



يونيڤرسيتي سلطان زين العابدين
UNISZA
UNIVERSITI SULTAN ZAINAL ABIDIN



فakولتو سائينس سوسيال كوناڠ
UNIVERSITI SULTAN ZAINAL ABIDIN
FSSG
فakولتو سائينس سوسيال
Faculty of Applied Social Sciences

UNDERGRADUATE HANDBOOK

FACULTY OF APPLIED SOCIAL SCIENCES (FSSG)
ACADEMIC SESSION 2023/2024



UNDERGRADUATE GUIDE
Faculty of Applied Social Sciences (FSSG)
Academic Session 2023/2024



UNDERGRADUATE GUIDE
Faculty of Applied Social Sciences (FSSG)
Academic Session 2023/2024

Faculty of Applied Social Sciences (FSSG)
Universiti Sultan Zainal Abidin
Kuala Nerus
2023

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Published in Malaysia by
Faculty of Applied Social Sciences
Universiti Sultan Zainal Abidin
Gong Badak Campus,
Gong Badak, 21300 Kuala Nerus,
Terengganu Darul Iman, Malaysia.

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SULTAN ZAINAL ABIDIN UNIVERSITY LOGO

MOON AND STARS

Symbolizing the greatness of Islam which is the motto, belief and way of life of UniSZA citizens.

SHIELD

Meant to defend Islam and knowledge to keep UniSZA a treasure the best and referred knowledge building.



THE BOOK

Bringing the purpose of exploration and dissemination of knowledge for universal use based on Kalamullah which is pure, clean, civilized and suitable for use throughout the ages.

RICE FLOWER

Symbolizing the foundation of the fertile Malay culture as well as depicting the institution of knowledge under the auspices of the Sovereign King and his majesty is obeyed all the time.

UNSUR BUNGA GEOMETRIK (CORAK ARABESQUE)

It is a continuation of the previous KUSZA logo that has been reworked in line with the passage of time and is a basic pattern of Islamic architecture. This combination of eight petals symbolizes the core of unity and integrity of the UniSZA community. The eight points of the star symbolize the eight noble values that are applied at UniSZA which become life guidelines for success in this world and the hereafter.

IKATAN TIGA DI BAWAH BUNGA PADI

Symbolizing the bond of unity between the three main races in Malaysia.

The noble values are Knowledge, Faith, Charity, Syaja'ah, Qana'ah, Istiqamah, Tolerance and Agreement



BLACK

Symbolizes firmness and firmness



YELLOW

Symbolizes glory, splendor and wisdom



WHITE

Symbolizes purity, clean, honest and sincere



GRAY

Symbolizes balance

Welcome Vice Chancellor University Sultan Zainal Abidin



I begin my greeting by expressing my gratitude to God because with His grace and permission, the 2022/2023 Session Academic Handbook of the Faculty of Applied Social Sciences (FSSG) of University Sultan Zainal Abidin (UniSZA) can be published.

I would like to welcome and congratulate all students who have been selected to study at UniSZA. Indeed, the presence of brothers/sisters at UniSZA is the right step to complete and prepare yourself as an excellent person with knowledge, skills and commendable morals and leadership qualities for the well-being of Religion, Nation and Country.

The main objective of this guidebook is published as a reference material for FSSG students in understanding and getting to know the faculty, academic system and study programs offered. Brothers/sisters will go through the phase of introduction to the world of science. It aims to build the mind from a philosophical, conceptual and spiritual aspect as well as strengthen faith and exact commitment to be fully devoted to the country.

Finally, well done and congratulations to all parties who joined hands to complete the publication of this Academic Handbook. The efforts given should be examples and role models that all UniSZA citizens and also students should follow in line with the process of realizing Knowledge for Human Benefit.

“Ilmu dan Akhlak”

Thank you.

YBhg. Dato' Prof. Dr. Fadzli bin Adam
Vice Chancellor
Universiti Sultan Zainal Abidin

Dean's Sekapur Sirih Faculty of Applied Social Sciences



Assalamualaikum warahmatullahi wabakaratu

Welcome to University Sultan Zainal Abidin (UniSZA) - Ahlan wa Sahlan wa Marhaban Bikum. On this occasion, I would like to congratulate and congratulate all students who have been selected to study at UniSZA for the 2022/2023 Academic Session. The success of continuing your studies at UniSZA is a golden opportunity that needs to be taken advantage of. A strong spirit needs to be nurtured to continue working hard to achieve success in the pursuit of knowledge.

Imam Al-Ghazali once said: "Seeking knowledge is piety, imparting knowledge is worship, repeating knowledge is remembrance and seeking knowledge is jihad". This expression clearly shows that mastering knowledge is very important in our lives.

Islam as a holy and noble religion certainly dignifies knowledge and knowledgeable people. The development and success of a nation in this world is closely related to the knowledge mastery of that nation. Therefore, work hard, be diligent and persistent as the Malay saying says: "Hold the coal to the charcoal and the grasshopper, let it reach the base of the arm".

Finally, student development has always been UniSZA's priority to form excellent human capital, with integrity and competitiveness. Therefore, I hope that brothers/sisters take this opportunity to improve their knowledge and competence in order to be more confident in filling career and future challenges. Gather as much knowledge as possible and practice it for the benefit of the whole community because knowledge without practice is like fruit without a tree. Make a meaningful contribution to UniSZA to become a famous university on the world stage and never forget the responsibility of developing society and the country. May it be a first step towards a more brilliant and glorious life in the future.

"Ilmu dan Akhlak"

Prof. Dr. Ahmad Puad bin Mat Som
Dean of the Faculty of Applied Social Sciences

ADMINISTRATION UNIVERSITY SULTAN ZAINAL ABIDIN (UniSZA)

Chancellor

Kebawah Duli Yang Maha Mulia Sultanah Nur Zahirah Sultanah Terengganu
D.M.N., D.K.(Terengganu), S.S.M.Z., S.S.M.T.(Terengganu),
Knight Grand Cross (First Class) of the Most Illustrious Order of Chula Com Klao (Thailand)

Pro Chancellor

Tan Sri Dato' Dr. Mohd Yusoff Hj Md Nor
P.S.M., J.M.N., K.M.N., P.P.T., S.S.A.P., D.S.S.A., S.P.M.T., P.P.M.T.

Y.M. Tunku Datuk Nooruddin Tunku Dato' Seri Shahabuddin
P.S.D., D.S.T.M.

BOARD OF DIRECTORS

CHAIRMAN

YBhg. Tan Sri Che Khalib Mohamad Noh

BOARD MEMBERS

YBhg. Dato' Dr. Haji Megat Sany bin Megat Ahmad Supiah

YBhg. Prof. Dato' Dr. Fadzli bin Adam

YBM Tengku Seri Bijaya Raja (Dato' Seri Tengku Farok Hussin Bin Tengku Abdul Jalil)

YBhg. Dato' Yusoff bin Muhamad

YBrs. Prof. Dr. Abdul Hakim bin Abdullah

YBhg. Datuk Dr. Tengku Naufal Tengku Mansor

YBhg. Dato' Dr. Sirajuddin Suhaimee

SECRETARY

YBrs. En. Muzafar bin Mohd Din

TOP MANAGEMENT

VICE CHANCELLOR

YBhg. Prof. Dato' Dr. Fadzli bin Adam

DEPUTY VICE CHANCELLORS

YBhg. Prof. Dr. Zuhairah Ariff binti Abd Ghadas
Deputy Vice Chancellor (Academic & International)

YBhg. Prof. Ts. Dr. Shukor bin Abd Razak
Deputy Vice Chancellor (Research & Innovation)

YBhg. Dato' Prof. Madya Ts. Dr. Mohd Hafiz bin Yusoff
Deputy Vice Chancellor (Student & Alumni Affairs)

SENIOR OFFICERS

YBrs. Encik Muzafar bin Mohd Din
Registrar

YBrs. Encik Suhaili bin Mohd
Bursar

YBrs. Encik Mohd Fuad bin Husaini
Legal Advisor

YBrs. Prof. Dr. Mohd Nordin bin Abdul Rahman
Director Besut Campus

YBrs. Prof. Madya Dr. Syarilla Iryani binti Ahmad Saany
Director Corporate Communications and Relationship Management Center

**VISION, MISSION AND MOTTO
UNIVERSITY SULTAN ZAINAL ABIDIN (UniSZA)**



Vision

To become a Leader for Contemporary Integrated Islamic Universities

Mission

To develop holistic citizens through excellent education and high-impact research based on a smart experience leading to a sustainable society

Motto

Knowledge for The Benefit of Humanity



CHARTER

Universiti Sultan Zainal Abidin (UniSZA) pledges to perform the services as promised below:

1. Announcing the examination results within one (1) day after the confirmation of the examination results in the Senate Meeting.
2. Prepare and display the Final Exam Timetable in the 13th week of lectures before the final exam.
3. Prepare the Academic Time Table for each semester one (1) Week before lectures start.
4. Prepare the student's confirmation letter no later than three (3) working days starting from the date of receiving the student's application.
5. Prepare a graduate student admission offer letter within seven (7) working days.
6. Ensure that 100% of UniSZA staff use the e-online system provided by the Information Technology Center (PTM), UniSZA in their daily work.
7. Ensure that 85% of UniSZA staff attend the seven (7) days of the course.
8. Give feedback to customers via pro@unisza.edu.my within seven (7) working days

History of University Sultan Zainal Abidin

Universiti Sultan Zainal Abidin (UniSZA) started as Kolej Ugama Sultan Zainal Abidin (KUSZA). KUSZA commenced operation on 1 January 1980 at Batu Burok before moving to Hajah Wook Building in Pulau Kambing in 1981.

KUSZA was upgraded to a university status and became Universiti Darul Iman (UDM). UDM underwent a rebranding process on 14 May 2010 and became known as Universiti Sultan Zainal Abidin (UniSZA). The name of the late Sultan Zainal Abidin III Muazzam Shah ibni Almarhum Sultan Ahmad Muazzam Shah II, Sultan The 11th Terengganu is adopted to honour the services of His Majesty in spreading knowledge and religion in the state of Terengganu.

On November 29, 2013, a new UniSZA logo was introduced. UniSZA currently operates in three campuses, namely the Gong Badak Campus (Kuala Nerus) as the main campus, Medical Campus (Kuala Terengganu) and Besut Campus as well as operating a satellite office in Putrajaya.

MANAGEMENT OF THE FACULTY OF APPLIED SOCIAL SCIENCES

Prof. Dr. Ahmad Puad bin Mat Som
Dean

Dr. Muaz bin Azinuddin
Deputy Dean (Academic and Undergraduate)

Prof. Madya Ts Dr. Mohd Khairul Amri bin Kamarudin
Deputy Dean (Research and Development)

Dr. Mohamad Hafis bin Amat Simin
Deputy Dean (Student and Alumni Affairs)

Dr. Normah binti Awang Noh
Head of Study Center (Social Work)

Dr. Wan Nor Jazmina binti Wan Ariffin
Head of Study Center (Anthropology & Dakwah)

Dr. Nur Shahirah binti Mior Shariffuddin
Head of Study Center (Tourism)

Dr. Tuan Muhammad Zukri bin Tuan Sembok
Quality Assurance Coordinator

Dr. Wan Nor Azilawanie binti Tun Ismail
Academic Industry Coordinator

Dr. Nurul Jannah binti Mohd Juaini
Graduate Coordinator

Mrs. Afifah binti Mohd Yusoff
Administrative Officer

Mrs. Noor Diyana binti Daik
Dean's Secretary

Miss Nur Amirah binti Ahmad
Assistant administrative officer

Mrs. Wan Fazila binti Wan Omar @ Wan Johor
Senior Assistant

Mrs. Nor Hayati binti Moktar
Assistant

Mrs. Nur Fatiny Imanyna binti Zainal
Assistant

Mr. Mohamad Suhaimi bin Mokhtar
Operation assistant

ACADEMIC MEMBER OF THE FACULTY

Professor

Prof. Dr. Ahmad Puad bin Mat Som

Prof. Dr. Haji Lukman @ Zawawi bin Mohamad

Associate Professor

Associate Professorn Ts Dr. Mohd Khairul Amri bin Kamarudin

Associate Professor Dr. Muhamad Fazil bin Ahmad

Associate Professor Dr. Norsuhaily binti Abu Bakar

Associate Professor Dr. Sahar Sa'di bin Hashim

Associate Professor Dr. Siti Hajar binti Abdul Rauf

Senior lecturer

Dr. Mohamad Hafis bin Amat Simin

Dr. Nurul Jannah binti Mohd Juaini

Dr. Azlini binti Chik

Dr. Normala binti Riza

Dr. Mohamad Fauzi bin Abdul Latib

Dr. Mohd Syaiful Nizam bin Abu Hassan

Dr. Wan Nor Jazmina binti Wan Ariffin

Dr. Hezzrin binti Mohd Pauzi

Dr. Normah binti Awang Noh

Dr. Muaz bin Azinuddin

Dr. Mohamad Asmawi bin Ibrahim

Dr. Wan Mohd Adzim bin Wan Mohd Zain

Dr. Nur Shahirah binti Mior Shariffuddin

Dr. Sabri bin Sulaiman

Dr. Tuan Muhammad Zukri bin Tuan Sembok

Dr. Wan Nor Azilawanie binti Tun Ismail

Dr. Noorjima binti Abd Wahab

Dr. Roslieza binti Rosli

Assistant Lecturer

Encik Mohd Zainul Ariffin bin Zolkifeli

Puan Nik Nur Azizah binti Nik Halman

ACADEMIC CALENDAR UniSZA 2023/2024 DIPLOMA AND BACHELOR'S DEGREE PROGRAMS

SHORT SEMESTER / SPECIAL SEMESTER			
PROGRAM	DATE	PERIOD	NOTES
New Student Registration Academic Session Diploma Program 2023/2024 and Minggu Mesra Siswa	23 to 27 July 2023	5 Day	
Minggu Mesra Siswa (Diploma)			
Lecture	July 30 to September 14, 2023	7 Week	August 31 – Independence Day
Review Leave	15 to 17 September, 2023	3 Day	16-17 Sep – Malaysia Day
Final Exam	18 to 21 September, 2023	4 Day	
Short Semester Break	September 24 to October 7, 2023	16 Days	Sept 28 – Maulidur Rasul

FIRST SEMESTER			
PROGRAM	DATE	PERIOD	NOTES
New Student Registration ISM Program Academic Session 2023/2024	1 to 5 October, 2023	9 Days	
Minggu Mesra Siswa (Ijazah)			
Lecture	October 8 to November 23, 2023	7 Week	Nov 12 – Deepavali
Mid semester break	November 24 to December 2, 2023	9 Days	
Lecture	December 3, 2023 to January 18, 2024	7 Week	Dec 25 - Christmas Day
Review Leave	19 to 27 January, 2024	9 Days	
Final Exam	January 28 to February 22, 2024 (excluding weekends)	18 Day	Feb 8 – Israk and Mikraj 10&11 Feb 2024 - Chinese New Year
Semester I Vacation	February 23 to March 8, 2024	15 Days	March 4 – The Anniversary of the Enthronement of the Sultan of Terengganu

SECOND SEMESTER			
PROGRAM	DATE	PERIOD	NOTES
Lecture	March 9 to April 29, 2024	7 Week	March 28 – Nuzul Al-Quran April 10-11 – Hari Raya Puasa April 26 – Birthday of the Sultan of Terengganu
Mid semester break	April 30 to May 4, 2024	5 Day	May 1 – Labor Day
Lecture	May 5 to June 25, 2024	7 Week	May 22 – Wesak Day June 3 - YDP Agong's Birthday June 16 – Arafat Day June 17-18 – Hari Raya Haji
Review Leave	26 to 29 June 2024	4 Days	
Final Exam	June 30 to July 25, 2024 (excluding weekends)		July 7 – Awal Muharram
Semester II Vacation	July 26 to October 2024***		

**Subject to change

Approved by the 189th SENATE Meeting No. 4/2023

SCORING SCHEME

The official grades of the University as well as the marks and their meanings are as follows:

MARKS	GRADE	GRADE VALUE	PERFORMANCE
80-100	A	4.00	Excelent
75-79	A-	3.67	
70-74	B+	3.33	Honours/Good
65-69	B	3.00	
60-64	B-	2.67	Modest
55-59	C+	2.33	
50-54	C	2.00	
47-49	C-	1.67	Minimum Achievement
44-46	D+	1.33	
40-43	D	1.00	
39-Ke bawah	F	0.00	Fail

CGPA calculation

Calculation of Semester Grade Point Average (PNGS), and Cumulative Grade Point Average (CGPA)

1. Student academic performance for a semester is demonstrated by PNGS and PNGK. PNGS is determined by dividing the number of points earned by the number of credit hours taken in a semester.
2. The PNGS calculations are as follows:

$$\text{PNGS} = \frac{\text{Number of grade values achieved for one semester}}{\text{The number of credit hours taken for the semester}}$$

3. The PNGK calculation is as follows:

$$\text{PNGK} = \frac{\text{Total grade value for all semesters}}{\text{The number of credit hours taken for all semesters}}$$

BACKGROUND OF THE FACULTY OF APPLIED SOCIAL SCIENCES (FSSG)

The desire to establish a Faculty of Applied Social Sciences (FSSG) was sparked in the Organizational Strengthening and KPI Workshop on 5-6 April 2013 at Awana Resort World, Kijal chaired by YBhg. Professor Datuk Dr. Yahaya Ibrahim, Vice Chancellor of UniSZA. In the agenda of UniSZA's Academic Leadership Transformation Roadmap, the Vice Chancellor has proposed the creation of a Faculty of Applied Social Sciences to strengthen UniSZA's academic development.

Objectives of Faculty Establishment

The main goal of the establishment of the Faculty of Applied Social Sciences is to strengthen and strengthen the ecosystem of knowledge and academic development of UniSZA to help the country produce human capital that is knowledgeable, professional, highly ethical, creative, innovative and has an entrepreneurial culture, exploring and researching. Accordingly, the objective of establishing the faculty is as follows:

1. Offers programs in applied social sciences that are intellectually oriented, market-oriented and future-proof
2. Create a conducive and immersive learning and teaching environment
3. Implement quality learning and teaching through experience (experiential learning)
4. Giving birth to holistic human capital with noble, creative and innovative character
5. Become the main reference center in the field of applied social science
6. Creating a global network of expertise in the field of applied social science
7. Empowering integrity and professionalism

VISION MISSION AND MOTTO OF THE FACULTY OF APPLIED SOCIAL SCIENCES



Vision

A world-class academic center and ecosystem
global science

Mission

Driving high-performance applied social science human capital for community well-being

Motto

“Great Mind Shape the Future”



CUSTOMER CHARTER OF THE FACULTY OF APPLIED SOCIAL SCIENCES

1. Provide friendly and professional service to customers.
2. Ensure that the teaching and learning environment is conducive for students.
3. Ensure that all academic programs offered achieve the quality set by the Malaysian Qualifications Agency (MQA).
4. Ensure that aspects of student welfare are always taken care of and improved from time to time.
5. Contribute and serve the community through the expertise of available human resources.
6. Conduct research for community and country development.
7. Produce quality human capital with a high level of marketability.
8. Produce reference experts in the field of social science with high integrity.

**BACHELOR OF SOCIAL SCIENCE
(ANTHROPOLOGY AND DAKWAH)
WITH HONOURS**

Bachelor of Social Science (Anthropology and Dakwah) With Honours

This program aims to produce graduates who meet the current needs, master and apply various disciplines and skills in the application of da'wah and become leaders in the field who are able to integrate creatively and innovatively. Through integration of knowledge, charity and faith, this program also aspires to produce a workforce capable of being competitive in the market and the current challenges with morals and integrity.

Objective

- i. Has extensive knowledge in the field of anthropology and da'wah.
- ii. Able to master the discipline of anthropology from the aspect of its application in da'wah skills.
- iii. Produce graduates who can manage society and culture to improve the quality of life in the administration and management of sustainable development.
- iv. Know the aspect of integrating anthropological skills and da'wah with information and communication technology (ICT).
- v. Responsible, noble skills and able to practice leadership characteristics.
- vi. Confident to build and form expertise in the field of anthropology and da'wah to the master's and doctorate level.

Program Learning Outcomes

- i. Explain the content and practice various disciplines of anthropology and da'wah in an integrated manner.
- ii. Integrating anthropology and da'wah skills, information and communication technology skills in implementing knowledge sharing.
- iii. Review information from a variety of sources to gain a coherent understanding of the concepts and theories of anthropological and da'wah skills.
- iv. Communicate views and opinions effectively through affective aspects in various communication situations.
- v. Create a friendly relationship between self, the community and the local government.
- vi. Exhibiting the values of integrity, credibility and responsibility continuously.

- vii. Make reflections and evaluate the level of mastery of anthropological and da'wah skills for continuous improvement.
- viii. Identify ideas and opportunities that exist to produce new plans related to anthropology and preaching.

Career Opportunities

- 1. Social Entrepreneur
- 2. Community Development Officer
- 3. Social Welfare Officer
- 4. Social Service Officer
- 5. Social Research Officer
- 6. Academics
- 7. Enforcement Officer
- 8. Education Service Officer
- 9. Curator
- 10. Archives Officer
- 11. Diplomatic Administrative Officer
- 12. Administrative Officer

ENTRY REQUIREMENTS

UD6312001 BACHELOR OF SOCIAL SCIENCES (ANTHROPOLOGY AND DAKWAH) WITH HONORS
4 Years (8 Semesters)

STPM (category A and S)	MATRICULATION /FOUNDATION (category N, P, U and L)	DIPLOMA (category E dan G)	STAM (kategori T)	APEL A
Get at least CGPA 2.50 at STPM level	Get at least a CGPA of 2.50 .	Get at least CGPA 2.75 at Diploma level	Get at least Jayyid rank at STAM level	Pass the Accreditation of Prior Experience Based Learning assessment for Admission purposes (APEL A) by MQA
AND Get at least Grade C ONE (1) from the following subjects at SPM level <ul style="list-style-type: none">▪ Islamic Education▪ Islamic Sharia Education▪ Al-Quran and Al-Sunnah Education▪ Usul-Al-Din▪ Al-Sharia▪ Tasawwur Islam▪ Manahij Al-Ulum Al-Islamiah				
AND Obtained at least Grade C in THREE (3) other subjects other than those already selected NOT INCLUDING Bahasa Malay at the SPM level				
AND Get at least Grade D in English at SPM level				
AND Get at least Band 2.0 in the Malaysian University English Test (MUET) for exams starting in Session 2021 or Band 2 for exams up to 2020 according to the validity period on the Application Date				
Only the following disabilities are eligible for consideration: (Instrumentally Deaf, Blind in One Eye, Stuttering, Dwarfism, Leg Impairment, Tinnitus, Nearsightedness Using Special Lenses, Hand Impairment & Color Blindness)				

STUDY PROGRAM STRUCTURE

University Courses

NO	CODE	COURSE	CREDIT HOURS
1	PBI 10102	English for Communication I	2
2	PBI 10202	English for Communication II	2
3	MPU 33032	Revealed and Social Sciences Knowledge	2
4	MPU 32092	Foundation of Entrepreneurship	2
5	MPU 33012	Revealed & Sciences Knowledge	2
6	MPU 31062	Philosophy and Current Issues	2
7	PBI 10302 / PBI10402	National Arabic / Religious Arabic	2
8	MPU 31072	Internalization of Ethics and Civilization	2
9	KK* ****	Curriculum	3
TOTAL CREDIT HOURS			19

Program Core Courses

NO	CODE	COURSE	CREDIT HOURS
1	CDA 10103	Introduction to Anthropology & Sociology	3
2	CDA 10203	Theory of Anthropological & Sociological	3
3	CDA 10303	Fiqh Sirah	3
4	CDA 21003	Islam and Contemporary Issues	3
5	CDA 10703	Arabic Language (ASP)	3
6	CDA 20103	Family & Kinship	3
7	CDA 20203	Social Policy & Planning	3
8	CDA 20303	Minority Group and Culture	3
9	CDA 20403	Methodology of Da'wah	3
10	CDA 20503	Da'wah Communication	3
11	CDA 21103	Sharia Siyasah	3
12	CDA 21303	English (ESP)	3
13	CDA 21503	Research Methodology	3
14	CDA 30103	Indigenous Ethnography in Malaysia	3
15	CDA 30203	Research Data Analysis	3

16	CDA 30303	Social Psychology and Da'wah	3
17	CDA 30403	Industry and Industrial Society	3
18	CDA 30503	Fiqh Da'wah	3
19	CDA 30603	Development and Social Change	3
20	CDA 40112	Practical Training	12
21	CDA 40203	Social Welfare System in Malaysia	3
22	CDA 40303	Da'wah Movement	3
23	CDA 41106	Academic Exercise	6

TOTAL CREDIT HOURS	81
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Elective Courses

NO	CODE	COURSE	CREDIT HOURS
1	CDA 10403	Organizational Behavior	3
2	CDA 10503	Economy and Society	3
3	CDA 20603	Social Evaluation and Monitoring	3
4	CDA 20703	Training & Development	3
5	CDA 20803	Religion & Society	3
6	CDA 20903	Guided Reading	3
7	CDA 30703	Agriculture Community	3
8	CDA 30803	Appreciation of Art & Heritage	3
9	CDA 30903	Contemporary Volunteering	3
10	CDA 31003	Deviant Behavior	3
11	CDA 31103	Community development	3
12	CDA 31203	Counseling	3
13	CDA 31303	Ulama' & Community	3
14	CDA 31403	Da'wah: Theory & Application	3
15	CDA 40403	Gender & Development	3
16	CDA 40503	Culture & Personality	3
17	CDA 40603	Globalization & National Development	3
18	CDA 40703	Social Inequality	3
19	CDA 40803	Orientalism & Islam	3
20	CDA 40903	Comparative Religion	3

21	CDA 41003	Public Speaking	3
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TOTAL CREDIT HOURS	63
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COURSE OFFERING STRUCTURE

Semester 1

NO	CODE	COURSE	CREDIT HOURS
1	PBI 10102	English For Communication I	2
2	MPU 33012	Revealed & Sciences Knowledge	2
3	MPU 32092	Foundation of Entrepreneurship	2
4	MPU 31072	Internalization of Ethics and Civilization	2
5	CDA 10103	Introduction to Anthropology & Sociology	3
6	CDA 10303	Fiqh Sirah	3
TOTAL CREDIT HOURS			14

Semester 2

NO	CODE	COURSE	CREDIT HOURS
1	KKX XXXXX	Curriculum	3
2	PBI 10302 / PBI 10402	National Arabic / Religious Arabic	2
3	PBI 10202	English For Communication II	2
4	MPU 31062	Philosophy and Current Issues	2
5	MPU 33032	Revealed and Social Sciences Knowledge	2
6	CDA 10203	Theory of Anthropological & Sociological	3
7	CDA 10703	Arabic (ASP)	3
8	*** ****	Elective Courses	3
TOTAL CREDIT HOURS			20

Semester 3

NO	CODE	COURSE	CREDIT HOURS
1	CDA 20103	Family & Kinship	3
2	CDA 20403	Methodology of Da'wah	3
3	CDA 21003	Islam and Contemporary Issues	3

4	CDA 21103	Sharia Siyasah	3
5	CDA 10703	Arabic (ASP)	3
6	CDA 21303	English (ESP)	3
7	*** **	Elective Courses	3
TOTAL CREDIT HOURS			15

Semester 4

NO	CODE	COURSE	CREDIT HOURS
1	CDA 20203	Social Policy & Planning	3
2	CDA 20303	Minority Group and Culture	3
3	CDA 20503	Da'wah Communication	3
4	CDA 21503	Research Methodology	3
5	*** **	Elective Courses	3
6	*** **	Elective Courses	3
TOTAL CREDIT HOURS			18

Semester 5

NO	CODE	COURSE	CREDIT HOURS
1	CDA 30403	Industry and Industrial Society	3
2	CDA 30203	Research Data Analysis	3
3	CDA 30303	Social Psychology & Da'wah	3
4	*** **	Elective Courses	3
5	*** **	Elective Courses	3
TOTAL CREDIT HOURS			15

Semester 6

NO	CODE	COURSE	CREDIT HOURS
1	CDA 30103	Indigenous Ethnography in Malaysia	3
2	CDA 30503	Fiqh Da'wah	3
3	CDA 30603	Development & Social Change	3
4	*** **	Elective Courses	3

5 *** **** Elective Courses 3

TOTAL CREDIT HOURS	15
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Semester 7

NO	CODE	COURSE	CREDIT HOURS
1	CDA 40303	Da'wah Movement	3
2	CDA 40203	Social Welfare System in Malaysia	3
3	CDA 41106	Academic Exercise	6
4	*** ****	Elective Courses	3
TOTAL CREDIT HOURS			15

Semester 8

NO	CODE	COURSE	CREDIT HOURS
1	CDA 40112	Practical Training	12
TOTAL CREDIT HOURS			12
TOTAL CREDIT HOURS FOR GRADUATION			127

COURSE SYNOPSIS AND REFERENCES

Core Course

CDA 10103: INTRODUCTION TO ANTHROPOLOGY & SOCIOLOGY

3 CREDIT HOURS

COURSE SYNOPSIS

This course exposes students to the scope, methods, and approaches anthropologists and sociologists use to understand the phenomenon. The first part of this course discusses the history of the development of Anthropology and Sociology, the thoughts of the main figures of Anthropology and Sociology, concepts and research methods used. The second part discusses various cultural patterns that allow humans to connect and live in different physical environments. The discussion about this question will focus on several aspects of culture, the basis of cultural studies and social behavior.

REFERENCE

1. Erickson, P. A. & Murphy, L. D. 2010. *Readings for History of Anthropological Theory*. Ontario: University of Toronto Press.
2. Fedorak, S. A. 2013. *Anthropology Matters*. Edisi Ke-2. Ontario: University of Toronto Press.
3. Hann, C. & Hart, K. 2011. *Economic Anthropology: History, Ethnography Critique*. Cambridge: Polity Press.
4. Kockel, U., Craith, M. N. & Frykman, J. 2012. *A Companion to the Anthropology of Europe*. Sussex: Blackwell Publishing.
5. Mascia-Lees, F. E. 2011. *A Companion to the Anthropology of the Body and Embodiment*. Sussex: Blackwell Publishing.

CDA 10203: THEORY OF ANTHROPOLOGICAL & SOCIOLOGICAL

3 CREDIT HOURS

COURSE SYNOPSIS

This course aims to expose students to the growth of thinking about society and culture in both disciplines. Anthropologists and sociologists have produced various theories to understand people, society and culture. Therefore, the focus is on two things. First is the contribution of social thinkers such as Ibn Khaldun, Auguste Comte, Max Weber, Karl Marx and Durkheim to understanding social reality. Second, how and to what extent do their contributions influence the formation of diffusion, functional, structural, conflict and symbolic interactionism theories, as well as the strengths and weaknesses of each theory.

REFERENCE

1. Calhoun, C. 2012. *Contemporary Sociological Theory*. Edisi Ke-3. Sussex: Blackwell Publishing Limited.
2. Dixon, K. 2014. *Sociological Theory: Pretence and Possibility*. Oxon: Routledge & Kegan Paul Limited.
3. Erickson, P. A. & Murphy, L. D. 2013. *A History of Anthropological Theory*. Edisi Ke-4. Ontario: University of Toronto Press.
4. Launay, R. 2010. *Foundation of Anthropological Theory: From Classical Antiquity to Early Modern Europe*. Boston: John Wiley & Sons.

5. Moberg, M. 2013. *Engaging Anthropological Theory: A Social and Political History*. Oxon: Routledge.

CDA 10303: FIQH SIRAH**3 CREDIT HOURS****COURSE SYNOPSIS**

This course discusses the Sirah Nabawiyyah which covers the Sirah of Mecca, Medina and the re-opening of the City of Mecca. This course will analyze the events and twists and turns of the Prophet's life in the context of his leadership and struggle, challenges and successes, teaching and guidance as well as appreciating the values of his life in the process of translation in da'wah.

REFERENCE

1. Black, A. 2011. *The History of Islamic Political Thought: From the Prophet to the Present*. Edinburgh: Edinburgh University Press.
2. Coulson, N. J. 2011. *A History of Islamic Law*. Edinburgh: Edinburgh University Press.
3. GhaneaBassiri, K. 2010. *A History of Islam in America: From the New World to the NewWorld Order*. New York: Cambridge University Press.
4. Salama, M. 2011. *Islam, Orientalism and Intellectual History: Modernity and the Politics of Exclusion since Ibn Khaldun*. London: I. B. Tauris & Co. Ltd.
5. Sonn, T. 2010. *Islam: A Brief History*. Sussex: Blackwell Publishing.

CDA 10703: ARABIC LANGUAGE (ASP)**3 CREDIT HOURS****COURSE SYNOPSIS**

This course focuses on the use of Arabic language styles that are widely used in Islamic Studies reference sources and introduces terms often used in various disciplines of Islamic Studies. In addition, it is also concerned with how to use the term appropriately and accurately in the context of various sentences. This course also analyzes the structural characteristics of the verse and text descriptions selected from the Al-Quran, As-Sunnah and the main reference sources of Islamic studies. This course also trains students to get used to using the terms and methods learned through practical activities in this course.

REFERENCE

1. Che Hat, N., Mohd Noor, S. S., Othman, M. A. & Abdul Hamid, M. F. 2013. *Al-Mursyid fi Ta'allum al-Lughah al-Arabiyyah*. Kuala Terengganu: Penerbit Universiti Sultan Zainal Abidin.
2. Mat Teh, K. S., Nasir, M. S., Aziz, M. A., Yahaya, M. F., Mohmad Rouyan, N., Mat Saad, K. N. & Osman, N. 2013. *Al-Itqan fi Ta'alum Lughah Al-Quran*. Kuala Terengganu: Penerbit Universiti Sultan Zainal Abidin.
3. Mat Teh, K. S., Ab. Halim, Z., Nasir, M. S. & Mohmad Rouyan, N. 2012. *Dinamika Pendidikan Bahasa Arab*. Kuala Terengganu: Penerbit Universiti Sultan Zainal Abidin.
4. Mohd Noor, S. S., Mat Teh, K. S., Othman, M. A., Osman, N. & Mat Saad, K. N. 2013. *Al Mu'in fi Ta'allum al-Lughah al-'Arabiyyah*. Edisi Ke-2. Kuala Terengganu: Penerbit Universiti Sultan Zainal Abidin.
5. Suleiman, Y. 2013. *Arabic in the Fray: Language Ideology and Cultural Politics*. Edinburgh: Edinburgh University Press.

COURSE SYNOPSIS

This course aims to discuss various concepts of family and kinship, including from an Islamic perspective. Focus will also be given to important aspects in the self-development of family members to provide some guidance to parents to deal with various problems in managing the household more effectively to produce a quality generation. The family system will not function perfectly and completely if no basic elements exist, namely religion, moral values, love, and family science knowledge. This course will also analyze the extent to which the family institution undergoes changes, the causes and consequences of the form, function and size, and the relationships between families.

REFERENCE

1. Adam, D. W. & De Luzio, C. 2012. *On the Borders of Love and Power: Families and Kinship in the inter Cultural American Southwest*. California: University of California Press.
2. Eng, D. L. 2010. *The Feeling of Kinship: Queen Liberalism and the Racialization of Intimacy*. London: Duke University Press.
3. Murray, H. 2010. *Not in this family: Gays and the Meaning of Kinship in Postwar North America*. Pennsylvania: University of Pennsylvania Press.
4. Robcis, L. 2013. *The Law of Kinship: Anthropology, Psycho Analysis, and the Family in France*. New York: Cornell University Press.
5. Young, M. & Willmott, P. 2011. *Family and Kinship in East London*. Oxon: Routledge.

CDA 20203: SOCIAL POLICY AND PLANNING**3 CREDIT HOURS****COURSE SYNOPSIS**

This course discusses social policy and planning in national development. The first part of this course discusses the development of social policy and the welfare system by focusing on various social services, plans and related social, political and economic issues in the context of the history of society and organization. The second part critically discusses the role of some social policies and social service systems. The final part evaluates policies and social services in terms of achieving their goals and effectiveness and the problems faced.

REFERENCE

1. Baldock, J., Mitton, L. & Manning, N. 2012. *Social Policy*. Edisi Ke-4. New York: Oxford University Press.
2. Becker, S., Bryman, A. & Ferguson, H. 2010. *Understanding Research for Social Policy & Social Work: Themes, Methods & Approaches*. Bristol: Polity Press.
3. Beland, D. 2010. *What is Social Policy?: Understanding the Welfare State*. Cambridge: Polity Press.
4. Dean, H. 2012. *Social Policy: Short Introduction*. Cambridge: Polity Press.
5. Lister, R. 2010. *Understanding Theories & Concepts in Social Policy*. Bristol: Polity Press.

CDA 20303: MINORITY GROUPS AND CULTURES**3 CREDIT HOURS****COURSE SYNOPSIS**

This course discusses the basic concepts of minority groups and cultures in Malaysia and the world. Next, the course also will examine the development of minority groups and cultures in Malaysia and

other countries to create an understanding of their position in society. This course also tries to understand and deal with global challenges in the context of minority cultures worldwide as social and cultural problems.

REFERENCE

1. Bertrand, J. & Haklai, O. 2014. *Democratization and Ethnic Minorities: Conflict or Compromise?* Oxford: Routledge.
2. Henrard, K. 2013. *The Inter Relation Between the Right to Identity of Minority and Their Socio-Economic Participation*. Leiden: Martinus Nijhoff Publisher.
3. Jetton, J. & Hornsey, M. J. 2011. *Rebels in Groups: Dissent, Deviance, Difference and Defiance*. Sussex: Blackwell Publishing.
4. Longva, A. N. & Roald, A. S. 2012. *Religious Minorities in the Middle East: Domination, Self-Empowerment, Accommodation*. Leiden: Brill Publishers.
5. Weller, M & Nobbs, K. 2010. *Political Participation of Minorities: A Commentary on International Standards and Practice*. Oxford: Oxford University Press.

CDA 20403: METHODOLOGY OF DA'WAH

3 CREDIT HOURS

COURSE SYNOPSIS

This course discusses methodology of da'wah as a science that must be understood by muslim. The study covers the methods outlined in the Quran and Sunnah. Students are also exposed to the missionary journey before and during the Prophet Muhammad SAW. Research is also given to the explanation of da'wah methods; individual and closed da'wah, public and open da'wah, da'wah through writing, publishing and mass media based on the characteristics of wisdom, hasanah, mujadalah, uswah and action, al-targhib and contemporary da'wah challenges.

REFERENCE

1. Bayat, A. & Herrera, L. 2010. *Being Young and Muslim: New Cultural Politics in the Global South and North*. New York: Oxford University Press.
2. Bano, S. 2012. *Muslim Women and Shari'ah Councils: Transcending the Boundaries of Community and law*. London: Palgrave MacMillan.
3. Bokhari, K. & Senzai, F. 2013. *Political Islam in the Age of Democratization*. New York: Palgrave MacMillan.
4. Duderija, A. 2011. *Constructing a Religiously Ideal, Believer, and Woman in Islam*. New York: Palgrave MacMillan.
5. Figueira, D. 2011. *Salafi Jihadi Discourse of Sunni Islam in the 21st Century: The Discourse of Abu Muhammad al-Maqdisi and Anwar al-Awlaki*". Bloomington: iUniverse.

CDA 20503: DA'WAH COMMUNICATION

3 CREDIT HOURS

COURSE SYNOPSIS

This course discusses the forms of interpersonal communication and inappropriate da'wah activities. In addition to verbal communication, students will also be exposed to non-verbal communication. Ethics and forms of humour will also be explained, as their significance in da'wah activities. Contemporary challenges in communication and da'wah will be discussed, and how empowerment needs to be done by preachers will also be analysed. Rasulullah SAW's da'wah model will also be applied as a guide in communication and da'wah activities.

REFERENCE

1. Coomb, W. T. 2012. *Ongoing Crisis Communication: Planning, Managing and Responding*. California: Sage Publications.
2. Cornelissen, J. 2011. *Corporate Communication: A Guide to Theory and Practice*. London: Sage Publications.
3. Ling, R. S. & Campbell, S. W. 2011. *Mobile Communication: Bringing Us Together and Tearing Us Apart*. New Jersey: Transaction Publishers.
4. McQuail, D. 2010. *McQuail's Mass Communication Theory*. Edisi Ke-6. London: Sage Publications.
5. Wright, K. B. & Webb, L. N. 2011. *Computer-mediated Communication in Personal Relationships*. New York: Peter Lang Publishings.

CDA 21303: ENGLISH (ESP)

3 CREDIT HOURS

COURSE SYNOPSIS

The subject examines a variety of skills needed to perform academic tasks, such as reading strategies and taking notes from written and oral-aural texts. Students are assigned to produce academic assignments and make oral presentations. They will use the skills of looking for and extracting information from various sources and also develop the skills of making notes, paraphrasing, summarizing and integrating information, and presenting information as well as viewpoints in an oral presentation. In order to accomplish these goals, class discussions, group work, in-class writing, and out-of-class assignments will be used as tools for learning. Apart from these, they will develop the skills in time management, team work and group interaction.

REFERENCE

1. Depraetere, I. & Langford, C. 2012. *Advanced English Grammar: A Linguistic Approach*. London: Bloomsbury Publishing.
2. English, F. 2013. *Student Writing and Genre: Reconfiguring Academic Knowledge*. London: Continuum International Publishing Group.
3. Lockwood, R. B. & Sippell, K. 2012. *Four Point Reading and Writing Intro: English for Academic Purposes*. Ann Arbor: University of Michigan Press.
4. Rogerson, R. P. 2011. *English Phonology and Pronunciation Teaching*. London: Bloomsbury Publishing.
5. Van, G. E. 2013. *Writing: Learn to Write Better Academic Essays*. London: Harpercollins Publications Ltd.

CDA 21503: RESEARCH METHODOLOGY

3 CREDIT HOURS

COURSE SYNOPSIS

This course discusses the concept, theory and practice of research in general and research in particular. This course requires the direct involvement of students in discussing, practising and evaluating the basic elements of research, data analysis and the process of making research conclusions and recommendations.

REFERENCE

1. Card, N. A. 2011. *Applied Meta-Analysis for Social Science Research (Methodology in the Social Sciences)*. New York: Guilford Publications.
2. Fahy, F. & Rau, H. 2013. *Methods of Sustainability Research in the Social Sciences*. London: Sage Publications.

3. Newing, H., Eagle, C. M., Puri, R. K. & Watson, C. W. 2010. *Conducting Research in Conservation: Social Science Methods and Practice*. New York: Routledge.
4. Skott, B. P. & Ward, M. 2012. *Active Learning Exercises for Research Methods in Social Sciences*. London: Sage Publications.
5. Spencer, S. 2011. *Visual Research Methods in the Social Sciences: Awakening Visions*. New York: Routledge.

CDA 30103: INDIGENOUS ETHNOGRAPHY IN MALAYSIA
3 CREDIT HOURS
COURSE SYNOPSIS

This course aims to give students exposure to the indigenous community in Malaysia. It is based on ethnographic research on the Orang Asli community in Peninsular Malaysia and some communities in Sabah and Sarawak. Focus is given to family, economy, politics, belief and oral tradition. Also discussed are the main issues they face, especially in the context of national development. Part of the course requirement involves students carrying out fieldwork in the local community or any suitable area.

REFERENCE

1. Dallas, C. 2011. *From Equality to Inequality: Social Change Among Newly Sedentary Lanah Hunter-Gatherer Traders of Peninsular Malaysia*. London: University of Toronto Press.
2. Hamimah Hamzah. 2012. *Right & Interest in Land Among the Orang Asli in Pahang: Orang Asli & Customary Land Right*. Saarbrücken: LAP Publishing.
3. Means, P. B. 2011. *The Story of the Sengoi Mission*. Singapore: Genesis Books.
4. Swayer, S. & Gomez, E. T. 2012. *The Politics of Resource Extraction: Indigenous People, Multinational Corporations and the State*. London: Palgrave MacMillan.
5. Totten, S. & Hichcock, R. K. 2011. *Genocide of Indigenous Peoples: a Critical Bibliographic Review*. Edisi Ke-8. New Jersey: Transaction Publisher. *Bibliographic Review (V8)*. New Jersey: Transaction Publisher.

CDA 30203: RESEARCH DATA ANALYSIS
3 CREDIT HOURS
COURSE SYNOPSIS

This course is an extension of the Research Methodology course. It aims to help students acquire skills in systematically collecting, managing and analyzing raw data in qualitative and quantitative form. The course begins by showing the relationship between research and theory in qualitative and quantitative analysis based on specific procedures in research to understand social problems in depth. Data analysis and management techniques using Nvivo software will be revealed to manage raw data systematically. In quantitative data analysis, students are exposed to some basic data concepts, definitions of non-numerical and numerical information, data sources and how they are obtained. Next, students are exposed to basic data analysis statistics such as distribution, central tendency, data spread, differences, correlations, relationships and predictions. Students will also be exposed to the technique of transferring information from a research form to a format that can be understood by a computer and manipulating data using SPSS software.

REFERENCE

1. Babbie, E., Wagner, W. E. & Halley, F. S. 2011. *Adventures in Social Research*. Edisi Ke-7. California: Sage Publications.

- Hendricks, D. W. 2011. *Analyzing Quantitative Data: An Introduction for Social Researchers*. Canada: John Wiley & Sons.
- Le, C. T. 2010. *Applied Categorical Data Analysis and Translational Research*. New Jersey: John Wiley & Sons.
- Miles, M. B. 2013. *Qualitative Data Analysis: A Methods Source Book*. California: Sage Publications.
- Tracy, S. J. 2013. *Qualitative Research Methods Collecting Evidence, Crafting Analysis, Communicating Impact*. Sussex: Blackwell Publishing.

CDA 30303: SOCIAL PSYCHOLOGY AND DA'WAH
3 CREDIT HOURS
COURSE SYNOPSIS

This course discusses the meaning of psychology, social psychology, Islamic da'wah , and the goal of da'wah . Emphasis is given to aspects of the relationship between the psychology of da'wah and community psychology, the development of community psychology and the benefits of its research results in the development of da'wah psychology. Students will also be exposed to modern theories and techniques of individual attitude change. Applying inner consciousness, sentiment, personality, motive and group mind towards effective use for Islamic da'wahto individuals and groups through Islamic da'wah psychology.

REFERENCE

- Baker, D. B. 2012. *The Oxford Handbook of the History of Psychology: Global Perspectives*. New York: Oxford University Press.
- Cobb, R. L. 2011. *Islam, What You Need to Know in the Twenty-First Century: A Primer for Peace*. Bloomington: AuthorHouse.
- Crisp, R. J. 2011. *The Psychology of Social and Cultural Diversity*. New Jersey: John Wiley.
- Kobrin, N. H. 2010. *The Banality of Suicide Terrorism: The Naked Truth About the Psychology of Islamic Suicide Bombing*. Washington: Potomac Inc.
- Sei, Al. A. M. A. 2012. *Islamic Terrorism and the Tangential Response of the West: The Other Side of Coin*. Bloomington: AuthorHouse.

CDA 30403: INDUSTRY AND INDUSTRIAL SOCIETY
3 CREDIT HOURS
COURSE SYNOPSIS

This course discusses the development, characteristics, class structure, and problems of industrial societies and societies that experience the industrial process, especially in Malaysia. This course focuses on the impact of the Industrial Revolution and industrialization on society and discusses some key theories and perspectives. This course also discusses work, trade unions and employee welfare issues. Current issues related to industrialization are also focused on, including the issue of economic globalization and workers, women's issues and industry.

REFERENCE

- Anderson, C. 2012. *Makers: The New Industrial*. New York: Crown Publishing Group.
- Grayson, R. 2011. *The US Industrial Revolution*. Minnesota: ABDO Publishing Company.
- Hawken, P., Lovins, A. B. & Lovins, L. H. 2010. *Natural Capitalism: The Next Industrial Revolution*. London: Earthscan.

4. Horn, J., Rosenband, L. N. & Smith, M. R. 2010. *Re-conceptualizing the Industrial Revolution*. Cambridge: Massachusetts Institute of Technology.
5. Schweickraft, D. 2011. *After Capitalism*. Edisi Ke-2. Maryland: Roman & Littlefield Publishers.

CDA 30503: FIQH DA'WAH
3 CREDIT HOURS
COURSE SYNOPSIS

This course discusses the basics of da'wah science so that students can understand the correct da'wah methodology in the current context. It also focuses on the basics of da'wah science such as the concept of da'wah, the development of da'wah, the relationship between da'wah science and other Sharia sciences, the law of da'wah, terms in the science of da'wah, the history of da'wah by the Prophet; peace be upon him, al-Khulafa' al-Rasyidin and the previous prophets, Usul al-Dakwah which are evidence and sources of da'wah knowledge as well as pillars of da'wah, manhaj of da'wah, methods of da'wah and wasilah of da'wah as well as problems of da'wah and also preachers. The entire discussion related to the science of da'wah and its relevance to the current context.

REFERENCE

1. Bayat, A. & Herrera, L. 2010. *Being Young and Muslim: New Cultural Politics in the Global South and North*. New York: Oxford University Press.
2. Bilici, M. 2012. *Finding Mecca in America: How Islam is Becoming an American Religion*. Chicago: Chicago University Press.
3. Chryssides, G. D & Zeller, B. E. 2014. *The Bloomsbury Companion to New Religious Movements*. London: Bloomsbury Academic.
4. Kassam, Z. 2010. *Women and Islam*. California: ABC-CLIO, LLC.
5. Yusuf, I. 2012. *Islam and Knowledge: Al Faruqi's Concept of Religion in Islamic Thought*. London: I. B.Tauris & Co. Ltd.

CDA 30603: DEVELOPMENT AND SOCIAL CHANGE
3 CREDIT HOURS
COURSE SYNOPSIS

Social development and change is an important topic to know and analyze the development and changes that have been and are happening in a society or social system. An in-depth understanding and discussion about the process of development and social change from a conceptual and practical point of view is a consequence of the great changes in today's society, especially globally. The first part of this course introduces the concepts of development and the factors that contribute to or hinder change. The second part focuses on development as a planned change with a focus on why and who makes the plan and various theoretical perspectives that specifically talk about development and evaluate the success and failure of planned change. An assessment of the positive and negative effects experienced by society's institutions, structures and social organizations due to globalization is discussed based on several case studies.

REFERENCE

1. Kiely, R. 2013. *Sociology and Development: The Impasse and Beyond*. Oxon: Routledge.
2. Lennie, J. & Tacchi, J. 2013. *Evaluating Communication for Development: A Framework for Social Change*. Oxon: Routledge.
3. Mc Michael, P. 2010. *Contesting Development: Critical Struggles for Social Change*. New York: Routledge.

4. Mc Michael, P. 2011. *Development and Social Change: A Global Perspective*. California: Sage Publications.
5. Silbereisen, R. K. & Chen, X. 2010. *Social Change and Human Development: Concept and Result*. London: Sage Publication.

CDA 40112: PRACTICAL TRAINING

12 CREDIT HOURS COURSE SYNOPSIS

The main goals of the Bachelor of Social Sciences (Anthropology and Da'wah) program are: (i) Provide the basis of theoretical knowledge, research and scientific discussion to students in anthropology and da'wah. (ii) To produce graduates with broad and balanced knowledge in the field of anthropology and da'wah, and (iii) To form graduates who are informed, responsible, ethical in the field of culture and da'wah and capable of creating a holistic approach to da'wah implementation. Based on this goal, Practical Training is part of the program requirements to qualify students for a degree in the relevant field. Each student is asked to determine the community/organization to undergo Practical Training. The Practical Training Program that will be followed takes four months and is considered part of the teaching-learning process that has been followed in the lecture room.

REFERENCE

1. Hodges, S. 2011. *The Counseling Practicum and Internship Manual: A Resource for Graduate Counselling Student*. New York: Springer Publishing.
2. Kiser, P. 2012. *The Human Services Internship: Getting the Most from Your Experience*. Belmont: Brooks/Cole Cengage Learning.
3. Newman, D. S. 2013. *Demystifying the School Psychology Internship: A Dynamic Guide for Internship*. New York: Routledge.
4. Studer, J. R. & Diambra, J. F. 2010. *A Guide to Practicum and Internship for School Counselors-in-Training*. New York: Routledge.
5. Sweitzer, H & King, M. 2014. *The Successful Internship*. Belmont: Brooks/Cole Cengage Learning.

CDA 40203: SOCIAL WELFARE SYSTEM IN MALAYSIA

3 CREDIT HOURS

COURSE SYNOPSIS

This course is about the social welfare system in Malaysia. It discusses three main points in social welfare. First, the main concepts and theories about human needs and social welfare institutions. Second, approaches, principles, processes, procedures and social welfare organizations. Third, special issues on the four social welfare processes; namely on the process of planning, preparation, distribution/delivery and acceptance of social welfare services.

REFERENCE

1. Berg-Weger, M. 2013. *Social Work and Social Welfare: An Invitation*. Oxon: Routledge.
2. Blau, J. & Abramovitz, M. 2010. *The dynamics of Social Welfare Policy*. Edisi Ke-3. New York: Oxford University Press.
3. Fleubaey, M. & Maniquet, F. 2011. *A Theory of Fairness and Social Welfare*. New York: Cambridge University Press.
4. Kirst-Ashman, K. K. 2013. *Introduction to Social Work & Social Welfare: Critical Thinking Perspectives*. Edisi Ke-4. Belmont: Cengage Learning.

5. Reisman, D. 2010. *Health Tourism: Social Welfare Through International Trade*. Cheltenham: Edward Elgar Publishing United.

CDA 40303: DAKWAH MOVEMENT**3 CREDIT HOURS****COURSE SYNOPSIS**

This course gives students exposure to the da'wah movement in the archipelago and also internationally. The debate covers the theory of the arrival of Islam to the Malay World, the theory of the spread of Islam in the Malay Archipelago, the early centers of Islamic da'wah activities, the development of da'wah and the emergence of da'wah movements in the archipelago. This course also discusses the international da'wah movement, the characteristics and characteristics of the da'wah/Islamic movement, the factors of the emergence of the da'wah/Islamic movement, early da'wah movements such as the Sanusiyyah, Mahdiyyah and others, the da'wah/Islamic movement after the fall of the Ottoman Turkish government, the rise of Islam, contemporary Islamic challenges and the future of Islam and Muslims.

REFERENCE

1. Guidère, M. 2012. *Historical Dictionary of Islamic Fundamentalism*. Plymouth: Scarecrow Press Inc.
2. Hafez, S. 2011. *An Islam of Her Own: Reconsidering Religion and Secularism in Women's Islamic Movement*. New York: New York University Press.
3. Khatib, L. 2011. *Islamic Revivalism in Syria: The Rise and Fall of Ba'thist Secularism*. Oxon: Routledge.
4. Rubin, B. M. 2010. *Guide to Islamist Movements*. New York: M. E. Sharpe Inc.
5. Yavuz, M. H. 2013. *Toward an Islamic Enlightenment: The Gülen Movement*. New York: Oxford University Press.

CDA 411062: ACADEMIC EXERCISE**6 CREDIT HOURS****COURSE SYNOPSIS**

This course is compulsory for all students enrolled in the Bachelor of Social Sciences (Anthropology & Da'wah). In this course, students will be introduced to the concepts and techniques of research and writing in the field of Islamic studies. Students will also be exposed to styles, and perspectives, found in the discipline of Islamic studies that influence scientific writing in the field. Finally, students will be guided to provide scientific training in research.

REFERENCE

1. UniSZA Panduan Penulisan Akademik

Elective Courses

CDA 10403: ORGANIZATIONAL BEHAVIOR

3 CREDIT HOURS

COURSE SYNOPSIS

This course gives students exposure to aspects of management such as models/approaches to organizational behavior, perceptions, values, motivation, attitudes and the importance of teams in organizations. This course also gives students exposure to aspects of leadership and communication in addition to conflict and pressure, and the role of power and politics.

REFERENCE

1. Griffin and Moorhead. 2014. *Organizational Behavior: Managing People and Organizations*. Mason: South-Western Cengage Learning.
2. Nelson, D. L. & Quick, J. C. 2013. *Organizational Behavior: Science, the Real World and You*. Mason: South-Western Cengage Learning.
3. Punnett, B. J. 2013. *International Perspective on Organizational Behavior and Human Resources Management*. Edisi Ke-3. New York: M. E. Sharpe. Inc.
4. Schermerhorn, J. R., Osborn, R.N., Uhl-Bien, M. & Hunt, J.G. 2011. *Organizational Behavior*. Edisi Ke-12. Hoboken: John Wiley & Sons.
5. Tosi, H. & Pilati, M. 2011. *Managing Organizational Behavior: Individual, Teams, Organizations and Management*. Cheltenham: Edward Elgar Publishing Limited.

CDA 10503: ECONOMY AND SOCIETY

3 CREDIT HOURS

COURSE SYNOPSIS

This course aims to describe the influence or relationship of economic aspects such as production, distribution and consumption systems on society's social structure and system. Every society has its economic system, and economic life can be understood from the perspective of several disciplines, including Anthropology and Sociology. Therefore, various concepts and theories related to market economy, political economy, economic culture, social change and economic development will also be discussed. The discussion will refer specifically to the experience of countries in Southeast Asia.

REFERENCE

1. Corbridge, S., Harriss, J. & Jeffrey, C. 2013. *India Today: Economy, Politics & Society*. Cambridge: Polity Press.
2. Eisenstien, C. 2011. *Sacred Economics: Money, Gift & Society in the Age of Transition*. Berkeley: Evolver Editions.
3. Fewsmith, J. 2010. *China Today, China Tomorrow: Domestic Politics, Economy and Society*. Sussex: Rowman & Littlefield Publisher.
4. Park, K. A & Snyder, S. 2013. *North Korea in Transition: Politics, Economy and Society*. Maryland: Rowman & Littlefield Publisher.
5. Sallaz, J. J. 2013. *Labor, Economy & Society*. Cambridge: Polity Press.

CDA 20603: SOCIAL EVALUATION AND MONITORING**3 CREDIT HOURS****COURSE SYNOPSIS**

This course is about social assessment and monitoring procedures. It includes three main components. First is the social assessment component, which includes assessment planning and formative and summative assessments. Second is the social monitoring component. Third, the values and ethics of carrying out evaluation and monitoring work.

REFERENCE

1. Altschuld, J. W. & Eastmond Jr. J. N. 2010. *Needs Assessment*. California: Sage Publications.
2. Ledwith, M. 2011. *Community Development: A Critical Approach*. Bristol: The Policy Press.
3. Patton, M. Q. 2011. *Development Evaluation*. New York: The Guilford Press.
4. Smith, M. J. 2010. *Handbook of Program Evaluation for Social Work and Health Professionals*. New York: Oxford University Press.
5. Wholey, J. S., Hatry, H. P. & Newcomer, K.E. 2010. *Handbook of Practical Program Evaluation*. San Francisco: John Wiley & Sons Inc.

CDA 20703: TRAINING AND DEVELOPMENT**3 CREDIT HOURS****COURSE SYNOPSIS**

This course provides exposure to students regarding aspects of training and development in organizations. The aspects focused on in this course are the training and development functions and training requirements. Students who follow this course also have the opportunity to evaluate existing training and development programs and plan and design training programs that are appropriate to the organization's functions.

REFERENCE

1. Carter, L. 2012. *Call Centre Training and Development*. Bloomington: Anthon House.
2. Fee, K. 2011. *Learning and Development Tools: Essential Techniques for Creating, Delivering and Managing Effective Training*. London: Kogan Page Limited.
3. Noe, R. A. & Winkler, C. 2010. *Training and Development: Learning for Sustainable Management*. New South Wales: Mc Graw-Hill.
4. Philips, P. P. 2010. *Measuring and Evaluating Training*. Alexandria: ASTD Press.
5. Saks, A. M. & Haccoun, R.R. 2010. *Managing Performance Through Training and Development*. Edisi Ke-6. Toronto: Nelson Education Limited.

CDA 20803: RELIGION AND SOCIETY**3 CREDIT HOURS****COURSE SYNOPSIS**

This course aims to introduce students to the role of religion in society. The first part of this course discusses theories of the origin of religion, such as psychologically patterned theories, sociologically patterned theories and branches of psychological and sociological theories. The second part is exposure to understanding religion's role in society. Discussion also includes several aspects of religion as a group phenomenon, religion and its relationship with social organization, and conflict and its relationship in political life, economy, class system, and the position of women and change. In the context of culture, the role of religion as a system of meaning, ritual system, shamanism and worship is also debated.

REFERENCE

1. Bender, C., Cadge, W., Levitt, P. & Smilde, D. 2013. *Religion on the Edge: De-centering and Re-centering the Sociology of Religion*. New York: Oxford University Press.
2. Berzano, L. & Riis, O.P. 2012. *Annual Review of the Sociology of Religion: New Method in the Sociology of Religion*. Leiden: Brill NV.
3. Davie, G. 2013. *The Sociology of Religion: A Critical Agenda*. Edisi Ke-2. London: Sage Publications.
4. Monahan, S.C., Mirola, W. A. & Emerson, M.O. 2010. *Sociology of Religion: A Reader*. United States: Allyn & Bacon.
5. Turner, B.S. 2010. *Sociology of Religion*. Sussex: Blackwell Publication Ltd.

CDA 20903: GUIDED READING

3 CREDIT HOURS

COURSE SYNOPSIS

This course guides students to do a critical reading of selected material related to the field of social science (anthropology and da'wah). The selected readings that are the main focus of this course contain conceptual, theoretical, philosophical, ideological and research-based elements related to anthropology and da'wah . In addition, students also have the opportunity to produce their research proposal paper.

REFERENCE

1. Carrier, I.G. 2012. *A Handbook of Economic Anthropology*. Edisi Ke-2. Cheltenham: Edward Edgar Publishing Limited.
2. Davie, G. 2013. *The Sociology of Religion: A Critical Agenda*. Edisi Ke-2. London: Sage Publications.
3. Fetterman, D. M. 2010. *Etnography: Step by Step*. Edisi Ke-3. California: Sage Publication.
4. Osella, F. & Soares, B. 2010. *Islam. Politics, Anthropology*. Sussex: Blackwell Publishing Limited.
5. Singer, M. & Baer, H. 2012. *Introducing Medical Anthropology*. Edisi Ke-2. Plymouth: Alta Mira Press.

CDA 21003: ISLAM AND CONTEMPORARY ISSUES

3 CREDIT HOURS

COURSE SYNOPSIS

This course debates the position of Islam and the Muslim community in today's globalisation context, the effects and challenges of globalization and the reaction of Muslims. The issues that become the focus include the non-Muslim view of Islam and its people's current Islamic thoughts covering political, religious, social, economic and development issues. The study also focuses on the Muslim minority and its challenges, Zionist and Christian threats, and western and Islamic conflicts.

REFERENCE

1. Bruinessen, M. V. 2013. *Contemporary Developments in Indonesia Islam: Explaining the Conservative Turn*. Heng Mui Keng Terrace: ISEAS Publishing.
2. Camilleri, J. & Schottmann, S. 2013. *Culture, Religion and Conflict in Muslim Southeast Asia: Negotiating Tense Pluralisms*. Oxon: Routledge.
3. Jackson, R., Gunning, J., Jarvis, L. & Smyth, M.B. 2011. *Terrorism: A Critical Introduction*. Hampshire: Palgrave Mac Millan.

4. Nachmani, A. 2010. *Europe and Its Muslim Minorities: Aspects of Conflict, Attempts at Accord*. Oregon: Sussex Academic Press.
5. Oliver. Dee, S. 2012. *Muslim Minorities and Citizenship: Authority Communities and Islamic Law*. New York: Palgrave Mac Millan.

CDA 21103: SHARIA SIYASAH
3 CREDIT HOURS
COURSE SYNOPSIS

This course covers three primary debates. First, the basic theory, characteristics and principles of Shariah Siyasah and the Islamic political system. Second, explain the concept of the Islamic State and the structuring of power in an Islamic government. Third, the internal and foreign policies of an Islamic country and some contemporary issues related to the Islamic government system.

REFERENCE

1. Black, A. 2011. *The History of Islamic Political Thought: From the Prophet to the Present*. Edisi Ke-2. Edinburgh: Edinburgh University Press Ltd.
2. Flood, C., Hutchings, S., Miazhevich, G. & Nickels, H. 2012. *Political and Cultural Representations of Muslims: Islam in the Plural*. Leiden: Brill NV.
3. McGlinchey, E. M. 2011. *Chaos, Violence, Dynasty: Politics and Islam in Central Asia*. Pittsburgh: University of Pittsburgh.
4. Mirsepassi, A. 2011. *Political Islam, Iran, and the Enlightenment: Philosophies of Hope and Despair*. New York: Cambridge University Press.
5. Shah, N. A. 2011. *Islamic Law and the Law of Armed Conflict: The Conflict in Pakistan*. Oxon: Routledge.

CDA 30703: AGRICULTURE COMMUNITY
3 CREDIT HOURS
COURSE SYNOPSIS

This course discusses the life of the agricultural community. Some social and cultural patterns and forms of work the agriculture community practises are described and analysed using specific theories. Policies, strategies and programs implemented by the government will be discussed. The country's agricultural policy and its implementation on effectiveness are rationally explained. In addition, issues related to agriculture were discussed. Students were also explained the role of Islam and the agenda of developing farming communities.

REFERENCE

1. Anderson, K., Cockburn, J. & Martin, W. 2010. *Agricultural, Price Distortions, Inequality and Poverty*. Washington: World Bank.
2. Launaro, A. 2011. *Peasants and Slaves: the Rural Population of Roman Italy (200 BC to AD 100)*. London: Cambridge University Press.
3. Ozturk, M. 2010. *Agricultural, Peasantry and Poverty in Turkey in the Neo-liberal Age*. Wageningen: Academic Publishers.
4. Roth, N. K. 2012. *A Sketch of the Agriculture and Peasantry of Eastern Russia*. London: Nabu Press.
5. Sobhan, R. 2010. *Challenging the Injustice of Poverty: Agendas for Inclusive Development in South Asia*. New Delhi: Sage Publication.

CDA 30803: APPRECIATION OF ART AND HERITAGE**3 CREDIT HOURS****COURSE SYNOPSIS**

This course provides basic knowledge about art and heritage studies. It will also expose students to the activities of art, culture, music, Malay heritage, and culture found in Malaysia. It will increase students' knowledge, understanding, and appreciation of the aesthetic values in the arts and heritage of our country. This course will also provide critical essential inputs that students need to know before doing more serious research in fields related to art, culture and heritage.

REFERENCE

1. Kamien, R. 2010. *Music: An Appreciation*. New York: Mc GrawHill Company.
2. Rojek, C. 2011. *Pop Music, Pop Culture*. Cambridge: Polity Press.
3. Saffle, M. & Heintze, J. R. 2013. *Music and Culture in America 1861 – 1918*. New York: Routledge.
4. Shuker, R. 2013. *Understanding Popular Music Culture*. Edisi Ke-4. Oxon: Routledge.
5. Wilson, C.W. 2010. *Music: Its Appreciation*. Vancouver: Read Books.

CDA 30903: CONTEMPORARY VOLUNTEERING**3 CREDIT HOURS****COURSE SYNOPSIS**

This course discusses how individuals and organizations develop community planning processes and structures, basic knowledge and skills about community service strategies, techniques and tactics, and use volunteer energy as implementers to achieve change in organizations and communities. The course also covers volunteer program management, professional training and recognition of volunteer workers. Next, the course will examine the methods of measuring the effect and impact of voluntary programs.

REFERENCE

1. Avenell, S. A. 2010. *Making Japanese Citizens: civil Society and the Mythology of the Shimin of the Postwar Japan*. California: University of California Press.
2. Demont, V. R. 2013. *Community Service: Broken Mirrors*. Cincinnati: Samhain Publishing Ltd.
3. Jackson, V. R. 2013. *Volunteerism in Geriatric Settlements*. Oxon: The Hawthorth Press Inc.
4. Self, D. R. & WYmer, W. W. 2012. *Volunteerism Marketing: New Vistas for Nonprofit and Public Sector Management*. New York: Routledge.
5. Yokum, K. N. & Wagner, D. L. 2011. *The Aging Network: A Guide to Program and Services*. New York: Springer Publishing Company.

31003: DEVIANT BEHAVIOR**3 CREDIT HOURS****COURSE SYNOPSIS**

This course examines the social processes involved in seeding, giving birth and breeding deviant behaviour in society. It includes issues that try to answer two questions: 'why only certain individuals commit deviance?' and 'why doesn't everyone do deviant?' This requires the course to look at things such as the competition of risk forces with protective forces, social pressures, control weaknesses, society's reaction to deviant acts and facilitating factors to deviant acts.

REFERENCE

1. Bryant, C. D. 2011. *The Routledge Handbook of Deviant Behavior*. New York: Routledge.

2. Clinard, M. B. & Meier, R. F. 2011. *Sociology of Deviant Behavior*. Belmont: Wadworth Cengage Learning.
3. Elias, S. M. 2013. *Deviant and Criminal Behavior in the Work Place*. New York: New York University Press.
4. Humphrey, J. A. & Schmallegger, F. 2012. *Deviant Behavior*. Edisi Ke-2. Ontario: Jones & Bartlett Learning.
5. Lee, R. 2011. *Deviance & Liberty: Social Problems and Public Policy*. New Jersey: Transaction Publishers.

CDA 31103: COMMUNITY DEVELOPMENT

3 CREDIT HOURS

COURSE SYNOPSIS

This course explains guidance and counselling from a Western perspective. This course discusses the meaning of community development from a Western and Islamic perspective, principles and values of community development, community development approaches, community developers and community workers, and community participation and role in community development. The focus will be given to the discussion about the role of the community in the community from the context of religion, education, and voluntary work. Students will also be exposed to information about community leadership, the role of government and government and private agencies in community development, and examples of community development programs abroad. This course will expose students to community programs run in groups.

REFERENCE

1. Beck, D. & Purell, R. 2010. *Popular Education Practice for youth and Community Development Work*. Exeter: Learning Matters Ltd.
2. Hill, L. W. & Rabig, J. 2012. *The Business of Black Power: Community Development, Capitalism and Corporate Responsibility in Postwar America*. Rochester: University of Rochester Press.
3. Ledwith, M. 2011. *Community Development: A Critical Approach*. Bristol: The Policy Press.
4. Lucena, J. C., Schneider, J. & Leydens, J. A. 2010. *Engineering and Sustainable Community Development*. Perth: Morgan and Claypool.
5. Robinson, J. W. & Green, G. R. 2011. *Introduction to Community Development: Theory Practice and Service-Learning*. California: Sage Publication.

CDA 31203: COUNSELING

3 CREDIT HOURS

COURSE SYNOPSIS

This course explains guidance and counseling from a Western and Islamic perspective. Also touched on is the philosophy, principles, theory and approach, principles, characteristics of Islamic counselors and the purpose of counseling. Humans, nature and the influence of the environment will also be discussed. Students will also be taught about communication skills, both verbal and non-verbal communication. Finally, also covered on are the stages of the counseling process such as building relationships, exploring problems, identifying problems, stages of finding alternative solutions, actions, termination and follow-up stages if necessary. Basic skills used in the session such as minimal prompting, reflection, paraphrasing, questioning and confrontation techniques will also be discussed.

REFERENCE

1. Jones, R. N. 2012. *Basic Counselling Skills: A Helper's Manual*. London: Sage Publication.

2. Lago, C. & Smith, B. 2010. *Anti-Discriminatory Practice in Counseling and Psychotherapy*. Edisi Ke-2. London: Sage Publication Ltd.
3. Mc Lead, J. & Mc Lead, J. 2011. *Counseling Skills: A Practical Guide for Counselors and Helping Professionals*. Edisi Ke-2. Bershire: Open University Press.
4. Mc Lead, J. 2010. *Case Study Research in Counseling and Psychotherapy*. London: Sage Publication Ltd.
5. Mearns, D. & Thorne, B. 2013. *Person – Centered Counselling in Action*. Edisi Ke-4. London: Sage Publication Ltd.

CDA 31303: ULAMA' AND COMMUNITY

3 CREDIT HOURS

COURSE SYNOPSIS

This course aims to expose students to the relationship between ulama' and the community. Focus is given to the role of ulama' in the community, which is considered an essential element influencing the stability and change of a community. Some aspects of the role of scholars in this country will be analyzed. Among them is the role in religion and da'wah, education, administration, development, nationalism movement and national independence.

REFERENCE

1. Ahmad, A. Q., Sadeghi, B. & Bonner, M. 2011. *The Islamic Scholarly Tradition*. Leiden: Koninklijke Brill NV.
2. Albayrak, I. 2011. *Mastering Knowledge in Modern Times: Fethullah Guten as an Islamic Scholar*. New York: Blue Dome Press.
3. Lewis, B. 2010. *Faith and Power: Religion and Politics in the Middle East*. New York: Oxford University Press.
4. Riaz, S. 2014. *New Islamic Schools: Tradition, Moderning Class in Urban Pakistan*. New York: Palgrave Macmillan.
5. Tan, C. 2011. *Islamic Education and Introduction: The Case in Indonesia*. New York: Routledge.

CDA 31403: DA'WAH: THEORY AND APPLICATION

3 CREDIT HOURS

COURSE SYNOPSIS

This course aims to give exposure to students about the relationship between scholars and the community. Focus is given to the role of scholars in the community which is considered to be an important element influencing the stability and change of a community. Some aspects of the role of scholars in this country will be analysed. Among them are roles in religion and da'wah, education, administration, development, nationalism and national independence movements.

REFERENCE

1. Farrar, M., Robinson, S., Valli, Y. & Wetherly, P. 2012. *Islam in the West: Key Issues in Multiculturalism*. New York: Palgrave MacMillan.
2. Keskin, T. 2012. *The Sociology of Islam: Secularism, Economy and Politics*. Reading: Ithaca Press.
3. Naf, W. 2011. *Ground Zero Mosque: The Confessions of a Western-Middle-Eastern Muslim*. Bloomington: AuthorHouse.
4. Richards, R. A. 2010. *The Species Problem: A Philosophical Analysis*. Cambridge: Cambridge University Press.
5. Smith, D. H. 2010. *Religious Giving: For Love of God*. Indiana: Indiana University Press.

CDA 40403: GENDER AND DEVELOPMENT**3 CREDIT HOURS****COURSE SYNOPSIS**

This course discusses why gender is considered in development and how the international community addresses gender issues. The first part of this course discusses the concept of 'gender', ideologies and theories about gender and development. Based on case studies in Asia, Africa and the Middle East, the second part of this course discusses specific themes regarding the position and role of women in various aspects that have implications for the development process of a country.

REFERENCE

1. Chant, S. 2010. *The International Handbook of Gender and Poverty: Concepts, Research, Policy*. Cheltenham: Edward Elgar Publishing Limited.
2. Kane, E. W. 2012. *The Gender Trap: Parents and the Pitfall of Raising Boys and Girls*. New York: New York University Press.
3. Kaplan, M. A. & Moore, D. D. 2011. *Gender and Jewish History*. Indiana: Indiana University Press.
4. Krook, M. L. & Childs, S. 2010. *Women, Gender and Politics*. New York: Oxford University Press.
5. Milestone, K. & Meyer, A. 2012. *Gender and Popular Culture*. Cambridge: Polity Press.

CDA 40503: CULTURE AND PERSONALITY**3 CREDIT HOURS****COURSE SYNOPSIS**

This course discusses theories that emphasize that the culture of a society affects the behavior of the society members. Particular research will be given to the formation of personality, social behavior and national identity through socialization, acculturation and environment. Next, this course will discuss the types of personality needed in developing countries to accelerate socio-cultural change.

REFERENCE

1. Braun, J. 2013. *Democratic Culture and Moral Character: A study in Culture and Personality*. Chicago: Springer Publication.
2. Davey, Graham. 2011. *Applied Psychology*. Sussex: Blackwell Publishing Limited.
3. Kuther, T. L. & Morgan, R. D. 2013. *Careers in Psychology Opportunities in a Changing World*. Belmont: Cengage Learning.
4. Matsumoto, D. & Juang, L. 2012. *Culture & Psychology*. Edisi Ke-5. Belmont: Cengage Learning.
5. Vaughn, L. M. 2010. *Psychology and Culture: Thinking, Teaching and Behaving in a Global Context*. Sussex: Psychology Press.

CDA 40603: GLOBALIZATION AND NATIONAL DEVELOPMENT**3 CREDIT HOURS****COURSE SYNOPSIS**

This course discusses the changes in people's lives brought about by the process of globalization today. The effects of the regional financial crisis in 1997-98 show how dependent Malaysia is on the world economic system. This course offers a broad scope of discussion and touches on various aspects, including economics, politics, and socio-culture. It aims to increase understanding of globalization and world change in terms of the system and the value itself. Generally, this course is divided into two main parts. The first part is about the theoretical framework and the globalization debate involving the history of existence and the process of change. The second part focuses on the impact of globalization on national development.

REFERENCE

1. Baylis, J., Smith, S. & Owens, P. 2011. *The Globalization of World Politics: An Introduction to International Relations*. Oxford: Oxford University Press.
2. Jones, A. 2010. *Globalization: Key Thinkers*. Cambridge: Polity Press.
3. Lule, J. 2012. *Globalization & Media: Global Village of Babel*. Maryland: Rowman & Littlefield Publishers.
4. Nagy, Zekmi. S. & Zabus, C. 2010. *Colonization or Globalization: Postcolonial Exploration of Imperial Expansion*. Plymouth: Lexington Books.
5. Pleyers, G. 2010. *After Globalization: Becoming Actor in a Global Age*. Cambridge: Polity Press.

CDA 40703: SOCIAL INEQUALITY

3 CREDIT HOURS

COURSE SYNOPSIS

This course focuses on three things: first, discussing the social structures and arrangements that create various forms of inequality and stratification in pre-industrial, agricultural, industrial and post-industrial societies, and social theory on social inequality such as functional, conflict and structural. Third is the question of social inequality in Malaysia and the issues or implications of inequality, such as social closure and life chances, that determine social mobility.

REFERENCE

1. Budrys, G. 2010. *Unequal Health: How inequality contributes to health or illness*. Edisi Ke-2. Plymouth: Rowman & Littlefield Publishers.
2. Cole, S. & Morgan, N. 2010. *Tourism and inequality – problem and prospects*. Oxfordshire: CABI International.
3. Dallos, C. 2011. *From equality to inequality: social change among newly sedentary Lanoh Hunter-Gatherer Traders of Peninsular Malaysia*. Toronto: University of Toronto Press.
4. Dorling, D. 2011. *Injustice: Why Social Inequality Persist*. Bristol: The Policy Press.
5. Keister, L. A. & Southgate, D.E. 2012. *Inequality: a contemporary approach to race, class and gender*. New York: Cambridge University Press.

CDA 40803: ORIENTALISM AND ISLAM

3 CREDIT HOURS

COURSE SYNOPSIS

This course discusses orientalist's development, attitude and thoughts towards Islam and its civilization. The focus is on the epistemology and historiography of orientalism, the focus areas of research, the primary goals and activities of the orientalist, and their impact on the thinking of the world community in general and the Muslim community in particular.

REFERENCE

1. Iwamura, J. N. 2011. *Virtual Orientalism: Asian Religions and American Popular Culture*. New York: Oxford University Press.
2. Lau, L. & Mendes, A.C. 2011. *Re-orientalism and South Asian Identity Politics: the Oriental Other Within*. Oxon: Routledge.
3. Lockman, Z. 2010. *Contending Visions of the Middle East: the History and Politics of Orientalism*. Edisi Ke-2. Cambridge: Cambridge University Press.
4. Mactie, A. L. 2013. *Orientalism*. Oxon: Routledge.
5. Salama, M. R. 2011. *Islam, Orientalism and Intellectual History: Modernity and the Politics of Exclusion Since Ibn Khaldun*. London: I. B. Tauris & Co Ltd.

COURSE SYNOPSIS

This course gives students exposure to the teachings of heavenly religions such as Islam, Judaism and Christianity as well as some cultural religions such as Hinduism, Buddhism, Confucianism and Sikhism as well as Shintoism. The analysis focuses on the 'fundamental doctrine' of the religions, history, properties, scope, similarities and differences in comparison. This study also focuses on its adherents' awareness and level of adherence.

REFERENCE

1. Clooney, F. X. 2010. *Comparative Theology: Deep Learning Across Religious Border*. Sussex: Blackwell Publishing.
2. Fasching, D. J., Chant, D. & Lantigua, D.M. 2011. *Comparative Religious Ethnics: A Narrative Approach to Global Ethnics*. Edisi Ke-2. Sussex: Blackwell Publishing.
3. Frazer, J. G. 2012. *The Golden Bough: A Study in Comparative Religion*. New York: Cambridge University Press.
4. Kalu, H. 2011. *Essays on World Religious Thought: A Comparative Study*. Bloomington: Universe.
5. Wildman, W. J. 2010. *Religious Philosophy as Multidisciplinary Comparative Inquiry: Envisioning a Future for the Philosophy of Religion*. New York: State University of New York Press.

COURSE SYNOPSIS

This course discusses the role of speech as a communication channel in public. Methods and ways of speaking and debating will be learned. Emphasis is given to the technique and procedure of delivering the "sermon". Practical training will be held for all who follow this course to produce preachers who communicate well in front of an audience.

REFERENCE

1. Coopman, S. J. & Lull, J. 2012. *Public Speaking: The Evolving Art*. Edisi Ke-3. Stamford: Cengage Learning.
2. Griffin, C. 2012. *Invitation to Public Speaking*. Boston: Warworth Cengage Learning.
3. Hughes, S. L. 2011. *Public Speaking: Any Audience, Any Situation*. Harlow: Pearson Education Limited.
4. Livingston, R. 2010. *Advanced Public Speaking: Dynamics and Techniques*. Bloomington. Xlibris Corporation.
5. Verderber, R. F. et al. 2011. *The Challenge of Effective Speaking*. Edisi Ke-15. Boston: Warworth Cengage Learning.

BACHELOR'S DEGREE IN SOCIAL WORK WITH HONORS

Bachelor's Degree in Social Work with Honors

This program aims to produce graduates who are able to use, master and apply knowledge and skills in the field of social services, rehabilitation and care and then generate jobs and compete in the market to meet current needs.

Objective

1. Provide exposure in principle and theory in science related to social services, rehabilitation and care;
2. Introducing appropriate methodologies, tools and procedures in the field of social services, rehabilitation and care;
3. Apply elements of research and innovation in learning;
4. Cultivate ethical professional characteristics, are skilled in communication and able to work in groups and have high leadership values;
5. Apply competitive and innovative entrepreneurial traits in the social service, rehabilitation and care industry;
6. Giving awareness to the importance of knowledge development through lifelong learning.

Program Learning Outcomes

At the end of this program, graduates are able to;

1. Knowing, understanding and relating the basic principles of social services, rehabilitation and care.
2. Applying and analyzing the knowledge of social services, rehabilitation and care of human behavioral disorders that show professionalism in work.
3. Argue, solve problems and apply critical thinking skills of analysis, problem solving, logic, communication and evaluation to professional practice with individuals, families, organizations, communities and countries.
4. Having techniques and the ability to practice rehabilitation and care work within the circle of values and ethics of rehabilitation and care that reflect efficiency, self-awareness, integrity and responsibility and social ethics.
5. Acquire the qualitative and quantitative research skills necessary to carry out empirical evaluations on intervention practices with individuals, families, organizations and communities and on other studies and apply the findings to current practice.
6. Mastering and applying teamwork and interpersonal skills in humanities and governance that have an impact on the social development of individuals, communities and countries.
7. Plan, manage and implement programs, research and consultancy work on social issues and continue further studies with a high degree of autonomy.

Career Opportunities

1. Social Worker (medical, school, institution and other related)
2. Social Welfare Officer
3. Academic Energy
4. Social Entrepreneur
5. Volunteer
6. Public Relations Officer
7. Administrative Officer/Diplomatic Administrative Officer
8. Other Related Posts

ENTRY REQUIREMENTS

UD6762001 BACHELOR DEGREE IN SOCIAL WORK WITH HONORS 8 SEMESTER (4 Year)

STPM (category A and S)	MATRICULATION /FOUNDATION (category N, P, U and L)	DIPLOMA (category E and G)	STAM (category T)	APEL A
Get at least a CGPA of 2.50 at STPM level and Grade C Three (3) subjects including General Studies Specialization	Get at least a CGPA of 2.50 .	Get at least a CGPA of 2.75 at the Diploma level in a related field	Get at least Jayyid rank at STAM level	Pass the Accreditation of Prior Experience Based Learning assessment for Admission purposes (APEL A) by MQA
AND				
Get at least Grade C ONE (1) from the following subjects at SPM level; <ul style="list-style-type: none">▪ Islamic Education▪ Tasawwur Islam▪ Islamic Sharia Education▪ Al-Quran and Al-Sunnah education▪ Agriculture▪ Entrepreneurship Studies▪ Principles of Accounts▪ Invention▪ Business▪ Economy▪ Geography▪ Computer Science▪ Computer Graphics▪ Early Childhood Care & Education▪ Basic Gerontology & Geriatric Services▪ Basic Interior Decoration				
AND				
Obtained at least Grade C in THREE (3) other subjects other than those already selected NOT INCLUDING Bahasa Malay at the SPM level				
AND				
Get at least Grade D in English at SPM level				
AND				
Get at least Band 2.0 in the Malaysian University English Test (MUET) for exams starting in Session 2021 or Band 2 for exams up to 2020 according to the validity period on the Application Date				
Only the following disabilities are eligible for consideration: (Instrumentally Deaf, Blind in One Eye, Stuttering, Dwarfism, Leg Impairment, Tinnitus, Nearsightedness Using Special Lenses, Hand Impairment & Color Blindness)				

PROGRAM STRUCTURE

University Courses

NO	CODE	COURSE	CREDIT HOURS
1	PBI *****	Bahasa Asing	2
2	PBI 10102	English for Communication I	2
3	PBI 31062	Philosophy and Current Issues	2
4	MPU 31072	Appreciation of Ethics and Civilisation	2
5	MPU 33012	Revealed & Sciences Knowledge	2
6	MPU 32092	Foundation of Entrepreneurship	2
7	PBI 10202	English for Communication II	2
8	MPU 33032	Revealed & Social Sciences Knowledge	2
9	XXX XXX3	Curriculum	3
TOTAL CREDIT HOURS			19

Program Core Courses

NO	CODE	COURSE	CREDIT HOURS
1	CWS 10103	Human and Social Environment	3
2	CWS 10203	Introduction of Social Work	3
3	CWS 10303	Social Problem and Social Welfare	3
4	CWS 10403	Human Behaviour Psychology	3
5	CWS 10503	Welfare Social System in Malaysia	3
6	CWS 10603	Crime and Delinquency	3
7	CWS 20103	Social Work Method 1: Individual and Family	3
8	CWS 20203	Organisation Behaviour	3
9	CWS 20303	Policy and Social Planning	3
10	CWS 20403	Interpersonal Skill	3
11	CWS 20503	Welfare Management and Social Work	3
12	CWS 20603	Religion and Social Work	3
13	CWS 20703	Recovery and Management f Addiction	3

14	CWS 20803	Service Delivery	3
15	CWS 20903	Research Methodology	3
16	CWS 30103	Social Work Method II: Group and Community	3
17	CWS 30203	Social Work Recovery and Care	3
18	CWS 30303	Directed Reading	3
19	CWS 30403	Social Work with Marginalized Group	3
20	CWS 30503	Advocacy and Legislative in Social Work	3
21	CWS 30603	Children in Recovery and Protection	3
22	CWS 30703	Gerontology Service	3
23	CWS 30803	Volunteerism / Non-Profit Organisation	3
24	CWS 40503	Industrial Welfare	3
25	CWS 40203	Academic Exercise	3
26	CWS 40303	Moral, Ethics and Professional Practice	3
27	CWS 40403	Disability Studies	3
28	CWS 40112	Practical Training	12
TOTAL CREDIT HOURS			93

Elective Courses

NO	CODE	COURSE	CREDIT HOURS
1	CWS 21003	Training and Development	3
2	CWS 21103	Civil Society	3
3	CWS 30903	Crime Prevention	3
4	CWS 31002	Nutrition, Health and Welfare	2
5	CWS 31102	Social Work in Schools	2
6	CWS 31202	Social Networks	2
7	CWS 31302	Environmental Governance	2
8	CWS 31403	Rehabilitation Outside Institutions	3
9	CWS 31503	Project / Social Evaluation	3
10	CWS 40603	Social Work and Development	3
11	CWS 40703	Labor Studies	3
12	CWS 40803	Housing and Security	3
TOTAL CREDIT HOURS			32

COURSE OFFERING STRUCTURE

Semester 1

NO	CODE	COURSE	CREDIT HOURS
1	PBI 10102	English for Communication I	2
2	MPU 31062	Appreciation of Ethics and Civilisations	2
3	MPU 33012	Foundation of Entrepreneurship	2
4	CWS 10103	Revealed & Sciences Knowledge	3
5	CWS 10103	Human and Social Environment	3
6	CWS 10203	Introduction of Social Work	3
TOTAL CREDIT HOURS			15

Semester 2

NO	CODE	COURSE	CREDIT HOURS
1	PBI XXXX	Foreign Language	2
2	PBI 10202	English For Communication II	2
3	MPU 33032	Revealed & Social Sciences Knowledge	2
4	MPU 32092	Philosophy and Current Issues	2
5	CWS 10403	Human Behaviour Psychology	3
6	CWS 10503	Welfare Social System in Malaysia	3
7	CWS 10603	Crime and Delinquency	3
TOTAL CREDIT HOURS			17

Semester 3

NO	CODE	COURSE	CREDIT HOURS
1	MPU 31072	Social Work Method 1: Individual and Family	2
2	CWS 20103	Organisation Behaviour	3
3	CWS 20203	Policy and Social Planning	3
4	CWS 20303	Interpersonal Skill	3
5	CWS 20403	Welfare Management and Social Work	3
6	CWS 20503	Social Work Method 1: Individual and Family	3
TOTAL CREDIT HOURS			17

Semester 4

NO	CODE	COURSE	CREDIT HOURS
1	CWS 20603	Religion and Social Work	3
2	CWS 20703	Recovery and Management Of Addiction	3
3	CWS 20803	Service Delivery	3
4	CWS 20903	Research Methodology	3
5	*** *****	Elective Courses	3
6	*** *****	Curriculum	3
TOTAL CREDIT HOURS			15

Semester 5

NO	CODE	COURSE	CREDIT HOURS
1	CWS 30103	Social Work Method II: Group and Community	3
2	CWS 30203	Social Work Recovery and Care	3
3	CWS 30303	Directed Reading	3
4	*** *****	Elective Courses	2
5	*** *****	Elective Courses	2
6	*** *****	Elective Courses	2
TOTAL CREDIT HOURS			15

Semester 6

NO	CODE	COURSE	CREDIT HOURS
1	CWS 30403	Social Work with Marginalized Group	3
2	CWS 30503	Advocacy and Legislative Issues in Social Work	3
3	CWS 30603	Children Recovery and Protection	3
4	CWS 30703	Gerontology Service	3
5	CWS 30803	Volunteerism / Non-Profit Organisation	3
6	*** *****	Elective Courses	3
TOTAL CREDIT HOURS			18

Semester 7

NO	CODE	COURSE	CREDIT HOURS
1	CWS 40203	Academic Exercises	3
2	CWS 40303	Moral, Ethics and Professional Practice	3
3	CWS 40403	Disability Studies	3
4	CWS 40503	Industrial Welfare	3
5	*** ****	Elective Courses	3
TOTAL CREDIT HOURS			15

Semester 8

NO	CODE	COURSE	CREDIT HOURS
1	CWS 40112	Practical Training	12
TOTAL CREDIT HOURS			12
TOTAL CREDIT HOURS FOR GRADUATION			127

COURSE SYNOPSIS AND REFERENCES

Program Core Courses

CWS 10103: HUMAN AND SOCIAL ENVIRONMENT

CREDIT HOUR 3

COURSE SYNOPSIS

This course is designed to enable students to understand the reciprocal interaction between humans, culture and the environment. The discussion is generally divided into three parts; first, discussion regarding the concept of society, culture and social behavior. Second, a discussion about the concepts and components of ecosystems such as biotic and abiotic. Third, discuss issues related to society's relationship with the environment such as sustainable agriculture and industry, social behavior, economy, migration, and globalization.

REFERENCE

1. Ashford, J. B. & LeCroy, C. W. 2010. *Human Behavior in the Social Environment: A Multidimensional Perspective*. Wadsworth: Cengage Learning.
2. Rogers, A. 2013. *Human Behavior in the Social Environment*. Edisi Ke-3. New York: Routledge.
3. Schriver, J. M. 2010. *Human Behavior and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice*. Edisi Ke-5. London: Pearson.
4. Segal, E.A. 2009. *Social Welfare Policy and Social Programs: A Values Perspective*. London: Brooks Cole.
5. Wormer, K. V. & Besthorn, F.H. 2010. *Human Behavior and the Social Environment, MacroLevel: Groups, Communities, and Organizations*. London: Oxford University Press.

CWS 10203: INTRODUCTION TO SOCIAL WORK

CREDIT HOUR 3

COURSE SYNOPSIS

This course provides a basic knowledge of Social Work as a professional profession. By highlighting the principles, values, ethics, core practices and practices in Social Work, this course also aims to give a clearer picture of this discipline in addition to explaining the role of Social Workers and the scope of social services.

REFERENCE

1. Dominelli, L. 2009. *Introducing Social Work*. Cambridge: Polity Press.
2. Glicken, M. D. 2010. *Social Work in the 21st Century: An Introduction to Social Welfare, Social Issues and the Profesion*. London: SAGE Publications.
3. Lishaman, J., Yuill, C. & Brannan, J. 2014. *Social Work: An Introduction*. London: SAGE Publications.
4. Parris, M. 2012. *An Introduction to Social Work Practice*. New York: McGraw-Hill Education.
5. Zastrow, C. 2010. *Introduction to Social Work and Social Welfare: Empowering People*. Edisi Ke-10. Belmont: Cengage Learning.

CWS 10303: SOCIAL PROBLEM AND SOCIAL WELFARE

CREDIT HOUR 3

COURSE SYNOPSIS

This course provides knowledge and exposure to students regarding social problems that occur in society. Among the aspects that are focused on are theories and approaches in understanding social problems, main concepts, causes and effects of social problems as well as programs to deal with social problems, especially in the context of society in this country.

REFERENCE

1. Loseke, D. R. 2011. *Thinking About Social Problems*. Edisi Ke-2. University of South Florida: Aldine Transaction.
2. Guerrero, A. L. 2010. *Social Problem: Community, Policy and Social Action*. Edisi Ke-3. London: SAGE Publications.
3. Patti, R. J., Poertner, J. & Rapp, C. A. 2010. *Managing for Service Effectiveness in Social Welfare Organization*. New York: Routledge.
4. Weger, M. B. 2013. *Social Work and Social Welfare: An Invitation*. Edisi Ke-3. New York: McGraw Hill.
5. Zastrow, C. 2009. *Introduction to Social Work and Social Welfare*. Edisi Ke-10. Belmont: Cengage Learning.

CWS 10403: HUMAN BEHAVIOUR PSYCHOLOGY

CREDIT HOUR 3

COURSE SYNOPSIS

The purpose of this course is to introduce students to the knowledge of human development as a basis for social work practice. Individuals, families, groups, organizations and communities are constantly interacting with each other in the context of the physical and social environment. Accordingly, humans and the environment reciprocally affect each other, causing the assessment of human problems and the planning of interventions that are quite necessary for the reciprocal effects. The development of life will be observed and it involves theoretical observation, knowledge related to biological, sociological, psychological, spiritual, cultural processes and development. This course will also discuss environmental conditions that support individual and family growth; variations in the development of ethnicity, class, cohort, gender, race, sexual orientation, religion and others. The main focus will be on the factors that contribute to people being at risk.

REFERENCE

1. Ashford, J. B. & LeCroy, C. W. 2009. *Human Behavior in the Social Environment: A Multidimensional Perspective*. Edisi Ke-4. Melbourne: Cengage Learning.
2. Flaxington, B. 2010. *Understanding Other People: The Five Secrets to Human Behavior*. Edisi Ke-2. Carlsbad: Motivational Press.
3. Hutchison, E. D. 2010. *Dimensions of Human Behavior: Person and Environment*. Edisi Ke-4. California: SAGE Publications.
4. Lilienfeld, S. O., Lynn, S. J., Ruscio, J. & Beyerstein, B. L. 2009. *50 Great Myths of Popular Psychology: Shattering Widespread Misconceptions about Human Behavior*. West Sussex: Wiley-Blackwell.
5. Zastrow, C. & Kirst-Ashman, K. K. 2009. *Understanding Human Behavior and the Social Environment*. Edisi Ke-8. Melbourne: Cengage Learning.

CWS 10503: WELFARE SOCIAL SYSTEM IN MALAYSIA

CREDIT HOUR 3

COURSE SYNOPSIS

This course is about the social welfare system in Malaysia. It discusses three main points in social welfare. First, concepts and theories - the main theories about human needs and social welfare institutions. Second, approaches, principles, processes, procedures and social welfare organizations. Third, special issues on the four social welfare processes; namely on the process of planning, preparation, distribution/delivery and acceptance of social welfare services taking into account Islamic and non-Islamic approaches.

REFERENCE

1. Abu Bakar Ah, S. H. 2011. *Kebajikan Sosial: Teori dan Praktis*. Kuala Lumpur: Universiti Malaya.
2. Gilbert, N. & Terrell, P. 2009. *Dimensions of Social Welfare Policy*. Edisi Ke-2. Berkeley: Allyn & Bacon.
3. Joel Blau. 2010. *The Dynamics of Social Welfare Policy*. New York: Oxford University Press.
4. Karen Kirst-Ashman. 2012. *Introduction to Social Work and Social Welfare: Critical Thinking Perspectives*. Belmont: Cengage Learning.
5. Takashi Inoguchi and Seiji Fujii. 2012. *The Quality of Life in Asia: A comparison of Quality of Life in Asia*. New York: Springer Science & Business Media.

CWS 10603: CRIME AND DELINQUENCY

CREDIT HOUR 3

COURSE SYNOPSIS

This course gives students exposure to crime and delinquency which are part of social problems. The students are also given knowledge on matters such as prevention, control and rehabilitation including a thoughtful and comprehensive criminal justice system to curb social problems. Students who follow this course also have the opportunity to examine scientific studies related to criminality.

REFERENCE

1. Bohm, R. M. & Vogel, B.L. 2011. *A Primer on Crime and Delinquency Theory*. Edisi Ke-3. Belmont: Wadsworth, Cengage Learning.
2. Lab, S. P. 2010. *Crime Prevention: Approaches, Practices and Evaluations*. Edisi Ke-8. Waltham: Elsevier.
3. Loeber, R. & Farrington, D.P. 2012. *From Juvenile Delinquency to Adult Crime*. New York : Oxford University Press.
4. Krohn, M. D., Lizotte, A. J. & Hall, G.P. 2009. *Handbook on Crime and Deviance*. New York: Springer.
5. Siegel, L. J. & Welsh, B. C. 2012. *Juvenile Delinquency: Theory, Practice and Law*. Stamford: Wadsworth, Cengage Learning.

CWS 20103: SOCIAL WORK METHOD 1: INDIVIDUAL AND FAMILY

CREDIT HOUR 3

COURSE SYNOPSIS

This course provides an understanding of the theory and approach commonly used in the field of case work (individuals and families). This course also gives students exposure to aspects of the needs of individuals and families today regarding professional assistance services. Students who follow this course will be exposed to examples of several situations in the family, individuals and groups in the family that need help.

REFERENCE

1. Ashford, J. B. & LeCroy, C. W. 2009. *Human Behavior in the Social Environment: A Multidimensional Perspective*. Edisi Ke-4. Melbourne: Cengage Learning
2. Barsky, E. L. 2010. *Ethics and Values in Social Work: An Integrated Approach*. New York: Oxford University.
3. Greene, R. R. 2010. *Human Behavior and Social Work Practice*. Edisi Ke-3. New Jersey: Transaction Publisher.
4. Shulman, L. 2011. *The Skills of Helping Individuals, Families, Groups and Communities*. Edisi Ke-7. Belmont: Cengage Learning.
5. Zastrow, C. 2009. *The Practice of Social Work: A Comprehensive Worktext*. Edisi Ke-9. Belmont: Cengage Learning.

COURSE SYNOPSIS

This course provides students with exposure to aspects of management such as organizational behavior models/approaches, perceptions, values, attitudes, motivation and the importance of groups in organizations. This course also provides exposure to students based on the Islamic approach regarding aspects of leadership and communication in addition to conflict and pressure, and the role of power and politics.

REFERENCE

1. Colquitt, J. A., Lepine, J. A., & Wesson, M. J. 2009. *Organizational Behavior: Improving Performance and Commitment in the Workplace*. New York: McGraw-Hill.
2. French R., Rayner C., Rees G., Rumbles S. 2014. *Organizational Behaviour*. Edisi Ke-3. New York: Wiley
3. Hitt M. A., Colella A., Miller C. C. 2014. *Organizational Behavior*. Edisi Ke-4. New York: Wiley
4. Miles J. A. 2012. *Management and Organization Theory*. San Francisco: A Jossey-Bass Reader
5. Schermerhorn, J. R., Osborn, R. N., Uhl-Bien. M. & Hunt J. G. 2012. *Organizational Behavior*. Edisi Ke-12. New York: International Student Version Wiley.

CWS 20303: POLICY AND SOCIAL PLANNING**CREDIT HOUR 3****COURSE SYNOPSIS**

This course helps students to understand the importance of social planning in designing an effective social project, social program and social policy based on an Islamic approach. This course helps students understand various approaches and models of social planning. In order to produce a rational and effective planning work, various methods of social research and social analysis are used.

REFERENCE

1. Agyeman, J. 2013. *Introducing Just Sustainabilities: Policy, Planning and Practice*. New York: Zed Books Ltd.
2. Blakemore, K. & Warwick-Booth, L. 2013. *Social Policy: An Introduction*. England: Open University Press.
3. Burch, H. B. 2012. *Basic Social Policy and Planning: Strategies and Practice Methods*. New York: The Haworth Press.
4. Cullingworth, J. B. & Caves, R. 2013. *Planning in the USA: Policies, Issues, and Processes*. Edisi Ke-4. New York: Routledge Taylor & Francis Group.
5. Innes, J. E., & Booher, D. E. 2010. *Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy*. New York: Taylor & Francis Group e-Library.

CWS 20403: INTERPERSONAL SKILLS**CREDIT HOUR 3****COURSE SYNOPSIS**

This course gives exposure and skills to students to deal with personal problems that are experienced by individuals in a society that is rapidly experiencing social and economic development. These skills should be possessed by all individuals who lead an office, human group and institution. Therefore, this course is one of the basic preparatory courses for students who will manage human services with the application of Islamic and non-Islamic approaches.

REFERENCE

1. Chang, V., Scott, S. & Decker, C. 2013. *Developing Helping Skills: A Step by Step Approach to Competency*. Edisi Ke-2. Belmont: Cengage Learning.
2. Corcoran, J. 2012. *Helping Skills for Social Work Direct Practice*. New York: Oxford University Press.
3. Koprowska, J. 2014. *Communication and Interpersonal Skill in Social Work*. London: Learning Matters.
4. Riggall, S. 2012. *Using Counselling Skills in Social Work*. London: Sage, Learning Matters.
5. Shulman, L. 2011. *The Skills of Helping Individuals, Families, Groups and Communities*. Edisi Ke-7. Belmont: Cengage Learning.

CWS 20503: WELFARE MANAGEMENT AND SOCIAL WORK

CREDIT HOUR 3

COURSE SYNOPSIS

The course aims to introduce social work as an institution or professional organization that provides services to the community. As an organization, social work must be planned and managed effectively, both in terms of organizational activities and human resources. In this regard, discussions on leadership, management control and service quality are also given attention.

REFERENCE

1. Berg-Weger, M. 2010. *Social Work and Social Welfare: An Invitation*. Edisi Ke-2. New York: Routledge.
2. Brody, R. & Nair, M. D. 2013. *Effectively Managing and Leading Human Service Organizations*. Edisi Ke-4. California: SAGE Publications.
3. Furman, R. & Gibelman, M. 2012. *Navigating Human Service Organizations: Essential Information for Thriving and Surviving in Agencies*. Edisi Ke-3. Chicago: Lyceum Books.
4. Lawler, J. & Bilson, A. 2009. *Social Work Management and Leadership: Managing Complexity with Creativity*. New York: Routledge.
5. Segal, E. A., Gerdes, K. E. & Steiner, S. 2012. *An Introduction to the Profession of Social Work: Becoming a Change Agent*. Edisi Ke-4. Wadsworth: Cengage Learning.

CWS 20603: RELIGION AND SOCIAL WORK

CREDIT HOUR 3

COURSE SYNOPSIS

This course discusses the relationship between religion and social work. It also discusses the importance of religion and spiritual beliefs in contemporary social work. Aspects that will be emphasized are the theories used by Islamic and non-Islamic religions, particularly in Malaysia, as well as religious aspects that are practiced in social work around the world.

REFERENCE

1. Canda, E. R. & Furman, L. D. 2010. *Spiritual Diversity in Social Work Practice: The Heart of Helping*. Edisi Ke-2. New York: Oxford University Press Inc.
2. Furness, S & Gilligan, P. 2010. *Religion, Belief and Social Work: Making a Difference*. Bristol: The Policy Press.
3. Hugman, R. 2013. *Culture, Values and Ethics in Social Work: Embracing Diversity*. New York: Routledge.
4. Mathews, I. 2009. *Social Work and Spirituality*. Exeter: Learning Matters Ltd.
5. Zapf, M. K. 2009. *Social Work and The Environment: Understanding People and Place*. Toronto: Canadian Scholar's Press Inc.

COURSE SYNOPSIS

This course will discuss matters related to the definition of prohibited chemicals including drugs, alcohol, addiction issues including complications for oneself, family, society and country. Also touched on are drug treatment in Malaysia, motivational counseling, religion and rehabilitation, drug abuse counseling models, drug abuse modules and drug abuse service management using an Islamic approach.

REFERENCE

1. Bachman, J. G., Wadsworth, K. N., O'Malley, P. M., Johnston, L. D. & Schulenberg, J. E. 2013. *Smoking, Drinking and Drug Use in Young Adulthood: The Impacts of New Freedoms and New Responsibilities*. New York: Psychology Press.
2. Beck, A. T., Wright, F. D., Newman, C.F. & Liese, B. S. 2011. *Cognitive Therapy of Substance Abuse*. New York: The Guilford Press.
3. Fisher, G. L., & Harrison, T. C. 2013. *Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors*. Edisi Ke-5. Boston: Pearson Education.
4. Lewis, J. A., Dana, R. Q. & Blevins, G. A. 2010. *Substance Abuse Counseling*. Edisi Ke-4. Belmont: Cengage Learning.
5. Kelly, J. F. & White, W. L. 2011. *Addiction Recovery Management: Theory, Research and Practice*. New York: Springer Science & Business Media.

CWS 20803: SERVICE DELIVERY**CREDIT HOUR 3****COURSE SYNOPSIS**

This course provides knowledge in relation to management theories and practices in human service organizations. This course gives students the opportunity to learn how to manage an organization and apply knowledge to plan, organize, consult, lead and work in a team based on an Islamic approach.

REFERENCE

1. Garcia, M. & Rajkumar, A. S. 2008. *Achieving Better Service Delivery Through Decentralization in Ethiopia*. Washington: World Bank Publications.
2. Harvey, J. 2010. *Complex Service Delivery Processes: Strategy to Operations*. Milwaukee: ASQ Quality Press.
3. Johnston, R., Clark, G. & Shulver, M. 2012. *Service Operations Management: Improving Service Delivery*. Edisi Ke-4. New York: Prentice Hall.
4. Syed A. Ahson & Mohammad Ilyas. 2011. *Service Delivery Platforms: Developing and Deploying Converged Multimedia Services*. London: Taylor & Francis Group.
5. Woodside, M. R. & McClam, T. 2011. *Generalist Case Management: A Method of Human Services*. London: Taylor & Francis Group.

CWS 20903: RESEARCH METHODOLOGY**CREDIT HOUR 3****COURSE SYNOPSIS**

This course basically discusses the concept, theory and practice of research in general and research in particular. This course requires the direct involvement of students in discussing, practicing and evaluating the basic elements in research, data analysis and the process of making research conclusions and recommendations.

REFERENCE

1. Card, N. A. 2011. *Applied Meta-Analysis for Social Science Research (Methodology in the Social Sciences)*. New York: Guilford Publications.
2. Fahy, F. & Rau, H. 2013. *Methods of Sustainability Research in the Social Sciences*. London: Sage Publications.
3. Newing, H., Eagle, C. M., Puri, R. K. & Watson, C. W. 2010. *Conducting Research in Conservation: Social Science Methods and Practice*. New York: Routledge.
4. Skott, B. P. & Ward, M. 2012. *Active Learning Exercises for Research Methods in Social Sciences*. London: Sage Publications.
5. Spencer, S. 2011. *Visual Research Methods in the Social Sciences: Awakening Visions*. New York: Routledge.

CWS 30103: SOCIAL WORK METHODS II: GROUPS AND COMMUNITY

CREDIT HOUR 3

COURSE SYNOPSIS

This course explains the diversity of aspects in group social work such as the role of community workers in offering services to certain groups. The main focus of this course is to explain how group empowerment brings change to organizations. Students will be exposed to the resources available to humans in improving their communities by taking into account an Islamic-based approach. Special emphasis will be given to increase the level of understanding of the diversity of values and ethics in group social work. Focus on non-governmental organizations will also be given to see how the organization builds a structure in group social work planning and provides utility to social workers.

REFERENCE

1. Charles, A. G, Catherine, N.D and Karen, M.S. 2012. *Social Work Practice with Groups, Communities, and Organizations: Evidence-based Assessments and Interventions*. New Jersey: John Wiley & Sons.
2. Corey, M. S. 2010. *Groups: Process and Practice*. Belmont: Thompson Brooks/Cole.
3. Hardina, D. 2012. *Interpersonal Social Work Skills for Community Practice*. New York: Springer Publishing Company.
4. Zastrow, C. H. 2014. *Social Work with Groups A Comprehensive Worktext*. Stamford: Cengage Learning.
5. Zastrow, C. H. 2011. *Social Work with Groups: A Comprehensive Workbook*. Stamford: Cengage Learning.

CWS 30203: SOCIAL WORK RECOVERY AND CARE

CREDIT HOUR 3

COURSE SYNOPSIS

This course includes five main components in the recovery and care process according to the Islamic approach. First, the underlying philosophy of recovery and remedial measures. Second, the system and structure of remedial services available in Malaysia. Third, the target group that is eligible to receive rehabilitation and care services. Fourth is the process of delivering rehabilitation and care services. Fifth, system evaluation and recovery process.

REFERENCE

1. George, T. P. 2012. *Social Work Practice in the Criminal Justice System*. New York: Routledge.
2. Leam A. C., Theresa A.G & Louise, D. 2013. *What Works in Offender Rehabilitation: An Evidence Based Approach to Assessment and Treatment*. New Jersey: Wiley-Blackwell.
3. Robert, K. & Elaine, T. J. 2012. *Handbook for Public Health Social Work*. New York: Springer Publishing Company.

4. Trish, H. L. 2009. *Management and Organizations in Social Work*. California: SAGE.
5. Ruben, M. 2010. *Social Work Assessment*. California: SAGE.

CWS 30303: DIRECTED READING**CREDIT HOUR 3****COURSE SYNOPSIS**

This course guides students to do a critical reading of selected material related to the field of social science (anthropology and preaching). The selected readings that are the main focus of this course contain conceptual, theoretical, philosophical, ideological and research-based elements related to the field of anthropology and preaching. In addition, students also have the opportunity to produce their own research proposal paper.

REFERENCE

1. Carrier, I.G. 2012. *A Handbook of Economic Anthropology*. Edisi Ke-2. Cheltenham: Edward Edgar Publishing Limited.
2. Davie, G. 2013. *The Sociology of Religion: A Critical Agenda*. Edisi Ke-2. London: Sage Publications.
3. Fetterman, D. M. 2010. *Etnography: Step by Step*. Edisi Ke-3. California: Sage Publication.
4. Osella, F. & Soares, B. 2010. *Islam. Politics, Anthropology*. Sussex: Blackwell Publishing Limited.
5. Singer, M. & Baer, H. 2012. *Introducing Medical Anthropology*. Edisi Ke-2. Plymouth: Alta Mira Press.

CWS 30403: SOCIAL WORK WITH MARGINALISED GROUPS**CREDIT HOUR 3****COURSE SYNOPSIS**

This course is about social work services for marginalized groups that are formed to deal with social problems among the concerned groups. It discusses the social functionality of individuals and communities towards improving social well-being and quality of life. Social workers are responsible for helping in overcoming social problems at various levels of intervention through approaches that will be used either individually or in groups based on work values and ethics based on Islamic and non-Islamic approaches.

REFERENCE

1. Fook, J. 2012. *Social Work: A Critical Approach to Practice*. Edisi Kedua. London: SAGE.
2. Glisson, C. A., Dulmus, C. N. & Sowers K. M. 2012. *Social Work Practice with Groups, Communities and Organizations: Evidence-Based Assessments and Interventions*. New Jersey: John Wiley & Sons.
3. Healy, L. M. & Link, R. J. 2012. *Handbook of International Social Work: Human Rights, Development and the Global Profession*. New York: Oxford University Press.
4. Potocky, M. & Farmer, A. Y. R. 2014. *Social Work Research with Minority and Oppressed Populations: Methodological Issues and Innovations*. New York: Routledge.
5. Reichert, E. 2013. *Challenges in Human Rights: A Social Work Perspective*. New York: Columbia University Press.

CWS 30503: ADVOCACY AND LEGISLATIVE ISSUES IN SOCIAL WORK**CREDIT HOUR 3****COURSE SYNOPSIS**

This course touches on aspects of laws, acts, regulations and important procedures used by human service organizations in the country to manage all social needs and problems in the country according to Islamic and non-Islamic approaches. These laws, acts and regulations include all welfare laws for social welfare organizations/institutions, education, health, rehabilitation and

social care, social protection, and the workplace. All relevant laws, acts and regulations "guide" human service organizations involved in safeguarding the interests, needs and rights of the main clients of human services; namely children, families, parents, disabled people, young criminals, patients, employers, abused women and so on.

REFERENCE

1. Dickens, J. 2013. *Social Work, Law and Ethics*. New York: Routledge.
2. Frederic, G. R. 2013. *Social Work Values and Ethics*. Edisi Ke-4. New York: Columbia University Press.
3. Hoefer, R. 2012. *Advocacy Practice for Social Justice*. Edisi Ke-2. Chicago: Lyceum Books, Inc.
4. Slater, L. K. & Finck, K. R. 2011. *Social Work Practice and the Law*. Edisi Ke-1. New York: Springer Publishing Company.
5. Wilks, T. 2012. *Advocacy and Social Work Practice*. England: McGraw-Hill International.

CWS 30603: CHILDREN IN RECOVERY AND PROTECTION

CREDIT HOUR 3

COURSE SYNOPSIS

This course examines in depth the crime scenario by children in Malaysia. Students will also be exposed to the criminal justice process. In addition, this course will also cover actions that the community should take against child offenders according to both Islamic and non-Islamic approaches.

REFERENCE

1. Brown, S. E., Esbensen, F. A. & Geis, G. 2013. *Criminology Explaining Crime and Its Context*. Waltham: Elsevier.
2. Dunn, W. 2011. *Best Practice Occupational Therapy for Children and Families in Community Setting*. Thorofare: Slack Incorporated.
3. Ferguson, H. 2011. *Child Protection Practice*. New York: McMillan.
4. Mallicoat, S. L. & Ireland, C. E. 2014. *Crime and Women: The Essential*. California: Sage Publications, Inc.
5. Leukefeld, C., Gullotta, T. P. & Gregrich, J. 2011. *Handbook of Evidence-Based Substance Abuse Treatment in Criminal Justice Setting*. New York: Springer.

CWS 30703: GERONTOLOGY SERVICE

CREDIT HOUR 3

COURSE SYNOPSIS

This course introduces students to the field of social gerontology and issues related to leadership. This course also exposes students to the main theories and concepts in gerontology. The students are also exposed to knowledge regarding normative events, issues, needs and services for the elderly. Students also have the opportunity to examine scientific studies related to gerontology.

REFERENCE

1. Hokenstad, M. C., Jr. & Kendall, K. 2014. *Gerontological Social Work: International Perspectives*. New York: Routledge.
2. Rowles, G. D. & Bernard, M. 2013. *Environmental Gerontology: Making Meaningful Places in Old Age*. New York: Springer Publishing Company.
3. Richardson, V. E. & Barusch, A. S. 2013. *Gerontological Practice for the Twenty-first Century: A Social Work Perspective*. New York: Columbia University Press.
4. Stuart-Hamilton, I. 2011. *An Introduction to Gerontology*. New York: Cambridge University Press.

5. Tompkins, C. J. & Rosen A. L. 2013. *Fostering Social Work Gerontology Competence: A Collection of Papers from the First National*. New York: Routledge.

CWS 30803: VOLUNTEERISM / NON-PROFIT ORGANISATION**CREDIT HOUR 3****COURSE SYNOPSIS**

This course focuses on how individuals and organizations develop community planning processes and structures, basic knowledge and skills regarding community service strategies, techniques and tactics, and using volunteer energy as implementers to achieve change in organizations and communities based on an Islamic approach. The course also covers volunteer program management, and professional training and recognition of volunteer workers. Next, the course will examine the methods of measuring the effect and impact of voluntary programs.

REFERENCE

1. Ahmadi, H. 2013. *Volunteering Personal, Social and Community Benefits*. New South Wales: Xlibris Corporation.
2. Berg-Weger, M. 2013. *Social Work and Social Welfare An Invitation*. New York: Routledge.
3. Duguid, F., Mundel, K. & Schugensky, D. 2013. *Volunteer Work, Informal Learning and Social Action*. Netherlands: Sense Publisher.
4. Holmes, K. & Smith, K. 2009. *Managing Volunteers in Tourism: Attractions, Destinations and Events*. London: MacMillan Publishing Solutions.
5. Webber, J. 2010. *Volunteering and Your Retirement Lifestyle*. Bradenton: Booklocker.com, Inc.

CWS 40112: PRACTICAL TRAINING**CREDIT HOUR 12****COURSE SYNOPSIS**

The main goal of the Bachelor of Social Work program is to produce professional Social Workers who are recognized in the international arena by being recognized by the Malaysian Association of Social Work (MASW). Therefore, the students need to be in the industry to undergo a professional placement for one semester or a period of 800-1000 hours in accordance with the requirements of the Education Policy and Standards for Social Work Education in Higher Education Institutions in accordance with the requirements and used worldwide. Therefore, the students have to undergo Practical Training and are considered part of the teaching and learning process that has been followed in the lecture room.

REFERENCE

1. FSSG Buku Log Latihan Industri

CWS 40203: ACADEMIC EXERCISES**CREDIT HOUR 3****COURSE SYNOPSIS**

This course is compulsory for all students enrolled in the Bachelor of Islamic Studies program. In this course, students will be introduced to the concepts and techniques of research and writing in the field of Islamic studies. Students will also be exposed to styles, and perspectives, found in the discipline of Islamic studies that influence scientific writing in the field. Finally, students will be guided to provide scientific training in research.

REFERENCE

1. UniSZA Panduan Penulisan Akademik

COURSE SYNOPSIS

This course examines in depth the values, ethics and professional practices that should be practiced by social workers in contemporary society from various perspectives and dimensions. It also discusses the values, ethics and behavior that should be used as a basis or guide based on professional ethical codes, principle-based theory, special cases, decision-making models and approaches based on Islamic and non-Islamic religions according to National Competency Standards for Social Work Education and Practice.

REFERENCE

1. Cooper, M. G. 2010. *Clinical Social Work Practice: An Integrated Approach*. London: Prentice Hall.
2. Lester, P. 2010. *Values and Ethics in Social Work Practice*. California: SAGE.
3. Mel, G. & Stephen, A.W. 2010. *Ethics and Values Perspectives in Social Work*. Palgrave Macmillan.
4. Reamer, F. G. 2013. *Social Work Values and Ethics*. New York: Columbia University Press.
5. Reamer, F. G. 2006. *Social Work Values and Ethics*. Edisi Ke-3. New York: Colombia University Press.

CWS 40403: DISABILITY STUDIES**CREDIT HOUR 3****COURSE SYNOPSIS**

This course examines three main aspects of disability. First is the definition and social distribution of disability. Second, the experience of the disabled in living in society. Third, the social, legal and emotional response by others to the presence of the disabled in the local community.

REFERENCE

1. Grant, G., Ramcharan, P., Flynn, M. & Richardson, M. 2010. *Learning Disability: A Life Cycle Approach*. Edisi Ke-2. England: McGraw Hill.
2. Mee, S. 2012. *Valuing People with a Learning Disability*. University of Cumbria: M & K Publishing.
3. Hannon, L. & Cliff, J. 2010. *General Hospital Care for People with Learning Disabilities*. West Sussex: Blackwell Publishing.
4. Race, D. G. 2012. *Learning Disability: A Social Approach*. New York: Routledge.
5. Wong, B. & Butler, D. L. 2012. *Learning About Learning Disability*. Edisi Ke-4. London: Academic Press.

CWS 40503: INDUSTRIAL WELFARE**CREDIT HOUR 3****COURSE SYNOPSIS**

This course describes concepts, issues, and theories related to industrial organizations and employers in relation to employee welfare. The question of employee welfare covers various issues or programs and social services provided by the government and employers such as the right to associate, the right to organize, safety, training, skills and education, wages, employee rewards, health and matters related to the various programs and social services that are organized to take care of welfare, protection, improvement and improvement of workers' living standards based on the Islamic approach. The role of trade unions is also analyzed especially in relation to the welfare of workers.

REFERENCE

1. Fraser, D. 2009. *The Evolution of the British Welfare State: A History of Social Policy since the Industrial Revolution*. Edisi Ke-4. Basingstoke: Palgrave Macmillan.
2. Friend, M. A. & Kohn, J. P. 2014. *Fundamentals of Occupational Safety and Health*. Edisi Ke-6. London: Bernan Press.

3. Landy, F. J. & Conte, J. M. 2012. *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. Edisi Ke-4. New York: John Wiley & Sons.
4. Powell, J. L. & Hendricks, J. 2009. *The Welfare State in Post-Industrial Society: A Global Perspective*. London: Springer.
5. Pierson, C., Castles, F. G. & Naumann, I. K. 2013. *The Welfare State Reader*. Edisi Ke-3. Cambridge: Polity.

Elective Courses

CWS 21003: TRAINING AND DEVELOPMENT

CREDIT HOUR 3

COURSE SYNOPSIS

This course provides exposure to students regarding aspects of training and development in organizations. Among the aspects that are focused on in this course is the training and development function as well as training requirements. Students who follow this course also have the opportunity to evaluate existing training and development programs, plan and design training programs that are appropriate to the organization's functions.

REFERENCE

1. Beebe, S. A., Mottet, T. P. & Roach, K. D. 2012. *Training and Development: Enhancing Communication and Leadership Skills*. London: Pearson
2. Emerson, T. & Stewart, M. 2011. *The Learning and Development Book*. Alexandria: American Society for Training & Development Press.
3. Knowles Ph. D., Swanson, R. A. & Holton, E. F. 2011. *The Adult Learner*. Edisi Ke-7. Alexandria: American Society for Training & Development Press.
4. Roger, B. & Caple, J. 2009. *The Theory and Practice for Training*. Edisi Ke-2. London: Kagon Page.
5. Stolovitch, H. D. & Keeps, E. J. 2011. *Telling Ain't Training*. Edisi Ke-2. Alexandria: American Society for Training & Development Press.

CWS 21103: CIVIL SOCIETY

CREDIT HOUR 3

COURSE SYNOPSIS

This course aims to examine the reciprocal relationship between democracy, civil society and the democratization process that is currently developing. In that context, comparative studies between regions such as the United States, Southern Europe, Eastern Europe, Africa and even Asia are discussed. Theoretical and empirical aspects are blended for the purpose of understanding and learning.

REFERENCE

1. Edward, M. 2014. *Civil Society*. Cambridge: Polity.
2. Kuhner, T. 2014. *Capitalism v. Democracy: Money in Politics and the Free Market Constitution*. Stanford: Stanford Law Books.
3. Palmer, P. J. 2014. *Healing the Heart of Democracy: The Courage to Create a Politics Worthy of the Human Spirit*. San-Francisco: Jossey-Bass.
4. Levitsky, S. & Way, L.A. 2010. *Competitive Authoritarianism: Hybrid Regimes After the Cold War (Problems of International Politics)*. New York: Cambridge University Press.
5. Wolin, S. S. 2010. *Democracy Incorporated: Managed Democracy and the Specter of Inverted Totalitarianism*. New Jersey: Princeton University Press.

COURSE SYNOPSIS

This course gives students exposure to the importance of preventing crime. In addition, the emphasis on crime prevention aspects was also discussed including the planning and implementation of programs taking into account the Islamic approach.

REFERENCE

1. Mackey, D. & Levan, K. 2011. *Crime Prevention*. Burlington: Jones & Bartlett Learning.
2. Lab, S. P. 2010. *Crime Prevention: Approaches, Practices and Evaluations*. Edisi Ke-7. Scotch Plains: Anderson.
3. Tilley, N. 2011. *Handbook of Crime Prevention and Community Safety*. Devon: Willan.
4. Tilley, N. 2010. *Crime Prevention (Criminal Justice Series)*. Devon: Willan.\
5. Welsh, B. C. & Farrington, B. P. 2014. *The Oxford Handbook of Crime Prevention*. Oxford: Oxford University Press.

COURSE SYNOPSIS

This course is part of a series of courses designed to enable students to understand the diversity of services in the community. The focus of the course is on the importance of sustainable development and social empowerment to ensure food safety and health, and on how food and nutrition projects in the community can increase income and subsequently the well-being of community members. Income increase projects can have an immediate impact on individual and household food security while food security projects contribute to the well-being of life through their impact on the formation of human and social capital. Students will have the opportunity to examine the ways in which individuals and groups channel energy towards improving welfare through nutrition and health.

REFERENCE

1. Delgado, M. & Humm-Delgado, D. 2013. *Asset Assessments and Community Social Work Practice*. New York: Oxford University Press
2. Gehlert, S. & Browne, T. 2011. *Handbook of Health Social Work*. Edisi Ke-2. New Jersey: John Wiley.
3. Oran, B. H. 2011. *Fair Food: Growing Healthy, Sustainable Food System for All*. New York: Public Affairs.
4. Robbins, J. 2011. *The Food Revolution*. San Francisco: Conari Press.
5. Teater, B. & Baldwin, M. 2012. *Social Work in the Community: Making a Difference*. Bristol: The Policy Press.

COURSE SYNOPSIS

This course is about social work services in schools that are formed to deal with social problems among students. It discusses the social functionality of individuals and communities towards improving social well-being and quality of life. Social workers are responsible for assisting the school in overcoming social problems that interfere with the learning process at various levels of intervention through approaches that will be used either individually, in groups, by the school administration or parents based on work values and ethics based on an Islamic approach.

REFERENCE

1. Allen-Meaures, P. 2009. *Social Work Services in Schools*. Edisi Ke-6. Chicago: Pearson.
2. Massat, C. R., Constable, R., McDonald, S. & Flynn, J.P. 2009. *School Social Work, Practice, Policy and Research*. Chicago: Lyceum Books, Inc.
3. Michael, S. K., James, C.R., Susan, S. & Andy, F. 2010. *School Social Work: An Evidence- Informed Framework for Practice (Evidence-Based Practices)*. Oxford: Oxford University Press.
4. Jarolmen, J. 2014. *School Social Work: A Direct Practice Guide*. California: SAGE Publications, Inc.
5. Sabatino, C. A. 2014. *Consultation Theory and Practice: A Handbook for School Social Workers*. New York: Oxford Workshop Series.

CWS 31202: SOCIAL NETWORK

CREDIT HOUR 2

COURSE SYNOPSIS

This course emphasizes the concepts and theories involved in the field of social networks, social change, social change management systems and social needs. This course also gives students exposure to social network development programs, evaluation and monitoring of social network programs.

REFERENCE

1. Castell, M. 2009. *The Rise of the Network Society: The Information Age: Economy, Society, and Culture*. Edisi Ke-2. West Sussex: Wiley-Blackwell.
2. Lockard, C. A. 2010. *Societies, Networks, and Transitions: A Global History*. Edisi Ke-2. Boston: Cengage Learning.
3. Kadushin, C. 2011. *Understanding Social Networks: Theories, Concepts, and Findings*. New York: Oxford University Press.
4. Prell, C. 2011. *Social Network Analysis: History, Theory and Methodology*. London: SAGE Publications Ltd.
5. Van Dick, J. 2012. *The Network Society*. Edisi Ke-3. London: SAGE Publications Ltd.

CWS 31302: ENVIRONMENTAL GOVERNANCE

CREDIT HOUR 2

COURSE SYNOPSIS

This course aims to give students exposure to the field of Environmental Impact Assessment (EIA) and Social Impact Assessment (SIA) from the aspects of requirements, the establishment of EIA and SIA, procedures and planning charts. The main requirement of the course is to see the requirements of EIA and SIA based on existing guidelines. Development impact is measured based on the preparation of a complete EIA or SIA report (comparison between other EIA or SIA reports).

REFERENCE

1. Eccleston, C. H. 2011. *Environmental Impact Assessment: A Guide to Best Professional Practices*. Boca Raton: CRC Press.
2. Eccleston, C. H. 2013. *Managing and Preparing Environmental Impact Statements*. Boca Raton: CRC Press.
3. Dominelli, L. 2012. *Green Social Work: From Environment Crises to Environmental Justice*. Cambridge: Polity Press.
4. Scales, T. L., Calvin, L. S. & Cooper, H. S. 2013. *Rural Social Work: Building and Sustaining Community Capacity*. Edisi Ke-2. New Jersey: John Wiley.
5. Vanclay, F. & Esteves, A. M. 2011. *New Directions in Social Impact Assessment: Conceptual and Methodological Advances*. Glos: Edward Elgar Publishing Limited.

COURSE SYNOPSIS

This course discusses the rehabilitation outside the institution that a prisoner needs to undergo. There are four main components that will be discussed, namely the first entry requirements, the second entry requirements, rehabilitation philosophies as well as the latest issues that occur and are closely related to rehabilitation outside the institution.

REFERENCE

1. Chriss, J. J. 2013. *Social Control: An Introduction*. Edisi Ke-2. Cambridge: Polity.
2. Craig, L. A., Gannon, T. A. & Dixon, L. 2013. *What Works in Offender Rehabilitation: An Evidence-Based Approach to Assessment and Treatment*. West Sussex: Wiley-Blackwell.
3. Casey, S., Day, A., Vess, J. & Ward, T. 2012. *Foundations of Offenders Rehabilitation*. Oxon: Routledge.
4. Lab, S. P. 2010. *Crime Prevention: Approaches, Practices and Evaluations*. Edisi Ke-7. Scotch Plains: Anderson.
5. Robinson, G. & Crow, L. 2009. *Offender Rehabilitation: Theory, Research and Practice*. London: SAGE Publications Ltd.

CWS 31503: PROJECT / SOCIAL EVALUATION**CREDIT HOUR 3****COURSE SYNOPSIS**

This course is about social assessment and monitoring procedures. It includes three main components. First, the social assessment component, which includes assessment planning, formative assessment and summative assessment. Second, the social monitoring component. Third, the values and ethics of carrying out evaluation and monitoring work.

REFERENCE

1. Eliadis, F. P., Jan-Eric Furubo & Jacob, S. 2011. *Evaluation: Seeking Truth Or Power?* New Jersey: Transaction Publishers.
2. Grinnell, R. M., Jr. & Unrau Y. A. 2010. *Social Work Research and Evaluation: Foundations of Evidence-Based Practice*. New York: Oxford University Press.
3. Gudda, P. 2011. *A Guide to Project Monitoring & Evaluation*. Bloomington: Author House.
4. Smith, M. J. 2010. *Handbook of Program Evaluation for Social Work and Health Professionals*. New York: Oxford University Press.
5. Wholey, J. S., Hatry, H. P. & Newcomer, K. E. 2010. *Handbook of Practical Program Evaluation*. Edisi Ketiga. San Francisco: John Wiley & Sons.

CWS 40603: SOCIAL WORK AND DEVELOPMENT**CREDIT HOUR 3****COURSE SYNOPSIS**

This course is about surveying community problems, policies and programs designed to solve them. The objective of this course is to understand and evaluate policies and programs related to community issues. In addition, this course also exposes students to theoretical, historical and real contexts in understanding community issues. This course also explains the understanding of working with people of different backgrounds and political conditions that can transform and unite communities. The course also provides an opportunity to meet with policy makers, administrators, grassroots leaders and community research and evaluation experts.

REFERENCE

1. Abd Manaf, A. R., Ahmad, N. A. & Abdul Hamid, A. S. 2010. *Pengurusan & Amalan Kerja Sosial*. Kedah: UUM Press.

2. Amin, S. M. & Abdul, W. 2009. *Pengantar Kerja Sosial*. Kuala Lumpur: Utusan Publications & Distributors Sdn Bhd.
3. Healy, L. M., & Link, R. J. 2012. *Handbook of International Social Work: Human Rights, Development, and the Global Profession*. New York: Oxford University Press.
4. Midgley, J., & Conley, A. 2010. *Social Work and Social Development: Theories and Skills for Developmental Social Work*. Oxford: Oxford University Press.
5. Walker, J. & Crawford, K. 2014. *Social Work and Human Development*. London: SAGE.

CWS 40703: LABOR STUDIES
CREDIT HOUR 3
COURSE SYNOPSIS

This course critically discusses work, employees and organizations and institutions that explain and shape employment relationships. This course will analyze how class, race, ethnicity and gender impact work. The course will also look at the role of companies, trade unions, the global economy and the future of work.

REFERENCE

1. Arun, M., Ranjeet, N. & Patturaja, S. 2012. *Industrial Relations and Labour Laws*. Tata New Delhi: McGraw Hill.
2. Gaine, C. 2010. *Equality and Diversity in Social Work Practice*. Exeter: Learning Matters Ltd.
3. Jackson, W. A. 2009. *Economics, Culture and Social Theory*. Cheltenham: Edward Elgar Publishing Limited.
4. Sawchuk, P. H. 2013. *Contested Learning in Welfare Work: A Study of Political Economy, and The Labour Process*. New York: Cambridge University Press.
5. Taylor, M. 2010. *Renewing International Labour Studies*. New York: Taylor & Francis.

CWS 40803: HOUSING AND SECURITY
CREDIT HOUR 3
COURSE SYNOPSIS

This course critically discusses housing and security that includes urban housing and the real estate market from the eyes of investors, developers, the public, private managers and even consumers. This course also looks at the interaction between private action and public law including land use policy, taxation and government subsidy programs. This course also analyzes the relationship between primary and secondary mortgage markets, security and liquidity. Finally, the relationship between local housing and related markets such as transport and public finance will be examined.

REFERENCE

1. Ashok Bardhan, Edelstein, R. & Kroll, C. 2011. *Global Housing Markets: Crises, Policies, and Institutions*. New Jersey: John Wiley & Sons Inc.
2. Baum, A. E., & Hartzell, D. 2012. *Global Property Investment: Strategies, Structures, Decisions*. West Sussex: John Wiley & Sons.
3. Mallpas, P., & Rowlands, R. 2010. *Housing, Markets and Policy*. New York: Routledge.
4. Powell, B. W. & Holcombe, R. G. 2011. *Housing America: Building Out of a Crisis*. California: Transaction Publishers.
5. Sowell, T. 2009. *The Housing Boom and Bust*. New York: Basic Books.

BACHELOR OF ISLAMIC TOURISM WITH HONOURS

Bachelor of Islamic Tourism with Honours

This program is a job-based learning-oriented learning program that provides students with a broader exposure to the industry throughout their studies to ensure the employability of graduates and produce higher quality graduates who are ready to enter the workforce. Furthermore, it produces individuals who practice accountability and have expertise in holistic Islamic tourism development, including the management of cutting-edge technology capable of enriching human civilization and generating sustainable economic returns.

Objective

1. Apply theoretical and technical knowledge in providing innovative solutions for Islamic tourism industry.
2. Adhere to ethical and professional conduct in managing team within tourism organizations.
3. Demonstrate effective personal, interpersonal and communication skills in dealing with tourism stakeholders and communities locally and globally.
4. Exhibit innovative entrepreneurial, numeracy and digital skills for personal and professional development.

Program Learning Outcomes

1. Apply fundamental knowledge of Islamic tourism in respect to industrial practices.
2. Analyze issues of Islamic tourism industry scientifically in providing innovative solutions.
3. Perform basic technical skills in managing Islamic tourism operation.
4. Demonstrate effective interpersonal skills when engaging with tourism stakeholders and communities.
5. Integrate effective communication skills when engaging with tourism stakeholders and communities.
6. Demonstrate the utilization of digital technologies to accommodate the needs Islamic tourism professions.
7. Explain numerical data related to Islamic tourism.

8. Exhibit accountable leadership skills in managing tourism organizations.
9. Use life skills for personal and professional development in the area of Islamic tourism.
10. Integrate different entrepreneurial skills in tourism-related industries.
11. Integrate values, ethics and professionalism in accordance to Islamic tourism's code of conduct.

Career Opportunities

1. Tourism Officer
2. Marketing Officer
3. Travel Agent
4. Travel Operators
5. Muslim Friendly Resort / Hotel Operators
6. Event Manager / Officer
7. Manager / Tour Guide / Mutawif
8. Manager / Destination Officer
9. Tourism Entrepreneur / Halal Industry
10. Halal auditor
11. Halal Executive
12. Government Officials

ADMISSION REQUIREMENTS

BACHELOR OF ISLAMIC TOURISM WITH HONORS DEGREE 4 Years (8 Semesters)

STPM (category A and S)	DIPLOMA/ MATRICULATION/ FOUNDATION (category E, G, N, P, U dan L)	STAM (category T)	APEL A
Get at least CGPA 2.75 at STPM level	Get at least a CGPA of 2.75 .	Get at least Jayyid rank at STAM level	Pass the Accreditation of Prior Experience Based Learning assessment for Admission purposes (APEL A) by MQA
AND Get at least Grade C in THREE (3) other subjects NOT INCLUDING Bahasa Malay at the SPM level			
AND Get at least Grade C in English at SPM level			
AND Get at least Band 3.0 in the Malaysian University English Test (MUET) for exams starting in Session 2021 or Band 3 for exams up to 2020 according to the validity period on the Application Date			
Only the following disabilities are eligible for consideration: (Dwarf)			

INTERNATIONAL STUDENT

- Have a Diploma or an equivalent qualification **recognized** by the **Malaysian government** and **approved by the University Senate** in a relevant field.
- Candidates must **meet the minimum score qualifications of TOEFL 500 and IELTS 5.0 and** above (For students who already meet the TOEFL and IELTS requirements, they are exempted from taking the EPT or EPP).

STUDY PROGRAM STRUCTURE

University Courses

NO	CODE	COURSE	CREDIT HOUR
1	MPU31072	Appreciation of Ethics & Civilizations	2
	MPU31042	Basic Malay Language	
2	MPU32092	Foundation of Entrepreneurship	2
	MPU33012	Revealed & Sciences Knowledge	2
3	MPU 33022	Moral & Ethics II	
4	PBI10102	English for Communication I	2
5	KKK***	Co-Curriculum	3
6	MPU31062	Philosophy & Current Issues	2
7	PBI***	Foreign Language	2
8	PBI10202	English for Communication II	2
9	MPU33032	Revealed & Social Sciences Knowledge	2
	MPU33042	Comparative Studies of Religions II	
TOTAL CREDIT HOUR			19

General Core Courses

NO	CODE	COURSE	CREDIT HOURS
1	CIT10103	Fundamentals in Tourism	3
2	CIT10203	Tourism Geography	3
3	CIT10403	International Tourism Management	3
4	CIT20103	Tourism Accounting	3
5	CIT20803	Global Tourism Transportation	3
6	CIT20903	Tourism Marketing	3
TOTAL CREDIT HOURS			18

Discipline Core Courses

NO	CODE	COURSE	CREDIT HOURS
1	CIT10303	Typology in Islamic Tourism	3
2	CIT10503	Tourism and Maqasid Syariah	3
3	CIT20203	Reservation and Ticketing	
4	CIT20303	Tourism Crisis Management	3
5	CIT20403	Islamic Civilization and History	
6	CIT20503	Computer Applications in Tourism	3
7	CIT21003	Research Methodology	3
8	CIT21103	Tourism Entrepreneurship	3
9	CIT21203	Islamic Tourism Destination Planning and Development	3
10	CIT30103	Special Interest in Islamic Tourism	3

11	CIT30203	Tourism Law and Policies	3
12	CIT30303	Halal Assurance Management Systems	3
13	CIT30403	Hajj and Umrah Management	3
14	CIT30503	Tourism Digital Media Publishing	3
15	CIT30603	Tourism and Halal Industry	3
16	CIT30706	Independent Study	6
17	CIT40108	Organizational Management (2u2i)	8
18	CIT40207	Project Management (2u2i)	7
19	CIT40312	Industrial Training (2u2i)	12
TOTAL CREDIT HOURS			78

Elective Courses

NO	CODE	COURSE	CREDIT HOURS
1	CIT20603	Geography Information System in Tourism	3
	CIT20703	Trends of IT in Tourism	
2	CIT21303	Cultural and Heritage in Tourism	3
	CIT21403	Tourism Gastronomy	
TOTAL CREDIT HOURS			6

COURSE OFFERING STRUCTURE

Semester 1

NO	CODE	COURSE	CREDIT HOUR
1	MPU31072	Appreciation of Ethics & Civilizations	2
	MPU31042	Basic Malay Language	
2	MPU32092	Foundation of Entrepreneurship	2
	MPU33012	Revealed & Sciences Knowledge	
3	MPU 33022	Moral & Ethics II	2
4	PBI10102	English for Communication I	2
5	CIT10103	Fundamentals in Tourism	3
6	CIT10203	Tourism Geography	3
7	CIT10303	Typology in Islamic Tourism	3
TOTAL CREDIT HOUR			17

Semester 2

NO	CODE	COURSE	CREDIT HOUR
1	KKK***	Co-Curriculum	3
2	MPU31062	Philosophy & Current Issues	2
3	PBI***	Foreign Language	2
4	PBI10202	English for Communication II	2
5	MPU33032	Revealed & Social Sciences Knowledge	2
	MPU33042	Comparative Studies of Religions II	
6	CIT10403	International Tourism Management	3
7	CIT10503	Tourism and Magasid Syariah	3
TOTAL CREDIT HOUR			17

Semester 3

NO	CODE	COURSE	CREDIT HOUR
1	CIT20103	Tourism Accounting	3
2	CIT20203	Reservation and Ticketing	3
3	CIT20303	Tourism Crisis Management	3
4	CIT20403	Islamic Civilization and History	3
5	CIT20503	Computer Applications in Tourism	3
6	CIT20603	Geographic Information Systems (GIS)	3
	CIT20703	Trends of IT in Tourism	
TOTAL CREDIT HOUR			18

Semester 4

NO	CODE	COURSE	CREDIT HOUR
1	CIT20803	Global Tourism Transportation	3
2	CIT20903	Tourism Marketing	3
3	CIT21003	Research Methodology	3
4	CIT21103	Tourism Entrepreneurship	3
5	CIT21203	Islamic Tourism Destination Planning and Management	3
6	CIT21303	Cultural Heritage in Tourism	3
	CIT21403	Tourism Gastronomy	
TOTAL CREDIT HOUR			18

Semester 5

NO	CODE	COURSE	CREDIT HOUR
1	CIT30103	Special Interest in Islamic Tourism Islamic	3
2	CIT30203	Tourism Law and Policies	3
3	CIT30303	Halal Assurance Management Systems	3
4	CIT30403	Hajj and Umrah Management	3
TOTAL CREDIT HOUR			12

Semester 6

NO	CODE	COURSE	CREDIT HOUR
1	CIT30503	Tourism Digital Media Publishing	3
2	CIT30603	Tourism and Halal Industry	3
3	CIT30706	Independent Study	6
TOTAL CREDIT HOUR			12

Semester 7

NO	CODE	COURSE	CREDIT HOUR
1	CIT40108	Organizational Management	8
2	CIT40207	Project Management	7
TOTAL CREDIT HOUR			15

Semester 8

NO	CODE	COURSE	CREDIT HOUR
1	CIT40312	Industrial Training	12
TOTAL CREDIT HOUR			12
TOTAL CREDIT HOURS FOR GRADUATION			121

Course Synopsis and References

Core Course

CIT 10103: FUNDAMENTALS IN TOURISM

CREDIT HOUR 3

COURSE SYNOPSIS

This introductory course provides students with a comprehensive understanding of the basic components of tourism and an overview of economic tourism activities. These activities include elements of products and services, customers, stakeholders, business environment, and infrastructures. The course covers the crucial role of stakeholders in tourist attractions, events, intermediaries, transportation, and public agencies. This blended learning course, which includes both face-to-face and online components, will enable students to demonstrate their understanding of the general aspects of tourism and their engagement in this field.

REFERENCE

1. Sharma, S. (2021). *Introduction to Tourism*. New York, NY: Sage Publications Ltd.
2. Cooper, C. (2020). *Essentials of Tourism* (3rd Ed.). New York, NY: Sage Publications Ltd.

CIT 10203: TOURISM GEOGRAPHY

CREDIT HOUR 3

COURSE SYNOPSIS

This course aims to introduce students to the fundamentals of world geography and tourism. It covers different aspects, activities, and perspectives that comprise a tourist destination, viewed through various geographical lenses. The concept of geography takes into account the human and physical factors that influence the economic, social, and environmental aspects of tourism. The course also delves into the unique cultural value of a destination to establish it as a tourist destination that develops in accordance with its significance. By integrating the geographic foundation, students gain insight into tourism sites, the movements of people created by tourism, and the changes that tourism brings to both the cultural and physical landscapes. The course is delivered through a combination of face-to-face and blended learning approaches, providing students with a solid foundation in tourism by understanding the geographical elements of travel and the geographical features of tourist destinations.

REFERENCE

1. Bjelland, M., Montello, D., & Getis, A. (2020). *Human Geography* (13th ed.). New York, NY: McGraw Hill Publishing.
2. Nelson, V. (2017). *An Introduction to the Geography of Tourism* (2nd ed.). New York, NY: Rowman & Littlefield Publishers.

CIT 10303: TYPOLOGY IN ISLAMIC TOURISM

CREDIT HOUR 3

COURSE SYNOPSIS

This course provides a comprehensive understanding of the role of religion in the travel and tourism industry, with a specific focus on the relationship between Islam and tourism. It covers various topics such as typology of Islamic tourism, halal hospitality and lodging, Islamic tourism markets, Islamic product development, Islamic heritage, emerging trends, future issues, and more. The course will be conducted through both face-to-face and blended learning. Once completed, students are expected to understand the concepts and apply analytical thinking and problem-

solving skills when examining Islamic tourism within the context of businesses, communities, destinations, and the wider socio-political context in Malaysia and globally.

REFERENCE

1. Hall, C. M., & Prayag, G. (2020). *The Routledge Handbook of Halal Hospitality and Islamic Tourism*. New York, NY: Routledge.

CIT 10403: INTERNATIONAL TOURISM MANAGEMENT

CREDIT HOUR 3

COURSE SYNOPSIS

This course offers a comprehensive overview of international tourism management, with a focus on sustainability, tourism demand and supply, operational and functional areas of tourism management organizations, and business strategies. By adopting a combination of face-to-face and blended learning, students are expected to demonstrate a competent understanding of the essential principles, approaches, and managerial responsibilities, skills, roles, and decision-making involved in managing international tourism.

REFERENCE

1. Cooper, C., Volo, S., Gartner, W. C., & Scott, N. (2018). *The SAGE Handbook of Tourism Management: Theories, Concepts and Disciplinary Approaches to Tourism*. London, England: Sage.
2. Page, S. J. (2019). *Tourism Management* (6th ed.). Oxon, England: Routledge.
3. Ryan, C. (2020). *Advanced Introduction to Tourism Destination Management*. Cheltenham, England: Edward Elgar Publishing Limited.

CIT 10503: TOURISM AND MAQASID SYARIAH

CREDIT HOUR 3

COURSE SYNOPSIS

This course aims to emphasize the significance of Islamic knowledge discipline, providing students with knowledge on legal philosophy, Islamic jurisprudence, and promoting high-level thinking. The course revolves around Tourism and Maqasid Syariah as the central axis and encompasses critical areas like politics, history, biomedical science, law, socio-economy, and culture. The distinctive course focuses on the concept, history, development, and pioneers of Maqasid theory associated with tourism, including personalities like al-Juwainy, al-Ghazali, al-Qarafi, al-Shatibi, al-Izz Ibn Abdis Salam, Ibn Ashur, and others. The course will be conducted using a combination of face-to-face and blended learning approach. By the end of the course, students will be able to create a Maqasid framework that is relevant to Islamic Tourism in the 21st Century.

REFERENCE

1. Suleman, R., & Qayum, B. (2019). *Religion and Islamic tourism destinations*. Oxfordshire, England: CAB International.

CIT 20103: TOURISM ACCOUNTING

CREDIT HOUR 3

COURSE SYNOPSIS

This course is designed for non-accounting students to cover both financial and managerial accounting topics. It aims to teach basic financial and management accounting concepts and their application in businesses, including theoretical financial situations such as the accounting cycle, financial statements, and cost decision making. The course emphasizes the relevance of financial and management accounting information for organizational decision-making. Blended teaching and learning methods will be used, including in-class and online work, with practical examples from the

hospitality, tourism, and culinary arts industries. At the end of the course, students will be able to understand the effective business decision-making process.

REFERENCE

1. Adams, D. (2021). *Management Accounting for the Hospitality, Tourism and Leisure Industries: A Strategic Approach* (3rd ed.). Oxford, England: Goodfellows Publisher.

CIT 20203: RESERVATION AND TICKETING

CREDIT HOUR 3

COURSE SYNOPSIS

The course is designed to provide students with a basic understanding of the commercial airline industry, with a focus on reservation and ticketing. By the end of the course, students will be able to identify the different forms of reserving for airline services, different fares, tariffs, currencies, ticketing documents, air travel plans, billing systems, and the role of IATA and other bodies in the airline business. The course will be delivered through a combination of lectures, e-learning, case studies, and hands-on experience using the Galileo system. Upon completion of the course, students will have the opportunity to gain first-hand exposure to the aviation industry through flight reservation and ticket issuance.

REFERENCE

1. Suseelan, S. (2019). *Airline Airport & Tourism Management: Aviation Manual*. Chennai, India: Notion Press.

CIT 20303: TOURISM CRISIS MANAGEMENT

CREDIT HOUR 3

COURSE SYNOPSIS

Tourism Crisis Management is a 3-credit hour course that focuses on identifying, preventing, and controlling crisis situations that affect the tourism industry. The course covers the basics of tourism crisis management, including preparation, training, and compliance, as well as the different stages of a crisis and the need for establishing a crisis management team. Additionally, the course discusses the roles and functions of each team member, which is essential for the ultimate success of contingency planning. The course will be conducted through a combination of face-to-face and blended learning. By the end of the course, students will be able to identify best practices for planning for crisis situations and apply their crisis management knowledge and skills in the development of a Crisis Management Plan for a real-world organization.

REFERENCE

1. Ritchie, B., & Campiranon, K. (2014). *Tourism Crisis and Disaster Management in the Asia Pacific*. Oxfordshire, England: CABI.
2. Henderson, J.C. (2006). *Managing Tourism Crises* (1st ed.) London, England: Butterworth-Heinemann.

CIT 20403: ISLAMIC CIVILIZATION AND HISTORY

CREDIT HOUR 3

COURSE SYNOPSIS

This course aims to provide students with a comprehensive understanding of the history and civilization of Muslims from the Middle East, Asia, Egypt, and Spain. The topics covered include the history of Prophet Muhammad S.A.W from the perspectives of traditional and modern scholars, as well as the era of Rashidun caliphates and discussions on the Ottoman empire. The course will use various teaching methods, including lectures, discussions, and e-Learning, to help students gain knowledge on the development and changes experienced by the Muslim communities throughout

the discussed timeframe. Students will be able to explore the political, administrative, social, and economic aspects of these communities.

REFERENCE

1. Alkhateeb, F. (2020). *Lost islamic history: Reclaiming muslim civilization from the past*. London, England: Hurst Publishers.
2. Haris, A.H. (2020). Sejarah Kerajaan Turki Uthmaniyah dan Sumbangannya dalam Bidang Sosio-Politik Abad ke-14 hingga Abad ke-20. *Journal of al-Tamaddun*, 15(1), 85-107.
3. Robinson, C. F. (2018). *Islamic civilization in thirty lives: The first 1000 years*. London, England: Thames & Hudson Ltd. Ryan, C. (2020). *Advanced Introduction to Tourism Destination Management*. Cheltenham, England: Edward Elgar Publishing Limited.

CIT 20503: COMPUTER APPLICATION IN TOURISM

CREDIT HOUR 3

COURSE SYNOPSIS

This course provides an overview of computer applications and how they relate to the tourism industry. The goal is to help students understand the various contexts in which computer applications are used, as well as the challenges associated with the diffusion of innovative technology. The course covers a range of topics, including the use of computer applications such as the Internet, graphic design and multimedia, website development, mobile app development, and the future of computer applications in tourism. Through lectures, e-learning, and problem-based learning (PBL), students will learn to develop computer applications tailored to the tourism industry.

REFERENCE

1. Benckendorff, P. J., Xiang, Z., & Sheldon, P.J. (2019). *Tourism information technology*. (3rd Ed.). Oxfordshire, England: CABI.

CIT 20603: GEOGRAPHIC INFORMATION SYSTEM IN TOURISM

CREDIT HOUR 3

COURSE SYNOPSIS

This course is designed to teach the use of GIS in tourism. GIS is a powerful tool that helps in collecting, storing, managing, analyzing and mapping spatial data. It connects location data to a map and integrates it with other types of information. This course will provide a foundation for mapping and analysis that will be useful for the tourism industry. The course will be delivered through lectures, e-Learning, and project discussions. These will help students understand GIS applications in tourism management, including the construction of tourism geographic information databases, data structure establishment, data modeling, and the design of Tourism Geographic Information Database Systems.

REFERENCE

1. Afnarius, S., & Putra, H. Y. (2017). *Pengembangan Aplikasi Web GIS Pariwisata Backpacker*. Yogyakarta, Indonesia: Deepublish.
2. Awangga, R. M. (2019). *Pengantar sistem informasi geografis: Sejarah, Definisi Dan Konsep Dasar. Kreatif*.
3. Hazen, H., & Anthamatten, P. (2019). *An introduction to the geography of health*. Oxfordshire, England: Routledge.

COURSE SYNOPSIS

This course aims to expose the latest trends in information technology that have become an essential part of the tourism industry. Students will be introduced to technologies such as mobile tech, the Internet of Things (IoT), virtual assistants, contactless payments, cybersecurity measures, and augmented and virtual reality. The curriculum will teach students how to identify the best solutions for promoting tourism, using a variety of teaching methods, including lectures, project-based learning (PBL), e-learning, and portfolio assessments. Through these methods, students will demonstrate their understanding of the technological advancements that are driving the travel and tourism industry forward.

REFERENCE

1. Ishak, N. (2020). Overview of Cashless Payment in Malaysia. *International Journal of Accounting, Finance and Business (IJAFB)*, 5(27), 11–18. DOI: <http://www.ijafb.com/PDF/IJAFB-2020-27-06-02.pdf>
2. Santos, J.D. (2019). *Digital marketing strategies for tourism, hospitality, and airline industries: Advances in marketing, customer relationship management, and e-services*. Hershey, PA: IGI Global.
3. Auer, M. E., & Tsiatsos, T. (2018). *Mobile technologies and applications for the internet of things*. Berlin, Germany: Springer.
4. Anand et al. (2018). Virtual Reality (VR) & Augmented Reality (AR) technologies for tourism and hospitality industry. *International Journal of Engineering & Technology*, 7(1), 156-160.

COURSE SYNOPSIS

This course aims to introduce students to a variety of topics related to tourism transportation, including air, land, and maritime travel. Students will develop skills specific to analyzing the structures, functions, activities, strategies, and practices of the industry, including airlines, airports, cruises, tour operators, and travel agencies. The course will be conducted through a combination of face-to-face and blended learning, providing a supportive and creative learning environment. Upon completion of the course, students will be exposed to current challenges and information within the tourism and transport industry.

REFERENCE

1. Dileep, M. R. (2019). *Tourism, Transport and Travel Management*. London, England: Routledge.
2. Holloway, J. C., & Humphreys, C. (2019). *The business of tourism*. London, England: Sage.

COURSE SYNOPSIS

This course provides an introduction to the principles and practices of tourism marketing. Students will develop an understanding of the strategic marketing management process, including marketing planning and implementing strategic marketing activities within organizations to succeed in competitive markets. Additionally, the course will cover areas such as consumer buying behavior, marketing environment, and the role of marketing in strategic planning and society. This face-to-face and blended learning course will provide an overview of marketing tools, theories, and terminology used in the field of marketing, allowing students to assess the outcomes of marketing decision-making.

REFERENCE

1. Kotler, P., Bowen, J., Makens, J., & Baloglu, S. (2016). *Marketing for Hospitality and Tourism* (7th ed.). London, England: Pearson.
2. Pike, S. (2020). *Destination Marketing: Essentials* (2nd ed.). London, England: Routledge.

CIT 21003: RESEARCH METHODOLOGY

CREDIT HOUR 3

COURSE SYNOPSIS

This course aims to build students' knowledge and skills in research methodology for tourism. Students will be exposed to fundamental aspects of research methodology, such as scientific investigation, problem statements, research designs, sampling, and quantitative and qualitative data analysis. Using conventional and interactive lectures, group activities, and case studies, students are expected to develop analytical capacity and improve their knowledge to become effective beginner researchers.

REFERENCE

1. Bell, E., Bryman, A., & Harley, B. (2018). *Business Research Methods* (5th ed.). Oxford, England: Oxford University Press.
2. Nunkoo, R. (2018). *Handbook of Research Methods for Tourism and Hospitality Management*. Cheltenham, England: Edward Elgar Publishing Limited.
3. Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research Methods for Business Students* (8th ed.). London, England: Pearson.

CIT 21103: TOURISM ENTREPRENEURSHIP

CREDIT HOUR 3

COURSE SYNOPSIS

This course offers an in-depth exploration of entrepreneurship in relation to the growth, success, and future development of the tourism industry in Malaysia and on a global scale. It equips students with a foundational understanding of entrepreneurial principles and their practical application within the industry. The course comprehensively covers various entrepreneurial processes employed across key functional areas such as development, operations, management, marketing, and financial management within the tourism sector. The course employs a variety of instructional methods, including lectures, e-learning, case study discussions, problem-based learning, and business coaching. These approaches aim to provide insights into future trends and developments in entrepreneurship while applying these concepts to real-world examples from tourism organizations. Ultimately, the course's overarching goal is to cultivate students' awareness of entrepreneurship and furnish them with a practical roadmap for successfully launching and growing entrepreneurial ventures within the tourism sector. Furthermore, students are introduced to essential elements of successful entrepreneurship, including opportunity recognition, idea generation, and the economic development potential of the tourism industry in Malaysia. Upon completing the course, students should be able to:

1. Analyze the entrepreneurial process and its components within the context of the tourism industry.
2. Develop critical thinking skills by evaluating and arguing about entrepreneurship within the tourism sector.
3. Create a comprehensive business plan for launching a new venture in the Malaysian or global tourism industry.

REFERENCE

1. Barringer, B., & Ireland, R.D. (2019). *Entrepreneurship – Successfully launching new ventures*. (6th Ed.). New York, NY: Prentice Hall.

CIT 21203: ISLAMIC TOURISM DESTINATION PLANNING AND DEVELOPMENT CREDIT HOUR 3

COURSE SYNOPSIS

The course emphasizes the importance of planning and development process in meeting the needs of private, public, and hybrid Islamic tourism stakeholders. It covers the development of products and services that can fulfill the strategic needs of tourists, relying on planning, organization, and successful execution of tactics. Through lectures, e-Learning and case studies, students are expected to develop a comprehensive understanding of different main elements integral to modern Islamic tourism destination planning and development.

REFERENCE

1. Camilleri, M. A. (2018). *Tourism Planning and Destination Marketing*. Bingley, England: Emerald Publishing
2. Campos-Soria, J. A. (2020). *Optimal Tourism Development*. Basel, Switzerland: MDPI.
3. Sharma, A. (2020). *Sustainable Tourism Development: Futuristic Approaches*. New Jersey, NJ: Apple Academic Press, Inc.

CIT 21303: CULTURAL AND HERITAGE IN TOURISM

CREDIT HOUR 3

COURSE SYNOPSIS

This course aims to assess the significance of culture and heritage as drivers of tourism, and the need to manage cultural heritage tourism. It delves into the relevant theories, concepts, and potential conflicts between tourism, culture, and heritage perspectives. The economic, political, and social importance of cultural heritage tourism will be analyzed. Students will be exposed to various teaching and learning methods, including face-to-face, e-learning, and group discussions. By the end of the course, students are expected to develop skills in identifying, collecting information, and providing accounts of the applications of cultural heritage tourism through academic writing. The course also covers the ethical and societal aspects of tourism development, with a focus on its economic, social, cultural, and environmental effects.

REFERENCE

1. Du Cros, H., & McKercher (2020). *Cultural Tourism* (3rd ed.). Oxon, England: Routledge.

CIT 21403: TOURISM GASTRONOMY

CREDIT HOUR 3

COURSE SYNOPSIS

This course provides insights into the role of food in shaping tourism destinations. Gastronomy in the context of tourism involves food that is more than just a commodity to satisfy hunger. It adds a whole new dimension to cultural experiences and motivates travel, creating demand for food-related destination activities. The course focuses on both domestic and international gastronomy tourism, highlighting prominent gastronomy destinations as key references for students to gain a better understanding of the subject matter. Students will be exposed to various teaching and learning methods, including interactive lectures, group activities, and case studies. By the end of the course, students will be able to discuss and share the role of food in various interpretations and further develop a holistic understanding of gastronomy tourism.

REFERENCE

1. Dixit, S.K. (2021). *The Routledge handbook of gastronomic tourism* (1st ed.). London, England: Routledge.
2. Yeoman, I., McMahon-Beattie, U., & Fields, K. (2015). *The future of food tourism: Foodies, experiences, exclusivity, visions and political capital*. Bristol, England: Channel View Publications.

CIT 30103: SPECIAL INTEREST IN ISLAMIC TOURISM

CREDIT HOUR 3

COURSE SYNOPSIS

This course provides an introduction to Islamic tourism, which is a rapidly growing area due to the increasing demand for more specialized and interest-based tourism experiences. The course covers both the supply and demand aspects of Islamic tourism and addresses the complexities inherent in this area. The course is delivered through various methods, including face-to-face lectures, Problem-Based Learning (PBL), group discussions, and e-Learning, in accordance with HIEPs element of diversity/global learning. At the end of the course, students will gain an overview of contemporary academic research, concepts, principles, and industry-based practice insights, and will also consider the future of special interest tourism.

REFERENCE

1. Jamal, A., Raj, R., & Griffin, K. (2019). *Islamic tourism: management of travel destinations*. Oxfordshire, England: CABI.
2. Agarwal, S., Busby, G., & Huang, R. (2018). *Special interest tourism: Concepts, contexts and cases*. Oxfordshire, England: CABI.

CIT 30203: TOURISM LAW AND POLICIES

CREDIT HOUR 3

COURSE SYNOPSIS

This course covers the laws and policies governing the tourism industry in Malaysia. It is significant for exposing students to the laws and procedures related to tourism in Malaysia. Topics include the basic concepts of travel and tourism, the historical legal development of tourism law in Malaysia, contract of tourism service, business licensing of tour operators, travel agencies, accommodation service providers, transportation service providers, duties of travel service providers, rights of travelers, and remedies entitled by travelers in the case of any breach committed by any service providers. The course is delivered through lectures, tutorials, group work, and discussions. Upon completion, students will have a better understanding of the laws, procedures, rights, and obligations governing tourism activities in Malaysia, and will have developed digital skills.

REFERENCE

1. Grant, D., Mason, S., & Bunce, S. (2018). *Holiday Law: The Law Relating to Travel and Tourism*. London, England: Sweet & Maxwell Ltd
2. Atherton, T., & Atherton, T. (2010). *Tourism, Travel and Hospitality Law*. Thomson Reuters.

COURSE SYNOPSIS

This course aims to equip students with the knowledge and guidance to implement a Halal Assurance System (HAS) within their organization. The course covers the identification of HAS as a method to overcome halal hazards and the development of an effective control system for products and services. Students will learn how to set up an Internal Halal Committee (IHC) and develop Halal Control Point (HCP) to conduct risk analysis. They will also be guided to develop a Halalan-Toyyiban Risk Management Plan to safeguard the integrity and safety of halal production and related services. Delivery methods include face-to-face sessions, discussions, and e-Learning. Upon completion of the course, students will be able to exhibit the Standard Operating Procedure (SOP) for product recall and traceability system in HAS.

REFERENCE

1. Chapple, M. (2021). *Access Control and Identity Management (Information Systems Security & Assurance)* (3rd Ed.). Burlington, MA: Jones & Bartlett Learning.
2. Jais, A. S. (2021). *Muslim-friendly hospitality management system. For lodging and accommodation sector* (2nd E.d.). Melaka, Malaysia: Politeknik Merlimau Melaka.
3. Jais, A. S. (2021). *Sistem Kawalan Halal Dalaman (IHCS) Dalam Perkhidmatan Makanan Dan Pembuatan Berasaskan Makanan Untuk Perusahaan Mikro*. Politeknik Tun Syed Nasir.
4. Ramli, H. (2019). *Law And Enforcement of Halal Products in Malaysia: Concept, Laws and Enforcement of Halal Products in Malaysia*. Bangi, Malaysia: Nun Gemilang Enterprise.

CIT 30403: HAJJ AND UMRAH MANAGEMENT**CREDIT HOUR 3****COURSE SYNOPSIS**

This course is designed for future Assistant Hajj and Umrah Operators/Operating officers/Assistant Managers, Administrative Assistants, and Mutawwif/Mutawwifah to train them on the management and operation of Hajj and Umrah. The syllabus includes comprehensive theories and applications of Hajj and Umrah, starting from the moment prospective pilgrims plan for Hajj or Umrah until they return to their homeland after completing the entire process in the Holy Land. The Hajj and Umrah management process consists of 20 activities, including services provided in Malaysia and in the Holy Land. Delivery methods include lectures, project-based learning, fieldwork, discussions, and e-Learning. By the end of this course, students will be equipped with intermediate industry knowledge and skills to handle the crucial processes from the beginning till the completion of the Hajj and Umrah.

REFERENCE

1. Hashim, J. (2020), *Fiqh haji kontemporari*. Bangi, Malaysia: Darul Syakir
2. Hashim, J. (2020), *Fiqh umrah kontemporari*. Bangi, Malaysia: Darul Syakir

CIT30503: TOURISM DIGITAL MEDIA PUBLISHING**CREDIT HOUR 3****COURSE SYNOPSIS**

This course covers the concepts, principles, and techniques of digital media publishing for Islamic tourism. Students will learn topics that include structural design in media publishing, colors for printed media, idea development process, and design process. In addition, students will gain knowledge related to advertisement, web, newsletter, and book design. Using lectures, fieldworks, group discussions, and lab tutorials, students will be able to produce digital media publishing products for Islamic tourism with commercialization values.

REFERENCE

1. Campbell, R., Martin, C., & Fabos, B. (2019). *Media & culture: An introduction to mass communication*. (12th Ed.). Boston, MA: Bedford St. Martin's Macmillan Learning.

CIT30603: TOURISM AND HALAL INDUSTRY

CREDIT HOUR 3

COURSE SYNOPSIS

This course aims to educate students about the significance of the tourism industry in adapting to the changing halal requirements to meet the needs of Muslim tourists. It will provide opportunities for students to gain insights into Halal Tourism and its relation to activities, events, experiences or indulgences undertaken while traveling in accordance with Islam. The course extends the concept to non-Muslim tourists who are interested in Islam and traveling in the Muslim world. It will be conducted through both face-to-face and blended learning. By the end of the course, students should be able to demonstrate in-depth knowledge of the Islamic law (Sharia) as the foundation for delivering tourism products and services to Muslim customers, such as halal (Sharia-compliant) tourism packages.

REFERENCE

1. Battour, M. (2019). *Halal Tourism: Achieving Muslim tourist's satisfaction and loyalty*. Chicago, IL: Independently Published.
2. Hall, C.M., & Prayag, G. (2019). *The Routledge Handbook of Halal Hospitality and Islamic Tourism* (1st ed.). New York, NY: Routledge.

CIT30706: INDEPENDENT STUDY

CREDIT HOUR 6

COURSE SYNOPSIS

Extending from the research methodology, students will have the chance to identify crucial issues in the field of tourism and understand the scientific approach to research objectives and questions. They will learn how to perform a literature review, conduct a tourism study, manage its data appropriately, appreciate the ethics involved in human research, and express themselves clearly in verbal (viva voce) and written communications (undergraduate thesis). Through a combination of conventional and interactive lectures, each student will receive guidance from a supervisor. Upon completion of this course, students should be able to articulate, analyze, organize and present the fundamental components of a tourism study, which includes the existing research on their chosen topic as well as scientific terminology and methods required in an academic work

REFERENCE

1. Bell, E., Bryman, A., & Harley, B. (2018). *Business Research Methods* (5th ed.). Oxford, England: Oxford University Press.
2. Nunkoo, R. (2018). *Handbook of Research Methods for Tourism and Hospitality Management*. Cheltenham, England: Edward Elgar Publishing Limited.
3. Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research Methods for Business Students* (8th ed.). London, England: Pearson.

CIT40108: ORGANIZATIONAL MANAGEMENT (2u2i)**CREDIT HOUR 8****COURSE SYNOPSIS**

Managing in the context of tourism involves combining and structuring responsibilities, people, and resources to achieve organizational goals. This course aims to provide knowledge and skills in coordinating tasks embedded within core organizational functions such as leadership, strategy formulation, financing, marketing, and corporate communication. Students will gain experience and demonstrate their intermediate knowledge of practical management aspects of tourism organizations through practical aspects, final year projects, group work and discussions, and e-learning.

REFERENCE

1. Clegg, S. R., Kornberger, M., & Pitsis, T. (2021). *Managing and organizations: An introduction to theory and practice* (6th Ed.). Thousand Oaks, CA: SAGE Publications.
2. Ford, R. C., & Sturman, M. C. (2018). *Managing Hospitality Organizations: Achieving Excellence in the Guest Experience* (2nd Ed.). Thousand Oaks, CA: SAGE Publications.
3. Marcus, J., & van Dam, N. (2019). *Handbook of Organisation and Management*. Groningen, Netherlands.: Noordhoff Uitgevers bv.
4. Scandura, T. A., & Gower, K. (2019). *Management Today: Best Practices for the Modern Workplace*. Thousand Oaks, CA: SAGE Publications.

CIT40207: PROJECT MANAGEMENT (2u2i)**CREDIT HOUR 7****COURSE SYNOPSIS**

The aim of this course is to provide students with an understanding of the main processes and areas of knowledge in project management in an applied tourism context. Through accepted standards of performance and behavior in selected tourism organizations, students will be trained to demonstrate their knowledge, understanding, and implementation of these standards of performance when they are working on their project management. This involves preparation, planning, organization, and management of tourism projects. Students will develop and practice the principles and approaches of tourism project management in the real and contemporaneous industrial setting through supervision, project-based learning, fieldwork, discussion, and e-learning.

REFERENCE

1. Prabhu, T. L. (2020). *Project management fundamental principles of project management (effective strategies and basics)*. Nestfame creations pvt. ltd.
2. Rowe, F. S. (2020). *Project management for small projects*. Oakland, CA: Berrett-Koehler Publishers Inc.
3. Wu, T. (2020). *Optimizing project management*. Boca Raton, FL: Taylor & Francis Group.

CIT40312: INDUSTRIAL TRAINING (2u2i)**CREDIT HOUR 12****COURSE SYNOPSIS**

The industrial training exposes students to the professional skills and experiences in industrial tourism practices. This training helps to produce tourism graduates with technical and soft skills competency, preparing them for the real working environment according to their specialization. Students are attached for 24 weeks or 6 months of training at various tourism-related industries in Malaysia. After completion of the industrial training, students are expected to practice actual tourism knowledge and skills in the industry, implement soft skills such as project management,

planning, presentation, and writing, and gain insights into their future professional life in the tourism sector. Students will earn 12 credit hours after the completion of industrial training, and their performance will be monitored and evaluated based on the presentation and submission of the industrial training report.

REFERENCE

1. Aydin, S., Dedeoglu, B.B., and Coban, O. (2019) *Organizational behavior challenges in the tourism industry*. IGI Global.

Ilmu Demi Faedah Insan Lyrics

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Tamadun gemilang
Demi Bangsa Dan Kedaulatannya

Universiti Sultan Zainal Abidin
Menjadi kebanggaan kita
Budaya cemerlang, berwawasan
Melahirkan sarjana terbilang

Ilmu Demi Faedah Insan
Dikaji rahsia di muka bumi
Di lautan biru, di langit yang tinggi
Mencari kebesaran Mu

Universiti Sultan Zainal Abidin
Bangga ku menjadi warga mu
Terus cemerlang, mencipta kejayaan
Demi Agama Bangsa dan Negara

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