

SENIOR MANAGEMENT OF IUM



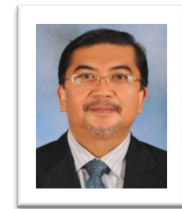
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DEPUTY RECTOR
(INTERNATIONALISATION & INDUSTRY AND COMMUNITY RELATIONS)
VACANT

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VACANT



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(STUDENT AFFAIRS)
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KOED ORGANIZATION



DEAN
PROF. DR. ISMAIL SHEIKH AHMAD



DEPUTY DEAN (POSTGRADUATE & RESEARCH)
ASSOC. PROF. DR. MOHD BURHAN IBRAHIM



DEPUTY DEAN (ACADEMIC AFFAIRS)
ASSOC. PROF. DR. SUHAILAH HUSSEIN



DEPUTY DEAN (STUDENT AFFAIRS)
ASSOC. PROF. DR. SUERAYA CHE HARON



HEAD, DEPARTMENT OF SOCIAL FOUNDATION & EDUCATIONAL LEADERSHIP
ASSOC. PROF. DR. MOHAMMAD JOHDI SALLEH



HEAD, DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING
ASST. PROF. DR. HANIZA RAIS



HEAD, DEPARTMENT OF CURRICULUM AND INSTRUCTION
ASSOC. PROF. DR. ADNAN ABD RASHID



HEAD, DEPARTMENT OF LANGUAGE & LITERACY
ASSOC. PROF. DR. FOUAD M. RAWASH



HEAD OF RESEARCH
ASST. PROF. DR. MADIHAH KHALID

DIRECTOR, CENTRE FOR TEACHING THINKING
VACANT



**ASSISTANT DIRECTOR
MUHAMAD AZMI IBRAHIM**

ACADEMIC STAFF

PROFESSORS

Prof. Dr. Ismail Sheikh Ahmad

B.A Geog (California State-Fresno)
M.Sc. Ed. Curri. & Instruction. (Southern California)
Ph.D Language Education in Reading ESL. (Nottingham)
Adv. Dip. TESL (RELC, Singapore)
Cert. in English (ELC, Houston)

Prof. Dr. Hairuddin Mohd Ali

Ph.D. (Service Marketing) (UPM)
M.Sc. (Management) (UUM)
B.Econs (Hons) (Analytical Economics) (UKM)
Cert. Ed. (DTC Johor Bahru)

Prof. Dr. Mohd Sahari Nordin

B. A. (Hons) Economics (Malaya)
Cert. Ed. (Temenggong Ibrahim College)
M. Ed. Social Sciences (Malaya)
Ph.D Educational Psychology (Florida State)

Prof. Dr. Nik Ahmad Hisham Ismail

Cert. in English (IEI, Cal.)
B.A Econ. And Geog. (Cal. State, Fresno)
M.Sc. Ed. (Southern California)
Ph.D Soc. Psych in Education (London)

Prof. Dr. Ratnawati Mohd. Asraf

Cert. TESL (Language Institute)
B.Sc. Biology (Northern Illinois)
M.Sc. Ed. Secondary Education (Northern Illinois)
Ph.D TESL / Multi Cultural Education (Florida State)

Prof. Dato' Dr. Sidek Baba

Certificate of Education (MPSI)
Diploma in Islamic Studies (UKM)
B.A. Hons. Pengajian Melayu (UM)
M.Sc. Ed.Comp. Education (Indiana-Bloomington)
Ed.D Educational Policies (Northern Illinois)

Prof. Dawood Abdulmalek Yahya Al-Hidabi

ASSOCIATE PROFESSORS

Assoc. Prof. Dr. Mohd Burhan Ibrahim

B.Sc. Physic & Math (Windsor University)
M. of Management (IIUM)
Ph.D Education (Educational Admin.) (IIUM)
Dip. Of Education (UKM)
Diploma in Management (MIM)

Assoc. Prof. Dr. Adnan Abd Rashid

Cert. Ed. (LembahPantai)
B.A. (Hons.) Islamic Studies (IIU, Islamabad)
Adv. Diploma Ed. (IIUM)
M.Ed. Islamic Education (IIUM)
Ph.D. in Theology- Islamic Education (Birmingham)

Assoc. Prof. Dr. Ainol Madziah Zubairi

B.A. in English (North Texas State University)
M. A. in TESL (North Texas)
Ph.D.Language Testing (Surrey).

Assoc. Prof. Dr. Arifin Mamat

B.A (Hons) Arabic (Mohd. Al-Khamis, Rabat)
B. Islamic Studies Shariah (1st Class Hons) (UKM)
Dip. Ed. Arabic/Islamic Education (IIUM)
M.Ed. Teaching Arabic (IIUM)
Ph.D Islamic Studies Teaching Arabic (Birmingham)

Assoc. Prof. Dr. Azam Othman

B. Hsc. Comm. (IIUM)
Dip. In Islamic Studies (KUSZA)
M. Ed Admin. (Michigan)
Ph.D Educ. Mgment (Sheffield)

Assoc. Prof. Dr. Ismaiel Hassanein Ahmed Mohamed

B.A. Literature & Educ (Egypt)
M.A. Islamic & Arabic Studies (U. Phillipines)
Ph.D Religious and Values Ed (De La Salle, Phillipines)

Assoc. Prof. Dr. Joharry Othman

B.A. Maths (Southern Illinois)
MSc. Secondary Ed. (Southern Illinois)
Dip. Ed. (Malaya)
Ph.D Ed. Psych (Denver)

Assoc. Prof. Dr. Mastura Badzis

B.A (Hons) Arabic (Mohd. Al-Khamis, Rabat)
Dip. Ed. (MPI, Bangi)
M.Ed. Teaching of Arabic to Non Arabic Speakers (IIUM)
Ed.D Child Development & Education (Warwick)

Assoc. Prof. Dr. Mohamad Johdi Salleh

B.A (Hons) History (Malaya)
Cert. Ed. TESOL (MTC, Penang)
M.A Ed. History in Education (London)
Ph.D History in Education (Birmingham)

Assoc. Prof. Dr. Nik Suryani Nik Abdul Rahman

B. Sc. Math. (Northern Illinois)
M. Sc. Ed. Psych (Northern Illinois)
RSA Cert. Teaching (British Council)
Ph.D. Mathematics Education (Malaya)

Assoc. Prof. Dr. Sharifah Sariah Syed Hassan

B.Sc. in Genetics (UM)
Dip. Ed. (IIUM)
M.Ed. Instructional Technology (UM)
Ph.D. Education (Instructional Technology) (IIUM)

Assoc. Prof. Dr. Siti Rafiah Abdul Hamid

B.A. (Hons) History (Malaya)
M.Sc. Ed. Psych. (Indiana)
Ph.D. Educational Psychology (UM)

Assoc. Prof. Dr. Suhailah Hussien

B.A. Philosophy (IIUM)
Dip. Ed. (IIUM)
M.Ed. Social Foundation (IIUM)
Ph.D Phil. Ed (Sheffield)

Assoc. Prof. Dr. Tunku Badariah Tunku Ahmad

B.A Eng. (Calgary); Dip. Ed. (IIUM)
M. Ed. Foundation (Northern Illinois)
Ed.D Instructional Technology and Multimedia (USM)

Assoc. Prof. Dr. Zainurin Abdul Rahman

B.A Eng. (Florida State)
Dip. Ed. (IIUM)
M.Ed. TESOL (Manchester)
Ph.D. Education (Lang. Learning) (IIUM)

Assoc. Prof. Dr. Afareez bin Abd Razak Al-Hafiz

B.A (Hons) Al-Quran and Al-Qiraat (Al-Azhar)
M.Ed. Educational Administration (IIUM)
Ph. D.Education (Ed. Admin) (IIUM)

Assoc. Prof. Dr. Fouad Mahmoud M. Rawash

B. Arabic language & Islamic Studies (Cairo)
M. TASL & TAFL (Khartoum)
Ph.D. Linguistics (UM)

Assoc. Prof. Dr. Sueraya Che Haron

B. A (Hons) Arabic Lang. & Literature (IIUM)
M.Ed. Teaching Arabic for Non Speakers (IIUM)
Ph.D. Education (Arabic) (IIUM)

ASSISTANT PROFESSORS

Dr. Abdul Shakour Duncan Preece

B.Ed. (Hons) Primary Ed. (U. Central England)
M.Ed. (Educational Administration) (IIUM)
Ph.D. Education (Curriculum & Instruction) (IIUM)

Dr. Faizah Idrus

Cert. Ed. (MPPM)
B.A (Hons) TESOL (Leeds)
Dip. ESL (UM)
M.A. Prof Studies in Ed- Educ. Management (Leicester)
Ph.D. in Education (Sociolinguistics) (Nottingham)

Dr. Haniza Rais

B.A English (Nebraska-Lincoln)
Dip. Ed. (IIUM)
M.Sc. Counseling (Indiana)
Ph.D Education (Guidance & Counseling) (IIUM)

Dr. Khamsiah Ismail

B.Ed. (Hons) Guidance & Counseling (UPM)
M.Ed. Guidance & Counseling (IIUM)
Ph.D Clinical Counseling & Psych (IIUM)

Dr. Madihah Khalid

Dip. In Translation (Per.Penterjemah M'sia & DBP)
B.Sc. Math. & Stats (University of Adelaide)
M.A. Math. & Stats (University of Pittsburgh)
Ph.D Mathematics Education (Curtin University of Technology)

Dr. Merah Souad

B.A. (Sociology) (Annaba University)
M.A. (Sociology) (Algiers University)
Ph.D. (Sociology) (University of Malaya)

Dr. Mohaida Mohin

B.A. English, (Eastern Washington)
M.Ed. Curr and Instruction ESL (Washington)
Ph.D. TESL. (UKM)

Dr. Mohamad Ridhuan Abdullah

B. Ed. TESL (University Technology MARA)
M. Sc. In Curriculum & Instruction (Kansas State University, USA)
Ph.D in Curriculum & Instruction (Kansas State University, USA)

Dr. Norwati Mansor

B.A. (Hons) Islamic Ed. (Malaya)
M.Ed. Guid. & Couns. (IIUM)
Ph.D. Counseling (UPM)

Dr. Rosemaliza Mohd Kamalludeen

B. Sc Comp. Engin (Polytechnic Univ, NY)
M.Ed. Instructional Tech. (IIUM)
Ph.D. Career & Tech Ed (Virginia Polytechnic & State University)

Dr. Salmi Ahmad Sudan

B.Econs (IIUM)

M.Ed. Guidance and Counseling (IIUM)

Ph.D. (Education, IIUM)

Dr. Tahraoui Ramdane Murad

B. Islamic Studies (Principles of Fiqh), Emir Abdul Kader University, Algeria

M.Ed. Islamic Education (IIUM)

Ph.D. Education, (Islamic Ed.) (IIUM)

Dr. Wan Rusli Wan Ahmad

B. Hs. Arabic Language and Literature (IIUM)

M.Ed. Instructional Technology (IIUM)

Ph.D. Education (IIUM)

Dr. Nik Md. Saiful Azizi Nik Abdullah

B.A Islamic Studies (University Islam Madinah) Saudi Arabia

M.Ed. Islamic Studies (UKM)

Ph.D. (Education) (IIUM)

Dr. Siti Kholijah Kassim

B. IRKH (RKQS) [IIUM]

M.Ed. Guidance and Counseling (IIUM)

Ph.D. In Education (Guidance and Counseling) [IUM]

Dr. Mohd Shukri Nordin

English Language and Literature - Bachelor Degree (IIUM)

Education - Masters Degree (IIUM)

Dr. Sulaiman Hashim

Bachelor of Science (Physics)

Master of Education (IIUM)

Doctor of Philosophy (Education) (IIUM)

Dr. Suzana Suhailawaty Md. Sidek

B. A. (UM)

Master of Art and Islamic Civilization (IIUM)

Doctor of Philosophy (Islamic and Other Civilizations) (IIUM)

Dr. Kamal J.I Badrasawi

KULLIYAH OF EDUCATION

BACKGROUND

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

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

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

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

- i. The Teaching of Arabic to Non Arabic Speakers
- ii. The Teaching of Islamic Education
- iii. The Teaching of *Quranic* Education
- iv. Educational Administration, and
- v. Guidance and Counseling

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

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

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

There are two centres in the Kulliyah. The Centre for Teaching and Learning was set up in 2005 to assist assist the Kulliyah in offering services in the areas of training, education and human resource development. The Centre for Teaching Thinking was established in 2006 to enhance meaningful learning and critical, creative and ethical thinking skills among teachers and students.

In July 2012, four departments were established in the Kulliyah. They are the Department of Social Foundations and Educational Leadership, Department of Educational Psychology and Counseling, Department of Curriculum and Instruction, and the Department of Language and Literacy.

PHILOSOPHY

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

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

KULLIYYAH VISION

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

KULLIYYAH MISSION

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

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

OBJECTIVES

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

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

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

ACADEMIC DEPARTMENTS

Department of Social Foundations & Educational

Academic Members

Assoc. Prof. Dr. Mohd Johdi Salleh - HEAD
Assoc. Prof. Dr. Azam Othman
Prof. Dr. Sidek Baba
Prof Dr. Hairuddin Mohd Ali
Assoc. Prof. Dr. Suhailah Hussein
Assoc. Prof. Dr. Afareez A Razak Al-Hafiz
Assoc. Prof. Dr. Mohd Burhan Ibrahim
Dr. Merah Souad
Dr. Suzana Suhailawaty Md. Sidek

Programmes offered:

Ph.D. in Education (Relevant Discipline)
Master of Education (Social Foundations of Education – Sociology, Philosophy, History)
Master of Education (Educational Administration)
Master of Education (Teaching of Thinking)
Minor in B.Ed (Moral Education)

Department of Educational Psychology and Counseling

Academic Members

Dr. Haniza Rais - HEAD
Assoc. Prof. Dr. Siti Rafiah Abdul Hamid
Prof. Dr. Mohamad Sahari Nordin
Prof. Dr. Nik Ahmad Hisham Ismail
Assoc. Prof. Dr. Nik Suryani Nik Abdul Rahman
Assoc. Prof. Dr. Ssekamanya Siraje Abdullah
Assoc. Prof. Dr. Mastura Badzis
Assoc. Prof. Dr. Joharry Othman
Dr. Khamsiah Ismail
Dr. Norwati Mansor
Dr. Siti Kholijah Kassim

Programmes Offered

Ph.D. in Education (Relevant Discipline)
Master of Education (Educational Psychology)
Master of Education (Guidance and Counselling)
Bachelor of Education (Guidance & Counseling)
Bachelor of Education (Special Education)

Department of Curriculum and Instruction

Academic Members

Assoc Prof. Dr. Adnan Abd Rashid – HEAD
Prof. Dr. Dawood Abdulmalek Yahya Al-Hidabi
Assoc. Prof. Dr. Tunku Badariah Tunku Ahmad
Assoc. Prof. Dr. Sharifah Sariah Syed Hassan
Dr. Madihah Khalid
Dr. Abdul Shakour Duncan Preece
Dr. Rosemaliza Kamaruddin
Dr. Sulaiman Hashim
Dr. Nik Md. Saiful Azizi Nik Abdullah
Dr. Mohd Shukri Nordin
Dr. Kamal J I Badrasawi
Dr. Mohd Ridhuan Abdullah
Dr. Tahroui Ramdane

Programmes Offered

Ph.d. in Education (Relevant Discipline)
Master of Education (Teaching of Islamic Education)
Master of Education (Instructional Technology)
Bachelor of Education (Islamic Education)

Department of Language and Literacy

Academic Members

Assoc. Prof. Dr. Fouad Mahmoud M. Rawash - HEAD
Prof. Dr. Ratnawati Mohd Asraf
Assoc. Prof. Dr. Zainurin Abd Rahman
Assoc. Prof. Dr. Ainol Marziah Zubairi
Assoc. Prof. Dr. Ismail Sheikh Ahmad
Assoc. Prof. Dr. Ismaiel Hassanein
Assoc. Prof. Dr. Ariffin Mamat
Assoc. Prof. Dr. Sueraya Harun
Dr. Mohaida Mohin
Dr. Faizah Idrus
Dr. Wan Rusli Wan Ahmad

Programmes Offered

PhD in Education (Relevant Discipline)
Master of Education (Teaching Arabic to Non Arabic Speakers)
Master of Education (TESL)
Bachelor of Education Teaching English as Second Language
Bachelor of Education Teaching Arabic as Second Language

CENTRES

CENTRE FOR TEACHING THINKING (CTT)

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

Vision

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

Mission

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

Objectives

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

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

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

POSTGRADUATE PROGRAMMES

- **Master of Education** by Coursework and Research/ Coursework only

Specializations:

- Guidance & Counseling (Accredited by Lembaga Kaunselor Malaysia)
- Curriculum and Instruction
- Educational Management & Leadership
- Educational Psychology
- Social Foundations of Education
- Instructional Technology
- Teaching of Arabic to Non Arabic Speakers
- Teaching of Islamic Education
- Teaching Thinking
- Teaching English as a Second Language (TEASL)

- **Ph.D. (Education)** by Coursework and Research/ by Research only in areas of specialization similar to the Master's Programme.

DOCTORAL PROGRAMME IN EDUCATION (PH.D)

The Kulliyah of Education (KOED), IIUM offers a unique Ph.D Programme, which examines knowledge from an integrated Islamic perspective. It offers an array of courses taught by experienced academic staff trained in the Muslim World and the West. The University offers an Islamic and international environment conducive for research and learning.

PROGRAMME OBJECTIVES

The main objectives of the Doctoral Degree in Education Programme are to produce professionals in education who understand the principles and theories of Islamic education and who are able to translate them through research, instruction and practice, thereby contributing to the improvement and advancement of education.

PROGRAMME MODES

There are two modes of Ph.D programme in Education. The modes are Mode A and Mode B. Mode A is Ph.D by combinations of Coursework and Dissertation while Mode B is Ph.D by Thesis only (By Research only).

CRITERIA FOR ADMISSION

MODE A:

Ph.D combination of Coursework and Dissertation

Academic Qualification:

1. A good Master of Education Degree or its equivalent recognized by the IIUM Senate.
2. Proof of English and/or Arabic Language proficiency, where relevant, should be submitted at least two months before the semester starts:
 - i. a TOEFL score of 550/ IELTS of band 6.0 or a score of 6.0 on IIUM administered English Placement Test (EPT).
 - ii. a score of 7.0 on the IIUM administered Arabic Placement Test (APT).

Note: Applicants who have completed regular programmes of studies and graduated from universities that use English (or Arabic) as the medium of instruction in English (or Arabic) speaking countries or who has graduated from IIUM in a programme with English (or Arabic) as the medium of instruction are exempted from English (or Arabic) language requirement.

3. Satisfactory performance in the admission interview conducted by the Kulliyah of Education Postgraduate & Thesis Supervision Committee (KPGC).
4. Applicants who do not have Masters Degree in education will be required to take **“four special requirement courses” at 6000 level (12 credit hours)** to compensate for the deficiency to be decided by the Institute's Admission Committee and/or their supervisory committees. These courses comprised of one (1) core course **“EDU 6003-Advanced History**

& Philosophy of Islamic Education” and three (3) courses from relevant specialized courses. A student may be required to audit additional courses related to his/her research topic as advised by the respective major supervisor.

5. The programme is open to both full and part time candidates.
6. Submission of a concept paper of 2000 – 3000 words as indication of intended research.

MODE B:

Ph.D by Thesis only (Research only)

Academic Qualification:

1. A good Master of Education Degree or its equivalence recognized by the IIUM Senate.
2. Proof of English and/or Arabic Language proficiency, where relevant, should be submitted at least two months before the semester starts:
 - i. A TOEFL score of 570/IELTS of Band 6.0 or a score of 6.0 on IIUM administered English Placement Test (EPT).
 - ii. A score of 7.0 on the IIUM administered Arabic Placement Test (APT).
 - iii. If an applicant wants to write his/her thesis in Arabic language, he /she has to proof of English proficiency before entering the programme: TOEFL score of 450/IELTS of Band 4.0 or a score of 4.0 on IIUM administered English Placement Test (EPT).
3. Work experience in educational fields of **not less than five years**.
4. However, applicant who obtained CGPA of minimum 3.00 or Good, Honours Degree, *Jayyid*, or 70%, but have work experience in educational fields for more than five years and has published quality article(s) or developed a programme/curriculum/teaching materials/course outlines/textbook/involve in academic research may be considered.
5. Satisfactory performance in the oral interview conducted at the Kulliyah of Education or through telephone.
6. Submission of a satisfactory thesis proposal comprising statement of the problem, brief literature review and methodology. The thesis proposal should contain of 6000 - 8000 words.

DURATION OF STUDY

The duration of studies for the Ph.D. programme of Mode A and Mode B are as follows:

Type	Minimum Duration	Normal Duration	Maximum Duration
Full-time	2 Acad. Years	3 Acad. Years	6 Acad. Years
Part-time	3 Acad. Years	6 Acad. Years	8 Acad. Years

RESIDENCY REQUIREMENTS

A minimum residency requirement for full-time students is one academic year. Full-time students who have been granted exemption from some courses will be allowed to fulfill their residency requirement with a minimum of one regular semester. There is no residency requirement for part-time students and students who do Ph.D by research only.

TUITION FEES

For Ph.D programme, tuition fees are charged annually for four years. Students are required to pay the full amount of the tuition fees for the first year in the programme. For the balance year period, they are required to pay annual recurrent fees and other fees only.

Fees Structure

Ph.D	Full Time by coursework	Full Time by Research	Part Time by Coursework	Part Time by Research	Fee per Credit Hour
International	RM 6,300.00	RM 4,200.00	RM 3,780.00	RM 2,100.00	RM 420.00
Malaysian	RM 3,300.00	RM 1,750.00	RM 1,980.00	RM 875.00	RM 220.00

Master	Full Time by coursework	Full Time by Research	Part Time by Coursework	Part Time by Research	Fee per Credit Hour
International	RM 5,250.00	RM 3,200.00	RM 3,150.00	RM 1,600.00	RM 350.00
Malaysian	RM 1,350.00	RM 650.00	RM 810.00	RM 325.00	RM 90.00

(For intake Semester 1 2013/2014)

(Please refer to <http://www.iium.edu.my/finance> for the latest information)

COURSE REGISTRATION

1. Students will follow the time-line for registration of courses as set by the Centre for Postgraduate Studies (CPS), IIUM.
2. **Full-time** students are required to register for a minimum of **9** to a maximum of **15** credit hours of coursework in each semester while **part-time** students for a minimum of **3** to a maximum of **9** credit hours.
3. Students who have passed their Qualifying Examination will be required to register for 3 to 6 credit hours of Dissertation during each regular semester, up to a total of 24 credit hours. An "In Progress" (IP) grade will be shown on the transcript until the student has completed his/her thesis.
4. Students doing Ph.D by Thesis only will be required to register for research proposal from the first semester of their programme.

PROGRAMME STRUCTURE FOR MODE A (Ph.D combination of Coursework and Dissertation)

In this mode, a student is required to take (i) the Core Courses (ii) selected Elective Courses, (iii) Qualifying Examination and, (iv) Dissertation.

The Coursework is designed to provide a strong foundation for the research component of the programme and is meant to prepare the student to conduct a meaningful and original research project.

Coursework:	24 cr. hrs
(a) Core	12 cr. hrs
(b) Electives	12 cr. hrs
Dissertation	<u>36 cr. hrs</u>
Total	<u>60 cr. hrs</u>

Coursework

1. Courses offered are divided into two categories: Core and Electives.
2. All students must take and pass the Core Courses and select courses from the Elective segment according to their area of study.
3. Students must maintain a CGPA of 3.0 and above to remain in good academic standing.
4. Students may be exempted from the courses above up to a maximum of 12 credit hours depending on their advanced academic standing, previous research, and experience. Applications for exemption must be made by the middle of the first semester of studies with justification and documentary evidence. Exemption of courses will be decided by the Kulliyah of Education Postgraduate Committee for Thesis & Supervision (KPGC).

Prerequisite Courses

A student with a Master degree NOT related to Education must pass the prerequisite courses to be eligible to register for the two specific Ph.D courses (i.e. EDP 7110 Applied Statistics for Educational Research and EDP 7810 Advanced Qualitative Research). The prerequisite courses are **EDU 6004 Educational Measurement and Statistics (3 credit hours)** and **EDU 6002 Qualitative Research Methods (3 credit hours)**. These courses are not calculated in the student's CGPA, but included in his/her workload

Core Courses

Students are required to complete the following four core courses:

EDP 7110	Applied Advanced Statistics for Educational Research (3 cr. hr)
EDF 7810	Advanced Qualitative Research Methods (3 cr hr)
EDF 7890	Islamization of Education (3 cr hr)
EDC 7740	Issues in Education (3 cr hr)

Elective Courses

Students are required to select any four (4) of the courses listed below, and which are relevant to their research interest. Besides the courses offered by the Kulliyah of Education, student may also take (7.000 level) courses from other Departments or Kulliyahs that are relevant to the student's intended thesis. This could be done upon the advice of the student's academic advisor and with the consent of the Deputy Dean, Postgraduate & Research.

List of Elective Courses

Educational Psychology

EDP 7114	Teaching and Learning for Young Children
EDP 7140	Psychology of Motivation
EDP 7150	Advanced Mental Health
EDP 7403	Structural Equation Modeling in Educational Research

Educational Administration

EDA 7510	Managing Educational Resources and Technology
EDA 7530	Advance Management and Leadership in Higher Education
EDA 7520	Educational Management, Leadership and Supervision

Curriculum and Instruction

- EDC 7720 Research on Teaching and Teacher Education
EDC 7730 Advanced Curriculum Development

Social Foundations of Education

- EDF 7820 Islamic Educational Thought
EDF 7830 Western Educational Theories
EDF 7840 Social Change and Educational Policies

Instructional Technology

- EDT 7641 Issues in Instructional Technology
EDT 7542 Managing e-Learning
EDT 7143 Instructional Design for Distance Education
EDT 7710 Educational Technology and Teaching

Counseling

- EDG 7003 Advanced Group Counseling
EDG 7009 Counseling and Islam
EDG 7256 Grief Counseling: Grief in Family Context

Qualifying Examination

1. Students in the Ph.D programme will be required to pass the Qualifying Examination before being admitted as a candidate for the Ph.D degree.
2. Only those students who have completed their coursework with a CGPA of not less than 3.0 will be allowed to sit for the Qualifying Examination.
3. Students who failed the Qualifying Examination will be allowed to resit for it only once.
4. Students who passed the Qualifying Examination will gain the status of “Candidate for the Ph.D. Degree,” and writing of the research proposal will begin from this point.

Thesis/Dissertation

1. The Ph.D Dissertation must be an original contribution to the body of knowledge in the area of research.
2. The dissertation shall not exceed 100,000 words excluding citations, notes, figures, tables and any supplementary materials. It must conform to the format stipulated in the “Thesis Presentation Guidelines” prepared by the Centre for Postgraduate Studies (CPS), IIUM.
3. The candidate will prepare a Dissertation Proposal according to the format determined by KOED in consultation with a senior faculty member who is competent to guide, assist, and supervise the student in the area of his/her research. This faculty member will become the candidate’s Research Major Supervisor once the proposal is approved.
4. The Thesis Proposal must be approved by the student’s supervisory committee members and endorsed by the Postgraduate Committee for Thesis & Supervision & (KPGC).The student can only begin his/her research after the endorsement.
5. The final version of the thesis shall be presented in the Mock Viva (Kulliyah level) as an exposure for the real Viva Voce. Then, the student will be requested to defend the thesis in a *viva-voce* examination determined by the Centre for Postgraduate Studies, IIUM.

PROGRAMME STRUCTURE FOR MODE B (Ph.D by Thesis only or Research only)

In this mode, there are no credit hours earned. The Programme fully depends on the Research. The structure of the PhD programme for Mode B is as follow:

1. Special Requirements:

Every student in this mode is required to fulfill the following Special Requirements:

Requirement One: The Postgraduate Fundamental Course (PFC)

- a. The PFC course aims to enhance student's competencies in the Core, Focus area, and Methodology course in preparation for the vetting of Research Proposal in advancement to PhD Candidacy.
- b. Every student is required to audit courses either from **Group A** or **Group B** depending on his /her research orientation.

GROUP A (Qualitative Research Methods)

- (i) EDF 7890 – Islamization of Education - 42 hrs./one semester
- (ii) EDF 7810 –Advanced Qualitative Research Method - 42 hrs./one semester
(Pre-requisite EDU 6002 – Qualitative Research Method)
(For those who have no education background)

OR

GROUP B (Quantitative Research Methods)

- (i) EDF 7890 – Islamization of Education - 42 hrs./one semester
 - (ii) EDP 7110 – Applied Adv. Statistics for Ed Research -42 hrs./one semester
(Pre-requisite EDU 6004 – Ed Measurement and Statistics)
(For those who have no education background)
- c. The PFC course will be held in the regular semester.
 - d. Student must meet minimum attendance of 80% for each course. Student who fails to meet the attendance requirement is required to make up the forthcoming course until the requirement is fulfilled.

Requirement Two: The Postgraduate Research Colloquium

- a. Student is required to attend this colloquium between one to two semesters after successful completion of the Postgraduate Fundamental Course.
- b. The purpose of the Colloquium is to provide the appropriate opportunity for student to present their Research Proposal for advancement to Ph.D candidacy.

- c. The Colloquium will be conducted four times a year, tentatively in March/April, June/July, September, November/December.
- d. Every student is required to complete a Research Proposal of at least three Chapters of 10 000–12 000 words prior to presentation. Emphasis is on chapters 1, 2, 3 (background of Study, Literature Review, and Research Methodology). This Proposal has to be approved by the Major Supervisor and submitted to the Research and Postgraduate Office at least **two months** before the presentation in the respective colloquium.
- e. Students who write his/her thesis in Arabic should submit the proposal together with English translation for the concept paper and at least the summary of Chapter One.
- f. Student is required to make a half-an-hour presentation of the Research Proposal in the Colloquium. This will be considered as the defence of student's Research Proposal which will be evaluated by KOED's Ph.D Vetting Committee.
- g. The KOED's Vetting Committee consist of the Dean, Deputy Dean, Research and Postgraduate, the Head of Department, the Major Supervisor, an examiner from KOED, and an external examiner from outside the KOED/University.
- h. Student who achieves the competency standard in the defence of Research Proposal will be promoted to PhD candidacy. Hence, he/she is allowed to proceed with the fieldwork.
- i. Student who does not achieve the competency requirement will have to retake a relevant compulsory course, in the Postgraduate Fundamental Course, based on the recommendation by KOED's Ph.D. Vetting Committee.
- j. Re-evaluation: Student is required to present the revised and improved version of his/her research work between one to two semesters after the first vetting, upon the recommendation of the Major Supervisor.
- k. Student who failed twice will be recommended for dismissal from the programme.

2. **Qualifying Examination**

A Ph.D student by Thesis/ Research only will **NOT** be required to sit for a Qualifying Examination.

3. **Supervision**

Upon admission, the **KPGC** will assign the student to a Major Supervisor who will supervise him/her. A co-supervisor may be appointed at a later date upon discussion with the major supervisor.

4. **Monitoring and Consultation**

Consultation with the major supervisor should be held once every two weeks for a full time student and once a month for a part-time student. Consultation can be conducted through e-mail, telephone or other acceptable mechanisms.

5. Submission of Thesis

The Ph.D thesis must be an original contribution to the body of knowledge in the area of research. The thesis shall not exceed 100,000 words excluding citations, notes, figures, table and any supplementary methods. The final version of the thesis shall be presented in the Mock Viva (Kulliyah level) as an exposure for the real Viva Voce. Then, the student will be requested to defend the thesis in a *viva-voce* examination determined by the Centre for Postgraduate Studies, IIUM.

MASTER OF EDUCATION PROGRAMME

The Master of Education programme offers the following major areas of specializations:

- (i) Teaching of Arabic to Non Arabic Speakers,
- (ii) Teaching of Islamic Education,
- (iii) Educational Administration
- (iv) Counseling,
- (v) Educational Psychology,
- (vi) Curriculum and Instruction,
- (vii) Social Foundations of Education,
- (viii) Instructional Technology,
- (ix) Teaching Thinking,
- (x) Teaching English as a Second Language

PROGRAMME OBJECTIVES

The main objectives of the Master of Education programme (M.Ed.) offered by the Kulliyah of Education are as follow:

1. To upgrade the qualification and skills of teachers, administrators and counselors as instructors facilitators, leaders and trainers in curriculum innovations and teaching methodologies, administration and career guidance and counseling.
2. To develop Islamic approaches in the presentation of knowledge under contemporary social and cultural conditions.
3. To find effective approaches and methodologies in the presentation of value-laden knowledge under actual classroom situations.
4. To train Islamic oriented professionals in education who:
 - Understand the concept and principles of Islamic education,
 - Can carry out research to identify problems relating to current practices and suggest solutions or innovation both at the macro and micro levels, and
 - Are able to use and to supervise the implementation and practices of these concepts and principles.

PROGRAMME STRUCTURE

The Master of Education programme consists of two types:

- (a) Coursework with Thesis (Thesis option)
- (b) Coursework without Thesis (Non-Thesis option), and
- (c) By Research only

PROGRAMME STRUCTURE M. ED. FOR THESIS & NON-THESIS OPTIONS

The structures for both the Thesis and Non-Thesis options are illustrated in the table below:

Category of Courses	Thesis* (Cr Hrs)	Non-Thesis (Cr Hrs)
1. Core Courses	12	12
2. Specialized Courses	18	18
3. Elective Courses	-	6
4. Research Practice		
A. Thesis (EDU 6996)	12	-
B. Directed Research Practicum (EDU 6993)	-	6
Total Credit Hours	42	42

* For Specialization in Guidance & Counseling, credit hours for specialized courses are 36 and total credit hours for programme are 54.

The lists of required courses for all specializations are as follows:

1. Core Courses (12 cr hrs)

EDU 6001	Research Methodology
EDU 6002	Qualitative Research Methods
EDU 6003	Advanced History and Philosophy of Islamic Education
EDU 6004	Educational Measurements Statistics

2. Specialized Courses (18cr hrs) and Elective Courses (6 cr hrs)

The Elective Courses maybe drawn from:

- i) elective courses from student's own specialization.
- ii) specialized courses from other areas of specialization, and/or
- iii) elective courses from other areas of specialization.

Teaching of Arabic to Non Arabic Speakers

Specialized Courses

EDL 6101	General Linguistics
EDL 6102	Arabic Literature and Text Analysis
EDL 6103	Contrastive & Error Analysis
EDL 6105	Issues in Arabic Teaching Methodology
EDL 6106	Instructional Materials in the Teaching of Arabic Language
EDL 6107	Textbook Development in the Teaching of Arabic

Elective Courses

- EDL 6104 Psycholinguistic
EDL 6108 Issues in the Teaching of Arabic Grammar

Teaching of Islamic Education**Specialized Courses**

- EDC 6307 Instructional Materials for Islamic Education
EDC 6302 Issues in Methods of Teaching for Islamic Education
EDC 6305 Reading Texts on Islamic Education
EDC 6301 Curriculum of Islamic Education
EDC 6304 Advanced Psychological Foundations of Islamic Education
EDC 6360 Textbook Development for Islamic Education

Elective Courses

- EDF 6805 History of Muslim Education
EDF 6810 Advanced Social Foundations of Islamic Education

Educational Administration**Specialized Courses**

- EDA 6701 Educational Planning and Evaluation
EDA 6002 Islamic Perspectives in Administration and Human Relations
EDA 6001 Theories in Educational Management & Leadership
EDA 6703 Contemporary Issues in Educational Management & Leadership
EDA 6702 Human Resource Development & Management
EDA 6003 Educational Marketing: Principles & Practices

Elective Courses

- EDA 6502 School Management and Leadership
EDA 6501 Curriculum and Instructional Leadership
EDA 6704 Management and Leadership in Tertiary Education
EDA 6503 Educational Administration and Leadership

Educational Psychology**Specialized Courses**

- EDP 6203 Advanced Educational Psychology
EDP 6501 School Testing Program
EDP 6101 Theories of Human Development
EDP 6201 Theories of Personality & Personality Disorder
EDP 6102 Adolescence
EDP 6302 Spiritual Dimensions of Educational Psychology

Elective Courses

- EDP 6605 Child Psychology
EDP 6202 Stress Management for Teaching and Learning
EDP 6502 Introduction to RASCH Measurement Model for Education
EDP 6151 Philosophical Psychology for Education

Curriculum and Instruction**Specialized Courses**

- EDC 6701 Curriculum Theory and Organization
EDC 6705 Model of Teaching
EDC 6710 Issues in Curriculum and Instruction
EDC 6101 Instructional Management & Supervision
EDC 6100 Philosophical Foundations of Curriculum
EDC 6202 Legal Issues in Education

Elective Courses

- EDC 6161 The Teaching of Thinking
EDC 6270 The School and the Community

Social Foundations of Education

Specialized Courses

EDF 6810	Advanced Social Foundations of Islamic Education
EDF 6815	Islamic Critical Pedagogy
EDF 6805	History of Muslim Education
EDC 6607	Philosophical Inquiry for Schools
EDF 6001	Problems of Theory & Methodology in the Social Sciences
EDF 6606	Philosophy in Education for Thinking

Elective Courses

EDC 6003	Educational Classics
EDF 6002	Education and Cultural Transmission

Instructional Technology

Specialized Courses

EDT 6203	Instructional Design and Technology Development
EDT 6101	Communication and Innovation Theory in Instructional Technology
EDT 6401	Management and Evaluation in Instructional Technology
EDT 6301	Computer Technology in Education
EDT 6201	Production of Instructional Video
EDT 6302	Digital Media in Instruction

Elective Courses

EDT 6501	Managing Multimedia Project
EDT 6202	Design and Implementation in Educational Software
EDT 6102	Resource and Facilities in Instructional Technology
EDT 6601	Issues & Research in Instructional Technology

Teaching Thinking

Specialized Courses

EDC 6161	Teaching of Thinking
EDC 6160	Islamic Foundation of Critical & Creative Thinking
EDC 6162	Critical and Creative Thinking Skills
EDC 6260	Methodology of Teaching Thinking Skills
EDC 6261	Teaching Thinking & Assessment
EDC 6262	Education & The Brain

Elective Courses

EDF 6606	Philosophy in Education for Thinking
EDC 6607	Philosophical Inquiry for School

Guidance and Counseling

Specialized Courses

EDG 6001	Introduction to Counseling
EDG 6002	Theories and Techniques in Counseling
EDG 6901	Counseling Laboratory
EDG 6501	Assessment and Evaluation in Counseling
EDG 6003	Group Counseling
EDG 6004	Career Development: Theory and Research
EDG 6005	Career Counseling : Theory and Practice
EDG 6008	Cross-Cultural Counseling
EDG 6010	Ethics, Legal and Professional Issues in Counseling
EDG 6006	Psycho-educational Consultation and Community Agency

EDG 6007	Organization and Development of Counseling: Programme and Evaluation
EDG 6401	Research in Counseling
EDG 6903	Counseling Practicum
EDG 6904	Counseling Internship I
EDG 6905	Counseling Internship II

Elective Courses

EDG 6255	Family Stress, Coping and Resilience
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Teaching English as a Second Language

Specialized Course

EDE 6100	Principles of Language Learning and Teaching
EDE 6110	Meeting the Literacy Needs of ESL Learners
EDE 6221	Language Testing and Evaluation
EDT 6221	Design and Implementation of Educational Software
EDE 6130	ICT for English Language Teaching
EDE 6131	Instructional Media in TESL

Elective Courses

EDE 6201	Cognition, Learning and Literacy Development
EDE 6202	Foundation in Multicultural Education in ESL Context
EDE 6211	English for Specific Purposes (ESP)
EDE 6243	Syllabus Design and Materials Development
EDE 6258	Internship

ENTRY REQUIREMENTS

Candidates with the following qualifications are eligible for entry into the Master of Education programme:

1. A Bachelor Degree with Honours (minimum 120 credit hours) in relevant areas from the International Islamic University Malaysia (IIUM) or an equivalent degree from a recognized university; **and** has obtained a Diploma in Education in relevant areas from IIUM or equivalent qualifications from a recognized institution.
2. English and/or Arabic language proficiency where relevant:
 - i. A TOEFL score of **550**/IELTS of band **6.0**, or a score of **6.0** on the IIUM administered English Placement Test (EPT).
 - ii. A score of **7.0** on the IIUM administered Arabic Placement Test (APT).
3. A candidate possessing equivalent qualifications in relevant areas acceptable to the Institute but does not have a Diploma in Education or an equivalent level of training in Education is required to complete an additional 9 credit hours of Diploma level Foundation Courses. These courses are regarded as Special Requirement Courses.
4. Preference will be given to candidates who have had at least two (2) years experience as full time teachers in the relevant subject areas in schools or institutions of similar status.
5. Special consideration will be given to candidates who have excellent academic qualifications or relevant experiences.

REGISTRATION

Registration for courses could be done at the University Centre for Postgraduate Studies (UCPS) or through on-line system. Each course that a new student has registered for has to be approved by the Deputy Dean, Research and Postgraduate, KOED, in the first semester and by the student's advisor in subsequent semesters.

Appeal for permission to register after the closing date for registration will not be entertained. However, a candidate who could not register after the closing date may register for the next intake in the following semester.

CHANGE OF SPECIALIZATION

Changing of specialization for every candidate shall be decided by the Head of Department and Deputy Dean, Research and Postgraduate. The Postgraduate office will forward to Center for Postgraduate (CPS) for endorsement.

ACADEMIC ADVISEMENT

On admission to the programme, a student will be assigned to an academic staff who will be the student's advisor. The student in consultation with the advisor will draw up his/her study plan for the total programme.

DURATION OF STUDY

The duration of studies for the Master's Programme is as follows: -

Type	Minimum Duration	Normal Duration	Maximum Duration
Full-time	1 Acad. Year	2 Acad. Years	3 Acad. Years
Part-time	2 Acad. Years	4 Acad. Years	5 Acad. Years
Full-Time (Counseling)	2 Acad. Year	3 Acad. Years	4 Acad. Years

EXTENSION OF DURATION OF STUDY

1. Under compelling circumstances, a student may apply for extension of the duration of study for not more than 2 semesters.
2. Such an application must be sent to the Dean, CPS through the Deputy Dean, Research and Postgraduate Programme, Kulliyyah of Education and supported by the Dean of the Institute.

POSTPONEMENT OF STUDY

Studies may be postponed but must be completed within the duration stipulated in the “Duration of Study” and “Extension of Duration of Study” above. The postponement must be recommended by the Dean of the Kulliyah and approved by the University Committee for Postgraduate Student (UCPS). Failure to notify the Kulliyah will result in the termination of studies.

LEAVE FROM STUDY

1. Under special circumstances (e.g. due to health reasons) a student may apply for leave from study for the period of not more than two semesters.
2. Such an application must be sent to the Dean, CPS through the Deputy Dean of Research and Postgraduate and supported by the Dean of the KOED.
3. If leave from study is due to health reasons a supporting medical report from the Health Centre, IIUM is required.

RESIDENTIAL REQUIREMENTS

Full time Master Students are required to fulfill the residential requirement of 2 semesters. Residential requirements include involvement in the Institute Kulliyah’s activities specified by the Kulliyah from time to time.

AUDITING

Courses may be audited with prior approval from the instructors or lecturers and after notifying the Deputy Dean, Research and Postgraduate, KOED. Audited courses are not calculated in the student’s CGPA but included in the student’s workload.

ACADEMIC LOAD

The **minimum** course load for each regular semester for a full time student is 9crhrs and that of a part time student is 3 cr. hrs. The summary of academic workload is as follows:

Type	Regular Semester (Semester 1 and 2)	Short Semester (Semester 3)
Full-time	Min. 9 cr.hr Max. 15 cr.hr	Max 6 cr.hr
Part-time	Min. 3 cr.hr Max. 9 cr.hr	

ATTENDANCE

An attendance of at least 80% is required for a student to be qualified to sit for the final examination. A student attending less than 80% of lectures, tutorials, seminars etc. will be barred from taking the final examination of the course in question, and will be awarded a grade “Y” (barred) which is equivalent to an “F” (fail).

ADDING AND DROPPING OF COURSES

The adding and dropping of courses should be done during a specific time period at the beginning of each semester as announced by the CPS, IIUM.

Withdrawal from a course may be done through the UCPS:

- a. at the tenth (10th) week of a regular semester or the fourth (4th) week of a short semester. A fee of **RM300.00** per course will be charged for approved withdrawal; and
- b. after the eleventh (11th) week but not later than the thirteenth (13th) week of a regular semester subject to the approval of UCPS. A fee of **RM500.00** will be charged for the said approved withdrawal.

SPECIAL REQUIREMENT COURSES

These courses do not carry any credit hours and are not calculated in the student’s CGPA. However, they are included in the student’s workload. Please refer to section an “Entry Requirement” on these courses.

TRANSFER OF CREDITS / EXEMPTION OF COURSES

The maximum number of credits that can be transferred and/or exempted from is 50 % of the credit hours of the coursework required for the graduation in the current programme. Application for transfer of credits and/or exemption (of courses) must be made through:

- a. the student’s advisor or supervisor and Deputy Dean, Research and Postgraduate programme, and
- b. the endorsement of **KPGC, KOED**.

DECLARATION OF OPTIONS

Students will be required to declare their options (Thesis / Non - Thesis) by the third week of their second semester of study. Due to inevitable circumstances, students may be allowed to change options **before** the third semester of their study.

THESIS AND SUPERVISION

- a. A Master's Thesis shall not exceed 50,000 words, excluding footnotes, exhibits, figures, tables, graphs, appendices, bibliographies etc.
- b. A student will nominate a faculty member to be his/her supervisor at the beginning of the second semester of study. The final assignment of supervisor will be based upon the deliberation of KPGC, KOED upon the advice of Deputy Dean, Postgraduate and Research.
- c. It is the responsibility of the supervisor to advise and guide his/her supervisee in drawing his/her proposal and in thesis writing from beginning to conclusion. Thesis title and proposal need to be approved by the KPGC before a student will be allowed to register for Thesis writing (EDU 6996), subject to a CGPA of at least 3.00 in the coursework.
- d. A thesis shall be evaluated by at least two (2) examiners: the supervisor and the second reader. A defense of the thesis may also be required under certain circumstances.

DIRECTED RESEARCH PRACTICUM (PROJECT PAPER)

- a. The project paper will be approximately 6000 words or about 30 pages. It can be a quantitative, qualitative or an analytical study. Unlike the thesis, the project paper will be limited in scope. It will be the outcome of Directed Research Practicum (EDU 6993) and should be of acceptable academic standard.
- b. This course (EDU 6993) requires satisfactory completion of the Research Methodology (EDU 6001), Educational Measurement and Statistics (EDU 6004), the other Core courses, and the entire Specialized courses. Students, however may register for the Directed Research Practicum in the semester they are taking elective courses.

PROGRAMME STRUCTURE M.ED BY RESEARCH ONLY

Category of Courses	Research only
1. Core Courses	9 (Audit)
2. Specialized Courses	-
3. Elective Courses	-
4. Research Practice	-
A. Thesis (EDU 6996)	42
B. Directed Research Practicum (EDU 6990)	
Total Credit Hours	42

In this mode, there is no credit hour earned. The Programme fully depends on the Research. The structure of the M.Ed programme for Master by Research only is as follow:

ENTRY REQUIREMENTS

1. Candidates with the following qualifications are eligible for entry into the Master of Education programme:
 1. A Bachelor Degree with Honours (minimum 120 credit hours) in relevant areas from the International Islamic University Malaysia (IIUM) or an equivalent degree from a recognized university; **and** has obtained a Diploma in Education in relevant areas from IIUM or equivalent qualifications from a recognized institution.
 2. English and/or Arabic language proficiency where relevant:
 - i. A TOEFL score of **550**/IELTS of band **6.0**, or a score of **6.0** on the IIUM administered English Placement Test (EPT).
 - ii. A score of **7.0** on the IIUM administered Arabic Placement Test (APT).
 - iii. If an applicant wants to write his/her thesis in Arabic language, he /she has to proof of English proficiency before entering the programme: TOEFL score of 450/IELTS of Band 4.0 or a score of 4.0 on IIUM administered English Placement Test (EPT).
 3. A candidate possessing equivalent qualifications in relevant areas acceptable to the Institute but does not have a Diploma in Education or an equivalent level of training in Education is required to complete an additional 9 credit hours of Diploma level Foundation Courses. These courses are regarded as Special Requirement Courses.
 4. Preference will be given to candidates who have had at least two (2) years experience as full time teachers in the relevant subject areas in schools or institutions of similar status.
 5. Submission of a satisfactory thesis proposal comprising statement of the problem, brief literature review and methodology. The thesis proposal should contain of 6000 - 8000 words.

2. Special Requirements:

Every student in this mode is required to fulfill the following Special Requirements:

a) Requirement One: The Postgraduate Fundamental Course (PFC)

The PFC course aims to enhance student's competencies in the Core, Focus area, and Methodology course in preparation for the vetting of Research Proposal in advancement to M.Ed candidacy, between one to three semesters after registration.

Every student is required to audit courses as follows:

- (i) EDU 6001 - Research Methodology - (42 hrs/1 Semester)
- (ii) EDU 6004 - Educational Measurements and Statistics -
(42 hrs /1 Semester)
- (iii) EDU 6003 - Advanced History & Philosophy of Islamic
Education - (42 hrs/1 Semester)

Student must meet minimum attendance of 80% for each course.

b) Requirement Two: Vetting of Research Proposal

- i) Student is required to attend this colloquium between one to two semesters after successful completion of the Postgraduate Fundamental Course.
- ii) The purpose of the Vetting is to provide appropriate time and venue for student to present their Research Proposal for advancement to M.Ed candidacy.

- iii) Every student is required to complete at least three chapters of 8 000 – 10 000 words prior to presentation. Emphasis is on chapters 1, 2, 3 (background of Study, Literature Review, and Research Methodology).
- iv) Student is required to submit the proposal approved by the Supervisor **one month** before presentation. The vetting of the proposal will be held on March/April, June/July, September, November/December.
- v) At the colloquium, the student is required to make a half-an-hour presentation based on chapters 1, 2 and 3 of the proposal followed by question and answer session. This will be considered as the defence of the student's Research Proposal. The proposal will be evaluated by KOED's M.Ed Research Proposal Vetting Committee.
- vi) Students who write his/her thesis in Arabic should submit the proposal together with English translation for at least the summary of Chapter One.
- vii) The KOED's Vetting Committee consists of the Dean, Deputy Dean, Research and Postgraduate, the Head of Department, the Major Supervisor, an examiner from KOED, and an external examiner from outside the KOED/University.
- viii) Student who achieves the competency standard in the defence of Research proposal will be promoted to M.Ed candidacy. Hence, he/she is allowed to proceed with the fieldwork.
- ix) Student who does not achieve the competency requirement will have to sit in relevant compulsory course, in the Postgraduate Fundamental Course, based on the recommendation made by KOED's M.Ed Research Proposal Vetting Committee.
- x) Re-evaluation: Student is required to present the revised and improved version of his/her research work between one to two months after the first vetting.
- xi) Student who failed twice will be recommended for dismissal from the programme.

3) Examination of M.Ed Thesis:

- i) As stipulated in the Postgraduate Policies and Regulations (Revised 2009) item no.18.8 , the final version of the M.Ed Thesis (25,000 – 50,000 words) approved by the Major Supervisor will be evaluated by the Major Supervisor and an examiner from KOED or/and from other University.
- ii) The candidate (by research only) will be required to defend the thesis in a Viva-Voce conducted by KOED, IIUM.

ACHIEVEMENT EVALUATION

Achievement evaluation for the Master of Education Programme consists of:

a. Coursework and Examination

Achievement in the courses taken is evaluated on the basis of coursework and final examinations given at the end of every semester. Relative weightage of coursework and final examinations shall be as follows:

Coursework	40 - 60%
Final Exam	40 - 60%
Total	100%

All assignments must be completed within two weeks before the end of the semester.

LEVELS OF ACHIEVEMENT

i. Coursework

Levels of achievement and grading in Coursework are ranked according to the following system:

Score Range	Grades	Grade Points	Description	Remarks
85 – 100	A	4.00	Excellent	Passed
80 – 84	A-	3.67	Extremely Good	Passed
75 – 79	B+	3.33	Very Good	Passed
70 – 74	B	3.00	Good	Passed
65 – 69	B-	2.67	Fairly Good	Conditional Pass
60 – 64	C+	2.33	Satisfactory	Conditional Pass
55 – 59	C	2.00	Quite Satisfactory	Conditional Pass
50 – 54	C-	1.67	Poor	Failed
40 – 49	D	1.00	Very Poor	Failed
0 – 39	F	0.00	Failure	Failed

ii. **Grading for Thesis and Directed Research Practicum (Project Paper)** is similar to coursework, as above.

REQUIREMENT FOR THE AWARD OF M.ED DEGREE

1. Coursework with Thesis

To qualify for the Master of Education Degree through the “Thesis option”, a candidate must meet the following requirements:

- Obtain a CGPA of 3.00 or above for all the prescribed courses; and
- Successfully complete the Master of Education Thesis.

2. Coursework without Thesis

To qualify for the Master of Education Degree through the “non Thesis option”, a candidate must meet all the following requirements:

- Obtain a CGPA of 3.00 and above for all prescribed courses;
- Successfully complete the Directed Research paper with at least a B grade.
- Pass the Comprehensive Examination.

COURSEWORK EVALUATION POLICIES

- A student’s status in the programme shall be determined only upon completion of the first 8 credit hours in the programme.
- If a student fails to obtain a minimum “B” grade in a compulsory course (**core or specialization**) he/she may repeat the course. If he/she fails to obtain a minimum “B” grade in an **elective** course, he/she may repeat or replace it with another elective course. Repeat or replace, as the case may be, must be in the subsequent semester except under certain circumstances, justified by **KPGC**, that he/she may do so in the second regular semester.
- All grades obtained for repeated/replaced courses shall replace the previous grade and shall be computed in the student’s CGPA. However, the old grade shall appear on the student’s

transcript. The maximum number of credits that may be utilized for repeat or replace courses is six (6) credit hours or two courses.

4. Intention to replace the grade for an elective course (which a student fails to obtain a minimum “B” grade) must be informed to the CPS.

ACADEMIC AND PROBATIONARY STATUS

1. A Master of Education candidate who obtains a CGPA of less than 2.00 by the end of any semester during his/her studies will be considered to have failed and his/her studies will be terminated.
2. A student who is absent without leave (or without written permission and approval) for a full semester will also have his/her studies terminated.
3. The status of the student based on CGPA may be described as follows:

Conditions	Status
CGPA \geq 3.00	Eligible to continue studies / graduate
$2.00 \leq$ CGPA $<$ 3.00	First probation
CGPA $<$ 2.00	Dismissed
Consecutive semester (after 1 st probation): i. $2.50 \leq$ CGPA $<$ 3.00 ii. GPA $<$ 2.50	i. Second probation ii. Dismissed
Consecutive semester (after 2 nd probation): i. CGPA \geq 3.00 ii. CGPA $<$ 3.00	i. Continue studies / graduate ii. Dismissed

DISMISSAL DUE TO ACADEMIC PERFORMANCE

A student who had been dismissed due to academic performance is NOT eligible to apply for readmission but may apply for fresh admission.

TERMINATION OF CANDIDATURE

A student’s candidature will be terminated when he/she:

- (i) Withdraws from the university,
- (ii) Does not renew registration within the specified time as determined by CPS, IIUM;
- (iii) Does not complete the programme requirement within the specified time,
- (iv) Is a full time student but does not fulfill the residential requirements,
- (v) Acts contrary to the Islamic code of ethics as stipulated in the University Disciplinary Act.

TUITION FEES

The tuition fees for M.Ed programme are charged by credit hours. Students who continue beyond minimum study duration of two years are required to pay annual recurrent fees and other fees until they complete their studies.

(Please refer to <http://www.iium.edu.my/finance> for further information)

FINANCIAL ASSISTANCE

University assistance might be available to students who demonstrate financial needs. Malaysian citizens may be eligible for assistance from the Malaysian government. However, an offer of admission does not imply an offer of scholarship/financial assistance.

VISA

International students are responsible to get the following travelling documents before entering Malaysia:

- i. An international passport (valid for a minimum duration of one year), and
- ii. An entry visa and a student pass

A student pass may be issued by the Malaysian High Commissioner or Embassy in the student's respective country. If there is no Malaysian Representative in the country, the student may obtain the student pass upon arrival in Malaysia. Students are advised to contact the Centre for Postgraduate Studies, IIUM immediately upon arrival.

APPLICATION INTO THE PROGRAMME

The postgraduate programmes admit students normally in September and January every year. Applications can be made online via the website (<http://www.iium.edu.my/admissions/postgraduates>)

Malaysian applicants should submit completed application forms at least three months before the beginning of the semester. Applications from International students should reach the office at least four months before the beginning of the proposed semester. Applications received after the deadline of each semester will automatically be processed for admission in the following semester. When sufficient scholastic records are not received early enough to determine admissibility for the semester for which the application was made, consideration will be delayed until the following semester.

Applicants must ensure that copies of degrees, diplomas, scholastic records, examination transcripts, reference letters and other supporting academic documents, be **officially certified** as true copies to be enclosed with the application forms. Applicants who have been awarded scholarships or sponsorships for their proposed programmes of studies must provide evidence of such awards. Students who intend to self-finance their studies must provide a document of financial guarantee preferably from a bank indicating their ability to finance their studies for the period required.

All correspondence regarding admission to the Master of Education (M.Ed) and the Doctor of Philosophy (Ph.D) in Education programmes should be addressed to:

**Centre for Postgraduate Studies
International Islamic University Malaysia
Jalan Gombak
53100 Kuala Lumpur
Tel: 03-6196 5208 Fax: 03-6196 5797**

You may also direct inquiries about the programmes to:

**Deputy Dean (Postgraduate & Research)
Kulliyah of Education
International Islamic University Malaysia
Jalan Gombak
53100 Kuala Lumpur**

**Tel: 03-6196 5350/5334/5339/6377 Fax: 03-6196 5927
e-mail: insted@iium.edu.my**

EDUCATIONAL PSYCHOLOGY

EDP 7114 Teaching and Learning for Young Children (3 credit hours)

This course is designed to meet the needs of educators and professionals working with young children between 3-8 years of age. A range of issues and research related to teaching and learning of young children will be examined and explored through reading, discussion, group work and lectures. The Islamic point of view will also be highlighted during the lectures and discussion throughout the course. This course studies the teaching process through an understanding of the way in which young children learn and the supportive environment required in different settings. An analysis of how children view their own learning and the functions of adults in classrooms or childcare centers will provide students with an important perspective on children's lives in the setting.

EDP 7140 Psychology of Motivation (3 credit hours)

This course studies the various theories and researches on motivation that go towards understanding human behaviour. Effort is given to a comparative analysis of human motivation from the Islamic perspective as well as that of others. Emphasis is also given to understanding the influence and effect of motivation on learning.

EDP 7150 Advanced Mental Health (3 credit hours)

This course overviews and analyzes of mental health concepts, research, and the dynamics of human behaviour. An examination of Islamic models of human mental health as compared to Western models is dealt with. Existing mental health services in schools and communities will be examined and suggestions to further improve them are discussed.

EDP 7403 Structural Equation Model (3 credit hours)

This course exposes students to the application of a variety of advanced statistical techniques on data collected from survey, experimental and other quantitative research. The focus is on the use of path analysis and confirmatory factor analysis, and basic structural models.

EDUCATIONAL ADMINISTRATION

EDA 7510 Managing Educational Resources and Technology (3 credit hours)

This course touches on basic concepts related to (a) educational and instructional technology, (b) the management of educational resources. It aims at providing the student with theoretical as well as some practical experience in the selection and management of selected forms of teaching-learning resources in various instructional settings. Focus will be on the management of an institutional resource centre covering its functions and services. Students will be required to make a case study of how educational resources are managed in a typical resource

centre or alternatively, prepare a blueprint for one. They will also be required to produce some examples of instructional materials/resources, which can be applied to teaching and learning. These activities will form part of the evaluation of the course together with a final examination, which will be administered at the end of the semester.

EDA 7520 School Management and Supervision (3 credit hours)

This course aims at articulating a careful conceptualization of instructional supervision, and its role in the learning/teaching process. Supervision will be viewed within a broader context. A careful consideration will be given to the environment within which it interacts. For this purpose the course outline spans both the theoretical and practical domains. It presents the main trends in supervision, highlights staffing needs and functions of instructional supervisors as well as the obstacles, which mitigate their activities. Training students to do research in this field is of paramount concern.

EDA 7530 Management of Institutions of Higher Learning (3 credit hours)

This course is meant to introduce prospective faculty staff and administrators to the management of universities, colleges and institutions of higher learning. It relates the management of institutions of higher learning to their goals and aspirations. In addition, it also appreciates the role of management in attaining the institute's expectations and highlights the specific characteristics of the management of institutions, which distinguish it from the management of schools or other organizations.

EDA 7540 Organizational Behaviour in Education Settings (3 credit hours)

This course aims at providing a better understanding of human behaviour in organizations. The thrust of the course is on understanding the nature of organizations, individual and group behaviour, the interaction between the three elements and the impact of events on organizations. The course will tie together the major concepts and theories of organizational behaviour and demonstrate how they relate to effective management. Special reference will be made to the educational settings.

CURRICULUM AND INSTRUCTION

EDC 7720 Research on Teaching and Teacher Education (3 credit hours)

This course focuses on the analysis of the research available on teaching, covering the social and institutional contexts, differences among learners, subjects and grade levels, teachers, theory and method. The process involved in Teacher Education covering technology, supervision and evaluation will also be discussed.

EDC 7730 Advanced Curriculum Development (3 credit hours)

This course deals with the application of curriculum principles to the development of educational programmes. It will provide opportunities for students to assess current plans for the organization of the curriculum. Emphasis will be on the design and organization of an Islamic education curriculum across subject matter.

SOCIAL FOUNDATIONS OF EDUCATION

EDF 7820 Islamic Educational Thought (3 credit hours)

This course identifies the various key concepts and principles on education as stated in the Qur'an and the Sunnah. It deals in depth with the educational thoughts of early Muslim scholars, covering Ibn Sahnun, al-Qabisi, al-Farabi, Ikhwan al Safa, al-Mawardi, al-Khatib al-Baghdadi, al-Ghazali, al-Zarnuji, Ibn Jama'ah, IbnTaimiyah and IbnKhaldun. The educational thought of the recent past and contemporary scholars such as those of al-Afghani, Abduh, Shah Waliyullah, Said Nursi, Ahmad Khan, al-Banna, Mawdudi, al-Attas and al-Faruqi will also be dealt with. The aim of this exercise is to widen and enrich students' thought on education as to enable them to deal with it appropriately in their careers as theoreticians or practitioners.

EDF 7830 Western Educational Theories (3 credit hours)

Western Educational Theories have greatly influenced educational practices in the West and also in non-Western civilization, especially as a consequence of colonization in the past and now, as a result of globalization. This course will examine the major educational theories through their theorists and highlight their impact on educational practices. Among them are Plato, Aristotle, Quintilian, Aquinas, Martin Luther, Rosseau, Pestalozzi, Froebel, Montessori, Freud, Spencer, Skinner and Dewey. A critique of each theory and its relevance for contemporary Muslim education will be offered.

EDF 7840 Social Change and Educational Policies (3 credit hours)

The focus of this course is on the analysis of the bases for the formation and implementation of educational policy within the context of social change. Use of a variety of theoretical perspectives such as those of the functionalists, the structuralists, the interpretive and Islam itself, to examine selected case studies from Muslim and comparative educational literature. A particular emphasis will be case studies within the Malaysian socio-economic and political contexts

INSTRUCTIONAL TECHNOLOGY

EDT 7710 Educational Technology and Teaching (3 credit hours)

This course introduces educators to the extensive field of educational technology. Students completing this programme will be able to describe the current and potential impact of advanced technologies on education and society; analyze instructional needs and determine viable uses of technology for meeting those needs; select and develop appropriate technology-based materials which correlate to curriculum objectives; model the effective use of technologies (including microcomputers, video, instructional television, telecommunications, internet and

multimedia) within educational settings; demonstrate an understanding of the equitable and ethical use of technology and plan, implement, and evaluate programmes which exemplify the effective use of technology to attain curriculum objectives.

EDT 7641 Issues in Instructional Technology (3 credit hours)

This course provides a forum where current issues in the field of instructional technology can be explored in depth. Students are expected to identify, discuss and critically debate several social, economic, aesthetic, moral and technological issues related to the field thus develop an integrated and eclectic perspective of the instructional technology profession.

EDT 7542 Managing e-Learning (3 credit hours)

The course focuses on the discussion of the technological, strategic, political and organizational issues involved in the process of making e-learning a reality. Requirements for building a viable e-learning strategy, new forms of e-learning, knowledge management and how e-learning has changed the nature of learning and training in an institution or organization will also be discussed. Students are expected to conduct mini empirical work on the implementation and management of e-learning initiative.

EDT 7143 Instructional Design for Distance Education (3 credit hours)

This course provides theoretical framework as well as practical considerations for planning and implementing distance education programme. Characteristics and functions of key components in a distance education programme are discussed in light of the current applications and technologies being used for distance learning. Students are expected to integrate relevant research findings to design courses or develop contents for distance learners.

EDU 7999 Thesis (36 credit hours)

GUIDANCE & COUNSELING

EDG 7003 Advanced Group Counseling (3 credit hour)

This course provide students with the experience of group process through their involvement as a leader or a member to different types of groups; skills of effective group leadership with continuous practice in conducting groups for multiple purposes closely supervised by the instructor.

EDG 7009 Counseling & Islam (3 credit hour)

Most of the counselling theories and techniques are based on the Western worldview. It is generally recognized now that to effectively help clients, our approaches and techniques have to be congruent with their worldviews. This course will help students to integrate current theories and models of counselling and psychotherapy with the basics of the Islamic worldview.

EDG 7256 Grief Counseling: Grief In Family Context (3 credit hour)

This course Provide students with basic concepts and understanding of grief and loss. To equip students with a better understanding of clients with grief issues and to help students develop the skills of helping the said clients using appropriate assessment, strategies & techniques.

**COURSE DESCRIPTION
MASTER OF EDUCATION**

CORE COURSES

EDU 6001 Research Methodology (3 credit hours)

This course provides students with an understanding on the fundamentals of Quantitative educational research and helps to develop their quantitative research skills.

EDU 6002 Qualitative Research Methods (3 credit hours)

This course provides students with an understanding on the fundamentals of qualitative educational research and helps students to develop their qualitative research skills.

EDU 6003 Advanced History and Philosophy of Islamic Education (3 credit hours)

This course develops students' knowledge on the philosophical and historical foundations of education and allows them to recognise the important role that these play in formulating and affecting any system of education.

EDU 6004 Educational Measurement and Statistics (3 credit hours)

This course provides the basics covering knowledge, exposure and applied skills in introductory statistics that would be useful in doing educational research.

RESEARCH

EDU 6990 Research (42 credit hour)

EDU 6996 Thesis Related to the Field of Specialization (12 credit hours)

**EDU 6993 Directed Research Practicum
(For Non-Thesis Option) (6 credit hours)**

This course is offered to the Master of Education students who will be opting for the non-thesis option only. It will focus on current issues of importance to the education profession. Students will be guided in selecting a feasible research topic and writing a quality research paper employing all the basic research skills they have acquired in the courses on research methodologies. The research paper will be about 6000 words in length or between 25 to 30 pages.

EDU 6995 Comprehensive Examination (No credit hours)
(For Non-Thesis Option)

The comprehensive examination is theoretically based and will cover the general and broad area of a student's specialization. It comprises an integration of three (3) components i.e. IOK, Research Methods and Discipline Knowledge. The duration of the comprehensive examination is four (4) hours for each paper. The examinations will be set and evaluated by faculty members in the area of specialization. The examination will be offered only in the regular semester. A candidate will be allowed to repeat once if he or she fails in the first attempt.

SPECIALIZED AND ELECTIVE COURSES

TEACHING OF ARABIC TO NON ARABIC SPEAKERS

Specialized

EDL 6107 Textbook Development in the Teaching of Arabic (3 credit hours)

This course aims to enhance the students' knowledge of the syllabus and textbooks designing for the teaching of Arabic language for non Arabic speakers.

EDL 6105 Issues in Arabic Teaching Methodology (3 credit hours)

This course enhances the student's knowledge of Arabic teaching methodology and issues related to it.

EDL 6102 Arabic Literature and Text Analysis (3 credit hours)

This course develops students' knowledge on Arabic literature and text analysis according to its period.

EDL 6101 General Linguistic (3 credit hours)

This course enhances the student's knowledge of historical development of Arabic linguistic and related issues.

EDL 6106 Instructional Materials in the Teaching of Arabic Language (3 credit hours)

This course introduces students to knowledge and skills of designing and evaluation of instructional materials for teaching Arabic Language.

EDL 6103 Contrastive & Error Analysis (3 credit hours)

This course provides students with the knowledge of the concept and practice of contrastive and error analysis in Arabic language

Electives

EDL 6104 Psycholinguistic (3 credit hours)

This course develops student's knowledge and skills on the role of psycholinguistics in language acquiring.

EDL 6108 Issues in the Teaching of Arabic Grammar (3 credit hours)

This course exposes students to the teaching of Arabic grammar and issues related to Arabic grammarian schools of thought.

TEACHING OF ISLAMIC EDUCATION

Specialized

EDC 6307 Instructional Materials for Islamic Education (3 credit hours)

The course provides the knowledge and skills to students to develop appropriate materials that they can use in their teaching of Islamic education.

EDC 6302 Issues in Methods of Teaching for Islamic Education (3 credit hours)

The course exposes to students some issues in the methods of teaching Islamic education.

EDC 6305 Reading Texts on Islamic Education (3 credit hours)

The course exposes students to some of the great works of prominent Muslim thinkers and how these works have impacted contemporary education.

EDC 6301 Curriculum of Islamic Education (3 credit hours)

The course provides students the knowledge and skills about the components and processes involved in the design and implementation of Islamic education curricula in the past and contemporary times.

EDC 6304 Advanced Psychological Foundation of Islamic Education (3 credit hours)

The course enhances students' knowledge on the psychological foundations of Islamic education. The course is important as it equips students with the understanding of psychology from the Islamic perspective.

EDC 6360 Textbook Development for Islamic Education (3 credit hours)

This course covers the principles in the systematic design and development of textbooks and supporting teacher guides in teaching Islamic education in schools. Skill development in the selection, utilization, and evaluation of available textbook materials for teaching Islamic education will also be highlighted.

Electives

EDF 6805 History of Muslim Education (3 credit hours)

This course enhances students' knowledge about the historical development of Muslim education until contemporary time, and factors that encouraged and hindered its growth.

EDF 6810 Advanced Foundations of Islamic Education (3 credit hours)

The course develops students' knowledge on social foundations of education, which enables students to recognise and respond to the social forces that affect education.

EDUCATIONAL ADMINISTRATION

Specialized

EDA 6701 Educational Planning and Evaluation (3 credit hours)

The course is expected to expose and enhance educational planning and evaluation skills for students desiring to venture in educational administration.

EDA 6002 Islamic Perspectives in Administration and Human Relation (3 credit hours)

This course introduces students to educational administration from an Islamic perspective based on Al-Quran and Sunnah.

EDA 6001 Theories in Educational Management and Leadership (3 credit hours)

This course exposes students to educational administration and leadership theories and their applications in educational institutions.

EDA 6703 Contemporary Issues in Educational Management and Leadership (3 credit hours)

This course is expected to provide students with the necessary skills in addressing contemporary issues in educational management and leadership.

EDA 6702 Human Resource Development and Management (3 credit hours)

The course is expected to enhance human resource management skills for students desiring to venture in educational leadership at educational institutions.

EDA 6003 Educational Marketing: Principles and Practices (3 credit hours)

This course enhances marketing and promotion skills for students desiring to venture in the administration of public and private educational institutions.

Electives

EDA 6502 School Management and Leadership (3 credit hours)

This course develops students' management skills through environmental scanning of learning environments at schools (primary as well as various categories of secondary schools) effectively.

EDA 6501 Curriculum and Instructional Leadership (3 credit hours)

The course develops instructional leadership skills for students or teachers to lead an educational institution and improves instructional programmes.

EDA 6704 Management and Leadership in Tertiary Education (3 credit hours)

The course is expected to expose students with necessary management and leadership skills in the contexts of tertiary education.

EDA 6503 Educational Administration and Leadership (3 credit hours)

This course is expected to equip students with strategies and techniques of how to assess and develop effective leadership in educational organization

COUNSELING

Specialized

EDG 6001 Introduction to Counseling (3 credit hours)

This course provides the basic background of counselling and its concepts to new entrants of the programme

EDG 6002 Theories and Techniques in counseling (3 credit hours)

This course provides the theoretical basis and foundation for all the other counselling courses that the students have to take in this program.

EDG 6901 Counseling Laboratory (3 credit hours)

This course introduces trainee counsellors to the practical skills of counselling by providing them with the opportunity to use this theoretical knowledge in conducting counseling sessions.

- EDG 6501 Assessment and Evaluation in Counseling: Individual Appraisal (3 credit hours)**
 The course equips students with techniques of assessing client using different assessment tools used in counselling.
- EDG 6003 Group Counseling (3 credit hours)**
 This course provides students with basic understanding of group work and different settings.
- EDG 6004 Career Development: Theory and Research (3 credit hours)**
 This course provides students with basic understanding of group work and different settings.
- EDG 6005 Career Counseling: Theory and Practice (3 credit hours)**
 This course provides students with basic understanding of group work and different settings.
- EDG 6008 Cross Cultural Counseling (3 credit hours)**
 Counsellors often have to help clients from diverse ethnic, religious and cultural backgrounds. This course equips trainee counsellors with the necessary competencies for working with diverse clients.
- EDG 6010 Ethics, Legal and Professional Issues in Counseling (3 credit hours)**
 This course prepares trainee counsellors to practice counselling in accordance with the provisions of the law, professional ethical standards and codes of ethics, as well as the teachings of religion.
- EDG 6006 Psycho-Educational Consultation and Community Agency (3 credit hours)**
 In addition to providing counselling services to their direct clients, counsellors often have to play the consultant role by educating other professionals about mental health issues. This course equips trainee counsellors with knowledge and skills about consultation in psycho-educational settings.
- EDG 6903 Counseling Practicum (3 credit hours)**
 This course equips trainee counselors with the practical hands-on skills for conducting needs assessment of the setting, creating a comprehensive plan of programmes suitable for the setting, making treatment plans and conducting counseling sessions.
- EDG 6904 Counseling Internship I (3 credit hours)**
 This course equips trainee counselors with the practical hands-on skills for

conducting needs assessment of the setting, creating a comprehensive plan of programmes suitable for the setting, making treatment plans and conducting counseling sessions.

EDG 6905 Counseling Internship II (3 credit hours)

This course equips trainee counselors with the practical hands-on skills for conducting needs assessment of the setting, creating a comprehensive plan of programmes suitable for the setting, making treatment plans and conducting counseling sessions.

EDG 6007 Organization and Development of Counseling: Programme and Evaluation (3 credit hours)

The course is expected to equip students with the knowledge and ability to develop and manage guidance and counselling program.

EDG 6401 Research in counselling (3 credit hours)

This course equips students with practical hands-on research skills, ranging from problem specification, choice of appropriate methodology, construction of data collection instruments, to producing and defending final research reports

Electives

EDG 6255 Family Stress, Coping and Resilience (3 credit hours)

To provide students with theoretical, practical and clinical concept related to family stress and resilience.

EDUCATIONAL PSYCHOLOGY

Specialized

EDP 6203 Advanced Educational Psychology (3 credit hours)

This course is one of the means to enhance students' knowledge of the current theories and issues in educational psychology.

EDP 6501 School Testing Programme (3 credit hours)

This course is to provide practical experience in crafting high-stake tests, authentic assessments, and a variety of protocols for examining student work and the effectiveness of instructional approaches

EDP 6101 Theories of Human Development (3 credit hours)

This course is an analysis of recent literature in the field of human development with special emphasis on early experiences at home and at school, peer relationships, socio- cultural influences, and determinants of self-concepts.

EDP 6201 Theories of Personality and Personality Disorder (3 credit hours)

This course enhances students' knowledge on the current theories and concepts of personality and personality disorders.

EDP 6102 Adolescence (3 credit hours)

This course exposes students to knowledge on the current theories and concepts of personality and personality disorders.

EDP 6302 Spiritual Dimensions of Educational Psychology (3 credit hours)

The role of spiritual values in the development of human personality, and the relationship between spirituality and well-being have so far been treated by mainstream psychology as marginal, if not completely superfluous. This course attempts to restore the 'psyche' (which refers to the soul) to its rightful central role in the proper understanding of human nature (as depicted by Islam and the major religions of the world).

Electives

EDP 6605 Child Psychology (3 credit hours)

This course enhances students' knowledge of the current theories and practices in the development of children.

EDP 6202 Stress Management for Teaching and Learning (3 credit hours)

Understanding the nature of stress and knowing how to manage it is essential for health and wellness, as well as peak performance and achievement. This is especially true in the context of today's school environment—the classroom in particular.

EDP 6502 Introduction to RASCH Measurement Model for Education (3 credit hours)

The Rasch Measurement Model provides a useful alternative to the Classical Test Theory as it meets the properties of objective measurement. It is also currently used as the measurement model for international assessment and benchmarking programmes.

EDP 6151 Philosophical Psychology for Education (3 credit hours)

This course provides an overview of philosophical issues and ideas pertaining to the field of educational psychology.

CURRICULUM AND INSTRUCTION

Specialized

EDC 6701 Curriculum Theory and Organization (3 credit hours)

The purpose of this course is to explore the foundations, design development and implementation of curriculum K- 12 and other settings and to examine the administrators', teachers', and leaders' role in curriculum decision-making, development, and implementation.

EDC 6705 Models of Teaching (3 credit hours)

This course is a study of instruction. Although considerable focus will be on the models presented in the text book, the intent is for the student to explore the area of instruction, including research base, learning styles, and communication.

EDC 6710 Issues in Curriculum and Instruction (3 credit hours)

This course engages students in the exploration and discussion of critical issues in education, which directly affect their work as educators.

EDC 6101 Instructional Management and Supervision (3 credit hours)

The purpose of this course is to engage students in the exploration and discussion of critical issues in education, which directly affect their work as educators.

EDC 6100 Philosophical Foundations of Curriculum (3 credit hours)

This course is aimed at exposing students to the philosophical foundations of the curriculum to equip them with the skills of philosophical analysis and analytical thinking.

EDC 6202 Legal Issues in Education (3 credit hours)

This course offers an early exposure to students of education in understanding the importance of Educational Acts and Ordinances in Malaysia.

Electives

EDC 6161 The Teaching of Thinking (3 credit hours)

The course provides an instructional framework for teaching specific thinking skills and for developing and nurturing the teaching of skillful and reflective thinking in all content areas (k - 12).

EDC 6270 The School and Community (3 credit hours)

Students should be made aware of the smart partnership between the school and the community. This partnership goes a long way in fostering communication, respect,

understanding and cooperation between parents in the community and teachers in schools.

SOCIAL FOUNDATIONS OF EDUCATION

Specialized

EDF 6810 Advanced Social Foundations of Islamic Education (3 credit hours)

The course develops students' knowledge on social foundations of education, which enables students to recognise and respond to the social forces that affect education.

EDF 6815 Islamic Critical Pedagogy (3 credit hours)

This course enhances students' critical acumen according to Islamic teachings and values so that they would be able to develop the practice of critical pedagogy in their classrooms.

EDF 6805 History of Muslim Education (3 credit hours)

This course enhances students' knowledge about the historical development of Muslim education until contemporary time, and factors that encouraged and hindered its growth.

EDC 6607 Philosophical Inquiry for Schools (3 credit hours)

This course introduces students to philosophical inquiry and trains them to apply the methodology in the classroom.

EDF 6001 Problems of Theory and Methodology in the Social Sciences (3 credit hours)

The course exposes students to some of the problems and issues raised in concept and theory formation in social sciences, and helps them to understand the implications of specific methodological paradigm that students adopted.

EDF 6606 Philosophy in Education for thinking (3 credit hours)

The course introduces students to the central issues in philosophy, which is essential in recognising issues in social foundations of education.

Electives

EDC 6003 Educational Classics (3 credit hours)

The course enhances students' knowledge and understanding of works by renowned Muslim and western scholars so that they would know how these works are responsible in shaping education today.

EDF 6002 Education and Cultural Transmission (3 credit hours)

The relation between anthropology and education, emphasizing the significance of cultural transmission, is significant in the area of social foundations of education. Hence, this course suggests an anthropological

education purposes. This course has been designed as a project-base with no exam included.

EDT 6102 Resources and Facilities in Instructional Technology (3 credit hours)

This course provides the knowledge and skills of managing information by using computer technology and Internet applications.

EDT 6501 Managing Multimedia Project (3 credit hours)

This course is expected to cultivate skills in the preparation of learning modules based on group work so as to integrate elements of cooperation in the preparation of learning materials.

EDT 6601 Issues in Research in Instructional Technology (3 credit hours)

This course provides the knowledge of research skills and assessment of instructional technology in education. Issues of technology will be explored discussed for the practical importance. This course has been designed as a project-base with no exam included.

TEACHING THINKING

Specialized

EDC 6161 Teaching of Thinking (3 credit hours)

This course introduces students to the theories of the teaching of thinking, and allows students to understand the various approaches in teaching thinking.

EDC 6160 Islamic Foundation of Critical and Creative Thinking Skills (3 credit hours)

EDC 6162 Critical and Creative Thinking Skills (3 credit hours)

This course provides students with a deeper understanding about teaching thinking particularly identifying what critical and creative thinking skills are, and equips them with strategies to promote these skills in their classrooms.

EDC 6260 Methodology of Teaching Thinking Skills (3 credit hours)

This course imparts students with a deeper understanding about the methodology of teaching thinking particularly equipping them with knowledge on the appropriateness and practicality of different strategies in different settings and subject method.

EDC 6261 Teaching Thinking and Assessment (3 credit hours)

This course provides students with a deeper understanding about teaching thinking and assessment. Students will explore different methods of assessing thinking skills at all age levels and groups via different assessment tools. The assessment exercise will focus on the Rhode's 4Ps (Process, Person, Press, Product).

EDC 6262 Education and the Brain (3 credit hours)

This course is expected to enable students to explore the possibilities of utilizing the human brain holistically.

Electives

EDF 6606 Philosophy in Education for thinking (3 credit hours)

The course introduces students to the central issues in philosophy, which is essential in recognising issues in social foundations of education.

EDC 6607 Philosophical Inquiry for Schools (3 credit hours)

This course introduces students to philosophical inquiry and trains them to apply the methodology in the classroom.

TEACHING ENGLISH AS A SECOND LANGUAGE

Specialized

EDE 6100 Principles of Language Learning and Teaching (3 credit hours)

This course exposes students to the theories and principles of language teaching.

EDE 6110 Meeting the Literacy Needs of ESL Learners (3 credit hours)

The importance of developing curricular, teaching strategies, and policies to help all students succeed in school cannot be understated. Effective literacy instruction builds upon the students' cultural and linguistic backgrounds, their ways of making meaning, their prior knowledge, and their attitudes towards the language. Understanding and taking into consideration students' background factors will enable educators to adopt strategies for teaching literacy that will encourage and support student achievement.

EDE 6221 Language Testing and Evaluation (3 credit hours)

This course addresses the theoretical and practical issues of assessment, measurement, testing, and evaluation in the context of English as a second language. Students will be exposed to the various types of tests and assessment procedures appropriate for the assessment of the different language skills.

EDT 6221 Design and Implementation of Educational Software (3 credit hours)

This course provides an opportunity for students to learn about the design and implementation issues related to the creation of software applications for education and training purposes. It is a hands-on course that requires the completion of an educational software project.

EDE 6130 ICT for English Language Teaching (3 credit hours)

This course provides a comprehensive overview of how ICT may be used variously and constructively in teaching the four main components of the English Language: listening, speaking, reading and writing.

EDE 6131 Instructional Media in TESL (3 credit hours)

This course is a practical introduction to the selection, development, adaptation, analysis and evaluation of a broad range of instructional materials and media in second language teaching.

Electives

EDE 6201 Cognition, Learning and Literacy Development (3 credit hours)

This course examines underlying concepts and experiences associated with the acquisition of the reading and writing practices needed for participating in varied social and educational contexts.

EDE 6202 Foundation in Multicultural Education in ESL Context (3 credit hours)

This course is designed to be highly interactive and encourage students to share, reflect, and discuss a variety of topics and issues in multicultural education, examines multilingualism through a focus on the historical, sociological, and philosophical foundations of education in general and the ESL contexts.

EDE 6211 English for Specific Purposes (ESP) (3 credit hours)

English for Specific Purposes (ESP) is known as a learner-centered approach to teaching English as a foreign or second language. It meets the needs of (mostly) adult learners who need to learn a foreign language for use in their specific fields, such as science, technology, medicine, leisure, and academic learning.

EDE 6243 Syllabus Design and Materials Development (3 credit hours)

This course explores the theoretical bases for language teaching and syllabus design in general and second language (L2) in particular. Students will learn how to develop their own scheme or work, adapt, exercises from textbooks, prepare lesson plans and create classroom materials suitable for teaching English in schools.

EDE 6258 Internship (3 credit hours)

This course is aimed at introducing students (who later will be called Interns) who are without teaching experience to the actual learning environment where the principles of teaching are executed. Interns will be required to teach a course for one semester in

a formal setup under the tutelage of the lecturer who is assigned to teach the course. This lecturer will be the mentor and supervisor for the Intern.

SPECIAL REQUIREMENT COURSES

EDF 5391 Introduction to Education (4 credit hours)

This survey course introduces students to the foundations of education, namely the philosophical, sociological, historical and psychological foundations of education. The foundations will emphasize the Islamic Perspective.

EDC 5392 Principles of Teaching (3 credit hours)

This course will provide an overview of issues in teaching and learning while providing much insight into learning how to teach for the beginning teacher. The concept of the effective teacher would be discussed and various instructional strategies would be given emphasis. Students would also be guided on the principles of classroom management on handling discipline, motivating students and on assessment and evaluation.

EDC 5393 Practice of Teaching (2 credit hours)

This course aims to develop the skills of teaching. Students will be guided in and sensitized to instructional practices in schools. The focus will be on the practical/practicum aspect of the course in terms of mentoring.

APPENDIX A

**DOCTORAL PROGRAMME IN EDUCATION
LIST OF COURSES**

CODE	SUBJECT TITLE	CR. HOURS	TYPE
EDP 7110	Applied Advanced Statistics for Educational Research (Prerequisite EDU 6004 Educational Measurement and Statistics)	3 credit hours	CORE
EDF 7810	Advanced Qualitative Research Method (Prerequisite EDU 6002 Qualitative Research Methods)	3 credit hours	
EDF 7890	Islamization of Education	3 credit hours	
EDC 7740	Issues in Education	3 credit hours	
EDP 7114 EDP 7140 EDP 7150 EDP 7403	Teaching and Learning for Young Children Psychology of Motivation Advanced Mental Health Structural Equation Modeling in Educational Research	3 credit hours 3 credit hours 3 credit hours 3 credit hours	(ELECTIVE) EDUCATIONAL PSYCHOLOGY
EDA 7510 EDA 7520 EDA 7530 EDA 7540	Managing Educational Resources and Technology Educational Management, Leadership and Supervision Advance Management and Leadership in Higher Education Organizational Behavior and Development in Education	3 credit hours 3 credit hours 3 credit hours 3 credit hours	(ELECTIVE) EDUCATIONAL ADMINISTRATION
EDC 7720 EDC 7730	Research on Teaching and Teacher Education Advanced Curriculum Development	3 credit hours 3 credit hours	(ELECTIVE) CURRICULUM AND INSTRUCTION
EDF 7820 EDF 7830 EDF 7840	Islamic Educational Thought Western Educational Theories Social Change and Educational Policies	3 credit hours 3 credit hours 3 credit hours	(ELECTIVE) SOCIAL FOUNDATIONS OF EDUCATION
EDT 7641 EDT 7542 EDT 7143 EDT 7710	Issues in Instructional Technology Managing e-Learning Instructional Design for Distance Education Educational Technology and Teaching	3 credit hours 3 credit hours 3 credit hours 3 credit hours	(ELECTIVE) INSTRUCTIONAL TECHNOLOGY
EDG 7003 EDG 7009 EDG 7256	Advanced Group Counseling Counseling and Islam Grief Counseling : Grief in Family Context	3 credit hours 3 credit hours 3 credit hours	(ELECTIVE) COUNSELING
EDU 8998 EDU 8999 EDU 8994	Dissertation Thesis Research Proposal	36 credit hours 60 credit hours 0 credit hours	(ELECTIVE)

APPENDIX B

**MASTER OF EDUCATION
LIST OF COURSES**

CODE	SUBJECT TITLE	CR.HOURS	SPECIALIZATION	TYPE
EDU 6001 EDU 6002 EDU 6003 EDU 6004	Research Methodology Qualitative Research Methods Advanced History and Philosophy of Islamic Education Educational Measurements Statistics	3 credit hours 3 credit hours 3 credit hours 3 credit hours	CORE	Core (Compulsory for all students)
EDU 6996 EDU 6993 EDU 6995 EDU 6994	Thesis Related to the Field of Specialization Directed Research Practicum for Non-Thesis Option Comprehensive Examination for Non-Thesis Option Research Proposal	12 credit hrs 6 credit hours 0 credit hours 0 credit hours	RESEARCH	Thesis Writing or Directed Research
EDL 6101 EDL 6102 EDL 6103 EDL 6105 EDL 6106 EDL 6107 EDL 6104 EDL 6108	General Linguistics Arabic Literature and Text Analysis Contrastive & Error Analysis Issues in Arabic Teaching Methodology Instructional Materials in the Teaching of Arabic Language Textbook Development in the Teaching of Arabic Psycholinguistic Issues in the Teaching of Arabic Grammar	3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours	TEACHING OF ARABIC TO NON ARABIC SPEAKERS	Specialized Elective
EDC 6307 EDC 6302 EDC 6305 EDC 6301 EDC 6304 EDC 6360 EDF 6805 EDF 6810	Instructional Materials for Islamic Education Issues in Methods of Teaching for Islamic Education Reading Texts on Islamic Education Curriculum of Islamic Education Advanced Psychological Foundations of Islamic Education Textbook Development for Islamic Education History of Muslim Education Advanced Social Foundations of Islamic Education	3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours	TEACHING OF ISLAMIC EDUCATION	Specialized Elective

CODE	SUBJECT TITLE	CR. HOURS	SPECIALIZATION	TYPE
EDA 6701	Educational Planning and Evaluation	3 credit hours	EDUCATIONAL ADMINISTRATION	Specialized
EDA 6002	Islamic Perspectives in Administration and Human Relation	3 credit hours		
EDA 6001	Theories in Educational Management & Leadership	3 credit hours		
EDA 6703	Contemporary Issues in Educational Management & Leadership	3 credit hours		
EDA 6702	Human Resource Development & Management	3 credit hours		
EDA 6003	Educational Marketing : Principles & Practices	3 credit hours		
EDA 6502	School Management and Leadership	3 credit hours		Elective
EDA 6501	Curriculum and Instructional Leadership	3 credit hours		
EDA 6704	Management and Leadership in Tertiary Education	3 credit hours		
EDA 6503	Educational Administration and Leadership	3 credit hours		
EDP 6203	Advanced Educational Psychology	3 credit hours	EDUCATIONAL PSYCHOLOGY	Specialized
EDP 6501	School Testing Program	3 credit hours		
EDP 6101	Theories of Human Development	3 credit hours		
EDP 6201	Theories of Personality & Personality Disorder	3 credit hours		
EDP 6102	Adolescence	3 credit hours		
EDP 6302	Spiritual Dimensions of Educational Psychology	3 credit hours		
EDP 6605	Child Psychology	3 credit hours		Elective
EDP 6202	Stress Management for Teaching and Learning	3 credit hours		
EDP 6502	Introduction to RASCH Measurement Model for Education	3 credit hours		
EDP 6151	Philosophical Psychology for Education	3 credit hours		

CODE	SUBJECT TITLE	CR. HOURS	SPECIALIZATION	TYPE
EDC 6701 EDC 6705 EDC 6710 EDC 6101 EDC 6100 EDC 6202	Curriculum Theory and Organization Models of Teaching Issues in Curriculum and Instruction Instructional Management & Supervision Philosophical Foundations of Curriculum Legal Issues in Education	3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours	CURRICULUM AND INSTRUCTION	Specialized
EDC 6161 EDC 6270	The Teaching of Thinking The School and the Community	3 credit hours 3 credit hours		Elective
EDF 6805 EDC 6607 EDF 6810 EDF 6815 EDF 6001 EDF 6606 EDC 6003 EDF 6002	History of Muslim Education Philosophical Inquiry for Schools Advanced Social Foundations of Islamic Education Islamic Critical Pedagogy Problems of Theory & Methodology in the Social Sciences Philosophy in Education for Thinking Educational Classics Education and Cultural Transmission	3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours	SOCIAL FOUNDATIONS OF EDUCATION	Specialized
				Elective
EDT 6203 EDT 6101 EDT 6401 EDT 6301 EDT 6201 EDT 6302 EDT 6501 EDT 6202 EDT 6102 EDT 6601	Instructional Design and Technology Development Communication and Innovation Theory in Instructional Technology Management and Evaluation in Instructional Technology Computer Technology in Education Production of Instructional Video Digital Media in Instruction Managing Multimedia Project Design and Implementation in Educational Software Resource and Facilities in Instructional Technology Issues & Research in Instructional Technology	3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours	INSTRUCTIONAL TECHNOLOGY	Specialized
				Elective
EDC 6161 EDC 6160 EDC 6162 EDC 6260 EDC 6261 EDC 6262 EDF 6606 EDC 6607	Teaching of Thinking Islamic Foundation of Critical & Creative Thinking Critical and Creative Thinking Skills Methodology of Teaching Thinking Skills Teaching Thinking & Assessment Education & The Brain Philosophy in Education for Thinking Philosophical Inquiry for School	3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours 3 credit hours	TEACHING THINKING	Specialized
				Elective
EDG 6001 EDG 6002	Introduction to Counseling Theories and Techniques in Counseling	3 credit hours 3 credit hours		Specialized

EDG 6901	Counseling Laboratory	3 credit hours	GUIDANCE AND COUNSELING	
EDG 6501	Assessment and Evaluation in Counseling	3 credit hours		
EDG 6003	Group Counseling	3 credit hours		
EDG 6004	Career Development : Theory and Research	3 credit hours		
EDG 6005	Career Counseling : Theory and Practice	3 credit hours		
EDG 6008	Cross-Cultural Counseling	3 credit hours		
EDG 6010	Ethics, Legal and Professional Issues in Counseling	3 credit hours		
EDG 6006	Psycho-educational Consultation and Community Agency	3 credit hours		
EDG 6007	Organization and Development of Counseling : Programme and Evaluation	3 credit hours		
EDG 6401	Research in Counseling	3 credit hours		
EDG 6903	Counseling Practicum	3 credit hours		
EDG 6904	Counseling Internship I	3 credit hours		
EDG 6905	Counseling Internship II	3 credit hours		
EDG 6255	Family Stress, Coping and Resilience	3 credit hours		
EDE 6100	Principles of Language Learning and Teaching	3 credit hours	TEACHING ENGLISH AS A SECOND LANGUAGE	Specialized
EDE 6110	Meeting the Literacy Needs of ESL Learners	3 credit hours		
EDE 6221	Language Testing and Evaluation	3 credit hours		
EDT 6221	Design and Implementation of Educational Software	3 credit hours		
EDE 6130	ICT for English Language Teaching	3 credit hours		
EDE 6131	Instructional Media in TESL	3 credit hours		
EDE 6201	Cognition, Learning and Literacy Development	3 credit hours		Elective
EDE 6202	Foundation in Multicultural Education in ESL Context	3 credit hours		
EDE 6211	English for Specific Purposes (ESP)	3 credit hours		
EDE 6243	Syllabus Design and Materials Development	3 credit hours		
EDE 6258	Internship			

Special Requirement Courses

EDF 5391	Introduction to Education	4 credit hours
EDC 5392	Principles of Teaching	3 credit hours
EDC 5393	Practice of Teaching	2 credit hours

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