUCTION TO LINGUISTIC**

This course is a general introduction to linguistics that gives elementary teachers a basic understanding of the structure of language in general, how languages vary, and how language influences the way in which people interact with each other and think about the world. Important topics include morphology, phonology, syntax, the Chomskyan revolution, generative grammar, semantics, pragmatics, language change and language death. The content will be delivered in cooperative and flipped learning modes.

### **EEC3223 HIGHER ORDER THINKING SKILLS IN ELEMENTARY CLASSROOM**

This course provides elementary teachers with comprehensive knowledge of HOTS and an exposure on how to inculcate and assess them in the primary classroom. Topics include defining the characteristics of HOTS, implementation strategies, aligning the strategies with the assessment of HOTS and differentiating HOTS by content, process and product. Assignments include producing teaching plans, microteaching and fieldwork (classroom observation). A midterm is given in the second half of the course. The course is practical in nature and has no final examination.

### **EEC3233 SCHOOL MANAGEMENT AND LEADERSHIP**

The course focuses on the concepts, principles and procedures for an effective management of the learning environments and the relationship between different stakeholders in different categories of schools. Identification, analysis and discussion of different problems/issues related to management and leadership in various educational settings will be one of the important aims of this course.

### **EEC3243 RESEARCH IN EDUCATION**

This course is a comprehensive introduction to the action research process right from the first step of identifying and conceptualizing the research problem to planning the intervention to collecting and reporting data and results. Students will learn the three basic research designs: qualitative, quantitative and mixed-methods and choose which design is most appropriate for their research problem. They will also develop the skills of constructing data gathering tools and how to establish the validity and reliability of the tools. Students will acquire a thorough understanding of action research by planning and conducting a real action research project. The content and skills will be imparted in a variety of approaches which include lecture, discussion, hands-on practice, cooperative learning and flipped learning.

## **EET3315 TEACHING PRACTICUM II**

This course is to prepare students to make connections between theory and practice in elementary school settings . This practicum/ teaching practice course, which is conducted through the joint supervision of academic members of the university and a co-supervising teacher in elementary school will enhance their elementary education competency. This course will cover four critical components in the Elementary Education Program, namely Professional Standard (PS), Knowledge of Learners (KL), Strategies and Methods (SM) and Content knowledge (CK). It is a second phase practicum that includes observation, participation, and teaching in an elementary school setting. The main focus is on program planning and assessment for elementary school children.

## **BACHELOR IN EARLY CHILDHOOD EDUCATION**

### **CORE COURSES**

#### **ECC1113 GROWTH AND DEVELOPMENT FOR EARLY CHILDHOOD EDUCATION**

This course emphasizes on the theory and practice of academic writing. Students will be introduced to the writing process and writing supporting details using facts, quotations and citations. They will also be exposed to summarizing, paraphrasing, synthesizing and analysing texts. In addition, accurate use of grammar and mechanics of English will also be emphasized. The end product will be report writing and they will be introduced to types of reports commonly produced by students at tertiary level.

#### **ECC1123 CHILDREN DEVELOPMENT THEORIES**

This course is to prepare knowledge and skills on early childhood curriculum, planning and development. Child oriented learning environment including indoor and outdoor activities and the materials used will be discussed. The appreciation of values and creativity will be examined. Students will be able to describe curriculum/ programme models and plan learning activities according to the developmentally appropriate practice (DAP).

#### **ECC1133 CURRICULUM IN EARLY CHILDHOOD EDUCATION**

The purpose of this course is to examine and critically analyse the definitions, domains, and importance of curriculum in early childhood education. The topics covered in this course include characteristics of domains and the implications of teaching and learning in early childhood. Students are required to plan activities based on pretend and construction play, thematic and project approaches in young children's learning experiences. The relationships of parents' involvement and the current trends and issues; the methods of assessment and evaluation in children's learning through the implementation of early childhood curriculum will also be explained and summarised.



### **ECC1143 PLAY IN EARLY CHILDHOOD EDUCATION**

This course gives an overview of play in early childhood education as an important element needed to promote a healthy, balanced and wholesome development of children through physically and developmentally appropriate activities. Important topics include play and development; play in action in diverse environments; families, communities and play; play-based curriculum models; and pedagogy of play.

### **ECC1213 APPROACHES IN EARLY CHILDHOOD EDUCATION**

This course is to prepare students with the philosophy which focuses on the Approaches in Early Childhood Education and discuss the historical context, principles, environment, learning, and assessment. This course will cover the current trends, issues, and challenges in Early Childhood curriculum at national and international settings.

### **ECC1223 TECHNOLOGY FOR YOUNG CHILDREN**

This course trains students on how to use technology effectively in the classroom to bring about active and meaningful learning of early childhood curriculum. The content focuses on current and emerging technology tools and software like Google Classroom, video instruction, and the use of the internet. Students will also examine issues and trends and also parents-teachers' roles in teaching and learning using technology for young children.

### **ECC1233 CHILDREN DEVELOPMENT AND PSYCHOLOGY**

This course is a detailed and in-depth study of how children develop from prenatal stages to birth and infancy to early childhood. Important theories of development are discussed such as Piaget, Vygotsky, Gardner, Kohlberg and Erikson that look at child development from the various physical, cognitive, socio-emotional and moral perspectives. In addition, environmental and societal factors are discussed in terms of how they influence intelligence, self-concept and identity formation, temperament and pro-social behaviour among children.

### **ECC1243 ISLAMIC EDUCATION IN EARLY CHILDHOOD**

The course is to prepare students on the definition and concepts, Islamic perspectives, and the development of children according to the Islamic views in early childhood education. The course covers the characteristics of Islamic centres/schools, different categories of Islamic wills, and the aspects of Islamic teaching on aqidah, ibadah, akhlaq, and adab to young children. Students are required to apply the teaching of aqidah, ibadah, akhlaq, and adab through various approaches, methodologies, and techniques to young children. The course also guides students on the effectiveness of the types and techniques of punishment and reinforcement from the Islamic views in early childhood education.

### **ECC1253 ADMINISTERING AND MANAGING EARLY CHILDCARE AND EDUCATION CENTRES**

The course is to prepare students to a well-managed and administered early childhood care and education centre that complies with regulation and has quality and early childhood care and education programmes, proper operations and financial planning and good human resource management. This course covers administering and managing centres, types of centres, licensing, organizing and working with the board, financial planning and management of centres, facility and equipment, staffing, recruiting children and professional development, centres components and marketing the program in early childhood.

### **ECC1313 PHYSICAL ENVIRONMENT FOR EARLY CHILDHOOD**

This course is to provide students with knowledge on physical environments and its effects, criteria for arranging indoor and outdoor physical environments, developmentally appropriate equipment, materials, and schedules in early childhood. The content also focuses on the suitable methods in adapting the physical environments for children with disabilities and behaviour problems. In addition, this course is to prepare students with skills to plan and assess suitable physical environments, and parents-teachers roles to support children's learning experiences.

### **ECC1323 PROFESSIONALS IN EARLY CHILDHOOD EDUCATION**

The course focuses on the concepts, characteristics, continuum, behaviour, attributes and credentials in the early childhood profession. The course helps students to prepare their knowledge and skills in school management and effectiveness. Students are also required to relate and compare the roles of professionals in the 21st century in managing issues and conflicts.

### **ECC2113 OBSERVATION AND ASSESSMENT FOR YOUNG CHILDREN**

This course will cover three main topics; Professionalism in Assessment, Assessing and Teaching; and The Classroom and Beyond. The students will explore both quantitative and qualitative approaches to evaluation and assessment. They will learn about technological adaptations to enhance the assessment process to gain an understanding of appropriate strategies for conducting, reporting, and decision making related to specific functions of assessment. Emphasis will be on recording and interpreting child behaviours and teaching strategies. Special Issues in Assessment and Islamic perspectives in personality assessment will also be deliberated.

### **ECC2123 MATHEMATICS FOR YOUNG CHILDREN**

This course is to prepare teachers with a strong foundation for preparing young learners' future understanding of mathematics. This course will cover the role of the educators in developing mathematical knowledge in young children and what the youngsters need to know in order to develop mathematical understanding. The Students will learn how to develop and use assessment and intervention strategies. Strong emphasis will be given on integrating mathematics into the everyday ECE teaching and learning process.

### **ECC2133 EARLY SCIENCE FOR YOUNG CHILDREN**

This course is to expose knowledge, skills and resources that enable students to offer a variety of science and technology experiences to young children and to teach an appropriate science and technology curriculum for the foundation years of education. This course will cover an interactive approach to facilitate children's

investigation of science and technology in everyday experiences within early childhood settings. In particular, students will investigate ideas of young children as investigators to support their knowledge and ability in how science and technology experiences can be practically studied in early childhood settings. Students will also investigate methods of scientific research for insights in how to make young children participate in a number of practical with theoretical based experiences which will incorporate teaching universal values in Science.

### **ECC2143 ENGLISH FOR YOUNG CHILDREN**

This course is to prepare students to understand the cognitive and social processes to assist them to navigate the processes of classroom learning activities and to provide them with knowledge for creating a fun and positive environment in the early childhood settings. This course covers the methodologies of teaching young children, lesson planning, teaching language skills to young children and language learning strategies. Students will gain better understanding in handling children at different ages and this understanding will assist the pre-service teachers in enhancing their knowledge and competency when delivering English lessons. The content for this course also includes resources and materials and language activities for young children.

### **ECC2153 SPECIAL EDUCATION NEEDS IN EARLY CHILDHOOD EDUCATION**

The course prepares students the concepts and characteristics of children with special needs. This course assists students to identify diagnosis methods, intervention programmes, and inclusion of special needs children in ECE setting. Furthermore, students are required to plan suitable types of assessment according to the guidelines, incorporate technology to cater the exceptional and special needs children, evaluate the importance of working with family, parents-teachers collaboration, and the roles of regular education teachers for special needs children.

### **ECC2213 LANGUAGE AND LITERACY FOR YOUNG CHILDREN**

This course is to prepare students to examine the complexity of language acquisition and literacy development in young children. This course will cover theories and the historical context of early reading instruction, the fundamentals of reading (phonics, phonemic awareness, vocabulary development, fluency and comprehension), dynamic assessment, expressive language and writing development. This course also addresses how digital literacy resources inform the teaching of reading, how to work with families to support reading development and how to understand the way that reading intervention models work in schools.

### **ECC2223 HEALTH, SAFETY AND NUTRITION FOR YOUNG CHILDREN**

This course is to provide an overview of the health, safety and nutritional needs of young children and early childhood practices to ensure the health and well-being of each child in a group setting. This course covers roles and responsibilities of adults in meeting children's diverse needs, the promotion of healthy lifestyle practices, understanding common childhood illnesses and injuries, meeting health, nutrition and safety standards. Besides planning nutritious meals that are appropriate for each child, positive emotion, social health and physical health.

### **ECC2233 MUSIC FOR YOUNG CHILDREN**

This course is to prepare students to explore a variety of ways of organizing and presenting music activities for young children. This course will familiarize students with current trends in the teaching of Music in early years (2-6 years). This will cover criteria for selecting and implementing appropriate experiences to support the physical and musical development of young children. The content of the course includes music, and movement appropriate for young children. Focus will be given on the fundamentals of music, and movement as well as the integration of aesthetic and creative experiences into the curriculum.

### **ECC2243 CREATIVE ARTS FOR YOUNG CHILDREN**

This course is to prepare students with principles, methods, and materials for teaching music, movement, visual arts, and dramatic play through process-oriented experiences and these experiences will be useful to support divergent thinking for young people. This course will cover principles and processes of teaching and learning in the arts, children's development in the arts and children's cognitive competence in relation to the arts; arts materials and resources, arts curriculum planning, implementation and evaluation; diversity in the arts and educational issues relating to the arts.

### **ECC2313 RESEARCH METHODOLOGY IN EARLY CHILDHOOD EDUCATION**

This course is to prepare with the concepts related to early childhood research setting. The course covers the different research designs, approaches and analysis that can be applied in research in early childhood education. Students will be guided from the beginning to select topics, develop objectives and research questions, review literature and select appropriate research design and approaches to plan a research proposal and also research report.

### **ECC2323 CHILDREN, FAMILY AND COMMUNITY PARTNERSHIP**

This course is to provide students with the capacity to research, analyse and practically explore social issues affecting children's and family safety and well-being. This course will cover the common social context of adversity and challenge for children and family; and the diverse needs of the child within the context of family, school and community. Professional role in supporting evidence-based practices that strengthen respectful, collaborative family/child partnerships through effective use of community and family resources will be the focus of the course. The content of this course also include poverty, parental mental issues, broken family, child abuse and violence, child protection and early childhood services, law and regulations as well as the intersections with educators' work.

### **ECC2333 SOCIAL STUDIES FOR YOUNG CHILDREN**

This course introduces students to the concept, knowledge, and programme of social studies for young children. The topics cover cognitive, social and affective development, and social skills, in relation with social studies. Different approaches in social studies will be compared, elements and criteria to foster attitude and values, and civic responsibilities in social studies for young children in multicultural society will also be highlighted. Students are required to design a lesson plan in teaching social studies, in tandem with the Developmentally Appropriate Practice (DAP) and the National curriculum.

### **ECC3123 SOCIO-EMOTIONAL DEVELOPMENT IN EARLY CHILDHOOD EDUCATION**

This course provides students with socio-emotional concepts, theories, issues and influences in early childhood. This course allows students to explore theoretical perspectives and learn how to interpret and implement socio-emotional activities in early childhood.

### **ECC3133 BEHAVIOUR MANAGEMENT IN EARLY CHILDHOOD EDUCATION**

This course provides the necessary and fundamental behaviour management knowledge and skills required for future teachers in order to prepare them to handle young children's behaviour problems. Teachers will be given an opportunity to understand the process of behaviour management, how it works, and how they can be part of the process and play their roles in helping young children. This course also covers the roles of parents and community in behaviour management for early childhood.

### **ECC3143 GIFTED AND TALENTED IN EARLY CHILDHOOD**

This course is to prepare students with insights about gifted and talented children. This course will cover gifted and talented concepts and definition; characteristics of gifted and talented children, identifying, planning, early intervention, classroom management, early intervention, assessment, materials and resources, and trends and issues.

### **ECT3218 PRACTICUM IN EARLY CHILDHOOD EDUCATION (CHILD CARE & PRESCHOOL)**

This course is to prepare students to make connections between theory and practice in early childhood settings (0-6 years old). This practicum/ teaching practice course, which is conducted through the joint supervision of academic members of the university and a co-supervising teacher in an early childhood centre will enhance their early childhood education competency. This course will cover four critical components in ECE, namely Professional Standard (PS), Knowledge of Learners (KL), Strategies and Methods (SM) and Content knowledge (CK). It is an advanced practicum that includes observation, participation, and teaching in early childhood setting (0-6years old). The main focus is on program planning and assessment for children in Early Childhood Education.



## **BACHELOR OF MEDIA AND COMMUNICATION**

### **CORE COURSES**

#### **EMC1113 INTRODUCTION TO MEDIA COMMUNICATION**

The course introduces students to the field and scope of media communication, and its main dimensions, namely journalism, broadcasting, film studies, public relations, advertising and media literacy. Students are taught to appreciate the similarities and differences of the dimensions, as well as their functions and significance in their daily social lives. This course will enable students to understand the practical utility of media communication in an effort to build a career as a media communication practitioner. Emphasis will be given to the comprehension of the dimensions in order to enhance students' appreciation of the current media convergence. By the end of the course, students should be familiar with the field and scope of media communication and understand the convergence that is prevailing in an evolving media scape.

#### **EMC1123 INTRODUCTION TO INTERCULTURAL COMMUNICATION**

Students taking this course will learn the definition of culture and will be introduced to intercultural communication theories such as differences in gestures, personal spaces, and customs. By identifying intercultural issues within regional and global society, students will learn how they can apply intercultural communication theories to their daily lives and how they can respect and understand persons from other cultures. The main objective of this course is to create an environment in which students will feel comfortable communicating with people from different cultures and backgrounds. As part of the course, students will communicate with people from other cultures in class and electronically. This course will aid to enhance their communication skills particularly as they apply to communicating with people from other cultures. It will be of value for any student who seeks to develop the ability to communicate effectively and appropriately in intercultural situations, be it at home or in international settings.

### **EMC1133 NEWS AND FEATURE WRITING**

This course introduces students to the field and scope of news and feature writing. Various news and feature structures will be discussed. Students are exposed to various journalistic writing strategies including deadline writing, creative, narrative and non-fiction writing that meet the demand of journalistic principles. This course will enable students to understand the principles and philosophy of news evaluation and selection of features and news. Emphasis will be given to the techniques of information gathering for news and features, writing structure, ethics and responsibilities of journalists. By the end of the course, students should be able to understand what entails good features and news.

### **EMC1143 GLOBAL CITIZEN**

The aim of the subject is also to present major social scientific concepts referring to trends and problems of the current transformation of societies throughout the world. The key concepts are globalization and social change. The concepts should enable the students to better understand causes, processes and consequences of globalization of all major action spheres of societies. The subject also fosters students' appreciation of the significance of diversity, involving ethnicity, gender, religion and disability and to encourage them to develop cross-cultural communication skills.

### **EMC1213 PROFESSIONAL COMMUNICATION SKILLS**

This course emphasizes the theory and practice of professional communication at interpersonal level, in teams and to a large group. The course serves to build upon the students' academic and professional knowledge acquired through other core courses and will enable them to be highly effective in expressing themselves and in imparting their professional and technological expertise in a variety of jobs, business, professional and social settings. This course will be delivered through a series of simulated and activity-based situations.

### **EMC1223 COMMUNICATION THEORIES**

This is an introductory course on communication and media studies theories. It explains the basics and processes in the construction of communication and media studies theories. It also relates research methods with the testing and validating of a particular theory. The major theories of communication and media studies will be reviewed and discussed. By the end of the course, students should be able to apply appropriate theory to do research on communication and media studies.

### **EMC1233 AUDIENCE AND MEDIA DISCOURSE**

The course focuses on the various ways of defining and studying media audiences. The complexities and fluidity of media audience relationships are explored and examined. It also discussed the various methodologies of audience analysis using both qualitative and quantitative approaches. In addition contemporary media discourses are also debated. By the end of the course, students can understand the concept of audience and its complexities, as well as critically analyse media discourses.

### **EMC1243 COMMUNICATION INDUSTRIES, POLICIES AND LAWS**

This course introduces students to the field and scope of the communication industry, policies, and laws. Students are taught to appreciate the three components of the course and the relationship between them. This course will enable students to identify the practical utility of communication in an effort to build a career as a media communication practitioner. Emphasis will be given to the comprehension of the three components to enhance students' appreciation of the current media convergence. By the end of the course, students should be able to acknowledge the field and scope of the communication industry, policies and laws and their relevance in the development of the nation-state of Malaysia.

### **EMC1253 CROSS-CULTURAL MANAGEMENT**

Throughout the course, students will look at various international business and management issues mainly through the prism of culture. The concept of culture will be explored in depth and its influence on both interpersonal and business will be discussed, with the objective of developing analytical and practical skills for managing effectively in a multicultural workplace.

### **EMC1313 BROADCAST JOURNALISM**

The course introduces students to the practice of broadcast journalism through three primary aspects, i.e. gathering and writing news; and managing news, for radio and television. Students are also exposed to the whole production process of the news genre, as well as evaluating and appreciating the genre. By the end of the course, students can produce a broadcast journalism program.

### **EMC1323 GLOBAL MEDIA**

This course seeks to cover the landscape in contemporary theorizing and research on global media. Consequently, the focus of the course will be to define global media communication and to build a foundation of definitions of common elements found in media around the world. Ultimately, the course presents the global media industry as a homogenous phenomenon bound in similarities through the above stated elements and yet uniquely dressed by differing cultural influences.

### **EMC1333 SCRIPT WRITING AND APPRECIATION**

This course is the basic course of writing and appreciation of electronic media content. This course introduces students to theoretical aspects and script writing practices for electronic media. Types of media covered are new radio, television, movies and media. The type of writing emphasized was writing for advertising, public service, drama, talk-about genres including documentaries. Some of the main concepts of writing are also described as ideas, languages, structures and continuity. Students will be guided through each stage of the writing process. This course focuses on the ability of students to generate research-based ideas as well as find innovative

and creative writing approaches. Some selected electronic media content will be screened for the process of securing the media content systematically. At the end of the course students can write scripts and make their media plans appreciated.

### **EMC2113 MEDIA MANAGEMENT AND PRODUCTION**

This course is pragmatic, dedicated to managing and publishing newspapers and managing and publishing radio online. Students are divided into two groups. Each group passes through these two types of training in different seminars on a rotational basis. Each exercise contains specific modules to ensure that each student meets the objectives and learning outcomes of the course by focusing on the aspects of management, handling, publication, presentation, promotion and marketing and evaluation of a media product.

### **EMC2123 SEMANTICS IN JOURNALISM**

This course discusses the philosophy of semantics and analytical theories as well as critical evaluation of meanings in journalism language. The course emphasises the methodology in analysing meanings in journalism writings through a general semantic approach from the intentional and extensional perspectives. The purpose of this course is to develop skills in analysing journalism language in a critical, constructive and proactive way. By the end of the course, students are able to understand aspects, functions and impact of semantics in journalism.

### **EMC2133 BROADCAST FEATURE AND DOCUMENTARIES**

This course focuses on the formation and presentation of information through robust material research, planning activities, documentary management and directing, television and multimedia magazines. Students are also exposed to concepts, environments and effects of publication. The focus is on the process of publishing from the idea stage to the presentation stage and publication of the idea in the form of broadcast and / or documentary plans. By the end of the course, students are able to produce a good documentary/broadcast feature. At the end of the course, students can produce a quality documentary / broadcast plan

### **EMC2143 MANAGEMENT OF MASS MEDIA ORGANIZATION**

This course introduces students to the field of management with emphasis on mass media organisations. Students are also exposed to the evolution of management theories that have influenced the operations of mass media organisations. Six important stages of management will be discussed: planning, decision-making, organising, directing, leadership and control. Motivation, human resource management, entrepreneurship and ethics will also be discussed. Emphasis will be on the comprehension of the six management stages in order to enhance students' appreciation of the roles played by media managers. Media managers will be invited to share their experience in the classroom as well as through visits to media organisations. By the end of the course, students should be able to identify the critical factors that make for effective media management and effective mass media organisations.

### **EMC2153 OPINION WRITING AND MEDIA COMMENTARY**

This course introduces students to the field and scope of opinion writing such as editorial writing, commentary, column, and letters to editors. Students are taught to appreciate the various components and relationships between them. This course will enable students to identify the practical utility of opinion writing in print media, electronic media, and others. By the end of the course, students know and can write various forms of opinion writing and media commentary.

### **EMC2213 MANAGEMENT AND PRODUCTION OF AESTHETIC PRESENTATION**

This course focuses on the theory and the management of creative media aesthetics, including the practices, procedures, planning and interpretive performance of the workforce in pre-planning aspects of publishing, publishing and post-production analysis to perform a proper production planning procedure at all levels from pre to post production processes. Students will be guided in exploring new ideas and non-conventional presentations in producing audio visual messages. The course will also focus on developing students' ability in appreciating and applying aesthetics and artistic qualities to the production according to the specific needs of

the medium, particularly the medium of television. By the end of the course, students are able to produce a multi-camera production.

### **EMC2223 MEDIA ENTREPRENEURSHIP**

This course focuses on the principles of strategic planning, management and implementation in media entrepreneurship. It discusses management basics including aspects related to the provision of human capital such as providing individual potential as an entrepreneur, organizing organizational skills, including skills in crisis management, and skills tracking opportunities. In addition the course also examines the principles and applications of entrepreneurship planning within the market economy framework taking into account the conducive entrepreneurial environment. By the end of the course, students should be able to translate creative ideas into concrete entrepreneurial projects related to the media.

### **EMC2233 PRINCIPLES OF PUBLIC RELATIONS**

This course provides an overview of public relations practice and addresses the consistent use and value of public relations in influencing business decision-making on a daily basis in a variety of for-profit and not-profit organizations and situations.

### **EMC2243 JOURNALISM STUDIES**

This course introduces potential journalism majors to the world of the history, culture and principles of journalism as well as the prospects of Journalism so they will be better prepared to succeed in the program and in their career.

### **EMC2313 JOURNALISM IN MALAYSIA**

The course examines how news has been discovered and communicated. It also focuses on particular areas of journalism. The class will examine how the role of journalists and those who own media outlets has changed in the last century in Malaysia.

### **EMC2323 ADVANCE NEWS WRITING**

This course discussed the writing and reporting techniques that are necessary for covering beats like politics, business, environment and sports. It also delves into investigative and interpretative reporting, column writing and broadcast news writing and reporting. This is very much a hands-on course where students sharpen their skills by writing and reporting on specialised topics.

### **EMC2333 PUBLIC RELATIONS: CASE STUDIES**

The course considers public relation practice in real world application. Students will systematically evaluate examples of how public relations practitioners have tried to enhance interactions with key publics to achieve organizational objectives. The goal of this class is to generate knowledge of effective principles of strategic public relations, and promote ethical approaches to reputation management. At the conclusion of this course students should be able to understand public relations theories and techniques to a variety of situations.

### **EMC3113 PUBLIC RELATIONS WRITING**

The course focuses on print and broadcast copywriting related to public relations activities. Students will obtain knowledge of basic principles of public relations and gain experience in writing for public relations. The course also aims at making students more proficient in the various forms of public relations writing targeted to specific audiences. The forms of public relation writing to be dealt in this course include news releases, facts sheets, media lists, speeches, feature stories, letters, memoranda, company histories, advertising and advertorials.

### **EMC3123 EDITING**

This course focuses on developing student's skills in analysing, correcting, and improving journalistic writing and editing.



### **EMC3133 PUBLIC RELATIONS CAMPAIGN**

In the course, students will master the elements of a strategic communications campaign through direct experience. This course focuses the perspective of a practitioner and to make use of extensive real-life examples. As much as is possible in a classroom environment, the course will try to recreate the experience of earning and working with real-world clients. This course represents an opportunity to bring together everything you have learned through your coursework as a student of public relations, including research methods, writing and strategy. This course is centred on the student and his or her learning needs, with ample time and opportunity for hands-on learning.

### **EMC3143 STATISTICS AND DATA ANALYSIS**

The course focuses on descriptive and inferential statistics. Real statistical data from media and communication research will be used for statistical analysis. Probability theory, frequency distribution, central tendency and dispersion will be discussed. Statistical analysis of chi squares, t-test, analysis of variance, correlation and simple regression will be applied. Throughout the course, students will use SPSS as a statistical tool for analysis and interpretation of research.

### **EMC3313 ACADEMIC EXERCISE**

Scientific training is the culmination of student learning experiences to apply knowledge and skills acquired in the program to conduct and produce systematic and scientific research. Students will be closely supervised to conduct research on selected issues and issues and then make a full report on them.

## **ELECTIVE COURSES**

### **EEE3113 HUMAN RESOURCE MANAGEMENT**

This course aims to provide a broad introduction to the theoretical and practical knowledge of human resource management (HRM) in organizations. It provides students with an understanding of the issues involved in staffing (job analysis, recruitment and selection), training and development, performance appraisal and compensation (salary, incentives and benefits). It also exposes students to current trends, issues and research publications relating to human resource aspects and practices in organizations.

### **EEE3112 INTRODUCTION TO FUTURE STUDIES**

Introduction to Future Studies surveys the origins, founders and history of the futures studies movement, examines the methods and techniques of the field, covers basic assumptions and theories, and focuses on some of the basic skills and tools. The course is multi-disciplinary, and will lead students to greater foresight about emerging issues, trends, cross-impacts, and implications in demographic, social, technological, environmental, economic, political, and other global forces of change. The course is designed to introduce students to one of the essential futures tools, environmental scanning, which will help them to better identify and monitor emerging issues, social and technological innovations and trends. Students will be introduced to some of the critical tools of analysis to put these changes in context and will be exposed to layered approaches exploring the implications of change. The course will also survey a range of alternative futures, scenarios, and approaches to scenario building.

### **EEE3122 STRESS MANAGEMENT SKILLS**

This course exposes students to a holistic approach to stress management. It treats both cognitive skills and relaxation techniques with the intention of preventing and/or alleviating the physical symptoms of stress. The learning activities of the course are both theoretical and experiential.

### **EEE3132 ISLAMIC CRITICAL THINKING SKILLS**

This course explores critical thinking from the Islamic perspectives which reveal the distinctive natures of thinking. It discusses the model or concept of Islamic critical thinking that bears three distinguished elements of al-tafakkur, al-yaqin and al-'adl which deal relatively with the aspects of spirituality, epistemology and axiology before finally assimilating them into the technological ventures.

### **EEE3213 MANAGEMENT AND ORGANISATIONAL BEHAVIOUR**

This course introduces the students to the business organizations and the various roles of managers in organizations. It covers important management topics such as planning, organizing, leading and controlling, and introduces basic organizational behaviour concepts such as individual and group behaviour, team, motivation and leadership. While the course approaches management from a theoretical and descriptive standpoint, emphasis is placed on the practical application of the materials through examples and discussion.

### **LLE1012 BASIC ARABIC COMMUNICATION**

This course is a basic introduction to Arabic communication. It covers introduction to Arabic language, the differences in the pronunciation of Arabic letters, and Arabic writing system and word construction. This course is recommended for students who have basic reading and writing skills of Arabic letters.

### **LLE1022 BASIC JAPANESE COMMUNICATION**

Basic Japanese communication is an introductory course in which students will be exposed to basic communication skills in the Japanese Language. They will also be exposed to the Hiragana characters to help them in their reading and writing skills. Students will learn the basic grammar and vocabulary required in daily communicative contexts. The course also attempts to provide a basic insight into Japanese culture.

### **LLE1032 BASIC MANDARIN COMMUNICATION**

This course introduces the basic components of the Chinese language: a) grammar - sentence structure and sentence pattern, b) speaking and listening - everyday usage of conversational & listening skills, c) reading & comprehension - reading simple passages and d) writing - writing simple sentences and short essays using Hanyu Pinyin and Chinese characters.

### **LLE1042 BASIC KOREAN COMMUNICATION**

An introductory course which will enable students to speak, read and write basic everyday Korean Language. The major areas of study include: listening, speaking, reading, writing, grammar and vocabulary.



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