



National Universities Commission

Core Curriculum and Minimum Academic Standards for the Nigerian University System (CCMAS)

Education 2022

Ten Unique Features

1. The mix and quality of courses are packaged to produce teachers for 21st century classrooms.
2. All programmes have provision for teaching subject courses to enhance teaching practice placement and enhance employability of education graduates in the school system beyond their areas of primary specialisation.
3. More time allocation for supervised Teaching Practice and internship.
4. Accent on entrepreneurial skills to broaden the horizon of employment of education graduates within and outside the school system.
5. Courses are culturally and contextually relevant and comparable to those offered in the top 10 education programmes in the world.
6. Addresses the deficiencies which studies unveiled in the old curriculum.
7. Doubling of courses in the teaching subjects to produce teachers with higher content knowledge than what currently obtains.
8. Ensures production of teachers with greater pedagogic knowledge and pedagogic content knowledge than what currently obtains.
9. New programmes are developed to address teacher needs for emerging national and global issues.
10. Minimum Academic Standards are raised to reflect contemporary development in the Discipline and ensure the production of professionally respectable education graduates with high self-esteem.

Executive Secretary: Abubakar Adamu Rasheed

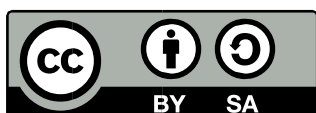


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This publication can be referenced as: *Core Curriculum and Minimum Academic Standards (CCMAS) for Nigerian Universities*



For more information, please contact:

Executive Secretary, National Universities Commission

26 Aguiyi Ironsi Street, P.M.B. 237 Garki GPO, Maitama, Abuja, Nigeria

Telephone: +2348027455412, +234054407741. Email: info@nuc.edu.ng.

Website: www.nuc.edu.ng

Lead Consultant: Peter A. Okebukola

Coordinating NUC Director: Dr. Noel Biodun Saliu

Formally unveiled by

His Excellency, Professor Yemi Osinbajo, SAN, GCON

Vice President, Federal Republic of Nigeria



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Foreword

In furtherance of the “change” mantra of the present administration, I published a roadmap to guide my Ministry on ways of addressing the multiple problems that faced the education sector of the country shortly after my assumption of office in 2016. Known as “***Education for Change: Ministerial Strategic Plan – 2016-2019***” (updated to 2018-2022), the content of the document reaffirms government’s commitment to strengthening institutional structures and establishing innovative approaches that would quickly revamp the education sector.

The nations’ universities hold a pride of place in the execution of such a strategy, being at the peak of the educational system and charged in an overall manner, with the responsibility of catalysing the sustainable and inclusive growth and prosperity that the “change” mantra envisions. Thus, a “rapid revitalization of the Nigerian university system”, which is proceeding apace, became imperative. Improvement in research, teaching and learning facilities, deepening ICT penetration and the provision of enhanced power supply in our university campuses are some of the areas receiving stringent attention. In the same vein, the need was felt to radically review the curricula which universities had used for more than a decade so as to put in place one that would more directly address local issues, meet international standards and is fit for purpose for the training of 21st century graduates.

The National Universities Commission has concluded the review of the former *Benchmark Minimum Academic Standards (BMAS)* of 14 disciplines into those of *Core Curriculum and Minimum Academic Standards (CCMAS)* of 17 disciplines. I am therefore pleased to present these documents to the universities, the general public and the international community as I am sure that their application would tremendously uplift scholarship in our universities. I thank all and sundry who worked assiduously to bring this seminal enterprise to fruition.

Malam Adamu Adamu
Honourable Minister of Education



Preface

Section 10 (1) of the Education (National Minimum Standards and Establishment of Institutions) Act, Cap E3, Laws of the Federation of Nigeria 2004, empowers the National Universities Commission to lay down minimum standards for all universities and other degree awarding institutions of higher learning in the Federation and the accreditation of their degrees and other academic awards. The earliest efforts at giving effect to this legal framework in the Nigerian University System (NUS) started in 1989 following the collaboration between the Commission and Nigerian Universities, which led to the development of the Minimum Academic Standards (MAS) for all programmes in Nigerian universities. The MAS documents were subsequently approved by the Federal Government for use as a major instrument for quality assurance in the Nigerian University System (NUS). The documents were employed in the accreditation of programmes in the NUS for over a decade.

In 2001, the Commission initiated a process to revise the documents because the said MAS documents were essentially content-based and merely prescriptive. In 2004, the Commission developed outcome-based benchmark statements for all the programmes through a workshop that allowed for exhaustive deliberations by relevant stakeholders. Following comments and feedback from the universities to the effect that the Benchmark-style Statements were too sketchy to meaningfully guide the development of curriculum and inadequate for the purpose of accreditation, the Commission, in 2007 put in place a mechanism for the merger of the Benchmark-style Statements and the revised Minimum Academic Standards, which birthed the Benchmark Minimum Academic Standards (BMAS). The resultant BMAS, an amalgam of the outcome-based Benchmark statements and the content-based MAS clearly articulated the Learning Outcomes and competencies expected of graduates of each academic programme in Nigerian Universities without being overly prescriptive while at the same time providing the requisite flexibility and innovativeness consistent with institutional autonomy. In all, the BMAS documents were developed for the thirteen existing disciplines namely, **Administration and Management, Agriculture, Arts, Basic Medical Sciences, Education, Engineering and Technology, Environmental Sciences, Law, Medicine and Dentistry, Pharmaceutical Science, Sciences, Social Sciences and Veterinary Medicine.**

The Commission, in 2016, in its sustained commitment to make the NUS adaptable to global trends in higher education, constituted a group of relevant academic experts to develop a BMAS in **Computing**, thus increasing the number of disciplines in Nigerian Universities to fourteen.

In keeping with its mandate of making university education in Nigeria more responsive to the needs of the society, the National Universities Commission commenced the journey to restructure the BMAS in 2018, introducing in its place, the **Core Curriculum and Minimum Academic Standards (CCMAS)**, to reflect the 21st Century realities, in the existing and new disciplines and programmes in the Nigerian University System.

The new CCMAS is a product of sustained stakeholder interactions over two years. The composition of each panel took into consideration, the triple helix model, as a unique feature. This involved a blend of academic experts, academies, government (represented by NUC), professional bodies and of course, the private sector represented by the Nigerian Economic Summit Group (NESG). In order to enrich the draft documents, copies of each discipline were forwarded to all critical stakeholders including the relevant academic units in Nigerian Universities, the private sector, professional bodies and the academies for their comments and input. These inputs along with the curriculum of programmes obtained from some foreign



and renowned universities served as major working materials for the various panels constituted for that purpose.

Bearing in mind the need to adhere to covid-19 protocol as prescribed by the National Centre for Disease Control (NCDC), the Commission was compelled by prevailing circumstances to finalize the curriculum virtually. General Assemblies were also held via Zoom, comprising, the NUC Strategic Advisory Committee (STRADVCOM), Chairpersons/Co-Chairpersons of the various disciplines and Panel Members of the respective programmes. Each Discipline and Programme had NUC representatives who assisted panellists with all the tools and working materials. Several online meetings were held at programmes level, where the real business of developing the CCMAS took place. The products of the various programme-based virtual meetings were submitted to the corresponding discipline group and then to the National Universities Commission. These documents were further scrutinized and fine-tuned by a smaller group of versatile subject matter specialists and relevant private sector practitioners.

In line with the dynamism in higher education provisioning, the Commission took cognizance of complaints by the universities on the high number of General Studies (GST) courses in the BMAS, and was subsequently streamlined. Entrepreneurship courses such as Venture Creation and Entrepreneurship, and innovation found generous space. In addition, the new curriculum unbundled the Bachelor of Agriculture, Bachelor of Science in Mass Communication and the Bachelor of Architecture Programmes, while establishing some emerging specializations in these fields as obtained globally. This is in furtherance of the goal of producing fit for purpose graduates. The Allied Health Sciences was also carved out as a new Discipline from the existing Basic Medical Sciences discipline.

Preceding the completion of the curriculum review content and language editing, a 3-day validation workshop (face-to-face mode) involving critical stakeholders, including STRADVCOM, Vice-Chancellors and Directors of Academic Planning of Nigerian Universities, as well as the Nigerian Economic Summit Group (NESG) was organized by the Commission to validate the CCMAS documents, and to engender ownership for ease of implementation.

Consequent upon the afore-mentioned processes, seventeen CCMAS documents were produced for the following academic disciplines in the NUS:

1. Administration and Management
2. Agriculture
3. Allied Health Sciences
4. Architecture
5. Arts
6. Basic Medical Sciences
7. Computing
8. Communication and Media Studies
9. Education
10. Engineering and Technology
11. Environmental Sciences
12. Law
13. Medicine and Dentistry
14. Pharmaceutical Science
15. Sciences
16. Social Sciences
17. Veterinary Medicine



The CCMAS documents are uniquely structured to provide for 70% of core courses for each programme, while allowing universities to utilise the remaining 30% for other innovative courses in their peculiar areas of focus. In addition to the overall Learning Outcomes for each discipline, there are also Learning Outcomes for each programme and course. In general, programmes are typically structured such that a student does not carry less than 30 credit units or more than 48 credit units per session.

Consequently, the Commission is optimistic that the 2022 CCMAS documents will serve as a guide to Nigerian Universities in the design of curriculum for their programmes with regards to the minimum acceptable standards of input and process, as well as, measurable benchmark of knowledge, 21st century skills and competences expected to be acquired by an average graduate of each of the academic programmes, for self, national and global relevance.

Professor Abubakar Adamu Rasheed, *mni, MFR, FNAL, HLR*
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Introduction

Two Acts provide the legal framework for the quality assurance and regulatory mandates of the National Universities Commission. The first is the **National Universities Commission Act No. N81 Laws of Federation Nigeria (L.F.N.) 2004**.

*This Act sets up the National Universities Commission as a body corporate charged with the responsibility of advising the Federal and State Governments of all aspects of university education and the general development of universities in Nigeria. The second, **Education (National Minimum Standard and Establishment of Institutions) Act No. E3 L.F.N. 2004**, empowers the National Universities Commission to lay down minimum standards for all universities and other institutions of higher learning in the Federation and the accreditation of their degrees and other academic awards in formal consultation with the universities for that purpose, after obtaining prior approval therefor through the Minister, from the President.*

Following the enactment of NUC Act No. E3 L.F.N. 2004, the National Universities Commission developed the first set of Minimum Academic Standards (MAS) in 1989 for all the academic programmes existing in the Nigerian University System (NUS) at that time under the 13 major disciplines of Administration, Agriculture, Arts, Education, Engineering and Technology, Environmental Sciences, Law, Medicine and Dentistry, Management Sciences, Pharmaceutical Science, Science, Social Sciences and Veterinary Medicine. The Minimum Academic Standard served as the reference documents for the first accreditation of programmes conducted in NUS in 1990.

In its bid to review the Minimum Academic Standard documents, which was predicated on the fact that they were prescriptive, the Commission decided to develop the outcome-based Benchmark Statements for all programmes in the Nigerian University System in line with contemporary global practice in 1999. In the first comprehensive review of the Minimum Academic Standards by NUC, which was in 2004, the Commission decided to merge the Benchmark Statements and the revised Minimum Academic Standards into a new document called Benchmark Minimum Academic Standards (BMAS). These documents were approved for use in Nigerian universities in 2007. A second attempt at reviewing the BMAS was in 2011. It must however be noted that stand alone BMAS for new programmes were at different times developed by the Commission on request from some Nigerian universities.

The Current Review of the BMAS

The journey of the current curriculum review efforts commenced in 2018, when the National Universities Commission circulated the 2018 draft BMAS to all Nigerian universities and other stakeholders for their comments. In addition to the harvested comments, the curriculum of different programmes of some world-class universities were downloaded. The draft 2018 BMAS, compiled comments of Nigerian universities and other stakeholders and the downloaded curriculum of some foreign universities served as the working documents for the curriculum review panels. A multi-stakeholder approach was deployed in constituting the panels for the curriculum review exercise. The constituted panels included:

- i. Academic staff of Nigerian universities;
- ii. Representatives of the Academies;
- iii. Representatives of Professional bodies/associations; and
- iv. Representatives of the private sector.



In addition to the reviewers working individually and in consultation with their subject area peers, over 512 cumulative online meetings of the general assembly (Vice-Chancellors, Discipline Chairmen/Chairpersons, programme-specific reviewers and Heads/representatives of international quality assurance agencies and institutions); Discipline groups; and programme groups were held between March and November, 2021. Physical meetings were also held to finalize the curriculum review exercise.

The reviewers carried out their assignments with a view to producing a curriculum for their respective programmes that will reflect both national and international expectations. Specifically, the reviewers focused on ensuring that the emerging curriculum will be adequate to train Nigerian university students in the 21st Century. By implication and in addition to current trends in the various programmatic areas, the curriculum will be ICT oriented, promote Artificial Intelligence, enhance skills acquisition (including soft skills), inculcate and sharpen entrepreneurship mindset of students and capable of steering the deployment of evolving technologies to deliver its content.

The Core Curriculum and Minimum Academic Standards (CCMAS)

The major highlights of the new curriculum are:

1. Change of nomenclature from **Benchmarks Minimum Academic Standards (BMAS)** to **Core Curriculum and Minimum Academic Standards (CCMAS)**;
2. The curriculum provides for 70% minimum core courses requirements for graduation. Nigerian universities are expected to provide the remaining 30%;
3. In consonance with global best practice, the curriculum is to stimulate blended learning in its delivery;
4. Mass Communication has been unbundled to create a distinct discipline of Communications comprising degree programmes in Advertising, Broadcasting, Development Communication Studies, Film and Multimedia, Information and Media Studies, Journalism and Media Studies, Mass Communication, Public Relations and Strategic Communication;
5. Agriculture has been unbundled into programmes in its contributing components of B.Sc Agricultural Economics, B.Sc. Animal Science, B.Sc. Crop Science and B.Sc. Soil Science;
6. The unbundling of Architecture and introduction of Architecture as a new discipline with programmes like Architecture, Architectural Technology, Furniture Design, Interior Architecture Design, Landscape Architecture and Naval architecture;
7. The split of the Basic Medical Sciences discipline into two – Basic Medical Sciences and Allied Health Sciences;
8. Reduction of the General Studies (GST) course from 36 credit units to 12 credit units of 6 courses as follows:
 - i. Communication in English;
 - ii. Nigerian People and Culture;
 - iii. Philosophy, Logic and Human Existence;
 - iv. Entrepreneurship and Innovation;
 - v. Venture creation; and
 - vi. Peace and Conflict resolution.
9. Entrepreneurship has been repackaged with the introduction of programme-specific entrepreneurship;
10. The number of academic disciplines has been increased from 14 to 17 as follows:
 - i. Administration and Management
 - ii. Agriculture



- iii. Allied Health Sciences
- iv. Architecture
- v. Arts
- vi. Basic Medical Sciences
- vii. Communications and Media Studies
- viii. Computing
- ix. Education
- x. Engineering and Technology
- xi. Environmental Sciences
- xii. Law
- xiii. Medicine and Dentistry
- xiv. Pharmaceutical Science
- xv. Sciences
- xvi. Social Sciences
- xvii. Veterinary Medicine

Having reviewed the curriculum of Nigerian universities, the next steps will include training and retraining of academic staff of Nigerian universities to effectively deliver the content of the curriculum.

Glossary of Course Codes

These are the three letter codes for the identification of courses offered in the various programmes in the Education discipline as well as covered in the CCMAS for the Nigerian University System. They are in three categories dictated by the sources of courses involved.

Category A: Course codes for the General and foundation courses offered by all students.

Category B: Course codes for Faculty Courses offered in the Education Discipline.

Category C: Course codes for courses offered by the various programmes in the Education Discipline.

Category A

| The Programme Offering the Courses | Course Code |
|--|--------------------|
| General Studies Courses offered at the university level for students registered in all the disciplines in the university | GST |
| Foundation courses for all the programmes in the Education discipline | EDU |

Category B

Common Education Courses

There are basic Education Courses that are expected to be offered by every student of Education. The courses include:

| Course Code | Course Title | Units |
|--------------------|--|--------------|
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 C |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 C |
| EDU 301 | Teaching Practice I | 3 C |



| | | |
|---------|--|-----|
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 C |
| EDU 401 | Teaching Practice II | 3 C |
| EDU 400 | Project | 3 C |
| | TOTAL | 16 |

Programmes in Education

| S/N | Programme |
|-----|--|
| 1 | Adult and Continuing Education |
| 2 | Agricultural Education |
| 3 | Arabic |
| 4 | Biology |
| 5 | Business Education |
| 6 | Chemistry |
| 7 | Christian Religious Studies |
| 8 | Computer Science |
| 9 | Creative Arts Education |
| 10 | Early Childhood Education |
| 11 | Economics |
| 12 | Educational Management |
| 13 | Efik-Ibibio Education |
| 14 | English Language/Literature-in-English |
| 15 | Entrepreneurship Education |
| 16 | Environmental Education |
| 17 | French |
| 18 | Geography |
| 19 | Guidance and Counseling |
| 20 | Hausa |
| 21 | Health Education |
| 22 | History |
| 23 | Home Economics |
| 24 | Human Kinetics/Physical Education |
| 25 | Igbo |
| 26 | Integrated Science |
| 27 | Islamic Studies |
| 28 | Language Arts and Communication |
| 29 | Library and Information Science |
| 30 | Mathematics |
| 31 | Music |
| 32 | Physics |
| 33 | Political Science |
| 34 | Primary Education |
| 35 | Social Studies and Civic Education |
| 36 | Special Needs Education |
| 37 | Sustainable Development Studies |
| 38 | Technology Education |
| 39 | Yoruba |



Preamble

The Core Curriculum Minimum Academic Standards (CCMAS) are designed for the education and training of undergraduate students wishing to obtain first degrees in the different areas of Education in Nigerian University System. Presented in this section are the basic operational elements that serve to define the minimum academic standards required to achieve the cardinal goal of producing graduates in Education with sufficient academic background to face the challenges of a developing economy in an increasingly globalized economy.

It is pertinent to note that this CCMAS document is expected to guide institutions in the design of curricula for their Education programmes by stipulating the minimum requirements. Being such, institutions are encouraged to take due cognizance of the CCMAS while bringing necessary innovation to the content and delivery of their programmes towards achieving the overall goal of Education and training in the country.

Programmes and Degrees

The programmes are **Education Programmes** which covers the following degree areas.

Table 1: 1 List of Programmes and Degrees

| S/N | Programme | Degree In View |
|-----|--|----------------|
| 1 | Adult and Continuing Education | B. Sc. (Ed) |
| 2 | Agricultural Education | B. Sc. (Ed) |
| 3 | Arabic | B. A. (Ed) |
| 4 | Biology | B. Sc. (Ed) |
| 5 | Business Education | B. Sc. (Ed) |
| 6 | Chemistry | B. Sc. (Ed) |
| 7 | Christian Religious Studies | B.A. (Ed) |
| 8 | Computer Science | B. Sc. (Ed) |
| 9 | Creative Arts Education | B. A. (Ed) |
| 10 | Early Childhood Education | B. (Ed) |
| 11 | Economics | B. Sc. (Ed) |
| 12 | Educational Management | B. (Ed) |
| 13 | Efik-Ibibio Education | B. A. (Ed) |
| 14 | English Language/Literature-in-English | B. A. (Ed) |
| 15 | Entrepreneurship Education | B. Ed |
| 16 | Environmental Education | B. Sc. (Ed) |
| 17 | French | B. A. (Ed) |
| 18 | Geography | B. Sc. (Ed) |
| 19 | Guidance and Counseling | B. (Ed) |
| 20 | Hausa | B. A. (Ed) |
| 21 | Health Education | B. (Ed) |
| 22 | History | B. A. (Ed) |
| 23 | Home Economics | B. Sc. (Ed) |
| 24 | Human Kinetics/Physical Education | B. Sc. (Ed) |
| 25 | Igbo | B. A. (Ed) |
| 26 | Integrated Science | B. Sc. (Ed) |
| 27 | Islamic Studies | B. A. (Ed) |
| 28 | Language Arts and Communication | B. A. (Ed) |



| | | |
|----|------------------------------------|---------------|
| 29 | Library and Information Science | B. Ed |
| 30 | Mathematics | B. Sc. (Ed) |
| 31 | Music | B. A. (Ed) |
| 32 | Physics | B. Sc. (Ed) |
| 33 | Political Science | B. Sc. (Ed) |
| 34 | Primary Education | B. Ed |
| 35 | Social Studies and Civic Education | B. Sc. (Ed) |
| 36 | Special Needs Education | B. (Ed) |
| 37 | Sustainable Development Studies | B. Sc. (Ed) |
| 38 | Technology Education | B. Tech. (Ed) |
| 39 | Yoruba | B. A. (Ed) |

Philosophy, Aims and Objectives of Education

Philosophy

The Philosophy of the programmes in Education is aimed at achieving the goals and objectives of the National Policy on Education. The national philosophy is in turn based on the following general aspirations of Nigeria as contained in **Section 1 Paragraph 3 of the National Policy on Education:**

1. a free and democratic society;
2. a just and egalitarian society;
3. a united, strong and self-reliant nation;
4. a great and dynamic economy; and
5. a land of bright and full opportunities for all citizens.

The Faculty of Education should therefore be able to enhance the development of the following:-

1. respect for the worth and dignity of the individual;
2. faith in man's ability to make rational decisions;
3. moral and spiritual values in inter-personal and human relations;
4. respect for the dignity of labour and promotion of the emotional, physical and psychological health of all children;
5. shared responsibility for the common good of society;
6. the inculcation of national consciousness and national unity;
7. the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian Society; and
8. the training of the mind in the understanding of the world around and the acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of his society.

To make the philosophy functional, the National Policy in sections 8 provides details of these goals under Higher Education in general and Teacher Education in particular. The provisions as contained in section 5 are as follows:-

1. the acquisition, development and inculcation of the proper value-orientation for the survival of the individuals and society;
2. the development of the intellectual capacities of individuals to understand and appreciate their environments;
3. the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; and

4. the acquisition of an objective view of the local and external environments.

The traditional roles of the universities, are namely:

1. teaching;
2. research;
3. dissemination of existing and new information;
4. pursuit of service to the community; and
5. being a storehouse of knowledge.

The general philosophy therefore is to produce graduates with high academic and ethical standard and adequate practical exposure for self-employment as well as being of immediate value to industry and the community in general.

Objectives

The general objective of Education and Training should be in consonance with the realisation of national needs and aspirations vis-à-vis personal and national development. The graduates must therefore be resourceful, creative, knowledgeable and should be able to:

1. demonstrate prospective teachers with proper leadership qualities;
2. exhibit the knowledge, skills and attitudes which will enable them to contribute to the growth and development of their communities in particular and their nation in general;
3. be able to exhibit sound mastery of their subject areas and the ability to impart such knowledge to their students;
4. professionally show mastery of problem solving skills;
5. be highly motivated, conscientious and efficient classroom teachers for all levels of our Educational System;
6. be able to fit into the social life of the community and society at large and enhance their commitment to national objectives;
7. internalize the intellectual and professional background, adequate for their alignment and to make them adaptable to any changing situation, not only in the life of their country but in the wide world;
8. demonstrate the spirit of enquiry, creativity and entrepreneurship in teachers;
9. enhance commitment to the teaching profession; and
10. apply the skills in the use of new technologies.

Learning Outcomes

Regime of Subject Knowledge

The programmes and their curricula should give students comprehensive education and training that equip them with knowledge, decision-making and problem-solving skills in a variety of areas.

Competencies and Skills

The general skills should include competencies in computer literacy, quantitative skills, communication skills, interpersonal skills, organization skills, Information Technology skill and Entrepreneurship skills.

Education related cognitive abilities and skills required are as follows:

1. ability to recognize and analyze education problems and evolve strategies for their solutions;
2. ability to recognize and implement good education policies;



3. computational and data processing skills, relating to education, financial and manpower data; and
4. ability to demonstrate knowledge and understanding of essential facts, concepts and principles, and apply theories to education. Acquire knowledge in problem solving through Micro-Teaching, Teaching Practice, Industrial attachment, Industrial Seminars and Student Apprenticeship Scheme.

Behavioural Attributes

Graduates of these programmes should:

1. understand the social-cultural environment in which they find themselves and how such environment conditions behaviour;
2. be able to understand, explain, predict and influence human behaviour in work organizations;
3. relate the knowledge of human behaviour to the ethics of their relevant professions; and
4. understand the relationship between culture and behaviour and why a unimodal system of behaviour may not work.

Admission Requirements and Duration of the Programmes

Candidates are admitted into the degree programmes in any of the following two ways:

- University Tertiary Matriculation Examination (UTME)
- Direct Entry

UTME Entry Mode

The minimum academic requirement is credit level passes in five subjects at O'Level in nationally recognised examination including English Language and Mathematics (where specified) at not more than two sittings. Candidates studying sciences and arts subjects must obtain credit level passes in those subjects.

Direct Entry Mode

In addition to O'Level requirements stipulated above, applicants should possess at least two A'Level papers in relevant subjects in any of the following:

1. A pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied).
2. Two (2) passes in relevant subject areas at Advanced level.
3. Passes in two (2) major subjects in relevant areas in the NCE.
4. Two (2) passes at the IJMB (Interim Joint Matriculation Board) examination or Cambridge Moderated Schools of Basic Studies Terminal Examinations or International Baccalaureate from a recognized institution.
5. For B.Ed (Technology) Programme: holders of NCE, City and Guilds as well as ND and NBC/NTC Certificates, may be admitted.

Duration

UTME

Four (4) academic sessions or eight (8) semesters.



Direct Entry

Three academic sessions or six (6) semesters. In general, no student will be allowed to exceed an additional 50% of the normal duration of the programme.

Course System

Credits are weights attached to a course. One credit is equivalent to one hour per week per semester of 15 weeks of lectures or three hours of laboratory/studio/workshop work per week per semester of 15 weeks.

Definition of Course System

This should be understood to mean a quantitative system of organization of the curriculum in which subject areas are broken down into unit courses which are examinable and for which students earn credit(s) if passed. The courses are arranged in progressive order of complexity or in levels of academic progress. Level 1 courses are for example 100 and 101; Level II courses are for example 200 and 202. The second aspect of the system is that courses are assigned weights allied to Units.

Units

Consist of specified number of student-teacher contact hours per week per semester. Units are used in two complementary ways: one, as a measure of course weighting, and the other, as an indicator of student workload. As a measure of course weighting for each Unit course (e.g. EDU 101, EDU 201, ARCH 504), the credit unit to be earned for satisfactorily completing the course is specified; e.g. a 2-credit unit course may mean two 1-hour lecture per week per semester or one 1-hour lecture plus 3-hour practical per week per semester.

As a measure of workload, "One Credit Unit" means one hour of lecture or one hour of tutorial per week per semester. For other forms of teaching requiring student teacher contact, the following equivalents may apply: two hours of seminar, three hours of laboratory or field work, Clinical practice/practicum, studio practice or stadium sporting activity, six hours of teaching practice; four weeks of industrial attachment where applicable.

Normally, in Course Credit System, courses are mounted all year round, thus enabling students to participate in examinations in which they are unsuccessful or unable to participate on account of ill health or for other genuine reasons. In such a system, no special provisions are made for re-sit examinations.

The minimum number of credit units for the award of a degree is 120 units, subject to the usual Department and Faculty requirements. A student shall therefore qualify for the award of a degree when he has met the conditions.

The minimum credit load per semester is 15 credit units. For the purpose of calculating a student's cumulative GPA(CGPA) in order to determine the class of Degree to be awarded, grades obtained in all the courses whether compulsory or optional and whether passed or failed must be included in the computation.

Even when a student repeats the same course once or more before passing it or substitutes another course for a failed optional course, grades scored at each and all attempts shall be included in the computation of the GPA. Pre - requisite courses must be taken and passed before a particular course at a higher level.



Grading of Courses

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point as shown in Table 1.2.

Table 1. 2 Grade Point System

| Mark % | Letter Grade | Grade Point |
|----------|--------------|-------------|
| 70 – 100 | A | 5 |
| 60 – 69 | B | 4 |
| 50 – 59 | C | 3 |
| 45 – 49 | D | 2 |
| 40 – 44 | E | 1 |
| 0- 39 | F | 0 |

Grade Point Average and Cumulative Grade Point Average

For the purpose of determining a student's standing at the end of every semester, the Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total number of Units x Grade Point (TUGP) by the total number of units (TNU) for all the courses taken in the semester as illustrated in Table 1.3.

The Cumulative Grade Point Average (CGPA) over a period of semesters is calculated in the same manner as the GPA by using the grade points of all the courses taken during the period.

Table 1:3 Calculation of GPA or CGPA

| Course | Units | Grade Point | Units x Grade Point (UGP) |
|----------------|----------------|-----------------|----------------------------------|
| C ₁ | U ₁ | GP ₁ | U ₁ x GP ₁ |
| C ₂ | U ₂ | GP ₂ | U ₂ x GP ₂ |
| - | - | - | - |
| - | - | - | - |
| C _i | U _i | GP _i | U _i x GP _i |
| - | - | - | - |
| - | - | - | - |
| C _N | U _N | GP _N | U _N x GP _N |
| TOTAL | TNU | | TUGP |

$$TNU = \sum_{i=1}^N U_i \quad TUGP = \sum_{i=1}^N U_i * GP_i \quad CGPA = \frac{TUGP}{TNU}$$

Degree Classifications

Classes of degree are to be awarded depending on the cumulative GPA obtained. The classes of degrees that may be awarded are First Class Honours, Second Class Honours (Upper Division), Second Class Honours (Lower Division) and Third Class Honours (see Table 1.4).

Table 1.4: Degree Classification

| CGPA | Class of Degree |
|-------------|---------------------------------------|
| 4.50 – 5.00 | First Class Honours |
| 3.50 – 4.49 | Second Class Honours (Upper Division) |
| 2.40 – 3.49 | Second Class Honours (Lower Division) |
| 1.50 – 2.39 | Third Class Honours |
| 1.00 – 1.49 | Pass |



Probation

Probation is a status granted to a student whose academic performance fall below an acceptable standard. A student whose Cumulative Grade Point Average is below 1.00 at the end of a particular year of study, earns a period of probation for one academic session.

Withdrawal

A candidate whose Cumulative Grade Point Average is below 1.00 at the end of a particular period of probation should be required to withdraw from the University. Where possible, consideration may be given to a student withdrawn from a programme of study for transfer to any other programme within the same university.

Subject to the conditions for withdrawal and probation, a student may be allowed to repeat the failed course Unit(s) at the next available opportunity, provided that the total number of credit units carried during that semester does not exceed 24, and the Grade Points earned at all attempts shall count towards the CGPA.

Modes of Student Assessment

All courses taken must be evaluated and a final grade given at the end of the semester. To arrive at the final grade, the evaluation must be a continuous process consisting of some or all of the following where applicable:

- (i) Continuous Assessment
- (ii) Examinations

Continuous Assessment

Continuous assessment shall be done through essays and tests. Scores from continuous assessment shall normally constitute 30-40 per cent of the full marks for courses which are primarily theoretical.

Teaching Practice

This is twelve weeks of supervised teaching practice (TP). Students are assigned to secondary schools to practice the art of teaching in their subject areas under the mentorship of professionally-trained teachers.

Examinations

In addition to continuous assessment, final examinations should normally be given for every course at the end of each semester. All courses shall be graded out of a maximum of 100 marks comprising:

Final Examination: 60% - 70%

Continuous assessment (Quizzes, Homework, Tests and Practical): 30% - 40%

External Examiner System

The involvement of external examiners from other universities is a crucial quality assurance requirement for all courses in Nigerian University System. In this regard, external examiner should go beyond mere moderation of examination questions to examining of examination papers to scope and depth of examination questions vis a vis the curricular expectation.

Students' Evaluation of Courses

There should be an established mechanism to enable students to evaluate courses delivered to them at the end of each semester. This should be an integral component of the course credit system to serve as an opportunity for feedback on the effectiveness of course delivery. Such an evaluation which should be undertaken by students at the end of each course, should capture, among others:



1. improvement in the effectiveness of course delivery;
2. continual update of lecture materials to incorporate emerging new concepts;
3. effective usage of teaching aids and tools to maximize impact of knowledge on students;
4. improvement in students' performance through effective delivery of tutorials, timely in;
and
5. presentation of continuous assessment and high-quality examination.

It is very important that students' evaluation of courses be administered fairly and transparently through the use of well-designed questionnaires. The completed questionnaires should be professionally analyzed and results discussed with the course lecturer(s) towards improvement in course delivery in all its ramifications.



B. Sc. (Ed) Adult and Continuing Education

Overview

The B.Ed Adult and Continuing Education programme has degree options in the arts, social sciences and science. There are several stress areas in the programme. These include literacy and vocational education, continuing education, distance education, women education, community development, industrial and labour studies, cooperative management, and social development and extension education. The structure and content of core courses prescribed for the various stress areas as well as the expected learning outcomes are presented. The Adult and Continuing Education programme is designed to train high level human resources equipped with knowledge, skills and the right attitudes for enhancing personal and national development goals.

Philosophy

The philosophy of the B.Ed Adult and Continuing Education programme is derived from the National Policy on Education which identified Nigeria's national development goals. Adult Education being part of the education discipline is poised to help Nigeria achieve those national development goals. The programme is geared towards inculcating relevant knowledge, skills and appropriate attitudes and values for the development of the individual, the community and the nation at large.

Objectives

The B. Ed (Adult Education) programme seeks to achieve the following key objectives. To produce:

1. high level human resource in adult and continuing education with competencies in helping youth and adult learning;
2. personnel with competencies in planning, organising, managing and evaluating adult and continuing education programmes;
3. personnel with good knowledge of adult education theory and practice;
4. graduates with capacity and interest to translate their new knowledge and skills into entrepreneurial opportunities;
5. personnel that are ready to serve as agents of social change, community and national development; and
6. graduates with problem solving skills and capacity to adapt to changing social circumstances.

Unique Features of the programme

The unique features of the programme are:

1. this curriculum puts greater emphasis on real life situations of students and graduates to serve as catalysts to national development;
2. much emphasis is placed on skills development and students/graduates capacity to operate in a digital world;
3. increased injection of the use of ICT and virtual learning mode for adult education in the 21st century;
4. also embedded in the new adult education curriculum is the emphasis on entrepreneurial skills to produce job creators instead of job seekers;
5. the use of open and distance learning in adult education has also been strengthened;
6. the simple to complex approach has been maintained in both the arrangement of topics and courses across stress areas in consideration of the background of learners; and
7. administration as a stress area has now been emphasised.



Employability Skills

The graduate of B.Ed Adult and Continuing Education should be equipped with the following employability skills. The ability to:

1. teach relevant subjects at all levels from basic to tertiary.
2. establish and operate adult and continuing education centres for human capacity development.
3. work as an adult education entrepreneur.
4. effectively function as an adult educator both in public and private institutions.
5. work effectively in various capacities in the ministries devoted to their stress area such as Ministry of Women Affairs and Social Development.
6. design and develop instructional materials and other resources for adult education.
7. serve as a dependable agent of community and national development.
8. Serves as Instructors or facilitators in religious centres.

21st Century Skills

The Adult and Continuing Education programme has emphasised and will lead to the development of some twenty first century skills in the students. These include:

1. cooperation and citizenship skills;
2. critical thinking;
3. communication and literacy (media & technology) skills;
4. creativity and innovation skills; and
5. flexibility.

Admission and Graduation Requirements

Admission Requirements

Candidates are admitted into the degree programmes in any of the following:

4 Years Degree Programme

In addition to UTME requirements, the admission for the four year degree programme in Adult and Continuing Education are Five (5) Senior Secondary Certificate (SSC) (or equivalent) credit passes obtained at not more than two sittings. The five credits must include Mathematics and English Language. Candidates studying sciences, arts and social sciences subjects must obtain credit level passes in those subjects.

Direct Entry

For Direct Entry students, Five Senior Secondary School Certificate SSC (or its equivalent) credit passes including Mathematics, English Language and any relevant subject, two of which must be in any of the following:

1. A pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied).
2. Two passes in relevant subject areas at Advanced level.
3. Passes in two major subjects in relevant areas in the NCE.
4. Two passes at the IJMB (Interim Joint Matriculation Board) examination or Cambridge Moderated Schools of Basic Studies Terminal Examinations or International Baccalaureate from a recognized institution.
5. For B.Ed (Technology) Programme: holders of NCE, City and Guilds as well as OND and NBC/NTC Certificates, may be admitted.

Graduation Requirements

The following regulations shall govern the conditions for the award of an honours degree.

1. Candidates admitted through the UTME mode shall have registered for at least 120 units of courses during the 4-year degree programme.



- Candidates must have registered and passed all the compulsory courses specified for the programme.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree.

The B.Ed Honours degree (Adult Education) student is expected to take courses in any of the following specialist practice areas in addition to having a teaching subject:

- Literacy and Vocational Education
- Community Development
- Social Development and Extension
- Cooperative Management
- Women Education
- Industrial and Labour Studies
- Distance Education
- Administration
- Security Education
- Organization and Administration

Adult Education is in Group A of education programmes. Therefore, common core courses make up 24 credit units, while 16 credit units are for each of the stress areas making a total of 40 units.

100 level

| Course Code | Course Title | Units | Status | LH | PH |
|---|---|-------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 30 | |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | |
| EDUC 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | |
| EAE 101 | Introduction to Adult Education | 2 | C | 30 | |
| EAE 102 | Adult Education and Development | 2 | C | 30 | |
| Six (6) units of teaching subjects in areas of Arts, Social Sciences or Science. | | 6 | C | 90 | |
| Choose One Area of Specialisation | | | | | |
| Literacy and Vocational Education | | | | | |
| EAE 111 | Literacy and Vocational skills for Development | 2 | C | 30 | |
| EAE 112 | Oracy and Linguistic Literacy in English | 2 | C | 30 | |
| Community Development | | | | | |
| Course Code | Course Title | Units | Status | LH | PH |
| EAE 121 | Introduction to Community Development | 2 | C | 30 | |
| EAE 122 | Adult Education and Community Development | 2 | C | 30 | |
| Social Development and Extension | | | | | |
| EAE 131 | Working with Marginal Groups | 2 | C | 30 | |



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|--------------------------------------|---|---|---|-----------|--|
| EAE 132 | Critical Pedagogy | 2 | C | 30 | |
| Cooperative Management | | | | | |
| EAE 141 | Historical Perspectives of Cooperatives in Nigeria | 2 | C | 30 | |
| EAE 142 | Introduction to Philosophy of Cooperatives and Cooperative Management | 2 | C | 30 | |
| Women Education | | | | | |
| EAE 151 | Introduction to Gender Studies | 2 | C | 30 | |
| EAE 152 | Government Policies and Development of Women | 2 | C | 30 | |
| Industrial and Labour Studies | | | | | |
| EAE 161 | Introduction to Industrial Education | 2 | C | 30 | |
| EAE 162 | Introduction to Personnel Development and Administration | 2 | C | 30 | |
| Distance Education | | | | | |
| EAE 171 | History of Distance Education | 2 | C | 30 | |
| EAE 172 | Open Learning System and Learning in Non-School Environment | 2 | C | 30 | |
| Administration | | | | | |
| EAE 162 | Introduction to Personnel Development and Administration | 2 | C | 30 | |
| EAE131 | Working with marginalised groups | 2 | C | 30 | |

200 Level

| Course Code | Course Title | Units | Status | LH | PH |
|---|--|-------|--------|-----|----|
| GST 212 | Philosophy, Logic, and Human Existence | 2 | C | 30 | |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | |
| EDUC 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | |
| EAE 201 | Psychology of Adult Learning | 2 | C | 30 | |
| EAE 203 | Historical Development of Adult Education in Nigeria and Elsewhere | 2 | C | 30 | |
| EAE 204 | Sociology of Adult Education | 2 | C | 30 | |
| EAE 206 | Introduction to Non-Formal Education | 2 | C | 30 | |
| Eight (8) units of Teaching subject areas in the Arts, Social Sciences or Science. | | 8 | C | 120 | |
| Literacy and Vocational Education | | | | | |
| EAE 211 | Theories of Andragogy Applied to Literacy Learning | 2 | C | 30 | |
| EAE 212 | Literacy Education and Social Change | 2 | C | 30 | |
| Community Development | | | | | |
| EAE 221 | Socio-cultural Features of Community Development | 2 | C | 30 | |
| EAE 222 | Comparative Studies in Community Development | 2 | C | 30 | |
| Social Development and Extension | | | | | |
| EAE 231 | Learning in Non-School Environment | 2 | C | 30 | |
| EAE 232 | Political Economy of Extension | 2 | C | 30 | |



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|--------------------------------------|---|---|---|----|--|
| Cooperative Management | | | | | |
| EAE 241 | Bye Laws and Registration | 2 | C | 30 | |
| EAE 242 | Cooperatives and National Development | 2 | C | 30 | |
| Women Education | | | | | |
| EAE 251 | Women and Education | 2 | C | 30 | |
| EAE 252 | Reproductive Health of Women and Environment | 2 | C | 30 | |
| Industrial and Labour Studies | | | | | |
| EAE 261 | Management of Small Scale Industries | 2 | C | 30 | |
| EAE 262 | Workers Education, Skills and Scaling in Labour | 2 | C | 30 | |
| Distance Education | | | | | |
| EAE 271 | Instructional Technology in Distance Education | 2 | C | 30 | |
| EAE 272 | Programme Monitoring and Evaluation in Distance Education | 2 | C | 30 | |
| Administration | | | | | |
| EAE 281 | Financing Adult Education | 2 | C | 30 | |
| EAE 282 | Administration of Adult Education: Theory and Practice | 2 | C | 30 | |

300 Level

| Course Code | Course Title | Units | Status | LH | PH |
|---|---|-------|--------|-----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | |
| ENT 312 | Venture Creation | 2 | C | 30 | |
| EDU 301 | Teaching Practice | 3 | C | | 135 |
| EDU 302 | Educational Measurements, Test, Research Methods and Statistics | 3 | C | 45 | |
| EAE 301 | Funding and Management of Adult Education | 2 | C | 30 | |
| EAE 302 | Teaching Principles and Practice in Adult Education | 2 | C | 30 | |
| EAE 303 | Comparative Adult Education | 2 | C | 30 | |
| Six (6) units of Teaching subject areas in the Arts, Social Sciences or Science. | | 8 | C | 120 | |
| Literacy and Vocational Education | | | | | |
| EAE 311 | Post Literacy and Resources in Adult Education | 2 | C | 30 | |
| EAE 312 | Management of Small Scale Business | 2 | C | 30 | |
| Community Development | | | | | |
| EAE 321 | Ecosystem and Community Development | 2 | C | 30 | |
| EAE 322 | Community Education for Population and Disaster Management | 2 | C | 30 | |
| Social Development and Extension | | | | | |
| EAE 331 | Education for Social Development | 2 | C | 30 | |
| EAE 332 | Economics of Agricultural Education and Extension | 2 | C | 30 | |
| Cooperative Management | | | | | |



| | | | | | |
|--------------------------------------|--|---|---|----|----|
| EAE 342 | Programme Evaluation and Impact Assessment in Cooperative Management | 2 | C | 30 | |
| EAE 351 | Cooperative Studies in Women Education | 2 | C | 30 | |
| Women Education | | | | | |
| EAE 351 | Cooperative Studies in Women Education | 2 | C | 30 | |
| EAE 352 | Women Education: Concerns of Health and Safety | 2 | C | 30 | |
| Industrial and Labour Studies | | | | | |
| EAE 361 | Dynamics of Organisation, Labour and Labour Policies in a Changing Economy | 2 | C | 30 | |
| EAE 362 | Crises Management and Industrial Communication in Industries | 2 | C | 30 | |
| Distance Education | | | | | |
| EAE 371 | Programme Monitoring and Evaluation in Distance Education | 2 | C | 30 | |
| EAE 372 | Record and Information Management in Distance Education | 2 | C | 30 | |
| Administration | | | | | |
| EAE 381 | Resource Development in Adult Education | 2 | C | 30 | |
| EAE 382 | Practicum in Administration of Adult Education | 2 | C | | 90 |

400 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--|---|-------|--------|----|-----|
| EDU 400 | Project | 3 | C | | 135 |
| EDUC 401 | Teaching Practice II | 3 | C | | 135 |
| EAE 401 | Adult Education Programme Planning and Development | 2 | C | 30 | |
| EAE 402 | Evaluation of Adult Education Programme | 2 | C | 30 | |
| EAE 403 | ICT and Communication Media in Adult Education | 2 | C | 30 | |
| Literacy and Vocational Development | | | | | |
| EAE 411 | Primer Construction and Research in Adult Literacy | 2 | C | 30 | |
| EAE 412 | Contemporary Issues in Literacy and Vocational Skills Education | 2 | C | 30 | |
| Community Development | | | | | |
| EAE 421 | Sociology of Development | 2 | C | 30 | |
| EAE 422 | Needs Analysis and Evaluation of Community Development | 2 | C | 30 | |
| Social Development and Extension | | | | | |
| EAE 431 | Adult Education and Integrated Social Development | 2 | C | 30 | |
| EAE 432 | Basic Processes in Facilitating Extension | 2 | C | 30 | |



| | | | | | |
|--------------------------------------|---|---|---|----|--|
| Cooperative Management | | | | | |
| EAE 441 | Cooperative Economics | 2 | C | 30 | |
| EAE 442 | Issues in Nigerian Cooperatives | 2 | C | 30 | |
| Women Education | | | | | |
| EAE 451 | Women Achievement and Career Motivation | 2 | C | 30 | |
| EAE 452 | Intervention and Evaluation in Women Education | 2 | C | 30 | |
| Industrial and Labour Studies | | | | | |
| EAE 461 | Personnel Management and Industrial Relations | 2 | C | 30 | |
| EAE 462 | Labour Studies, Collective Bargaining and the History of the Nigerian Labour Movement | 2 | C | 30 | |
| Distance Education | | | | | |
| EAE 471 | Economics of Distance Education | 2 | C | 30 | |
| EAE 472 | Management of Distance Education | 2 | C | 30 | |
| Administration | | | | | |
| EAE 481 | Supervision and Change in Adult Education | 2 | C | 30 | |
| EAE 482 | Innovations in Adult Education | 2 | C | 30 | |

NOTE:

Students should take twenty units of compulsory courses from teaching subjects of their choice as approved by the Departmental Board. These subjects cut across the Arts, Social Sciences and Science.

Course Contents and Learning Outcomes

100 Level

GST 111 Communication in English (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and



Explanations).Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making and Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning.Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups).Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria).Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence).Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War).Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights.Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts.Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;



5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning; enumerate historical and current developments in sociology of education; and
9. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession, ethics of the teaching profession. Pedagogical content knowledge, intellectual and practical competencies required by the teacher. Link between education and development. Educational development and institutions, from ancient times to the present with particular reference to the evolution of modern education in Nigeria. Brief treatment of learning from the behaviorist, cognitive and sociocultural perspectives, child and adolescent development, learner characteristics, intelligence, creativity, motivation. Values in education, major tenets of Idealism, Realism, Neo-Thomism, Experimentalism and Existentialism and their applications in education. Sociological approaches to learning, social context and social structure and their roles in education.

EAE 101: Introduction to Adult Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. give the meaning and scope of adult education;
2. discuss the significance of the study of adult-education;
3. identify challenges facing adult education practice in Nigeria; and
4. discuss the career opportunities for adult education graduates.

Course Contents

Concepts of adulthood: Education and adult education. Scope and significance of adult education. The neglect of adults in the scheme of formal education in developing countries. The role of adult education and its goals and activities. The challenges facing adult education practice in Nigeria. Career opportunities for adult educators in Nigeria.

EAE 102: Adult Education and Development

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the link between education and nation building;
2. express the knowledge of certain education theories guiding national development and education;
3. provide diverse explanations of social change and development;
4. identify needed social changes in the community and their challenges;
5. state the role of adult education in promoting social change; and
6. discuss the role of university adult education in national development;

Course Contents

Education of adults and national development. Concept of development and its relation to education. Theories of development in the context of nation states/factors affecting developing societies. Theories of social change and social development. Types, approaches and management of change as well as constraints to social change. Role of adult education



in promoting social change. Social policies with focus on Nigeria. University adult education in developing countries with particular focus on Nigeria.

EAE 111: Literacy and Vocational Skills for Development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the difference between the production of vowel and consonant sounds;
2. list many phonological features of language (mother tongue & English) with examples of effect on communication;
3. use and critique certain features in samples of oral communication;
4. identify appropriate techniques for sounding new words; determining meaning of words and others;
5. use techniques to make out correct features of a language in an oral or written passage; and
6. create materials for group to practice using the techniques.

Course Contents

The necessity, importance and currency of literacy in various vocational and technological endeavours. Generation of knowledge of various job skills, career training, and trades that are based on manual and semi/skilled labour. Different approaches to literacy and vocational and technological skills. The importance and contribution of vocational skills. Relevance in Nigerian context for individual, overall national development, employment and entrepreneurial value of the learner.

EAE 112: Oracy and Linguistic Literacy in English (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the student should be able to:

1. explain the difference between the production of vowel and consonant sounds;
2. list many phonological features of language (mother tongue & English) with examples of effect on communication;
3. use and critique certain features in samples of oral communication;
4. identify appropriate techniques for sounding new words; determining meaning of words and others;
5. use techniques to make out correct features of a language in an oral or written passage; and
6. create materials for group to practice using the techniques.

Course Contents

The importance of phonological features of language in communication and comprehension. Develops students listening and speaking skills. The ability to perceive and pronounce English sounds correctly. Types of listening and speaking skills. Practice in the ability to discriminate and produce vowel and consonant sounds, diphthongs, segmental and supra segmental. Different classroom techniques used to practice English phonology, grammar and vocabulary in a new language. Practice with repetition, substitution, look & say, matching techniques used normally for beginner language learners. Practice in the creation and development of materials for the purpose.



EAE 121: Introduction to Community Development**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. explain the meaning of community and community development;
2. give reasons why community development is important;
3. list economic, social and cultural factors that affect community well-being and development; and
4. describe how education can affect community development.

Course Contents

Concept of Community Development. Meaning of community as distinct from group or society; rural and urban communities. Characteristics and assumptions of community development programmes and their component projects. Economic, cultural and social factors in community development in Nigeria Education as a potent force in poverty elimination/wealth generation in Nigerian communities.

EAE 122: Adult Education and Community Development**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. state the role and importance of adult education in relation to the Nigerian environment and SDGs;
2. explain the concepts of self-relevance and self-reliance as goals of adult education and how they can be achieved; and
3. discuss what strategies can be used to conduct successful adult education in Nigeria.

Course Contents

The importance and role of adult education in community development in Nigeria. Challenges of poverty, location, tradition to education and community development in Nigeria. The concepts of self-relevance, self-reliance and basic needs approach, relating and adapting the concepts to Nigerian situation.

EAE 131: Working with Marginal Groups**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. identify various marginalised groups and their educational needs;
2. describe the principles and techniques of working with marginalised groups;
3. discuss the challenges affecting the education of marginalised groups in Nigeria;
4. state effective ways of organising and addressing the challenges of marginalised groups; and
5. explain the importance of inclusion of the marginalised group for sustainable development.

Course Contents

The concept of marginalised groups in society such as women, orphans, the poor, the sick, people living with HIV and AIDS, the handicapped, ethnic minorities and others. Principles and strategies for working with marginalised groups. The organisation of programmes for marginalised groups – government and private efforts. National policy and programmes for



marginalised groups. Challenges in addressing the needs of marginalised groups. Inclusiveness and sustainability.

EAE 132: Critical Pedagogy

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain certain methods of helping adults learn;
2. discuss the roles of Malcolm Knowles and Paulo Freire in shaping adult education instruction;
3. discuss Nigeria's national policy on education provisions on adult education instruction; and
4. discuss the meaning, scope and significance of extension education.

Course Contents

The methods of helping adults learn. Introduction of the teacher not as a depositor of knowledge (so-called banking concept) nor learners as recipients. Paulo Freire and conscientization. Malcolm Knowles and andragogy. National policy on education and adult instructional strategies and techniques. Principles of adult learning in Nigeria. Introduction to the meaning, scope and significance of extension education.

EAE 141: Historical Perspectives of Cooperative in Nigeria (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. give an historical account of cooperative movement in Nigeria before and after independence;
2. highlight the factors that contributed to the growth and development of cooperative societies in different sectors of the society; and
3. describe the transformative process of the Cooperative from the traditional to the modern form.

Course Contents

The predisposing factors leading to the emergence of cooperative movement in Nigeria. The origins of cooperative movement in Nigeria in pre-independence and post-Independence era. The nature and forms of the cooperative movement and the growth and developmental processes. Provision of an adequate map of the relevant timelines regarding the beginning of various cooperative ventures in diverse fields such as housing, transportation, institutions, and agriculture such as Fadama.

EAE 142: Introduction to Philosophy of Cooperatives and Cooperative Management (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. discuss the concept of cooperatives and describe the basis and basic principles of cooperative;
2. identify the types and forms of cooperatives in Nigeria and state the advantages of cooperative;
3. highlight the distinction between cooperatives and other business enterprise;



4. explain the concept of cooperative management and describe cooperative governance; and
5. enumerate the challenges facing cooperatives in Nigeria.

Course Contents

The importance, purpose and basis of co-operatives. Principles of cooperatives; Governance and management of cooperatives. The concept of the cooperative, its advantages, history, types and forms in Nigeria. Models of co-operative management. The distinction between cooperatives and other forms of business.

EAE 151 Introduction to Gender Studies

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. outline the scope of gender studies and basic concepts;
2. trace historical differentiation of male and female roles;
3. explain the multidisciplinary nature of women's affairs;
4. describe the normal, traditional roles reserved for women in Nigerian society;
5. explain the global and local forces for change; and
6. state the problems of changing the normative status of women and suggest solutions.

Course Contents

Interdisciplinary nature and scope of gender studies; Distinction between gender and sex; Analyses and construction of male and female roles historically and from perspective of various disciplines; The traditional types of roles reserved for women in the family, in other societal institutions; Factors and indices of changing economic, social and political roles; The necessity for change and constraints; Global trends and areas of particular interest in developed and developing countries.

EAE 152: Government Policies and Development of Women (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the importance of government articulated policy for women development;
2. identify the landmark policy statements and instruments and underlying global influences if any;
3. analyse the focus and targets of policies;
4. assess extent and success of implementation and sustainability;
5. trace historically the focal points of women education in response to growing demands;
6. identify the socio-cultural and economic factors placing constraints on women education in the Nigerian environment;
7. summarise and assess individual, private and government interventions to equalize women educational opportunities; and
8. suggest further action to be taken in Nigeria to meet 2030 targets.

Course Contents

The role, genesis and importance of policy in women development, traditional education and objectives. Expanded demands and tackling the socio-cultural and economic factors that create disadvantages in women education. Projects, strategies and efforts being made to equalize educational and other opportunities. Targets of policies and laws in women development. Implementation and impact of various policies and legislations put in place by government to promote women interests – rights, equality, empowerment and to narrow



gender disparity in the country global influences and sustainability. Assessment against achievement of SDGs and 2030 target.

EAE 161: Introduction to Industrial Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students are expected to:

1. identify various occupations and careers in industry;
2. explain key terms in the world of work;
3. discuss the concepts of industry, education, and industrial education;
4. mention different types of industry and nature of their production; and
5. describe forms of industrial education essential to enhance workers' skills, competence and productivity.

Course Contents

Specialized skills related to a variety of occupations and careers in the society. Key terms relating to the world of work are discussed. Concepts of industry, education, and industrial education. Different types of industry and nature of their production as well as different forms of industrial education necessary for the enhancement of workers' skills, competences and productivity.

EAE 162: Introduction to Personnel Development and Administration **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, students are expected to:

1. explain personnel development and highlight importance of personnel training;
2. discuss workers' training needs, in-service training, training on the job;
3. highlight the steps to mentoring of workers in an industry;
4. describe how targets are set and met in an industry;
5. explain personnel administration and identify principles, policies, and practices in personnel administration;
6. describe methods of job design in industry; and
7. highlight techniques of staff recruitment, selection and placement in industry; and identify the yardsticks used for workers' promotion.

Course Contents

Origin and development of personnel administration. The principles, policies and practices in personnel administration and their implications for industries. Principles and methods applied to the problems of (a) job design (b) recruitment (c) promotion (d) selection (e) placement and (f) evaluation of personnel. How workers in an organization can assist to grow and manage for productivity. Concept of personnel development. Personnel training. Assessing and meeting workers' training needs. In-service training, training on the job, mentoring of workers, job description and assignment of duties. Setting and meeting targets of production and delivery.

EAE 171: History of Distance Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. give a historical background of open and distance education/learning in Nigeria;
2. examine the different models of distance learning in Nigeria;



3. highlight the roles of mass media in the development of open and distance education in Nigeria;
4. identify the distinction between distance education and other terminologies with distance education;
5. give examples of some correspondence institute;
6. explain the roles of information and communication technology in the development of open and distance learning in Nigeria;
7. explain the role of national open university of Nigeria (noun) in the promotion of distance education in Nigeria; and
8. give an overview of the work study programme of National Open University in Nigeria.

Course Contents

The origins, growth and development of distance education/learning in Nigeria; Different models of distance education in Nigeria; Roles of mass media, information and communication technology in the development of open and distance education in Nigeria. Distinction between distance education and other terminologies used interchangeably with distance education. Case study of some early correspondence institutes. Teaching methods and technology of remote instructional delivery. An examination of the work study programme of the National Open University in Nigeria.

EAE 172: Open Learning System and Learning in Non-school Environment (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. define and discuss the meaning, concept and objectives of Open Learning;
2. highlight the features of LMS, explain the concept of learning management system (LMS) and its use in Open Learning;
3. discuss the meaning and types of open access literature as well as its relevance to Open Learning;
4. enumerate the different techniques used in Open Learning and identify the users and beneficiaries;
5. identify nature and types of non-school environment in Nigeria;
6. discuss the forms and contents of learning in non-school environment;
7. suggest methods for improvisation and deployment of human and material resources for learning in non-school environment; and
8. enumerate factors inhibiting learning in non-school environment.

Course Contents

Concepts and models of Open Learning, learning management system (LMS) as well as the features, objectives, techniques, users and beneficiaries of Open Learning; Opportunities that Open Learning provides for adult learning. The types of media that are available for, and the challenges that impact on Open Learning. Examination of open access literature and its relevance to Open Learning. Concepts of learning in non-school environment. Objectives, techniques and beneficiaries of learning in non-school environment; Focus on opportunities and provisions offered by non-school environment for adult learning. Open Learning that teachers and other social service staff such as doctors, nurses, social workers, and other professionals in different work settings can (and must) access.



200 LEVEL

GST 212: Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding and others.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,).Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker).



Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum and Teaching Methods/Strategies (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the Outcomes of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

The curriculum. Selection of learning objectives. Outcomes and learning experiences. Organization and delivery of learning experiences. General teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, conceptual change, culturo-techno-contextual approach (CTCA) argumentation, project-based learning, competency-based learning, thinking-based learning, and hybrid teaching. The lesson plan/note. Assessment of learning. Resources for teaching. Improvisation. General classroom management.

EAE 201: Psychology of Adult Learning (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students are expected to:

1. distinguish the circumstances of adult learners from other learners;
2. explain the various learning theories and their application to adult learning; and
3. discuss the aging process and its impact on adult learners.

Course Contents

Concept of adulthood and adult development stages. The adult learner and his characteristics. Distinctions between adult learners and children in school. Adult learning theories. stimulus-response theories, cognitive and field theories. Principles of adult learning. Adult learning environment. Aging and learning, motivation, and learning styles in adult education. Challenges faced by adult learners in adult education.



EAE 203: Historical Development of Adult Education in Nigeria and Elsewhere (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students are expected to:

1. demonstrate knowledge of the evolution of adult education as a distinct field of study;
2. discuss the evolution of adult education in Nigeria from pre-colonial times to date;
3. identify and describe different methods and techniques of comparing adult education systems in different climes;
4. compare the development of adult education in developing and developed countries; and
5. highlight the contributions of NGOs, professional bodies and international development partners in the development of adult education in Nigeria.

Course Contents

The origin of the field of adult education as a distinct field of study. Traditional forms of adult education. Development of adult education globally and in Nigeria during the pre-colonial, colonial and post-colonial periods. Origins of adult education institutions such as town meetings, agricultural society, workers associations, mechanic institutes, public libraries, extramural studies, university extension movement and Sunday schools. Concepts, methods and techniques of comparing adult education in different systems. Adult education systems comparison in the context of time and space; Adult education in the developed and developing countries, between rural and urban settings in the same country, and in the past and present. National policies and practices on adult education. Comparison of adult education in Nigeria with elsewhere. Influence of external bodies in the development of adult education such as United Nations agencies - UNICEF, UNDP; professional bodies such as NNCAE, private groups and others.

EAE 204: Sociology of Adult Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students are expected to:

1. explain various sociological concepts in relation to adult education;
2. describe certain sociological theories and their effect on adult education;
3. relate the role of adult education to the promotion of social change;
4. describe pattern and arrangements of dynamic component parts within the society;
5. state the consequent influences of belonging to society on behaviour, status and personal independence; and
6. discuss possible management strategies to promote human development and independence.

Course Content

The concepts of sociology, man and society in relation to adult education. Insights into patterned social arrangements which form the society as a whole, largely determine the status and actions of individuals, groups and institutions socialized into that structure. Social institutions and their impact on adult education; Concept of social transformation and factors promoting social transformation; Sociological theories and their implications in adult education; Social structures, social stratification and mobility, their effects on adults; Adult learning centers.



EAE 206: Introduction to Non-Formal Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students are expected to:

1. explain the concept of non-formal education in relation to other education modes;
2. situate traditional adult education within the context of non-formal education;
3. identify various non-formal learning Centres in Nigeria; and
4. discuss the problems of non-formal learning centres and suggest possible solutions.

Course Contents

Concepts of formal, informal and non-formal education. Relationship between non-formal and adult education. Non-formal education in Nigeria both in the past and in contemporary society. Principles and practices of non-formal education. Similarities and differences between non-formal education, formal and informal education. Typical non-formal learning centres in Nigeria: roadside mechanic workshops, tailoring institutes, computer literacy centres, women/youths skills acquisition and other centres. Challenges and improvement of non-formal education in Nigeria.

EAE 211: Theories of Andragogy Applied to Literacy Learning (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. state problems adults experience in learning new things, skills, information especially language;
2. compare and contrast adults and children's learning patterns;
3. describe some ways of motivating adult learners;
4. name and summarise one learning theory and its principles;
5. explain an eclectic learning approach;
6. show how some learning principles can be applied to vocational skill learning; language learning; socio-emotional skill learning; and
7. identify some cognitive skills and what learning principles can be used to promote them.

Course Contents

The nature, necessity and challenges of adults' learning of a new language for speaking, reading and writing purposes. Review of differences between children and adult learning. Selected theories specifically for adult learning example Knowles Theory of Andragogy, and cognitive learning theory. The principles and their application to vocational, language, cognitive and socio-emotional skills learning generally, and particularly in the Nigerian post covid-19 situation. Conditions for application, singly or in an eclectic manner.

EAE 212: Literacy Education and Social Change

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the nature of social change;
2. mention factors that can bring about social change;
3. compare planned and unplanned social change;
4. show in what ways literacy education can bring about beneficial social change;
5. state differences of positive social change in urban and rural areas of Nigeria;
6. discuss the meaning of and necessity for sustainable development; and
7. discuss what environmental issues are suitable for enlightenment campaign.



Course Contents

Concept of social change. The link between literacy and social change. Needs assessment for change targets. Factors that engender social change -natural, technological innovations, demographic, economic, ideas and others. Change through planned literacy and policy targets advocating for sustainable inclusive development for marginalised adult groups; Important issues for mass education and enlightenment – education, health, water, sanitation, child protection, skill training and microcredits to achieve sustainable development. How social order of society in rural and urban Nigerian environments may be altered for social progress, economic wellbeing and political awareness. Specific problems and issues of the environment relevant to Nigeria and targeted by literacy education; Disposal of plastics and other wastes, floods, sanitation, pollution and other problems. Strategies for handling the problems. Constraints and analyses.

EAE 221: Socio-Cultural Features of Community Development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. describe characteristics and stages of social movements;
2. discuss socio-cultural aspects of community life and importance to the well-being of the community;
3. explain how socio-cultural aspects of life may condition attitudes and personality of individuals in the community;
4. explain the existing class distinction in education;
5. discuss the influence of location, cost, et as factors in class distinction in education; private and public education; and
6. give reasons and appreciate how education is a force for desired social change.

Course Contents

Education and relationship with social class structure: origins and maintenance. The scope, characteristics and stages of social movements and social class. Social and cultural features of community life - communication, relationships, outlook on life. Socio-cultural determinants of personality adjustment and attitudes towards social change and community development. Education and social change. Location, cost, curriculum as factors in provision of the upper class as contrasted with mass education. Class distinction in education and the link to private and public education. Contingent issues.

EAE 222: Comparative Studies in Community Development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. state the usefulness of and possible lessons from engaging in comparative assessment of developing communities;
2. select and justify the use of participatory or integrated approach of community development in Nigeria;
3. describe simple methods and techniques to use in comparative studies of communities' development;
4. discuss the pros and cons of using technological devices in the study of community development in Nigeria;
5. explain what lessons can be learnt by a student participating in the planning and study of community development; and
6. describe the composition of the group and list parameters to use in a comparative study of community development.



Course Contents

Overview of community structure. The nature and importance of community development studies. Concepts, models- community based, integrated and participatory approach. Parameters for development including sustainability. Methods and techniques of comparing community development in different countries and different locations. Use of Technology. Lessons for community development in the Nigerian context.

EAE 231: Learning in Non-School Environment

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. situate the scope and significance of open learning to be a veritable educational tool outside the conventional schooling;
2. identify advantages and challenges associated with open schooling;
3. describe how Nigeria can optimise the use of open schooling; and
4. discuss issues and challenges associated with learning in non-school settings.

Course Contents

Concepts of open learning. Objectives, techniques and strategies of open learning. Target beneficiaries of open learning. Rationale for open learning. Tools of open and distance learning. Advantages and challenges of open learning. Discussion of different cases of open schools around the globe, the Indian National Open School, the National Open University of the UK, National Open University of Nigeria and others. Learning in the community. Challenges of learning in non-school settings.

EAE 232: Political Economy of Extension

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. demonstrate ability to bring out how economic theories and methods can impact on extension work in the community;
2. discuss the theories and principles of extension; and
3. highlight the benefits extension work to productivity and the economy in Nigeria.

Course Contents

Impact of economic theories. Methods and implementation of public policy on extension work. Theories and principles of extension. Education and social change. Innovation and diffusion of innovations. Extension organisation and management. The extension worker and tools for extension such as the mass media. Benefits of extension work to productivity and the economy. Political economy of extension in Nigeria. Introduction to agricultural education and extension. The agricultural value chain and modern agriculture. Production techniques.

EAE 241: Bye laws and Registration

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. discuss how cooperative bye laws are drafted;
2. highlight the essential components of cooperative bye laws;
3. describe the steps involved in the registration of cooperative societies;
4. explain government regulations governing cooperative societies; and
5. discuss any problems encountered in operating the law and suggest solutions.



Course Contents

The importance of codified rules, regulations and laws for the governance and smooth running of organisations. The drafting of co-operative bylaws. Essential components of cooperatives and their integration. Steps and processes of registration of co-operative societies, and government regulations governing co-operative societies. Operational challenges and problems. Coping solutions.

EAE 242: Cooperatives and National Development

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the roles of cooperative societies to national development;
2. describe the nature, forms and structures of cooperative financial institutions in Nigeria;
3. discuss the forms and structure of Cooperatives in Nigeria and the impact on socio-economic development; and
4. outline the ways cooperative ventures have assisted in tackling the problems of unemployment in Nigeria.

Course Contents

Different perspectives on development. Exploration of areas through which various stakeholders have used Cooperatives in the attempt to achieve different developmental goals and contribute to national development particularly at the rural level. The role of Cooperatives, finance institutions in reducing unemployment. Analysis of the role of Cooperatives in national development.

EAE 251: Women and Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the necessity and perspective of the education of girls and women as a human right;
2. state the benefits of education generally and women education in particular as the means to change and development;
3. discuss the identified problems, proffered solutions and suggest more solutions;
4. state the importance of education of women for development and to the individual;
5. discuss the choices of educational type and paths available to women and the factors compelling such choices; and
6. argue convincingly about freedom to choose educational path, removal of some of the constraints and challenges.

Course Contents

Social and environmental needs for change and development of women and other vulnerable groups. Overview of education as a primary means to change and development. Examination of gender equality in education - importance of education to women, choice of type and educational path. Women access to education, education as a foundation to a fulfilling adult life and role. Constraints and challenges to women education. The search for alternative/expanded access to education. The UN perspective of girls' and women's education in overall education and development effort of a nation.

EAE 252: Reproductive Health of Women and Environment (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:



1. state the meaning of reproductive health of women and the impact of the environment on health;
2. list the infections and diseases endemic in the environment and preventive measures to take to maintain positive reproductive health;
3. suggest improvement strategies for preventing reproductive diseases of women in the neighbourhood;
4. explain the link between female reproductive health and development;
5. show how female reproductive health has an impact on family health;
6. argue in favour of the need for widespread information on aspects of female reproductive health issues to be disseminated to all sectors of the community; and
7. analyse the influence of external interest on female reproductive health issues especially HIV Aids on the Nigerian situation.

Course Contents

Relationship of Women's reproductive health issues to development globally and for the nation. Basic concepts of reproductive health, sex, the female organ and infections in relation to their immediate environment. Diseases and conditions that affect the female reproductive system including symptoms, diagnosis, treatment and prevention of women's reproductive health issues. Effect on reproduction of children and family health. Important lessons from HIV Aids. Information and resources concerning women's reproductive health.

EAE 261: Management of Small Scale Industries

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students are expected to:

1. identify strategies for establishing and sustaining small scale entrepreneurial industries;
2. explain the key terms in business management such as bookkeeping, banking, stock taking, personnel management, credit facilities, marketing, customer relations;
3. identify the need for business registration and state the roles of CAC in business registration and management in Nigeria
4. discuss basic management principles and strategies suitable for enhancing personnel and industrial operational efficiency and effectiveness
5. highlight the importance of branding and trademark/secrets to the prospects of a business enterprise; and
6. apply SWOT analysis as a strategic planning technique for healthy business competition.

Course Contents

Basic concepts of the operation and eligibility for running and enrolling in small scale industry, as well as the organization and management. Basic management principles and strategies directed at improving efficiency and effectiveness of personnel, resource utilization and output. The processes for registration of business enterprise and premises with the Ministry of Commerce and Trades. Role of Corporate Affairs Commission (CAC) in business registration and management. Strategies for sustaining small scale entrepreneurial industries covering book keeping, banking, stock taking, personnel management, credit facilities, marketing, customer relations, branding and re-branding, maintaining trade secrets and confidentiality. Application of SWOT (strengths, weaknesses, opportunities and threats) analysis as a strategic planning technique for healthy business competition.

EAE 262: Workers Education, Skills and Scaling in Labour (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students are expected to:

1. discuss the concept of work and identify factors that promote efficiency at work;



2. explain the essence of workers skills and competence updating and upgrading;
3. discuss the relevance of continuous professional education, and self-directed learning to workers education and learning.
4. explain the concept of production and discuss the processes for acquiring and transmitting knowledge, skills and attitudes to improve efficiency and effectiveness
5. identify factors that enhance production of quality goods and services and highlight the strategies for ensuring that production meets the needs of the customers; and
6. enumerate the marketing skills required in selling goods and services.

Course Contents

The concept of work. Factors promoting efficiency at work. Work life experiences. Workers training and on-the-job skills acquisition. Skills and competence upgrading. Continuous professional education (CPE).Self-directed learning and the importance of continuing education and learning.The roles of prior learning assessments and recognition, self-reflective practices, self-directed learning, and informal learning inn the continuing professional development of service staff and other professionals. Globalization, speedy changes in information communication technologies, diseases without borders and their impact on social services, workers welfare, workers' productivity and the polity. Basic concepts of accuracy and precision application to endowed skills in production. Processes for acquiring and transmitting knowledge, skills and attitudes to improve efficiency and effectiveness.Strategies to identify and meet the customers' needs, balancing demand and supply and fixing prices on goods and services. Factors that enhance the production of quality goods and services.

EAE 271: Instructional Technology in Distance Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept of instructional technology, teaching aids and techniques and relate this to the concept of instructional system design (ISD);
2. enumerate the key elements of instructional design in distance education and discuss the fundamental principles of human learning that form the basis of instructional design in distance education;
3. itemise and explain major factors to be considered in instructional design in distance education; and
4. explain the effect of contextual factors such as power and politics on the deployment of technology in instructional design.

Course Contents

Basic concepts of instructional technology, teaching aids and techniques in relation to distance education as well as instructional system design and its elements. The fundamental principles of human learning that form the basis of instructional design in distance education. The interface of language, culture and technology, and the effect of contextual factors such as power and politics on the deployment of technology in instructional design in Distance Education.

EAE 272: Programme Monitoring and Evaluation in Distance Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept of monitoring and evaluation of distance education;
2. differentiate between monitoring and evaluation of distance education;



3. highlight the steps involved in carrying out monitoring and evaluation of distance education;
4. discuss the essential components of evaluation report and enumerate the different phases of evaluation; and
5. describe different evaluation models and utilize them to design an evaluation plan for distance education.

Course Contents

Basic concepts of programme monitoring and evaluation of distance education programmes. The importance of programme monitoring and evaluation. What is evaluated, strategies, methods and frameworks of monitoring and evaluation in relation to the effectiveness of knowledge impacting technique. Differentiation of monitoring and evaluation of Distance Education. The steps involved in carrying out monitoring and evaluation of Distance Education. Essential components of evaluation report. Types, phases and models of evaluation in Distance Education.

EAE 281: Financing Adult Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the rationale for cost analyses in educational planning;
2. analyse the state of expenses at local, state and federal levels;
3. enumerate the sources of adult education funding; and
4. prepare and present budgets, simple accounts and financial statements.

Course Contents

Nature and elements in cost classification and behavior. Rationale for cost analysis in adult educational planning. Analysis of adult education expenses at Local, State, and Federal levels. Financing Adult Education including generation and conservation of resources through budgeting, budgetary control and planning. Principles of double entry book-keeping, preparation and presentation of simple final accounts and financial statements. Challenges of financial adult education in Nigeria.

EAE 282: Administration of Adult Education: Theory and Practice **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course students should be able to:

1. explain concepts of administration, management, adult education administration;
2. outline management/administration theories;
3. describe administrative functions and how they influence successful organization of adult education in Nigeria; and
4. identify problems of adult education practice in Nigeria and suggest solutions.

Course Contents

Concepts of administration, management, adult education and adult education administration. Concept of theory and its importance to the administrators and/or programme organizers. Exploration of various management/administration theories: problems and prospects. The practice of adult education in Nigeria. Administrative functions/processes and their influence on the successful organization and provision of various adult education functions in Nigeria.



300 LEVEL

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; ZangoKartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises; and
7. conduct entrepreneurial marketing and e-commerce.
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. explain why ventures fail due to lack of planning and poor implementation.



Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Credits)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Research Methods, Measurements and Statistics (2 Units; C) (LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning Outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;



6. carry out hypothesis testing and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Meaning of research, research designs. Problem identification, background and study justification. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Reporting in educational context. Ethical considerations (political, economic religious and cultural) in research. The use of computers in educational research, use of SPSS in data analysis. Reliability and validity of instruments. Domains of learning and taxonomy of cognitive Outcomes.

EAE 301: Funding and Management of Adult Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students are expected to:

1. discuss the various sources of funding adult education programmes;
2. identify practical ways in which adult education is financed in Nigeria; and
3. highlight challenges in the funding and management of adult education in Nigeria.

Course Contents

Issues in the financing of adult and non-formal education. Sources of funds from government, development partners, NGOs, CBOs, corporate bodies and individuals. Alternative sources of funding adult education. Funding adult education in Nigeria. Theories and principles of adult education management. Adult education personnel. Challenges in the funding and management of adult education in Nigeria.

EAE 302: Teaching Principles and Practice in Adult Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students are expected to:

1. acquaint themselves with the unique characteristics of adult learners;
2. identify the major approaches and principles involved in helping adults learn; and
3. discuss specific techniques that are suitable for different sets of adult learners.

Course Contents

Issues pertaining to the adult learner. Malcolm Knowles and the concept of Andragogy. Major approaches/principles of adult learning: group learning situations, group discussion, T-groups, Buzz groups, seminars, conferences, projective and participatory approaches. Individual and group presentations, demonstrations, meetings and meeting methods, improving listening, expressive and reading skills, and self-assessment of learning progress.

EAE 303: Comparative Adult Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students are expected to:

1. explain the key concepts and techniques in comparative adult education;
2. identify adult education systems in different countries; and
3. describe how adult education in Nigeria differs from some other countries.



Course Contents

Concepts, methods and techniques of comparing adult education in different systems. Adult education systems comparison in the context of time and space. Adult education in the developed and developing countries. Adult education between rural and urban settings in the same country, and in the past and the present. National policies and practices on adult education. Comparison of adult education in Nigeria with elsewhere.

EAE 311: Post Literacy and Resources in Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. define post literacy education;
2. state strategies to use to sustain literacy among the recently literate in the community;
3. list resources and state their usefulness in literacy education;
4. discuss availability and acquisition;
5. improvise an instructional material;
6. suggest both preventive and remedial strategies for maintenance of literacy; and
7. practise with some of the technological resource materials.

Course Contents

Importance, nature and practice of post literacy education. Strategies, principles and provisions for sustaining literacy among recently literate or neo-literate adults and communities. Such literacy sustaining strategies may be similar to the ones provided in primary education studies. Resources to support literacy education. Availability and utilisation of teaching resources, learning materials, equipment and aids in literacy education including books, primers, CCTV, pictures, computer-assisted drills, assistive devices. Improvisation of resources especially of instructional materials.

EAE 312: Management of Small-Scale Business

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. list small scale businesses in the neighbourhood and describe one;
2. state the importance of small and medium businesses in national economies;
3. link literacy skills to management of small business enterprises;
4. explain the various activities involved in management of small-scale business;
5. describe essential skills and knowledge required for efficient management of small-scale entrepreneurial outfit;
6. show how social skills and positive personality traits can enhance management and functioning of small business enterprises;
7. discuss in what ways use of technology and digital skills can help the management and functioning of small business enterprises; and
8. enumerate some of the challenges and suggest out-of-the-box coping strategies.

Course Contents

The meaning and examples of small scale businesses in state. SMEs as a mainstay of economies in various countries. Usefulness of literacy for management of small business enterprise. Simple strategies for sustaining small scale entrepreneurial industries including book-keeping, banking, stock taking, personnel management, credit facilities, marketing, customer relations. Socio-psychological skills for successful management of small businesses – cooperativeness, friendliness, integrity, excellence. Simple digital skills for business contacts,



advertisements, networking, information storage and other skills. Challenges and coping strategies.

EAE 321: Ecosystem and Community Development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. give the meaning and nature of ecosystem;
2. distinguish between environmental and community development ecosystems;
3. state the relationship of ecosystem and the community in terms of people's cultural, social and economic behaviours;
4. discuss planned beneficial community development based on improved ecosystem; and
5. state some of the challenges of both environmental and community development ecosystems face and suggest coping strategies.

Course Contents

The meaning and nature of ecosystem. The influence of different types of natural ecosystem on behaviours, occupations, temperament of community members. Community members interacting with environmental ecosystem - all the organisms, flora and landscape for mutual benefit. Community development ecosystem emphasising partnerships, inter-group relationships for progress to the exclusion of pollutants. Environmental preservation. Sustainable community development. Creation of healthy community development ecosystems, dealing with pollutants including racism, gender and ethnic discrimination. Global and local challenges. International policies and interventions.

EAE 322: Community Education for Population Control and Disaster Management (2 Units C:) (LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. identify plans and policies for community life improvement;
2. list constraints and suggest ways of overcoming them;
3. explain what management strategies including technology should be used to achieve optimal community education;
4. State the meaning, importance and usefulness of population education;
5. explain the factors involved in population control and growth;
6. describe population trends in Africa in general and Nigeria in particular;
7. discuss how adult education can influence population control;
8. categorise and describe different types of disasters experienced in Nigerian and other communities;
9. examine existing government and local policies about handling them; and
10. discuss ways of giving information and preparing communities to cope with disasters.

Course Contents

Concepts, plans, policies and practice of community life improvement through education and enlightenment on different aspects of life in the community –population, disasters and other issues. Meaning, importance and functionality of population education. Population trends and policies in Africa. Factors involved in population control and growth. The role of adult education in combating the effects of over-population. Different types of disasters. Groups, teams and their roles in disaster management. Policies at village, community, state and national levels. Prevention and response to disasters. Constraints, management strategies including use of technology.



EAE 331: Education for Social Development**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. demonstrate knowledge of links between education and social development;
2. identify principles and techniques of social development;
3. discuss the problems and prospects of education in relation to social development in Nigeria; and
4. explain the role of adult education in curbing crime in Nigeria.

Course Contents

Understanding of education, literacy and social development and their inter-relationships to policies and practises governing social development for mass literacy campaigns/programmes. Principles, approaches and techniques of social development. Studies on family structures in Nigeria and implications for social development in the community and adult education. Analysis of social problems and social policies. Problems and prospects of welfare administration in Nigeria. Theories of development. Influence of development on crime and crime control. Nigeria's development and the role of adult education in curbing crime.

EAE 332: Economics of Agricultural Education and Extension (2 Units C: LH 30)**Learning Outcomes**

At the end of the course, students should be able to:

1. relate the significance of the economics of agricultural education;
2. discuss the role of agricultural education to economic development and progress;
3. explain the role of agricultural education to the promotion of the Nigerian economy;
4. differentiate between food preservation and food security;
5. state the conditions suitable for and benefits of mechanised farming; and
6. suggest ways of enhancing the input of agriculture into development.

Course Contents

Concepts of agriculture (both farming and animal husbandry) as well as economic principles. The role of the agricultural sector in the socio-economic development of nations. The concept of food preservation -traditional and modern, and food security. Principles of agricultural economics. Different forms of agriculture: crop production, animal husbandry, fisheries, bee keeping, horticulture, and their economic value to farmers and society. Mechanised farming. The position of agricultural education in the Nigerian economy.

EAE 342: Programme Evaluation and Impact Assessment in Cooperative Management (2 Units C: LH 30)**Learning Outcomes**

At the end of the course, students should be able to:

1. explain the concept of evaluation and impact assessment;
2. discuss core rationales, assumptions and general principles of programme evaluation and impact assessment;
3. relate the general principles of programme evaluation to Cooperative management; and
4. apply programme evaluation and impact assessment strategies in different environments and contexts within the reality of Nigeria using different paradigms.



Course Contents

Evaluation and impact assessment of Cooperative programmes. Concepts of programme evaluation: the importance of evaluation, what is evaluated as well as strategies, methods and frameworks of evaluation. Methods of assessing the impact of Cooperative programmes and activities utilizing specific indicators/measures on the clientele of Cooperative programmes.

EAE 351: Cooperative Studies in Women Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. describe different types of cooperative societies available to women;
2. state the benefits and risks of cooperative societies in the Nigerian environment;
3. discuss the various strategies of introducing knowledge of cooperative societies into women education;
4. form experimental group cooperatives;
5. develop a constitution or governance rules for a designated cooperative;
6. identify what 21st century skills are beneficial for a smooth running of a cooperative in Nigeria; and
7. study and report findings on a cooperative functioning in the environment.

Course Contents

Exploration of the nature and different types of cooperative societies. Traditional and more modern models of cooperative societies. Socio-cultural and economic constraints to women's participation and management of cooperatives. Resolving simple rules of governance - size, regularity at meetings, record keeping, welfare and other assignments. Various strategies by which cooperative society studies can be infused into women education to empower them for productivity. Skills required for effective participation and organisation of 21st century cooperatives in the Nigerian environment including management skills, communication skills, digital skills.

EAE 352: Women Education: Concerns of Health and Safety (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain some basic concepts of health and safety for common knowledge of citizenry;
2. list and categorise common health and safety hazards common to our environment;
3. discuss how to prevent or cope with health and safety hazards and
4. share newly learnt information health and safety education with others electronically;
5. distinguish between delinquency and crime;
6. describe prevention measures for delinquency and crime; and
7. state different types of delinquency and crime control measures to be employed in the home, community and state.

Course Contents

The relevance of physical and mental health, safety and crime control to women education. Basic concepts of safety, first aid, sanitation, inoculation, human and environmental health. Identification and categorisation of health hazards: pesticides, expired products, poisons. Physical hazards and accidents at home and outside. The effect of human activities on various aspects of the environment. Distinction between delinquent and criminal behaviours. Theories of juvenile delinquency. Delinquency and crime prevention and control measures in the home and community. Handling in the home, outside and emergencies. Resources for communication and emergencies. Digital skills for accessing information and help.



EAE 361: Dynamics of Organizational Labour and Labour Policies in a Changing Economy (2 Units: C LH 30)

Learning Outcomes

At the end of the course, students are expected to:

1. explain organizational structure, and labour/work force;
2. discuss organizational administrative hierarchy (administrative organogram) and explain decision making in organization;
3. identify strategies for delegation of authority and distribution of responsibilities to workers in organization;
4. explain the importance of labour to a growing economy;
5. discuss labour policies formulation and implementation;
6. discuss the importance of following set rules and regulations of engagement in industry; and
7. describe the concepts of workers' welfare and benefits and highlight workers' coping strategies in changing economy.

Course Contents

The antecedents and evolution of organizational labour. Basic concepts of organizational structure, labour force, and dynamics involved. The basics of organizational administrative hierarchy and line of decision making, delegation of authority and distribution of responsibilities to workers. Strategies for enhancing workers capacity and competence through an overview of the education and training activities of labour unions, an examination of the prevailing purpose and contents of labour education. The purpose of labour, fair rules and chances, employment, retention, transition, workers' welfare, savings, pensions, retirement age and benefits, and such other concepts in the labour market that respond to changes in the economy.

EAE 362: Crises Management and Industrial Communication in Industries (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. define industrial crises and identify factors that trigger industrial crises;
2. highlight the role of good communication in crisis management in industries;
3. identify crises management strategies in industry; and state the importance of code of conduct in industries;
4. explain the concept, nature, forms and scope of industrial communication;
5. identify available networks of industrial communication and discuss the modes and means of communication in industry;
6. explain coding, encoding and decoding in communication; and
7. list features of good communication and, identify factors that promote and/or inhibit good communication in industry.

Course Contents

Concepts of crises, trigger factors and their management strategies in relation to industries. The creation of a crisis management strategy - setting up of disciplinary committee with clearly defined roles, establishment of channels of expressing grievances, conflict prevention and management strategies, staff code of conduct and well documented conditions of service. Concepts and networks of industrial communication, industrial computers amongst others. Different perspectives on Industrial Communication -the nature, forms and scope. Exploration of different modes and means of communication, coding, encoding and decoding in



communication, features of good communication, importance of communication in industry, factors promoting and/or inhibiting good communication in industry. The impact of technology on Industrial Communication.

EAE 371: Programme Monitoring and Evaluation in Distance Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept of monitoring and evaluation of distance education;
2. differentiate between monitoring and evaluation of distance education;
3. highlight the steps involved in carrying out monitoring and evaluation of distance education;
4. discuss the essential components of evaluation report and enumerate the different phases of evaluation; and
5. describe different evaluation models and utilize them to design an evaluation plan for distance education.

Course Contents

Concepts of programme monitoring and evaluation of distance education programmes. The importance of programme monitoring and evaluation - what is evaluated, strategies, methods and frameworks of monitoring and evaluation in relation to the effectiveness of knowledge impacting technique. Differentiation of monitoring and evaluation of distance education. The steps involved in carrying out monitoring and evaluation of distance education. Essential components of evaluation report - types, phases and models of evaluation in distance education.

EAE 372: Record and Information Management in Distance Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept and importance of record keeping;
2. discuss the concept of information management system and its roles in Distance Education;
3. highlight the principles of confidentiality and yardsticks for ensuring originality of sources of information and enumerate the strategies for enhancing the development of needed critical and analytical skills; and
4. deploy information system theory into real practice with an existing business innovation project in Distance Education.

Course Contents

Concepts of record keeping and information management in distance education. The roles of information systems and technology in open and distance education. Exploration of the different principles of confidentiality in office practice. Yardsticks for ensuring originality of sources of information. Theories of information management. Critical thinking and analysis to record and information management in Distance Education.



EAE 381: Resource Development in Adult Education**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. explain the concept of human and material resource development;
2. describe the components of human resource system;
3. state and assess strategies of human resource management and development available in Nigeria; and
4. discuss how to bridge planning and implementing for successful prosecution of Adult Education in Nigeria.

Course Contents

Concept of human and material resource development. Principles of human and material resource development. Components of human resource system. The need to develop human resource in organization. Differences between training and development. Human resource management in organizations. Human resource development in adult education organization in the Nigerian context. Sourcing human and material resources for promotion of Adult Education. Identification and mobilization of financial resources. Bridge planning and implementation.

EAE 382: Practicum in Administration of Adult Education (2 Units C: LH 15; PH 45)**Learning outcomes**

At the end of the course, students should be able to:

1. use a constructed checklist for observation;
2. use an interview schedule to find out targeted goals of the observation;
3. explain the importance and necessity of evaluative observation in Adult Education
4. record, analyse and present data from the observation; and
5. explain the importance of supervision to ensure implementation of policies and regulations.

Course Contents

Observation and direct practical experiences in a social agency or social services department to observe the purpose and uses of supervision the implementation of policy guidelines and instructions, the writing and use of case records, social investigation and assessment, and the use of community resources and reference within the context of giving help. The necessity of instruments to generate and record data from the observation.

400 LEVEL**EDU 400: Project****(3 Units C: PH 135)****Learning outcomes**

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;



8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and executive of well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

EAE 401: Adult Education Programme Planning and Development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. demonstrate knowledge of basic concepts of planning and development of educational programmes;
2. explain the resource inputs in programme planning and development; and
3. discuss programme planning and development for adult education in Nigeria.

Course Contents

Basic concepts of the planning and development of education programmes. Elements of programme planning including time, personnel and funds. Conditions for programme planning. Relationship between planning and development. Types and conditions for programme development. Planning models, programme planning and development for adult education in Nigeria.



EAE 402: Evaluation of Adult Education Programmes (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. demonstrate knowledge of concepts of evaluation in education;
2. describe types and techniques of evaluation of adult education programmes;
3. identify different aspects of adult education programmes that can be evaluated;
4. list and explain applicability of various instruments to use for evaluation of Adult Education Programmes;
5. suggest how and apply ICT techniques in evaluative study of Adult Education Programmes in Nigeria; and
6. demonstrate practically an evaluation of a Nigerian adult education programme/project.

Course Contents

Concepts of evaluation in education. Different aspects of the programmes to be evaluated. Different evaluation instruments. Goals and purposes of evaluation. General principles and foci of formative and summative evaluation. Selected types of evaluative studies. Surveys, the case study, qualitative and quantitative. Evaluation of design programme content materials, operation, and evaluation of impact. An overview of evaluative instruments suitable for adult education programmes in Nigeria. Review of Adult education programmes evaluation in Nigeria.

EAE 403: ICT and Communication Media in Adult Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the meaning of major ICT concepts;
2. describe the significance of ICT in the promotion of teaching and learning adult education;
3. situate the importance of communication media in adult education;
4. identify various mass media tools in contemporary society;
5. identify the advantages and limitations of certain mass media tools in adult education; and
6. describe mass media personnel and techniques for effective delivery of adult education programmes.

Course Contents

Major concepts in ICT. The use of ICT in media and adult education. Tools for storing and transmitting educational information to adult learners. Mass media tools including print media (newspapers, magazines,) and electronic media (radio, television film, internet) and their applications. Advantages and limitations of those media tools. Production techniques and system utilization. Mass media personnel. Feedback and evaluation of programmes.

EAE 411: Primer Construction and Research in Adult Literacy (2 Units C : LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. describe different types of primers used in literacy education;
2. state methods, strategies needed to construct and produce a primer;
3. investigate and list what subject matter would be of interest to adults in your neighbourhood;
4. construct a primer with a group containing specified features;
5. justify the use of technological devices for the construction and production of primer;
6. discuss the use of a primer for adult instruction; and



7. explain the benefit of research in adult education to primer construction.

Course Contents

Different types of primers. Issue of scarcity of suitable primers. Selection of contents, choice of approach-whole word, phonology, drill, syllabic. The methods, strategies and principles of how literacy primer can be constructed and used for adult education purposes. Paucity of relevant research to feed the primer construction. Group primer construction exercises for critiquing. Technological devices to harvest and harness materials of interest and relevance to adult learners. Development and utilization of skills for technical, editorial, collation, binding and other skills useful for primer construction expertise.

EAE 412: Contemporary Issues in Literacy and Vocational Skills Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify some local and contemporary issues in literacy education;
2. state the policy issues in Nigeria and compare with another West African country;
3. explain how literacy and vocational skills are important for community and national development;
4. show how different communities and governments are tackling these issues;
5. suggest ways that any selected issues can be handled in Nigeria; and
6. discuss how to network and share ideas with other locations and countries for solutions.

Course Contents

Review of the importance of literacy and vocational skills in national, international and sustainable development. Contemporary, global and local issues in literacy and vocational skills development. Curriculum content and relevance, training, use of ICT devices and certification issues. Lack of interest, negative attitudes, scarcity of trained personnel, standardization of training, facilities and resources. Existing policies and gaps. Issues of certification -codification, transferability. Career structure, job employment and commensurate remuneration. Funding, infrastructure, safety, personnel and expected economic, social, changes in the community. Status in the community. The intervention of IDPs -UNESCO, ECOWAS. Forward-looking resolution of issues.

EAE 421: Sociology of Development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students will be able to:

1. explain the meaning of development, human development, societal development;
2. state the factors that bring about change and the progressive nature of development;
3. enumerate the problems of translating policy to implementation in community development;
4. imagine and suggest ways of planning and effecting development beneficial to Nigerian communities in future; and
5. compare and contrast factors that affect human and economic development in a developed and developing country.

Course Contents

The nature and meaning of development. Concept of development of the society in multidimensional ways. Human and economic development within a dynamic, structured



society. Factors and forces of change and the way they affect different groups and institutions within the society. Current conceptual issues, practical development issues.

EAE 422: Needs Analysis and Evaluation of Community Development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the meaning and usefulness of needs analysis for community development;
2. devise and justify a stepwise plan for needs analysis of a known community;
3. state what areas and targets can be selected for study in a typical Nigerian community;
4. list and describe the tools for evaluating community projects;
5. find and read up for critiquing reported cases of community project; and
6. participate in group simulation of community project.

Course Contents

The nature, purpose, necessity and structure of community needs analyses as foundation for planned intervention. Evaluation of intervention development projects. Example of a stepwise plan and strategy requirements, needs analysis, goals, aspirations resources for community development. The tools for evaluating community life and projects. Critiquing, simulation or evaluation of a community project. Application to Nigerian environment.

EAE 431: Adult Education and Integrated Social Development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. demonstrate the contribution of adult education and enlightenment to the social development of communities;
2. relate theories of social change to social development of society; and
3. enhance their capacity to use adult education for social development in Nigeria.

Course Contents

Basic concepts of adult education and social development as a result of enlightenment and education. Theories of social change. Educational reforms and social change. The role of adult education in improvement of quality of life. Management of social change. The social change agent. Case studies. Nature, problems and future of social development and adult education role in Nigeria.

EAE 432: Basic Processes in Facilitating Extension (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the basic processes in facilitating extension;
2. identify the tools and resources that facilitate extension;
3. discuss the challenges that impede basic processes in facilitating extension services in Nigeria;
4. explain basic concepts in social analysis extension; and
5. discuss theories and principles of extension.

Course Contents

Processes involved in facilitating extension. Programme planning, management, supervision and evaluation. Tools used for facilitating extension. Resources and personnel employed for



extension programmes. The extension agent and his educational endeavours. Challenges affecting the basic processes in extension. The Nigerian experience and how to move forward. Social analysis extension. Theories and principles of extension. Extension personnel and creation of conducive working environment. Extension agents and social change.

EAE 441: Cooperative Economics

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the meaning of cooperative economics;
2. distinguish between cooperative federalism and cooperative individualism; and
3. highlight the roles of cooperatives in economic development of Nigeria.

Course Contents

Socialist economics, cooperative studies and political economy which are instrumental in proper management of cooperative societies. The concept of cooperative economics, cooperative federalism and cooperative individualism, cooperative macroeconomics. The role of cooperative studies in the economic development of a nation.

EAE 442: Issues in Nigerian Cooperatives

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. enumerate and discuss the concepts, components and processes guiding Cooperatives in Nigeria;
2. identify the challenges facing Cooperatives in Nigeria and suggest solutions to the problems; and
3. explore the gender dimensions inherent in the operations and management of Nigerian Cooperative.

Course Contents

Concepts, components and processes in Nigeria Cooperatives. Farmer perception, rural producers, microfinance, product marketing, Fadama, institutional co-operatives, management of co-operatives, and product financing. Problems of Cooperatives as well as gender issues in the operation and management of Cooperatives in Nigeria.

EAE 451: Women Achievement and Career Motivation

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain some basic concepts of career, career motivation, extrinsic and intrinsic motivational factors;
2. select and outline a theory of career motivation with applicable principles to the Nigerian situation;
3. analyse recorded case studies or collect material and write up a relevant case study;
4. examine the necessity and role of women in politics and other areas for national development;
5. assess the achievement of women in business, teaching, civil service. politics and other professions in Nigeria with some examples; and
6. discuss the challenges and overcoming strategies to encourage greater female participation in education and politics.



Course Contents

Basic concepts of career, and the nature, theories and assessment of career motivation: extrinsic and intrinsic factors in relation to achievements made by women. The stereotyping and marginalization of women and career choices, challenges/ constraints. Presentation of life stories and performances of female teachers, writers, civil servants, bankers, medical doctors, engineers. The role and participation of women in politics, business, aviation. Profile of selected prominent women in politics, in other spheres and their contributions for closer motivational study. Discussion of case studies. Lessons and implications.

EAE 452: Intervention and Evaluation in Women Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, student should be able to:

1. state the importance and necessity of situational analysis as guide to intervention;
2. describe the tools and the steps used for situational analysis;
3. plan a situational analysis and intervention for the empowerment of women in a rural community;
4. explain the importance of evaluation as part of an intervention project;
5. differentiate between qualitative and quantitative analysis of data obtained from study of intervention project in women education;
6. list with justification the digital skills that students may use for their evaluations; and
7. identify the challenges that students/workers may encounter carrying out intervention and evaluations in women education.

Course Contents

The importance of research, the use of situational analysis for planned, targeted interventions followed by evaluations in women education. Discussion of concepts and of the tools for step by step investigation for situational analysis, interventions and evaluations. Qualitative and quantitative analysis. Construction of instruments for evaluation. Actual reports for review. Practical online or telephone interview of an NGO, government or IDP group that carried out the project.

EAE 461: Personnel Management and Industrial Relations (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. define personnel management;
2. identify how to enhance personnel capacity and establish the relationship between motivation and training to job satisfaction, staff output and staff turnover;
3. discuss manpower planning, recruitment and training strategies and explain methods of administration of personnel's promotions, incentives, commendations and awards;
4. discuss the concepts of industrial relations, operation, management and incorporation;
5. identify essential soft skills and social capital required to foster good industrial relations among stakeholders in industry;
6. highlight the strategies and principles of industry public relation; and
7. explain the roles of marketers, agents and sales representatives in industrial relations.

Course Contents

Concepts of organizational management in relation to personnel and capacity. Principles, strategies, practices and specific techniques of personnel management within the context of manpower planning, recruitment and training of personnel, personnel welfare and development, administration of promotion, incentives, commendations and awards. Concepts



of industrial relations, operation, management and incorporation. The development and utilization of soft skills and social capital to foster good industrial relations among stakeholders. Processes and guidelines for the recruitment and engagement of marketers, agents, distributors and sales representatives, public relation principles and strategies.

EAE 462 Labour Studies, Collective Bargaining and the History of the Nigerian Labour Movement (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. define trade and labour unions;
2. describe labour laws and highlight their relevance to industrial harmony;
3. identify the types and the causes of grievances in industry;
4. mention how to manage conflicts in industry;
5. highlights steps to resolving labour disharmony in industry.
6. discuss the establishment of NLC and list its mandates ;
7. identify the roles of NLC in industrial matters in Nigeria;
8. enumerate some of the achievements of NLC since inception and highlight its relevance in the Nigerian Labour space; and
9. explain some of the challenges confronting the labour union suggest ways of addressing them.

Course Contents

Global capital strategies and trade union responses. Public sector labour laws and collective bargaining. Labour management. Managing industrial grievances, conflicts and strikes, and their effects on industrial productivities. Conflict resolution steps and strategies in the workplace. An overview of the antecedents and activities of labour unions in Nigeria. The history and politics of the Nigeria Labour Congress (NLC) in Nigeria, its mandates, evolution, modus operandi, and role in industrial matters. The achievements, challenges and relevance of NLC in Nigeria.

EAE 471: Economics of Distance Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the relationship between education and economic growth;
2. describe the concept of human capital formation and development;
3. highlight indices of human resources development and social and political indicators; and
4. discuss the financing of distance education and the impact on quality and effectiveness of Distance Education.

Course Contents

Analysis of cost of distance education and its match with returns in the short and long terms. Distance education and economic growth, human-capital as well as the indices of human resources development. The context of the classical school of thought, the concept of capital formation in relation to distance education and economic growth. Income and literacy. Social and political indicators. Production functions and quality of labour. Management, financing, clientele and the resultant impact on the costing and effectiveness of distance education programmes.



EAE 472: Management of Distance Education**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. discuss the concept of management and highlight the core rationales, assumptions and general principles of programme management;
2. relate the general principles of management to the management of distance Education and describe various approaches to managing distance education programmes;
3. outline the importance of African values in the context of managing distance Education facilities and discuss ways of implementing these values;
4. discuss the different motivational strategies available to the manager of a distance Education programme and the importance of motivating workers, facilitators, practitioners and learners in distance education programmes;
5. discuss the scope, skills and characteristics of personnel management in distance education and highlight the role of the personnel manager in a distance education institution;
6. explain the status of public funding of distance education in Nigeria and articulate the financial management accountability requirements;
7. highlight the role of a manager in financial management of distance education and explain the budget preparation process; and
8. outline innovative ways of raising funds for distance education.

Course Contents

Basic concepts of management in relation to open and distance education. Exploration of various approaches to managing distance education programmes. Importance of African values in the context of managing distance education resources- personnel, facilities and finance, and the ways of implementing these values. Adaptations of management concepts and practices into the running of distance education programmes. Basic leadership skills relevant to distance education practice and the principles of participation and facilitation of learning. Maintaining a satisfying work force in the management of distance education. The concept of personnel management within the context of its growth and history, scope, nature and characteristics, roles, features, skills and types. Principles and approaches to personnel management as well as policies of personnel management. How funds earmarked for distance education can be managed for sustainable output. The concepts of financial management and budgeting, financial management accountability requirements, roles of a manager in financial management of distance education, budgeting functions and preparation processes, innovative and alternative ways of raising funds, as well as optimization of the use of financial resources.

EAE 481: Supervision and Change in Adult Education**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. describe different styles of supervision;
2. select and justify preferred styles of supervision;
3. discuss how to introduce change ideas to supervisors from below as opposed to change ideas being introduced above from management; and
4. suggest ways to test acceptability of change.



Course Contents

Concept of supervision, styles of supervision, autocratic/close style, consultancy, general supervision, attitudes of supervisors in both styles. Effects of consultative supervision, practicing consultative/general supervision, supervisors' role in introducing change in adult education supervisory approaches to introducing change. Introducing change from below: selling ideas to superiors.

EAE 482: Innovations in Adult Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. enumerate new and emerging practices in Adult Education locally and internationally;
2. discuss characteristics of innovation;
3. factors that enhance and inhibit adoption in Nigeria of new and emerging practices
4. discuss how the Adult Educator can facilitate adoption of new changes in the system; and
5. suggest and justify innovations in practice and tools that can be of benefit in Adult Education.

Course Contents

New and emerging practices in adult education. Characteristics of innovation. The role of the adult educator, especially the administrator, in facilitating the adoption of new changes using a top-down approach into the system. Factors that enhance and prevent the processes of innovation adoption. Risks of innovations to the innovator, to the consumers of innovations. In depth study of any recent innovation in the form of practice, tool used in adult education.

Minimum Academic Standards

Equipment

The Literacy and Vocational Education as a stress area requires that the Resources Center should have an extension for the Vocational Education practicals.

Resource Room/Computer Laboratory

1. Internet-Ready Computer systems (Desktop)
2. Computer Tables and Chairs
3. Internet Facility
4. Inverters. UPS plus batteries and Voltage Stabilizers
5. Printers
6. Scanners
7. Television
8. 10-seater Conference Table and Chairs
9. Air Conditioner/Fans

Demonstration and Audio-Visual Resource Production Laboratory

1. Internet-Ready Computer systems (Desktop/Laptops for graphic designs)
2. Relevant software for production of teaching aids (posters/fliers/pictures)
3. Computer Tables and Chairs
4. Tables and chairs for learners
5. Internet Facility
6. Interactive electronic board
7. Inverters. UPS plus batteries and Voltage Stabilizers
8. Printers (black and white, coloured)
9. Scanners



10. Photocopier
11. Television
12. Multi-media Projector
13. Audio/video recorder
14. Bush radio/transistor
15. Laminating machines
16. Blank CDs for recording
17. Primers, pictures, posters, cardboards
18. Public Address Systems (PAS)
19. Air Conditioner/fans
20. Fridge

Classrooms

1. Tables and chairs
2. White board/markers/cleaners
3. Overhead multi-media projector
4. Public Address System
5. Teaching Aids (posters/primers/pictures)
6. Fans

Staffing

For the objectives of the programme to be achieved, there should be, for each option of Adult Education, the following:

1. Professor/ Reader (Associate Professor)
2. Senior Lecturer
3. Reasonably complementary number of other cadres of academic staff
4. Emphasis should be placed on staff capacity building

Library

Besides the main university Library which should have relevant and up-to-date study text and periodicals (printed and e-resource), the department should also have a well-equipped and up-to-date resource centre to cater for immediate reading and research needs of both students and staff. The centre should have the following:

1. Internet-Ready Computers (Desktop/laptop)
2. Internet Facilities
3. Current books/journals (printed and e-resources) in specialized stress areas
4. Computer tables and chairs
5. Inverters. UPS plus batteries and Voltage Stabilizers
6. Reading tables and chairs
7. Bookshelves
8. Printers
9. Newspapers and magazines (old and new)
10. User/borrower register
11. Air conditioner/Fans

Classrooms, Laboratories, Workshops and Offices

Classrooms: Besides shared classroom facilities, a minimum of two sizable, well ventilated and accessible classrooms should be provided for the programme.

1. Laboratories/Workshops:
 - a. Demonstration and Audio-Visual Resource Laboratory should be provided.



- b. Resource Room/Computer Laboratory with modern technological facilities should be provided.
2. Staff Offices: Adequate office spaces with modern office equipment and air conditioners should be provided for all staff. In addition to this, no Professorial cadre staff or Senior Lecturer should be accommodated in a shared office space.
3. Functional Toilets (male and female) should be provided for staff and students.

Description Size (m²)

| | |
|---------------------------------------|-------------|
| Professor | 18.5 |
| Academic staff | 13.5 |
| Faculty officer | 18.5 |
| Other Senior Staff | 13.5 |
| Classroom accommodation | 0.7/Student |
| Departmental office and storage space | 0.7/Student |
| Seminar room | 0.2/Student |
| Laboratories | 7.5/Student |
| Conference room | 37.0 |



B. Sc. Ed. Agricultural Education

Overview

Agricultural Education is a teacher education programme for producing teachers of Agricultural science for secondary schools and colleges. Apart from knowledge of Agriculture, students are expected to acquire relevant skills, methods and values to succeed. To help them in understanding their students and carry out their work efficiently, they are exposed to relevant Education Foundations courses such as Educational Psychology, Philosophy of education, Curriculum studies and others. They should also be conversant with the industrial applications of Agriculture.

Philosophy

The philosophy of Bachelor of Science Education in Agricultural Education is to imbue the learners with competencies and skills for self-reliance in agricultural production and teaching of courses which have been introduced into the curricular of secondary schools. It will also lead to complete development of the pre-service teacher to be a committed and efficient Agricultural Educator.

Objectives

The objectives of Agricultural Education Programme are to:

1. train youth admitted into the programme with saleable skills in various areas of agricultural production like crops, livestock, agribusiness, soil technology and agro technology;
2. equip individuals with both agricultural and teaching competencies that will help them impact acquired knowledge and skills in agriculture to youth in primary and secondary schools as well as colleges and adult farmers who are in need of improvement;
3. equip individuals with knowledge and skills in agriculture with public relation activities essential for helping nomadic, pastoral and migrant farmers to operate effectively for the improvement of the nation's economy and co-exist harmoniously with minimal conflicts;
4. equip individuals with proficiency skills in agricultural production and education that could be utilized to help other institutions and skill centres in training or retraining of unemployed out-to-school youth interested in agricultural production and businesses at skill acquisition centres with short training programme for purposes of diversification of the nation's economy through agriculture;
5. produce individuals that develop beyond first degree level in any agricultural education endeavours for intention of specialization; and
6. produce researchers in agricultural production and business for improvement of allied organizations and industries for positive contributions to the nation's economy.

Unique features of the programme

It will bring about advanced academic specialization in Agricultural Education that will enhance employment in the various field of Agriculture.

1. graduates can be empowered for effective teaching of agriculture in Secondary Schools, Colleges of Education and Universities;
2. graduates will be engaged in activities such as marketing and advertising that will improve Agricultural productivity;
3. practice as Crop and Livestock Farmers.; and
4. engaging graduates as Agricultural Extension Agents for training the practicing farmers on the farm.



Employability skills

Agricultural Education will give students skills that will empower them to take up contemporary Agricultural employment opportunities.

1. innovative skills for effective teaching of pragmatic Agriculture in schools;
2. effectively manage human resources for better farm productivity;
3. graduates can pursue high-flying careers in the multifaceted agricultural industry;
4. they can further their education or scientific interest with a career in social services, agricultural productions, finances, sales and recreation; and
5. agricultural Education students will secure well-paid jobs in a career field that traditionally has unfilled positions every year.

21st Century skills

Agricultural Education will afford its students the opportunity to learn 21st Century skills that will enable them to fit into and take up contemporary Agricultural employment opportunities. These skills include

1. problem solving skills;
2. team work skills;
3. digital literacy skill;
4. creative and innovative skills;
5. critical thinking skills;
6. media literacy skills;
7. capacity building skills;
8. digital, techno-pedagogy and innovative teaching and instructional skills;
9. social and community responsibility skills; and
10. initiative and enterprise skills.

Admission and Graduation requirements

Admission Requirements

4 Year Degree Programme

In addition to UTME requirements in English Language, Chemistry, Agricultural Science/Biology and any other relevant subject (Physics, Economics or Mathematics) candidates must possess five (5) credit passes in English Language, Mathematics, Chemistry, Biology/Agricultural Science/Animal Husbandry/Crop Husbandry/Fisheries and any one of the followings: Physics/Economics/Home Economics/Foods and Nutrition, at the Senior Secondary School Certificate (SSC) or (equivalent) credit passes obtained at not more than two sittings.

Direct Entry (DE)

At least five SSC-credit passes, two of which must be at the Advanced Level or A minimum of merit grade in University/ National Diploma, NCE in any field is required; Or the following:

1. NCE with at least an overall pass at Merit and above in Agriculture/Relevant Applied Life Sciences as a double major or in combination with other teaching subject.
2. ND/ND with at least an overall pass at Upper Credit level (CGPA of not less than 3.50) in Agriculture/Relevant Applied Life Sciences from a recognized Institution.
3. Advanced Level passes at Credit level in Agricultural Science/Biology, plus any other relevant subjects (Physics and Chemistry).



Graduation Requirements

In addition to the general requirements for graduation, students of the Agricultural Education programmes must offer and pass courses totalling 120 credit units for the four-year programme or 90 credit units in case of three-year programme. They must also complete and receive a pass grade in a research project report on a topic approved by the Department.

Global Course structure

100-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| AGE 101 | Introduction to Agriculture | 2 | C | 15 | 45 |
| AGE 102 | Practical Farm Work | 2 | C | 15 | 45 |
| AGE 103 | Farm Biometrics | 2 | C | 15 | 45 |
| AGE 104 | Farm Technology | 2 | C | 15 | 45 |
| | Total Credit Units | 14 | | | |

200-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | - |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | - |
| AGE 201 | Principle of Farm Stead | 2 | C | 15 | 45 |
| AGE 202 | Introduction to Soil Education | 2 | C | 15 | 45 |
| AGE 203 | Forest Management Education | 2 | C | 15 | 45 |
| AGE 204 | Anatomy and Physiology of Farm Animals | 2 | C | 15 | 45 |
| AGE 205 | Introduction to Agricultural Economics | 2 | C | 15 | 45 |
| AGE 206 | Teaching Vocational Agriculture in Schools | 2 | C | 15 | 45 |
| AGE 207 | Techniques of Vegetable Crop Production | 2 | C | 15 | 45 |
| AGE 208 | Farm Tools and Equipment | 2 | C | 15 | 45 |
| | Total Credit Units | 24 | | | |

300-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 2 | C | 15 | 45 |
| AGE 301 | Horticulture Education | 2 | C | 15 | 45 |
| AGE 302 | Ruminant Animal Production | 2 | C | 15 | 45 |
| AGE 303 | Agricultural Marketing | 2 | C | 15 | 45 |
| AGE 304 | Technology of Breeding Crops | 2 | C | 15 | 45 |



| | | | | | |
|---------|--|-----------|---|----|----|
| AGE 305 | Farm Business Management Education | 2 | C | 30 | - |
| AGE 306 | Introduction to Animal breeding | 2 | C | 15 | 45 |
| AGE 307 | Field and Tree Crop Production | 2 | C | 15 | 45 |
| AGE 308 | Fish Farming and Management | 2 | C | 15 | 45 |
| AGE 309 | Techniques of Non-ruminant Animal Production | 2 | C | 15 | 45 |
| AGE 310 | Introduction to Farm Machinery and Mechanization | 2 | C | 15 | 45 |
| | Total Credit Units | 29 | | | |

400-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|-----|
| EDU 400 | Project | 3 | C | - | 135 |
| EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| AGE 401 | Water and Land Conservation Education | 2 | C | 30 | - |
| AGE 402 | Husbandry of Ruminant Animals | 2 | C | 15 | 45 |
| AGE 403 | Livestock Health Education | 2 | C | 15 | 45 |
| AGE 404 | Entrepreneurship in Agriculture | 2 | C | 15 | 45 |
| AGE 405 | Livestock Nutrition Education | 2 | C | 15 | 45 |
| AGE 406 | Poultry Production | 2 | C | 15 | 45 |
| AGE 407 | Forestry and Wild life conservation | 2 | C | 15 | 45 |
| AGE 408 | Animal Products Handling, Processing and Storage | 2 | C | 15 | 45 |
| | Total Credit Units | 22 | | | |

Course content and learning outcomes

GST 111: Communication in English (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalization and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing,



Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making and others. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyze the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyze the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyze the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education

(2 Unit C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;



5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

AGE 101: Introduction to Agriculture

(2 Units C: LH 15; PH 45)

Learning Outcomes

The students will be able to:

1. acquire fundamental concepts and principles of land resources focusing towards development and production in a sustainable manner appropriate in Nigeria;
2. demonstrate basic competencies in the management of land resources and food production;
3. acquire basic skills, knowledge and attitude to manage a sustainable food production enterprise or qualify for entry-level employment in an agriculture related agency;
4. acquire a sound scientific background that will allow transfer to a higher degree program related to land resources and food systems;
5. describe the historical development in agriculture;
6. describe how to manage the natural resources in a sustainable manner; identify and explain the major plant parts and functions and manage a home garden; and
7. describe the nutritional requirement of animals, and how to best maintain animal health and demonstrate management practices.

Course Contents

The definition of agriculture. World population and food supply. History, scope and importance of agriculture to man. Agriculture and natural environment. Characteristic features of tropical agriculture and how they affect production. Land use and tenure. Trends in the production, distribution and utilization of agricultural products. Measures of improving Nigerian Agriculture. Climatic, edaphic and social factors in relation to crop production and distributions in Nigeria. Systems of crop farming. Types, distribution and significance of farm animals; basic principles of animal farming. Place of forestry, fish farming and wildlife in Agriculture.



AGE 102: Practical Farm Work 1**(2 Units C: LH 15; PH 45)****Learning Outcome**

At end of the course, students should be able to:

1. develop competent agricultural skills with ethical standards in their commitment to develop their respective agricultural sectors;
2. demonstrate scientific knowledge and skills of a prospective entrepreneur;
3. recognize the value and develop awareness in preserving diversities of the environment; and
4. effectively deliver relevant extension services providing quality services and assistance to agriculture sectors.

Course Contents

Practical approaches to acquisition of skills needed in the production of crops including selection of farmland, land clearing, pre-planting operations, cultural practices, harvesting, preservation and storage, collection, identification and preservation of specimens of weeds, plant pests, and diseases in the locality, rearing of animals should be emphasized– poultry, goats, snails and others. Experience in fish production and processing of crop products like palm, cassava, flour and others. should be emphasized. Assessment should be through process, product evaluation to show what students have learnt in the farm.

AGE 103: Farm Biometrics**(2 Units; C) (LH 15; PH 45)****Learning Outcome**

On completion of the course, students are able to:

1. function independent in the chosen field of agricultural research specialization;
2. analyze complex processes at different spatial and temporal scales;
3. search and evaluate scientific literature; and
4. synthesize scientific information and research results, and communicate research results to both scientists and non-scientists.

Course Contents

Definitions and varying applications of Farm Biometrics. The basic Mathematical concepts that have uses in agricultural education including measurement in agriculture, seed rate, percentages, area, volume, simultaneous and geometry, graphs, and their mathematical application in agriculture.

AGE 124: Farm Technology**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of the course, the students should be able to:

1. describe methods and plant diseases in field crop production;
2. Practice animal breeding and different feeding methods;
3. describe human-environment-agriculture relations and problems;
4. make the connection between natural resources and agricultural input;
5. demonstrates basic knowledge of the use of ICT in agriculture;
6. participate in activities in crop production under the supervision of an agricultural engineer; and
7. use technology in agricultural activities under the supervision of an agricultural engineer.

Course Contents

The concepts and details of farm technology, need for farm mechanization, sources of farm power, farm implements and equipment – plough, harrow, cultivator; tractor – internal



combustion engine, engine systems, mechanisms of two and four stroke engines, description and operation processes. Tillage equipment and machines and how they function. Crop protection equipment, crop harvesting and the associated equipment and tools. Spraying machines, description and operations, processing equipment/machines, maintenance of farm equipment and machines, economizes of agricultural mechanization.

GST 212: Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding and others.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.



Course contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship, Corporate Entrepreneurship). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development, analyze and critique the Nigerian core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

AGE 201: Principles of Farmstead Planning (2 Units; C) (LH 15; PH 45)

Learning Outcome

At the end of the course, students should be able to:

1. determine the area of farm land;
2. explain the hydrology of the land;
3. enable the will be farmer have security over his farm land;
4. adds to the will be farmers' security against intruders;



5. secures the boundaries of his land;
6. list the various uses of land; and
7. identify the basis for farm design.

Course Contents

Introduction to the concept of school land survey, Type of farm survey, principles and purpose of soil survey, Procedures of Soil Survey, Soil Survey Report, Methods of Soil Surveys, Kinds of Soil Survey, Techniques Used in Land Survey, Users of Soil Survey, photographs in soil survey, soil survey report writings and farmstead planning, tools and equipment involved farmstead planning, problems and prospects of land surveying and factors to consider when planning a school farm layout. factors to consider in location and selection school farm. Basic principles in the management of the school farm, differences between a school farm and a commercial and or traditional farm; agricultural activities on the school farm; maintenance operations in the school farm and transfer of experiences from school farm to improve agricultural outputs of community.

AGE 202: Introduction to Soil Education

(2 Units; C) (LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. explain how the environment influences plant growth and crop yields, and ways to modify the environment to improve plant growth and yields;
2. identify soil types and will be able to identify ways to improve soil fertility as well as reduce soil erosion and improve water quality and availability;
3. identify how soil are formed and ways to modify soil structure and drainage to reduce erosion and improve water quality and water availability to plants; and
4. determined soil fertility and how plant nutrient deficiencies are identified, and means of improving soil fertility and adding nutrients for plant growth.

Course Contents

Soils, their origin and formation. Physical properties of soils. Soil moisture, Soil air and Soil temperature, soil classification and Soil survey. Soil colloids; soil reactions. Soil organic matter and soil organisms; soil and water conservation; Nutrient requirements and mineral nutrition of plants. Introduction to fertilizer (organic and Inorganic).

AGE 203: Forest Management Education

(2 Units C: LH 30)

Learning Outcome

At the end of the course, students should be able to:

1. demonstrate the complex interactions of humans and forest ecosystems in a global context;
2. exhibit forest mensuration skills and techniques for ecological measurements;
3. demonstrate quantitative and analytical skills for data collection, analysis, and interpretation of forest ecology and management;
4. independently locate and apply relevant forest ecology and management literature to assigned problems or research and management issues; and
5. interpret forest conservation, forest ecology, and resource management conflicts and solutions from multiple perspectives ranging from private landowners to industry and public lands.



Course Contents

The basic concepts of forest and their management strategies. Renewable natural resources, availability, distribution and potential. The important forest trees and wildlife (with emphasis on Nigerian species). Classification, morphology and distribution of important forest trees. Forest and game reserves in Nigeria. Silviculture; afforestation, characteristics of major timber and their uses. Felling and log transportation.

AGE 204: Anatomy and Physiology of Farm Animals (2 Units C: LH 15; PH 45)

Learning Outcome

At the end of the course, students should be able to:

1. apply concepts of breeding, physiology, nutrition, herd-health, economics and management into practical and profitable animal production programs;
2. explain the role of nutrition in animal production;
3. explain the mechanisms and role of reproductive physiology in livestock production;
4. develop feeding systems for farm animal production and companion animals;
5. demonstrate critical thinking and problem solving skills as they apply scientific principles to a variety of animal production systems; and
6. explain the application of modern animal production technologies and management practices impact their production facilities, their communities and the world.

Course Contents

Introduce students to topographical and descriptive terms used in gross anatomy such as caudal, distal, medial, planter and bones of different animals and their important joints, types of muscles in the body of mammals and avian, digestive system of avian. An in-depth study of the heart, blood vessels and lymphatic systems of mammals and avian, structures of the urinary systems of mammals and avians, structure of nervous system of mammals and avians, structure of the eyes, ears, of mammals and avian and the structure of the skin, hoof and feather.

AGE 205: Introduction to Agricultural Economics (2 Units C: LH 15; PH 45)

Learning Outcome

After studying all materials and resources presented in this course, the student will be able to:

1. describe fundamental macro- and micro-economic principles;
2. apply economic principles to agricultural production, marketing and consumption; and
3. describe the different agricultural economics fields (such as food industry, demand theory, supply theory, competitive environments).

Course Contents

The concepts and details of: The scope and methodology of economics, Demand and supply. Concept of elasticity. Concept of utility and indifference curves, Factors influencing consumers' behaviour. Concepts of production and cost functions. Effects of laws of diminishing return in the production process. Theory of cost in the short-and –long term. The process of determining the optimum level of in-put, The elements of market structure, Pricing and output policies of a monopoly firm. Pricing and output policies of a typical firm in an imperfect market egg 1) monopolistic competition and 2) oligopoly.



AGE 206: Teaching Vocational Agriculture in Schools (2 Units C LH 15; PH 45)

Learning Outcome

At the end of the course students will be able to

1. implement the philosophy and utilize instructional methods used in agricultural education settings;
2. plan and organize units of instruction for topics in agriculture;
3. develop and use teaching plans on agriculture topics for traditional and special needs students;
4. effectively manage a diverse population of students;
5. prepare effective tests which will allow them to evaluate and grade students in agricultural education;
6. demonstrate the ability to effectively utilize a variety of teaching techniques and strategies in the classroom in order to positively influence student learning; and
7. demonstrate skills in individualized assessment, instructional planning, and data-based decision-making through satisfactory completion of all checkpoints prior to student teaching.

Course Contents

Teaching Unit, Teaching Sequence, Modules of Instruction in Crop Production, Modules of Instruction in Animal Production. Methods of Teaching Vocational Agriculture, Discussion Techniques, Laboratory Experience, Demonstrations. Young and adult farmer courses in school, Objectives of Courses, Types of Courses, Organizing Young and Adult Farmer Course, Developing Course Contents for Young and Adult Farmers. Organization and supervision of school farm. Management of school farm. Practical teaching on the land laboratory. Record keeping in the school farm. Responsibilities of farm supervisors. Developing manipulative skills. Instruction on the farm. Conducting an agriculture class. Analysis of farm accounts and records. Adjusting the accounts for inter farm comparison. Definition of input and output terms. Calculation outputs, costs. Calculation of performance measures. Factors affecting the level of output. Gross margin analysis.

AGE 207: Techniques of Vegetable Crop Production (2 Units C: LH 15; PH 45)

Learning Outcome

At the end of the course students will be able to

1. identify plant vegetative and reproductive structures;
2. understand basic principles, processes and functions of plant growth and reproduction, including photosynthesis, respiration, transpiration, vegetative growth and reproductive growth, fertilization and fruit formation;
3. understand factors affecting the need to find sustainable practices for production of food, feed and fiber crops and how to implement and evaluate them; and
4. understand how to propagate plant, sustainably grow, manage and harvest a variety of plants in a diverse set of environmental, marketing, and financial conditions.

Course Contents

This course should expose students to the basic concepts of agriculture with details in vegetable crop production. Vegetable and Mankind, gardening; type pf gardening. Fruit and vegetables in the tropics. Orchard/garden layout; preparation of seed bed, nursery practices. Vocation and layout of orchard/garden. Factors of vegetable and fruits production. Types and



classes of common fruits and vegetable grown. Consumer vegetable growing. Diseases and pests of vegetable and fruits.

AGE 208: Farm Tools and Equipment

(2 Units C: LH 15; PH 45)

Learning Outcome

At the end of the course, students should be able to:

1. explain why agricultural machinery and equipment are important;
2. identify different areas of agriculture where machinery and equipment are used; and
3. describe some of the different types of agricultural machinery and equipment used for crop production.

Course Contents

Identification of simple farm tools and their uses, Materials for farm tools and equipment production. Types of farm tools – garden tools, tillage tools, harvesting tools, differences between tools and equipment. Types of school farm equipment – spraying equipment, harvesting equipment and storage equipment. Use and maintenance of various tools and equipment. Types of farm machines, Maintenance of each like predictive, preventive, corrective and routine maintenance.

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyze the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organizations, media and traditional institutions in peace building

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government and Community Leaders.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration and other. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis



ENT 312: Venture Creation**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I**(3 Units C: PH 135)****Learning Outcomes**

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. demonstrate proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice.



Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in data analysis. Reporting educational research.

AGE 301: Horticulture Education

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course students will be able to

1. identify plant vegetative and reproductive structures;
2. Identify the basic principles, processes and functions of plant growth and reproduction, including photosynthesis, respiration, transpiration, vegetative growth and reproductive growth, fertilization and fruit formation;
3. explain how the environment influences plant growth and crop yields, and ways to modify the environment to improve plant growth and yields;
4. describe the factors affecting the need to find sustainable practices for production of food, feed and fiber crops and how to implement and evaluate them;
5. identify many of the commonly used herbaceous and woody ornamental plants and how to propagate, establish and care for them; and
6. list and explain the nutritive value of fruits, nuts and vegetables in the human diet.



Course Content

Classification and importance of vegetable crops, ecological distribution of vegetables and fruits in Nigeria. Varieties and adaptation of exotic vegetables and fruits to the Nigerian environment. Types and systems of vegetable and fruit production. Production processes of tropical fruit crops. Methods of plant propagation. Important forest trees and Ornamental plants production. Cultivation of leaf, fruit, and root vegetables. Establishment of ornamental garden and principles of landscaping.

AGE 302: Ruminant Animal Production

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students will be able to:

1. quantify the economic impact of the beef, dairy, sheep and goat industries;
2. describe an overview of the domestic and international dairy, beef, sheep and goat industries;
3. compare and contrast purebred versus commercial ruminant livestock segments;
4. list primary facilities and equipment required for ruminant livestock production;
5. compare and contrast the performance and selection of ruminant breeds;
6. compare and contrast the genetic ad selection tools available to breeders.
7. discuss selection for improved productivity;
8. analyze the various types of ruminant livestock systems; and
9. compare and contrast profitable and unprofitable ruminant livestock systems.

Course Contents

The concepts and details of conformation, types and breeds of sheep, goats, beef, cattle, and dairy cattle in Nigeria. Establishment of different classes of sheep, goat, beef and dairy cattle herd. Feed ingredients and how to feed ruminants. Breeding/reproduction of ruminant animals. Types of buildings and equipment used in ruminant enterprises. Milking techniques and processing. How to care/manage Young ruminants from day old to weaning. Common diseases and parasites of sheep, goat, beef and dairy cattle. How to slaughter and market sheep, goat and cattle

AGE 303: Agricultural Marketing

(2 Units C) (LH 15; PH 45)

Learning Outcomes

At the end of the course, students will be able to:

1. describe the agricultural marketing system;
2. explain the role of price discovery in our economic system;
3. describe the Value added processing;
4. clarify Competition in the market place;
5. enlighten Consumers on demand issues;
6. explain Food marketing management;
7. illuminate Marketing margin and
8. expound Marketing functions

Course Contents

The basic concepts in agricultural marketing, marketing functions, marketing agencies, Application of economic principles of demand and supply of agricultural marketing. They should also be exposed to the role of market Price in agricultural, application of the principles of elasticity to agricultural marketing, the application of the theory of consumer behaviour to how buyers behave in demand for food commodities, application of the different market structure and marketing, principles of the theories and institutions or international trade.



AGE 304: Technology of Breeding Crop**(2 Units C: LH 15; PH 45)****Learning Outcomes**

By the end of this course, students will be able to:

1. identify characteristics of self- and cross-pollinated plants;
2. identify sources of genetic variation to conduct a breeding program;
3. determine breeding methodology appropriate for plants with different mating systems;
4. conduct basic statistical analyses related to plant breeding;
5. analyze journal articles related to cultivar development;
6. conduct and analyze a selection experiment: and
7. communicate background information and original ideas related to breeding a specific crop.

Course Contents

The basic concepts of agricultural crops in relation to the technologies of their breeding. What is Crop Breeding? Purpose of Breeding and Biological Variation. Introduction of Plant Cell, Cell Division (mitosis), Gametogenesis (meiosis) and Fertilization in Plant. Gene, Symbols and Terminology. Mendel's Experiment, Law of Inheritance and use of Chi-square Calculations. Qualitative Vs Quantitative Traits, Heritability. Selection Responses. Methods of Sexual Reproduction in Crop Plants: Reproduction in Crop Plants, Self-Incompatibility and Male Sterility, steps for Controlled Crosses and Sourcing for Breeding Materials. Methods of Breeding Self Pollinated Crops: Pure-line Selection, Mass Selection, Hybridization. Breeding Methodologies for Cross Pollinated Crops: Mass Selection, Recurrent Selection, Hybrid Varieties Development (in Maize), Synthetic Varieties (in Maize), Seed Production and Distribution.

AGE 305: Farm Business Management Education**(2 Unit C: LH 30)****Learning Outcomes**

At the end of the course students will be able to

1. recognize and examine the relationships between inputs and outputs in their agricultural field to make effective and profitable decisions;
2. effectively evaluate the impact of trade policy, common markets, trading blocks, market instability, commodity problems, trade agreements and environmental regulations on imports and exports in international trade to be able to improve production decision making;
3. explain how all aspects of agriculture combine and are used by scientists, marketers, and producers; and
4. explain how employer characteristics and decision-making at various levels enhances the success of an agricultural enterprise.

Course Contents

The nature of farm business management, the functional divisions in business management, the different organizations and topologies of farm business, application and management principles of farm organizations and operations, the concept of farm labour productivity, how to acquire and use farm resources, how to acquire land for farm business operations, economic climate and business problems in Nigeria and how to acquire capital and credit for farm business operations.



AGE 306: Introduction to Animal Breeding**(2 Units C: LH 15; PH 45)****Learning Outcome**

At the end of the course, students should be able to

1. demonstrate competence of applied subject associated with all areas of animal breeding, genetics, and selection;
2. exhibit problem solving skills based on quantitative and analytical reasoning;
3. demonstrate effective communication skills; and
4. exhibit leadership and other interpersonal skills needed for career placement and advancement.

Course Contents

The basic concepts of animal breeding. Reproduction in farm animal, breeding management and practices to improve breeding efficiency. Management of sires for breeding, detecting female in it, artificial insemination pregnancy and care of expected mothers and after parturition, genes and mode of actions, inheritance of economic traits, variation, method of selection. System of breeding; progeny and performance testing. Agricultural Education distribution of Nigerian and foreign breeds of livestock.

AGE 307: Field and Tree Crop Production**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of the course students will be able to

1. explain sustainable practices for production of food, feed and fiber crops and how to implement and evaluate them;
2. apply their knowledge to solve problems related to plant growth, crop production and natural resource management;
3. explain how crop science relates to the economy and environment, both currently and in the future;
4. critically evaluate public information related to crop science as being scientifically-based or opinion-based and contribute to the knowledge base of information;
5. write in a style appropriate for technical or informative publications for various audiences related to crop science; and
6. demonstrate supervised, hands-on work experience related to crop production.

Course Contents

The basic concepts of agriculture, with specifics reference made to field crop production. History, distribution, soil and climatic requirement, improved varieties, production practices, harvesting and economic aspect of cereals, legumes and tuber crops. Different types of economic tree crops in Nigeria, their origin and areas of production. The different varieties and morphological characteristics of local tree crops in Nigeria. The cultivation and management of Nigeria tree crops. Methods of harvesting, handling and processing of tree crops in Nigeria. Different types of economic tree crops in Nigeria, their origin and areas of production. The different varieties and morphological characteristics of local tree crops in Nigeria. The cultivation and management of Nigeria tree crops. Methods of harvesting, handling and processing of tree crops in Nigeria

AGE 308: Fish Farming and Management**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of the course students will be able to

1. explain the basis of technologies of fisheries and aquaculture;



2. list and discuss the principle, importance, purpose and application;
3. explain the conditions of development of aquatic organisms and its habitat conditions, formation and change patterns of yielding in relation with the environmental changes of anthropogenic influence;
4. explain the fisheries and aquaculture schemes used in breeding, rearing and feeding technologies in farms, their purpose and principles of application, be aware of the fisheries and aquaculture design and construction principles, taking into account the legislation and directives;
5. describe the fisheries and aquaculture business management features, methods, and strategies for aquaculture business development, operational funding, fisheries and aquaculture production innovation and marketing issues and strategies;
6. apply traditional research methods, scientific literature, information technologies and statistical methods of calculation to perform and summarize the research and creative use results of analysis by preparation of the final thesis and oral presentations;
7. apply modern equipment in laboratories, special computer programs for design of fisheries and aquaculture farms by implementation of innovative ideas for management of farms;
8. describe the fisheries and aquaculture technological processes, identify problems and solve them, relate agriculture activity and aquaculture productivity and safety, analyze and evaluate effects of the fisheries and aquaculture on the environment, to provide the preventive safety measures;
9. apply methods and techniques used in fisheries and aquaculture design and construction, their management methods and quality assurance principles;
10. solve the technological challenges related to management of fisheries and aquaculture farms; organize activities to ensure their entrepreneurship and competitiveness; and
11. to critically and logically contemplate, to have a reasoned opinion and be able to defend it, to gather and present scientific information to different audiences.

Course Contents

The important fishes of West Africa with emphasis on Nigerian species. Classification, evolution, morphology and basic structure of fishes. The adaptation of fish to aquatic life. Life cycle of principal species of fishes. Significance of fishes in the diet of Nigerians. The fish industries in Nigeria. Fundamental Principles of fish management and production. Types of common fishing gears, type of environment suitable for the school fish pond and its characteristics. How to construct and manage fish farm, harvesting and preservation of fish.

AGE 309: Techniques of Non-Ruminant Animal Production (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course students will be able to

1. identify methods of rearing chicken;
2. acquire knowledge and skill of complete package of practice for quality production of broilers;
3. explain how to produce table and hatchable eggs; and
4. discuss the skill involved in caring and management of chicks.

Course Contents

The concepts and details of different types of housing and equipment for poultry, wine and rabbit. The management of non-ruminant animals. Diseases and parasites of poultry, wine and rabbit. Means and methods of transporting poultry, wine and rabbit from the farm to the market. Various methods of processing poultry, swine and rabbit. Exposure to the establishment and management techniques of non-ruminant animals



AGE 310: Introduction to Farm Machinery and Mechanization (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course students will be able to

1. acquire a sound knowledge in the study of agricultural power and machinery in order to facilitates their interest in agricultural engineering;
2. acquire the skill of identifying suitable materials with adequate illustrations based on local problems and issues that affect tropical agriculture;
3. discuss various power sources available for agricultural work;
4. select, use, repair and maintain appropriate agricultural machinery; and
5. acquire knowledge that will be highly useful in running an Agro Service Centre for farm machinery.

Course Contents

Basic machines and their applications in agricultural mechanization. Agricultural Workshop tools and their uses. Principles of internal combustion engine (ICE). Farm machinery used for tillage: ploughs, harrows, and cultivators. Adjustment, maintenance, and repair of farm tractors and equipment. Farm power transmission system. Review of farm power sources. Transmission of power in farm machinery. Tractor power outlets. Tractor mechanics and power measurements. Tractor test and test codes. Ergonomics considerations. Hitches and hitch systems. Operations and maintenance of farm machinery. Field evaluation and cost analysis of use of agricultural machines. Criteria for replacement.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:



1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analysing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

AGE401: Water and Land Conservation Education (2 Units C: LH 15; PH 45)

Learning Outcome

At the end of the course students will be able to

1. identify soil types and how they are formed;
2. develop ways to modify soil structure and drainage to reduce erosion and improve water quality;
3. determined soil fertility;
4. demonstrate the ways of improving soil fertility; and
5. develop ways of adding nutrients for plant growth.

Course Contents

The importance of soil conservation in increasing crop production. The scope of soil and water engineering. The application of the concepts of hydrology and meteorology to soil and water conservation. The consumptive use of water by crops. The application of the principle of run-off in conservation measures. The various methods of soil and water conservation and their limitations. Principles of infiltration and percolation. Characteristics of ground water. The uses of hydrograph. Various forms of fluid flow in pipes and open channel. Forces on plane and submerged surfaces

AGE 402: Husbandry of Ruminant Animals (2 Units C) (LH 15; PH 45)

Learning Outcome

At the end of the course, students should be able to:

1. explain the management principles involved in the rearing of ruminant animals;
2. identify the age at puberty, sexing ratio and care of the young ruminants;
3. identify some of the local and exotic breed of ruminant animals;
4. compare the anatomical structure of the gastro-intestinal tract of ruminant animals; and
5. differentiate the housing types for the different classes of ruminant animals.

Course Contents

The basic concepts of agriculture with specifics on animal husbandry of ruminant animals. Especially the beef and dairy industry; Feeding and Management of Cattle, Sheep and Goats; Housing and equipment; Calf-rearing; growing and finishing operations; Milk production,



handling and processing. Characteristics of Ruminant Animals. General Features of Ruminant Animals. Digestive Anatomy of Ruminants. Breeds of Ruminant Animals (Cattle, Sheep and Goat). Management of Ruminant Breeding Stock (Cattle, Sheep and Goats). Housing and Equipment for Cattle Production. Housing for Sheep and Goat Production. Equipment and Management Practices for Ruminant Production. Nutrient Requirements and Feeding of Ruminants. Feeding Materials for Ruminants. Diseases of Ruminants and Their Preventive Measures. Internal Parasites of Ruminants and Their Control Measures. External Parasites of Ruminants and Their Control Measures.

AGE 403: Livestock Health Education

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course students will be able to:

1. discuss health protection and safeguard of the wellbeing of animals;
2. elucidate veterinary care such as preventive medicine;
3. demonstrate reproduction management, surveillance, eradication;
4. explain monitory programs on animal diseases;
5. list and explain methods of treatment of animal waste; and
6. obtain hands-on experience and problem-solving skills that will assist them while developing careers related to animal health.

Course Contents

The study of the principles of livestock health including aetiology, symptoms, effects, prevention and control of diseases of the parasites of the following livestock: poultry, cattle, sheep, goat, pig and rabbits. Good Hygiene Practice: Cleaning, Disinfection, Sanitation, Animal Health Management Effect of Environment on Animal Function and Performance; Animal Housing Requirements, and Animal Welfare Aspects. Animal Disease Management (Biosecurity Measures, Management of Pregnant and Lactating Animals). Classification of Animal Diseases – Study of Major Diseases. Parasitic Diseases. Diseases and Disorders of Lactating Cow (Mastitis, Udder Edema, Dystokia, Milk Fever, Ketosis), and Calves (Pneumonia, Diarrhea). Poultry Diseases. Waste, Carcasses Disposal.

AGE 404: Entrepreneurship in Agriculture

(2 Units C: LH 15; PH 45)

Learning Outcome

At the end of the course, students should be able to:

1. develop the typology of Agricultural entrepreneurial firms;
2. develop framework of entrepreneurial venture;
3. make SWOT analysis for an entrepreneur;
4. generation, incubation and commercialization of ideas and innovations;
5. role of MSME in Agricultural entrepreneurship development;
6. identify steps of becoming a successful Agricultural entrepreneur;
7. develop a good Communication skill among Agricultural entrepreneurs; and
8. develop some Models of entrepreneurship.

Course Contents

Introduction to the process of entrepreneurship within the agricultural and food sectors. Emphasis on opportunity recognition and assessment, resource acquisition and feasibility analysis for both private and social enterprises. Forms and types of Agricultural entrepreneur, Motivation and entrepreneurship, Theories of entrepreneurship, Institutional support for Agricultural entrepreneurship development, Venture capital, Public private partnership,



Overview of Agricultural input industry, Case studies of entrepreneurs. Students will develop a comprehensive feasibility study for a new Agricultural business or non-profit organization.

AGE 405: Livestock Nutrition Education

(2 Units C: LH 15; PH 45)

Learning Outcome

At the end of the course students will be able to:

1. demonstrate the role of nutrition in animal production;
2. develop feeding systems for farm animal production and companion animals;
3. demonstrate critical thinking and problem solving skills as they apply scientific principles to a variety of animal production systems; and
4. explain the application of modern animal production technologies and management practices impact their production facilities, their communities and the world.

Course Contents

Classification and function of nutrients, digestive processes, characterization of feedstuffs, and formulation of diets for domestic animals. Importance, sources, deficiency symptoms of the following classes of livestock feed: water, carbohydrate, protein, vitamins, minerals, fat/oil, nutritional requirements of livestock, their measurement, type of ratio formulation to be treated. Feedstuff analysis and evaluation. Feed classification. Concentrates: cereal grains, by-product feeds. Concentrates: protein feeds, miscellaneous. Balancing rations, Principles, Non-ruminant applications. Method applied to some ruminant rations. Feeding Swine and Poultry. Forages: Grasses, Legumes, Residue feeds. Forage Intake and Factors affecting Dry Matter Intake (i.e., Feed Consumption). Forages: harvest forms; pasture, hay, silage.

AGE 406: Poultry Production Education

(2 Units C: LH 15; PH 45)

Learning Outcome

At the end of the course students will be able to:

1. deal responsibly with the management aspects of the production system; acquires basic knowledge of genetic selection of commercial hybrids;
2. apply the techniques of artificial incubation of eggs;
3. explain the management of the rearing environment;
4. explain laying hens and chicken meat;
5. discuss the different feeding phases of the birds; and
6. discuss the issues related to welfare and animal protection legislation.

Course Contents

The concepts, scope and purpose, system of production, equipment and management practices involved in growers, broilers, breeders and layers production. Building and equipment; incubation and hatchery management of poultry eggs; turkey, geese, duck and guinea fowl production. The application of the principles of feeding, housing, care, breeding and management as basis for successful production. Carcass cuts in poultry and measures of carcass quality. Marketing of poultry products.

AGE 407: Forestry and Wild Life Conservation

(2 Units C: LH 15; PH 45)

Learning Outcome

At the end of the course students will be able to:

1. identify native and non-native herbaceous and woody plants;
2. appreciate the general principles of ecology as how they related to terrestrial and/or aquatic plant and animal conservation and management;



3. identify species, characteristics, habitat requirements and life cycles of birds, fish and/or mammalian wildlife species;
4. solve problems related to wildlife conservation and management;
5. explain the factors affecting the need to find sustainable practices for production of food, feed and fiber crops and how to implement them;
6. be competent in basic forest management principles and evaluation of forest stands for health, wildlife habitat and lumber use;
7. apprehend how the environment influences plant growth and crop yields, and ways to modify the environment to improve plant growth and yields;
8. realize how to propagate, plant, and sustainably grow, manage and harvest grain or forage crops within various environmental, marketing and financial conditions;
9. explain how wildlife conservation and management relates to the economy and environment, both currently and in the future; and
10. critically evaluate current events and public information related to wildlife conservation and management as being scientifically-based or opinion-based and contribute to the knowledge base of information.

Course Contents

Harvesting, processing and marketing of timber and other forest produce. Forest insects & disease. Global forest resources. Natural forests and plantations in Africa. Forestry systems (natural, multipurpose forests, plantation forestry, agroforestry). Sustainable forestry development policy and legislation. Silviculture and management of plantations. Forest certification. Effects of site and Silviculture on wood quality. Forest harvesting, utilization and forest wood products. Non-timber forest products of natural and plantation forests. Forests and woodlands management. Environmental management of natural and plantation forests. Forestry research. Human resource management in forestry. Organization of wildlife resources. Wildlife in relation to their environment. Factors affecting the distribution and abundance of wildlife. Interrelationship between climate, soil, vegetation, geologic history and wildlife population characteristics as related to re-production and mortality factors. Movement, behaviours, lifecycles, reproduction, food and food habits of wildlife. Nature and efficient usage of rangeland in West Africa. Methods of range assessment and management.

AGE 408: Animal Products Handling, Processing and Storage (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. explain how the animal processing industry has evolved;
2. identify career opportunities related to animal processing;
3. explain the economic importance of animal processing;
4. describe how processing affects the value of the product;
5. apply principles of comparative anatomy and physiology to uses within various animal systems;
6. comply with government regulations and safety standards for facilities used in animal production;
7. work effectively with industry organizations, groups and regulatory agencies affecting the food products and processing industry;
8. implement procedures to ensure that animal products are safe;



9. apply safety and sanitation procedures in the handling, processing and storing of food products; and
10. demonstrate worker safety procedures with food product and processing equipment and facilities.

Course Contents

Definition of animal products technology. Importance of animal products technology. Definition of storage. General guiding principles in storage. Types of storage. Merits and demerits. Methods of improvement of storage. Storage losses and factors. Slaughtering techniques, dressing and dressing percentages. Meat types. Methods of preservation of meat, poultry, eggs, milk and milk products such as smoking, salting, freezing, drying, and others. Preparation for slaughtering, evisceration; care of carcass and its cuts; processing and care of hides, skin and wool; processing and storage of meat; milk processing and microbiology; and poultry products. Milk hygiene; Effect of cooking on meat and milk flavour. Post-harvest physiology of animal products; egg quality and grading chemistry and nutritive value of meat and eggs. Poultry products; milk by-products-butter, cheese and whey; preparation and storage of beef products – bacon, sausage and ham; food additives; flavours and aroma. Marketing and distribution of animal products. (1 hour of lectures and 3 hours of practical per week).

Minimum Academic Standards

The following areas are important and should to be supported in such a way as to make effective, any resource allocated to the Department.

Academic Staff

1. The established staff/students ratio of 1:30 for education should be met.
2. Training and retraining of academic staff and students should be pursued vigorously.
3. All academic staff should have computing skills.
4. 75% of the academic staff should possess PhDs.
5. At least 20% of the academic staff should be professors/readers and 35 % senior

Non-Academic Staff

The Academic –Non-Academic staff ratio in the University should be 1: 2 maxima.
All administrative, secretarial and clerical staff should have computing skills.

Library

Besides the main university Library which should have relevant and up-to-date study text and periodicals, the Agricultural Education department should also have a departmental library that is well-equipped with current resources (such as basic text books, reference books, journals, periodicals and other relevant textual and non-textual materials) to cater for immediate reading and research needs of both students and staff. Virtual library is also needful.

Agricultural Education department should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition, well stock and current hardcopies of reference and other textual materials should be provided centrally at the level of the Faculty. A well network digital library should serve the entire university community. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources.



In any case, there should be internet ready workstations available in the library for least 25% of the total student enrolled in each academic programme. The funding of the library should be in line with NUC guidelines.

Classroom, Laboratories, Workshops, and Offices

Classrooms

Adequate class rooms should be provided to avoid overcrowding. There should be besides shared classroom facilities, a minimum of four sizable, well ventilated and accessible classrooms should be provided for the programme. Adequate sitting arrangement should be provided. More effective white boards and other facilities such as public address system, flipchart, dusters and lighting should be provided.

| Description | Size m² |
|---------------------------------------|-------------------------------|
| Professor | 18.5 |
| Academic staff | 13.5 |
| Faculty officer | 18.5 |
| Other Senior Staff | 13.5 |
| Classroom accommodation | 0.7/Student |
| Departmental office and storage space | 0.7/Student |
| Seminar room | 0.2/Student |
| Laboratories | 7.5/Student |
| Conference room | 37.0 |

Laboratories for the programme

- 1) Agricultural Education laboratory and workshops should be provided for practical and maintenance of equipment.
- 2) Computer Laboratory with modern technological facilities should be provided.

Staff Offices

Adequate office spaces with modern office equipment should be provided for all staff. In addition to this, no Professor, Associate Professor, and Senior Lecturer should be accommodated in a shared office space.

List of Minimum Equipment

The required equipment for teaching Agricultural Education are found in Table 1 in addition to those listed below.

At least 10 PCs for the departmental office.

At least 10 Pcs for teaching students in a computer room with Internet facilities and laptops.

Each academic staff should have a PC in his / her office with Internet facilities.

Overhead and multimedia projectors.

Audio-tape recorders (at least 4).

Video recorder.

A video player.

A Television.

Senior lecturers and above should have telephone and GSM as part of working tools.



Table 1: Agricultural Education Equipment

| S/NO | ITEMS | QUANTITY |
|-------------|---|---|
| | Teaching & Research Farm: Farm Land – Crop Production Farm Land – Animal Production Farm Land – Extension Demonstration Farm Farm Land – Agricultural Economics Farm Land – Soil Science Farm Land – Forestry & Wildlife Farm Land – Aquaculture & Fisheries | 10 Hectares 10 Hectares 2 Hectares 2 Hectares 3 Hectares 5 Hectares 1 Hectare |
| | Farm Vehicles, Machineries, Implements and Equipment Lorries 4-Wheel drive vans 50-Seater Buses Station Wagons Saloon car Tractor with complete implements Bailer Workshop Service Shade | 2 1 1 1 1 1 1 1 1 1 |
| | Crop Production: Farm Workshop Off-Farm Processing and Storage Facilities Green House Screen House Irrigation Facilities Silos Culture Room | |
| | Animal Production: 1000 Layer Birds 1000 Broiler Birds 50 Cattle (40 Cows & 10 Bulls) 50 Sheep (40 Sheep & 10 Rams) 50 Goats (40 Goats & 10 He-Goats) 100 Rabbits Feed Mill (1ton/hour) Hatchery Animal Laboratory Metabolism Cages Battery Cages Weighing Bridge Animal Dip Animal Sprayer Fenced Paddocks Quarantine Animal Clinic Cold Room | |
| | Agricultural Econometrics Software <u>Alteryx</u> - analytics platform with drag and drop statistical models; R and Python integration <u>Analytica</u> – visual analytics and statistics package | |



| | | |
|---|--|--|
| | <p> <u>ASReml</u> – for restricted maximum likelihood analyses <u>BMDP</u> – general statistics package <u>DataGraph</u> - visual analysis with linear and nonlinear regression <u>DB Lytix</u> – 800+ in-database models <u>EViews</u> – for <u>econometric analysis</u> <u>FAME (database)</u> – a system for managing time-series databases <u>GAUSS</u> – <u>programming language</u> for statistics <u>GenStat</u> – general statistics package <u>GLIM</u> – early package for fitting <u>generalized linear models</u> <u>GraphPad InStat</u> – very simple with much guidance and explanations <u>GraphPad Prism</u> – biostatistics and nonlinear regression with clear explanations <u>IMSL Numerical Libraries</u> – software library with statistical algorithms <u>JMP</u> – visual analysis and statistics package <u>LIMDEP</u> – comprehensive statistics and econometrics package <u>LISREL</u> – statistics package used in structural equation modeling <u>Maple</u> – <u>programming language</u> with statistical features <u>Mathematica</u> – a software package with statistical particularly n features <u>MATLAB</u> – <u>programming language</u> with statistical features <u>MaxStat Pro</u> – general statistical software <u>MedCalc</u> – for biomedical sciences <u>Microfit</u> – econometrics package, time series <u>Minitab</u> – general statistics package <u>MLwiN</u> – multilevel models (free to UK academics) <u>NAG Numerical Library</u> – comprehensive math and statistics library <u>Neural Designer</u> – commercial <u>deep learning</u> package <u>NCSS</u> – general statistics package <u>NLOGIT</u> – comprehensive statistics and econometrics package <u>nQuery Sample Size Software</u> – Sample Size and Power Analysis Software <u>O-Matrix</u> – <u>programming language</u> <u>RapidMiner</u> – <u>machine learning</u> toolbox <u>Regression Analysis of Time Series (RATS)</u> – comprehensive <u>econometric analysis</u> package <u>SAS (software)</u> – comprehensive statistical package <u>SHAZAM (Econometrics and Statistics Software)</u> – comprehensive econometrics and statistics package </p> | |
| <p>Agricultural Extension Equipment</p> <p>ICT tools</p> <ol style="list-style-type: none"> 1. Interactive video 2. Audio conferencing 3. Multimedia 4. Internet 5. Expert system | <p>Uses in extension</p> <p>Information delivery, education, problem solving.</p> <p>Training, Institutional outreach and administrating extension services.</p> <p>Training, Information delivery</p> <p>Information can be made available to the farmers round the clock.</p> <p>Decision making, designing, selection, diagnosis and prediction.</p> | |



| | | |
|--|--|--|
| | <p>6. Agri portal Instant information on markets, news and weather.</p> <p>7. E mail, Mobile phone Providing information at the right time</p> <p>8. website Latest farming oriented news and information.</p> | |
| | <p>Aquaculture and Fisheries equipment</p> <p>Lines</p> <p>Hooks</p> <p>Lures</p> <p>Sinkers</p> <p>Rod</p> <p>Reels</p> <p>Dead baits</p> <p>Floats</p> <p>Fish finder</p> <p>Nets</p> <p>Tackle boxes</p> <p>Dry bag</p> <p>Fish scale</p> <p>Fishing boat</p> <p>Fishing chair</p> <p>Waders</p> <p>Anglers</p> <p>Fishing shirt</p> <p><u>Fishing Tackle</u></p> <p><u>Fishing Gear</u></p> <p><u>Freshwater Fishing Lures</u></p> <p><u>Fishing Reels</u></p> <p><u>Fishing Tackle for Sale - Cheap Discount Fishing Tackle Online</u></p> <p><u>Fishing Rods</u></p> <p><u>Hardy Fly Fishing Reels</u></p> <p><u>Fishing Equipment</u></p> <p><u>Find Fishing Rod Holders</u></p> <p><u>Salt Water Fishing Tackle - Saltwater Fishing Tackle Wholesale</u></p> <p><u>Reviews</u></p> <p><u>Get Fishing Gear - Best Fishing Equipment, Fishing Supplies</u></p> <p><u>Saltwater Fishing Gear For Sale - Best Saltwater Fishing Gear</u></p> <p><u>Reviews</u></p> | |
| | <p>Forestry and Wildlife equipment</p> <p><u>Chainsaw</u></p> <p><u>Feller Buncher</u></p> <p><u>Felling Heads</u></p> <p><u>Harvester</u></p> <p><u>Tethered Logging Systems</u> (used for felling and extraction)</p> <p><u>Mulchers</u> (also referred to as Masticators or Brushcutters)</p> <p><u>Stroke Boom Delimber</u></p> <p><u>Delimbers</u></p> <p><u>Chippers</u></p> <p>Day pack</p> <p>A field notebook</p> <p>Water bottle</p> | |

| | | |
|--|--|--|
| | <p>Small knife/multi-tool (Leatherman-type)</p> <p>Watch</p> <p>Flashlight/headlamp</p> <p>Binoculars (8×40 are preferred for wildlife observations)</p> <p>Sighting compass with declination adjustment</p> <p>Camera</p> <p>Warm clothes (field pants, wool sweater, fleece jacket, hat)</p> <p>Winter parka</p> <p>Insulated boots (such as, Sorel type)</p> <p>Thermal underwear</p> <p>Gloves or mittens (mittens will keep your hands warmer)</p> <p>Small first aid kit (band-aids and other.)</p> <p>Ski pants or wind-breaking shell-type pants or wool pants</p> <p>Heavy socks (preferably synthetic)</p> <p>Synthetic or wool thermal underwear (pants and shirt)</p> <p>Face mask or scarf</p> <p>Hand/toe warmer</p> | |
| | <p>Soil Science equipment</p> <p>weighing scale,</p> <p>water distillation unit,</p> <p>distillation unit for total N,</p> <p>pH meter,</p> <p>electrical conductivity meter,</p> <p>varian spectrophotometer,</p> <p>atomic absorption spectrometer,</p> <p>flame photometer,</p> <p>fume hood,</p> <p>water bath</p> <p>centrifuge machines,</p> <p>oven,</p> <p>MPA</p> <p>Near infrared spectrometer,</p> <p>automatic pipette for particle size analysis</p> <p>Kjeldahl unit,</p> <p>Flamephotometer,</p> <p>Atomic Absorption;</p> <p>Muffle furnace;</p> <p>Balance;</p> <p>ICP for determination of elemental analysis;</p> <p>Centrifuge;</p> <p>Capillary Water Rise Height Tester</p> <p>Expansion Apparatus</p> <p>Shrinkage Testing Meter</p> <p>Free Swelling Rate Meter</p> <p>Speedy Moisture Test Sets</p> <p>Natural Slope Test Sets</p> <p>Stainless steel cutting ring</p> <p>Aluminum can</p> <p>Enamel tray</p> <p>Wire Saw</p> <p>Scraper, spatula, and Shovel or Scoop</p> <p>Graduated flask and stirrer</p> | |

| | | |
|--|--|--|
| | Thermometers Hydrometer Desiccators Caliper Soil Pycnometer Mortar and Pestle | |
| | Surveying equipment: Alidade Alidade table Cosmolabe Dioptra Dumpy level Engineer's chain Geodimeter Graphometer Groma (surveying) Laser scanning Level staff Measuring tape Plane table Pole (surveying) Prism (surveying) (corner cube retroreflector) Prismatic compass (angle measurement) Ramsden surveying instruments Ranging rod Surveyor's chain Tachymeter (surveying) Tape (surveying) Tellurometer Theodolite Total station Transit (surveying) Tripod (surveying) Universal instrument (surveying) | |

Resource required in Agricultural Education laboratory Materials/Equipment

1. Accumulator
2. Aluminium cup
3. Ammeter
4. Balls
5. Bar magnet
6. Bunsen burner
7. Ceramic slab
8. Concave mirror
9. Convex mirror
10. Copper voltmeter
11. Dissecting board
12. Dissecting Set



13. Entomological pin
14. Forceps
15. Fuse wire
16. Garden implements
17. Glass rod
18. Glass slab
19. Hammer Jack plane
20. Hand lens
21. Knife edge
22. Lamp holder
23. Linear expansivity
24. Magnets
25. Litmus paper
26. Metre Rule
27. Measuring cylinder
28. Metal – dish
29. Metre badge
30. Micro screw gauge
31. Microscope projector
32. Microscope slides
33. Mortar and pestle
34. Optical pin
35. Paraffin wax
36. Pendulum bulb
37. Petri-dish
38. Pin plug
39. Pincers
40. Plane mirror
41. Rectangular prism
42. Retort stand
43. Soldering wire
44. Socket
45. Spatula
46. Spring balance
47. Spring Scale
48. Stop Watch
49. Tape rule
50. Test-tube rack
51. Thermometer
52. Triangular prism
53. Tuning fork
54. Vernier calliper
55. Weighing balance
56. Weight



57. Models

- 58. Various Animal Heart
- 59. Various Animal Eye
- 60. Various Animal Ear
- 61. Various Animal skull
- 62. Various Animal skeleton
- 63. Different Type of Insects (in Preservation bottles)
- 64. servedspecimens(assorte
- 65. Glass/ Other wares
- 66. Beaker
- 67. Blow pipe
- 68. Buckets
- 69. Burette
- 70. Capillary tubes
- 71. Conical flask
- 72. Cover glass
- 73. Cylinder glass
- 74. Funnels
- 75. Glass jar
- 76. Jars
- 77. Measuring cylinder
- 78. Pipette
- 79. Plastic/metal containers
- 80. Pots
- 81. Round bottom flask
- 82. Round funnel
- 83. sieve
- 84. Test-tube
- 85. Tripod stand
- 86. U-tube**

Chemicals and reagents

- 1. Barium chlorate
- 2. Benedict's reagent
- 3. Crude oil
- 4. Cupric Sulphate
- 5. Dextrose
- 6. Dye
- 7. Ether
- 8. Filter paper
- 9. Fehling's solution
- 10. Ferrous Sulphate
- 11. Gelatine powder



12. Iodine Crystals
13. Iron metal powder
14. Litmus Crystalline
15. Litmus paper
16. Magnesium metal powder
17. Magnesium oxide
18. Magnesium Sulphate
19. Magnesium Sulphide
20. Methyl orange
21. Metals such as copper, lead, zinc
22. Millions Reagent
23. Petroleum products
24. Preservatives such as Formalin
25. Universal Indicator
26. Zinc SulphideB.



B.A. Ed. Arabic

Overview

A Bachelor's degree in Arabic prepares the student to study a major global language. The programme train students in Arabic language and literature to meet the needs of the labour market and national tasks. The curriculum aspire to produce graduates who can tackle challenges facing Arabic students in the 21st century especially multifaceted relationships with the world around them and beyond. It is in this context that each graduate of Arabic should be able to relate venerably in his society and the world in general.

Philosophy

Arabic language is deeply related to the general growth and development of human beings in today's life, including and not limited to traditional, economical and political life. Teaching and learning of Arabic is a vital instrument for acquiring, disseminating and application of knowledge. Arabic language is one of Nigerian Languages and the language of many sister African countries and a major international language.

Objectives

The objectives of the programme are to;

1. introduce students to the phonology and script of classical/modern standard Arabic and covers the basic morphology and syntax of the written language;
2. undertake thorough review and continuation of literary (classic and modern) Arabic grammar with emphasis on reading, writing, speaking and listening comprehension;
3. acquaint the learner through reading of classical Islamic texts, with emphasis on Qur'an, Hadith, Sira, and Tafsir Literature; the corpus of "Adab" (Belles-Lettres) literature, as well as various pieces of classical Arabic poetry;
4. produce graduates conversant with contemporary political, social, religious, and cultural issues in the Arab world. Advanced reading and speaking skills, with some attention to writing and listening comprehension; and
5. enhance the capacity of the learner.

Unique features of the programme

Emphasis on the use of computer and digital technology in translation, Phonetics, Morphology and others.

Employability Skills

The employment skills are to :

1. employed as Arabic Teacher;
2. own Arabic business centre for typesetting and editing; and
3. be a translator, interpreter, broadcaster or researcher.

21st Century skills

Among the 21st Century skills of the programme are :

1. team work;
2. digital literacy;
3. creativity;
4. critical thinking;
5. communication skills, and
6. information literacy



Admissions and Graduation Requirements

Admission Requirements

In addition to UTME requirements, the prospective candidate for a 4-year degree programme is expected to have obtained credit passes in five Senior Secondary Certificate (SSC) subjects or its equivalent, which should include Arabic and English. Candidates with a recognized University/National diploma, NCE or their equivalents in Arabic language are also eligible for admission into a 3-year degree programme through the Direct Entry Mode.

Graduation Requirements

To graduate in this programme, a candidate must have:

1. completed and passed all the courses he/she registered for, including all compulsory courses and required/elective courses as may be offered by the University/Faculty;
2. completed and passed the prescribed numbers of courses ,including all compulsory courses;
3. obtained a minimum CGPA specified by the university but less than 1.0, and
4. earned the minimum credit units of not less than 120 for UTME students and 90 for Direct Entry.

Global Course Structure

100 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian People and Culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | |
| ARA 101 | Grammar I | 2 | C | 30 | - |
| ARA 102 | Language Drills | 2 | C | 30 | - |
| ARA 103 | Study Skills | 2 | C | 30 | - |
| ARA 104 | Introduction to Arabic Literature | 2 | C | 30 | - |
| ARA 111 | Communication in English | 2 | C | 30 | - |
| | Total | 16 | | | |

200 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-------|--------|----|----|
| GST 212 | Philosophy, Logic, Environment and Sustainable Development | 2 | C | 15 | 45 |
| ENT 212 | Entrepreneurship and Innovation | 2 | C | 30 | - |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | |
| ARA 201 | Grammar II | 2 | C | 30 | - |
| ARA 203 | Texts from Pre-Islamic and Early Islamic Literature | 2 | C | 30 | - |



| | | | | | |
|---------|--|-----------|---|----|----|
| ARA 204 | Introduction to General Linguistics | 2 | C | 30 | - |
| ARA 205 | Morphology of Verbs | 2 | C | 30 | - |
| ARA 206 | Arabic Literature in the Pre-Islamic and early Islamic Periods | 2 | C | 30 | - |
| ARA 207 | Contemporary Arabic Prose | 2 | C | 30 | - |
| GST 223 | Introduction to Entrepreneurship | 2 | C | 15 | 15 |
| | Total | 20 | | | |

300 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice | 3 | C | | 135 |
| EDU 302 | Educational Measurements, Test, Research Methods and Statistics | 3 | C | 45 | |
| ARA 301 | Grammar IV | 2 | C | 30 | - |
| ARA 303 | Semantics | 2 | C | 30 | - |
| ARA 313 | Introduction to Classical Arabic Criticism | 2 | C | 30 | - |
| ARA 314 | Novel and play | 2 | C | 30 | - |
| ARA 317 | Prosody I | 2 | C | 30 | - |
| ARA 318 | Phonetics and Phonology | 2 | C | 15 | 45 |
| ARA 319 | Translation I | 2 | C | 30 | - |
| ARA 321 | Comparative Arabic Literature | 2 | C | 30 | - |
| CMP 300 | Introduction to Computer | 2 | C | - | 60 |
| | Total | 28 | | | |

400 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|-------------------------------------|-----------|--------|----|-----|
| EDU 400 | Project | 3 | C | | 135 |
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| ARA 401 | Grammar V | 2 | C | 30 | - |
| ARA 402 | The Writings of Nigerian Ulama | 2 | C | 30 | - |
| ARA 404 | Modern Arabic Poetry | 2 | C | 30 | - |
| ARA 411 | Introduction to Arabic Lexicography | 2 | C | 30 | - |
| ARA 412 | Rhetoric IIs | 2 | C | 30 | - |
| ARA 413 | Applied Linguistics | 2 | C | 30 | - |
| ARA 415 | Translation II | 2 | C | 30 | - |
| | Total | 20 | | | |



Course Contents and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the student should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening, and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post-writing, Editing and Proof-reading; Brainstorming, Outlining, Paragraphing, Types of Writing, Summary, Essays, Letter, Curriculum Vitae, Report Writing, Note making and Mechanics of Writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in Modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria, and
8. list and suggest possible solutions to identifiable Nigerian environmental, social and moral problems.

Course Contents

Nigerian history, culture and art, up to 1800 (Yoruba, Hausa and Igbo peoples and culture.) Peoples and culture of the ethnic minority groups. Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914. Formation of political parties in Nigeria. Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military



intervention in Nigerian politics, Nigerian Civil War, and others). Concept of trade and economics of self-reliance (indigenous trade and market system. Indigenous apprenticeship system among Nigeria people. Trade, skill acquisition and self-reliance). Social justices and national development (law, definition and classification. Judiciary and fundamental rights. The Individual, norms and values (basic Nigerian norms and values, patterns of citizenship acquisition. Citizenship and civic responsibilities. Indigenous languages, usage and development. Negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation. Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
- 10.** highlight the historical and current developments in philosophy of education.

Course Content

Teaching as a profession, ethics of the teaching profession. Pedagogical content knowledge, intellectual and practical competencies required by the teacher. Link between education and development. Educational development and institutions, from ancient times to the present with particular reference to the evolution of modern education in Nigeria. Brief treatment of learning from the behaviorist, cognitive and sociocultural perspectives, child and adolescent development, learner characteristics, intelligence, creativity, motivation. Values in education, major tenets of Idealism, Realism, Neo-Thomism, Experimentalism and Existentialism and their applications in education. Sociological approaches to learning, social context and social structure and their roles in education.

ARA 101: Grammar I (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. know types of Arabic sentences and word order therein, and
2. to discover aspects of word case ending in Arabic sentences.
3. to know types of mansububaat and marfuaat; and
4. distinguish various types of Arabic tenses.



Course Contents

The study of Basic Arabic Grammar including such aspects as types of sentence, some elements and factors that affect the word order therein, as well as the subjunctive (al-Mansubat and Appositives (at-Tawabi') i.e. the subject, Object of a sentence, Isin inna and Khabar kana (at-tawabi) for example :adjectives, affirmation, substitution, and conjunction. The course also includes intensive study the three Arabic tenses i.g (maadi mudaar and amr)

ARA 102: Language Drills I

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. be able to read and comprehend Arabic texts, and
2. demonstrate knowledge of Basic Arabic Grammar
3. write short paragraph
4. communicate and express himself in Arabic

Course Contents

The course consolidates various aspects dealt with in ARA 101. It also entails extensive reading as well as comprehension exercises. Reading selected texts from poetry and prose. Answer questions about selected texts. Extensive exercises on writing short composition and summarizing texts

ARA 103: Study Skills

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. be able to read and summaries Arabic texts;
2. know note-taking, note-making and using the library, and
3. use the dictionaries and correct his notes
4. demonstrate knowledge of note taking
5. writing word without spelling mistakes

Course Contents

Expose students to the areas of reading, note-taking, note-making, summarizing, using the library, as well as using the dictionary. Intensive exercise will be given for illustration and testing the level of comprehension. Intensive exercise on writing difficult Arabic words specially writing ,Hamzat alwasi, hamza alqat, Hamza in the middle and at the end of word) other areas to be studied are (atta almarbuta and atta almafua. Al- asshamiya and al – alqamariyya, Alif almad at the end of words)

ARA 104: Introduction to Arabic Literature

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. analyse meanings, types and characteristics of literature;
2. appreciate relevant Arabic literary works, and be familiar with types of Arabic literature; and
3. differentiate characteristics of Arabic literature in various eras.

Course Contents

Introduce students to the basic concepts of literature, with emphasis on the components (such as imagery and music), literary creation and literary appreciation, the divisions of Arabic



Literature into literary periods, as well as the most outstanding characteristics of literary figures in each period.

200 LEVEL

GST 212: Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the student should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. stages in enterprise formation, partnership and networking including business planning, and
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world;
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and Relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and



Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women Entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum and Teaching Methods/Strategies (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the Outcomes of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

The curriculum. Selection of learning objectives. Outcomes and learning experiences. Organization and delivery of learning experiences. General teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, conceptual change, culturo-techno-contextual approach (CTCA) argumentation, project-based learning, competency-based learning, thinking-based learning, and hybrid teaching. The lesson plan/note. Assessment of learning. Resources for teaching. Improvisation. General classroom management.

ARA 201: Grammar II (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. acquire knowledge of the evolution of Arabic grammar;
2. know some grammatical features related to nouns and verbs, and
3. be able to analyze the Agent, the Vocative, Specification and Adverbs;
4. to identify subject and predicate in Arabic sentences; and
5. formulate dual and plural nouns from singular

Course Contents

Historical background of Arabic Grammar, grammatical features related to nouns and verbs, such as the primary and secondary signs of declension (Calamat al-Icrab) the Dual and its concomitants; the study of nominative and accusative nouns, such as subject and predicate, the Agent, the Vocative, Specification and Adverbs.



ARA 202: Language Drills II**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student should be able to:

1. consolidate his ability to read and comprehend Arabic texts.
2. acquire more knowledge of writing skills;
3. improve his skills of note taking; and
4. advance his ability to undertake independent search for knowledge in libraries and the internet

Course Contents

This course is designed to consolidate aspects dealt with in ARA 201. It is also designed for the acquisition of advanced reading and writing skills .Selected texts of poetry and prose are to be studied for comprehension and dictations. Using of physical and virtual libraries should be advanced in this course.

ARA 203: Texts from Pre-Islamic and Early Islamic Literature (2 Units C: LH 30)**Learning Outcomes**

At the end of this course, the student should be able to:

1. study selected texts from pre and early Islamic literature,
2. demonstrate knowledge of different types of literature in the period;
3. identify distinctive contribution of Quran to development of Arabic language;
4. contribution of hadith to development of Arabic language ,and
5. analyse texts from pre and early Islamic eras.

Course Contents

A textual study of selections from such literary genres as poetry, proverbs, wise saying, folktales, soothsayers rhymed prose and sermons/ addresses. One of the ten famous pre Islamic poems and another from the Islamic era should be studied ,also one sermon from each of the two periods .influence of Quran hadith on the development of Arabic language should be emphasized

ARA 204: Introduction to General Linguistics**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student should be able to:

1. acquire the basic of General Linguistic and its branches,
2. explore the efforts of the prominent scholars of this science in the Western world, and the contributions of traditional Arab linguists and their modern counterparts;
3. identify component of General Linguistic; and
4. recognize the relationship between linguistic and other fields of study

Course Contents

An introduction to the study of General Linguistics; definitions and its branches; the emergence and development of linguistics since the nineteenth century; efforts of its prominent scholars in the Western world; the contributions of traditional Arab linguists and the modern ones.



ARA 205: Morphology of Verbs (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. understand detailed Arabic verbal morphological analysis, and
2. analyse naked and compound forms of words as well as the particles of augmentation in a detailed manner;
3. rules of morphological analysis ;and
4. analyse derivation and formation of word in Arabic language

Course Contents

A detailed analysis of Arabic verbal morphology; aspects of naked and compound forms of verbs as well as the particles of augmentation.

ARA 206: Arabic Literature in the Pre-Islamic & Early Islamic Periods (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should will be able to:

1. acquire general overview of the literature in pre and early Islamic Periods;
2. study and analyse some short poems from the two periods, and
3. acquaint himself with notable literary figures from this period.

Course Contents

General overview of the literature in the two periods, with some emphasis on the literary genres and figures; a detailed study of one of the seven codes; some short poems from such collections as Mufaddaliyat, Hamasah and Jamharah.

ARA 207: Contemporary Arabic Prose (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. comprehend the meaning, of modern terminologies and expressions as may be cited in selections from modern literary journals and daily press.
2. appreciate relevant Arabic literary works.
3. familiarize with types of modern Arabic literature.

Course Contents

Textual study of terminologies and expressions from literary journals and daily; press; Arabic TV channels for modern Arabic expressions. To study distinctive modern Arabic prose and the influence of present dialects on modern Arabia prose. Contribution of the social media and technology in general in advance Arabic language.

300 LEVEL

GST 312: Peace and Conflict Resolution (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;



4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomena; Boundary/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels). Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution (ADR). Dialogue Arbitration, Negotiation,. Collaboration and others. Roles of International Organizations in Conflict Resolution. (a). The United Nations (UN) and its Conflict Resolution Organs; The African Union & Peace Security Council ECOWAS in Peace Keeping. The Media and Traditional Institutions in Peace Building; Managing Post-Conflict Situations; Refugees. Internally Displaced Persons (IDPs). The role of NGOs in post-conflict situations

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship, and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research; unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance; Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce; Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce. First Mover Advantage, E-commerce business models and Successful e-commerce companies. Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and



Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations; Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching. Technological Solutions. The Concept of Market/Customer Solution, Customer Solution and emerging Technologies; Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and e-commerce Strategies).

EDU 301: Teaching Practice I (3 Credits)

Learning outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Research Methods, Measurements and Statistics (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning Outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Meaning of research, research designs. Problem identification, background and study justification. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Reporting in educational context. Ethical considerations (political, economic religious and cultural) in research. The use



of computers in educational research, use of SPSS in data analysis. Reliability and validity of instruments. Domains of learning and taxonomy of cognitive Outcomes.

ARA 303: Semantics

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. know the meaning of semantic, its concept and development;
2. understand the efforts of Arabic linguists in ancient and modern times in area of semantic studies,
3. develop the ability to analyse and discover some types of semantic in Arabic language;
4. to know the relationship between signifier signified
5. to appreciate aspects of multiplicity of meanings, such as synonymy, antonym
6. identify elements of semantic fields; and
7. State the characteristics of taboo.

Course Contents

Introduce the concept of semantics and its development over time; the efforts of Arabic linguists in ancient and modern ; the relationship between signifier signified ; the differences between language and speech; the types of semantic development, its factors and features; aspects of multiplicity of meanings, such as synonymy, antonym and linguistic taboo.

ARA 313: Introduction to Classical Arabic Criticism

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. know the historical development of Arabic classical criticism,
2. criticize texts according to rules of Arabic Classical Criticism
3. identify early efforts of scholars on Arabic criticism; and
4. recognize method of early critics

Course Contents

Basic approach to Classical Arabic literary criticism and a survey of the development of Classical Arabic Criticism, laying special emphasis on AL-Amidi's Muwazanah.

ARA 314: The Novel I

(2 Units: C LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. know the definition and History of the novel in Arabic;
2. discover components of the novel; and
3. attain ability to study and analyse the Arabic novel.

Course Contents

The definitions of the novel, History of the novel in Arabic; the study and analysis of a specific novel. To study in general the main elements of novel I.e narration plot, theme ,setting, and character and to apply them on the selected novel of the study.



ARA 315: A Play I (2 Units C: LH 30)

Learning Outcomes

At the end of this course; the student should be able to:

1. Know the definition and History of a play in Arabic Literature;
2. discover characteristics of a play;
3. attain ability to study and analyse an Arabic play; and
4. discover components of play

Course Contents

The course entails definition of and History of play and the Arabic art performance in Arabic; characteristics and components of a play; the analysis a play in Arabic literature. the course includes the study of types and elements of play role and character, relationships, situation, voice, movement, focus, tension, space, time, language, symbol, audience, mood and atmosphere .And to apply these elements on the selected play of study.

ARA 316: Rhetoric I (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. understand a short historical survey of Arabic Rhetoric, and
2. appreciate elements of Arabic rhetoric such as Similes, Metaphors of Arabic;
3. identify the three components of Arabic rhetoric i.e (Albayanm Badee and Alma ani); and
4. analyse components of Arabic rhetoric in a selected text.

Course Contents

A short historical survey of Arabic Rhetoric, the "Bayan" and "Ma'ani" Similes, Metaphors, Ijaz, Itnab, Isnad and Wal. The course includes the study of some founders of Arabic rhetoric i.e alhahis in book albayan ,Arrum mani in his book Anwadir, Albagilani Aljurjani, skkaki and algizini.

ARA 317: Prosody 1 (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. understand the historical background to Arabic Prosody;
2. and the metres of prosody and their features in Arabic,
3. meager Arabic poetry; and
4. identify efforts of khalil bin Ahmad on Arabic prosody.

Course Contents

Historical background of Arabic Prosody, "Zihafat" and "Ilai" i.e. deviations and irregularities in Arabic metres of poetry. The fourteen metre studied and analyzed. Detailed study of the founding father of Arabic prosody. Alkhalil bin Ahmad applied study the metres of poetry on selection should include poetry of some Nigerian poets.

ARA 318: Phonetics and Phonology (1 Unit C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the student should will be able to:

1. be conversant with phonetics and phonology of the Arabic Language;



2. be familiar with such aspects as morphemes, allomorphs, phonemes, as well as the sound system of Arabic Language;
3. demonstrate knowledge of the language lab and its benefits in the study of sounds; and
4. Pronounce correctly Arabic sounds.

Course Contents

Introduce the study of phonetics and phonology of the Arabic Language; morphemes, allomorphs, phonemes, as well as the sound system of Arabic. The Arabic Language Lab should be used to demonstrate Arabic sounds and pronunciation.

ARA 319: Translation I (2 Units; C) (LH 30)

Learning outcomes

At the end of the course the student should be able to:

1. understand history and basic principles of translation;
2. be able to translate simple expressions from and into Arabic
3. qualification of translator;
4. types of translation; and
5. translate simple expressions from and into Arabic.

Course Contents

Introduce the students to the history and basic principles of translation, qualification of translator, steps of translation, types of translation, and technicalities of translation in relation to Arabic and English languages. The importance of dictionaries in translation. Conduct intensive exercises in literary translation from and to Arabic.

ARA 321: Comparative Arabic Literature (2 Units: C LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. define comparative literature, its development and establishment in Arabic studies;
2. compare Arabic literature with others;
3. study and analyse the influence of Arabic on other literary traditions,
4. influence of other literary traditions on Arabic ; and
5. identify influence of Arabic literature on Nigerian literary traditions in local languages

Course Contents

Development of comparative literature and its establishment in Arabic studies; basic ideas in comparative literature such as Arabic-Western Literary relations, the influence of Arabic on other literary traditions, translation theory, telmatology, Literature and Religion, Literature and the other Arts.

400 Level

EDU 400: Project (3 Units C: P H 135)

Learning outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;



4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and executive of well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

ARA 401: Grammar V (2 Units C : LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. developed critical approaches to traditional Arabic Grammar;
2. be exposed to some selected topics of Arabic Grammar, such as the Construct, the Appositives, Exception;
3. understand the evolution of grammar schools in Arabic ; and
4. analyze the debate between the call for easing Arabic grammar and those who oppose this motion.

Course Contents

Modern critical approaches to traditional Arabic Grammar as contained in such works as Ibrahim Mustapha's Ihyá an-Nahw, Makhazoumi's 'an-Nahw al-aArabi: NaqdwaTawjih' and IbnMada's 'Al-Raddcalá al-Nuhát; selected topics of Arabic Grammar, such as the Construct,



the Appositives, Exception, the Adverb of Condition, and the Theory of the Agent, the Vocative, the Verbs of Wonderment, the Verbs of Pre-eminence and Nominatives.

ARA 402: The Writings of Nigerian Ulama

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. understand history and development of Arabic in Nigeria;
2. Be familiar with works of some notable Nigerian Arabists;
3. selected topics and texts from works of Nigerian authors in Arabic language; and
4. influence of magrib on Nigerian Arabic

Course Contents

Brief history of the advent of Arabic language into Nigeria; textual study of selected literary works of Nigerian authors such as Usman B. Fodio, Abdullahi B. Fodio, Muhammad Bello, Wazir Junaid and Abubakar Atiq for analysis, appreciation and comparison with similar works in the Arab World.

ARA 404: Modern Arabic Poetry

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. familiarize with development of major modern schools of poetry;
2. exposed to Arabic poetry; and
3. identify the contributions of Arabs in Diaspora to modern Arabic poetry

Course Contents

Advanced survey of the development of major modern schools of poetry and their representative selections. Contribution of Arabs in Diaspora to modern Arabic poetry. The influence of European poetry on Arabic modern poetry. To study works of some poets like Nazzar Gabbani, Badr Shakir Assiyyab, Nazik Al-Malaika, Mahmud Darwish, Jibril Khalil

ARA 405: Modern Arabic Prose

(2 Units C: LH 30)

Learning Outcomes

At the end of the course the student should:

1. familiarize with development of major modern schools of prose;
2. identify the influence, translation on modern Arabic prose
3. discuss advantage and disadvantage of present mass-media on modern Arabic prose; and
4. expose to representative selections of modern Arabic prose.

Course Contents

Survey of the growth and development of modern Arabic prose; representative selections from the works of novelists, playwrights and essayists. Influence of translation on modern Arabic prose. Advantage and disadvantage of present mass media on modern Arabic prose should be studied in this course.



ARA 411: Introduction to Arabic Lexicography**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student should be able to:

1. narrate the historical background to the development of Arabic Lexicography;
2. appreciate types of Arabic dictionary; and
3. use and analyse different types of dictionaries.

Course Contents

Historical background to the development of Arabic Lexicography; the Schools of the Arabic Lexicon; the study of some old and modern dictionaries, according to other of lexicons entries i.e. the phonetic order, the last letter order and alphabetic order. Also to be studied is the language academics and their efforts in the development of Arabic dictionaries. Some defects of old dictionaries and the aspiration to complete the big historical Arabic dictionary.

ARA 412: Rhetoric II**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student should be able to:

1. describe more advance areas of Arabic rhetoric;
2. discuss new ideas and approaches to Arabic Rhetoric
3. discover jurjans theory of nazm in his two books 'Addala ill and Alasrar; and
4. analyze relationship between rhetoric and semantic and other science.

Course Contents

The study of the "Badi'" Aspect of Arabic Rhetoric as (Jinas, Saja'a, Tibag, Mugabala, Tauriyah, Husnuattalil and Mubalagah) well as discussions on new ideas or approaches to Arabic and Rhetoric.

ARA 413: Applied Linguistics**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student should be able to:

1. explain the basics of Applied Linguistics, including error analysis and contrastive Analyses;
2. discuss modern ideas and approaches to teaching of Arabic language as second language, and
3. analyze difficulties expected to face native language speaker when learning Arabic.

Course Contents

Introduction to the concept of applied linguistics, the science of error analysis and contrastive Analyses, The importance of applied linguistics in Arabic studies and its teaching as a second language, and recent innovations in this field. Efforts of notable scholars in applied linguistics and contribution of some major centre's of teaching Arabic to non- speakers in Arab world ie. University of Cairo, ummul Qura University in Saudi Arabia and institute of Arabic language at Khartoum Sudan.

ARA 415: Translation II**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student should be able to:

1. acquire ability to advanced types of translation; and



2. use and edit machine translation.

Course Contents

Advanced types of translation from and into Arabic; intensive exercises include using and editing machine translation.

Minimum Academic Standards

Equipment

Three categories of equipment are needed, for teaching purposes, for office use and for administrative work (staff research, students' fieldwork and others).

Language laboratory

1. Desktop computers, photocopying machines;
2. Printers, public address system;
3. Cultural artifacts of the language;
4. Software tools for language analysis (Praat, Flex, LexiquePro, We Say, Para text)
5. Video cassettes, charts, television sets;
6. Translation materials and others; and
7. Wifi, strong internet facility.

Equipment for Teaching Purposes

The equipment needed for teaching purposes include;

1. smart boards in all classrooms;
2. computers and laptops;
3. electronic projectors;
4. language laboratory;
5. desktop computers, photocopying machines;
6. printers, public address system;
7. cultural artifacts of the language;
8. software tools for language analysis (Praat, Flex, LexiquePro, We Say, Paratext.);
9. video players, audio recorders, charts, television sets, and
10. translation materials.

Office Equipment

(H O D's Office)

1. 1 good photocopying machine and scanner
2. 1 type-setting machine
3. 2 filing cabinets
4. 1 air conditioner
5. 1 set of upholstered chairs
6. 2 office chairs
7. 2 bookshelves
8. 1 refrigerator
9. 1 executive table and chair
10. 1 typist table and chair
11. tiled floors
12. 1 official vehicle
13. 1 notice board
14. 1 smart board



15. 1 desktop computer

Each Lecturer's Office

1. 1 executive desk plus swivel chair
2. 4 chairs
3. 1 air conditioner
4. 1 filing cabinet
5. 2 bookshelves
6. 1 refrigerator
7. 1 desktop
8. 1 set of upholstered chairs for Professor's Office
9. tiled floor for Professor's Office

Equipment for Staff Common Room

1. at least 3 sets of sofa
2. 10 centre tables or side stools with chairs
3. 1 refrigerator
4. microwave
5. 1 electric kettle
6. at least 30 teacups, plates, tumblers and others
7. at least 4 sets of cutlery
8. 4 trays
9. 1 cupboard
10. TV set with Receiver

Equipment for Administrative Work

For administrative work, staff research and student's field work, the following Equipments are required:

1. one bus for field trips
2. a station wagon
3. one video camera
4. one tape recorder
5. still camera

Classroom, Workshops and Offices

There should be adequate spacing to cater for the needs of the Department which should include at least the following; an office for the H.O.D, one office per lecturer, a Departmental conference room, a seminar room and a staff common room, plus offices for the non-academic staff depending upon their number and responsibilities

There should be adequate classroom spaces for the departmental courses and at least one large lecture theatre to fit 500 students. The NUC recommends the following physical space requirements:

| | m ² |
|----------------------------------|----------------|
| Professor's Office | - 18.50 |
| Head of Department's Office | - 18.50 |
| Tutorial Teaching Staff's Office | - 13.50 |
| Other Teaching Staff Space | - 7.00 |
| Technical Staff Space | - 7.00 |
| Secretarial Space | - 7.00 |
| Seminar Space/per student | - 1.85 |
| Laboratory Space | - 7.50 |



Library

There must be adequate library facilities to cater for the needs of staff and students in all the Ibibio programme. These include current journals, handbooks, textbooks, manuals, codes of practice, standards and specifications in sufficient numbers. There should be shelves in the University main library and the Faculty libraries dedicated to the programme with relevant reading books in the area of Language and Literature of the Ibibio, and current Journals in the language published both within and outside the university. Most importantly, provisions should also be made to access online publications in the subject matter.

Staffing

Academic Staff

The guideline on staff/student ratio of 1:30 for Arts programmes shall apply. However, there should be a minimum of six full-time Staff for the commencement of any of the academic programmes. There should be a reasonable number of Staff, of not less than 70%, with Ph.D degrees as well as sufficient professional experience where necessary. With a minimum load of 15Units per semester for students and a minimum of six full-time equivalents of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

Staff-Rank Mixes and Ratio should be based on the **20:35:45** guidelines, for Professorial Cadre, Senior Lecturer and Lecturer 1 and below respectively.

Non-Academic Staff

The Department should have at least the following supporting staff; an administrative secretary, a secretary for a maximum of 2 professors, a computer operator, a driver for each Departmental car, messengers/cleaners.

In employing staff, the following criteria are suggested:

Staff-Mix by Rank should be **20:35:45**, for Professor/Reader, Senior Lecturer and Lecturer I and below respectively.

Academic Support Personnel

Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the Departments and Faculty offices. It is important to recruit very competent senior staff that are computer literate.

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios, are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.



B. Sc. Ed. Biology

Overview

The B.Sc. Ed. Biology Education programme was designed with the major aim of increasing the biology content knowledge of pre-service biology teachers, their understanding of the Senior Secondary Biology Core Curriculum and skills to teach biology in the context of the students with adequate provision for acquiring 21st Century skills. All courses including 60 Units of core courses in biology and Science Education, General Studies and Education courses are core. The course content for all the courses as well as learning outcomes are clearly outlined as guide for content delivery. The minimum human and material requirements to produce the desired profile of pre-service biology graduates are clearly stated.

Philosophy

The B.Sc. Ed. Biology Education Programme should seek to train teachers who are competent in teaching biology and knowledgeable enough to make decisions related to life, including the unity of all life and willing to deploy their knowledge and skills to be self-reliant, solve societal problems and contribute to national and global development.

Objectives

The objectives of the B.Sc. Ed. Biology Education programme are to enable students:

1. acquire the various concepts, principles, theories, laws and conceptual schemes of biology appropriate to teach the senior secondary education levels;
2. acquire necessary teaching and practical skills and other aspects of methodology of teaching biology at the senior secondary education levels;
3. develop necessary laboratory skills and;
4. become effective classroom science teachers with competencies in classroom management and management of individual differences;
5. be abreast with the ethics of teaching as a profession;
6. gain enterprise skills as well as skills in industrial applications of biology in areas such as pest and pollution controls, management of public health, zoological gardens and wild life parks, fish and integrated farming, biotechnology centres and laboratories, water and sewage treatment plants;
7. take part in national decision and consensus making;
8. sharpen their digital skills and honed in dissemination of information about biology education to the society; and
10. develop scientific habits of mind, positive values and attitudes for efficient discharge of their duty as biology teachers.

Unique Features of the Programme

The unique features of the programme are:

1. higher biology content than the BMAS;
2. emphasis on understanding of the biology core curriculum, development of biology teaching methods and laboratory techniques;
3. development of skills and competencies to handle indigenous culture and ability to teach in the context of the learner;
4. development of digital skills that will enable teaching remotely when necessary;
5. development of entrepreneurial/employability skills; and
6. development of scientific literacy, that is, understanding the nature of science/biology, interaction of science, technology and society and ability to make decisions related to science.



Employability Skills

The graduate of B.Sc. Ed. Biology education should be equipped with the ability to:

1. become effective classroom biology teachers;
2. engage in science laboratory and school proprietorship;
3. Be gainfully employed in national and international intergovernmental and non-governmental agro-related jobs, research institutions;
4. establish and run some agricultural business outfits such as aqua-culture, horticulture, bee farming, flouri-culture, eco-tourism, poultry, piggery, mushroom culture;
5. use skills relevant for the industry, such as wildlife parks, zoological gardens, afforestation fields/woodlot parks, reservoirs /dams, farms, environmental control establishments and sites;
6. develop digital teaching packages and media literacy skills; and
7. produce different biology teaching aids and models.

21st Century Skills

The B.Sc. Ed. Biology Education CCMAS has the capability of inculcating into the pre-service biology teachers, the following:

1. inclusive education and cultural sensitivity;
2. problem solving skills;
3. digital skills;
4. communication and advocacy skills;
5. initiative and enterprise skills,
6. self-management skills; and
7. flexibility skills, being able to source information, learn and adapt quickly.

Admission and Graduation Requirements

Admission Requirements

Four Year Programme

In addition to UTME requirements candidate shall have at least credit pass in five subjects including English Language, Mathematics, Biology and Chemistry, with credit in one other relevant science subject, preferably, Physics. Agricultural Science and Geography at the Senior Secondary School Certificate or its equivalent may be considered at the Senior Secondary School Certificate (SSC) or (equivalent) credit passes obtained at not more than two sittings.

Direct Entry Mode

For direct entry, candidates must have: At least five SSC-credit passes, two of which must be at the Advanced Level or A minimum of merit grade in University/ National Diploma, NCE in any field is required. Or

A pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied).

Passes in Biology and any of Chemistry, Agricultural Science or Physics at Advanced level.

Passes in Biology and any of Chemistry, Agricultural Science or Physics in the NCE.

Passes in Biology and any of Chemistry, Agricultural Science or Physics at the IJMB (Interim Joint Matriculation Board) examination or Cambridge Moderated Schools of Basic Studies Terminal Examinations or International Baccalaureate from a recognized institution.

Graduation Requirements

In addition to the general requirements for graduation at the University, students must offer and pass courses totalling 120 credit hours, 60 of which must come from the relevant option areas in Biology and Science Education for the four-year programme. They must also complete and receive a pass grade in teaching practice, and a research project report on a topic approved by the Department.



Global Course structure

100 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|--------------|---|-------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| BIO 101 | General Biology I | 2 | C | 30 | - |
| BIO 102 | General Biology II | 2 | C | 30 | - |
| BIO 107 | General Biology Practical I | 1 | C | - | 45 |
| BIO 108 | General Biology Practical II | 1 | C | | 45 |
| CSC 101 | Introduction to Computer Science | 3 | C | 30 | 45 |
| CHM 101 | General Chemistry I (Inorganic) | 2 | C | 30 | - |
| CHM 102 | General Chemistry II (Organic) | 2 | C | 30 | - |
| MTH 101 | General Mathematics I | 2 | C | 30 | - |
| MTH 102 | General Mathematics II | 2 | C | 30 | - |
| PHY 101 | General Physics I | 2 | C | 30 | - |
| PHY 102 | General Physics II | 2 | C | 30 | - |
| TOTAL | 27 | | | | |

C = Compulsory; LH = Lecture Hours; PH = Practical Hours;

1 Credit Unit = 1 hr of lecture or 3 hrs of practical work per week

200 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|--------------|--|-------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovations | 2 | C | 30 | - |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | - |
| BIO 201 | Genetics I | 2 | C | 30 | - |
| BIO 202 | Introductory Ecology | 2 | C | 15 | 45 |
| BIO 203 | General Physiology | 2 | C | 30 | - |
| BIO 204 | Biological Techniques | 2 | C | 15 | 45 |
| BIO 205 | Introductory Developmental/Cell Biology | 2 | C | 30 | - |
| BIO 206 | Hydrobiology | 2 | C | 30 | - |
| BIO 208 | Biostatistics | 2 | C | 30 | - |
| TOTAL | 20 | | | | |



300 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | - |
| SED 302 | General Biology Methods II | 2 | C | 15 | 45 |
| BIO 301 | Genetics II | 2 | C | 15 | 45 |
| BIO 302 | Population Biology and Evolution | 2 | C | 30 | - |
| BIO 303 | Biogeography and Soil Biology | 2 | C | 30 | - |
| BIO 304 | Nigerian Flora and Fauna | 2 | C | 30 | - |
| BIO 306 | Systematic Biology | 2 | C | 15 | 45 |
| BIO 307 | Field Course | 1 | C | - | 45 |
| TOTAL | 22 | | | | |

400 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|---|--------------|---------------|-----------|-----------|
| EDU 400 | Project | 3 | C | - | 135 |
| EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| SED 402 | Science, Technology and Society | 2 | C | 15 | 45 |
| BIO 402 | Principles of Plant and Animal Breeding | 2 | C | 30 | - |
| BIO 403 | Wildlife Conservation and Management | 2 | C | 30 | - |
| BIO 404 | Nigerian Plants and Animals in Prophylactics & Therapeutics | 2 | C | 30 | 45 |
| BIO 406 | Principles of Pest Management | 2 | C | 30 | - |
| BIO 407 | Field Course II | 1 | C | - | 45 |
| BIO 408 | Applied Biotechnology | 2 | C | 15 | 30 |
| BIO 410 | Bio-Entrepreneurship Options | 2 | C | 30 | - |
| BIO 413 | Bioinformatics | 2 | C | 30 | - |
| BIO 414 | Molecular Biology | 2 | C | 15 | 45 |
| TOTAL | 25 | | | | |

Course Contents and Learning Outcomes**100 Level Courses**

GST 111: Communication in English (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;



3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards nation building;
6. analyse the role of the judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation,



moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the characteristics and the importance of the teaching profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and socio-cultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

BIO 101: General Biology I (2 Units C: LH 30)

Learning Outcomes

At the end of lectures in Plant Biology, students should be able to:

1. explain cells structure and organizations;
2. summarize functions of cellular organelles;
3. characterize living organisms and state their general reproduction;
4. describe the interrelationship that exists between organisms;
5. discuss the concept of heredity and evolution; and
6. enumerate habitat types and their characteristics.

Course Contents

Cell structure and organization, functions of cellular organelles, characteristics and classification of living things, chromosomes, genes their relationships and importance, general reproduction, interrelationships of organisms (competitions, parasitism, predation, symbiosis, commensalisms, mutualism, saprophytism); heredity and evolution (introduction to Darwinism and Lamarkism, Mendelian laws, explanation of key genetic terms), elements of ecology and types of habitat.



BIO 102: General Biology II**(2 Units C: LH 30)****Learning Outcomes**

At the end of the lectures in Introductory Ecology, students should be able to:

1. state the unique characteristics of plant and animal kingdoms;
2. describe ecological adaptations in the plant and animal kingdoms;
3. give a summary of the physiology of plants and animals;
4. explain nutrition, respiration, excretion and reproduction in plants and animals; and
5. describe growth and development in plants and animals.

Course Contents

A generalized survey of the plant and animal kingdoms based mainly on study of similarities and differences in the external features, ecological adaptations of these forms. Briefs on physiology to include nutrition, respiration, circulatory systems, excretion, reproduction, growth and development.

BIO 107: General Biology Practical I**(1 Unit C: PH 45)****Learning outcome**

At the end of the lectures in Introductory Ecology, students should be able to:

1. outline common laboratory hazards;
2. provide precautions on laboratory hazards;
3. state the functions of the different parts of microscope;
4. use the microscope and describe its maintenance;
5. draw biological diagrams and illustrations; and
6. apply scaling and proportion to biological diagrams.

Course Contents

Common laboratory hazards: prevention and first aid; measurements in biology; uses and care of microscope: compound and dissecting microscope. Biological drawings and illustration, scaling, accuracy and proportion; use of common laboratory apparatus and laboratory experiments designed to illustrate the topics covered in BIO 101

BIO 108: General Biology Practical II**(1 Unit C: PH 45)****Learning Outcomes**

At the end of the lectures in Animal Biology, students should be able to:

1. describe the anatomy of flowering plants;
2. differentiate types of fruit and seeds;
3. state ways of handling and caring for biological wares;
4. describe the basic histology of animal tissues; and
5. identify various groups in the animal kingdom.

Course Contents

Anatomy of flowering plants, primary vegetative body: stem, leaf and root to show the mature tissues namely parenchyma, collenchyma, sclerenchyma, xylem and phloem. Types of fruits and seeds. Care and use of dissecting kits and other biological wares. Dissection and general histology of animal tissues based on vertebrate forms. Morphology and functions of epithelial, muscular, nervous and connective tissues. Examination of various groups of lower invertebrates under microscopes, identification of various groups of organisms in Animal Kingdom. And any experiment designed to emphasize the practical aspects of topics in BIO 102.



CSC 101: Introduction to Computer Science**(3 Units C: LH 30; PH 45)****Learning Outcomes**

At the end of the of the course, the students should be able to:

1. trace historical development of computing to the current programmes in the discipline;
2. distinguish the salient characteristics of the different programmes of the computing discipline;
3. identify the roles and applications of computers and computing in different areas of human endeavor;
4. identify and explain the basic components of a computer system;
5. develop basic literacy on the use of computer systems;
6. develop competence on the use of common Office productivity applications; and
7. make purposeful use of the Internet for information gathering, learning and continuous professional development.

Course Contents

History of computing sciences leading to the different programmes in the discipline. Characteristics of each programme in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society; Students will be required to complete lab assignments using the PC's operating system, and several commonly used applications, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

CHM 101: General Chemistry I**(2 Units C: LH 30)****Learning outcomes**

At the end of this course, the student will be able to:

1. define atom, molecules and chemical reactions;
2. discuss the Modern electronic theory of atoms;
3. write electronic configurations of elements on the periodic table;
4. rationalize the trends of atomic radii, ionization energies, electronegativity of the elements based on their position in the periodic table;
5. identify and balance oxidation – reduction equation and solve redox titration problems;
6. draw shapes of simple molecules and hybridized orbitals;
7. identify the characteristics of acids, bases and salts, and solve problems based on their quantitative relationship;
8. apply the principles of equilibrium to aqueous systems using LeChatelier's principle to predict the effect of concentration, pressure and temperature changes on equilibrium mixtures;
9. analyse and perform calculations with the thermodynamic functions, enthalpy, entropy and free energy; and
10. determine rates of reactions and its dependence on concentration, time and temperature.

Course contents

Atoms, molecules, elements and compounds and chemical reactions. Modern electronic theory of atoms. Electronic configuration, periodicity and building up of the periodic table. Hybridization and shapes of simple molecules. Valence Forces; Structure of solids. Chemical equations and stoichiometry; Chemical bonding and intermolecular forces, kinetic theory of



matter. Elementary thermochemistry; rates of reaction, equilibrium and thermodynamics. Acids, bases and salts. Redox reactions and introduction to electrochemistry.

CHM 102: General Chemistry II (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student will be able to:

1. state the importance and development of organic chemistry;
2. define fullerenes and its applications;
3. discuss electronic theory;
4. determine the qualitative and quantitative of structures in organic chemistry;
5. state rules guiding nomenclature and functional group classes of organic chemistry;
6. determine rate of reaction to predict mechanisms of reaction;
7. identify classes of organic functional group with brief description of their chemistry;
8. discuss comparative chemistry of group 1A, IIA and IVA elements; and
9. describe basic properties of Transition metals.

Course Contents

Historical survey of the development and importance of Organic Chemistry; Fullerenes as fourth allotrope of carbon, uses as nanotubules, nanostructures, nanochemistry. Electronic theory in organic chemistry. Isolation and purification of organic compounds. Determination of structures of organic compounds including qualitative and quantitative analysis in organic chemistry. Nomenclature and functional group classes of organic compounds. Introductory reaction mechanism and kinetics. Stereochemistry. The chemistry of alkanes, alkenes, alkynes, alcohols, ethers, amines, alkyl halides, nitriles, aldehydes, ketones, carboxylic acids and derivatives. The Chemistry of selected metals and non-metals. Comparative chemistry of group IA, IIA and IVA elements. Introduction to transition metal chemistry.

MTH 101: Elementary Mathematic I (Algebra and Trigonometry) (2 Units C: LH 30)

Learning Outcomes

At the end of the course students should be able to:

1. discuss basic definition of Set, Subset, Union, Intersection, Complements and use of Venn diagrams;
2. solve quadratic equations;
3. solve trigonometric functions;
4. explain various types of numbers; and
5. solve some problems using Binomial theorem.

Course Contents

Elementary set theory, subsets, union, intersection, complements, venn diagrams. Real numbers; integers, rational and irrational numbers, mathematical induction, real sequences and series, theory of quadratic equations, binomial theorem. Complex numbers; algebra of complex numbers; the Argand diagram. De-Moivre's theorem, nth roots of unity. Circular measure, trigonometric functions of angles of any magnitude, addition and factor formulae.



MTH 102: General Mathematics II (Calculus)**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course students should be able to:

1. explain types of rules in differentiation and integration;
2. discuss the meaning of function of a real variable, graphs, limits and continuity; and
3. Solve some applications of definite integrals in areas and volumes.

Course Contents

Function of a real variable, graphs, limits and idea of continuity. The derivative, as limit of rate of change. Techniques of differentiation. Extreme curve sketching; Integration as an inverse of differentiation. Methods of integration, Definite integrals. Application to areas, volumes.

PHY 101: General Physics I (Mechanics)**(2 Units C: LH 30)****Learning Outcomes**

On completion, the students should be able to:

1. identify and deduce the physical quantities and their units;
2. differentiate between vectors and scalars;
3. describe and evaluate motion of systems on the basis of the fundamental laws of mechanics;
4. apply Newton's laws to describe and solve simple problems of motion;
5. evaluate work, energy, velocity, momentum, acceleration, and torque of moving or rotating objects;
6. explain and apply the principles of conservation of energy, linear and angular momentum;
7. describe the laws governing motion under gravity; and
8. explain motion under gravity and quantitatively determine behaviour of objects moving under gravity.

Course Contents

Space and time. Units and dimension. Vectors and scalars. Differentiation of vectors (displacement, velocity and acceleration). Kinematics. Newton laws of motion (Inertial frames, impulse, force and action at a distance, momentum conservation). Relative motion. Application of Newtonian mechanics. Equations of motion. Conservation principles in physics (conservative forces, conservation of linear momentum, kinetic energy and work, potential energy). System of particles. Centre of mass. Rotational motion (torque, vector product, moment, rotation of coordinate axes and angular momentum). Coordinate systems. Polar coordinates. Conservation of angular momentum. Circular motion. Moments of inertia (gyroscopes, and precession). Gravitation (Newton's Law of Gravitation, Kepler's laws of planetary motion, gravitational potential energy, escape velocity, satellites motion and orbits).

PHY 102: General Physics II (Electricity & Magnetism)**(2 Units C: LH 30)****Learning Outcomes**

On completion of the course, students should be able to:

1. describe the electric field and potential, and related concepts, for stationary charges;
2. calculate electrostatic properties of simple charge distributions using Coulomb's law, Gauss's law, and electric potential;
3. describe and determine the magnetic field for steady and moving charges;
4. determine the magnetic properties of simple current distributions using Biot-Savart and Ampere's law;



5. describe electromagnetic induction and related concepts and make calculations using Faraday and Lenz's laws;
6. explain the basic physical of Maxwell's equations in integral form;
7. evaluate DC circuits to determine the electrical parameters;
8. determine the characteristics of ac voltages and currents in resistors, capacitors, and Inductors.

Course Contents

Forces in nature. Electrostatics (electric charge and its properties, methods of charging). Coulomb's law and superposition. Electric field and potential. Gauss's law. Capacitance. Electric dipoles. Energy in electric fields. Conductors and insulators. DC circuits (current, voltage and resistance. Ohm's law. Resistor combinations. Analysis of DC circuits. Magnetic fields. Lorentz force. Biot-Savart and Ampère's laws. Magnetic dipoles. Dielectrics. Energy in magnetic fields. Electromotive force. Electromagnetic induction. Self and mutual inductances. Faraday and Lenz's laws. Step up and step down transformers. Maxwell's equations. Electromagnetic oscillations and waves. AC voltages and currents applied to inductors, capacitors, and resistance.

200 Level Courses

GST 212: Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovations

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;



2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyze and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. The Nigerian core curricula. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note.



Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

SED 202: General Biology Methods I

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. analyse and critique the biology core curriculum;
2. develop specific lesson notes from the biology core curriculum;
3. select appropriate objectives and learning experiences for different topics of the biology core curriculum;
4. assess different concepts through paper and pencil tests, observation and portfolios;
5. identify difficult concepts in biology with justification;
6. use appropriate methods in the teaching of difficult concepts in biology;
7. set up and manage zoom and google classroom platforms; and
8. identify misconceptions, alternative conceptions and indigenous biology knowledge and relate them to concepts in the biology core curriculum.

Course Contents

The biology core curriculum, developing lesson notes from the core curriculum, selection of appropriate general and specific objectives and learning experiences for individual topics. Assessment in biology, paper and pencil tests, assessment of practical/laboratory skills, observation and portfolios. Difficult concepts in biology, the use of role play, vignettes, problem-based approach and case studies to teach difficult concepts in biology. Use of elearning platforms, zoom, google scholar. Indigenous biology knowledge and the biology core curriculum, culturo-techno-contextual approach (CTCA). Misconceptions in biology, alternative conceptions and sources of alternative conceptions.

BIO 201: Genetics I

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. distinguish between heritable and non-heritable characteristics;
2. explain the likelihood of genetic events (Probability) and how well those events (results) fit into a set of observation;
3. discuss polygenic variations; and
4. describe concepts in population genetics.

Course Contents

Hereditary and non-hereditary characteristics. Probability and tests of goodness of fit. Quantitative inheritance; variation in genome structure, introduction to population genetics.

BIO 202: Introductory Ecology

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the lectures in this course, students should be able to:

1. explain various concepts and terminologies associated with the ecosystem;
2. list and explain features of various habitat types;
3. explain natural destruction/disaster, community and natural cycles; and
4. explain and describe factors responsible for changes in population.



Course Contents

Concept and definition of ecosystem, ecology at community level, ecological classification of habitat types, terrestrial and aquatic biomass, specific features of each, biotic components of habitat. Natural destruction, factors of communities, success of community interaction, natural cycle, dynamics of population.

BIO 203: General Physiology

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. describe the chemistry of organic compounds and their biological importance;
2. state the general characteristics of enzymes;
3. describe nutrition, digestion and absorption in plants and animals;
4. discuss the cell membrane structure and list its functions;
5. summarize osmoregulation, excretion and transport in animals;
6. enumerate growth hormones in plants and their functions;
7. explain the homeostasis, their coordination and functions in animals; and
8. explain the plant water relation, growth and growth regulation.

Course Contents

Chemicals of life: The chemistry of Carbohydrates, lipids, proteins and nucleic acids and their biological importance. General characteristics of enzymes; nutrition, digestion, and absorption in plants and animals. Biosynthesis: Photosynthesis and protein synthesis. Cell membrane structure and function. A general study of osmoregulation, excretion, transport, growth hormones and enzymology, homeostasis and their co-ordination in animals. Plant water relation, growth and growth regulation. Pre-requisite -BIO 101 and 103

BIO 204: Biological Techniques

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this lectures, students should be able to:

1. list the different parts of a light microscope and state their functions;
2. state and explain the stages involved in preparation of slides;
3. describe the basic principles of spectrophotometry, colorimetry, photometry, polarimetry, chromatography, refractometry, melting points and colligative properties;
4. describe the basic collection and preservation processes of plant and animal materials and their preservation in Herbarium and Museum respectively; and
5. explain the need for experimental design, basis of report writing and presentations.

Course Contents

Microscopy: handling of microscopes, preparation of microscope slides (microtomy) for microscopic examinations, use of hand lens, biological drawings and diagrams. Spectrophotometry, colorimetry, photometry, polarimetry, chromatography, refractometry, melting points and colligative properties Herbarium and Museum Techniques. Experimental designs, report writing and presentations.

BIO 205: Introductory Developmental / Cell Biology

(2 Units C: LH 30)

Learning Outcomes

At the end of the lectures in this course, students should be able to:

1. draw the detail structure of plant and animal cells and state the functions of the organelles;



2. summarize and state the differences and similarities between mitosis and meiosis;
3. describe cell differentiation and its growth; and
4. explain the molecular basis of cell structure and development.

Course Contents

History and present trends in cell biology. Ultra-structure of the plant and animal cells, Organelles and their basic structures and functions; mitosis and meiosis, cell differentiation and growth of cells. A brief study of the molecular basis of cell structure and development.

BIO 206: Hydrobiology (2 Units C: LH 30)

Learning Outcomes

At the end of the lectures in Hydrobiology, students should be able to:

1. discuss the physical properties of water;
2. explain the thermal stratification of lakes;
3. summarize the importance and interplay of oxygen, carbon-dioxide and pH in water,
4. describe fresh water communities;
5. list factors influencing the distribution and productivity of aquatic macrophytes, phytoplanktons, benthic algae and zooplanktons;
6. discuss the importance and adaptive features of Estuarine communities; and
7. explain colonisation and succession in aquatic ecosystem.

Course Contents

Principles of aquatic biology with particular reference to limnology. The physical properties of water and their biological significance. Thermal stratification of lakes; waves and currents and their effects on substratum; dissolved oxygen, carbon-dioxide and inorganic ions in freshwater; the carbonate-bicarbonate system and pH; Oligotrophic and Eutrophic lakes; the chemical composition of African lake waters; freshwater communities, factors influencing the distribution and productivity of aquatic macrophytes, phytoplanktons, benthic algae; Zooplanktons in freshwater; marine brackish water/estuarine communities and their chemical factors; colonisation and succession in aquatic ecosystems, adaptations and inter-relationships.

BCH 201: General Biochemistry I (2 Units C: LH 30)

Learning outcomes

At the end of the course, students should be able to:

- 1 identify the chemical and molecular chemical and molecular components of the cell as the unit of life;
- 2 state and decipher the different nomenclature of the chemical and molecular components of the cell
- 3 discuss the interrelationship of the components of the cell with each other; and
- 4 isolate the components of the cell.

Course Contents

Introductory chemistry of amino acids; their properties, reactions and biological functions. Classification of amino acids: neutral, basic and acidic; polar and non-polar; essential and non-essential amino acids. Peptides. Introductory chemistry and classification of proteins. Biological functions of proteins. Methods of their isolation, purification and identification. Primary, secondary, tertiary and quaternary structures of proteins. Basic principles of tests for proteins and amino acids. Introductory chemistry of carbohydrates, lipids and nucleic acids.



Nomenclature of nucleosides, and nucleotides; effects of acid and alkali on hydrolysis of nucleic acids.

MCB 221: General Microbiology (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. explain basic concepts and scope of microbiology;
2. classify organisms into prokaryotes and eukaryotes;
3. culture and isolate micro-organisms;
4. identify selected microbial groups and their economic importance;
5. discuss the layout of a microbiology laboratory;
6. enumerate the different equipment and reagents in a microbiology laboratory; and
7. explain the theory behind basic protocols in a microbiology laboratory.

Course Contents

History of the Science of Microbiology. Classification of organisms into prokaryotes and eukaryotes; Classification of prokaryotes into archaea and eubacteria Anatomy and cytochemistry of bacteria and fungi. Shapes, groupings and colonial morphology of bacteria and fungi. Structure of viruses. Sterilization and disinfection; Structure, ecology and reproduction of representative microbial genera. Culture of micro-organisms. Isolation of micro-organisms; isolation of bacteria, viruses fungi (yeasts and moulds. Nutrition and biochemical activities of micro-organisms. Antigens and antibodies. Identification and economic importance of selected microbial groups. Microbial variation and heredity. Study of laboratory Equipment. Introduction to microbiology of air food, milk, dairy products, water and soil. Staining techniques, antibiotic sensitivity tests, serological tests, antimicrobial agents

300 Level Courses

GST 312: Peace and Conflict Resolution (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and



Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;



5. proper use of instructional facilities;
6. apply knowledge of individual differences in actual classroom situations and use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests, development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research, types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS in educational data analysis. Reporting educational research.

BIO 301: Genetics II (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the lectures in this course, students should be able to:

1. summarize various aspects of human genetics and pedigree analysis;
2. discuss various aspects of gene interactions, biochemical mutants;
3. describe the types and functions of nucleic acids and nucleotides;
4. explain DNA replication and mutation;
5. discuss proteins and regulation of gene expression; and



6. describe the importance and processes involved in DNA technology and how it influences genetic engineering.

Course Contents

Aspects of human genetics; pedigree analysis. Further consideration of various deviations from basic principles. Gene interactions, including biochemical mutants, nucleic acids and nucleotides, DNA replication, mutation of DNA, proteins and regulation of gene expression. DNA technology and genetic engineering.

Pre- requisite -BIO 201.

BIO 302: Population Biology and Evolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the lectures in Population genetic, students should be able to:

1. explain the concept of natural selection;
2. summarize evolution of some organisms;
3. discuss how organisms adapt to their environment;
4. apply mathematical formulae and models to genetic variations and predictions in population; and
5. describe factors responsible for population changes.

Course Contents

Biological properties of species; Natural selection, variations, isolation mechanisms (including their breakdown resulting in hybridization, adaptation, origin of life, origin of species and adaptive radiation, Evolution of selected groups of plants and animals, including humans). Population dynamics, factors affecting population growth.

BIO 303: Biogeography and Soil Biology

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the theories related to Gondwanaland, continental drift and land bridges;
2. outline the world key flora and fauna groups and reasons for their distribution;
3. explain succession, colonisation and dispersal of plants and animals;
4. describe the concept of endemism, refugia and Island biogeography;
5. discuss physical and chemical nature of soil;
6. summarise the cycling of minerals and nutrients;
7. explain soil and animal soil water relationship; and
8. outline the causes of soil erosion and alleviation methods.

Course Contents

Gondwanaland and theory of continental drift; theory of land bridges; distribution of world key floral and faunal groups including factors affecting distribution; phyto- and zoogeographical regions of the world. Relationships between plants and animal distributions (emphasising local examples). Concept of succession, colonisation and dispersal in terrestrial plants and animals. Concept of endemism and refugia. Island biogeography. Physical and chemical nature of soil. Detritus organisms. Cycling of minerals and nutrient pools. Plant and animal soil water relationship, soil sampling techniques. Causes of soil erosion and alleviation methods/techniques.



BIO 304: Nigerian Fauna and Flora**(2 Units C: LH 30)****Learning Outcomes**

At the end of the lectures in Nigerian Fauna and Flora, students should be able to:

1. identify Nigerian plants and animals, and associate them with habitats;
2. confirm identified plants and animals with Herbarium and Museum specimens respectively;
3. describe the life histories strategies of selected plants and animals; and
4. discuss the prospects, problems and problem alleviation strategies of protected areas in Nigeria.

Course Contents

Field identification of Nigerian plants and animals; plant and animal indicators of Nigerian biomes (i.e. association of habitats with specific plants and animals); identification of plants through preserved herbarium specimens and keys, identification of animals through signs left by them such as footprints, trails, scats, runways and museum specimens; life history strategies of selected Nigerian plants and animals; Nigerian protected area system, their prospects, problems and problem alleviation strategies.

BIO 306: Systematic Biology**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, students should be able to:

1. describe the Pre-Linnaean, Linnaean and Darwinian taxonomic concepts of species;
2. explain the binomial system of nomenclature;
3. classify organisms based on the binomial system of nomenclature; and
4. explain the concept of keys and keying and their applications.

Historical background, pre-Linnaean, Linnaean and Darwinian, taxonomic hierarchies; species concept, categories below species and categories above species; biological nomenclature, new systematics; numerical and binomial taxonomy, keys and keying.

BIO 307: Field Course I**(1 Unit C: PH 45)****Learning Outcomes**

At the end of this field trip, students should be able to:

1. conduct basic field sampling techniques in terrestrial, aquatic and aerial environment;
2. collect plant and animal materials for identification, classification and preservation in the herbarium and museum respectively; and
3. explain the importance of the institutes and industries visited to Biology.

Course Contents

Sampling techniques in local habitats (i.e., not more than 20 km radius of the University). Also involve visits to research institutes, industries and other related institute. This should cover several areas of specialisation in Biology. Assessment by examination (objectives, short answer questions, fill in the gaps) in addition to group report.



400 Level Courses

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

BIO 402: Principles of Plants and Animal Breeding (2 Units C: LH 30)

Learning Outcomes

At the end of the lectures in Population genetic, students should be able to:

1. explain principles of plant and animal breeding;
2. enumerate the importance of heterosis, sterility and inbreeding consequences;



3. state management strategies for pests and diseases;
4. possess ability to conduct breeding exercises in plants and animals;
5. develop appropriate management practices required for plant and animal breeding; and
6. keep adequate farm records.

Course Contents

Importance of plant and animal breeding with examples. Cytogenetic principles of breeding, heterosis, inbreeding consequences, incompatibility mechanisms, sterility, breeding methods, disease and pest resistance and their management, major domestic plants and animals' breeding practices, and desired traits used to sustain their qualities. General management and farm record keeping.

BIO 403: Wildlife Conservation and Management

(2 Units C: LH 30)

Learning Outcomes

At the end of the lectures in population genetic, students should be able to:

1. state the principles/glossaries of wildlife management;
2. outline wildlife diseases;
3. identify problems and prospects in wildlife resources;
4. outline conservation policies related to wildlife; and
5. explain the impact of climate change on wildlife resources.

Course Contents

General principles/glossaries of ecosystem management. Biological gardens. Wildlife diseases. principles of wildlife management. Wildlife in Nigeria: conservation policies. problems and prospects. World wildlife resources and their protection. Conflicts related to wildlife resources. climate change and wildlife resources. International and national laws related to wildlife resources. Fire as tool in terrestrial wildlife management.

BIO 404: Nigerian Plants and Animals in Prophylactics and Therapeutics

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the lectures in this course, students should be able to:

1. explain the historical development of plants and animals in prophylactics and therapeutics (Pharmacognosy);
2. define some terminologies used in pharmacognosy;
3. appreciate the classification and uses of plants and animals in prophylactics and therapeutics in Nigeria;
4. understand crude traditional methods of preparation and uses;
5. identify and describe modern methods of preparation and uses of plants and animals as prophylactics and therapeutics; and
6. account for the evaluation and adulteration of crude drugs, and the need for quality control

Course Contents

Historical development and scope of plants and animals in prophylactics and therapeutics (Pharmacognosy). Some terminologies used in pharmacognosy. Classification and uses of plants and animals in prophylactics and therapeutics in Nigeria. Crude traditional methods of preparation and uses. Modern methods of preparation and uses of plants and animals as prophylactics and therapeutics. Evaluation and adulteration of crude drugs (extraction



methods, identification of phytochemicals, proximate analysis, minerals, organoleptic, microscopic, physical, chemical and biological). Deterioration and adulteration of crude drugs. Quality control.

BIO 407: Field Course II (1 Unit C: PH 45)

Learning Outcomes

At the end of the field course, the students should be able to:

1. acquire knowledge on various field aspects of biology;
2. demonstrate ability to plan and conduct a series of simple field experiments and collection of data;
3. develop the ability, to record, summarize, classify, preserve specimens collected from the field;
4. develop thin working and individual skills, learn to manage time effectively; and
5. write biological and field reports with appropriate presentation.

Course Contents

Field trips should be conducted to meet the requirements of various aspects of Biology taught in the classroom. The field course should add to, and fulfil other practical aspects of ecology, hydrobiology, wildlife and forestry, taxonomy and systematics and others. Guided field visits by students to observe plants and animals, learn sampling techniques as related to plants and animals, collect samples, classify, preserve in herbarium and museum accordingly. Conduct field researches, collect data and analyse. Visit to industries, wildlife parks, zoological gardens, afforestation fields/woodlot parks, reservoirs /dams, farms, environmental control establishments and sites, and other areas of biological importance. Field projects (individual or grouped), report writing and examination.

BIO 408: Applied Biotechnology (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the lectures in this course, students should be able to:

1. conduct DNA extraction from different tissues;
2. quantify DNA and proteins;
3. outline the types of chromatography;
4. describe DNA amplification;
5. apply the knowledge of biotechnology to protein engineering, medicine, food and forensic science; and
6. incorporate the knowledge of biotechnology in the treatment of wastes.

Course Contents

Extraction of DNA and proteins from various tissues, quantification of DNA and proteins. Molecular biology techniques including chromatography (paper and thin layer). Electrophoresis. amplification of DNA using polymerase chain reaction. Identification and genomic sequencing. Introduction of DNA IUTA and cloning in cell. Application of biotechnology in protein engineering and production, medicine and forensic science, bio-industrial production of genetically engineered medicinal and food products using living factories. Environmental protection and cleansing through biotechnological treatment of solid, liquid, chemical and nuclear waste.



BIO 410: Bio-Entrepreneurial Options**(2 Unit C: LH 30)****Learning Outcomes**

At the end of the lectures in this course, students should be able to:

1. acquire an understanding of the background, appropriate theory and methods relating to any of the chosen topics;
2. appraise and discuss how knowledge acquired can be used to become an independent entrepreneur;
3. discuss project cycle, financial sourcing and management; and
4. design and plan how any of the products can be produced on a large scale for national and international markets.

Course Contents

Students are required to take 2 Units of direct studies in any one of the areas listed below. Availability of each area depends on staff on the ground. Examples of these options include but not limited to

1. Mushroom farming.
2. Tissue culture.
3. Apiculture.
4. Weed management and control.
5. Introduction to ornithology/poultry production.
6. Environmental impact assessment.
7. Horticulture/Applied horticulture and landscape ecology.
8. Orchards / Production of vegetables.
9. Herpetology.
10. Introduction to Vaccine and anti-venom production.
11. Heliciculture.
12. Techniques in disease diagnosis.
13. Production of slides and Photomicrography.
14. Production and management of ruminants/monogastric animals.

BIO 413: Bioinformatics**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of the lectures, the students should be able to:

1. explain the history of bioinformatics;
2. identify basic instruments required in bioinformatics;
3. Outline DNA and protein databases; and
4. describe genomics and proteomics.

Course Contents

Introduction to computer based analyses and management applications of molecular biological data. history of bioinformatics. Instrumentation: PC applications, resources, introduction to DNA and protein databases. data storage. file formats and information retrieval. genomics and proteomics.

BIO 414: Molecular Biology**(2 Units C: LH 30; PH 45)****Learning Outcomes**

At the end of the lectures in this course, students shall be able to:

1. describe the structure and roles of DNA and RNA;



2. discuss Gene regulation, DNA replication, genetic transformation and recombinant DNA technology;
3. summarize the roles of Nucleic acids and proteins in the cell division, growth and development; and
4. list the importance and application of Molecular Biology in food production, medicine and genetic engineering.

Course Contents

Structure and role of DNA. Structure and role of RNA.

Describe gene regulation, DNA replication, genetic transformation and recombinant DNA technology. Describe biological systems at the molecular level. Nucleic acids and proteins and how they interactively regulate cell division, growth and development. Evolution of genomes. Practical applications of the knowledge of molecular Biology (in alleviation of food shortages, plant breeding, disease resistant crops, animal breeding, marriage, medicine, genetic engineering and others).

Minimum Academic Standards Segment

List of minimum equipment/Facilities

Facilities

1. A Demonstration Laboratory in the Biology Education Department
2. An Educational Technology Laboratory
3. A Micro-teaching Unit
4. A Biological Garden
5. Other Laboratories in the cognate Department of Biology in the Faculty of Sciences

Equipment

- | | |
|-------------------------------|---|
| 1. Microscope (Binocular) | 20. Preserved Plant And Animal Specimens (Assorted) Plant Cell, Animal Cell, Onion, Tissue. |
| 2. Incubator/Sterilizer | 21. Water Bath |
| 3. Water Filter | 22. Skeletal System Chart |
| 4. Hydrometer | 23. Skeletal System Model |
| 5. Drying Oven (30° -120°) | 24. Muscular System Chart |
| 6. Microtome/Stage Micrometer | 25. Brian And Nervous System Chart |
| 7. Herbarium | 26. Digestive System Chart |
| 8. Photometer/Light Meter | 27. Eye Model |
| 9. Barometer Fortins | 28. Ear Model |
| 10. Insect Light Traps | 29. Nose Model |
| 11. Steel Aquaria | 30. Skin Model |
| 12. Plant Press | 31. Excretory/Diagram Of Kidney |
| 13. Wooden Quadrats | 32. Male And Female Reproductive System Chart |
| 14. Sechi Disc | 33. Respiratory System |
| 15. Bunsen Burners | 34. Ph Meter |
| 16. Test Tubes | 35. Autoclave Partable |
| 17. Test Tube Racks Plastic | 36. Air Pumps (Hand Operated) |
| 18. Fire Extinguisher Big | 37. Insect Storage Boxes (Wooden) |
| 19. Sand Buckets | 38. Hand Lens |
| | 39. Table Sinks |
| | 40. White Board |
| | 41. Gas Fiting Big |
| | 42. First Aid Kit (Big) |
| | 43. Retort Stands Complete |
| | 44. Beakers |
| | 45. Petri Dishes |
| | 46. Flat/Round Bottom Flask 500ml |



47. Spatula Stainless 150mm
48. Preserving Bottles
49. Chromatography Apparatus
50. Nets, I.E, Sweeping, Butterfly Nets
51. Rain Gauge On Stand
52. Anemometer
53. Wind Vane
54. Wet And Dry Bulb Thermometer
55. Measuring Cylinder, Funnels
56. Bench Centrifuge
57. Shelves For Reagents
58. Laboratory Tables
59. Hot Plate
60. Biology Kits
61. Dissecting
62. Micrometer Screw Guage
63. Vernier 0-18cm
64. Measuring Tape
65. Hacksaw Blades
66. Plain Goggles
67. Engraver
68. Gas Cylinder
69. Biological Microscope Model 107
70. Disecting Boards
71. Dissolved Oxygen Meter
72. Leaf Area Meter
73. Filter Photocotori Meter
74. Muffler Furnace (Model 5xl)
75. Heating Mantle (5lflask)
76. Heating Mantle (2l Flask)
77. Heating Mantle (1l Flask)
79. Water Bath (Dk-8a)
80. Homogenizer
81. Dessicator
82. Refrigerator
83. Stabilizer (2000va)
84. Manesty (Distillatory)
85. Chromatography Tank With Accessories
86. Column Chromatography
87. Binocular Microscope
88. Centrifuge
89. Insect Box/Insectory
90. Insect Scope Net Scoop
91. Dissecting Kits
92. First Aid Box
93. Quadrat
94. Tape Meter (100ft)
95. Meter Rule
96. Adaptor (15amp)
97. Electrophoresis Paper(Germany)
98. Petri Dishes

99. Washing Brush
100. Air Sampler
101. Tissue Processor (3 Part Differential)

Lab. Chemicals

- | S/N | Item |
|-----|----------------------------------|
| 1 | Stains |
| 2 | Iodine Solution |
| 3 | Millions Reagent 500 MI |
| 4 | Sudan Iii Solution 500ml |
| 5 | Copper Sulphate Solution 500ml |
| 6 | Benedict's Solution 500ml |
| 7 | Hydrochloric Acid (Dilute) 500ml |
| 8 | Eosin Solution 250ml |
| 9 | Chloroform 2.5l |
| 10 | Formaline/Formaldehyde 2.5l |
| 11 | Sodium Hydroxide 500g |
| 12 | Fehling Solution 500ml |
| 13 | Petroleum Ether (2.5l) |
| 14 | Ethanol (Absolute 2.5l) |
| 15 | Ethanol (90l.-2.5l) |
| 16 | N- Hexane (2.5l) |
| 17 | Methanol (Absolute, 2.5l) |
| 18 | Iodine Crystals (500g) |
| 19 | Zinc Sulphate (500g) |
| 20 | Potassium Iodide |
| 21 | Saboraude Dextrose Agar |
| 22 | Peptone Powder |
| 23 | Formaldehyde (40%, 2.5l) |
| 24 | Chlorofoam (2.5l) |
| 25 | Selerite Broth Selenite |
| 44 | Leishman Stain |
| 45 | Giemsa Stain |
| 46 | Sefranin |
| 47 | Crystal Violet |
| 48 | Acetone (2.5l) |
| 49 | Methyl Red |
| 50 | Canada |



Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. It is expected that all academic staff should possess Ph.D degree. However, the proportion of academic staff with PhD degree should not be less than 70%, with a minimum of 6 full-time equivalent of staff (including full time staff from Faculty of Science), staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects. The staff mix by rank should be in the ratio of 20:35:45 for Professors and Readers:Senior Lecturers:Others. However, where the ratios are distorted by virtue of a high percentage of Professors, that can be accepted.

In employing/promoting staff, the following criteria are suggested:

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate. The ratios are as given below:

Senior non-teaching (administrative and secretarial) staff should constitute 3.4% of the total student population.

senior secretarial staff should constitute not more than 40% of the total senior administrative staff

junior staff should constitute 20% of the total student population

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance. The ratio of academic staff to technical staff should be 20:1.

Library

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition well stocked and current hardcopies of reference and other textual materials should be provided centrally at the level of the University library, Faculty library and/or Departmental library. A well networked digital library should serve the entire university community. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources.

In any case, there should be internet ready workstations available in the library for at least 25% of the total student enrolled in the programme.

Classroom, Laboratories, Workshops and Offices

a) Spaces

The NUC recommends the following physical space requirement:

| | m ² |
|----------------------------------|----------------|
| Professor's Office | - 18.50 |
| Head of Department's Office | - 18.50 |
| Senior Lecturer's Office | - 15.50 |
| Other Teaching Staff Space | - 13.50 |
| Tutorial Teaching Staff's Office | - 7.00 |
| Technical Staff Space | - 7.00 |



| | | |
|-------------------------------------|---|-------|
| Secretarial Space | - | 7.00 |
| Science Staff Research Laboratory | - | 16.50 |
| Education Staff Research Laboratory | - | 14.50 |
| Seminar Space per student | - | 1.85 |
| Laboratory Space per student | - | 7.50 |



B. Sc. Ed. Business Education

Overview

Business Education is a specialized profession designed to provide students with knowledge, skills and competence leading to employability and advancement in office occupations, pedagogical skills in teaching business subjects at different levels of educational system as well as self employment or being an employer of labour. As an aspect of Vocational Education and Training, Business Education is designed to fill the gap between knowledge and practice by exposing students to General Education as well as specialized areas in Accounting, Entrepreneurship, Marketing and Office Management.

Philosophy

Business Education programme is to provide individuals with relevant knowledge, skills and competencies to be self-reliant and economically self-sufficient for gainful employment, meaningful living, and to contribute to the development of the society. The programme is designed in consonance with the needs of the business community to ensure that education and training offered are consistent with the competencies for the present and emerging job requirements and opportunities.

Objectives

The objectives of Business Education are to:

1. provide opportunity for practical job preparation or vocational studies in order to make students render effective and efficient services in office, distributive and service occupations.
2. prepare students, based on interest and aptitudes needed to enter into a business occupation, advance and profit in it.
3. provide opportunities for students to develop an understanding of business and economic system of the nation so as to enable them to participate actively as producers and consumers of goods and services
4. develop in students the basic awareness of the contribution which business and office employee makes to the nations economy.
5. develop and improve personal qualities and attitude of students as required in personal and employment situation
6. serve as a guide for individual student for suitable placement in business and office employment
7. enable students to have career consciousness and economic understanding of the free enterprise system
8. prepare student to assume the role of building a future generation through teaching and knowledge impartation.
9. prepare students for leadership position in both public and private life.

Unique Features of the Programme

1. emphases are placed on civic and social learning development
2. core practical and cognitive skills development for effective teaching of Business Education is intensified.
3. financial literacy skills development has been up-scaled
4. theoretical bases for entrepreneurial development is emphasized
5. students are equipped with knowledge in career development and professional business ethics
6. innovative and pragmatic skills that will enable students to operate and transact in a digital environment in both domestic and global marketing practices are developed



7. emphases are now placed on professional accounting courses that will expose Business Education students to industry requirements thereby filling the gap between knowledge and practice in the accounting profession.

Employability Skills

Business Education offers entrepreneurial/employability skills such as:

1. leadership skills
2. communication skills
3. customer service skills
4. financial literacy skills
5. business analytical skills
6. problem-solving skills
7. teaching skills
8. adaptability skills
9. capacity building skills
10. research skills

21st Century Skills

Business Education will afford its students the opportunity to learn and develop 21st Century skills that will enable them to fit into and take up contemporary business opportunities, employment opportunities and be self employed or employers of labour. These skills include the following, among others:

1. team work skills
2. digital literacy skills
3. creative and innovative skills
4. information literacy skills
5. media literacy skills
6. digital citizenship skills
7. flexibility skills
8. critical thinking skills
9. multitasking skills

Admission and Graduation Requirements

Admission Requirements

4 year programme:

In addition to UTME-Score, a candidate must possess five Senior Secondary Certificate (SSC)-credits passes including English Language, and Mathematics in not more than two sittings and any three of the following subjects: Economics, Commerce, Financial Accounting, Salesmanship, Storekeeping, Marketing, Stenography, Government, Office Practice, History, Geography, and Biology.

Direct Entry

For direct entry, candidates must have: At least five SSC-credit passes, two of which must be at the Advanced Level or A minimum of merit grade in University/ National Diploma, NCE in any field is required. Or

- a) NCE with an overall merit pass or above provided the candidate has also met the UTME requirements.
- b) A'Level or Diploma in any area related to Business Education provided the candidate also possesses the UTME requirements.



Graduation Requirement

In addition to the general requirement for graduation at the university, students of Business Education must offer and pass all courses outline in the course structure having a total of 142 credit hours.

Global Course Structure

100 Level

| Course Code | Course Title | Unit | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Education Foundations | 2 | C | 30 | - |
| BED 114 | Financial Accounting for Business Educators I | 2 | C | 30 | - |
| BED 121 | Office Administration and Management | 2 | C | 30 | - |
| BED 124 | Principles of Marketing for Business Educators | 2 | C | 30 | - |
| BED 122 | Business Mathematics | 2 | C | 30 | |
| | Total Credit Hours | 14 | | | |

200 Level

| Course Code | Course Title | Unit | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | - |
| EDU 201 | Curriculum, Curriculum Delivery and Teaching Methods | 2 | C | 30 | - |
| BED 211 | Financial Accounting for Business Educators II | 2 | C | 30 | - |
| BED 213 | Principles of Business Finance | 2 | C | 30 | - |
| BED 214 | Business Communication & Report Writing | 2 | C | 30 | - |
| BED 222 | Cost Accounting for Business Educators | 2 | C | 30 | - |
| BED 223 | Office Information Technology | 2 | C | 15 | 45 |
| | Total Credit Hours | 16 | | | |



300 Level

| Course Code | Course Title | Unit | Status | LH | PH |
|---|---|-------------|---------------|-----------|-----------|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| EDU 302 | Educational Measurement, Tests, Research Methods and Statistics | 3 | C | 135 | - |
| BED 329 | SIWES | 4 | C | - | 180 |
| Courses for Specialization | | | | | |
| Accounting Education | | | | | |
| BED 312 | Financial Reporting for Business Educators | 2 | C | 30 | - |
| BED 321 | Management Accounting for Business Educators | 2 | C | 30 | - |
| BED 322 | Public Sector Accounting for Business Educators | 2 | C | 30 | - |
| BED 323 | Management Information System | 2 | C | 30 | - |
| Entrepreneurial Education | | | | | |
| BED 315 | Theories of Entrepreneurship | 2 | C | 30 | - |
| BED 325 | Creativity & Innovation in Business | 2 | C | 30 | - |
| BED 326 | Nigerian Business Environment | 2 | C | 30 | - |
| BED 323 | Management Information System | 2 | C | 30 | - |
| Marketing and Distributive Education | | | | | |
| BED 313 | Nigerian Marketing System | 2 | C | 30 | - |
| BED 324 | Sales Management | 2 | C | 30 | - |
| BED 320 | Marketing Management for Business Educators | 2 | C | 30 | - |
| BED 323 | Management Information System | 2 | C | 30 | - |
| Office Management Education | | | | | |
| BED 311 | Fundamentals of Data Processing | 2 | C | 30 | - |
| BED 327 | Digital Skills in Business Education | 2 | C | 30 | - |
| BED 328 | Word Processing for Business Educators II | 2 | C | 15 | 45 |
| BED 323 | Management Information System | 2 | C | 30 | - |
| | Total Credit Hours | 21 | | | |

400 Level

| Course Code | Course Title | Unit | Status | LH | PH |
|-----------------------------------|--|-------------|---------------|-----------|-----------|
| EDU 400 | Project | 3 | C | - | 135 |
| EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| BED 411 | Business Law | 2 | C | 30 | - |
| BED 415 | Vocational Guidance | 2 | C | 30 | - |
| BED 416 | Career Development and Professional Ethics | 2 | C | 30 | - |
| BED 422 | Seminar in Business Education | 2 | C | 30 | - |
| Courses for Specialization | | | | | |
| Accounting Education | | | | | |



| | | | | | |
|---|--|-----------|---|----|---|
| BED 426 | Taxation for Business Educators | 2 | C | 30 | - |
| BED 413 | Auditing & Assurance for Business Educators | 2 | C | 30 | - |
| BED 421 | Financial Management for Business Educators | 2 | C | 30 | - |
| Entrepreneurial Education | | | | | |
| BED 412 | Risk Management in Small Business | 2 | C | 30 | - |
| BED 427 | Industrial Relations for Business Educators | 2 | C | 30 | - |
| BED 423 | International Marketing for Business Educators | 2 | C | 30 | - |
| Marketing and Distributive Education | | | | | |
| BED 414 | Digital Marketing for Business Educators | 2 | C | 30 | - |
| BED 425 | Business to Business Marketing for Educators | 2 | C | 30 | - |
| BED 423 | International Marketing for Business Educators | 2 | C | 30 | - |
| Office Management Education | | | | | |
| BED 424 | Organizational Behaviour | 2 | C | 30 | - |
| BED 417 | Human Resource Management for Business Educators | 2 | C | 30 | - |
| BED 427 | Industrial Relations for Business Educators | 2 | C | 30 | - |
| | Total Credit Hours | 20 | | | |

Course Content and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making.



Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;



6. present an overview of the National Policy on Education;
7. identify the stages and child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Pedagogical content knowledge. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development and institutions, from ancient times to the present with particular reference to the evolution of modern education in Nigeria. Brief treatment of learning from the behaviours, cognitive and sociocultural perspectives, child and adolescent development, learner characteristics, intelligence, creativity, motivation. Values in education, major tenets of Idealism, Realism, Neo-Thomism, Experimentalism and Existentialism and their applications in education. Sociological approaches to learning, social context and social structure and their roles in education.

BED 114: Financial Accounting for Business Educators I (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concept of accounting;
2. explain the history and development of accounting;
3. describe the structure of International Accounting Standard Board (IASB) and its conceptual framework;
4. identify source documents;
5. demonstrate knowledge of the principles of double entry book-keeping; and
6. prepare cash books, and bank reconciliation statement and statement of a sale trader.

Course Contents

Introduction to business and accounting. IASB conceptual framework. Accounting Equation. Sales and Purchases. Non-Current assets and depreciation. Bad and doubtful debts. Accruals and Prepayments. Source document. Subsidiary books of accounts. Classification of accounts. Principles of double entry book-keeping. Cashbook. Bank reconciliation statement. End of year adjustment. Preparation of statement of a sale trader.

BED 121: Office Administration and Management (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. demonstrate knowledge of the principles of office management;
2. highlight types of office organization;
3. state the advantages and disadvantages of each method of office organizations;
4. state the procedures for effective office management; and
5. explain the theories of motivation and job specification.

Course Contents

The development of management thought. Management theories. Organization and managers. The mix of work and managers. Management principles. The manager and his environment. Principles of office management. Types of office organization. Approaches to organizational design. Method of office organizations. Procedures for effective office management. Leadership. Motivation. Organizational change.



BED 122: Business Mathematics**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, students should be able to:

1. apply symbolic logic in their reasoning;
2. conduct deductive & Inductive reasoning in problem solving approach;
3. solve complex numbers; and
4. identify sets & subjects.

Course Contents

Mathematics and Symbolic Logic. Matrices and Determinants. Vectors and Complex Numbers. Introduction to Straight Lines. Introduction to Circle. Simple Sequence and Series. Limits. Differentiation and Integration. Maximum and Minimum Points and Value. Linear Programming (Inequalities and Constraints)

BED 124: Principles of Marketing for Business Educators (2 Units; C) (LH 30)**Learning Outcomes**

At the end of this course, students should be able to:

1. demonstrate knowledge of marketing
2. state why business and marketing are changing
3. state functions and principles of marketing
4. use the marketing mix to satisfy consumer needs
5. segment the market using different factors
6. carry out retailing and wholesaling activities
7. determine factors that influence consumer behavior.
8. identify consumer rights and state how to protect the consumer

Course Content

Meaning of Market. Changes in business and market places. Marketing concept. Principles of Marketing. Functions of Marketing. The marketing process. Marketing Mix. Market segmentation. Retailing. Wholesaling. Consumer buying behaviour. Consumer protection. Impact of globalization on marketing.

GST 212: Philosophy, Logic and Human Existence**(2 Units C: LH 30)****Learning Outcomes**

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.



Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum and Teaching Methods/Strategies (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;



4. identify local context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

The curriculum. Selection of learning objectives. Outcomes and learning experiences. Organization and delivery of learning experiences. General teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, conceptual change, culturo-techno-contextual approach (CTCA) argumentation, project-based learning, competency-based learning, thinking-based learning, and hybrid teaching. The lesson plan/note. Assessment of learning. Resources for teaching. Improvisation. General classroom management.

BED 211: Financial Accounting for Business Educators II (2 Units C: LH 30)

Learning Outcomes

By the end of this course, students should be able to prepare:

1. a manufacturing accounts of a production outfit from a set of information;
2. a bill of exchange account from a set of financial transactions of a business;
3. an account of a non-for-profit organization from historical data;
4. department accounts from a given set of financial transactions;
5. consignment accounts of a business entity; and
6. royalty accounts of a business concern.

Course Contents

Analysis of trade receivables. Analysis of trade payables. Preparation and presentation of manufacturing accounts. Bill of exchange. Partnership account. Incomplete records. Single entry system of account. Double entry system of account. Accounts of not-for-profit organization. Control account. Departmental accounts. Consignment account. Royalty accounts.

BED 213: Principles of Business Finance (2 Units C: LH 30)

Learning Outcomes

By the end of this course, students should be able to:

1. identify the types of funds available to an enterprise;
2. identify the various sources of finance available to an organization;
3. apply working capital management strategies,
4. apply capital budgeting techniques in mapping project decisions; and
5. demonstrate acquired knowledge of risk and portfolio management.

Course Contents

Nature of finance. Types of funds. Source of capital formation. Working capital management. Credit management. Financial markets and stock exchange. Stock exchange dealing procedures. Financial analysis. Capital budgeting. Management of risks and portfolio. Problem based learning techniques.



BED 214: Business Communication & Report Writing (2 Units C: LH 30)

Learning Outcomes

By the end of this course, students should be able to:

1. explain the concept of business communication skills;
2. discuss the process that takes place in communication;
3. state the different types of communication;
4. explain the steps in writing process;
5. state the principles of interpersonal relationship;
6. describe interview skills for recruitment purpose; and
7. identify the necessary plans to make before negotiating communication.

Course Contents

Fundamentals of communication. Forms of communication. Introduction to business communication skills. Forms of business communication. Study skills. English grammar. Punctuation in english. Sentence formation. Oral communication. Writing process. Public speaking. Interpersonal communication. Negotiation skills. Corporate communication. Interview skills. Communication technology

BED 222: Cost Accounting for Business Educators (2 Units C: LH 30)

Learning Outcomes

By the end of this course, students should be able to:

1. state the attitudes of cost accounting information
2. classify cost accounting information using various bases;
3. prepare a job costs sheet for management decision making
4. prepare labour costs of an operation of a business concern;
5. identify and apportion costs of production to various costs centres;
6. ascertain costs of production using marginal and absorption techniques; and
7. prepare cost information

Course Contents

Definition of cost accounting. The purpose and scope of cost accounting. Role of cost accountants. Differentiate between cost accounting and financial accounting. The managerial processes of planning, control and decision making. The concepts of strategic, tactical and operational planning. Differentiate between data and information. Cost and Cost classifications. Cost codification. Cost segregation and estimation. Accounting for inventory. Accounting for Labour. Accounting for overheads. Marginal costing. Absorption costing. Cost Volume-Profit-Analysis. Budgeting

BED 223: Office Information Technology (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. demonstrate knowledge of information and communication handling procedure in the organization;
2. describe skill for handling office information and communication procedure;
3. elucidate understanding and practical knowledge of information security in the organization; and
4. explain the basic concept of office automation.



Course Contents

Present day office arrangement. Office environment. Types and uses of office machines (manual and electronic gadgets). Information technology and information processing task. Management information system. Office automation. Computer security. Information system disaster recovery plan. Software types and their capabilities. Information Technology and e-business enabling environment. Management of people in organization. Information technology strategies. The future for information technology

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; ZangoKartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;



5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice 1

(3 Units C: PH 135)

Learning outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use to assist children in real time; and
7. demonstrate effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.



EDU 302: Educational Measurements, Tests, Research Methods, and Statistics (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgements;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ for knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Meaning of research, research designs. Problem identification, background and study justification. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Reporting in educational context. Ethical consideration (political, economic religious and cultural) in research. The use of computers in educational research, use of SPSS in data analysis. Measurements and instrumentation. Development of tests, test blue prints, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes.

BED 312: Financial Reporting for Business Educators (2 Units C: LH 30)

Learning Outcomes

By the end of this course, students should be able to:

1. explain the sources of accounting regulation in Nigeria;
2. outline the roadmap for conversion to IFRS in Nigeria;
3. describe the rules on financial statement set out in Companies and Allied Matters Act Cap C 20 LFN 2020 (Amended);
4. explain the objectives of financial statement;
5. explain the measurement bases available under IFRS;
6. state the components of a set of financial statements according to IAS 1;
7. distinguish between accounting policy and accounting estimates;
8. account for contract costs;
9. measure inventory;
10. measure Property, plant and equipment;
11. account for investment property; and
12. account for impairment under IAS 36.

Course Contents

Regulatory Framework. Accounting and reporting frameworks and practices. Presentation of financial statements. Accounting policies, changes in accounting estimates and errors. Inventory. Revenue from contracts. Property, plant and equipment. Assets. Impairment of Assets. Leases. Provisions, contingent liabilities and contingent asset. Fair value. Financial



instruments. Consolidated accounts. Joint venture. Statement of cashflow. Earnings per share. Analysis and interpretation of financial statement.

BED 313: Nigerian Marketing System

(2 Units C: LH 30)

Learning Outcomes

By the end of this course, students should be able to:

1. appreciate the Nigerian marketing environment;
2. segment the market according to consumer needs;
3. forecast the market;
4. develop new product and classify them;
5. develop market strategies for the product;
6. manage channels of distribution; and
7. utilize promotion variables for marketing products and services.

Course Contents

Marketing definitions, concepts, evolution, role and importance of the marketing system. Marketing analysis; The marketing environment. Buyer behavior, market segmentation, market measurement and forecasting. Marketing research. Basic marketing and commercial policies in business. The product concept; product development and life cycle, product classification and market strategies. Pricing, Management of channels of distribution. Promotion: advertising, personal selling, publicity, public relations and sales promotion, marketing of professional services including services of business educators.

BED 315: Theories of Entrepreneurship

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. identify the different schools of entrepreneurial thoughts;
2. explain the different school of thoughts;
3. differentiate between the macro view and the micro view;
4. explain the effect of entrepreneurship theories on entrepreneurial education; and
5. state the relevance of entrepreneurship theories to contemporary entrepreneurship education.

Course Contents

Schools of entrepreneurial thoughts. Macro view- the environmental school of thought. the financial capital school of thought, the micro view- the entrepreneurial trait school of thought. The venture opportunity school of thought, the strategic formulation school of thought. The Weber Thesis entrepreneurship, Schumpeterian theory and the achievement Motivation theory of entrepreneurship Effect of entrepreneurial theories on teaching and learning. Relevance of entrepreneurship theories on contemporary entrepreneurship control; concept of alertness in entrepreneurship environment. Linking theories to students business dreams

BED 320: Marketing Management for Business Educators

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. apply fundamental principles and functions of management to marketing;
2. apply marketing strategies to meet consumer needs;



3. demonstrate knowledge of consumer rights and demonstrate commitment to consumerism; and
4. demonstrate social responsibility in marketing.

Course Contents

Application of the fundamental principles of management to the marketing functions; analysis, planning, organizing, control and evaluation of marketing function; marketing strategy; product, price, promotion and distribution strategies; consumerism and social responsibility of marketing information system.

BED 321: Management Accounting for Business Educators (2 Units C: LH 30)

Learning Outcomes

By the end of this course, students should be able to:

1. compare job order with process costing;
2. design and use activity based costing system;
3. prepare managerial accounting statements;
4. compute necessary managerial accounting information;
5. prepare simple budgets; and
6. analyze variance.

Course Contents

General Principles of costing. Cost accounting systems. Determination of cost behaviour. Element of cost and cost estimation techniques. Activity based costing. Specific order costing. Contract costing. Process costing. Forecasting. Variance analysis. Relevant cost. Decision making techniques. Budget and Budgetary Control. Standard Costing. Sources of Finance. Payback Period. Accounting Rate of Return. Net Present Value. Internal Rate of Return. Profitability Index. Performance Measurement

BED 322: Public Sector Accounting for Business Educators (2 Units C: LH 30)

Learning Outcomes

By the end of this course, students should be able to:

1. explain at an appropriate level of confidence the nature and objectives of public sector accounting;
2. identify the various users of public sector accounting and their information needs;
3. identify and apply the various bases of public sector accounting;
4. identify the various sources of government revenue and revenue officers of government;
5. prepare and present monthly transcript from a set of information; and
6. prepare and present the final accounts of government in line with applicable standards

Course Contents

Nature and objective of public sector accounting. Users of public sector accounting. Information and bases of public sector accounting. Sources of government revenue. Finance officers of government. Government expenditure. Preparation of vouchers. Functions of the cash office. Preparation of monthly transcripts. Budgets and government final accounts in line with applicable International Public Sector Accounting Standard (IPSAS).



BED 323: Management Information System**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, students should be able to:

1. differentiate between data and information;
2. identify the components of a system;
3. identify characteristics of a good management information system;
4. state the functions of Management Information System; and
5. apply different information systems in business.

Course Contents

Nature of management information system, data and information, concept of a system, component of a system, open system, semi-closed system and closed system, control system, function of management information system, characteristics of a good management information system. Information systems in business: transaction processing system, decision support system, executive support system, expert system.

BED 324: Sales Management for Business Educators**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, students should be able to:

1. demonstrate knowledge of sales management;
2. state responsibilities of sales managers;
3. identify factors that affect performance of sales persons;
4. state how to boost sales person's performance;
5. describe the selling process;
6. plan and budget sales; and
7. organize the sales force.

Course Contents

Relevance of sales management to Business Educators. Sales managers' responsibilities. Sales persons, types and characteristics. Factors that affect performance of sales persons. Management actions to boost sales person performance. Selling functions and basic tasks. Personal selling functions. The selling process. Sales planning and budgeting. Managing sales operations. Market potential and sales forecasting. Organizing the sales force. The buying process. Sales organization structure. Sales promotion.

BED 325: Creativity and Innovation in Business**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, students should be able to:

1. demonstrate knowledge of innovation;
2. apply creativity in the process of innovation;
3. generate business ideas;
4. demonstrate ability to carry out feasibility study and write a business plan; and
5. demonstrate ability for new product creation, implementation, management and sustenance

Course Contents

Introduction to product innovation. Definition of innovation of a product. Definition of innovation roadmap. Types of product innovation. Elements of innovating a process. Objectives of innovating a product Creativity in the process of innovation. The role of existing



community SME in innovation, The concept of idea generation, Concept phase, advancement, construction, launch and perfection of product. The need for collaboration, ideation, implementation, value creation, packaging of products and repackaging for value addition.

BED 326: Nigeria Business Environment

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. explain a business environment;
2. describe the trends in enterprise promotion;
3. identify the fundamentals of community-institution partnership;
4. identify emerging business platforms; and
5. discuss the various Government interventions in business environments.

Course Contents

Overview of a business environment. Emerging trends in small business enterprise promotion. Community-institution partnership. Technological business platforms/environments. Government policy control measures and interventions. Emerging digital markets. The 21st century labour market

BED 327: Digital Skills in Business Education

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. demonstrate knowledge of digital skills;
2. identify types of digital skills needed in modern office;
3. utilize digital skills to handle information and solve problems;
4. manage digital information and content;
5. utilize digital techniques to market products in the social media.

Course Contents

Definition of digital skills. Basic digital skills. Types of digital skills. Handling information and content. Problem solving. Functional use of digital devices. Funding, managing and storing digital information and content. Email marketing. Mobile design principles. Mobile optimization. Improving customers experience with digital technologies. Social media marketing.

BED 328: Word Processing for Business Educators II **15, PH 45)**

(2 Units C: LH

Learning Outcomes

By the end of this course, students should be able to:

1. type simple letters using Microsoft word in block or indented styles;
2. activate vertical and horizontal display of documents;
3. type letters with continuation sheets, attention lines;
4. prepare circular letters, agenda, manuscripts;
5. type document with column and
6. prepare itineraries, and travel information cards.

Course Contents

Simple block or centered display. Vertical or horizontal centering. Simple columnar materials or words or figures or money. Letters with continuation sheets, attention lines, heading, simple



insert tabulation. Circular letters, agenda, manuscripts with interpolations and corrections. Alphabetical and numerical arrangement, terminal speed of 35 wpm with 90% accuracy is required. Communication forms, letters, manuscripts, tabulations, reports, tabular statement with statistical information, divided columns, itineraries and travel information cards. Attention is given to improved form and punctuation, terminal speed of 54 words a minute with 90% accuracy required.

BED 329: SIWES (4 Units C: PH 180)

Learning Outcomes

At the end of this course, students should be able to:

1. appreciate the opportunity to have practical work experience;
2. demonstrate readiness to acquire practical skills available to work station;
3. demonstrate ability to learn work habits; and
4. cooperate with industry, based trainers and supervisors.

Course Contents

Students will be sent to the industry to have industrial experience at workplace. They are to be exposed to work situations that will enable them to acquire skills to complement what they learned in the classroom. They are to be supervised by both industrial and school based supervisors.

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problems;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solution to educational problems. Working inadequately under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;



4. the needed attitude towards teaching;
5. proper use of instructional facilities; and
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. To importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

BED 411: Business Law (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. demonstrate knowledge of the nature of Nigerian Business Law and practice;
2. demonstrate knowledge of law of contract, agency, sales of goods, and hire purchase;
3. utilize knowledge of the business law to enter into partnership, joint venture agreements;
4. state the sources of Nigerian law; and
5. describe the hierarchy of the Nigerian courts.

Course Contents

Nature of Nigerian Business Law and practice. Sources of the Nigerian laws. Hierarchy of courts in Nigeria. Law of contract. Law of agency. Sales of goods law. Law of higher purchase. Law of partnership and law of negotiable instrument.

BED 412: Risk Management in Small Business (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concept of risk and risk management;
2. describe small scale business;
3. identify the types of business risk;
4. discuss the strategies for managing business risk;
5. mention the benefits of risk management; and
6. state the role of insurance in risk management.

Course Contents

Concept of risk. Concept of risk management. Concept of small scale business. Types of business risk. Causes of business risk. Strategies for managing business risk. Benefits of risk managements. Ways of avoiding uncertainty risk in business. Insurance and risk management. The role of insurance in risk management.

BED 413: Auditing & Assurance for Business Educators (2 Units C: LH 30)

Learning Outcomes

By the end of this course, students should be able to:

1. explain at an appropriate level of confidence the nature, purpose and scope of auditing;
2. identify the various types of audit;
3. appraise and apply various regulatory framework of audit;



4. carry out substantive test on a given set of transaction;
5. analyse and judge internal control effectiveness or otherwise of an entity;
6. prepare reports of an audit engagement; and
7. highlight contemporary issues in auditing and investigation.

Course Contents

The nature, purpose and scope of Auditing. Types of audit. Regulatory framework (CAMA, 2020). Audit engagement. Professional ethics. Audit planning and documentation, audit evidence and substantive test. Audit tests and sampling procedures. Internal audit. Internal control. Audit report and contemporary issues in auditing.

BED 414: Digital Marketing for Business Educators (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. demonstrate knowledge of digital marketing;
2. utilize the various on-line platforms to activate digital business transactions;
3. identify the tools and resources used in digital marketing;
4. demonstrate ability to start a digital marketing operation;
5. state the benefits of digital marketing; and
6. identify the problems associated with digital marketing in Nigeria.

Course Contents

Definitions of digital marketing. Digital marketing and e-commerce. Types of digital marketing. Search engine marketing. Digital display advertising. Social media marketing. Mobile marketing. Scope of digital marketing. Tools and resources of digital marketing. Essentials of digital marketing strategy. Starting a digital marketing operation. Examples of digital marketing. Benefits of digital marketing. Digital marketing planning and administration.

BED 415: Vocational Guidance (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. define the concept of vocational guidance;
2. explain the objectives of vocational guidance;
3. discuss the origins of vocational guidance;
4. state the basic theory of vocational guidance;
5. discuss the implications and how to apply this theories in Nigerian situation; and
6. state clearly the roles played by the school, parents, and religious affiliations in career/vocational choice.

Course Contents

Meaning of vocational guidance. Historical development of vocational guidance. Philosophy and objectives of vocational guidance. Basic theory of vocational development. Career choice. Assumption concerning vocational choice and vocational choice in the Nigerian setting. Educational and occupational information. Organization and administration of vocational guidance programme placement services and follow-up.

BED 416: Career Development and Professional Ethics (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to demonstrate:



1. knowledge of who an office worker is;
2. state the roles of an office worker;
3. competence for office work;
4. ability to manage office resources including time;
5. office work ethics, and
6. align with professional associations to gain insight into professional code of conduct.

Course Contents

Demand for office workers. The roles of office workers. Preparing for office work. The role of interpersonal relations in an office. Advantages of an office career. Competence for job and mobility. Job responsibilities of office workers. Time management. Getting and keeping a job. The concept of profession and professionalism. The concepts of ethics and professional work ethics. Ethical standards and behaviours in the office. The difference between ethics and morality. The roles of professional bodies in promoting ethical practices. The roles of government in regulating on ethical practices.

BED 417: Human Resource Management

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. define what Human Resource Management is;
2. trace the historical evolution of Human Resource Management;
3. define recruitment and distinguish the concept of recruitment in the context of its theory from the context of its practice;
4. identify and explain the various tools used in the recruitment process;
5. define what staff selection is;
6. explain the difference between selection and recruitment;
7. identify various forms of examination; and
8. define the concept of performance appraisal.

Course Contents

Introduction to human resource planning. Organizational design and personnel functions. Job design and job analysis. Staffing in organization. Training and staff development. Performance appraisal. Compensation. Motivation. Career systems. Leadership. Communication in human resource management. Collective bargaining and negotiation. Organizational culture and socialization. Management development. Decision making. Discipline and grievances. Conflict management. Separation (tenure and turnover). Separation (retirement)

BED 421: Financial Management for Business Educators

(2 Units C: LH 30)

Learning Outcomes

By the end of this course, students should be able to:

1. present an overview of the nature of financial management;
2. carry out analysis of financial management environment;
3. justify the need for capital rationing;
4. identify equity and debt components of capital;
5. evaluate the financial performance of a business organization;
6. judge and proffer solutions to emerging financial issues in business organizations; and
7. identify various business reorganization strategies.



Course Contents

Nature financial management. Financial management environment. Discounted cashflow. Capital rationing. Cost of capital. Business valuation, Mergers and acquisitions. Sources of finance (equity and debt). Cooperate reconstruction and reorganization. Evaluation of financial performance and position. Emerging issues in financial management.

BED 423: International Marketing for Business Educators (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to

1. demonstrate knowledge of international marketing concepts;
2. identify the international marketing environment;
3. state strategies for entering international market;
4. develop international marketing programme;
5. identify sources of financing international marketing; and
6. demonstrate ability to import, export and invest in international markets.

Course Contents

The nature and scope of international marketing. International marketing concepts and theories. The international marketing environment. International market entry strategy. Standardization and adaptation of international marketing. Developing the international marketing program. Financing international marketing. Globalization of markets. Exporting, trading and investing in international markets.

BED 424: Organizational Behaviour (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. demonstrate knowledge of concept of organizational behavior;
2. prepare typical organizational structure;
3. identify and explain group dynamics ;
4. state influence of personality on organization and vice-versa;
5. identify and discuss factors that motivate employers and engender job satisfaction;
6. manage interpersonal conflict in organization; and
7. state how to manage stress in organization.

Course Contents

Concept of organizational behavior. Organizational structure and design. Group dynamics. Personality and organization. Motivation. Job satisfaction and reward management. Leadership. Inter-personal conflict in organization. Stress management. Authority, power and politics.

BED 425: Business to Business Marketing for Educators (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. demonstrate knowledge of organizational or business market;
2. distinguish between consumer market and business market;
3. identify participants in the business market;
4. identify the major influences of business buyers;
5. describe the business buying process and its stages;
6. manage customer relationship in business market; and



7. identify institutional and government markets.

Course Contents

Concept of organizational buying. Comparison between consumer market and business market. Participants in the business buying process. Major influences of business buyers. The purchasing/procurement process including e-procurement. Stages in the buying process. Managing business to business customer relationships. Institutional and government markets.

BED 426 : Taxation for Business Educators

(2 Units C: LH 30)

Learning Outcomes

By the end of this course, students should be able to:

1. explain at an appropriate level of confidence the nature and importance of taxation in an economy;
2. identify the sources of the Nigerian tax laws;
3. present an overview of tax administration in Nigeria;
4. prepare the income liability of a taxpayer from a given set of information;
5. ascertain the adjusted profits of a business concern;
6. ascertain the tax liability of a partnership business from a given set of data; and
7. prepare a company income tax liability from a given set of information

Course Contents

Introduction to taxation. Tax administration in Nigeria. National tax policy (NTP), 2017. Basic ethical issues in taxation. Returns, assessments, remittances, objections and appeal. Withholding tax (WHT). Value Added Tax (VAT). Stamp duties. Customs and Excise duties. Personal Income Tax. Taxation of sole proprietorship. Taxation of partnership. Taxation of Limited Liability Companies. Tertiary Education Tax (TET). Adjusted profits and capital allowance.

BED 427 : Industrial Relations for Business Educators

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. describe labour-management relations;
2. state the objectives of Labour Management Relations;
3. state the characteristics of Labour Management Relation;
4. identify basic theories of industrial relations; and
5. discuss the implications of the theories of industrial relations.

Course Contents

Labour-management relations at the firm level including its evolution. Objectives of Labour Management Relations. Characteristics and contemporary issues. Labour-management relationship theory and research on collective action. Bargaining behavior and conflict resolution.



Minimum academic standard segment

Tools, Machines and Equipment for Teaching

Computer Laboratory

1. Computer systems (One computer system to a student)
2. Computer Tables (One computer table to a computer system)
3. Swivel Chairs (One Swivel chair to a computer system)
4. Internet Facility (High speed internet facility)
5. Voltage stabilizers (One voltage stabilizer to a computer system)

Model Office

1. 1 Executive Office Table
2. 1 Executive office chair
3. 2 Visitors' chairs
4. 1 Photocopier
5. 1 Duplicating machine
6. Basic office machines and tools such as paper shredder, paper cutter, perforator and
7. among others
8. 1 Filing cabinet
9. 1 Fridge
10. A Television set
11. 1 Guillotine machine
12. White Board
13. Projector
14. Interactive White Board (Where possible)

Staffing

Academic Staff: Student to staff ratio shall be in accordance with the guidelines provided by the National Universities Commission (NUC) on staff to student ration of 1:30 for Education departments. All academic staff shall possess Ph.D degree in the field that is relevant to the programme. However, the proportion of academic staff with Ph.D degree should not be less than 70% of the total academic staff in the programme.

Administrative Staff: Adequate number of administrative staff with relevant skills and competence should be recruited for the administrative offices of the programme.

Technologist: Adequate number of technologists with relevant skills and competences should be recruited for the programme for the proper running of the laboratories

Library

Besides the main university Library in the university which should have relevant and up-to-date study text and periodicals, the programme should have a well-equipped and up-to-date resource centre to cater for immediate reading and research needs of both students and staff such as Business Education related textbooks, modern textbooks in Accounting, Entrepreneurship, Marketing, and Office Management. The resource centre should also have professional journals, business dictionaries and other relevant learning resources.

Classrooms, Laboratories, Workshops And Offices

1. Classrooms: Besides shared classroom facilities, a minimum of one sizable, well ventilated and accessible classroom should be provided for the programme.
2. Laboratories/Workshops:
 - i. Demonstration laboratories (Model Office) and workshops for Accounting, Entrepreneurship, Marketing and distributive and Office Management Options (where Possible) should be provided.
 - ii. Computer Laboratory with modern technological facilities should be provided.
3. Office space and classrooms should be in line with NUC recommendations. In addition to this, no Professor, Associate Professor, and Senior Lecturer should be accommodated in a shared office space.

The NUC recommends the following physical space requirement:

| | m ² |
|-------------------------------------|----------------|
| Professor's Office | - 18.50 |
| Head of Department's Office | - 18.50 |
| Tutorial Teaching Staff's Office | - 13.50 |
| Other Teaching Staff Space | - 7.00 |
| Technical Staff Space | - 7.00 |
| Secretarial Space | - 7.00 |
| Education Staff Research Laboratory | - 14.50 |
| Seminar Space/per student | - 1.85 |
| Laboratory Space | - 7.50 |



B. Sc. Ed. Chemistry

Overview

The B.Sc. Ed. Chemistry Core Curriculum and Minimum Academic Standards (CCMAS) was designed for use in all Nigerian universities for the training of digitally sound and 21st century compliant Chemistry teachers. Benefitting from available textual materials and resources from the chemical environment and in tandem with global curriculum trends, the current programme promises to produce effective Chemistry teachers for schools. The B.Sc. Ed. Chemistry CCMAS is made up of General Studies courses, core faculty courses and departmental courses, all organized into four academic sessions of a two-semester arrangement per session. The individual course learning outcomes and contents are also laid out to guide instructional delivery. It is hoped that each university will generate other relevant courses based on their peculiar needs and mandate, to make up for the minimum 120 units required for students' graduation.

Philosophy

The philosophy of the B.Sc. Chemistry Education programme is to produce chemistry teachers who have sound content knowledge and pedagogical skills for the effective and efficient teaching and learning of the subject in secondary schools. Emphasis is placed on scientific skills in such a way that procedural knowledge and conceptual knowledge are treated as compliments, not as opposites. To this end, the development of both theoretical and practical knowledge of chemistry is considered vital for a holistic knowledge of chemistry education.

Objectives

The objectives of the B.Sc. Chemistry Education programme are to:

1. impact in students the necessary teaching and practical skills for teaching Chemistry;
2. develop effective and reflective chemistry teaching skills in students;
3. inculcate necessary chemistry laboratory practical skills in students;
4. mentor students towards becoming effective and efficient classroom teachers in chemistry;
5. expose students to industrial applications of chemistry;
6. equip teachers with skills for student exposure to industrial applications of chemistry;
7. facilitate in students, acquisition of the ethics of teaching as a profession;
8. produce professional science teachers;
9. build students' capacities for disseminating information in Chemistry education to the society;
10. develop positive values and attitudes for efficient discharge of duties as chemistry teachers;
11. provide pre-service teachers with knowledge in national discourses as they relate to the chemical environment, effective utilization of chemical resources and conservation; and
12. inculcate in students, efficient skills for the communication of the nature of science and its relationships with technology and society.



Unique Features of the Programme

The unique features of the programme include:

1. increase in the proportion of students' chemical subject matter knowledge in relation to teaching skills;
2. development of higher capacity for practical skills in the graduates;
3. inculcation of digital skills in graduates for planning and managing virtual instruction;
4. facilitation of pre-service teachers' entrepreneurial knowledge, attitudes and skills;
5. development of science process/manipulative skills in the pre-service teachers; and
6. inculcation of scientific literacy in the graduates for solving societal problems.

Employability Skills

The graduate of B.Sc. Ed. Chemistry should be equipped with the following employability skills, among others:

1. chemistry Teaching: Graduates would acquire necessary content knowledge and pedagogical 'skills' for the effective teaching of Chemistry in schools;
2. skills for Establishment and Management of Schools: Graduates would be able to establish and effectively manage secondary schools;
3. design and Management of School Laboratory: Skills for the design, equipment and management of school science laboratory would be sharp in the graduates;
4. IT Skills: Graduates would acquire necessary skills for the development of e-resources for effective chemical education in this world of information and communication technology;
5. skills for Instructional Material Development: Students' capacity would be developed for locally sourcing and designing of instructional materials for chemistry and science teaching;
6. capacity for Waste Management: Environmental and waste management services could be provided by graduates. They would be able to set up business ventures for collection, sorting, reuse and recycling of wastes and turning waste to wealth;
7. skills for Cleaning and bleaching solutions: Chemistry education graduates would have capacity to establish and successfully run cleaning business outfits for institutions, companies and homes; and
8. manufacture of Sundry Chemical Products: Graduates would be able to manufacture potable water, distilled water, pomade, shoe polish, school chalk from gypsum as well as ethanol and paints from local materials.

21st Century Skills

The B. Sc. Ed. Chemistry CCMAS would develop the following 21st century skills:

1. quantitative reasoning ability;
2. problem solving skills;
3. digital skills;
4. self-reliance and ability to take initiative;
5. critical and creative thinking abilities;
6. research and interrogative questioning skills;
7. creativity, curiosity, imagination, innovation skills; and
8. health and safety skills.



Admission and Graduation Requirements

Admission Requirements

Four Year Programme

In addition to acceptable scores in UTME, candidates must have obtained five Senior Secondary Certificate (SSC) credit passes which must include English Language, Mathematics, Chemistry and Physics with credit pass in one other relevant science subject such as Biology, Agricultural Science and Geography at not more than two sittings.

Direct Entry Mode

Five SSC (or equivalent) credit passes in relevant subjects, two of which are at the Advanced Level such like:

A pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied).

Passes in Chemistry and any of Biology, Physics, Agricultural Science or any other science subject at the Advanced level.

Passes in Chemistry and any of Biology, Physics, Integrated Science or any other science subject at the NCE.

Passes in Chemistry and any of Biology, Agriculture, Physics or any other science subject at the IJMB (Interim Joint Matriculation Board) examination or Cambridge Moderated Schools of Basic Studies Terminal Examinations or International Baccalaureate from a recognized institution.

Graduation Requirements

In addition to the general requirements for graduation at the University, students must offer and pass courses totalling 120 credit hours, 60 of which must come from the relevant option areas in Chemistry and Science Education for the four-year programme. They must also complete and receive a pass grade in teaching practice and a research project report on a topic approved by the Department.

Global Course Structure

100 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Logic, Philosophy and Human Existence | 2 | C | 30 | |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | |
| BIO 101 | General Biology I | 2 | C | 30 | - |
| BIO 107 | General Biology Practical I | 1 | C | - | 45 |
| BIO 108 | General Biology Practical II | 1 | C | - | 45 |
| CHM 101 | General Chemistry I | 2 | C | 30 | - |
| CHM 102 | General Chemistry II | 2 | C | 30 | - |
| CHM 107 | General Chemistry Practical I | 1 | C | - | 45 |
| CHM 108 | General Chemistry Practical II | 1 | C | - | 45 |
| MTH 101 | General Mathematics I | 2 | C | 30 | - |
| MTH 102 | General Mathematics II | 2 | C | 30 | - |
| COS 101 | Introduction to Computer Science | 3 | C | 30 | 45 |



| | | | | | |
|---------|-----------------------------|-----------|---|----|----|
| PHY 101 | General Physics I | 2 | C | 30 | - |
| PHY 107 | General Physics Practical I | 1 | C | - | 45 |
| | | 26 | | | |

200 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|--------------|--|-----------|--------|----|----|
| GST 212 | Nigerian Peoples and Culture | 2 | C | 30 | |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 15 | 45 |
| EDU201 | Curriculum, Curriculum Delivery and Teaching Methods | 2 | C | 30 | |
| STA 202 | Statistics for Physical Sciences & Engineering | 2 | C | 30 | - |
| CHM 207 | General Chemistry Practical III | 1 | C | - | 45 |
| CHM 208 | General Chemistry Practical IV | 1 | C | - | 45 |
| CHM 210 | Physical Chemistry I | 2 | C | 15 | 45 |
| CHM 211 | Organic Chemistry I | 2 | C | 15 | 45 |
| CHM 212 | Inorganic Chemistry I | 2 | C | 15 | 45 |
| CHM 213 | Analytical Chemistry I | 2 | C | 15 | 45 |
| CHM 214 | Structure and Bonding | 2 | C | 30 | - |
| TOTAL | | 20 | | | |

300 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|--------------|--|-----------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 2 | C | 30 | |
| CHM 301 | Physical Chemistry II | 2 | C | 15 | 45 |
| CHM 302 | Inorganic Chemistry II | 2 | C | 15 | 45 |
| CHM 303 | Organic Chemistry II | 2 | C | 15 | 45 |
| CHM 304 | Atomic & Molecular Structure & Symmetry | 2 | C | 30 | |
| CHM 312 | Analytical Atomic spectroscopy | 2 | C | 30 | |
| CHM 314 | Entrepreneurship skill in Chemistry | 2 | C | 30 | |
| CHM 316 | Applied Spectroscopy | 2 | C | 30 | - |
| CHM 319 | Environmental Chemistry | 2 | C | 30 | |
| CHM 399 | Industrial Attachment II (12 Weeks) | 3 | C | | |
| TOTAL | | 28 | | | |

400 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|----------------------|-------|--------|----|-----|
| EDU 400 | Project | 3 | C | | 135 |
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| CHM 406 | Reaction Kinetics | 2 | C | 30 | - |



| | | | | | |
|--------------|--------------------------|-----------|---|----|----|
| CHM 410 | Analytical Chemistry II | 2 | C | 15 | 45 |
| CHM 423 | Organometallic Chemistry | 2 | C | 30 | - |
| CHM 424 | Co-ordination Chemistry | 2 | C | 30 | - |
| TOTAL | | 12 | | | |

Course Contents and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing. Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.



Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification). Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values. The 3R's – Reconstruction, Rehabilitation and Re-orientation. Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation,
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education

BIO 101: General Biology I (2 Unit C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. explain cells structure and organizations;
2. summarize functions of cellular organelles;
3. characterize living organisms and state their general reproduction;



4. describe the interrelationship that exists between organisms;
5. discuss the concept of heredity and evolution; and
6. enumerate habitat types and their characteristics.

Course Contents

Cell structure and organization. functions of cellular organelles. characteristics and classification of living things. chromosomes, genes their relationships and importance. General reproduction. Interrelationships of organisms (competitions, parasitism, predation, symbiosis, commensalisms, mutualism, saprophytism). Heredity and evolution (introduction to Darwinism and Lamarckism, Mendelian laws, explanation of key genetic terms). Elements of ecology and types of habitat.

BIO 107: General Biology Practical I (1 Unit C: PH 45)

Learning outcomes

At the end of the course, students should be able to:

1. outline common laboratory hazards;
2. provide precautions on laboratory hazards;
3. state the functions of the different parts of microscope;
4. use the microscope and describe its maintenance;
5. draw biological diagrams and illustrations; and
6. apply scaling and proportion to biological diagrams.

Course Contents

Common laboratory hazards: prevention and first aid; measurements in biology. Uses and care of microscope: compound and dissecting microscope. Biological drawings and illustration, scaling, accuracy and proportion. Use of common laboratory apparatus and laboratory experiments designed to illustrate the topics covered in **BIO 101**.

CHM 101: General Chemistry I (3 Units C: LH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. define atom, molecules and chemical reactions;
2. discuss the modern electronic theory of atoms;
3. write electronic configurations of elements on the periodic table;
4. justify the trends of atomic radii, ionization energies, electronegativity of the elements based on their position in the periodic table;
5. identify and balance oxidation – reduction equation and solve redox titration problems;
6. illustrate shapes of simple molecules and hybridized orbitals;
7. identify the characteristics of acids, bases and salts, and solve problems based on their quantitative relationship;
8. apply the principles of equilibrium to aqueous systems using Le Chatelier's principle to predict the effect of concentration, pressure and temperature changes on equilibrium mixtures;
9. analyse and perform calculations with the thermodynamic functions, enthalpy, entropy and free energy; and
10. determine rates of reactions and its dependence on concentration, time and temperature.



Course Contents

Atoms, molecules, elements and compounds and chemical reactions. Modern electronic theory of atoms. Electronic configuration, periodicity and building up of the periodic table. Hybridization and shapes of simple molecules. Valence Forces. Structure of solids. Chemical equations and stoichiometry. Chemical bonding and intermolecular forces, kinetic theory of matter. Elementary thermochemistry: rates of reaction, equilibrium and thermodynamics. Acids, bases and salts. Properties of gases. Redox reactions and introduction to electrochemistry. Radioactivity.

CHM 102: General Chemistry II

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. state the importance and development of organic chemistry;
2. define fullerenes and its applications;
3. discuss electronic theory;
4. determine the qualitative and quantitative structures in organic chemistry;
5. describe rules guiding nomenclature and functional group classes of organic compounds;
6. determine rate of reaction to predict mechanisms of reaction;
7. identify classes of organic functional group with brief description of their chemistry;
8. discuss comparative chemistry of group 1a, IIa and IVa elements; and
9. describe basic properties of transition metals.

Course Contents

Historical survey of the development and importance of Organic Chemistry. Fullerenes as fourth allotrope of carbon, uses as nanotubes, nanostructures, nanochemistry. Electronic theory in organic chemistry. Isolation and purification of organic compounds. Determination of structures of organic compounds including qualitative and quantitative analysis in organic chemistry. Nomenclature and functional group classes of organic compounds. Introductory reaction mechanism and kinetics. Stereochemistry. The chemistry of alkanes, alkenes, alkynes, alcohols, ethers, amines, alkyl halides, nitriles, aldehydes, ketones, carboxylic acids and derivatives. The Chemistry of selected metals and non-metals. Comparative chemistry of group IA, IIA and IVA elements. Introduction to transition metal chemistry.

CHM 107: General Chemistry Practical I

(1 Unit C: PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. describe the general laboratory rules and safety procedures;
2. collect scientific data and correctly carry out chemical experiments;
3. identify the basic glassware and equipment in the laboratory;
4. tell the differences between primary and secondary standards;
5. perform redox titration;
6. record observations and measurements in the laboratory notebooks; and
7. analyse the data to arrive at scientific conclusions.

Course Contents

Laboratory experiments designed to reflect topics presented in courses CHM 101 and CHM 102. These include acid-base titrations, qualitative analysis, redox reactions, gravimetric analysis, data analysis and presentation.



CHM 108: General Chemistry Practical II**(1 Unit C: PH 45)****Learning Outcomes**

At the end of this course, the students should be able to:

1. identify the general laboratory rules and safety procedures;
2. collect scientific data and correctly carrying out chemical experiments;
3. identify the basic glassware and equipment in the laboratory;
4. identify and carry out preliminary tests which includes ignition, boiling point, melting point, test on known and unknown organic compounds;
5. execute solubility tests on known and unknown organic compounds;
6. execute elemental tests on known and unknown compounds; and
7. conduct functional group/confirmatory test on known and unknown compounds which could be acidic/basic /neutral organic compounds.

Course Contents

Continuation of CHM 107. Additional laboratory experiments to include functional group analysis, quantitative analysis using volumetric methods.

PHY 101: General Physics I (Mechanics)**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student should be able to:

1. identify and deduce the physical quantities and their units;
2. differentiate between vectors and scalars;
3. describe and evaluate motion of systems on the basis of the fundamental laws of mechanics.
4. apply Newton's laws to describe and solve simple problems of motion.
5. evaluate work, energy, velocity, momentum, acceleration, and torque of moving or rotating objects.
6. explain and apply the principles of conservation of energy, linear and angular momentum.
7. describe the laws governing motion under gravity; and
8. explain motion under gravity and quantitatively determine behaviour of objects moving under gravity.

Courses Contents

Space and time. Units and dimension, Vectors and Scalars. Differentiation of vectors: displacement, velocity and acceleration. Kinematics. Newton laws of motion (Inertial frames, Impulse, force and action at a distance, momentum conservation). Relative motion. Application of Newtonian mechanics. Equations of motion. Conservation principles in physics. Conservative forces. Conservation of linear momentum. Kinetic energy and work. Potential energy. System of particles. Centre of mass. Rotational motion: Torque, vector product, moment, rotation of coordinate axes and angular momentum. Polar coordinates. Conservation of angular momentum. Circular motion. Moments of inertia. gyroscopes and precession. Gravitation: Newton's Law of Gravitation. Kepler's Laws of Planetary Motion. Gravitational Potential Energy. Escape velocity. Satellites motion and orbits.



PHY 107: General Practical Physics I**(1 Unit C: PH 45)****Learning Outcomes**

At the end of this course, the student should be able to:

1. conduct measurements of some physical quantities;
2. make observations of events, collect and tabulate data;
3. identify and evaluate some common experimental errors;
4. plot and analyse graphs; and
5. draw conclusions from numerical and graphical analysis of data.

Course Contents

This introductory course emphasizes quantitative measurements, the treatment of measurement errors and graphical analysis. A variety of experimental techniques should be employed. The experiments include studies of meters, the oscilloscope, mechanical systems, electrical and mechanical resonant systems, light, heat, viscosity and others, covered in PHY 101 and PHY 102. However, emphasis should be placed on the basic physical techniques for observation, measurements, data collection, analysis and deduction.

MTH 101: Elementary Mathematic I**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course students should be able to:

1. present basic definition of Set, Subset, Union, Intersection, Complements and use of Venn diagrams;
2. solve quadratic equations;
3. solve trigonometric functions;
4. identify various types of numbers; and
5. solve some problems using Binomial theorem.

Course Contents

Elementary set theory, subsets, union, intersection, complements, venn diagrams. Real numbers: integers, rational and irrational numbers, mathematical induction, real sequences and series, theory of quadratic equations, binomial theorem. Complex numbers: algebra of complex numbers, the Argand diagram. De-Moivre's theorem, nth roots of unity. Circular measure, trigonometric functions of angles of any magnitude, addition and factor formulae.

MTH 102: Elementary Mathematics II**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course students should be able to:

1. explain types of rules in Differentiation and Integration;
2. give the meaning of Function of a real variable, graphs, limits and continuity; and
3. solve some applications of definite integrals in areas and volumes.

Course Contents

Function of a real variable, graphs, limits and idea of continuity. The derivative as limit of rate of change. Techniques of differentiation. Extreme curve sketching. Integration as an inverse of differentiation. Methods of integration. Definite integrals. Application to areas, volumes.



COC 101: Introduction to Computer Science**(3 Units C: LH 30; PH 45)****Learning Outcomes**

At the end of the of the course, the students should be able to:

1. trace historical development of computing to the current programmes in the discipline;
2. distinguish the salient characteristics of the different programmes of the computing discipline;
3. identify the roles and applications of computers and computing in different areas of human endeavor;
4. identify and explain the basic components of a computer system;
5. develop basic literacy on the use of computer systems;
6. develop competence on the use of common office productivity applications; and
7. make purposeful use of the Internet for information gathering, learning and continuous professional development.

Course Contents

History of computing sciences leading to the different programmes in the discipline. Characteristics of each programme in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. Students will be required to complete lab assignments using the PC's operating system, and several commonly used applications, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers and search engines.

GST 212: Philosophy, Logic And Human Existence**(2 Units C: LH 30)****Learning Outcomes**

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.



ENT 211: Entrepreneurship and Innovation**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

**EDU 201: Curriculum, Curriculum Delivery and Teaching Methods
(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development;
3. analyse and critique the Nigerian Core curricula as guide to curricula delivery;
4. use different methods in the delivery of curriculum content;
5. identify local context and the use of CTCA in the Nigerian context;
6. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
7. identify and use learning resources and media and improvise, whenever necessary;
8. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
9. demonstrate skills in ICT, set up and manage online classes.



Course Contents

Definition and types of curriculum. The curriculum development process. The Nigerian core curricula. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

SED 202: Chemistry Methods I

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. distinguish among aims, goals and objectives in science education;
2. briefly trace the history and development of chemistry education in schools;
3. justify the relevance of the study of chemistry;
4. describe the layout, guiding principles, organisation and the contents of the SSS chemistry curriculum;
5. define and explain the concepts of pre-active and interactive teaching and how these contribute to teaching effectiveness;
6. write lessons plans on chemistry concepts;
7. state the roles of the laboratory in effective chemistry education;
8. use a variety of contemporary methods to teach chemistry;
9. define basic terms used in the evaluation of "students" chemistry learning;
10. list and use resources for chemistry teaching and learning;
11. improvise instructional materials required for chemistry teaching;
12. discuss challenges of science teaching generally and the problems confronting chemistry education in Nigeria specifically; and
13. participate in micro-teaching sessions for the demonstration of teaching skills and teaching methods.

Course Contents

Aims, goals and objectives in science teaching. The teaching of chemistry in schools and the relevance of the subject. Critical analysis of the SSS chemistry curriculum. Pre-active and interactive teaching in chemistry. Lesson planning and preparation. Laboratory innovations in chemistry teaching. Contemporary methods of teaching chemistry. Test, measurement and evaluation of chemistry learning. Resources for chemistry teaching and learning. Improvisation of instructional materials. Challenges of science teaching and problems confronting chemistry education in Nigeria. Micro-teaching sessions for the demonstration of teaching skills and teaching methods learnt.

STA 202: Statistics for Physical Sciences and Engineering

(2 Units C: LH 30)

Learning outcomes

At the end of this course, the students should be able to:

1. be able to understand the scope for statistical methods in physical sciences and engineering;
2. define the Measures of location, partition, and dispersion;
3. explain the elements of probability. Probability distribution: binomial Poisson, geometric, hypergeometric, negative-binomial, normal Poisson, geometric, hypergeometric, negative-binomial, normal, Student's t and chi-square distributions;



- differentiate point from interval estimation and could be able to tests for hypotheses concerning population means proportions and variances;
- be able to compute for Regression and correlation as well as conduct some Non-parametric tests with reference to Contingency table analysis; and
- be able to explain the elements of design of experiments and Analysis of variance.

Course Contents

Scope for statistical methods in physical sciences and engineering. Measures of location, partition and dispersion. Elements of probability. Probability distribution: binomial Poisson, geometric, hypergeometric, negative-binomial, normal Poisson, geometric, hypergeometric, negative-binomial, normal, Student's t and chi-square distributions. Estimation (point and interval) and tests of hypotheses concerning population means proportions and variances. Regression and correlation. Non-parametric tests. Contingency table analysis. Introduction to design of experiments. Analysis of variance.

CHM 207: General Chemistry Practical III

(1 Unit C: LH 15; PH 45)

Learning Outcomes

After completing the course, the students will be able to:

- describe the measurement of pH;
- determine the relative molar mass from the colligative properties;
- demonstrate the partition coefficient of two immiscible solvents;
- demonstrate temperature measurements and heat of dissolution, heat of neutralization and others;
- determine the critical solution temperature of water-Phenol system; and
- measure the molar volume of a gas and universal gas constant.

Course Contents

pH Measurement. Determination of Relative Molar Mass from Colligative Properties. Demonstration of Partition Coefficient in two Immiscible Solvents. Temperature Measurement and Heat of Dissolution. Heat of Neutralisation. Determination of Critical Solution. Temperature of Water- Phenol System. Ideal Gas Law: Measuring the Molar Volume of a Gas and the Universal Gas Constant.

CHM 208 : General Chemistry Practical IV

(1 Unit C: LH 15; PH 45)

Learning outcomes

After completing the course, the students will be able to:

- identify general laboratory rules;
- describe the processes involved in the preparation of simple organic compounds (esters, aldehydes and ketones);
- describe the analysis of vinegar;
- demonstrate a simple experiment on thin layer chromatography;
- perform an experiment on the dehydration of alcohol; and
- conduct experiments on qualitative analysis of common functional groups.

Course Contents

The Preparation of Esters. The preparation of Aldehydes and Ketones. Vinegar Analysis. Chromatography. Thin Layer Chromatography. Dehydration of Alcohol. Qualitative Analysis of Common Functional Groups.



CHM 210: Physical Chemistry I**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, the students should be able to:

1. state the kinetic theory of gases and solve problems related to ideal and real gases;
2. derive the formula for molecular velocity of gases and use the derived formula to solve problems;
3. describe and explain the fundamental concepts of physical chemistry including those of statistical mechanics, chemical kinetics, quantum mechanics and spectroscopy;
4. apply simple models to predict properties of chemical systems;
5. define and state type of solutions; define different concentration terms which include molarity, normality and others, explain vapour pressure lowering of the solvent, boiling point elevation of solutions, freezing point depression of solution and measurement of osmotic pressure;
6. apply numerical or computational methods to calculate physical properties of chemical systems and assess the appropriateness of different computational techniques and numerical approximations for solving chemistry problems;
7. design and plan an investigation by selecting and applying appropriate practical, theoretical, and/or computational techniques or tools; and
8. state Ohms law and describe the electrolytic conduction, states the Faraday's Law and Conductance Law of solution and calculation on electrical conductance on different electrolyte solution.

Course Contents**Pre-requisite –CHM 101**

Kinetic theory of gases. science of real gases. The laws of thermodynamics. Entropy and free energy. Reactions and phase equilibria. Reaction rates. Rate laws. Mechanism and theories of elementary processes. Photochemical reactions. Basic electrochemistry.

CHM 211: Organic Chemistry I**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, the students should be able to:

1. describe and solve problems in chemistry of aromatic compounds;
2. describe the structures of simple sugars, starch and cellulose, peptides and proteins and show the difference in their conformation structure;
3. describe and solve problems in chemistry of bifunctional compounds;
4. explain the mechanisms of substitution, elimination, addition and rearrangement;
5. describe stereochemistry and its application;
6. describe condition and pathways of the following organic reactions - Grignard reaction, Aldol and related reactions; and
7. describe simple alicyclic carbon compounds and their synthesis.



Course Contents

Pre-requisite – CHM 102

Chemistry of aromatic compounds. Structures of simple sugars, starch and cellulose, peptides and proteins. Chemistry of bifunctional compounds. Energetics, kinetics and the investigation of reaction mechanisms. Mechanisms of substitution, elimination, addition and rearrangement reactions. Stereochemistry. Examples of various named organic reactions such as Grignard reaction, Aldol and related reactions. Simple alicyclic carbon compounds and their synthesis.

CHM 212: Inorganic Chemistry I

(2 Units C: LH 15; PH 45)

Learning Outcomes

After completing the course, the students will be able to:

1. list the first-row transition elements and explain their characteristics and properties;
2. explain crystal field theory (CFT) and draw the diagram to illustrate with examples of coordination compounds;
3. state the advantages of cft over other bonding theories;
4. discuss the comparative Chemistry of the following elements. (I) Ga, In, Tl (II). Ge, Sn, Pb (III). As, Sb, Bi (IV). Se, Te, Po;
5. define organometallic chemistry;
6. given relevant examples with illustrations;
7. classify organometallic compounds with examples;
8. list the roles of metals in biochemical systems;
9. discuss the concepts of hard and soft acids and bases;
10. give examples of 9 above;
11. explain oxidation and reduction reaction; and
12. illustrate the above (11) with appropriate reactions.

Course Contents

Pre-requisite – CHM 101; CHM 102

Chemistry of first row transition metals. Introduction to coordination chemistry including elementary treatment of crystal field theory. Comparative Chemistry of the following elements: (a) Ga, In, Tl, (b) Ge, Sn, Pb, (c) As, Sb, Bi (d) Se, Te, Po. Elementary introduction to organometallic chemistry. Role of metals in biochemical systems. Concepts of hard and soft acids and bases. Oxidation and reduction reactions.

CHM 213: Analytical Chemistry I

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. explain analytical processes which include description of chemist as a problem solver;
2. describe and differentiate forms of error;
3. explain its implication on laboratory analysis;
4. state different statistical tool use in treatment of data;
5. solve practical problems using the statistical tools;
6. define sampling and give reasons for sampling in field work;
7. state and describe different sampling techniques;
8. state different forms of sample collection and processing;
9. describe volumetric method of analysis and solve some practical problems; and
10. describe gravimetric method of analysis and solve some practical problems.



Course Contents

Pre-requisite CHM 101 and 102

Theory of errors; and statistical treatment of data: Theory of sampling. Chemical methods of analysis including volumetric, gravimetric, data analysis and presentation. Physicochemical methods. Optical methods of analysis. separation methods.

CHM 214: Structure and Bonding

(2 Units C: LH 30)

Learning Outcomes

After completing the course, the students will be able to:

1. explain the idea of quantum states, orbital, shape and energy;
2. explain simple valency theory, electron repulsion theory and atomic spectra;
3. explain symmetry, molecular geometry and structure, and molecular orbital theory of bonding;
4. sketch to illustrate with specific examples for item (3) above;
5. express how molecular orbital theory of bounding explains the magnetic properties in main group compounds;
6. explain the methods used in the determination of molecular shapes. bond lengths and angles; and
7. explain with the use model the structure and chemistry of some of the representatives of main group elements.

Course Contents

Pre-requisite CHM 101 and 102

Idea of quantum states, orbitals, shape; and energy. Simple valence theory, electron repulsion theory, atomic spectra. Symmetry, molecular geometry and structure, molecular orbital theory of bonding. Methods of determining molecular shape, bond lengths and angles. The structure and chemistry of some representative main group element compounds.

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; ZangoKartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management - (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and



Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;



4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in educational data analysis. Reporting educational research.

SED 302: Chemistry Methods I I (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. present the nature of chemistry as a subject;
2. identify the physical, inorganic and organic concepts in the SSS chemistry curriculum;
3. succinctly describe the chemistry curriculum;



4. appreciate best practices in chemistry teaching;
5. discuss the merits and demerits of various innovative methods of teaching chemistry and use them;
6. identify the supporting theories for methods of teaching;
7. demonstrate practical skills for practical work in chemistry;
8. list the laboratory equipment, facilities and common reagents used for chemistry practicals;
9. organise practical lessons based on past WASSCE examination questions;
10. identify difficult concepts in SSS chemistry and suggest practical solutions; and
11. use ICT facilities for planning and delivery of chemistry lessons.

Course Contents

Chemistry as a discipline. Physical, inorganic and organic concepts in the SSS chemistry curriculum. Organisation of the chemistry curriculum. The thematic approach and spiral nature of the curriculum. Best practices in chemistry teaching. Innovative methods of teaching chemistry and the supporting theories. Practical skills in chemistry teaching. Practical work in chemistry. Laboratory equipment, facilities and common reagents used for practicals. Practical sessions using past WASSCE examination papers. Difficult concepts in SSS chemistry. Review of research solutions and recommendations. ICT and chemistry teaching. Micro-teaching sessions for the demonstration of teaching skills, best practices and organisation of practical classes.

SED 303: Entrepreneurship in Chemistry Education (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. define entrepreneurship, chemistry entrepreneurship and entrepreneurship education;
2. appreciate the role of entrepreneurship in chemistry education;
3. discuss entrepreneurship knowledge, skills and attitudes and their roles in successful chemistry education;
4. formulate and present business ideas from different aspects/topics of chemistry;
5. identify specific societal needs of business interests to chemistry students;
6. enumerate the economic benefits of entrepreneurship in chemistry;
7. discuss the strategies for developing entrepreneurship skills in chemistry education;
8. list and discuss with possible solutions the barriers to entrepreneurship in Chemistry and chemistry education;
9. present individual proposals for entrepreneurship ventures in chemistry and chemistry education;
10. participate in group work on entrepreneurship proposals and projects; and
11. exhibit products from entrepreneurship projects carried out.

Course Contents

Concepts of entrepreneurship, chemistry entrepreneurship and entrepreneurship education. Rationale for entrepreneurship. Entrepreneurship knowledge, skills and attitudes. Business Ideas from different aspects/topics of chemistry. Specific societal needs of business interests to chemistry students-Education, water, health, food and drinks, farming, packaging, textiles, electronics, waste management. Economic benefits of entrepreneurship in chemistry. Strategies for developing entrepreneurship skills in chemistry education. Barriers to entrepreneurship in Chemistry and chemistry education. Individual and group works on entrepreneurship proposals and projects. Exhibition of products from entrepreneurship projects.



Learning outcomes

After completing the course, the students will be able to:

1. explain Gibbs Energy;
2. explain and discuss the relationship between the sign of Gibbs free energy change and the spontaneity of a process;
3. determine of Gibbs free energy using standard free energies of formation;
4. describe what information the first law of thermodynamics provides about directionality or tendency of physical and chemical changes;
5. describe spontaneous process;
6. describe the difference between spontaneous and non-spontaneous process;
7. describe what entropy is and what it is not;
8. describe position entropy and why it is an oversimplification of true entropy;
9. predict the sign of entropy change for the system (ΔS_{sys}) for physical and chemical changes;
10. describe why the entropy of a gas is greater than that of a liquid and a solid, and why the entropy of a liquid is greater than that of a solid;
11. state the Third Law of Thermodynamics and describe its significance;
12. calculate the standard entropy change (ΔS°) for a physical or chemical process given standard entropy values, S° , for reactants and products;
13. state the Second Law of Thermodynamics and describe its significance;
14. describe what information is obtained from the Second Law of Thermodynamics about speeds of chemical and physical changes;
15. use the Second Law of Thermodynamics to predict the spontaneity of physical and chemical changes;
16. quantify entropy changes using a "statistical" approach and (2) "heat changes";
17. describe the "obstructions" to the Second Law of Thermodynamics that make life possible;
18. describe the meaning of a positive value, a negative value, and a value of zero, for ΔS_{univ} . ! To describe the change in free energy of the system for a physical or chemical process in terms of the changes in enthalpy and entropy of the system;
19. describe the meaning of a positive value, a negative value, and a value of zero, for ΔG (ΔG°);
20. describe the relationship between the change in free energy and the maximum amount of work that can be done by the system;
21. describe why a physical or chemical change is spontaneous only if ΔG is negative;
22. calculate standard free energy changes by using: $\Delta G^\circ = \Delta H^\circ - T\Delta S^\circ$
23. predict the summation of two reactions standard free energies of formation;
24. predict whether a physical or chemical change is spontaneous given the temperature and the enthalpy and entropy changes;
25. describe why a system is at equilibrium if ΔG is equal to zero;
26. describe why w_{max} is equal to zero at equilibrium;
27. describe the difference between ΔG and ΔG° ;
28. use the equation, $\Delta G = \Delta G^\circ + RT\ln Q$, to calculate free energy changes under non-standard state conditions;
29. use the equation, $\Delta G^\circ = -RT\ln K$, to calculate equilibrium constants or standard free energy changes;



30. explain why chemical reactions occur and the driving force(s) that are responsible for physical and chemical change;
31. describe and apply the principles of probability to predict molecular behaviour;
32. describe and explain the concept of the Boltzmann distribution law, molecular partition function and partition function of a system;
33. predict some macroscopic properties from atomic and molecular structures using statistical mechanics;
34. describe the molecular interpretation of macroscopic properties such as energy, entropy, temperature and heat capacity;
35. predict gas-phase chemical reaction equilibria from atomic structures;
36. describe and explain phase equilibria based on the concept of chemical potential;
37. describe the molecular properties of regular mixtures and predict phase separation in liquid mixtures;
38. analyse physical kinetics phenomena in terms of non-equilibrium statistical mechanics;
39. predict, using a statistical thermodynamic approach, how the rate of a chemical reaction depends on the molecular structures involved;
40. combine the laws of electrostatics and thermodynamic equilibrium (i.e. Poisson-Boltzmann equation) to predict equilibria in solutions containing charged species;
41. describe the intermolecular interactions that hold liquids and solids together;
42. interpret phase transition diagrams in statistical thermodynamic terms;
43. describe the processes of binding and adsorption to a surface;
44. describe the anomalous thermodynamic properties of water and describe the origin of the hydrophobic effect;
45. explain the molecular thermodynamic properties of simple macromolecules in solution;
46. explain ideal and non- solutions; and
47. list the properties of electrolytes.

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Course Contents

Pre-requisite –CHM 210

A review of Gibbs Function. Chemical thermodynamics. Introduction to statistical thermodynamics. Ideal solutions and non-Ideal solutions. Properties of electrolytes. Colligative Properties. Studies on biochemical systems.

CHM 302: Inorganic Chemistry II

(2 Units C: LH 15; PH 45)

Learning Outcomes

After completing the course, the students will be able to:

1. analyse inorganic chemistry information;
2. demonstrate and apply knowledge of inorganic chemistry;
3. explain the electronic structure and general properties of group 1A and Group IIA elements;
4. compare Group IA and Group IIA in terms of the parameters mentioned in 3 above;
5. explain the chemistry of Boron; carbon and Silicon; Nitrogen and phosphorus; Oxygen and sulphur;
6. explain the halogen chemistry;
7. explain the periodic properties of the transition metals and to use these to predict and/or rationalise the chemistry of these metal ions and their complexes;



8. use Crystal Field Theory to explain and understand some of the key features of complexes of the first-row transition metals including their shapes, colours, and magnetic properties;
9. synthesize and characterise a metal coordination compound using practical inorganic chemistry techniques;
10. describe ligand and crystal field theories;
11. draw the diagram showing crystal and ligand field theories with specific examples;
12. list advantages and limitations of these bonding theories;
13. define radioactive decay processes and nuclear radiation;
14. enumerate the principles for utilizing radioactivity applied to chemistry, chemical processes and adjacent fields where chemistry is an integral part;
15. discuss the principles of radiation hygiene and the interaction of radiation and matter;
16. enumerate current methods in radiochemistry;
17. define radioactivity;
18. define and describe all three types of radioactivity (alpha, beta, and gamma radiation); and
19. explain the roles of metals in living systems;

Course Contents

Pre-requisite –CHM 212

The Noble gases. Hydrogen. Electronic structure and general properties and comparative study of Group IA and Group IIA elements. Chemistry of Boron; Carbon and Silicon; Nitrogen and Phosphorus; Oxygen and Sulphur. The halogens. Transition elements. Separation of metals. Introduction to co-ordination chemistry. Introductory organo-metallic chemistry. Ligand and Crystal field theories. Introduction to radiochemistry. Radioactivity and the periodic table. Role of metals in living systems.

CHM 303: Organic Chemistry II

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. recognize and distinguish between aromatic and Alicyclic compounds by their structures;
2. identify the properties of aromatic and Alicyclic compounds, and the chemical consequences of aromaticity;
4. recognize and be able to write the mechanism of electrophilic aromatic and Alicyclic substitution;
5. outline the completed electrophilic aromatic substitution reactions of the following types: halogenation, nitration, sulfonation, and Friedel-Crafts acylation & alkylation. explain the chemistry of heterocyclic Chemistry (3,4,5 and 6-membered ring of O, N, S heterocyclic compounds);
7. describe the Reactive intermediates – carbocations, carbanions, carbenes, nitrenes;
8. express the rearrangement reactions such as, Beckmann, Baeyer-Villiger and others;
9. illustrate with various reaction mechanisms and types; and
10. organize Forensic analysis of biological samples, pharmaceutical samples, organic analytes and macromolecular samples.



Course Contents

Pre –requisite –CHM 211

Aromatic and Alicyclic chemistry. Survey of representative polycyclic compounds. Heterocyclic Chemistry (3,4,5 and 6-membered ring of O, N, S heterocyclic compounds). Reactive intermediates – carbocations, carbanions, carbenes, nitrenes and others. Selected rearrangement reactions such as Beckmann, Baeyer-Villiger and others to illustrate various reaction mechanisms and types. Forensic analysis of biological samples, pharmaceutical samples, organic analytes and macromolecular samples.

CHM 304: Atomic and Molecular Structure and Symmetry (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. illustrate the Schrodinger wave equation for the hydrogen molecule and ion;
2. define the terms in the time-independent Schrodinger wave equation;
3. express equation for the 3D Schrodinger wave equation;
4. define Pauli Exclusion Principle and the Hund's rule;
5. illustrate electron configurations for atoms in either the subshell or orbital box notations;
6. illustrate electron configurations of ions;
7. explain how molecular orbital are formed;
8. draw molecular orbital diagrams for diatomic molecules;
9. define modern valence theory;
10. explain the concept of resonance and configuration interaction;
11. explain Huckel theory;
12. outline Walsh rules;
13. illustrate Walsh rules with specific examples;
14. explain the theory of electronic spectroscopy;
15. explain Franck-Condon Principle;
16. use Franck-Condon Principle to account for the vibrational structure of electronic transitions;
17. explain Russel- Saunders coupling, orbital and spin angular momentum; and
18. use of symmetry in chemistry.

Course Contents

Prerequisite –CHM 214

Schrödinger equation. Helium atom, ground and excited states, Spin and Pauli Exclusion Principle. Hydrogen molecule; Comparison of molecular orbital and valence bond theory, concept of resonance and configuration interaction. Coulson Fischer function. Molecular orbitals for diatomic molecules. Simple pi electron theory, Huckel theory. Walsh rules. Rotational, vibrational and electronic spectra. Applications for determining bond lengths and angles. Atomic spectra, Russell Saunders coupling, orbital and spin angular momentum. Use of symmetry in Chemistry.

CHM 305: Petroleum Chemistry

(2 Units C: LH 30)

Learning Outcomes

After completing the course, the students will be able to:

1. give an overview of the chemical composition and physical properties of petroleum, petroleum products and renewable motor fuels;
2. specify quality criteria for petroleum products and renewable motor fuels;
3. present the chemistry of the most important refinery processes;



4. give an overview of the resource base for petroleum and renewable alternatives;
5. find information and perform individual evaluations of questions pertaining to production and use of petroleum from different sources and renewable motor fuels;
6. use geophysical and geological knowledge to interpret and map data for identification of potential prospects;
7. contribute to development of geo-based technology for exploration and improved recovery of petroleum resources;
8. explain the theory of hydraulics applied to fuels in pump-pipeline systems;
9. explain the fundamentals of electricity with emphases on electrical safety in petroleum; and
10. list lubrication and wear with importance attached to physical and chemical properties of lubricants.

Course Contents

Petroleum in the contemporary energy scene. Nature, classification and composition of crude petroleum and natural gases. Natural product chemical markers of petroleum and geological sediments. Distribution of petroleum and natural gas resources (the global and Nigerian situations). Petroleum technology, survey of refinery products and process. Petrochemicals in industrial raw materials. Prospects for the petrochemical industry in Nigeria. Aviation fuels; present and future. Formulation of Lubricants. Theory of Hydraulics, as applied to fuels in pump-pipeline systems. Fundamentals of electricity with emphases on electrical safety in petroleum. Lubrication and wear, with importance attached to the physical and chemical properties of lubricants.

CHM 319: Environmental Chemistry

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. explain the elementary circle of the following element oxygen, nitrogen, sulphur and others;
2. describe the stratification of the earth atmosphere and state characteristics of each strata;
3. state and describe different sources of environmental pollution;
4. state and describe different types of environmental pollution and their effect on the environment;
5. describe water and state qualities that define the uses of water;
6. describe and explain different sources of water contamination and its impact on agricultural land crops;
7. state and describe different methods use in treatment of waste water – chemical, biological and physical methods;
8. state and justify chemical and physical instrumentation in environmental chemistry;
9. describe environmental impact assessment; and
10. state and describe twelve principles of green chemistry and its practical applications.

Course Contents

Concepts of elementary cycles. Characteristics of the atmosphere. Sources, types and effects of environmental pollution. Wastewater treatment. Composition of domestic/industrial wastes and waste management. Water chemistry and analysis. Chemical and physical instrumentation in environmental sciences. Introduction to Environmental Impact Assessment. Twelve principles of green chemistry.



EDU 400: Project (3 Units C: H 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.



SED 402: School Science Laboratory**(2 Units C: LH 15; PH 45)****Learning outcomes**

At the end of the course, the students should be able to:

1. discuss the purpose and importance of laboratory in science teaching;
2. implement safety in the laboratory and outline waste disposal procedures in the science laboratory;
3. discuss the various hazards associated with the science laboratories;
4. describe the design and organization of the prep. Room and store in the science laboratory;
5. outline the roles of different personnel with regards to the school laboratory;
6. plan and conduct experiments as well as evaluate the results of these experiments;
7. acquire skills in simulating experiments;
8. develop and improvise simple laboratory equipment;
9. facilitate the establishment of a laboratory in new and older schools;
10. manage a school science laboratory including procurement, storage and maintenance of laboratory equipment and materials; and
11. use the computer in the laboratory and navigate virtual laboratories in remote learning.

Course Contents

Concept of the School Science Laboratory as an instructional facility. Objectives of school science teaching achievable through the use of the laboratory. Laboratory design, organization and management. The students' work space, preparatory room, the store. Skill description in aspects of laboratory work and construction of basic teaching resources. Roles of different personnel in the laboratory. Safety and first aid in the laboratory. Rules, regulations and hazards in the school laboratory. Computers in the school laboratory, simulating experiments, virtual laboratories, experiments and practical classes.

CHM 406: Reaction Kinetics**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students should be able to:

1. identify the first, second and third order rate equations;
2. use the coefficients of a balanced chemical equation to express the rate of reaction in terms of the change in concentration of a reactant or product over time;
3. distinguish between instantaneous rates and average rates from a graph;
4. determine the rate law from initial rate data and be able to determine
 - the order of reaction with respect to each reactant;
 - the overall order of reaction; and
 - the rate constant with units;
5. recognize the integrated rate laws and be able to
 - use integrated first-order and second-order rate laws to find the value of one variable, given;
 - determine values of the other variables;
 - explain the concept of reaction half-life and describe the relationship between half-life and rate constant for first order and second-order reactions; and
 - determine the order of the reaction from plots of concentration versus time, $\ln(\text{concentration})$ versus time, and $1/(\text{concentration})$ versus time;



6. use Collision Theory to explain how reactions occur at the molecular level, and
 - explain the concept of activation energy and how it relates to the variation of reaction rate with temperature;
 - interpret potential energy profiles and use them to determine the activation energy and potential energy changes for a reaction; and
 - use the Arrhenius equation to calculate a rate constant, activation energy, and frequency factor;
7. define a catalyst and given a reaction mechanism, identify the reaction intermediate(s) and catalyst(s), write the overall reaction, and determine the molecularity of each step;
 - describe the effect of a catalyst on the energy requirements for a reaction;
 - sketch a potential energy profile showing the activation energies for the forward and reverse reactions; and
 - show how they are affected by the addition of a catalyst;
8. explain how enzymes act as biological catalysts and how they interact with specific substrate molecules;
9. explain why enzymatic reactions respond differently to temperature changes compared to nonenzymatic processes;
10. recognize selected classes of toxic agents of military importance: blister agents, (mustard, lewisite), nerve agents (sarin, VX), choking agents (chlorine, phosgene), blood agents (HCN), riot control agents;
11. explain the mechanism by which sarin inhibits acetylcholinesterase; and
12. identify photochemical reaction mechanism.

Course Contents

Pre-requisite –CHM 301

Review of first, second and third order rate equations. Rate constants and equilibrium constants. Collision theory, transition state theory, reaction co-ordinates. Unimolecular reaction mechanisms, bimolecular reaction mechanisms, chain reaction mechanisms; catalysis and heterogeneous reactions. Photochemical reaction mechanisms.

CHM 410: Analytical Chemistry II

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. describe different thermal methods of analyses: TG, DTG, DTA, DSC;
2. describe the potentiometric method of analysis using pH;
3. describe the conductometric method analysis;
4. describe the colorimetric method analysis;
5. describe the polarography methods analysis;
6. explain and perform calculation using chromatography principles;
7. explain principles of different chromatographic technique; and
8. explain the principle of radiochemical method in environmental analysis.

Course Contents

Pre-requisite – CHM 301

Potentiometric and pH methods. Conductometric, electroanalytical, amperometric, colorimetric methods of analysis. Coupled methods of analysis such as GC-MS, LC-MS. Radiochemical methods, Chromatography.



CHM 423: Organometallic Chemistry**(2 Units C: LH; 30)****Learning outcomes**

At the end of this course, students should be able to:

1. identify the classifications of organometallic compounds by bonding and ligands;
2. explain Preparation, structure and reactions including abnormal science of organometallic compounds;
3. identify electron rule, bonding, chemistry of ferrocene and related compounds; and
4. explain the roles of organometallic compounds in some catalytic reaction;

Course Contents

Classification of organometallic compounds. Preparation, structure and reactions including abnormal science of organometallic compounds. Synthetic utility of organometallics. Introduction to organometallic compounds of the transition elements. Classification of ligands, electron rule, bonding, preparation of organic transition metal compounds. Reaction and structures of organometallic compounds of transition elements. The organic chemistry of ferrocene and related compounds. The role of organometallic compounds in some catalytic reaction.

CHM 424: Coordination Chemistry**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students should be able to:

1. define coordination compounds;
2. recognise coordination compounds and their application;
3. understand the nomenclature, coordination formula and isomerism in complexes;
4. explain the stereochemistry of complex molecules;
5. identify theories of bonding: Werner, valence bond, crystal field / ligand field and molecular bond theories;
6. discuss their advantages, disadvantages, and their limitations;
7. discuss the physiochemical methods for structural elucidation of coordination compounds;
8. identify spectrochemical series, nephelauxetic series and Jahn-Teller distortions;
9. identify stabilization of unusual oxidation states by complex formation, thermodynamic stability of complex compounds, the stability constant, the chelate effect;
10. discuss preparation and reactions of complexes, kinetics and mechanisms;
11. discuss Domain structures, magnetostrictions, magnetic relaxation, magnetohydrodynamics and others; and
12. identify Technological applications of magnetohydrodynamics.

Course Contents**Prerequisite –CHM 302**

Definition, recognition and applications of co-ordination compounds. Nomenclature, co-ordination formula and isomerism in complexes. Stereochemistry of complex molecules. Theories of structure and bonding. Physical methods of structural investigation. Magnetic properties. Absorption and vibrational spectra. The spectrochemical series. The Nephelauxetic series and the Jahn-Teller distortions. Stabilisation of unusual oxidation states by complex formation. Thermodynamic stability of complex compounds, the stability constant, the chelate effect. Preparation and reactions of complexes. Kinetics and mechanisms.



Minimum Academic standard

Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. It is expected that all academic staff should possess Ph.D degree. However, the proportion of academic staff with PhD degree should not be less than 70%, with a minimum of 6 full-time equivalent of staff (including full time staff from Faculty of Science), staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects. The staff mix by rank should be in the ratio of 20:35:45 for Professors and Readers:Senior Lecturers:Others. However, where the ratios are distorted by virtue of a high percentage of Professors, that can be accepted.

Academic and Non-academic

The established academic staff/students ratio of 1:30 for the social sciences should be met. Training and retention of academic staff and students should be pursued vigorously.

All academic staff should be computer literate and possess computational skills.

75% of the academic staff should hold the PhD.

At least 20% of the academic staff should be Professors, Readers and 35% Senior Lecturers.

The department should be headed by on Professorial cadre to ensure good leadership and effective administration. Such a Professor should not be a sabbatical staff.

The academic to non-academic staff ratio in the department should be 1:2 maximum.

All administration, secretarial and clerical staff should have computing skills.

Provision should be made for at least 20 PCs for teaching students in a computer room with internet facilities and laptops.

Each academic staff should have a PC in his/her office with internet facilities

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate. The ratios are as given below:

Senior non-teaching (administrative and secretarial) staff should constitute 3.4% of the total student population.

senior secretarial staff should constitute not more than 40% of the total senior administrative staff

junior staff should constitute 20% of the total student population

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Library

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition well stocked and current hardcopies of reference and other textual materials should be provided centrally at the level of the University library, Faculty library and/or Departmental library. A well networked digital library should serve the entire university community. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources.



In any case, there should be internet ready workstations available in the library for at least 25% of the total student enrolled in the programme.

There should be Faculty/Departmental Library in addition to the university main library. Current basic textbooks, reference books, journals, newspapers, periodicals and other relevant textual and non-textual materials should be readily available in the libraries. A virtual/automated library is also needed.

Classroom, laboratories, workshops, and offices

1. Four (4) Standard Classrooms
2. One (1) Science Laboratory for Demonstration
3. Ten (10) Offices for Staff
4. Standard office for the Head of Department
5. One (1) Departmental Secretary's Office
6. Two (2) Administrative Staff Offices

Spaces

The NUC recommends the following physical space requirement:

| | m ² |
|-------------------------------------|----------------|
| Professor's Office | - 18.50 |
| Head of Department's Office | - 18.50 |
| Senior Lecturer's Office | - 15.50 |
| Other Teaching Staff Space | - 13.50 |
| Tutorial Teaching Staff's Office | - 7.00 |
| Technical Staff Space | - 7.00 |
| Secretarial Space | - 7.00 |
| Science Staff Research Laboratory | - 16.50 |
| Education Staff Research Laboratory | - 14.50 |
| Seminar Space per student | - 1.85 |
| Laboratory Space per student | - 7.50 |

Resource Requirement for Teaching and Learning

Facilities

A Demonstration Laboratory in the Chemistry Education Department

An Educational Technology Laboratory

A Micro-teaching Unit

Other Laboratories in the cognate Department of Chemistry in the Faculty of Sciences

Equipment

The Periodic Table of Elements

Mettler analytical balance

Centrifuge

Laptop and desktop computers

Fume hood/fume cupboard

Microwave oven

Paper chromatography ink

Electronic microscope

Pipette bulb

Spectrophotometer

Bomb calorimeter

Goethe barometer/storm glass



Weights or masses
 Spring weighing scale
 Steel ruler
 Thermometer with Celsius and Fahrenheit scales
 Desiccator and Vacuum Desiccator Glassware
 Microscope
 Gas equipment and bunsen burner
 Water supply
 Bunsen Burners
 Test Tubes
 Test Tube Racks (Plastic)
 Fire Extinguisher Big
 Sand Buckets
 Water Bath
 Ph Meter
 Hand Lens
 Table Sinks
 White Board
 Gas Fitting (Big)
 First Aid Kit (Big)
 Retort Stands Complete
 Beakers
 Petri Dishes
 Flat/Round Bottom Flask 500ml
 Spatula Stainless 150mm
 Chromatography Apparatus
 Wet And Dry Bulb Thermometer
 Measuring Cylinder, Funnels
 Bench Centrifuge
 Shelves For Reagents
 Laboratory Tables
 Hot Plate
 Micrometer Screw Guage
 Vernier 0-18cm
 Hacksaw Blades
 Plain Goggles
 Engraver
 Gas Cylinder
 Muffler Furnace (Model 5xl)
 Heating Mantle (5lflask)
 Heating Mantle (2l Flask)
 Heating Mantle (1l Flask)
 Water Bath (Dk-8a)
 Dessicator
 Refrigerator
 Stabilizer (2000va)
 Manesty (Distillatory)
 Chromatography Tank With Accessories
 Column Chromatography
 Centrifuge
 First Aid Box
 ` Meter Rule



Adaptor (15amp)
 Petri Dishes
 Washing Brush
 Microscope (Binocular)
 Incubator/Sterilizer
 Water Filter
 Drying Oven (30° -120°)
 Secchi Disc
 Test tubes
 Watch glasses
 Crucibles (with lids)
 Volumetric glasses
 Beakers
 Bunsen burner
 Spatulas and Scopulas
 Magnifying glasses
 Spring balance
 Droppers
 Latex gloves
 Safety goggles
 Brushes for test tubes
 Funnels
 Tongs and Forceps
 Wash bottles
 Burettes
 Thermometer
 Measuring Cylinders
 Pipettes
 Conical flasks
 Boiling flasks
 Ring stands,rings and clamps
 Litmus and filter papers
 Mass spectrometers
 Nuclear Magnetic Resonance
 Batch reaktor
 Rheometer
 Polymer Extrusion
 Injection Moulding
 Infrared spectrometer
 Personal Protective Equipments
 Water heater
 Water hardness tester
 Light box
 PH meter
 Distilled Water maker
 Washing machine
 Sample dyeing machine
 Data Colour (Spectrophotometer)
 Water bath
 BIO-XPS photoelectron spectrometer
 X-ray diffraction/X-ray reflection
 JSPM-5400 Scanning Probe Microscope



MFP-3D Atomic Force Microscope
 Microcal VP-ITC Microcalorimeter
 Chromatographic systems HPLC and GC-MS
 The Bruker FT-IR Spectrometer
 Fluorescence Spectrometer FLS 900
 Laser Flash Photolysis Spectrometer LP920
 The Finnigan LXQ Mass Spectrometer
 DESI-MS
 The Thermo Scientific Exactive high resolution MS
 The JEOL JSM-5600LV SEM
 Ion Chromatography equipment with three detection units(Conductivity, Amperometry and Spectrometry)
 Atomic Absorption Spectrophotometer
 Total Organic C and N analysers
 Flow Injection Analyzer
 UV Spectrophotometer
 Automated Titration System
 Physical Properties Measurement Systems, Electrical furnaces, Polarimeters and Magnetometers
 Digital Refractometers
 Flash point tester
 Fuel Analyzer
 Vapour Pressure Analyzer
 Oxidation Stability Analyzer
 Oil in water Analyzer
 Rheometer/Viscometer
 Titration Equipments
 Laboratory information management systems
 Elemental Analyzers; Combustion Analyzer, Atomic Spectrometer and Mass Spectrometer.

Lab. Chemicals
 S/N Item
 Mineral acids
 Bases
 Simple salts
 Phenylhydrazine Hydrochloride
 Iodine solution
 Fehling's Reagent A and B
 Barfoed's Reagent
 Seliwanoff's Reagent
 Bial's Reagent
 Sodium acetate
 Glacial acetic acid
 Glucose and Fructose



B. A. Ed. Christian Religious Studies

Overview

Christian Religious Studies Education is a distinct discipline from Religious Studies education. Its central concern is on the different aspects of Christianity namely, Biblical (Old and New Testaments) texts and interpretation, Biblical historical and literary genres, Christian history (early and contemporary), Christian doctrines and practices. It is a teacher education programme intended for producing teachers of Christian religious studies education for secondary schools, colleges and other tertiary institutions.

Students will acquire relevant skills in interpreting and analyzing Biblical texts and histories, and their applications to contemporary social, religious, moral and political situations. It is intended to assist them in understanding and teaching human behaviour and help build in their students and communities a high sense of morality and human values, citizenship, nationalism and leadership. It will also provide a didactic guidelines and instructions for religious tolerance, understanding, peace-making, peace-building and peacekeeping and in a multi-religious and multi-ethnic community.

Philosophy

The philosophy of Bachelor of Arts (Education) in Christian Religious Studies Education is to create awareness and advocate the moral values and foundations of Christianity embedded in the Biblical texts, history and doctrines of Christianity to build morally sound individuals and communities within a multi-religious society.

Objectives

The objectives of Christian Religious Studies Education are to:

1. equip students with knowledge, skills and competencies in different aspects of Christianity and teaching of those aspects;
2. equip students with Biblical textual interpretations and their contextual relevance in the modern time and world;
3. acquaint the students with the different phases of the history of Christianity in their different local and national contexts; its stories, traditions, festivals;
4. provide the students with the doctrines of Christianity and their significance for the Christian communities; worship and teachings;
5. acquaint students with the Christian moral virtues and ethical basis of Christianity and their relevance for contemporary period and to inculcate in students awareness of life's spiritual dimension;
6. prepare students on how to reflect and answer the existential and fundamental questions of life; question of theodicy;
7. provide the understanding of Christian life and worship which may, if the student chooses, form the basis of their faith;
8. develop an awareness of leadership vis-à-vis spiritual and political leadership;
9. provide pre-service training for teachers to enable them acquire a working knowledge and competency in the philosophical, sociological, and psychological foundations of education which can be used as a basis for decision making, instructional design and educational planning; and
10. develop teaching expertise in Christian Religious Studies Education in both breadth and depth in the subject matter, method, techniques, and skills for teaching Christian Religious Studies.

Unique features of the programme

The unique features of the programme include:

1. emphasis on, and coverage of the two major textual (Old and New Testament) and historical traditions that inform the Christian tradition;
2. student's choice of either the Hebrew language or Greek language which will enhance specialization; and
3. preparation for higher degree specialization.

Employability skills

The graduate should be equipped with the following employability skills:

1. secondary School Christian Religious Education Teacher
2. colleges of Education Lecturer of Christian Religious Education
3. university teacher of Christian Religious Education
4. teacher in Seminaries and Theological Colleges
5. consultant in Church ministries
6. founder of Christian-NGO
7. christian Religious Education Specialist
8. writer of moral education books and journals

21st Century skills

The B.A. Christian Religious Studies Education CCMAS has the potentials of inculcating into the:

1. pre-service Christian religious studies teachers;
2. inclusive education and cultural sensitivity;
3. social and community responsibility skills;
4. initiative and enterprise skills;
5. problem solving skills;
6. communication and advocacy skills;
7. self-management skills;
8. flexibility skills, being able to source information, learn and adapt quickly; and
9. digital, techno-pedagogy and innovative teaching and instructional skills

Admission and Graduation Requirements

Admission Requirements

4 Year Degree Programme

In addition to appropriate UTME-Score, a candidate must possess five Senior Secondary Certificate (SSC)-credits passes including English Language, and Christian Religious Knowledge/Studies,(CRS) and three other relevant subjects in not more than two sittings.

Direct Entry

1. A Nigerian Certificate in Education (NCE) in Christian Religious Knowledge or Religious Studies with a total cumulative points not less than a merit. In addition, the candidate must possess five 'O' Level credit passes in any subjects, including English Language in not more than two sittings.
2. Candidates seeking admission by Direct Entry must have passed at least two papers in the General Certificate of Education at the Advanced Level or any of its approved equivalents. One of the two papers must be Christian Religious Studies. In addition, the candidate must possess five 'O' Level credit passes in any subjects, including English



Language in not more than two sittings at the Senior Secondary School level or its equivalent.

3. A Diploma in Theology or Religious Studies from an institution affiliated to a recognised University. In addition, the candidate must have five 'O' Level credit passes in any subjects, including English Language in not more than two sittings at Senior Secondary School level or equivalent.
4. A degree in any subject or discipline from an accredited university in Nigeria and abroad.

Graduation Requirements

1. Students on a four-year degree programme must have passed a minimum of 120 credit units
2. Direct entry students years degree programme must passed a minimum of 90 credit units.

Global Course Structure

100-Level

| Course Code | Course Title | Units | Status | LH | PH |
|---------------------------|---|-----------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | |
| CED 101 | Methods and Approaches to Teaching CRS | 2 | C | 30 | |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| CRS 101 | Background to Christianity | 3 | C | 45 | - |
| CRS 102 | Religion and Human Values | 3 | C | 45 | - |
| CRS 103 | Introduction to Old Testament | 3 | C | 45 | - |
| CRS 104 | Introduction to New Testament | 3 | C | 45 | - |
| Total Credit Units | | 20 | | | |

200-Level

| Course Code | Course Title | Units | Status | LH | PH |
|---------------------------|--|-----------|--------|----|----|
| GST 212 | Philosophy, Logic, and Human Existence | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | - |
| CED 201 | Audio-visual resources in CRS Teaching | 2 | C | 15 | 45 |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | - |
| CRS 203 | Early Church History up to 451 A.D. | 3 | C | 45 | - |
| CRS 201 | The Synoptic Gospels | 3 | C | 45 | - |
| CRS 202 | Introduction to Comparative Religion | 3 | C | 45 | - |
| CRS 203A | Introduction to Greek Language | 3 | C | 15 | 45 |
| CRS 203B | Introduction to Hebrew Language | 3 | C | 15 | 45 |
| CRS 204 | History and Religion of Israel | 3 | C | 45 | - |
| Total Credit Units | | 23 | | | |



300-Level

| Course Code | Course Title | Units | Status | LH | PH |
|---------------------------|--|-----------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| CED 301 | Field research in CRS | 2 | C | - | 90 |
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 2 | C | 15 | 45 |
| CRS 301 | Old Testament Theology | 3 | C | 45 | - |
| CRS 302 | New Testament Theology | 3 | C | 45 | - |
| CRS 303 | The Nigerian Christian History (1864-1960) | 3 | C | 45 | - |
| CRS 304 | History of the Reformation | 3 | C | 45 | - |
| Total Credit Units | | 23 | | | |

400-Level

| Course Code | Course Title | Units | Status | LH | PH |
|---------------------------|--|-----------|--------|----|-----|
| CED 401 | Contextual Approach to Teaching CRS | 2 | C | 15 | 45 |
| EDU 400 | Project | 3 | C | - | 135 |
| EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| CRS 401 | Comparative Study of Religions in Nigeria | 3 | C | 45 | |
| CRS 402 | A Study of the Book of the Acts of the Apostles | 3 | C | 45 | |
| CRS 403 | The Unity of the Old and New Testaments (<i>Heilsgeschichte</i>) | 3 | C | 45 | |
| Total Credit Units | | 17 | | | |

Course Contents and Learning Outcomes

100 LEVEL

GST 111: Communication in English (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex).



Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

ST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.



CED 101: Methods and Approaches to Teaching Christian Religious Studies (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. list the diverse methods and approaches that are specific to the teaching Christian Religious Studies;
2. define and describe the methods and approaches;
3. explain the uses of the different methods and approaches;
4. identify the strengths and weaknesses of the different methods and approaches; and
5. demonstrate the application of the methods and approach to teaching some of the components of Christian Religious Studies.

Course Contents

The nature of Christian Religious Studies. The use of multi-dimensional methods and approaches. Teaching and learning Christian Religious Studies. Biblical texts of the Old and New Testaments, historical, geography the biblical lands (Ancient Near East, Palestinian land, Greek and Roman empires. Early history of the church and contemporary history and phases of Christianity. Methods and approaches will include discussions, seminars, workshops, inquiry, use of maps and charts, ethnography, participant observation, face-to-face interviews, case studies, church archival documents, use of audio and audiovisual aids. Fieldwork method that will assist students to engage the text and context of Christian Religious traditions and institutions.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession, ethics of the teaching profession. Pedagogical content knowledge, intellectual and practical competencies required by the teacher. Link between education and development. Educational development and institutions, from ancient times to the present with particular reference to the evolution of modern education in Nigeria. Brief treatment of learning from the behaviourist, cognitive and sociocultural perspectives, child and adolescent development, learner characteristics, intelligence, creativity, motivation. Values in education, major tenets of Idealism, Realism, Neo-Thomism, Experimentalism and Existentialism and their applications in education. Sociological approaches to learning, social context and social structure and their roles in education.



CRS 101: Background to Christianity**(3 Units C: LH 45)****Learning Outcomes**

At the end of the course, students should be able to:

1. identify the general features of the history and contents of Intertestamental period and literature about the Messiah;
2. state the Jewish background to Christianity;
3. identify the different groups and their thoughts on life after death, angels, demons and the kingdom of God; and
4. describe Jewish Messianic expectations of the Intertestamental period.

Course Contents

The general features of the history and content of the Intertestamental period. The literature about the coming Messiah. The Persian, Roman and Greek backgrounds. The Jewish background with emphasis on the Apocrypha, Pseudepigrapha, Synagogue, Torah, Pharisees, Sadducees, Samaritans, Essenes. Apocalyptic thought on life after death, angels and demons and the kingdom as the background to Christianity. Emphases on their cultural and historical backgrounds. Jewish Messianic expectations on the Intertestamental period before and during the birth of Jesus Christ.

CRS 102: Religion and Human Values**(3 Units; C) (LH 45)****Learning Outcomes**

At the end of the course, students should be able to:

1. define religion and human values from religious and non-religious worldviews;
2. identify the characters that define human dignity
3. describe human values and their effect on interpersonal relationships; and
4. develop positive character towards integrity and self-esteem; and
5. understand human rights from the perspective of religion.

Course Contents

The two concepts of religion and human values from religious and non-religious worldviews. Issues from indigenous, Abrahamic, Asian and other world traditions and non-religious worldviews. Emphases on human dignity as opposed to whatever technological advantages man may have acquired. Consideration of the various religious traditions, oral or written, that reinforce human values like freedom, respect for elders, gratitude, peace and others. Significance of integrity in human social, political, religious and religious lives with emphasis on community. Concrete examples of evil effects of negative tendencies like intolerance, chauvinism or discrimination on the basis of religion, sex, race, colour, nationality and other. Fundamental human rights, especially from the point of view of religion.

CRS 103: Introduction to Old Testament**(3 Units C: LH 45)****Learning Outcomes**

At the end of the course, students should be able to:

1. acquire the basic skills of interpreting Old Testament scriptures;
2. identify the divisions, literary composition of Old Testament books;
3. demonstrate competence in Old Testament literary interpretation; and
4. apply the skills acquired in contextual interpretation to African *sitz-en-leben*



Course Contents

A critical and literary introduction to the books of the Old Testament with attention to their divisions; literary composition; and particularly the Documentary Hypothesis. Detailed examination of the problems and interpretation of the Old Testament literature. Emphasis on their interpretation and application in the African context.

CRS 104: Introduction to New Testament

(3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. identify the distinct nature of the different genres of the New Testament;
2. describe the social and historical contexts in the formation of New Testament texts;
3. identify the central issues in the texts of the New Testament;
4. aware of the relevance of New Testament text to African culture; and
5. apply the skills acquired in contextual interpretation to African *sitz-en-leben*

Course Contents

Introduction to the New Testament. Focus on the distinct nature of each document, especially the way that each one sets out the purpose of Jesus and his followers. The various social contexts and historical events that had impact on the formation and central issues of these texts. Comparison of a number of “voices from the margins” of selected texts. Identification and awareness of how the New Testament and African culture inform each other.

200 LEVEL

GST 212: Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.



ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, entrepreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

CED 201: Audio-visual Resources in Teaching Christian Religious Studies **(2 Units C: LH 15; PH 45)**

Learning Outcomes

At the end of the course, students should be able to:

1. identify appropriate audio-visual resources for the teaching specific contents of Christian Religious Studies;
2. explain audio-visual approach and its uniqueness and usefulness in teaching CRS;
3. design appropriate plan for topics in Christian Religious Studies; and
4. demonstrate the ability to use different audio-visual equipment in teaching specific assigned topics in a micro-teaching setting.

Course Contents

Identification of appropriate audio-visual resources that are available in the teaching of specific contents of CRS. Explanation and description of audio-visual approach and its uniqueness and usefulness in teaching of the different topics in CRS. Designing of appropriate plan for topics



in CRS. Consideration of other methods and approaches and the importance of audio-visual equipment.

EDU 201 Curriculum, Curriculum Delivery and General Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

The curriculum. Selection of learning objectives. Outcomes and learning experiences. Organization and delivery of learning experiences. General teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, conceptual change, culturo-techno-contextual approach (CTCA) argumentation, project-based learning, competency-based learning, thinking-based learning, and hybrid teaching. The lesson plan/note. Assessment of learning. Resources for teaching. Improvisation. General classroom management.

CRS 201: The Synoptic Gospels

(3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. undertake the study of The Synoptic Gospels;
2. examine the compilation of The Synoptic Gospels;
3. describe the concept of the "Synoptic Problems";
4. analyse the different theories on the composition of The Synoptic Gospels; and
5. identify and discuss scholarly solutions to the different criticisms of The Synoptic Gospels.

Course Contents

Identify the gospels that are described as "The Synoptic Gospels: Mark, Luke and Matthew. Adduce the reasons why they are called Synoptic. Study of the body of literature according to their literary strands via: Markan materials; Quelle; Special Matthew; and Special Luke. Adequate attention on the theories about their compilation, literary peculiarities and their theological emphases. Consideration of Source Criticism, Form Criticism, Historical Criticism, Textual Criticism and others in relation to these Gospels. The main contents of these separate Gospels.



CRS 202: Introduction to Comparative Religions**(3 Units C: LH 45)****Learning Outcomes**

At the end of the course, students should be able to:

1. identify the points of convergence among major world religions;
2. analyse the points of convergence among the major world religions;
3. compare the areas of similarities and dissimilarities; and
4. show the area of natural harmony that could advance and enhance religious understanding, interaction and tolerance for peaceful and harmonious societies.

Course Contents

Definition of Comparative Religion. Connection of Comparative Religion to the History of Religions. Points of convergence among religions. Points of complement, supplement and natural harmony. Beneficial issues in the elements of the religions.

CRS 203A: Introduction to Greek Language**(3 Units C: LH 30; PH 45)****Learning Outcomes**

At the end of the course, students should be able to:

1. learn and acquire the alphabet of Greek language;
2. clarify Greek grammar and syntax;
3. demonstrate competence in pronunciation and formation through conjugation and declension of Greek words;
4. identify articles, sentence, verbs and biblical references and the vocabulary of New Testament Greek; and
5. translate to and from Greek language.

Course Contents

Introduction and clarification of Greek grammar and syntax. the Greek alphabet. Word pronunciation. Formation of sentences through the conjugation and declension. Study of sentences and verbs with biblical references. Vocabulary of New Testament Greek. Translation exercises to and from Greek language.

CRS 203B: Introduction to Hebrew Language**(3 Units C: LH 30; PH 45)****Learning Outcomes**

At the end of the course, students should be able to:

1. learn and acquire skills the alphabet of Hebrew language;
2. acquire competence in the basic Hebrew grammar, syntax, Masoretic vowels and vocabulary of Hebrew language; and
3. transliterate and translate to and from Hebrew language.

Course Contents

Introduction to the Hebrew alphabet. The basic grammar and syntax. Masoretic vowels and vocabulary of the Hebrew language. Exercises in transliteration and translation to and from Hebrew language.

CRS 204: History and Religion of Israel**(3 Units C: LH 45)****Learning Outcomes**

At the end of the course, students should be able to:



1. identify the different strands in the history and religion of Israelite from Abraham through to the Maccabees;
2. identify and define the various types of covenant in the Old Testament Jewish religion;
3. discuss the significance of the various types of covenant to the socio-political and religious situation of the Israelites;
4. identify and describe the influence of ANE ideas of kingship and covenant on the Israelites; and
5. examine and distinguish the history and religion of Israel with emphasis on the exilic and post-exilic periods.

Course Contents

History and religion of Israel from Abraham (1800 BC) through the exilic period and restoration under Ezra and Nehemiah to the dedication of the Temple under Judas Maccabees. Emphasis on the new idea of covenant – identifying various types of covenant in relation to their influence and significance to the socio-political and religious life of the Israelites. Ancient Near Eastern ideas of kingship and covenant and their influence on Israel. The history and religion of Israel in relation to exilic and post-exilic period, i.e. Deuteronomy and Leviticus ideas.

300 LEVEL

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis



ENT 312: Venture Creation**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, students, through case studies and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I**(3 Units C: PH 135)****Learning Outcomes**

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions as key for all learning in professional teacher preparation. The importance of teaching practice in providing students



with an opportunity to apply their pedagogical knowledge and skills in practice. Practical implementation of teaching and learning strategies in the classroom, as applied to the subject area. Micro-teaching prior to students embarking on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings.
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Meaning of research, research designs. Problem identification, background and study justification. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Reporting in educational context. Ethical considerations (political, economic religious and cultural) in research. The use of computers in educational research, use of SPSS in data analysis. Measurements and instrumentation. Development of tests, test blue prints, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes.

CED 301: Field Research in Christian Religious Studies (2 Units C: PH 90)

Learning Outcomes

At the end of the field exercise, students should be able to:

1. identify and explain the methods and approaches of doing research in Christian Religious Studies;
2. identify and select appropriate research locations for his/her fieldwork;
3. design appropriate research instruments, plan and appropriate methods for the research location;
4. select appropriate methods and approaches of fieldwork research investigation in the study location;
5. demonstrate the ability of doing fieldwork research in Christian Religious Studies; and
6. write a report of the fieldwork research.

Course Contents

Identification and explanation of the different methods and approaches of doing research in Christian Religious Studies. Identification and selection of research locations such as Christian religious centres, churches with specific and distinct denominations. Design of research



instruments, plan and methods for the selected research location. Selection of suitable methods and approaches for the selected location, such as ethnographic, participant observation, face-to-face interviews, church archival materials, use of photos, diaries and others. Writing of a report showing findings from the stated objectives, and demonstrating competence in doing fieldwork in Christian Religious Studies' research.

CRS 301: Old Testament Theology

(3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. identify the several approaches to the Old Testament theology;
2. acquire the skills of analysis and interpretation of Old Testament texts and history;
3. identify and analyse the several themes in the Old Testament; and
4. apply the tools of analysis to the themes identified in the Old Testament.

Course Contents

Identification of several approaches to Old Testament Theology with emphasis on thematic study of Theology of the Old Testament. The Living God of the Old Testament and His attributes. The fall of man. Division of humans into ethnicity. Concept of election, covenant. Judgment and reward. Forgiveness, salvation and restoration. Messianic expectation and others.

CRS 302: New Testament Theology

(3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. identify the doctrines and theological themes in the New Testament;
2. examine the variety and unity of New Testament doctrines; and
3. discuss the development of the doctrines from the perspectives of the Gospels and Pauline epistles.

Course Contents

The doctrines and theological themes in the New Testament. Christology, Pneumatology, the Trinity, the Incarnation, New Birth, Sanctification, Ecclesiology, Atonement and Redemption, Resurrection and Eschatology. Variety and unity of New Testament doctrines. developments of the doctrines from the Gospels and the Pauline epistles.

CRS 303: The Nigerian Christian History (1864-1960)

(3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. identify the different strands and brands of Nigerian Church between the period 1864 and 1960;
2. examine the history of the founders and the development of the different brands of the Nigerian church;
3. discuss the distinguishing features of the different brands of the Nigerian Church; and
4. identify and describe the social, political, economic, and other contributions of the churches to the development of their communities.

Course Contents

The raison d'être and the historical beginnings of Independent Churches in Nigeria. Cherubim and Seraphim. Celestial Church of Christ. The Apostolic Church. Christ Apostolic Church.



Church of the Lord (*Aladura*). Deeper Life Bible Church. The Redeemed Christian Church of God and others. History of their founders. Distinguishing features of the churches.

CRS 304: History of the Reformation

(3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. survey the state of the Church at Reformation in the 16th century A.D.;
2. identify important church reformers from different socio-political and geographical context;
3. discuss the development, spread, ideals and theologies of the different church reformers;
4. examine counter-reformation of the Roman Catholic and the challenge of, and response by, the Protestants; and
5. describe effects of Protestant movements on 21st century Nigerian church.

Course Contents

Survey of the state of the church at the commencement of the Reformation in the 16th century A.D. The life of Martin Luther of Germany Luther's 95 theses, his theology and the spread of his ideals to other European countries. John Calvin (France). Ulrich Zwingli (Switzerland). Henry VIII of England, and others. Counter-reformation of the Catholic. The reason why the Roman Catholic Church was challenged by the Protestants. The response of the Roman Catholic Church. The effects of the reactions by these movements on the 21st century Nigerian Church.

400 LEVEL

EDU 400: Project

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education; and
2. search and review literature pertinent to identified topical issues.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.



Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice in providing the students with an opportunity to apply their pedagogical knowledge and skills in practice. Practical implementation of teaching and learning strategies in the classroom, as applied to the subject area. Micro-teaching before students embark on the exercise.

CED 401: Contextual Approach to Teaching Christian Religious Studies (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. define and explain Contextual Approach as an approach Christian Religious Studies discipline;
2. identify and describe the processes involved in Contextual Approach;
3. provide the methodology of Contextual Approach from western and African theorists;
4. demonstrate the application of Contextual Approach by illustrating with examples from biblical texts and passages; and
5. interpret some popular Christian practices and draw appropriate conclusions that will be intelligible to students.

Course Contents

Definition and explanation of Contextual Approach in Christian biblical scholarship. Identification and description of the processes involved in the approach. Provision of methodology of Contextual Approach from western scholars like John Hick and African scholars like John Mbiti and Chris Manus. Application of Contextual Approach with examples from biblical texts and passages. Interpretation of popular Christian practices from African and Nigerian setting, and drawing of conclusions from African/Nigerian situation.

CRS 401: Comparative Study of Religions (3 Units C: LH 45)

Learning Outcome

At the end of the course, students should be able to:

1. examine Comparative Study of Religions (CSR) as a discipline and an approach in the study of religion;
2. discuss the historical development of, and trends in the discipline of CSR;
3. identify, examine and compare the core issues, concepts and themes in major world religions;
4. examine the three major religious traditions (African Indigenous Religions, Christianity and Islam) in Nigeria;
5. discuss the patterns of religious interactions and the consequence of such interactions of AIRs, Christianity and Islam in Nigeria; and
6. examine the issues of religious violence, conflicts, and peace, dialogue, interfaith and interreligious relations in Nigeria.

Course Contents

Identification of Comparative Study of Religion as a discipline and as an approach in the scientific study of religion. Historical development and trends in the discipline from Friedrich Max Muller and other antecedents. Core issues, concepts and themes in major world religions: Judaism, Christianity, Islam, Buddhism, Hinduism, Shinto, Taoism, Jainism, Zoroastrianism,



Confucianism, Baha'i, and African Indigenous Religions. Major religions (Christianity, Islam and Indigenous Religions) in Nigeria. Contact and interaction of the major religions. Dialogue, Interfaith and interreligious relations. Religious interaction at the formal and informal, institutional and unconventional levels. Comparison of major themes of the various religions.

CRS 402: A Study of the Book of the Acts of the Apostles (3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. identify the problems of authorship and dating of the Acts of the Apostles;
2. examine the sources, audience, purpose and contents of the Acts of the Apostles;
3. apply the tools of biblical hermeneutics in the analysis of the contents and contexts of the Acts of the Apostles;
4. demonstrate the biblical linguistic competence in showing the link between the Acts of the Apostles and some letters of Paul; and
5. compare the theological contexts of the Acts of the Apostles and Pauline letters.

Course Contents

Authorship of the Book of Acts. Date of the Book of Acts. Sources of the Book of Acts. Audience of the Book of Acts. Purpose of the Book of Acts. Contents of the Book of Acts. Historical links of the Book of Acts with Pauline epistles.

CRS 403: The Unity of the Old and New Testaments (*Heilsgeschichte*) (3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. identify the common themes in the Old and New Testaments;
2. examine the common elements in the texts of the two Testaments;
3. discuss each of the two testaments as complementary and supplementary; and
4. describe the unity of the Old and New testaments and their relevance for contemporary church.

Course Contents

The unity of the Christian Bible. the controlling means of Salvation. Historical view, *Heilsgeschichte*, of the Old and New Testaments. Identification of the similarities of the contents of the Old and New Testaments. The study of the similar verses of the Old and New Testament texts. Identification of the similarities in the themes of the Old and New Testaments.

Minimum Academic Standards

Equipment

Equipment for Christian Religious Studies Education programme.

The required equipment for teaching Christian Religious Studies Education are listed below.

At least 10 PCs for the departmental office.

At least 10 Pcs for teaching students in a computer room with Internet facilities and laptops.

Each academic staff should have a PC in his/her office with Internet facilities.

Overhead and multimedia projectors.

Audio-tape recorders

Video recorder.

A video player.



A Television.
 Maps and charts
 Senior lecturers and above should have telephone and GSM as part of working tools.
 Christian Religious Language Laboratory (Greek and Hebrew languages)
 Software for Hebrew and Greek languages and the Bibleworks
 Laptops
 6 Printers
 1 Canon Photocopiers
 3 Public Address Systems for large compulsory classes

Staffing

Academic Staff

1. The established staff/students ratio of 1:30 for education should be met.
2. Training and retaining of academic staff and students should be pursued vigorously.
3. All academic staff should have computing skills.
4. 75% of the academic staff should possess PhDs.
5. At least 20% of the academic staff should be professors/readers and 35 % senior lecturers
6. A new department should be headed by a professor to have a good and solid foundation; such a professor could be on sabbatical.

Non-Academic Staff

The Academic/Non-Academic staff ratio in the University should be 1: 2 maxima.

All administrative, secretarial and clerical staff should have computing skills.

Library and Information Resources Unit

There is a need for a Departmental library for Christian Religious Studies Education Department. Current and up-to-date Christian Religious Studies Education related textbooks, and professional journals.

Libraries (Central, Faculty and Departmental) should be well stocked with classical and current books and vast and up-to-date on-line materials in Christian histories, theological books, encyclopedias, versions of Bibles, Bible commentaries, Hebrew and Greek lexicons, and English language materials for use of staff and students.

photocopying and other facilities should be provided to make the use of the library by staff and students convenient and worthwhile.

part of the library staff should be literate in Christian Studies, and a fair knowledge of Hebrew and Greek in order to ease the task of classification and location of library materials.

CCTV cameras should be provided for all libraries; exits of libraries and all library materials should be electronically monitored

Classroom, laboratories, workshops, and offices

Classrooms

Adequate class rooms and spacious dimensions and sizes should be provided to avoid overcrowding.

Lecture rooms should be well lit and well ventilated with necessary public address system, projectors and other audio-visual aids.

Laboratories and Workshops for the programme

Language laboratories are required for Hebrew, Greek, Arabic and Yoruba as sacred languages in Christian Religious Studies.

A sizeable reading room



Adequate sitting arrangement should be provided.
 More effective white board and other facilities such as public address system, flipchart, dusters and lighting should be provided.
 A computer room should be provided.

Offices

General Departmental Office should be wide enough to accommodate the Secretary, the Clerical Staff and the Office Assistant and their working facilities like computers, printers and photocopying machines conveniently.

All offices should be provided with functional air-conditioners.

Head of Department's Office should be spacious, well-lit and well ventilated

Furniture should be adequate in number and quality.

Office of the Head of Department should have a toilet

Lecturers' offices should be adequate in number, space, well-lit and well ventilated.

Offices of Professors should have toilet

General toilet in the Department should be adequate in number and space

Space

The NUC recommends the following physical space requirements:

| | | m ² |
|---|---|----------------|
| Professor's Office | - | 18.50 |
| Head of Department's Office | - | 18.50 |
| Tutorial Teaching Staff's Office | - | 13.50 |
| Other Teaching Staff Space | - | 7.00 |
| Technical Staff Space | - | 7.00 |
| Secretarial Space | - | 7.00 |
| Language Staff Research Laboratory | - | 16.50 |
| Education Staff Research Laboratory | - | 14.50 |
| Seminar Space/per student | - | 1.85 |
| Drawing Office Space (A.O. Board) (Per Student) | - | 4.60 |
| Drawing Office Space (A.I. Board) (Per Student) | - | 3.70 |
| Laboratory Space | - | 7.50 |



B. Sc. Ed. Computer Science

Overview

The B.Sc. Computer Science Education is a training programme designed to meet the need of the individual, the society and nations of the world. In term of development, the foundation courses in the faculty of education are required to acquaint and further boost as well as to equip students with the pedagogy and skills for productive engagement as they graduate into the world of work. The design is purposeful and mastery is expected to make them relevant to the goal of Nigeria's sustainable national development.

Philosophy

The philosophy of B.Sc. (Ed.) Computer Science Education programme is to train a crop of pre - service teachers who will be competent, skilled and empowered with the highest ethical and professional standards. The products will be skilled in designing, implementing and mentoring competent and knowledgeable computer science students at the secondary school level, and will add value to the community in general.

Objectives

The objectives of the Programme are :

1. equip pre – service specialist teachers and computer education scientists with the skills and competencies required to make them function effectively as graduate teachers in schools and colleges;
2. prepare students for career in academics as educationists' computer science educators (Lecturers and Tutors) and industries;
3. train resource persons in computer education and scientists that are highly motivated and sound in both the theories and practical aspects of the education industry.
4. train graduates that are conversant with the broad- based theories, principles and application of computers;
5. produce resourceful, adaptive and creative scholars to work in secondary schools and colleges of education and who can start personal businesses using the skills and competencies acquired from the course;
6. make graduates of the programme employable researchers in the teaching profession, in the education and computer industry;
7. equip the graduates with skills to engage in career in different fields of human endeavor where ICT tools can be utilized for developmental;
8. equip prospective teachers with proper leadership qualities; and
9. prepare the graduates to fit into the social life of the community and society at

Unique Features of the Programme

Unique features of the programme compared with similar programmes in top universities of the world include:

1. the provision of the requisite flexibility and innovativeness in consistency with institutional autonomy;
2. broadening the learning outcomes and competencies expected of graduates of computer science education programme;
3. combination of science knowledge with the pedagogy in education and computer science.
4. developing appropriate computer science education teaching methods and instructional materials in the disciplines;
5. the syllabus applies scientific methods in gaining technical expertise and computer laboratory skills;
6. development of digital skills that would enable teaching remotely when necessary.



7. developing entrepreneurial skills found necessary for knowledge – based and digital economy; and
8. development of course related entrepreneurial skills that can be gainfully engaging such that the products are equipped to take advantage of employment opportunities.

Employability Skills

The programme will open up exciting and stimulating career opportunities for graduates nationally and internationally. They will be empowered to;

1. develop and effectively run the education sectors because of the practical acquisition of the required digital skill will make them efficient;
2. develop and effectively managed computer education centers;
3. ability to apply ICT skills for propagating business operations;
4. Self - create employment and job opportunities for by running computer centres
5. develop and successfully implement continue education programmes at different settings;
6. engage in digital programmes for outreach education programmes and improve communication using computer skills for effective dissemination of literacy messages;
7. become better teachers who would serve in schools, work with Non-Governmental Organizations', (NGOs); Government Agencies, become experts in Computer Science Laboratories; and Professional employers of labour; and
8. their exposure to the foundation courses in education and acquaintance with the pedagogy would lead to purposeful career. Such combination of education with computer science practical knowledge will assist them in a competitive environment since their preparation is favourable for employment.

21st Century Skills

The programme is designed to bring about the development and acquisition of the under listed 21st Century Skills:

1. problem solving;
2. team work;
3. digital literacy;
4. creativity thinking and information;
5. literacy and critical thinking;
6. decision making; Goal setting;
7. self-management;
8. interpersonal communication;
9. accessing information education pedagogy and computer science skills;
10. analysing influencing behaviours; and
11. advocacy

Admission and Graduation Requirements

Candidates are admitted into the degree programmes in any of the following ways:

4 year Programme

In addition to acceptable passes in UTME, candidates must obtain at credit level passes in the Senior Secondary School Certificate (SSC) in five subjects including English Language, Mathematics, Biology/Health Science/Health or Physical Education or their equivalent in not more than two sittings.

Direct Entry Mode

Five Senior Secondary School Certificate SSC (or its equivalent) credit pass including English Mathematics, Biology/Health or Science/Health or Physical Education or their equivalent and two of which must be at the Advanced Level. Or



1. A pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied).
2. Two passes in relevant subject areas at Advanced level.
3. Passes in two major subjects in relevant areas in the NCE.
4. Two or more advanced papers in GCE or HSC of which one must biology or zoology;
5. Pass in NCE health and physical education or biology/integrated science/food and nutrition from any approved college of education recognized by the university of Nigeria;
6. A pass in two-year diploma in health and physical education of any recognized university with distinction, or credit or merit plus credit level pass in 4 subjects in GCE, WAEC, SSCE, or NECO obtained in not more than two sittings;
7. Technical teacher's certificates in health education obtained from recognized institution; and
8. At least pass in a three-year health education, health technology/nursing/public health nursing diploma programme/community health workers or an equivalent health programme in a recognized university or health institution in addition to minimum of 4 credits in SSCE final examination 'O' level WAEC, GCE or NECO.
9. Diploma in public health nursing, or registered nurse (RN), registered midwife (RM), registered nurse tutor (RNT), community health officers (CHO) certificates obtained from any institution recognized institution.

Graduation Requirements

The following regulations shall govern the conditions for the award of honours degree.

- I. Candidates admitted through the UTME mode shall have registered for at least 120 units of courses during the 4-year degree programme.
- II. Candidates must have registered and passed all the compulsory courses specified for the programme.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree.

Global Course Structure

100-Level

| Course Code | Course Title | Unit(s) | Status | LH | PH |
|-------------|-------------------------------------|-----------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching Profession | 2 | C | 30 | - |
| COS 101 | Introduction to Computing Sciences | 3 | C | 30 | 45 |
| COS 102 | Problem Solving | 3 | C | 30 | 45 |
| MTH 101 | General Mathematics | 2 | C | 30 | - |
| PHY 102 | General Physics | 2 | C | 30 | - |
| PHY 107 | General Physics Laboratory | 1 | C | - | 45 |
| | Total Unit | 17 | | | |



200 Levels

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| GST 211 | Environment & Sustainable Development | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | - |
| EDU 201 | Curriculum, Curriculum Delivery and Teaching Methods | 2 | C | 30 | - |
| COS 201 | Computer Programming I | 3 | C | 30 | 45 |
| COS 202 | Computer Programming II | 3 | C | 30 | 45 |
| CSC 203 | Discrete Structures | 2 | C | 30 | - |
| IFT 211 | Digital Logic Design | 2 | C | 15 | 45 |
| IFT 212 | Computer Architecture and Organization | 2 | C | 15 | 45 |
| MTH 201 | Mathematical Methods I | 2 | C | 30 | - |
| MTH 202 | Mathematical Methods II | 2 | C | 30 | - |
| SEN 201 | Introduction to Software Engineering | 2 | C | 30 | - |
| CSC 299 | SIWES I | 3 | C | - | 135 |
| | Total | 27 | | | |
| | Unit | | | | |

SIWES I now hold during the long vacation of 200L

300-Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 2 | C | 30 | - |
| CSC 301 | Data Structures | 3 | C | 30 | 45 |
| CSC 308 | Operating Systems | 3 | C | 30 | 45 |
| CSC 309 | Artificial Intelligence | 2 | C | 30 | - |
| CSC 322 | Computer Science Innovation and New Technologies | 2 | C | 15 | 45 |
| CYB 201 | Introduction to Cyber Security and Strategy | 2 | C | 30 | - |
| DTS 304 | Data Management | 3 | C | 30 | 45 |
| ICT 305 | Data Communication System & Network | 3 | C | 30 | 45 |
| CSC 399 | SIWES II | 3 | C | - | 135 |
| | Total | 30 | | | |

SIWES now holds during the long vacation of 300L



400-Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|---|--------------|---------------|-----------|-----------|
| EDU 400 | Project | 3 | C | - | 135 |
| EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| CSC 401 | Algorithms and Complexity Analysis | 2 | C | 30 | - |
| INS 401 | Project Management | 2 | C | 30 | - |
| CSC 402 | Ethics and Legal Issues in Computer Science | 2 | C | 30 | - |
| | Total Unit | 12 | | | |

Course Contents and Learning Outcomes**GST 111: Communication I English****(2 Units C: LH15; PH45)****Learning Outcomes**

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening;
7. write simple and technical reports;
8. learn the major word formation process;
9. apply ICT in to modern language learning, and
10. practice report writing.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.



Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria;
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems;
9. demonstrate knowledge of the concepts of trade and economics of self-reliance, and
10. identify with the current socio-political and cultural developments in Nigeria.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

**EDU 101: Introduction to Teaching and Foundations of Education
(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education, and



- highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and socio cultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education

COS 101: Introduction to Computing Sciences (3 Units C: LH 30; PH 45)

Learning Outcomes

- trace historical development of computing to the current programmes in the discipline;
- distinguish the salient characteristics of the different programmes of the computing discipline;
- identify the roles and applications of computers and computing in different areas of human endeavour;
- identify and explain the basic components of a computer system;
- develop basic literacy on the use of computer systems;
- develop competence on the use of common Office productivity applications; and
- make purposeful use of the Internet for information gathering, learning and continuous professional development.

Course Contents

History of computing sciences leading to the different programmes in the discipline. Characteristics of each programme in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society; Students will be required to complete lab assignments using the PC's operating system, and several commonly used applications, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

Prerequisite: None

COS 102: Problem Solving (3 Units C: LH 30, PH 45)

Learning Outcomes

At the end of this course, students should be able to

- explain concepts related to problem solving and identify problem types;
- identify and explain problem solving methods;
- exemplify solvable and unsolvable problems;
- interpret given problems and formulate solutions to them using flowchart, pseudocode and/or other formalisms;
- apply appropriate strategies and procedures to arrive at workable solutions to problems; and
- develop critical thinking and problem solving skills required throughout the computing career.

Course Contents

Introduction to the core concepts of computing, problems, and problem-solving. The identification of problems and types of problems (routine problems and non-routine problems). Method of solving computing problems (Introduction to Algorithms and heuristics).



Solvable and unsolvable problems. Solution techniques of solving problems (abstraction, analogy, brainstorming, trial and error, hypothesis testing, reduction, literal thinking, means-end analysis, method of focal object, morphological analysis, research, root cause analysis, proof, divide and conquer). General Problem-solving process. Solution formulation and design: flowchart, pseudocode, decision table, decision tree. Implementation, evaluation and refinement.

MTH 101: Elementary Mathematics I (Algebra and Trigonometry) **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course students should be able to

1. state basic definition of Set, Subset, Union, Intersection, Complements and use of Venn diagrams;
2. solve quadratic equations;
3. solve trigonometric functions;
4. use various types of numbers; and
5. solve some problems using Binomial theorem.

Course Contents

Elementary set theory, subsets, union, intersection, complements, venn diagrams. Real numbers; integers, rational and irrational numbers, mathematical induction, real sequences and series, theory of quadratic equations, binomial theorem. Complex numbers; algebra of complex numbers; the Argand diagram. De-Moivre's theorem, nth roots of unity. Circular measure, trigonometric functions of angles of any magnitude, addition and factor formulae.

PHY 102: General Physics II (Behaviour of Matter) **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course students should be able to

1. explain the concepts of heat and temperature and relate the temperature scales;
2. define, derive, and apply the fundamental thermodynamic relations to thermal systems;
3. describe and explain the first and second laws of thermodynamics, and the concept of entropy;
4. state the assumptions of the kinetic theory and apply techniques of describing macroscopic behaviour;
5. deduce the formalism of thermodynamics and apply it to simple systems in thermal equilibrium; and
6. describe and determine the effect of forces and deformation of materials and surfaces.

Course Contents

Heat and Temperature. Temperature scales. Gas laws. General gas equation. Thermal conductivity. First Law of thermodynamics. Heat, work and internal energy, reversibility. Thermodynamic processes. Adiabatic, isothermal, isobaric. Second law of thermodynamics. heat engines and entropy, Zero's law of thermodynamics. Kinetic theory of gases. Molecular collisions and mean free path. Elasticity. Hooke's law, Young's, shear and bulk moduli. Hydrostatics. Pressure, buoyancy, Archimedes' principles. Bernoulli's equation and incompressible fluid flow. Surface tension. Adhesion, cohesion, viscosity, capillarity, drops and bubbles.



PHY 107: General Practical Physics I**(1 Unit C: PH 45)****Learning Outcomes**

At the end of the course students should be able to:

1. conduct measurements of some physical quantities;
2. make observations of events, collect and tabulate data;
3. identify and evaluate some common experimental errors;
4. plot and analyse graphs; and
5. draw conclusions from numerical and graphical analysis of data.

Course Contents

This introductory course emphasizes quantitative measurements, the treatment of measurement errors, and graphical analysis. A variety of experimental techniques should be employed. The experiments include studies of meters, the oscilloscope, mechanical systems, electrical and mechanical resonant systems, light, heat, viscosity and others, covered in PHY 101 and PHY 102. However, emphasis should be placed on the basic physical techniques for observation, measurements, data collection, analysis and deduction.

GST 212: Philosophy, Logic And Human Existence**(2 Units C: LH 30)****Learning Outcomes**

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge; and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT211: Entrepreneurship and Innovation**(2 Units C: LH15; PH45)****Learning Outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, entrepreneurship opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;



3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world;
8. state the basic principles of e-commerce;
9. demonstrate ability to perform reflective and creative thinking; and
10. apply the basics of a business plan.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Entrepreneurships / Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and Teaching Methods (2 Units C: LH30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, when necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted;
8. demonstrate skills in ICT, set up and manage online classes;
9. demonstrate the application of general classroom management; and
10. skilfully attend to students with special needs.

Course Contents

Definition and types of curriculum. The curriculum development process. The Nigerian core curricula. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching and improvisation. General classroom



management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

COS 201: Computer Programming I

(3 Units C: LH 30, PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. identify different programming paradigms and their approach to programming;
2. write programs using basic data types and strings;
3. design and implement programming problems using selection;
4. design and implement programming problems using loops;
5. use and implement classes as data abstractions in an object-oriented approach;
6. implement simple exception handling in programs;
7. develop programs with input/output from text files; and
8. design and implement programming problems involving arrays.

Course Contents

Introduction to computer programming. Functional programming; Declarative programming; Logic programming; Scripting languages. Introduction to object-orientation as a technique for modeling computation. Introduction of a typical object-oriented language, such as Java; Basic data types, variables, expressions, assignment statements and operators; Basic object-oriented concepts: abstraction; objects; classes; methods; parameter passing; encapsulation. Introduction to Strings and string processing; Simple I/O; control structures; Arrays; Simple recursive algorithms; inheritance; polymorphism

Lab work: Programming assignments involving hands-on practice in the design and implementation of simple algorithms such as finding the average, standard deviation, searching and sorting. Practice in developing and tracing simple recursive algorithms. Developing programs involving inheritance and polymorphism.

Prerequisite: COS 102 Problem Solving

CSC 203: Discrete Structures

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students will be able to

1. convert logical statements from informal language to propositional and predicate logic expressions.
2. describe the strengths and limitations of propositional and predicate logic.
3. outline the basic structure of each proof technique (direct proof, proof by contradiction, and induction) described in this unit.
4. apply each of the proof techniques (direct proof, proof by contradiction, and induction) correctly in the construction of a sound argument.
5. apply the pigeonhole principle in the context of a formal proof.
6. compute permutations and combinations of a set, and interpret the meaning in the context of the particular application.
7. map real-world applications to appropriate counting formalisms, such as determining the number of ways to arrange people around a table, subject to constraints on the seating arrangement, or the number of ways to determine certain hands in cards (such as, a full house).
8. solve a variety of basic recurrence relations.

Course Contents

Propositional Logic. Predicate Logic. Sets. Functions. Sequences and Summation. Proof Techniques. Mathematical induction. Inclusion-exclusion and Pigeonhole principles.



Permutations and Combinations (with and without repetitions). The Binomial Theorem. Discrete Probability. Recurrence Relations.

IFT 211: Digital Logic Design

(2 Units C: LH 15: PH 45)

Learning Outcomes

At the end of this course, students will be able to:

1. explain why everything is data, including instructions, in computers;
2. describe how negative integers, fixed-length numbers, and non-numeric data are represented;
3. convert numerical data from one format to another;
4. describe computations as a system characterized by a known set of configurations with transitions from one unique configuration (state) to another (state);
5. describe the distinction between systems whose output is only a function of their input (Combinational) and those with memory/history (Sequential);
6. describe a computer as a state machine that interprets machine instructions;
7. articulate that there are many equivalent representations of computer functionality, including logical expressions and gates, and be able to use mathematical expressions to describe the functions of simple combinational and sequential circuits; and
8. design the basic building blocks of a computer: arithmetic-logic unit (gate-level), registers (gate-level), central processing unit (register transfer-level), and memory (register transfer-level).

Course Contents

Fundamental constructs and concepts underlying computer hardware and software which includes:

Number systems, binary arithmetic, codes, gates, Boolean expressions. Boolean algebra. Manipulation and minimization of completely and incompletely specified Boolean functions. Boolean switching function synthesis. Iterative arrays, sequential machines. Physical properties of gates: fan-in, fan-out, propagation delay. Timing diagrams and tri-state drivers. Combinational circuits design using multiplexers, decoders, comparators, and adders. Sequential circuit analysis and design, basic flip-flops, clocking, and timing diagrams. Registers, counters, RAMs, ROMs, PLAs, PLDs, and FPGAs.

IFT 212: Computer Architecture and Organization

(2 Units C: LH 15, PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. explain different instruction formats, such as addresses per instruction and variable length vs. fixed length formats;
2. explain the organization of the classical von Neumann machine and its major functional units;
3. explain how subroutine calls are handled at the assembly level;
4. explain the basic concepts of interrupts and I/O operations;
5. write simple assembly language program segments;
6. show how fundamental high-level programming constructs are implemented at the machine-language level;
7. compare alternative implementation of datapaths;
8. discuss the concept of control points and the generation of control signals using hardwired or microprogrammed implementations;
9. describe how the use of memory hierarchy (cache, virtual memory) is used to reduce the effective memory latency; and



10. explain how interrupts are used to implement I/O control and data transfers.

Course Contents

Instruction format and types, memory and I/O instructions, dataflow, arithmetic, and flow control instructions, addressing modes, stack operations, and interrupts. Datapath and control unit design. RTL, microprogramming, and hardwired control. Practice of assembly language programming. Memory hierarchy, cache memory, virtual memory. I/O fundamentals. Interrupt structures.

Suggested Lab work

Programming assignments to practice MS-DOS batch programming, Assembly Process, Debugging, Procedures, Keyboard input, Video Output, File and Disk I/O and Data Structure. Instruction and arithmetic pipelining, superscalar architecture. Reduced Instruction Set Computers. Parallel architectures and interconnection networks.

Prerequisite: IFT 211 Digital Logic Design

MTH 201: Mathematical Methods 1

(2 Units C: LH 30)

Learning Outcomes

At the end of the course students should be able to

1. describe Real-valued functions of a real variable;
2. solve some problems using Mean value Theorem and Taylor Series expansion; and
3. evaluate Line Integral, Surface Integral and Volume Integrals.

Course Contents

Real-valued functions of a real variable. Review of differentiation and integration and their applications. Mean value theorem. Taylor series. Real-valued functions of two and three variables. Partial derivatives chain rule, extrema, Lagrangian multipliers. Increments, differentials and linear approximations. Evaluation of line, integrals. Multiple integrals.

MTH 202: Elementary Differential Equations

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. define the following: order and degree of a differential equation;
2. describe some techniques for solving first and second order linear and nonlinear equations; and
3. solve some problems related to geometry and physics.

Course Contents

Derivation of differential equations from primitive, geometry and physics order and degree of differential equation. Techniques for solving first and second order linear and non-linear equations. Solutions of systems of first order linear equations. Finite linear difference equations. Application to geometry and physics.

SEN 201: Introduction to Software Engineering

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to

1. explain the concept of the software life cycle and comprehend the phases of requirements analysis, design, development, testing and maintenance.
2. differentiate amongst the various software development models.
3. use UML for object-oriented analysis and design.
4. describe different design architectures.



5. undertake a group project involving requirements analysis, design, programming and testing.

Course Contents

Software engineering concepts and principles; design, development and testing of software systems. Introduction to software life cycle. Requirements, design and testing. Review of principles of object orientation. Object oriented analysis using UML. Frameworks and APIs. Introduction to the client-server architecture. Analysis, design and programming of a team-project including user interface considerations.

CSC 299: SIWES I (3 Units C: PH 135)

Learning Outcomes

At the end of this training, students should be able to:

1. explain how a typical computer firm/unit operates;
2. describe the various assignments carried out and the skills acquired during the SIWES period; and
3. submit a comprehensive report on the knowledge acquired and the experience gained during the exercise.

Course Contents

Students are attached to private and public organisations for a period of three months during the second year session long break with a view to making them acquire practical experience and to the extent possible, develop skills in all areas of Computer Science. Students are supervised during the training period and shall be expected to keep records designed for the purpose of monitoring their performance. They are also expected to submit a report on the experience gained and defend their reports.

300 Level

GST 312: Peace and Conflict Resolution (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and



Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis.

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case studies and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;



3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions as key for all learning in professional teacher preparation. The importance of teaching practice in providing students with an opportunity to apply their pedagogical knowledge and skills in practice. Practical implementation of teaching and learning strategies in the classroom, as applied to the subject area. Micro-teaching prior to students embarking on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings.
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Meaning of research, research designs. Problem identification, background and study justification. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Reporting in educational context. Ethical considerations (political, economic religious and cultural) in research. The use of computers in educational research, use of SPSS in data analysis. Measurements and instrumentation. Development of tests, test blue prints, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes.

CSC 301: Data Structures (3 Units C: LH 30, PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. discuss the appropriate use of built-in data structures.
2. apply object-oriented concepts (inheritance, polymorphism, design patterns and others) in software design;
3. implement various data structures and their algorithms, and apply them in implementing simple applications;



4. choose the appropriate data structure for modelling a given problem;
5. analyze simple algorithms and determine their efficiency using big-O notation; and
6. apply the knowledge of data structures to other application domains like data compression and memory management.

Course Contents

Primitive types, Arrays, Records Strings and String processing, Data representation in memory, Stack and Heap allocation, Queues, TREES. Implementation Strategies for stack, queues, trees. Run time Storage management; Pointers and References, linked structures.

CSC 308: Operating System

(3 Units C: LH 30, PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. recognize operating system types and structure;
2. describe OS support for processes and threads;
3. recognize CPU scheduling, synchronization, and deadlock;
4. resolve OS issues related to synchronization and failure for distributed systems;
5. explain OS support for virtual memory, disk scheduling, I/O, and file systems;
6. identify security and protection issues in computer systems; and
7. use C and Unix commands, examine behaviour and performance of Linux, and develop various system programs under Linux to make use of OS concepts related to process synchronization, shared memory, mailboxes, file systems and others.

Course Contents

Fundamentals of operating systems design and implementation. History and evolution of operating systems. Types of operating systems. Operating system structures. Process management: processes, threads, CPU scheduling, process synchronization. Memory management and virtual memory. File systems; I/O systems; Security and protection; Distributed systems; Case studies.

Suggested Lab Work:

Practical hands-on engagement to facilitate understanding of the material taught in the course. All the process, memory, file and directory management issues will be demonstrated under the LINUX operating system. Also UNIX commands will be briefly discussed. Alternatively, hands-on exposure may be through the use of operating systems developed for teaching, like TempOS, Nachos, Xinu or MiniOS. Another possibility is through programming exercises that implement and simulate algorithms taught. Simulation of CPU scheduling algorithms, producer-consumer problem, memory allocation algorithms, file organization techniques, deadlock algorithms and disk scheduling algorithms.

Prerequisite: CSC 301 Data Structures

CSC 309: Artificial Intelligence

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. explain AI fundamentals, concepts, goals, types, techniques, branches, applications,
2. understand AI technology and tools.
3. discuss intelligent agents, their performance, examples, faculties, environment and architectures, and determine the characteristics of a given problem that an intelligent
4. system must solve.



5. describe the Turing test and the “Chinese Room” thought experiment, and differentiate between the concepts of optimal reasoning/behaviour and human-like reasoning/behaviour.
6. describe the role of heuristics and the trade-offs among completeness, optimality, time complexity, and space complexity.
7. analyze the types of search and their applications in AI and describe the problem of combinatorial explosion of search space and its consequences.
8. demonstrate knowledge representation, semantic network and frames along with their applicable uses.
9. practice Natural Language Processing, translate a natural language (such as English) sentence into a predicate logic statement, convert a logic statement into clause form, apply resolution to a set of logic statements to answer a query.
10. analyze programming languages for AI and expert systems technology, and employ application domains of AI.

Course Contents

Overview of Artificial Intelligence. History of AI. Goals of AI. AI Technique. Types of AI. Branches and applications of AI. Advantages and Disadvantages. Introduction to Intelligent Agents. Agent Performance, Examples of Agents, Agent Faculties, Rationality, Agent Environment. Agent Architectures. Search. General Classes of AI Search Algorithm Problems. Problem Solving by Search. Types of AI Search Techniques and Strategies. Introduction to the types of problems and techniques in AI. Problem-Solving methods. Major structures used in AI programs. Knowledge Representation. KR and Reasoning Challenges. KR Languages. Knowledge representation techniques such as predicate logic, non-monotonic logic, and probabilistic reasoning. Semantic Network - types of relationships, semantic network inheritance, types and components. Introduction to Frames. Natural Language Processing (NLP). Introduction to natural language understanding and various syntactic and semantic structures. Introduction to Expert Systems - characteristics, components, types, requirements, technology, development. Programming Languages for AI. Introduction to computer image recognition.

CSC 322: Computer Science Innovation and New Technologies (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to

1. identify the key elements of the process of founding a start-up firm;
2. state and explain the different aspects and challenges of entrepreneurship;
3. list and explain the skills required for technology-driven innovation and entrepreneurship in the age of disruptive technologies;
4. generate an innovative business and build a business plan around it;
5. identify different strategies for raising capital to support an innovation;
6. employ modern technologies to enhance or disrupt an existing business model; and
7. assess and critique a given business proposal from different perspectives.

Course Contents

Aims to equip students with concepts and skills required for developing, planning and managing technology-based innovations. Topics covered include different aspects and challenges of entrepreneurship, idea development and validation, strategy, building a business plan, raising capital and growing a business.



CYB 201: Introduction to Cyber Security and Strategy (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. explain cybersecurity concepts, its methods, elements, and terminologies of cyber security -cyber, security, threat, attack, defence, and operations;
2. describe common cyber-attacks and threats, cyber security issues, challenges and proffered solutions, and build an enhanced view of main actors of cyberspace and cyber operations;
3. apply the techniques for identifying, detecting, and defending against cybersecurity threats, attacks and protecting information assets;
4. explain the impact of cybersecurity on civil and military institutions, privacy, business and government applications;
5. identify the methods and motives of cybersecurity incident perpetrators, and the countermeasures employed by organizations and agencies to prevent and detect those incidences and software application vulnerabilities; and
6. state the ethical obligations of security professionals, evaluate cybersecurity and national security strategies to the typologies of cyber-attacks that require policy tools and domestic response, and define the cybersecurity requirements and strategies evolving in the face of big risk.

Course Contents

Basic concepts: cyber, security, confidentiality, integrity, availability, authentication, access control, non-repudiation and fault-tolerant methodologies for implementing security. Security policies, best current practices, testing security, and incident response, Risk management, disaster recovery and access control. Basic cryptography and software application vulnerabilities. Evolution of cyber-attacks. Operating system protection mechanisms, intrusion detection systems, basic formal models of security, cryptography, steganography, network and distributed system security, denial of service (and other) attack strategies, worms, viruses, transfer of funds/value across networks, electronic voting, secure applications. Cybersecurity policy and guidelines. Government regulation of information technology. Main actors of cyberspace and cyber operations. Impact of cybersecurity on civil and military institutions, privacy, business and government applications; examination of the dimensions of networks, protocols, operating systems, and associated applications. Methods and motives of cybersecurity incident perpetrators, and the countermeasures employed by organizations and agencies to prevent and detect those incidences. Ethical obligations of security professionals. Trends and development in cybersecurity. Software application vulnerabilities. Evolution of cybersecurity and national security strategies, requirements to the typologies of cyber-attacks that require policy tools and domestic response. Cybersecurity strategies evolving in the face of big risk. Role of standards and frameworks.

DTS 304: Data Management (3 Units C: LH 30; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. identify the careers/roles associated with information management;
2. explain the characteristics that distinguish the database approach from the approach of programming with data files;
3. describe the components of a database system and give examples of their use.
4. describe concepts in modeling notation;
5. describe the differences between relational and semi-structured data models;
6. apply the modeling concepts and notation of the relational data model;



7. explain and demonstrate the concepts of entity integrity constraint and referential integrity constrain;
8. apply queries, query optimizations and functional dependencies in relational databases;
9. describe properties of normal forms and explain the impact of normalization on the efficiency of database operations;
10. describe database security and integrity issues and their importance in database design; and
11. explain the concepts of concurrency control and recovery mechanisms in databases.

Course Contents

Information Management Concepts: Information storage & retrieval, Information management applications, Information capture and representation, analysis & indexing, search, retrieval, information privacy; integrity, security; scalability, efficiency and effectiveness. Introduction to database systems: Components of database systems DBMS functions, Database architecture and data independence use of database query language. Conceptual models. Relational data models. Semi-structured data models. Relational theory and languages. Database Design. Database security and integrity. Introduction to query processing and optimization. Introduction to concurrency and recovery.

Suggested Lab work

Programming assignments to learn database design using CASE tools. Introduction to back-end/Server-based Relational Database Management System (RDBMS). Learning Standard SQL (interactive/embedded). Introduction and programming assignments on Front-End tools. Programming team projects to design and develop real life database systems using the learned tools.

Prerequisite: CSC 203 Discrete Structures I

ICT 305: Data Communication Systems and Network (3 Units C: LH 30, PH 45)

Learning outcomes

At the end of this course, students should know

1. data transmission over layered networks;
2. internet technologies and protocols; and
3. network Operating System.

Course Contents

Types and sources of data, simple communications network, transmission definitions, one way transmission, half duplex transmission, transmission codes, transmission modes, parallel transmission, serial transmission, bit synchronization, character synchronization, character synchronization, synchronous transmission, asynchronous transmission, efficiency of transmission, error detection methods and data compression. Protocols: Introduction to network protocol. Seven Layer ISO-OSI standard protocols and network architecture. Transport protocols, session services protocols, and other protocols. Institute of Electrical and Electronics Engineering 802 standards. Error control and Data Compression: Forward Error Control; error detection methods; parity checking; linear block codes, cyclic redundancy checking; feedback error control, data compression, Huffman coding and dynamic Huffman coding. Local Area Networks: medium access control techniques – Ethernet, token bus and token ring; LAN standards; fibre distributed data interface, metropolitan area network. Peer-to-peer, Client Server. Client-Server Requirements: GUI design standards, interface independence, platform independence, transaction processing, connectivity, reliability, backup, and recovery mechanisms. Information Network Software; Features and benefits of major recovery mechanisms. Information Network Software: features and benefits of major Network Operating Systems. Network OS: (such as, Novell NetWare, UNIX/LINUX, OS/2 &



Windows NT). TCP/IP and Network OS. INTERNET: Definition, architecture, services, Internet addressing. Internet protocol, IPv4, IPv6. Internet programming, Intranet. System administration, and security issues.

CSC 399: SIWES II

(3 Units C: PH 135)

Learning Outcomes

At the end of this training, students should be able to:

1. explain how a typical computer firm/unit operates;
2. describe the various assignments carried out and the skills acquired during the SIWES period; and
3. submit a comprehensive report on the knowledge acquired and the experience gained during the exercise.

Course Contents

Students are attached to private and public organisations for a period of three months during the second year session long break with a view to making them acquire practical experience and to the extent possible, develop skills in all areas of Computer Science. Students are supervised during the training period and shall be expected to keep records designed for the purpose of monitoring their performance. They are also expected to submit a report on the experience gained and defend their reports.

400 LEVEL

EDU 400: Project

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education; and
2. search and review literature pertinent to identified topical issues.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.



Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice in providing the students with an opportunity to apply their pedagogical knowledge and skills in practice. Practical implementation of teaching and learning strategies in the classroom, as applied to the subject area. Micro-teaching before students embark on the exercise.

CSC 401: Algorithms and Complexity Analysis

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. explain the use of big O, omega, and theta notation to describe the amount of work done by an algorithm;
2. use big O, omega, and theta notation to give asymptotic upper, lower, and tight bounds on time and space complexity of algorithms;
3. determine the time and space complexity of simple algorithms;
4. deduce recurrence relations that describe the time complexity of recursively defined algorithms;
5. solve elementary recurrence relations;
6. for each of the strategies (brute-force, greedy, divide-and-conquer, recursive backtracking, and dynamic programming), identify a practical example to which it would apply;
7. use pattern matching to analyze substrings; and
8. use numerical approximation to solve mathematical problems, such as finding the roots of a polynomial.

Course Contents

Basic algorithmic analysis: Asymptotic analysis of Upper and average complexity bounds; standard Complexity Classes Time and space trade-offs in algorithms analysis recursive algorithms. Algorithmic Strategies: Fundamental computing algorithms: Numerical algorithms, sequential and binary search algorithms; sorting algorithms, Binary Search trees, Hash tables, graphs & its representation.

Prerequisite: CSC 203 Discrete Structures I

INS 401: Project Management

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to

1. describe project management planning;
2. describe project scheduling;
3. explain management of project resources;
4. discuss project procurement, monitoring and execution; and
5. explain project communication and time management.

Course Contents

Introduction to Project Management; The Project Management Lifecycle: Project management and systems development or acquisition, The project management context, Technology and techniques to support the project management lifecycle, and Project management processes; Managing Project Teams: Project team planning, Motivating team members, Leadership, power and conflict in project teams, and Managing global project teams; Managing Project Communication and enhancing team communication; Project Initiation and Planning;



Managing Project Scope: Project initiation, How organizations choose projects, Activities, and Developing the project charter; Managing Project Scheduling: Common problems in project scheduling, and Techniques for project scheduling; Managing Project Resources: Types of resources (human, capital, time), and Techniques for managing resources; Project quality and tools to manage project quality; Managing project risk and tools for managing project risk; Managing Project Procurement: Alternatives to systems development, External acquisition, Outsourcing-domestic and offshore, Steps in the procurement process, and Managing the procurement process; Project Execution, Control and Closure: Managing project execution, Monitoring progress and managing change, Documentation and communication, and Common problems in project execution; Managing Project Control and Closure: Obtaining information, Cost control, Change control, Administrative closure, Personnel closure, Contractual closure and Project auditing

CSC 402: Ethics and Legal Issues in Computer Science (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. understand laws and regulations related to ethics;
2. identify and explain relevant codes of ethics for computing practice;
3. identify social and ethical issues in different areas of computing practice;
4. review real-life ethical cases and be able to develop ethical resolutions and policies;
5. explain the consequences of ignoring and non-compliance with ethical provisions; and
6. develop a sound methodology in resolving ethical conflicts and crisis.

Course Contents

Addresses social, ethical, legal and managerial issues in the application of Computer Science to the information technology industry. Through seminars and case studies, human issues confronting Computer Science graduates will be addressed. Topics include managerial and personal ethics, computer security, privacy, software reliability, personal responsibility for the quality of work, intellectual property, environment and health concerns, and fairness in the workplace.

Minimum Academic Standards Segments

List of equipment

Laboratory infrastructure: the space should be sufficiently large and must have a store. A Computer Science programme should have at least three categories of laboratories: Software, network and digital logic laboratories. Best practice requires a staff to student's ratio of about 1 to 25 for laboratory practical. Therefore, multiple small laboratories are preferable to few large ones. Courses with large enrolments should have the students partitioned into groups to ensure each student has computer/practice equipment to themselves during practical sessions. Laboratory sessions should be conducted by staff to ensure close monitoring and effective achievement of learning outcomes.

Software laboratories

There should be an adequate number of software laboratories that can support the best practice staff to student ratio for all lab-based courses in the program. Software laboratories support programming courses and other courses requiring use of software tools. Requirements for the software laboratories include:



1. Computer systems with capacity to run software systems for all lab-based courses (such as, Intel based desktop PC with minimum of 166MHz or faster processor with at least 64 MB RAM and 100 MB free disk space.)
2. Programming environment and tools (such as, Compilers/interpreters and debuggers for Java, Python, compiler compilers, such as, flex, yacc and SableCC);
3. Operating systems environments and tools (such as, Windows, LINUX, TempOS, Nachos, Xinu or MiniOS)
4. Tools for systems analysis and design (such like, Unified Modelling Language (UML))
5. Computer maintenance tools like dust blowers,
6. Overhead projector
7. Power backup

Network laboratory

A separate network laboratory is required to expose students to practice on net-centric courses. Requirements for the network laboratory include:

- a. 1.Routers, Switches, Radio modems and others.
- b. 3.Dialup modems and PABXS
- c. 4.Patch panels
- d. 5.Simulation software like: Packet tracer, NS Simulator or others
- e. 6.LAN testers, crimping tools and others.
- f. 7.Practical consumables (RJ-45 connectors, twisted pair cable and other.

Digital logic laboratory

The digital logic or hardware laboratory should provide facilities required for hardware-related practical. Requirements for the digital logic laboratory include:

- 1.NAND, NOR, XOR, AND, OR gates
 - 2.Multiplexers
 - 3.Master-slave flip-flops
 - 4.Digi-Designer Logic Board and others.
 - 5.Dual-trace oscilloscope
 - 6.Digital Proto-Board
 - 7.Media Laboratory Lecture and ICT Training
 - 8.Demonstration Laboratory Educational Technology and Micro – Teaching
 - 9.Flat Screen television monitor
 - 10.Media projector with wide screen
1. Video recorder with tripod stand
 2. Software packages CAI, Photo shop, Recorded Audio and Video – visual resources
 3. Sets of computer with necessary software
 4. Blank CDs
 5. 600dpi laser postscript printer
 6. Media grade inkjet printer
 7. Medium grade scanner

Staffing

The minimum standard for academic and non-academic staff must be met before starting a Computer Science Education programme as explained below.



Academic Staff

A minimum of five (5) Academic staff core to the subject areas are required.

The ratio of Academic staff to students shall be 1:15.

The staff structure for the academic staff is expected to be 20:35:45 for Professors/Readers: Senior Lecturers: Lecturers 1 and below respectively.

Non-Academic Staff

Ratio of Senior Technical Staff to Academic Staff shall be 1:10

Ratio of Junior Technical Staff to Academic Staff shall be 1:5

Ratio of Junior Admin Staff to Academic staff shall be 1:1

Ratio of Senior Admin Staff to Academic Staff shall be 1:10

Table 1 shows the categories of academic staff and their qualification requirements.

TABLE 1: Categories of Academic Staff

1. Professor
2. Associate Professor
3. Senior Lecturer
4. Lecturer
5. Assistant Lecturer
6. Graduate Assistant

Library

Universities should leverage available technology to put in place rich databases and other electronic/digital libraries and information resources. In addition, well stock and current hardcopies of reference and other textual materials should be provided centrally at the level of the Faculty. A well network digital library should serve the entire university community. Availability of wireless facilities (Wi Fi) with adequate bandwidth should enhance access to these electronic resources.

In any case, there should be internet ready workstations available in the library for at least 25% of the total student enrolled in each academic programme. The funding of the Library should be in line with NUC guidelines.

Classrooms, Laboratories, Workshops, Studios and Offices

The NUC recommends the following physical space requirement:

- a. Professor's Office - 18.50
- b. Head of Department's Office - 18.50
- c. Tutorial Teaching Staff's Office - 13.50
- d. Other Teaching Staff Space - 7.00
- e. Technical Staff Space - 7.00
- f. Secretarial Space - 7.00
- g. Seminar Space/per student - 1.85
- h. Laboratory Space per FTE - 7.50
- i. Conference Room - 37.0

Effort must be made to provide the Department with at least:

1. At least two lecture rooms capable of sitting at least sixty students at the specification of 1 m² per FTE.
2. A Departmental conference room.
3. A staff common room.



B. A. Ed. Creative Arts Education

Overview

This Creative Arts Education Core Curriculum and Minimum Academic Standards (CCMAS) which is the most recent and improved version of the Creative Arts Education Benchmark Minimum Academic Standards (BMAS) can compare with many reputable universities globally. The essential goal of Creative Arts education and the basic nature of arts were taken into consideration as well as skills required for the 21st Century knowledge based and digital economy. In addition to the general courses and the five education courses, the B.A.Ed. Creative Arts Education CCMAS contains 60 Units of core courses in Creative arts Education. Therefore, what is expected is that, Universities will generate and include other courses that will reflect their local needs and peculiarities, to make up for the minimum of 120 Units required for graduation by the students and also for the course structure and the semester arrangements.

Philosophy

The Programme is designed to equip the student-teachers with the knowledge, skills, competence and values required to teach Creative Arts as provided in the National Policy on Education. Creative Arts comprises Fine and Applied Arts, Music, Dance, Drama, Local Crafts and Language which makes it have humanistic, social and pragmatic outlook enhanced by its integrative nature. Invariably with this combination of complimentary areas of Education, Creative Arts now offers multiple skills for survival in the society.

Objectives

The Programme is designed to:

- 1) produce students with knowledge and understanding of arts education and the central role of creativity in arts teaching and learning;
- 2) inculcate in student-teachers ways and means of appreciating the cultural heritage of the nation for the understanding of the aspects of creative arts, which will be inculcated in the learners;
- 3) produce competent teachers who will promote the teaching of basic theories, technical and manipulative skills in the areas of visual and performing arts; and
- 4) give students opportunities for hands on experience through participation in educational projects, artists-led workshop and visits to schools and other educational settings.

Unique Features of the programme

These include:

- 1) creative and adaptability skills, through demonstration and illustration practical relevance of various aspects of Creative Arts teachings to real life situations, among the students;
- 2) problem-solving orientation among students by means of illustrating the various approaches of Creative Arts to addressing problems, challenges and emergent situations;
- 3) a sense of moderacy in all affairs and the spirit of understanding, acceptance, tolerance and accommodation of differences and cultural sensitivities and skills to handle local epistemologies;
- 4) digital skills that will enable teaching remotely when necessary; and
- 5) entrepreneurial skills necessary for the knowledge-based and digital economy among the graduates.



Employability Skills

The graduate of B.A. Ed. Creative Arts Education should be equipped with the following employability skills:

1. establish and run basic Creative Arts schools;
2. establish and run Creative Arts primary or secondary schools;
3. offer training to traditional Creative Arts school teachers on basic teaching and child discipline/classroom management skills;
4. work as Creative Arts teachers in both public and private primary, secondary and tertiary schools and institutions;
5. work as administrative staff in all cadres and all administrative positions in both the public and private sectors of the economy.

21st Century Skills

The B.A. Ed. Creative Education has the potentials of inculcating into the pre-service Creative Arts teachers the following skills which are relevant in the 21st century:

1. inclusive education and cultural sensitivity;
2. problem solving;
3. digital, techno-pedagogy and innovative teaching and instructional;
4. communication and advocacy;
5. social and community responsibility;
6. initiative and enterprise;
7. self-management; and
8. flexibility, being able to source information, learn and adapt quickly.

Admission and Graduation Requirements

Candidates must satisfy any of the following basic admission requirements:

4-Year Programme

In addition to acceptable scores in UTME, candidates must have obtained five Senior School Certificate (SSC) credit passes which must include English Language, and Mathematics. Candidates with Grade II Teacher's Certificate, five Merits in the relevant subjects including Creative Arts, English Language and Mathematics is required for admission.

Direct entry mode

Five SSC (or equivalent) credit passes in relevant subjects, two of which are at the Advanced Level.

A recognised ND, NCE, Diploma/Degree in Theatre Arts or related courses are acceptable into the Degree programmes in lieu of Advanced Level requirements.

Direct Entry 3-Year Degree Programme

Five Senior School Certificate SSC (or equivalent) credit passes in relevant subjects, two of which are at the Advanced Level.

Five Senior Secondary School Certificate SSC (or equivalent) credit passes including English Language, Creative Arts and any other relevant arts and social science subjects and two of which are at the Advanced Level. Or

1. A pass at merit level in NCE Creative Arts and combination with relevant arts, social science and education subject (such as Primary Education)
2. A pass at merit level in relevant Diploma Programme (provided the O/L requirements are satisfied).



3. Passes in Creative Arts and any other two relevant arts or the IJMB (Interim Joint Matriculation Board) examination or Cambridge Moderated Schools of Basic Studies Terminal Examinations or International Baccalaureate from a recognized institution.

Graduation Requirements

In addition to the general requirements for graduation at the University, students must offer and pass courses totalling 120 credit hours, 60 of which must come from the relevant option areas in Creative Arts and Education for the four-year programme. They must also complete and receive a pass grade in teaching practice, and a research project report on a topic approved by the Department.

Global Course Structure

100 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------|---|-----------|--------|----|----|
| GST 111 | Communication in English I | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | |
| EDA 101 | Introduction to Creative Art Education | 2 | C | 30 | |
| EDA 103 | Creative Design I | 2 | C | 30 | |
| THA 101 | Traditional African/Festival Theatre | 2 | C | 30 | |
| THA 103 | Beginning Theatre Design & Technology. | 2 | C | 30 | |
| THA 105 | Basic Comm. Theory | 2 | C | 30 | |
| THA 106 | Practical Participation Orientation | 2 | C | 15 | 45 |
| TOTAL | | 18 | | | |

200 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------|--|-----------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 15 | 45 |
| EDU 201 | Curriculum, Curriculum Delivery and Teaching Methods/ (2units) | 2 | C | 30 | |
| EDU 202 | Special Methods in Education Music I | 2 | C | 30 | |
| EDA 211 | Festival in Different Cultures | 2 | C | 30 | |
| EDA 242 | Three-Dimensional Representation of Historical Objects | 2 | C | 30 | |
| THA 201 | African Drama and Theatre in the Colonial Era | 2 | C | 30 | 45 |
| THA 202 | Introduction to Media Arts | 2 | C | 30 | |
| THA 204 | Introduction to Directing | 2 | C | 15 | 45 |
| THA 205 | Basic Speech Arts, Music and Acting Techniques | 2 | C | 15 | 45 |
| THA 208 | Children's Theatre Education | 2 | C | 30 | |
| TOTAL | | 22 | | | |



300 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 2 | C | 30 | |
| EDA 332 | Music in Occupation | 2 | C | 30 | |
| EDA 341 | Nigeria Folk Arts, Crafts & Masks | 2 | C | 30 | |
| EDA 342 | Nigerian Indigenous Arts & Museums | 2 | C | 30 | |
| EDA 361 | Dramatic Presentation in Festival | 2 | C | 30 | |
| EDA 372 | Craft and Entrepreneurship | 2 | C | 30 | |
| THA 303 | Educational Drama and Theatre | 2 | C | 30 | |
| THA 304 | Basic Choreography and Kinaesthetic | 2 | C | 30 | |
| TOTAL | | 23 | | | |

400 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| EDU 400 | Project | 3 | C | 30 | 135 |
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| EDA 424 | Theories of Language Teaching and Literature | 2 | C | 30 | |
| EDA 452 | Teaching Children's Literature | 2 | C | 30 | |
| THA 401 | Topics in Theatre Studies | 2 | C | 30 | - |
| THA 402 | Theories of the Modern Theatre | 2 | C | 30 | |
| THA 405 | Advanced Theatre Workshop | 3 | C | 15 | 45 |
| THA 404 | Community Theatre for Development Practice | 3 | C | 15 | 30 |
| TOTAL | | 21 | | | |

Course Content and Learning Outcome**100 Level Courses****GST 111: Communication in English (2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.



Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proof reading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST112: Nigerian Peoples And Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justice and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's–Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.



EDU 101: Introduction To Teaching And Foundations Of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present-day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and socio-cultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education and in sociology of education.

EDA 101: Introduction To Creative Art Education (2 Units C: LH 30)

Learning outcomes

At the end of the course the students should be able to:

1. illustrate the branches of Creative Arts;
2. define the difference between Fine Arts and Art theory; and
3. list out the differences between Applied Arts and Performing Arts.

Course Contents

Rationale of Creative Arts Education. A study of creativity in relation to teaching and learning of Arts, craft, quality of creative products, characteristics of creative persons and techniques of nurturing children/students in Creative Arts.

EDA 103: Introduction To Creative Design 1 (2 Units C: LH 30)

Learning outcomes

At the end of this course, the students should be able to:

1. draw a 3D and 2D object, and make out their differences;
2. understand that 3D objects have depth and weight, while 2D objects do not have depth, or weight; and
3. utilise light and shade help to give the likelihood of depth due to optical illusion.

Course Contents

Introduction to elements and principles of design. Exposure to exploitation of different shapes to make designs on two-dimensional media. This course would therefore present the essential and necessary tools and means of acquiring, imparting and disseminating knowledge as



mentioned in specific details. Such as 2D refers to length and Breadth (width) of an Object. It could be a panel, a door while 3D refers to Length, Breadth (width) and height (or depth) – LxBxH.

THA 101: Traditional African/Festival Theatre

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. identify the different manifestations, stages and depictions of traditional African/festival theatre and justify them;
2. appreciate and state the features of Traditional African/Festival Theatre;
3. document their field experiences as participant in, or observer of Traditional African/Festival Theatre, and
4. state the current status of traditional African/festival theatre.

Course Contents

Introduction to Traditional Theatre in Africa. Types of traditional theatre. Elements of traditional African theatre. Evolution of theatre from the festival or ritual performances. Performances in Pre-colonial Africa. Traditional Minstrelsy. Functions of traditional/festival theatre. Traditional theatre as a means of communication. Mini-field research on the festival in any community. Reporting field experience in traditional theatre.

THA 103: Beginning Theatre Design And Technology

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. recognise what scene design is;
2. understand elements of scene design;
3. discuss the process of scene design for the stage, television, radio and film; and
4. explain how to relate scene design to a text chosen for stage or screen production.

Course Contents

Introduction to theatre design and technology. Relationship between scene design and a play text in production. Communicating through theatre design. Creative skills required in design. Elements of design. Factors that control design procedures for the varying media in the theatre. Set and costume design. The options available to the scenic designer in the use of modern technology for sound, visuals and effects. Designing a live event. ICT and theatre design, storyboarding, model making. Production experience

THA 105: Basic Communication Theory

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. know the meaning of and differences between communication and information;
2. be able to identify and provide graphic illustrations of the basic models of communication;
3. demonstrate an understanding of traditional modes of communication;
4. note the various theorists and theories of communication; and
5. be able to describe the communication process within an individual, between two or more individuals and other social context such as, group or mass communication.



Course Contents

The course involves a study of the basic models and theories of communication as the process evolved from individual perceptions, language habits, and behaviour in intrapersonal, interpersonal and social transactions. It is an overview of the basic factors that facilitate or constitute barriers to communication.

THA 106: Practical Participation Orientation

(2 Units C: PH 45)

Learning Outcomes

At the completion of this course, students must demonstrate:

1. capacity for stage acting and participated in one or more stage productions as actors;
2. hands-on knowledge of Directing, Stage Management, House Management (front of house and back stage); and
3. developed skills in play analysis and review of stage performances.

Course Contents

Site-responsive theatre. Theatre as collaboration. Practical participation in a theatre production, as directors, actors, designers, technical directors, stage and house managers and crewmembers. Engagement with the audience: body, genre. Agency. Effective students' contribution to critique meetings, before and after the production is encouraged.

200 Level Courses

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.



ENT211: Entrepreneurship And Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery And Teaching Methods

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.



Course Contents

Definition and types of curriculum. The curriculum development process. The Nigerian core curricula. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, meta-cognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

EDU 202: Special Methods In Education Music I

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. identify appropriate methods for teaching music in its various forms;
2. explain the inter-connectivity of written music and performance;
3. identify methods for score reading processes, components, levels, and skills acquisition;
4. monitor students' comprehension of relevant music concepts;
5. identify and apply appropriate methods for music writing;
6. apply different methods and techniques to teach score reading and comprehension at different levels;
7. identify series of creative skills with corresponding teaching methodology;
8. apply different methods to teach practical music; and
9. apply different methods to use the knowledge about music in its performance.

Course Contents

Identification of different methods for teaching music in its various forms- Western art music, Traditional music, Popular music; Methods for score reading, digital literacy, notation, forms of musical score reading, art music literacy, cultural literacy, music and media; Methods for teaching performance, rudiments of music, score writing, types of scores; Methods and types of notation styles; writing exercises; analytical methods; teaching the genres, creative styles and approaches; demonstrations methods in music teaching, discussion, literary criticism and practical presentations methods.

EDA 211: Festivals In Different Cultures

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. enumerate at least three festivals in three cultures;
2. define the meaning of a festival and what makes a culture;
3. differentiate between festival and culture; and
4. make out the difference between culture and tradition.

Course Contents

A study of festivals in different communities and cultures, types of festivals, The categories of festivals and performances in festivals. Importance of festivals to national development.

EDA 242: Three-Dimensional Representation Of Historical Objects

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:



1. make quick sketches 3D and 2D objects;
2. make clay or plastic in representations of 3D and 2D objects; and
3. mention as well as write out 3D and 2D they know, such as a tank, a flat book, a black or white board, a block and paper.

Course Contents

The three-dimensional representation of historical objects includes still-life nature and life in relation to historical articles and figures. The use of soft and hard approaches to their implementation. This means the use of samples on projectors and also physical on paper, and object handling.

THA 201: African Drama And Theatre In The Colonial Era (3 Units C: LH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. know the disruptive role of colonialism on African theatre;
2. understand the roles the colonial office and the missionaries played in African drama and performance as well as the impact thereon;
3. read plays written during or about the colonial era;
4. understand the evolving forms of drama during the period and the physical theatre; and
5. have a knowledge of African plays on insurgency against the colonial administration.

Course Contents

General introduction on colonialism. A study of indigenous theatrical activities in Africa as they were based in churches, concert party bands, minstrelsy, and pop songs groups, from its beginnings to 1960. Hubert Ogunde, Kola Ogunmola, Duro Ladipo and others. The concept of modernism in colonial theatre. Drama in the university. Performance approaches in theatre in the colonial era. The role of the colonial office in drama and theatre. Plays of the colonial era. Anti-colonial drama and theatre.

THA 202: Introduction To Media Arts (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. demonstrate a basic knowledge of the history of media arts as it concerns the radio, TV, film, the print medium, and other forms of media-based narratives;
2. possess the ability to explain the major happenings and conventions in world media and how they influenced media practice and journalism universally;
3. know the distinct features of radio, TV, film, the print and new media;
4. identify media historians, writers for the screen, and media critics of the period; and
5. have a clear understanding of African performance history during this period.

Course Contents

A historical survey of the major media events and developments in the theory and practice of media arts. The roles and duties of media personnel: the scriptwriter, the producer, director, Editor, cameraman and others. Radio broadcasting. Television broadcasting. Other screen productions. Challenges of the media arts in contemporary society.

THA 204: Introduction To Directing (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:



1. demonstrate the ability to appreciate and analyse plays for production;
2. demonstrate an understanding of different directing styles and renowned local and international directors;
3. have knowledge about the practice of blocking, have capacity to understand stage geography and identify the different parts of the stage; and
4. demonstrate an understanding of global directorial approaches, and indigenous directing by Nigerian dramatists.

Course Contents

A study of the basic mechanics of directing for the stage. Who is a play Director? The qualities and roles of a play director. The director's application of the principles of composition, picturisation, movement, rhythm and pantomimic dramatization. Play identification and selection. Play Analysis. Auditioning. Characterisation. Casting. The Actor. Rehearsals and Production. First to Second Readings. Rehearsals. Blocking. Stage movement. Complementing Personal-The Costumier, Designer, Composer, Stage Manager. Practical presentation.

THA 205: Basic Speech Arts, Music And Acting Techniques (3 Units C: LH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. use the voice as one of the basic tools in the theatre through voice projection, stress, tonality, in English and indigenous languages;
2. display a knowledge of speech patterns, know the elements and styles of speech in acting, and the styles of speech in acting and different stage performances, and mass media productions;
3. be able to draw the phonetic and phonemic charts;
4. appreciate music and its forms;
5. develop the capacity to listen to stage dialogue and have an understanding of the actor/actors on stage; and
6. play at least one traditional and modern instrument each.

Course Contents

Introduction to Voice and Speech. The phonemic/Phonetic chart. Articulatory system. The voice as the actor's tool. Basic voice training exercises which aid articulation and voice projection, punctuation, diction, tonality, tempo, pitch, rhythm, phonemic and stress patterns of English, and various Nigerian Language tones. Speaking with differing dramatic effect as demanded by the context or the text. The language laboratory/media studio and actor training for the stage and screen. Types of music. Types of music for stage performances.

THA 208: Children's Theatre In Education (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. know how to work with children with the goals of building their creative skills as artistes/future artist and communicators;
2. have a knowledge or the element of creative dramatics, engage children in movement, mime and eurhythmic towards rehearsing the school drama; and
3. produce age specific drama in schools for entertainment.

Course Contents

Exploration of the dramatic imagination of young people in the classroom. The importance of educational drama. Creative dramatics. Communication awareness and interaction at various



levels through movement, mime and eurhythmics. Improvisation by young people. Practical tasks and exercise in educational drama. Play/cartoon creation in selected pre-primary, primary and junior secondary schools in the community and at the Saturday playhouse projects.

300 LEVEL COURSES

GST 312: Peace And Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies–Tiv-Junkun; Nano-Katal, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management---such as (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution– Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and



9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies-Artificial Intelligence (AI), Virtual/ Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods And Statistics **(3 Units C: LH 45)**

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;



3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in educational data analysis. Reporting educational research.

EDA 332: Music In Occupations (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. create and rejuvenate old songs that would enable the different occupations sustain their trend;
2. list most practical ways of evolving new songs to keep the occupations afloat; and
3. carry out hypothetical songs in the various occupations in order to keep our culture as a way of life of the people.

Course Contents

Introduction to music used in different occupations such as, war songs, wrestling songs, moonlight songs, hunting songs and fishing songs.

EDA 341: Nigerian Folk Arts And Crafts And Masks (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. list out the folk arts, crafts and masks needed to sustain the culture of the people;
2. demonstrate the importance of the arts, crafts and masks by making use of them in their festivals; and
3. create new masks, crafts the folk arts to keep the interest of the people and retain the hereditary factors that bind the people together.

Course Contents

Introduction to folk arts and crafts viz. Batik, Tie-Dye, Leather work, Brass Smiting, Cloth weaving, Wood Carving, Black Smiting and Brass Casting. Location of Nigerian folk arts and crafts. Elements of culture and creativity in the arts and crafts are studied. Masks: A study of Nigerian masks viz. Epa mask- Ekiti Yoruba, Gelede mask- Egbado Yoruba, Ekpo mask- Ibibio, Mmonwu (Mmoo) masks- central Igbo. Their cultural and creative elements are explored.



EDA 342: Nigerian Indigenous Arts And Museums**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. describe services available for persons with special talents in indigenous arts and packaging of museums;
2. identify resources that would help to encourage local arts and build up museums; describe the process of sourcing artworks from indigenous materials to build our museums; and
3. demonstrate skills in sourcing of indigenous artworks to build up our artistic heritage.

Course Contents

A study of Smithing, Cloth weaving, Wood Carving, Black Smiting and Nigerian indigenous arts viz. Nok culture, Igboukwu Bronzes, Ife Art, Benin Art, Ekoi Stone Monoliths, Esie Stone Figure, Tsoedo and Oron Ekpu Figures, Elements of culture and creativity in the arts are studied. Museums: Introduction to National Commission of Antiquities and Nigerian Museum viz. National Museum Lagos, Ife Museum of Antiquities, Benin Museum, Esie Museum, Jos Museum, Oron Museum, Kaduna Museum and Ekoi stone figures. The identification of characteristics of artifacts

EDA 361: Dramatic Presentation In Festivals**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. demonstrate and replicate what had been experienced in more vivid terms;
2. list more practical ways of relaying a festival dramatic to an audience;
3. capture in realistic terms a similar scenario to please an audience; and
4. list major forms and types in melodramas that could keep an audience spell bound

Course Contents

This course helps to create awareness in the happenings at the time of any culture. The indigenes help to demonstrate the importance of the resuscitation of their culture through such dramas during festivals. The importance of coming together as a people during festivals is encouraged.

EDA 372: Crafts And Entrepreneurship**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. model, carve or design artworks, that would be acceptable by the public;
2. weave bags or mats from straw and plastic materials; and
3. build different craft to exhibit their prowess to enhance self-dependence.

Course Contents

Creation of entrepreneurial culture using craft skills for self-employment, economic independence and self-realization. Mastery of skill and competences in as book binding, weaving crafts (mat, fibre, grass, rope and cane chairs); painting and decoration, graphic designs, textile craft, metal and leather works and beading.



THA 303: Educational Drama And Theatre**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. improve their skills in the management, of young people of senior secondary school for activities in the theatre;
2. understand age-specific educational drama;
3. teach the school children the difference between, and be able to play the roles of Stage, and theatre managers; and
4. practically manage the children to work in small or large groups to produce an end-of-year play

Course Contents

The study and application of the principles of educational drama and theatre. Play selection. Rehearsals, run and strike with senior secondary school students. The use of theatre as a pedagogic tool to address deviance, and other vulnerabilities in children. Building and strengthening the capacity of Senior Secondary School learners to improve their creative skills. Stage management in Educational theatre.

THA 304: Basic Choreography And Kinaesthetics**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students should be able to:

1. explain the conventions that govern dance as means of plot realization, movement, rhythm and music including embodiment practices;
2. how that they understand the concepts of choreography and kinaesthetic;
3. have the capacity to generate knowledge for cross-cultural interpretation and display of dances, use of space, level, distance and time in divers dance contexts;
4. display the capacity to enact a story through dance, improvisation, individual and group roles;
5. display skills of choreography and dance, and reflect local and international dance registers on stage; and
6. exhibit abilities for commercial dance practice.

Course Contents

Introduction to dance, basic choreography and kinaesthetic, embodiment and choreography. Who is a dancer? Who is a Choreographer? What is kinaesthetic? Features of dance and choreography. Exploration of the techniques of dance-drama idioms based on selected texts such as dance libretti. The interrelation of linear and non-linear activity. Traditional relationship of dance to music, variation, direction, levels, space, and rhythm. Dance and visual Aesthetics. (Make-up, props, set design, costume, lighting and others). Dance exercises will distinguish "set" and "improvised" dances.

400 LEVEL COURSES**EDU 400: Project****(3 Units; C) (PH 135)****Learning Outcomes**

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;



3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analysing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice Ii (3 Units C: PH 135)

Learning Outcomes

At the end of this course, the students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. apply knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

EDA 424: Theories Of Language Teaching And Literature (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. raise and judge ethical issues in language and literature;
2. list the intellectual and practical competencies;
3. resent an overview of the theories; and
4. highlight the historical and current developments.

Course Contents

A study of Nigeria indigenous arts viz, Nok culture, Igbo Ukwu Bronze, Ife Arts, Benin Art, Eko Stone monoliths, Esie Stone Figure, Tsoedo and Cron Ekpu Figures. Elements of culture and creativity in the arts are studied.



EDA 452: Teaching Children's Literature**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students should be able to:

1. enumerate historical and current development in literature;
2. analyse the pedagogical content knowledge necessary;
3. explain the major goal in literature; and
4. discuss the concepts of children's literature

Course Content

The nature and characteristics of materials presented to children. Methods and techniques of teaching children's literature.

THA 401: Topics in Theatre Studies**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students should be able to:

1. enumerate the differences between form and content in drama and theatre;
2. outline drama and theatre across genres, conventions, styles, praxes;
3. identify the different socio-political constructs, ideological movements of drama and theatre according to dramatists, and across the ages as well climes;
4. relate topical issues in theatre to social trends, and
5. study the trends in modern theatre studies in Nigeria.

Course Contents

Introduction. Form and content in drama and theatre. Thematic categories of drama and theatre. Selected works of principal and seminal playwrights. Dramatic and theatrical genres. Theatre and the social, political, and historical conditions in which plays were written. The pedagogic value of plays and theatre movements. Exploration of the ideas, practices, and methods of critics, actors, playdirectors, theatre designers, choreographers and semioticians worldwide. Ideological movements in the theatre. Complementary themes as politics, society, religion, love, identity and alienation in theatre studies.

THA 402: Theories Of The Modern Theatre**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students should be able to:

1. have a practical orientation during SIWES;
2. discuss theories and critics of drama and theatre; and
3. explain elements of theatre practice across the ages

Course Contents

A study of the main theories and trends in dramatic criticism. Methodologies and approaches from Aristotle to Patrice Pavis, using appropriately illustrative play texts and performances. Theatre as entertainment. Theatre as therapy.

THA 404: Community Theatre For Development Practice (2 Units C: LH 15; PH 30)**Learning Outcomes**

At the end of this course, the students should be able to:

1. produce a play to conscientize the community for self-reliance;
2. display the capacity for group dynamics and control;



3. leave creative skills behind in the host community for development; and
4. have the capacity to generate feedback from the community.

Course Contents

The choice of a community by staff or students for value addition through theatre. Creating the community play by community members. Play production in conjunction with the members of the adopted or host community. Development strategies in community theatre. Leaving legacies through community theatre.

THA 405: Advanced Theatre Workshop

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. display extensive ability to produce a full-length play written by a student, or a published dramatist;
2. manage a full-length play production;
3. highlight the play production process; and
4. display an understanding of total theatre.

Course Contents

In this practical course, every student is expected as they did in other Production Workshop courses, to act in, or direct a play, create a dance routine and dance drama, costume a play, participate in any aspects of design of the play to highlight their development in the arts of the theatre. Each student shall be assessed on his or her participation in the full-length theatre production. No student is exempted from the course.

Minimum Academic Standards

Musical

Local drums, wooden drums, maracas, clappers, musical pots (udu), xylophone, oja, flutes, sarewa, horn

Guitars, school recorders, pianos, electric keyboard, orchestral instruments and graded xylophones.

Audio and video players and recorders, CD players, empty cassettes, turn tables, records phono disk, recorded audio-video tapes Cd and others.

FINE ARTS

Donkey seats, casles, drawing boards, potter's wheel, kiln, clay dump, print making machines, lino-cutters, fixative modelling tools, screen frame, T-squares, set-squares, scissors, hand gloves.

Poster colours, caustic soda, hydro sulphite, calligraphic pens, markers, kitchen papers.

Photographic studio and equipment.

THEATRE AND DANCE

Complete lighting system

At least 7 lamps – flood, follow, and spot

Dimmer board

Sewing machine

Make-up kits



Standby generators
Dinner pack

Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:10 for music departments shall apply to ensure that students are adequately catered for due to the practical aspects of the programme. It is expected that all academic staff should possess Ph.D. degree. However, the proportion of academic staff with Ph.D. degree should not be less than 70%. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research and performance equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Audio/Recording Engineer/Technical Assistant

The services of an audio/recording engineer to man the listening room, assist with music recording and update the collections periodically is required. He/she must undergo regular training as the digital world advances.

Library

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition, well stocked and current hardcopies of reference and other textual materials should be provided centrally at the level of the Faculty. A strong and active network digital library should be made available and serve the entire university community. Availability of wireless facilities (Wi-Fi) with adequate bandwidth should enhance access to these electronic resources.

In any case, there should be internet ready workstations available in the library for least 25% of the total student enrolled in each academic programme.

The funding of the library should be in line with NUC guidelines.

Classroom, Laboratories, Workshops and Offices

Classrooms

Lecture theatres and classrooms should be adequate in number, well-spaced and adequately ventilated with necessary public address system, projectors and other audio-visual aids.

Spaces

The NUC recommends the following physical space requirement:

| | | |
|--------------------|---|----------------------|
| Professor's Office | - | 18.50 m ² |
|--------------------|---|----------------------|



| | | |
|---|---|-------|
| Head of Department's Office | - | 18.50 |
| Tutorial Teaching Staff's Office | - | 13.50 |
| Other Teaching Staff Space | - | 7.00 |
| Technical Staff Space | - | 7.00 |
| Secretarial Space | - | 7.00 |
| Practice Room Spaces (10 for Student practices) | - | 13.60 |

Rehearsal Hall/Auditorium (large hall/Auditorium with chairs and proper sound Acoustics, well ventilated and illuminated)

There shall be a minimum of:

Four (4) Standard Classrooms

Ten (10) Offices for Staff

Standard office for the Head of Department

One (1) Departmental Secretary's Office

Two (2) Administrative Staff Offices

Practice Room

One (1) Rehearsal Hall/Auditorium (large hall/Auditorium with chairs and proper sound Acoustics, well ventilated and illuminated).



B. Ed. Early Childhood Education

Overview

The Bachelor of Education early childhood education degree programme is aimed at the professional development of pre-service teachers and managers of early childhood institutions. It addresses the fundamental principles of learning for children and provides guidance for those involved in the establishment of early childhood education institutions.

The bachelor of education degree programme in early childhood education is combined with a teaching subject to help produce quality teachers in early childhood education for the school system and provide best practices in teaching early childhood education as well as offer job security to the teachers.

Philosophy

The philosophy of early childhood education is to prepare quality pre-primary school teachers with adequate knowledge of the characteristics of the category of children. Furthermore, to prepare these category of teachers for the application of early childhood education for pedagogue at early childhood level and to create a strong foundation for other levels of education.

Objectives

The objectives of early childhood education programme are to produce teachers who will be able to;

1. provide students with ability to transit from home to school;
2. instill in the students enthusiasm to enter primary level of education;
3. provide adequate care and supervision for children while their parent are at work or in farms in the markets and office;
4. inculcate in the child the spirit of enquiry and creativity through the exploration of nature and environment, art, music and playing toys;
5. instil in the students social norms;
6. provide the platform for learning good habits; and
7. develop in the students the ability for teaching the rudiments of numbers, letters, colour, shapes forms through play.

Unique features of the programme

The unique features of the programme are

1. listing the expected skills of competences to be acquired by the graduates;
2. bringing together, theory and practice in the programme for better understanding of the graduates;
3. learning outcomes of all courses are provided; and
4. provision of unique methods of teaching at every level of the programme.

Employability skills

The graduate of B.ed early childhood education should be equipped with the following;

1. ability to provide childhood care as a care giver in early childhood institutions;
2. to run an early childhood institutions;
3. produce and improve teaching and learning materials in an early childhood institutions; and
4. ability to teach subject in early childhood institution.

21st century skill

The early childhood education CCMAS has the ability to inculcate into pre-service early childhood teachers

1. skills for problem solving
2. innovative skills
3. skills for communication and advocacy
4. self - confidence and enterprise skills
5. dexterity to handle with care children of different background
6. creativity skills.

Admission and Graduation requirements

In addition to acceptable scores in UTME, candidates must have obtained five Senior Secondary School Certificate (SSC) credit passes which must include English Language, Mathematics and any other subjects in the humanities or sciences at not more than 2 sittings.

Direct entry mode

Anyone of the following qualification is admissible for the three(3) year education degree programme, five senior secondary school certificate SSC (or equivalent) credit passes in relevant subjects, two of which are at the Advanced Level. Or

Candidate must have

1. Passes in two subjects at the Nigeria certificate in education
2. Passes in three other subjects at 'O' level
3. A pass at merit level in a relevant diploma programme.

Graduation requirements

In addition to the general requirements for graduation at the university students must offer and pass courses totalling 120 credit hours, 60 of which must come from the relevant option areas in early childhood education for the four year programme they must also complete and receive a pass grade in teaching practice and a research project report on a topic by the department.

Global course structure

100-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian peoples and culture | 2 | C | 30 | |
| EDU 101 | Introduction to teaching and foundations of education | 2 | C | 30 | |
| EEC 101 | Introduction to Early Childhood Education | 2 | C | 30 | - |
| EEC 102 | The pre-school and Play in early childhood | 2 | C | 30 | - |
| EEC 104 | Creativity art and activities in early childhood | 2 | C | 30 | - |
| EEC 106 | Administration and supervision of early childhood education | 2 | C | 30 | - |
| | 5 units of teaching subjects in area of Arts, Social science or science. | | | | |
| TOTAL | | 19 | | | |



200-Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | |
| ENT 211 | Entrepreneurship and innovation | 2 | C | 30 | |
| EDU 201 | Curriculum, Curriculum delivery and general teaching methods | 2 | C | 30 | - |
| EEC 201 | Young children with special needs | 2 | C | 30 | |
| EEC 202 | Social skills in early childhood | 2 | C | 30 | |
| EEC 203 | Mathematics in early childhood | 2 | C | 30 | |
| EEC 205 | Assessment in early childhood education | 2 | C | 30 | - |
| EEC 206 | The early childhood curriculum | 2 | C | 30 | |
| | 4 Units of teaching subjects in area of Arts, Social science or science. | | | | |
| TOTAL | | 20 | | | |

300-Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| GST 312 | Peace and conflict resolution | 2 | C | 30 | |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching practice | 3 | C | | 13 5 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 30 | |
| EEC 301 | Maternal child health, Care and nutrition | 2 | C | 15 | 45 |
| EEC 302 | Motor development and play in early childhood education | 2 | C | 15 | 45 |
| EEC 306 | Music and children | 2 | C | 30 | |
| EEC 307 | Reading and literacy development | 2 | C | 30 | |
| EEC 308 | Science in early childhood | 2 | C | 30 | |
| EEC 310 | Counselling and in early childhood and Family life education | 2 | C | 30 | |
| | 4 units of teaching subjects in area of Arts, Social science or science. | | | | |
| TOTAL | | 26 | | | |



400-Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|---|--------------|---------------|-----------|-----------|
| EDU 400 | Project | 3 | C | | 13 5 |
| EDU 401 | Teaching practice 2 | 3 | C | | 13 5 |
| EEC 401 | Drama in early childhood education | 2 | C | 30 | |
| EEC 402 | Children's literature | 2 | C | 30 | |
| EEC 403 | Design and construction of instructional resources | 2 | C | 30 | |
| EEC 406 | Practicum in Early Childhood Education | 2 | C | 15 | 45 |
| EEC 407 | Creativity and children | 2 | C | 30 | |
| | 3units of teaching subjects in area of Arts, Social science or science. | | | | |
| TOTAL | | 19 | | | |

Course contents**GST 111: Communication in English****(2 Units C : LH 15 ; PH 45)****Learning Outcomes**

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.



Learning Outcomes

At the end of the course, students should be able to:

1. analyze the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyze the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

**EDU 101: Introduction to Teaching and Foundations of Education
(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviorist, cognitive and socio-cultural perspectives of learning; enumerate historical and current developments in sociology of education; and
9. highlight the historical and current developments in philosophy of education.



Course contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviorist, cognitive and socio-cultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

EEC 101: Introduction to Early Childhood Education (2 Units C: LH 30)

Learning outcomes

At the end of this course, learners would be able to:

1. define early childhood education;
2. list the categories of programmes under early childhood education; and
3. give reasons for calling it early childhood education.

Course contents

This course introduces beginning students to early childhood. Basic concepts in early childhood education. History of early childhood education. Aims of early childhood education. Theories of early childhood/early childhood education. Career ladder within the profession. The early childhood classroom. Tools and equipment for early childhood education. National Policy on Education and early childhood education. The early childhood educator. Problems of early childhood education in Nigeria.

EEC 102: The Pre School Child and Play in early childhood education (2 Units C: LH 30)

Learning outcomes

At the end of the course students would be able to:

1. define pre-school child;
2. they would be able to list three different interpretations of childhood;
3. they would be able to identify a pre-school child by age and method of care for them;
4. define the concept of play and types of play; and
5. identify games, notable outdoor and indoor games and game environment,

Course contents

This course approaches the early childhood care and development of our children from a comprehensive position. The cognitive, affective and psycho motor domains of the child are discussed. Various stake holders are discussed. Meaning of play and types of play. The role of play in early childhood development. Outdoor games. Indoor games. The play environment. The playground and the environment. Caring for children during play. Improvising and care of play equipment.

EEC 104: Creative art and Activities in early childhood (2 Units C: LH 30)

Learning outcomes

At the end of the course, students should be able to:

1. define creativity;
2. identify creative works;
3. list some reasons for creativity;
4. mention the roles of creativity in teaching and learning process;
5. identify the notable creativity movement; and



6. suggest reasons for non-creativity.

Course contents

Geared at encouraging children to explore and enjoy learning in their environment. Creative art involves the requirements for creating centres that encourage colouring, drawing, painting, blocks, dramatic play, construction with clay, science, cooking, through activities centres.

EEC 106: Administration and supervision of early childhood education

(2 Units C: LH 30)

Learning outcomes

At the end of the course, students should be able to:

1. establish early childhood instruction;
2. list physical facilities in EEC;
3. identify school plan and building;
4. list staffing requirements in nursery school;
5. list notable components of the curriculum for early childhood education; and
6. list reasons for pupils welfare in early childhood institutions

Course contents

Establishing nursery schools. Physical facilities, the school plan and buildings/playground. Staffing at the nursery school. The curriculum appropriate with interest and capabilities. Pupils welfare in nursery. The school/home relationship. The communication line in early childhood education.

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.



ENT 211: Entrepreneurship and innovation**(2 Units C: LH 30)****Learning outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world;
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,).Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation).Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures).Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship).Basic principles of e-commerce.

**EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods
(2 Units; C) (LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyze and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.



Course contents

Definition and types of curriculum. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

EEC 201: Young children with special needs

(2 Units C: LH 30)

Learning outcomes

At the end of the course, students should be able to:

1. identify categories of children with special needs;
2. list notable special needs of children;
3. identify methods of handling children with special needs;
4. define inclusive education;
5. identify the roles of inclusive education;
6. list notable ways of supporting children with special needs;
7. identify ways of valuing the rights of special needs children; and
8. list ways of relating with parents of special needs children.

Course contents

Categories of children with special needs. Identifying special needs children in nursery schools. Methods of handling special needs children. Inclusive education in early childhood Supporting and valuing the rights of special need children. Relating with parents of special needs children

EEC 202: Social skills in early childhood

(2 Units C: LH 30)

Learning outcomes

At the end of this course, students should be able to:

1. define social attributes;
2. identify social behaviour;
3. state social skills in peer relationships;
4. mention notable problems with pupils in early childhood education; and
5. list reasons for social problems with pupils.

Course contents

Social attributes and social behaviour. Developing social skills in nursery school children peer relationships. Causes of social problems in nursery schools. Social adjustment among pupils. The development on anatomy (independence). Children with social problems. Methods for handling social problems in nursery schools.

EEC 203: mathematics in early childhood

(2 Units C: LH 30)

Learning outcomes

At the end of this course, students should be able to:

1. learn by discovery;
2. create and invent relationships between objects and symbols;
3. identify spatial relations;
4. identify time concepts and number concepts;



5. identify one- to -one correspondence;
6. create teaching aids for early childhood education;
7. list some notable learning activities for early childhood education; and
8. identify shapes, sets and sorting patterns.

Course contents

Logico-mathematical and spatio-temporal learning by the child's own experience with objects (learning by discovery). Creating and inventing relationships between objects and symbols and resulting integration and reorganization of ideas by the child. Spatial relations. Time concepts and number concepts. One to one correspondence, comparing sizes, comparing amounts, comparing and evaluating different points of view, classification, serration and conservation. Teaching aids for nursery mathematics. Learning activities for nursery mathematics. Assessing mathematics in nursery education. Shapes, sets and sorting patterns, money, time, weight and length.

EEC 205: Assessment In Early Childhood Education (2 Units C LH 30)

Learning outcomes

At the end of the course students would be able to:

1. define assessment and apply some statistics in their projects;
2. list reasons for assessment;
3. identify how to assess in early childhood education;
4. identify how to assess emotional development; and
5. list some notable assessment techniques in early childhood education

Course contents

Basic principles. Problems and procedures for effective child-rearing. The social cultural, economic and political changes that have stimulated interest in facilitating children's early learning experiences.

EEC 206: The early childhood curriculum (2 Units C: LH 30)

Learning outcomes

At the end of this course, students should be able to:

1. define the concept of curriculum;
2. identify the national early childhood education curriculum;
3. state reasons for curriculum development in early childhood;
4. mention some curriculum planning organisations;
5. list some notable curriculum materials;
6. define a hidden curriculum; and
7. list some examples of hidden curriculum

Course contents

Approaches to curriculum. The national early childhood education curriculum by NERDC. Curriculum development in early childhood. Curriculum framework. Curriculum planning organization. Curriculum materials. The hidden curriculum. Curriculum issues in early childhood education.



GST 312: Peace and Conflict Resolution**(2 Units C LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organizations, media and traditional institutions in peace building

Course contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; ZangoKartaf, Chieftaincy and Land disputes; Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture creation**(2 Units C: LH 15; PH 45)****Learning outcomes**

At the end of this course, students should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital,



Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition).Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods).Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Block chain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302 Educational Measurements, Tests, Research Methods and Statistics **(2 Units C: LH 30)**

Learning outcomes

At the end of the course, students should be able to:

1. Measure and assess learning outcomes and use the results in decision making and judgments;
2. Identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. Identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. Explain the meaning, aim, types, role and processes of research in educational settings;
5. Acquire communication skills and skills in reporting of research;
6. Carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;



7. Gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. Judge and address ethical issues in research.

Course contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS in data analysis. Reporting educational research.

EEC 301: maternal child health, care nutrition (2 Units C: LH 15; PH 45)

Learning outcomes

At the end of this course, students should be able to:

1. define health and identify good healthy;
2. List reasons for good health and characteristics of good health;
3. list common infectious diseases and symptoms of illness;
4. identify habits and attitudes for physical and mental health;
5. define mother and child health;
6. list factors which affect people's health in the community;
7. list qualities of growth and development;
8. identify common diseases in childhood;
9. define infectious diseases and reasons for immunization;
10. identify some health problems of women in different periods of time;
11. define nutrition and List out fundamental concepts in maternal nutrition;
12. list component of nutrients and notable enrichment of nutrients;
13. identify nutrient values and nutrition of pregnant and lactating women;
14. identify energy balance and Classify nutrient of 0-6 old children; and
15. list out hygienic rules of preparation of food .

Course contents

Defining mother and child health. Factors affecting their health in the community. Growth and development. Common diseases in childhood; diarrhoea, upper respiratory infections, infectious diseases such as hepatitis, meningitis and parasites. Immunization. Common accidents in childhood and preventive care, during usage, emergencies and special applications. Health problems of women in different periods of lifetime. Sexual maturation, major issues related to menopause and aging. Fundamental concepts and principles or nutrition. Components of nutrients, enrichment of nutrients with respect to nutrient value, nutrition of pregnant and lactating women. Malnutrition, energy balance, nutrient of 0-6 old children and hygienic rules in preparation of food.

EEC 302: Motor Development in Early Childhood Education (2 Units C: LH 15; PH 45)

Learning outcomes

At the end of this course, students should be able to:

1. define motor development;
2. identify different approaches and principles of motor development;



3. list different phases of motor development;
4. list correlates of motor development;
5. define physical abilities, self- concept and perpetual motor development;
6. define the concept of play and List some roles of play in learning;
7. identify some notable phases of play;
8. suggest the relevance of play to child development; and
9. list some other methods parallel to play method in early childhood education.

Course Contents

Theories, background information, approaches and principles of motor development. Phases of motor development: reflexive, rudimentary, fundamental and sport related movement phases. Correlates of motor development, physical abilities, self - concept and perpetual motor development, importance and social role of play. Factors affecting play, different phases of play parallel to child development, ways to encourage play, diagnosing behavioural disorders through play. The play method in early childhood education.

EEC 306: Music and children

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. define music and identify music;
2. list the functions of music and how music can be used in teaching;
3. identify music instruments for children;
4. list techniques of music and rhymes in nursery;
5. list the importance of music in teaching at the early childhood education level;
6. identify music that is useful for teaching;
7. demonstrate appreciable level of the art of music;
8. classify music instrument; and
9. participate in construction of a music centre in classroom.

Course contents

The functions of music. Music instruments for young children. Teaching songs to young children. Techniques of music with young children. Nursery songs, Nursery rhymes, Nursery poems, Assessing music in pre-school children. Dance and movement. Music and education, using music early childhood education, discriminating natural voices, becoming familiar with instruments, selection of appropriate materials, developing expression through music, developing desirable behaviour via music education. Getting children to participate in musical activities. Construction of a music centre in classroom. Repertoire studies.

EEC 307: Reading and literacy development

(2 Units C: LH 30)

Learning outcomes

At the end of this course, students should be able to:

1. identify the stages of literacy development in early childhood;
2. list factors which have positive effects on language and literacy development;
3. write simple and technical reports;
4. enumerate factors which have negative effects on language and literacy development;
5. define the concept of development; and
6. identify memory thought and language relatives.



Course contents

Stages of reading and literacy development in early childhood. Study of the theories and developmental milestones in language and literacy development. The factors which have positive and negative effects on language and literacy development, concept development, memory, thought and language relations, the concept of emergent literacy, preparation for reading, activities improving language and literacy development.

EEC 308: Science in early childhood

(2 Units C: LH 30)

Learning outcomes

At the end of the course, students should be able to:

1. define science and nature of science in early childhood education;
2. classify science and scientific method;
3. constructs concepts maps and hands on activities;
4. identify living and non-living concepts;
5. list distinction of sky and space;
6. engage in discussion about heat and light;
7. identify movement define a gymnasium;
8. list facilities/equipment in movement education centre;
9. list exercise that are suitable to 3-6 games;
10. identify exercise that are suitable to musical games in practice; and
11. list the teaching methods that are suitable to movement education in early childhood education

Course contents

Importance of science and nature in early childhood education. Methods of teaching science and nature concepts in early childhood. Construction of concept maps and hands on activities. Basic concepts in science and nature, living non-living concepts. Distinction of sky and space. Basic events about heat and light. Movement education in early childhood education centres. The characteristics of gymnasium where the programs will be performed. Facilities/equipment and their areas; exercise with equipment, programs, games. Exercise that are suitable to 3-6 games, musical games in practice. The teaching methods of movement education in early childhood. The basic principles in game education and teaching.

EEC 310: Counselling in childhood and family life education (2 Units C: LH 30)

Learning outcomes

At the end of this course, students should be able to:

1. define Guidance and counselling,
2. list the objectives of counselling in early childhood education;
3. identify the relevance of counselling in early childhood education;
4. classify psycho-social problems of children in early childhood;
5. identify the roles of significant others in the life of a child;
6. list the roles of other supportive staff in counselling;
7. identify reasons for counselling parents of children in early childhood education;
8. define a family roles of each member of the family member;
9. identify the effects of family on child's development;
10. list the importance of intra-family relationship psychological development of the child; and
11. list the roles of the family in social development of the child.



Course contents

Define health and identify good healthy. Characteristics of good health. Common infectious diseases among children in early childhood. The school nurse. First aid in nursery schools. Habits and attitude essential for physical and mental health for parents, teachers and children. What is guidance and counselling. Objectives of counselling in early childhood education. Relevance of counselling in early childhood education. Psycho-social problems of children in early childhood. Counselling through play. Role of significant others in the life of child. Role-model as a tool for counselling. Counselling parents of children in early childhood education. The role of other supportive staff in counselling. Behavioural counselling in pre-primary school. Approaches in pre-primary school guidance programme. Define a family and role of each member of the family. Effects of family on child development and learning. Importance of intra-family relationships in psychological and social development of child; adult's psychology.

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course contents

Application of knowledge and skills acquired in research methods. Statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time;
7. effective classroom management skills.

Course contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice.



Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

EEC 401: Drama in early childhood

(2 Units C: LH 30)

Learning outcomes

At the end of this course, students should be able to:

1. define the concept of drama;
2. list different types of drama;
3. participate to a certain level in the discussion of history of education drama;
4. identify the importance of drama in the development and education of the child;
5. List some education drama techniques;
6. define pedagogic drama; and
7. suggest the relevance of play in teaching and learning process.

Course contents

Definition of drama. Comparison of different types of drama. History of educational drama. Importance of play and drama in the development and education of child. Drama techniques, integration of pedagogic drama into daily and weekly plans in the early childhood education

EEC 402: Children's literature

(2 Units C: LH 30)

Learning outcomes

At the end of this course, students should be able to:

1. list the educational roles of book in learning;
2. identify characteristics of children's book;
3. demonstrate appreciable level of the development of children's literature;
4. list the characteristics of children literature; and
5. define stories, folktales, fairy tales, poem, fable and so on.

Course contents

The importance of books for the growth child. Development of children's literature in the world and turkey. characteristics of children's publication; stories, folktales, fairy tales, fable, biography, poem, riddle and others.

EEC 403: Design and construction of instructional resources

(2 Units C: LH 30)

Learning outcomes

At the end of this course, students should be able to:

1. define instructional resources;
2. list the roles of instructional resources in teaching and learning process;
3. define improvisation of teaching resources;
4. identify some notable instructional resources;
5. construct musical instruments for learning;
list some of the following instructional resources for teaching and learning –toys, puppets, finger puppets and so on; and
6. identify principles and standard of toy construction.

Course contents



Construction of musical instruments and toys puppets, finger puppets. Cloth puppet, wooden puppet, string puppet by using waste materials. Principles and standards of toy construction, design of kindergarten and playground

EEC 406: Practicum in Early Childhood Education (2 Units C: LH 15; PH 45)

Learning outcomes

At the end of the course, learners would be able to:

1. teach from the experience gained from practicum;
2. learners would be able to apply the knowledge of practicum to get more confidence when teaching;
learners would be able to list the advantages of practicum during teaching; and
3. learners would be able to define the concept of practicum and would be able to write their note of lesson with little correction

Course contents

Field experience (minimum 6 weeks) including class observation. adaptation to classroom conditions, planning and preparation to teaching. Guided teaching practice in Early Childhood Education.

EEC 407: Creativity and children (2 Units C: LH30)

Learning Outcomes

At the end of this course, students should be able to:

1. define creativity;
2. list some related theories of creativity;
3. identify the properties of creative environment;
4. classify creativity and art education;
5. list the relationship between creativity and art education;
6. demonstrate appreciable level of shape and concept development in art ;
7. demonstrate drawing ability; and
8. identify various creativity activities

Course contents

Definition of creativity and related theories. Properties of creative environment. Relationship between creativity and art education. Shape and concept development in art. Development of drawing ability. Colour and proportion in children's art work. Various creativity activities using recycled materials.

Minimum Academic Standards

Equipment

Early childhood education laboratory equipped with tapes, recorders, videos and films.

2.Clinic equipped with projector, educational toys, educational blocks, audio visual, instructional materials .

Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 18



Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects. The English/ Literature teacher should be trained as a Reading Clinician and Speech Therapist for remediation purposes.

In employing/promoting staff, the following criteria are suggested:

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Library

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition well stock and current hardcopies of reference and other textual materials should be provided centrally at the level of the Faculty. A well network digital library should serve the entire university community. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources.

In any case, there should be internet ready workstations available in the library for least 25% of the total student enrolled in each academic programme.

The funding of the library should be in line with NUC guidelines.

Classroom, laboratories, workshops and offices

Classrooms

Lecture theatres and classrooms should be adequate in number, well-spaced and adequately ventilated with necessary public address system, projectors and other audio-visual aids.

Spaces

The NUC recommends the following physical space requirement:

| | m ² |
|---|----------------|
| Professor's Office | - 18.50 |
| Head of Department's Office | - 18.50 |
| Tutorial Teaching Staff's Office | - 13.50 |
| Other Teaching Staff Space | - 7.00 |
| Technical Staff Space | - 7.00 |
| Secretarial Space | - 7.00 |
| Science Staff Research Laboratory | - 16.50 |
| Education Staff Research Laboratory | - 14.50 |
| Seminar Space/per student | - 1.85 |
| Drawing Office Space (A.O. Board) (Per Student | - 4.60 |
| Drawing Office Space (A.I. Board) (Per Student) | - 3.70 |
| Laboratory Space | - 7.50 |



Equipment

A early childhood education Laboratory equipped with the following equipment in sufficient number commensurate with students' population:

1. Projector
2. Educational Toys
3. Educational blocks
4. Audio visual
5. Instructional materials
6. Pink tower
7. Red rods
8. Pressing frames
9. Flannel boards
10. Plaster sine
11. DVDS
12. Flash cards
13. Counters
14. Abacus
15. Chairs
16. Air conditioners
17. Refrigerator
18. Tables
19. Shelves
20. Television

A Clinic equipped with mechanical devices such as :

1. Reading Accelerators
2. Rateometre
3. Reading films



B. Sc. Ed. Economics

Overview

The B.Sc. (Economics Education) recognizes the dire need for knowledge and skills of the 21st Century, with a focus on the development and utilization of digital economy. Consequently, the programme shares the mission and vision statements of the Faculty of Education that houses other social science programmes in a four-year academic programme, leading to the award of the bachelor of Social Science Education (economics option). The programme equally provides an opportunity by individual Universities to include local needs in their course contents delivery.

Philosophy

The philosophy of Economics Education is derived from the assumption that advocates the acquisition of appropriate skills and knowledge for the development of mental, physical, social and economic abilities and competencies to live in and contribute effectively to the development of society.

Objectives

The following objectives are to be achieved in the programme:

1. an all-round development of the student-teacher in economics education to become a professional;
2. production of qualified graduates who are competent to teach in Nigerian secondary schools and other related educational institutions like Staff Development Centres, Federal and State Teacher Training Centres including Colleges of Education and Polytechnics;
3. development of entrepreneurial skills in students and other recipients of the programme;
4. equipping graduates of Economics Education with relevant skills and knowledge to enable them engage in a life of work in the office or as self-employed; and
5. enabling graduates of Economics Education to acquire leadership skills, knowledge and the right attitude to adequately tackle related challenges in the 21st Century Nigeria and beyond.

Unique features of the programme

The unique features of the programme are:

1. better exposure of students to the current changes and opportunities related to their programme in this 21st Century, including skills acquisition in online delivery of the curriculum and better training on pedagogic content knowledge;
2. knowledge of relating academic programme to life of work as individuals and as members of the community;
3. opportunity to expose students to the interconnectivity of life as economics education teachers and communicators;
4. leadership role in transforming the knowledge and skills in the programme.
5. it matches the contents of the education curriculum in the top 10 universities in the world.; and
6. development of flexibility in communication skills, team spirit and critical thinking.



21st Century skills

The B.Sc. Economics Education CCMAS is in a position to inculcate in the pre-service economics teachers the following:

1. digital economy ;
2. economic leadership;
3. critical thinking and problem-solving in economics;
4. economics communication and collaboration;
5. creative and innovative solutions to economic problems; and
6. development of critical thinking.

Employability skills

The graduate of B.Sc. Economics Education will be equipped with the ability to:

1. teach Economics at the Senior Secondary School (SSS) level;
2. provide and utilize improvised teaching materials, where necessary, for successful knowledge transfer to the learners;
3. apply the knowledge and skills in individual lives and life at work;
4. facilitate the establishment and utilization of Economics Education studio; and
5. attain different economics education teaching and learning skills, including skills in media literacy and knowledge transfer.

Admission and graduation requirements

Admission Requirements

4 Year Programme

In addition to acceptable scores in UTME, candidates must have obtained five Senior Secondary School Certificate (SSC) credit passes which must include English Language, Mathematics and Economics or Commerce and two other relevant subjects and not more than 2 sittings.

Candidates can also qualify for admission if they obtain credit level pass in a recognized University Certificate programme.

Direct entry requirements

Candidates must possess, in addition to five credit level passes at Senior Secondary School Certificate (SSC) which must include Mathematics, English Language, Economics or Business Methods, Commerce or Marketing, two of which are at the Advanced Level in any of the following:

1. A pass at merit level in a relevant Diploma Programme;
2. Two (2) passes in relevant subject areas of Advanced Level at HSC (WAEC), IJMB, IUEPB (minimum of 5points with at least one point from each of the three relevant subjects) and Cambridge.;
3. Passes in relevant areas in the NCE.

Graduation Requirements

To be eligible for the award of B.Sc. (Economics Education), the following conditions must be met:

1. Candidates admitted through the UTME mode shall register for and pass at least 120 units of courses during the 4-year degree programme.



2. A minimum cumulative grade point average of 1.5 must be obtained at the end of the programme;
3. Class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme;
4. The CGPA shall be used in the determination of the class of degree.

Global Course Structure

100 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Education Foundations | 2 | C | 30 | - |
| ECO 101 | Principles of Economics I | 2 | C | 30 | - |
| ECO 103 | Introductory Mathematics I | 2 | C | 30 | - |
| ECO 102 | Principles of Economics II | 2 | C | 30 | - |
| ECO 104 | Introductory Mathematics II | 2 | C | 30 | - |
| | Total | 14 | | | |

200 LEVEL

| Course Code | Course title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | - |
| EDU 201 | Curriculum and Teaching Methods/Strategies | 2 | C | 30 | - |
| EDU 202 | Economics Education Methods | 2 | C | 15 | 45 |
| ECO 201 | Introduction to Microeconomics I | 2 | C | 30 | - |
| ECO 203 | Introduction to Macroeconomics I | 2 | C | 30 | - |
| ECO 205 | Structure of the Nigerian Economy | 2 | C | 30 | - |
| ECO 207 | Mathematics for Economists | 2 | C | 30 | - |
| ECO 202 | Introduction to Microeconomics II | 2 | C | 30 | |
| ECO 204 | Introduction to Macroeconomics II | 2 | C | 30 | |
| ECO 206 | Statistics for Economists | 2 | C | 30 | - |
| | Total | 22 | | | |



300 LEVEL

| Course Code | Economics | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I (6 weeks) | 3 | C | - | 135 |
| EDU 302 | Research Methods, Measurements and Statistics | 2 | C | 15 | 45 |
| EDU 303 | Techniques of Teaching Economics | 2 | C | 15 | 45 |
| ECO 301 | Intermediate Microeconomics I | 2 | C | 30 | - |
| ECO 303 | Intermediate Macroeconomics I | 2 | C | 30 | - |
| ECO 305 | History of Economic Thought | 2 | C | 30 | - |
| ECO 307 | Project Evaluation | 3 | C | 30 | 45 |
| ECO 302 | Intermediate Microeconomics II | 2 | C | 30 | |
| ECO 304 | Intermediate Macroeconomics II | 2 | C | 30 | |
| ECO 306 | Introductory Econometrics | 3 | C | 30 | 45 |
| ECO 310 | Public Sector Economics | 2 | C | 30 | - |
| | Total | 29 | | | |

400 LEVEL

| Course Code | Course title | Units | Status | LH | PH |
|-------------|--------------------------------|-----------|--------|----|-----|
| EDU 400 | Project | 3 | C | - | 135 |
| EDU 401 | Teaching Practice II (6 weeks) | 3 | C | - | 135 |
| ECO 401 | Advanced Microeconomics I | 2 | C | 30 | - |
| ECO 403 | Advanced Macroeconomics I | 2 | C | 30 | - |
| ECO 405 | Economic Planning | 2 | C | 30 | - |
| ECO 407 | Fiscal Policy and Analysis | 2 | C | 30 | - |
| ECO 406 | Monetary Theory and Policy | 2 | C | 30 | - |
| | Total | 16 | | | |

Course Contents and Learning outcomes

100 Level

GST 111: Communication in English (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;



3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian People and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation,



moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should have been able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nations;
5. give an account of the history of education from ancient time to the present-day modern education in Nigeria;
6. present an overview of the National Policy on education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspective of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession, Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evaluation of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociological perspectives. Child and adolescent development. Historical and current developments in philosophy of education and sociology of education.

ECO 101: Principles of Economics I (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the basic concepts in economics including scarcity, choice and scale of preference;
2. explain the basic laws of demand and supply,
3. discuss elasticity of demand and its applications,
4. as well as short and long run production functions; and
5. discuss factors of production and market structure consisting of perfect competitive market and imperfect competitive markets.

Course Contents

An introduction to the nature of economic science and its basic problem of scarcity and choice. The methodology of economics and major areas of specialization. Historical development of ideas from the classicals, neoclassicals. Utilitarian and welfare economists. Major findings in the various areas of specialization and elementary principles of microeconomics. Partial equilibrium analysis. Demand and Supply laws. Determinants and types in statement and graphical format. The firms and production functions. Market structure.



ECO 102: Principles of Economics II

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to discuss:

1. the basic concept of function, index numbers and dependent variables in functions, as well as national income accounting; and
2. Circular flow of income with simple two-sector model, as well as elementary issues on consumption, saving, investment, and, government's revenue, expenditure and roles of domestic money and foreign exchange.

Course Contents

Treatment of Functions. Index numbers, variables and functional relationships. Basic concept of national income accounting. The circular flow of income, withdrawals and injections. National Income determination and analysis. Introduction to consumption, savings and investments. Elementary understanding of government activities. Taxation and government expenditure. Money and the banking system. Aggregate supply. Unemployment and inflation. The basic terminology in external economy such as exchange rates, balance of payment and global interdependence.

ECO 103: Introductory Mathematics I

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the roles of mathematics in social sciences, particularly in Economics and basic mathematics concepts in relation to modern mathematics such as set theory, factors and logarithms; and
2. know the basic concepts in advanced level Mathematics with reference to algebra and trigonometric functions which are useful tools in investigating economic issues.

Course Contents

The course begins with mathematical concepts in the social sciences. Gradual focus on Set theory. Factors and exponents. Logarithms. Trigonometry. Different types of equations as well as functions and progressions. Other topics include: Co-ordinate geometry. Trigonometric functions and their inverse. Inequalities. Matrix algebra and differentiation.

ECO 104: Introductory Mathematics II

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the roles and importance of mathematics in economics;
2. translate economic statements to mathematical formulation and explain mathematical formulation in economic terms; and
3. discuss the roles of matrices and algebra in representation of economic statements and solving simple economic concepts in the range of introductory economics.

Course Contents

The derivatives of trigonometric functions, sequences and series; and expansions. Partial and total derivatives. Maxima and minima. Linear algebra. Matrix algebra. Simultaneous linear equations. Treatment of mathematical relationships and analysis with respect to basic theories



of economics. The use of simple algebra and graphical tools in explaining economic statements and concepts.

200 Level

GST 212: Philosophy, Logic And Human Existence

(2 Units C: Lh 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity
2. seeking, new value creation, and risk taking;
3. state the characteristics of an entrepreneur;
4. analyses the importance of micro and small businesses in wealth creation, employment,
5. and financial independence;
6. engage in entrepreneurial thinking;
7. identify key elements in innovation;
8. describe stages in enterprise formation, partnership and networking including business
9. planning;
10. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the
11. world; and
12. state the basic principles of e-commerce.



Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should have been able to:

1. explain at an appropriate level of confidence the meaning and types of curricula;
2. describe the process of curriculum development; analyze and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise whenever necessary the
7. Gifted;
8. manage classrooms under different conditions and address the needs of individual students, especially those with special needs, including; and
9. demonstrate skills in ICT, set up and manage on-line classes.

Course Contents

Definition and types of curricula. Curriculum development process. The Nigerian core curricula. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept, mapping, metacognition, argumentation, project-based learning, competency-based learning, culture-techno-contextual approach (CTCA). Developing the lesson plan note. Assessment of learning. Resources for teaching, improvisation General classroom management. Teaching in a 21st Century classroom. Setting up and managing online classes. Attending to students with special needs.

EDU 202: Economics Education Methods (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the philosophy and aims of teaching economics;
2. state at least five objectives of teaching economics;
3. describe the National Secondary School Economics Curriculum;



4. draw a specific lesson plan in economics; and
5. demonstrate individually the teaching of specific economics concept.

Course Contents

Philosophy, aims and objectives of teaching Economics in schools. A critical view of the National Secondary School Economics Curriculum. Preparation for teaching: teacher's entry behaviour, previous knowledge, performance objective and lesson plan writing. Instructional materials and facilities for teaching economics. Methods for teaching Economics. Teaching of concepts in Economics. Evaluation of economics lessons. Micro-teaching sessions.

ECO 201: Introductions to Microeconomics I (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the division of economics into microeconomics and macroeconomics;
2. discuss the laws of individual and market demand and supply and their elasticities; and
3. explain the basic elements in microeconomics in terms of foundation subject matter of household consumer behaviour using indifference curves, elementary production and costs with isoquant and isocost, treated in graphical form and simple mathematical capsules.

Course Contents

Introduction to microeconomics. The partial equilibrium analysis with respect to basic microeconomic variables like individual and market demand, individual and market supply. Shapes of the demand and supply curves. Price elasticity of demand. Arc and point elasticity of demand. Income and cross elasticities. Consumer behaviour: Cardinalist, Ordinalist using indifference curves, their graphical and mathematical presentation and Partial derivative. Consumer surplus. Income and substitution effects in consumption. Cobweb analysis. Government price control. The production functions. Introductory theories of production and cost: Short- and Long-run production with laws of diminishing returns or variable proportion, marginal rate of technical substitution, isocost, returns to scale, expansion path and factor substitution. Graphical and mathematical treatments of these.

ECO 203: Introduction to Macroeconomics I (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. distinguish elements of microeconomics which deal individual households, firms and market from elements of macroeconomics that is concerned with aggregates in terms of nature and scope;
2. discuss economic models, general equilibrium and disequilibrium;
3. explain the goals of macroeconomics; Gross Domestic Product's measurement and components; and
4. explain the basic theories of consumption, savings and investments in economic science as well as their determinants.

Course Contents

Distinction between Microeconomics and Macroeconomics in the context of partial and general equilibrium. The goals of macroeconomics. Nature and Scope of Macroeconomics. Concept of National Income Accounting, Gross Domestic Product (GDP) and its components, its calculation and derivatives. Gross National Product, GDP deflator and its uses, cost of living;



consumer price index and National Income with its derivatives. Consumption and Savings theories and their determinants. The Multiplier and the relations between APC, APS, MPC, MPS. Also, the theories of investment and its determinants, as well as introduction to government roles within the context of a 3- Sector model.

ECO 202: Introduction to Microeconomics II

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify the basic concepts and the working of market mechanism within the context of theories of demand, supply, consumer behaviour; and production in the short and long run and distribution of incomes to factors of production
2. discuss the structure of markets.

Course Contents

Recapitulation of the short-run and long-run production periods. The short-run and long-run cost curves. Fixed costs, variable costs, average costs and marginal costs. Cobb Douglass production function. Technical progress and production. Market structure: Axioms and determination of prices and output in perfect markets and imperfect markets, such as perfect competitive market, monopoly and price discrimination, monopolistic competition, oligopoly and different types, duopoly. Pricing of factors of production, such as wages, rent, interest and profit. Elementary price theory and its applications.

ECO 204: Introduction to Macroeconomics II

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to discuss:

1. issues on the aggregate economy in relation to the functions and role of government
2. with its policies;
3. types of inflation and its positive and negative effects;
4. types of unemployment and the Philips curve; and
5. external sector activities, particularly the international trade and role of exchange rate in payment system.

Course Contents

Introduction to government, government spending, taxes, transfers, subsidy and output. Government sector multipliers. Multiplier for model with income taxes. Money and its functions, the banking system and functions. Income and Trade policy measures. Curve. The External sector: International trade, exchange rate regimes, international reserves and balance of payments.

ECO 205: Structure of the Nigerian Economy

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the Nigerian economy in pre- and post-colonial era and up to the present time, with regards to economic growth and development; and
2. identify the number of economic sectors and broad contributions of each to the Nigerian economy over time, as well as the changes that have taking place since independence, with future prospects.



Course Contents

Introduction to development in the pre-colonial and post-colonial periods with regard to development of economic and social structure of the Nigerian economy. The modern nature and structure of the Nigerian economy: Primary Sector: Agriculture; Mining and other extractive industries. Secondary Sector: Small, medium and large-scale manufacturing and allied enterprises with their Associations such like MAN. The Tertiary Sector or Services: Banking, Insurance, Commerce, Shipping, Entertainment and Sports and their Associations like NACCIMA. The functions and roles of agriculture, industry and service sectors in Nigerian economic development. Growth of income, employment, wages and prices in Nigeria since independence.

ECO 206: Statistics for Economist

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. collect, analyse, utilise and present numerical data to make inferences as well as reach decisions both under certainty and uncertainty in economics, business, management and socio-political conditions; and
2. know both descriptive and inferential statistics using representative of a population and specified probability error.

Course Contents

Descriptive statistics: frequency distribution, measures of central tendency, measures of dispersion and shapes of frequency distribution. Probability and Probability distributions: probability of single and multiple events, discrete probability distribution and binomial distribution, Poisson distribution, normal distribution and continuous probability distribution. Statistical inferences from sampling, sampling distribution of the mean, estimation using the normal distribution and t distribution; confidence intervals. Statistical inference of Hypothesis testing: Testing hypotheses: about population mean and proportion; for differences between two means or proportions.; Goodness of fit, Analysis of variance, Chi Square test and Nonparametric testing.

ECO 207: Mathematics for Economists

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. convert economic statements into mathematical formulation; and
2. solve and interpret mathematical models.

Course Contents

This course proceeds with derivatives of trigonometric functions; sequences and series; expansions, and Taylor's theory. It covers Mathematical analysis of basic theories of economics as well as partial and total derivatives, differentials and difference equations. It also covers applications of partial derivatives, maxima and minima; the Lagrange multiplier to theories of consumer behaviour and production functions. Linear algebra; Matrix algebra and Inverse matrix. Other topics include application of Simultaneous equations to macroeconomic issues in consumption and investments. Introduction to linear programming, game theory and in-put output analysis.



300-Level

GST 312 : Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and other.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C; LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.



Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301 Teaching Practice 1

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, the students should have been able to demonstrate:

1. Knowledge of the subject matter;
2. the necessary Pedagogical skill;
3. acquired understanding of child psychology;
4. needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics **(3 Units C: LH 45)**

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and
2. Judgments;
3. identify the different domains of learning; develop and use appropriate instruments for
4. measuring each;
5. identify the different kinds of data that can be yielded in different contexts and the



6. appropriate statistical tool for analysing each type of data;
7. explain the meaning, aim, types, role and processes of research in educational settings;
8. acquire communication skills and skills in reporting of research;
9. carry out hypothesis testing, and employ the knowledge of critical values and error in
10. interpretation of results and making of inferences;
11. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
12. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research processes. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in educational data analysis. Reporting educational research.

EDU 303: Techniques of Teaching Economics (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. adopt different techniques in teaching economics in School;
2. apply various practical teaching techniques for economics in school;
3. increase in knowledge awareness and understanding of economics in school and
4. Society;
5. provide better feedback on the teaching capability in economics;
6. a better guidance on quality curriculum contents and teaching techniques of
7. economics for a better understanding; and
8. increase in students' the knowledge of different approaches to economics knowledge.

Course Contents

Purpose of adopting various economics methods. Importance of adopting various economics methods. Discussion techniques for teaching economics. Demonstration techniques. Questioning techniques for teaching economics. Adopted practical techniques for teaching economics at both junior and senior secondary school levels. Team approach for teaching economics. Obstacles to adopting correct teaching techniques. Improvised materials for teaching economics at both junior and senior secondary school levels. Practical sessions for different technics of teaching economics.

ECO 301: Intermediate Microeconomic Theory I (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. apply some level of mathematics to solving optimization problems in consumer behaviour and production using Langragian analysis;



2. know the optimising behaviour of households in the consumption decision and the optimisation decision making by firms in their production processes given available factor inputs; and
3. make inferences from theorems and appreciate the simplicity of economic models viz-
4. a-viz the complexity of the true world situation going through the course.

Course Contents

Advanced topics in consumer demand theory: Separable and additive utility functions; homogeneous and homothetic utility functions. Slutsky and Hicks substitution effects of changes in prices and incomes. The theory of Revealed Preference in consumption and the demand for characteristics. Composite commodities, consumer's surplus. The theory of the firm: the Production functions (Homogeneous, CES and Leontief), production curves and shapes; Elasticity of substitution; optimising behaviour, input demand functions. The cost functions in the short and long run. Constrained Revenue maximisation and Profit maximisation.

ECO 303: Intermediate Macroeconomic Theory I

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. present National Income multipliers for 4-Sector model;
2. know the theories of consumption and investments under certainty and uncertainty;
3. explain the economic fundamentals relating to public sector economics and finance;
4. and
5. proffer solutions to some public sector problems, with their understanding of
6. government policies.

Course Contents

The course begins with the concepts and multipliers of national income components in an open economy or 4-Sector model using the Keynesian model. Theories of Consumption (KIH, RIH, PIH & LCH); Investments: Types, Assumptions, Physical theories like accelerator, MEI and MEC, Tobin Q and Financial theories like Shapiro's profit theory, Jorgensen's investment theory). The **IS – LM** analytical framework within the context of equilibrium in the goods sector and the monetary sector. The multiplier effects of monetary and fiscal policies in an IS-LM framework.

ECO 302: Intermediate Microeconomics II

(2 Units; C) (LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify and distinguish between and among different market structures in industrial
2. Settings;
3. state the behaviour, conduct and performance of businesses under different market
4. Structures; and
5. discuss how consumers, businesses and government combine available resources to
6. produce output at optimal levels.

Course Contents

Market structure and optimisation exercises: Perfect competition – demand function, supply function, commodity market equilibrium, factor market equilibrium; the existence and



uniqueness of equilibrium with issue of stability. Imperfect competition – Monopoly and price discrimination, Monopsony and Monopolistic competition; Duopoly, Oligopoly (collusive and non-collusive; leadership) and Bilateral Monopoly. Issues of revenue, output and profit maximisation in each market. Limiting pricing or entry preventing pricing theories. Exchange theory, offer curves, and contract curves. General Equilibrium theory.

ECO 304: Intermediate Macroeconomics II

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss some policy issues on international economy; and
2. undertake some analysis of government policies with respect to economic growth, treatment of monetary and fiscal policies in closed and open economy (capital mobility, exchange rate regimes and environment) within the framework of the New Classical and Keynesian macroeconomic and development as well as international trade and balance of payment adjustments.

Course Contents

Theories of economic growth: The Classical/Neo-Classical growth models (H-D model, Nicholas Kaldor, Pasinetti, Joan Robinson & Solow models), the Marxian theory of growth model, Keynesian growth model; the Endogenous growth model (Arrow, Romer, Lucas, and others.) The government economic policies including fiscal and monetary theories and policies. Also, theories and problems of unemployment and inflation. The international economy involving trade, exchange rates and balance of payments theories (Portfolio Balance, Keynesian theory, Monetary approach, Purchasing Power Parity and others.) and policy measures for Balance of Payments adjustments. Introduction to Business Cycles.

ECO 305: History of Economic Thought

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. distinguish the roles of Classical Economists in separating Economics subject matter from Political Economy stand-alone discipline; and
2. discuss the forerunners economics disciplines like the position of Physiocrats and Mercantilists as well as the position of such schools of thought like utilitarianism, German Romanticism, the Historical School and Institutionalists as well as Keynesian, Neo-Keynesian, New Classics and other new schools of economic thoughts.

Course Contents

Topics to cover include the Physiocrats, Mercantilism, classical economics, neo-classical school of thought, as well as evolution and contemporary development of Marxian School of Economic thought, the Marginalist, positive and welfare schools of economic thought, institutional economics, Keynesian School of Economic thought, the Monetarists and the Rational Expectation School (RATEx). The Supply Side economics. Contemporary state of development in economics and future prospects are examined within the context of development theories relevant to emerging and developing economies around the world.



ECO 306: Introductory Econometrics**(3 Units C: LH 30; PH 45)****Learning Outcomes**

At the end of the course, the students should be able to:

1. explain the various concepts used in Econometrics;
2. derive simple ordinary least squares estimates and the statistical relationship of data set like the goodness-of-fit, the t-statistics and making inferences from results of simple/multiple regression and interpret estimated models; and
3. carry out data formatting, data mining, data processing and interpretation.

Course Contents

Beginning with extensions of the two-variable linear model. The course should cover introduction to matrix algebra and algebra of econometrics. The General linear model and generalized least square procedure, violations of linear model assumptions and the correction of serial correlation (autocorrelation) of the errors, intercorrelation (Multicollinearity) of the variables, stochastic regressions and errors in variables are also discussed. Other topics are identification of problems, meaning, detection and correction of simultaneous models and estimations, K-class estimators and the choice of estimators. Students will be engaged in practical assignments and familiarity with software computer applications for econometrics such as E-views, Stata and SPSS, among others.

ECO 307: Project Evaluation**(3 Units C: LH 30; PH 45)****Learning Outcomes**

At the end of the course, the students should be able to:

1. know the fundamental of cost analysis;
2. define financial terminology and concepts;
3. conceptualize, prepare and execute/assess projects for small and medium scale
4. Enterprises;
5. carry out cash flow analysis, risks and uncertainty assessment, cost-benefit analysis, and other standard analytical techniques for evaluating investment proposals in the natural resource industries; and
6. judge and select the right projects alternatives.

Course Contents

Definition and classification of projects and project evaluation are introduced. Topics are location and size of projects, calculation of investments required for a project, and evaluation of projects. Other topics are appraisal of projects from commercial and social view points and cash flow analysis. Project and the overall view of development programme data requirements. Evaluation of proposed investments via Payback method, Return on investment (ROI), Total life cycle ratio or present value method, Saving/Investment ratio or Benefit/Cost ratio; Net Present Value (NPV) and Internal rate of return (IRR) students are to carry out practical project evaluation of identified businesses.

ECO 308: Public Sector Economics**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. discuss the roles of governments under various fiscal systems of free, mixed and
2. centrally planned economics;
3. explain the Allocation, Distribution and Stabilization functions of the government



4. given the fiscal instruments at its disposal; and
5. explain the background theories of public sector economics as a guide to higher level
6. economics on role of government in economic growth and development.

Course Contents

The concept and scope of the public sector is examined. The importance and goals of public policy. Roles of government under different economic systems: capitalism, socialism and mixed economic system. Theories of public policy: Ernest Engel law, Piguo and Dalton theory, Musgrave and Musgrave theory; Keynesian theory, Wagner's theory; Peacock and Wiseman theory; Luzano theory and others. Public sector Revenue and Expenditure instruments. Public sector policy and market/State failure. Quantitative skills for public policy: exploration of applications of game theory to public policy analysis. Public debt issues. Institutions, structure and public policy.

400-Level

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the development of the needed attitude towards teaching;
5. proper use of instructional facilities
6. apply knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied in the subject area should be taught them through micro-teaching before students embark on the exercise.

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analysing data collected based on research objectives.
7. write a coherent report on research conducted;



8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a project supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

ECO 401: Advanced Microeconomics 1

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss confidently, issues in behavioural/optimization construct in consumer behaviour, investments, production and pricing/distribution under different market or cost structures, maximisation and minimisation framework;
2. explain the issues of equilibrium in single and multimarket situations, multiperiod consumption, investment theory of the firm and the role of time; and
3. know welfare economics issues within the context of efficiency or inefficiency in
4. resource use under perfect and imperfect competitive situations; and optimality conditions.

Course Contents

Fundamental quantitative relationships, Recapitulation on partial/general equilibrium conditions. Consumer surplus, Slutsky and Hicks income/substitution effects. Consumer behaviour under uncertainty. Dynamic analysis and value theory production functions. Constrained profit maximisation, cost minimisation and profit functions. Duality in production; production under uncertainty. Factor market equilibrium; the existence and uniqueness of equilibrium as well as the stability of equilibrium. Topics are determination of wages, rent, interest and profit; optimisation in theories of consumption and production. It also includes the notion of economic efficiency; Efficiency and equity.

ECO 403: Advanced Macroeconomics I

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. present a complete open economy model multiplier i.e. including the household,
2. business unit, the government and the open economy;
3. discuss in details, the theories of consumption and investments and relevant to emerging
4. and developing economies; and
5. mention the relevance of the IS-LM framework to macroeconomic policies; the
6. appropriate macroeconomic theories and policies on consumption and investment for emerging and developing economies desirous of sustainable growth and development.

Course Contents

This course studies basic model of income determination and extension from a simple closed economy to a four-sector economy with the derivation of the multipliers. Detailed theories of consumption (KIH, RIH, PIH & LCH) and investment (Accelerator theories, MEC, MEI, Profit Theory, Profit & Residual, Cash Flow and others.), (including under conditions of uncertainty) of the classicals, Neo-Classical, Keynesian and Post-Keynesian economists; and the relevance



of the theories to emerging and developing countries. The advanced treatment of the IS-LM framework within the context of government monetary and fiscal policies and in relation to output, employment and inflation.

ECO 405: Economic Planning

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. prepare short medium- and long-term plans with feedback mechanism for an
2. economy;
3. discuss planning processes and policy formation given natural endowments including
4. human resources; and
5. compare national planning across economic blocs and relevance to economic
6. development.

Course Contents

The origins of planning and technical planning types include Input-Output model and planning performance discussed. Rationale for planning. Objectives and policy formation. Component of Economic Planning: Objectives, Planning authority, Democratic character, comprehensiveness, Rational allocation of resources, Feasible policies and targets; and the Political economy. Types of planning by nature are: Planning by inducement; Planning by Directions; Physical and Financial Planning; Centralised and Decentralised planning; and Structural and Functional Planning. Other topics covered include Planning machinery; the planning process; Planning decision models and Planning data. Plan implementation. Development planning in Nigeria and Africa – Agenda 2063. Issues in Development and Under-development.

ECO 406: Monetary Theory and Policy

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the theoretical foundation for monetary policy formulation; and
2. discuss the nature and functions of money, its use as credit instrument and the policy measures that control its usage, circulation and transmission mechanism to achieve the stated objectives of economic growth, employment of resources, stable prices and balance of payment equilibrium.

Course Contents

Recapitulation of the theories of demand for and supply of money; and, interest rates. Theories of money and economic growth: McKinnon and Shaw, Gurley and Shaw, Polak and Boisselneut. Definition, Objectives and Trade offs in monetary goals. Targets of monetary policy. Indicators of monetary policy. Lags in monetary policy. Types and nature, Outcomes of monetary policy: Positive, negative & neutral. Factors considered in monetary policy formulation, Constraints to monetary policy efficacy. **Issues in Economic Policies:** Monetary Policy; Fiscal policy; Exchange rate; income policy; Effectiveness of Monetary & Fiscal Policy. **Monetary Management in Nigeria:** Monetary Policy Framework; Monetary Targeting; Inflation Targeting; Multiple Targeting. **International Financial Institutions & International Liquidity:** International Institutions: World Bank Group; IMF; African Development Bank Group



Learning Outcomes

At the end of the course, the students should be able to discuss:

1. issues on government sources of revenue, particularly various types/relevance of taxes and objects/structure of expenditure;
2. issues on fiscal relationship between and among the federating units of the economy
3. (Fiscal federalism);
4. issues relating to national debts and its consequences for debt management and
5. national development; and
6. global debt issues, debt forgiveness and economic dependence and
7. development.

Course Contents

Topics will include government revenues sources, particularly taxes, distinction between the taxation of income and taxation of capital; Personal Income Tax. Other topics are the law and practice of income tax relating to individuals, exemptions, settlements, trusts, and estates. Company Tax – the principles and scope of company tax as well as small company provisions including definitions, computation and exemptions. Government expenditure: debt issues including Ricardian Equivalence; and fiscal responsibility. The course covers the Nigerian system of income tax administration; structure and procedures, returns, assessments, appeal, postponement, collection; with reference to all necessary legislation. The role of the public sector and economic development is examined as well as analysis of selected public policies; special attention will be paid to the public service in Nigeria.

Minimum Academic Standards**Staffing****Academic Staff**

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. Every academic staff should possess Ph.D degree. However, the proportion of academic staff with Ph.D degree at any time should not be less than 70%. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

For the employment/promotion of staff, the following criteria are suggested:

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of departments and faculty offices. Consequently, the recruitment of qualified and competent senior staff who are computer literate becomes essential.

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.



Requirements for Practical/Studio

An Econometric Laboratory equipped with desktop computers and electronic white board is required for analysing econometric models. Minimum of 25 computers will be required for a class of 40 to 50 students. The required software includes SPSS, Microfit, Stata, SAS and Shazam, among others.

Library

Both the e-library and physical library are important resources and life wire of any programme. As a result, current basic text books, reference materials like books, journals periodicals and other relevant textual and non-textual materials should be readily available in the library. Virtual library is also important.

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition, well-stock of current hardcopies of reference and other textual materials should be provided centrally at the faculty level. A well-sourced network digital library should serve the entire university community. Availability of wireless facilities (Wi-Fi) with adequate bandwidth should enhance access to the electronic resources.

In any case, there should be internet ready workstations available in the library for at least 25% of the total student enrolled in each academic programme. In all cases, the funding of the library should be in line with NUC guidelines.

Classroom, laboratories, workshops and offices

Presently, the NUC recommends the following physical space requirement:

| Item | | m ² |
|-------------------------------------|---|----------------|
| Professor's Office | - | 18.50 |
| Head of Department's Office | - | 18.50 |
| Tutorial Teaching Staff's Office | - | 13.50 |
| Other Teaching Staff Space | - | 7.00 |
| Technical Staff Space | - | 7.00 |
| Secretarial Space | - | 7.00 |
| Science Staff Research Laboratory | - | 16.50 |
| Education Staff Research Laboratory | - | 14.50 |
| Seminar Space/per student | - | 1.85 |
| Laboratory Space | - | 7.50 |



B. Ed. Educational Management

Overview

The B.Ed (Educational Management) degree programme is an amalgam of courses in Educational Administration and Educational Planning. The merger of the courses has resulted in the new code EDM which is used throughout the B.Ed. degree programme where relevant. This targets making the graduates of the programme both theoretically and practically proficient in planning and management of education at primary, secondary, tertiary levels and in the Ministries of Education, other Education related agencies as well as experts in managing the classroom towards improving teaching and learning.

Philosophy

The Philosophy of Educational Management (EDM) is the acquisition of appropriate managerial skills, abilities and competences such that the prospective educational manager would better understand human behaviour and interrelationships; predict them and be in a vantage position to manage both the human behaviour and the interrelationships.

Objectives

The objectives of the programme are, among others, to:

1. produce graduates that are competent as both teachers and managers of educational organizations;
2. enhance the productivity and relevance of education to the society through professional management of the sector;
3. lead the spirit of enquiry, creativity and entrepreneurship of teaching through leadership by example;
4. enlist motivation into all personnel of the different segments of the Education sector.
5. be in a better position to lead others in the education sector and outside it;
6. produce the needed manpower and human resource to fill vacancies in Ministries of Education, Several Education Related Agencies and in all levels of educational institutions; and
7. adequately train and produce graduates for employment in all levels of educational ladder, the Ministries of Education, Local Government and other Education related agencies.

Unique Features of the programme

The unique features of the programme include the following:

1. it is IT management driven.
2. it combines and emphasises on cognitive, psychomotor and affective domains of the skills to be taught.
3. it is practical oriented through practicum and laboratory demonstrations.
4. it is theories fused into practice.
5. It is a triangulation of double specialization, such as Educational Management/ Any subject in Sciences, Social Sciences and Arts..
6. it stresses on Intelligence Quotient (IQ) alongside Emotional Intelligence (EI)



Employability Skills

The following skills are expected in the graduate to fit in the 21st Century world of work:

1. transformational skills and practices in leadership as educational managers and officers in ministries, schools, LGA Education departments, and in other education related agencies;
2. flexibility and contingency in decision making at administrative and managerial positions;
3. best managerial skills and practices in classroom as well as general school management;
4. rule of law adherence in work-life interrelationships;
5. fairness, equity and tranquillity as they take decisions that affect others at workplace;
6. rationality in decision making in all acts of management and administration at workplace;
7. emotional Intelligence Competences when relating with colleagues, subordinates and super ordinates; and
8. skills in applying IT in Administration and Management activities and tasks performance.

21st Century Skills

The programme will lead to the development of the following 21st Century skills:

1. inter-personal skills;
2. planning skills;
3. team building and membership skills;
4. excellent communication and decision-making skills;
5. digital literacy and application of IT in management; and
6. emotional Intelligence

Admission and Graduation Requirements

Candidates are admitted into the degree programmes in any of the following two ways:

1. The University Tertiary Matriculation Examination (UTME)
2. Direct Entry

4 Year Programme

In addition to acceptable passes in UTME, candidates must obtain at credit level passes in the Senior Secondary School Certificate (SSC) in five subjects including Mathematics and English Language. Candidates studying Sciences, Social Sciences and Arts subjects must obtain credit passes in those subjects.

Direct entry requirements

Any one of the following qualifications is admissible for the three (3) year Education degree programmes. The candidate must possess five credit level passes in five subjects at Senior Secondary School Certificate (SSC) include Mathematics, English Language, any relevant subjects and two of which are at the Advanced Level in any of the following:

1. A pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied).
2. Two (2) passes in relevant subject areas at Advanced level.
3. Passes in two (2) major subjects in relevant areas in the NCE.
4. Two (2) passes at the IJMB (Interim Joint Matriculation Board) examination or Cambridge Moderated Schools of Basic Studies Terminal Examinations or International Baccalaureate from a recognized institution.
5. For B.Ed. (Technology) Programme: holders of NCE, City and Guilds as well as OND and NBC/NTC Certificates, may be admitted.



Graduation Requirements

Every student will earn a minimum of 120 units for a four-year programme and 90 units for a 3-year programme.

Global Course Structure

100-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|-----|
| GST 111 | Communication in English | 2 | C | 15 | 45- |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| EDM 101 | History of Educational Management in Nigeria | 2 | C | 30 | - |
| EDM 102 | Introduction to Management and Human resources' behaviours in organizations | 2 | C | 30 | - |
| EDM 103 | Introduction to Administrative and Management theories | 2 | C | 30 | - |
| | 8 Course units in relevant teaching areas of Arts, Sciences or Social Science | 08 | C | 90 | |
| | SUB TOTAL | 20 | | | |

200-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|----------|-----|----|
| GST 211 | Nigerian Peoples and Culture | 2 | C | 30 | - |
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | - |
| EDM 201 | Introduction to Human Resource Management and Communication Skills in Education | 2 | C | 30 | - |
| EDM 202 | Programme organization and time-tabling in Nigeria Schools | 2 | C | 30 | - |
| EDM 203 | Contextual Management of Primary, Secondary and Tertiary Institutions | 2 | C | 30 | - |
| EDM 204 | Introduction to Educational Planning and Policy | 2 | C | 30 | - |
| EDM 205 | Leadership and Interpersonal Relationships in Organizations | 2 | C | 30 | - |
| | 6 Course units in relevant teaching areas of Arts, Science or Social Science | 06 | C | 120 | |
| | SUB TOTAL | 22 | C | | |



300-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|----------|----|----|
| GST 311 | Entrepreneurship | 2 | C | 30 | |
| GST 312 | Peace and Conflict Resolutions | 2 | C | 30 | |
| EDU 301 | Teaching Practice I | 3 | C | - | 45 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | - |
| EDM 301 | Educational Finance and Economics | 2 | C | 30 | - |
| EDM 302 | Legal Basis of Educational Management | 2 | C | 30 | - |
| EDM 303 | Statistical and Quantitative Methods in Educational Management | 2 | C | 30 | - |
| EDM 304 | Educational Supervision and Quality Control in Nigeria | 2 | C | 30 | - |
| | 6 Course units in relevant teaching areas in Arts, Science or Social Sciences. | 06 | C | 90 | |
| | SUB TOTAL | 24 | C | | |

400-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|----------|----|-----|
| EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| EDU 404 | Project | 3 | C | - | 135 |
| EDM 400 | Internship/Practicum | 3 | C | - | 135 |
| EDM 402 | Educational Costs and Financial Matters | 2 | C | 30 | - |
| EDM 403 | Human Resource, Office and Record Management | 2 | C | 30 | - |
| EDM 404 | Educational System Analysis and Demographics | 2 | C | 30 | - |
| EDM 405 | Comparative Perspectives in Educational Management | 2 | C | 30 | - |
| EDM 406 | Change and Innovative Processes in Organizations | 2 | C | 30 | - |
| EDM 407 | Institutional Headship | 2 | C | 30 | - |
| | SUB TOTAL | 21 | C | | |

KEY

- Courses in teaching subject will depend on the area of specialization such as in Arts, Social Sciences or in Sciences as the teaching subjects
- No course unit in Teaching area at 400L because of Project, Practicum and Teaching Practice (T.P)



Course contents and learning outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.



Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH:30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present-day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession, ethics of the teaching profession. Pedagogical content knowledge, intellectual and practical competencies required by the teacher. Link between education and development. Educational development and institutions, from ancient times to the present with particular reference to the evolution of modern education in Nigeria. Brief treatment of learning from the behaviorist, cognitive and sociocultural perspectives, child and adolescent development, learner characteristics, intelligence, creativity, motivation. Values in education, major tenets of Idealism, Realism, Neo-Thomism, Experimentalism and Existentialism and their applications in education. Sociological approaches to learning, social context and social structure and their roles in education.



EDM 101: History of Educational Management in Nigeria (2 Units C: LH:30)

Learning Outcomes

At the end of the course, the learners would:

1. be able to explain the trend and development of educational management in Nigeria during the pre-colonial era, pre-independence era, and the post-independence era; and
2. be capable of highlighting the role of State and Local government and other relevant agencies and parastatals in managing education in Nigeria.

Course Contents

The trend and development of educational management in Nigeria; focusing on the management and control of education in the traditional context, pre-colonial era, pre-independence era, and post -independence era. The roles of Federal, State, and Local government; boards, and voluntary agencies in the management of education in Nigeria.

EDM 102: Introduction to management and Human Resources' Behaviours in Organizations (2 Units C: LH: 30)

Learning outcomes

At the end of this course, students should be in a comfortable position to:

1. explain the meaning of human resources (People) behaviour in educational organisations focusing on the roles, duties and tasks of educational administrators, the staff and the students;
2. describe and explain the various and varied behaviours of human resources (staff and students) in terms of how they think, what they think and be able to predict such potential behaviours; and
3. argue that interactions and behaviours among individuals and groups in organizations can result in conflict, co-operation or collaboration in the organization.

Course Contents

The concept of behaviour in organizations, focusing on the task that educational administrators engage in towards achieving organizational goals. The behaviour of the Human Resources (staff and students) in an educational organisation in terms of how they think, what they think and predicting what they can likely do. The movement in the development of administrative theory and practice; highlighting on the emerging leadership behaviour; as well as possible results of behaviours such as conflict, cooperation and collaboration among people in organisations.

EDM 103 :Introduction to Management and Administrative Theories (2 Units C: LH 30)

Learning Outcomes

At the end of this teaching and learning activities, the learners should be in a vantage position to:

1. professionally explain and discuss the basic theories of management and administration such as a. Scientific management, b. Human relations, c, Behavioral, d, Neo-behavioral theories, e, Motivation Theories f. Contingency theory, g. Social System theory; and explain the contributions of their proponents.



Course Contents

Scientific management, Human relations, Behavioural approach Social System theory; Contingency theory; examination of theoretical points of view of the following theorists; Fredrick Taylor, M. Mayo; Mary Parker Follett, Max Weber, Chester Barnard, Herbert Simon, Abraham Maslow, Maicibi A. Nok, Herbert Spencer, Niklas Luhmann, Ludwig Von Bertalanffy, Edward Fiedler and many others.

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, Entrepreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.



Course contents

Concept of Entrepreneurship (Entrepreneurship, Entrepreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum and Teaching Methods/Strategies (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the Outcomes of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

The curriculum. Selection of learning objectives. Outcomes and learning experiences. Organization and delivery of learning experiences. General teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, conceptual change, culturo-techno-contextual approach (CTCA) argumentation, project-based learning, competency-based learning, thinking-based learning, and hybrid teaching. The lesson plan/note. Assessment of learning. Resources for teaching. Improvisation. General classroom management.

EDM 201: Introduction to Human Resource Management and Communications in Education (2 Units C: LH 30)

Learning outcomes

At the end of Teaching-learning, students are expected to demonstrate a clear comprehension of:

1. explain the difference between Personnel management and Human resource management;
2. describe the interrelationship among the Human resources in the educational enterprise;
3. illustrate the inter play among Power, Politics and Conflict in educational organisations;
4. apply the skills in effective formal writing for teachers and managers; and



5. Be able to write formal Letters, Reports, Memoranda, and passages using the acceptable semantics, lexis, phonetics and punctuation marks.

Course Contents

The similarities and differences between Personnel management and Human resource management. A critical analysis of people and the organization. The need to understand human behaviour within formal and informal organizations. Analysis of the dynamics of power, authority, Politics and Conflict in organisations. Communication for Organisational effectiveness. Role expectations, conflict management for promoting good human relationships. Hands – on practice on identifying skills required in effective formal writing for teachers and managers. Sample Passages, Letters, Reports, Memoranda are analysed for their effectiveness. Emphasis on lexis, diction and structure, punctuation, use of library, phonetics and the art of public speaking and oral communication.

EDM 202: Programme, Organisation and Time-Tabling in Nigeria Schools (2 Units C: LH 30)

Learning outcomes

By the time that this course ends, the learners would have;

1. been enabled to critically analyse the curriculum offerings in Nigerian schools;
2. assisted to be able to list the roles of the school administration in programme organisation;
3. been enabled to design curriculum content and its implementation; and
4. been adequately prepared to make teaching-learning and examination time tables with minimum conflicts, omissions and clashes.

Course Contents

An examination of the curricular offerings in Nigeria's Schools and the role of the school administration in programme organization. The curriculum content, curriculum making and implementation toward achieving the goals of effective teaching and learning. The principles of time-tabling and analyses as well as critique of sample time-tables from Nigerian states.

EDM 203 Contextual Management of Primary, Secondary and Tertiary Institutions (2 Units C: LH 30)

Learning outcomes

At the end of this course, students should be able to:

1. have a good working knowledge of the principles and practices of managing primary, secondary and tertiary schools;
2. State the functions and roles of Local, State and Federal Boards; PTA, School Based Management Committee (SBMC), the principals and teachers in the management of primary and secondary schools, as well as those of lecturers; and
3. Explain the Organograms/Organisational Charts of tertiary institutions such as Polytechnics, Colleges of Education and Universities.

Course Contents

Current administrative and organizational principles, practice and structures in the management of Nigerian Primary and Secondary Schools, LG, SUBEB, UBEB, NUC, NCCE, MBTE Functions of Local and State School Boards, principals and teachers. The influence of PTA's, and School Based Management Committee (SBMC) areas of School Management for potential reforms; and general principles of managing the human and non-human resources



in an educational organisation. Further, highlight the Organogram/Organisational Chart of tertiary institutions such as Polytechnics, Colleges of Education and Universities.

EDM 204: Introduction to Educational Planning and Policy in Nigeria (2 Units C: LH 30)

Learning outcomes

Having been taught the content of this course unit, the learners should be able to:

1. academically conceptualise educational planning generally and its planning activities in Nigeria specifically;
2. analyse the planning that led to the current 2013 National Policy on Education; and narrate the implementation of the NPE along with problems / challenges faced to date;
3. demonstrate an adequate broad knowledge of basic Policy theories, principles goals, techniques and practices in educational sector; and
4. display excellent knowledge and definition of Educational Policy as well as educational planning approaches; and relationship to National planning and Economic planning.

Course Contents

Analysis and conceptualisation of educational planning and Policy making generally, and in Nigeria specifically. An examination of the National Policy on Education with a view to identifying problems of planning education in Nigeria, conditions for success in educational planning. Evaluation of the implementation of the NPE to date. A broad overview of the basic theories, principles, goals and techniques of Policy making practices in education. Institutional setting of educational administration and planning. Planning approaches; National Economic planning and educational planning. The relationship between educational planning standard and economic status of countries.

EDM 205: Leadership and Interpersonal Relationships in Organisation (2 Units C: LH 30)

Learning outcomes

When the students have been taught the content of this course unit, they should be able to:

1. appreciate the differences between the following pairs of concepts: Leadership versus Management, Leadership versus Administration, Leadership versus Headship, and Leadership versus Supervision;
2. list and explain the types, forms and debates in leadership discourse, such as the Maicibi TTCC leadership discourse;
3. explain the leadership roles of Head of schools, teachers, prefects, duty teacher, subject teacher and many others;
4. acquired a hand-on practice in identifying skills in effective formal writing by teachers and managers;
5. been prepared and are capable of writing formal Letters, Reports, Memoranda, and Passages using the acceptable semantics, lexis, phonetics and punctuation marks; and
6. been able to apply modern IT Facilities in Communication of Leadership of the Human resources.

Course Contents

The conceptualisation of Leadership as different from Management, Headship, Supervision and Administration. The importance of leadership in an established organization. Basic



principles and types of leadership and Leadership styles. The problems of leadership in complex organization such as schools, hospitals, business firms, and public bureaucracies. The role of major executives in school – Head teacher, Principals, Vice Principals, HOD's, Class teachers, Duty master, Subject teachers, Counsellors, Chairman and Board of Governors. Use of IT Facilities for Communication for effective Leadership. Skills required in effective formal writing by teachers and managers. Sample Passages, Letters, Reports, Memoranda are analysed for their effectiveness. Emphasis on lexis, diction and structure, punctuation, use of library, phonetics and the art of public speaking and oral communication.

EDM 301: Educational Finance and Economics

(2 Units C: LH 30)

Learning outcomes

At the end of the session, the learners should be capable of explaining:

1. the principles, practices and processes during national, state and local government educational budgets;
2. the principles and practices of government and private financing of institutions;
3. the principles and practices of finance auditing;
4. the elementary concepts used in Economics of education such as Supply, Demand; Income, taxation, budgeting, Growth rate, physical capital, investment and consumption in education and many others; and
5. been demystified on the differences between efficiency and effectiveness contextualising it to education.

Course Contents

This examines the principles, practice and processes undertaken during National and State budgets in relation to education, government and private financing of primary, secondary, post-secondary and non-formal education. Principles and practices in school budgeting and salary scheduling. The budget as a tool for School Management and performance in education. There should be analysis of the auditing process in the school system. Highlight the elementary concepts used in Economics of Education, such as Demand, Supply, National Income, Per Capital Income, Growth Rate, Human and Physical Capital, Investment and Consumption in Education, Cost effectiveness as well as the–conceptual difference between effectiveness and efficiency in Education.

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political



disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Résolutions, ADR. Dialogue b). Arbitration, c). Négociations d). Collaboration . Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing and Renewable Energy . Digital Business and E-Commerce Strategies).



EDU 301: Teaching Practice I**(3 Units C: PH 135)****Learning Outcomes**

At the end of the course, students should be able to:

1. demonstrate the knowledge of the subject matter;
2. exhibit the necessary Pedagogical skills;
3. convey acquired understanding of child psychology;
4. develop the needed attitude towards teaching;
5. elucidate proper use of instructional facilities;
6. apply knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. state effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Research Methods, Measurements and Statistics (2 Units C: LH 30)**Learning Outcomes**

At the end of the course, the students should be able to:

1. measure and assess learning Outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. Judge and address ethical issues in research.

Course Contents

Meaning of research, research designs. Problem identification, background and study justification. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Reporting in educational context. Ethical considerations (political, economic religious and cultural) in research. The use of computers in educational research, use of SPSS in data analysis. Reliability and validity of instruments. Domains of learning and taxonomy of cognitive Outcomes.



EDM 302: Legal Basis of Educational Management

(2 Units C: LH 30)

Learning outcomes

At the end of this course, the learners are expected to have:

1. learned the laws that relate to and with education as the legal basis for educational management and decisions;
2. learned the processes, issues, problems/challenges of educational legislation in Nigeria;
3. been enabled to explain the legal basis on staff recruitment, discipline, deployment, transfer, and students' admission and expulsion and certification; and
4. been made to comprehend and appreciate the Code of Conducts for Teachers and the Teachers Manual.

Course Contents

Explain Laws that relate to and with Education in Nigeria; and examines Laws as the basis of educational decision making and general administration. A critical analysis of the Educational Laws of Nigeria. Issues and problems in legislation for Education. Legal basis on Recruitment, deployment, transfer, posting and discipline and certification of staff and students Code of Conduct for teachers and Teachers' Manual.

EDM 303: Statistical and Quantitative Methods in Educational Management **(2 Units C: LH 30)**

Learning outcomes

Having been taught this course unit, the students are expected to:

1. appraise and evaluate statistical data focusing on basic principles of model building and types of models;
2. forecast and project enrolment as well as drop out and repetition rates; and
3. be able to forecast and calculate Institutional facilities' demand and supply.

Course Contents

Analysis and appraisal of statistical data in education. Evaluation of techniques used in quantitative educational management. Basic principles of model building, types of models and their uses; forecasting models, flow models and enrolment projection models, and calculation of facilities need, demand and supply.

EDM 304: Educational Supervision and Quality Control in Nigeria **(2 Units C: LH 30)**

Learning outcomes

At the end of the course, students should:

1. be able to professionally and objectively supervise and inspect teaching and learning exercise; and the general school environment;
2. be able to explain the aims, purposes, pattern and processes of Quality assurance through inspection and supervision exercises; and
3. be able to supervise others toward quality guarantee.

Course Contents

Aims, purposes, patterns and processes of supervision and inspection. Functions and duties of a supervisor and inspector as people from Quality Assurance Offices, Curriculum development, analysis of classroom activities and improvement of instruction through



supervisory techniques. Study of trends in supervision and the standard procedures for observation; and indices and indicators of quality schools.

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. Identify researchable project topics on contemporary problems in relevant subject specialization in education.;
2. Search and review literature pertinent to identified topical issues;
3. Conceptualize and design a research study to address an identified problem;
4. Develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. Plan and implement a scheme for selection of study sample;
6. Determine statistical tools for analyzing data collected based on research objectives;
7. Write a coherent report on research conducted;
8. Cite and reference sources of information used in their research report; and
9. Work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and executive of well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to;

1. demonstrate knowledge of the subject matter;
2. exhibit the necessary Pedagogical skills;
3. convey acquired understanding of child psychology;
4. develop the needed attitude towards teaching;
5. elucidate proper use of instructional facilities;
6. apply knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. state effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.



EDM 400: Internship Practicum**(3 Units C: PH 135)****Learning outcomes**

At the end of this practical course unit, the students should have gained:

1. pragmatic and practical experience in the field, and are able to compare and contrast the field situation with the theories they have learnt in class; and
2. this course should expose students to practical educational management skills through internship by attaching students to study and participate on practical management of educational organisations. Thus, students are expected to be sent to Schools, Ministries of Education, NUC, NRTE, TRCN, WAEC, NECO, NERDC and Tertiary Institutions for some time and their participation be approved by both university and work - based supervisors.

Course Contents

A critical analysis of policy making process. Policy analysis processes. Policy implementation process. Examination of major past and present policies in Nigerian education. analysis of Policy documents and Reports generally and specifically in Nigerian education. Analysis of the roles of interest groups and politicians in the process of policy formulation. Interest of groups roles in policy implementation and in review. The bureaucrats and their impact in policy making.

EDM 402: Educational Costs and Financial Matters**(2 Units C: LH 30)****Learning outcomes**

Students that have studied this course unit should be able to:

1. calculate costs such as unit cost, average cost, marginal cost, fixed cost, and variable costs as well as current and constant prices, opportunity cost, as well as the spending and expenditure of and in education;
2. undertake school purchases, supplies, utilization, and internal control and do school budgeting;
3. appreciate the role of the school Bursar as different from those of the school Head; and
4. plan, negotiate and award contracts as well as competently discuss with PTA, SBMC and the Ministry of Education on school activities and funding.

Course Contents

Basic concepts of costs; unit cost, average cost, marginal cost; fixed and variable costs, current and constant prices; money expenditure and opportunity cost. Private, institutional and social cost. Purpose of educational spending. Budgetary analysis and allocation of resources. Review of accounting practices in schools. Accounting aids to educational management. School purchasing, Supply, Risk Management, Internal Control and Budgeting. The Principal and the Bursar's roles in school administration. Contracts and contracting. The powers of the Principal, School-Based Management Committee (SBMC); School Boards, PTA and the Ministry of Education.

EDM 403: Human Resource, Office and Records Management
(2 Units C: LH 30)**Learning outcomes**

Learners, should be capable of, at the end of receiving teaching, be able to:

1. professionally declare vacancies, advertise, recruit, deploy, transfer, discipline and reward staff and students and certificate the deserving staff and students;



2. handle interrelationships challenges in schools, as well as constructing, analyzing and apply the Code of Ethics/Conduct of Conduct in the educational environment; and
3. capably or successfully manage an office and keep dependable, reliable and reproducible records.

Course Contents

Vacancy analysis, advertisement process to fill vacancies, interviewing/ selection/ short listing. Job analysis and assessment; work load analysis and specification of credentials. Recruitment, selection posting, transfer and deployment and retirement of teachers and supportive staff. Rewarding and disciplining of school personnel; Administrator teacher relations. Career patterns in Nigerian education today. Code of ethics. Merit rating and evaluation for advancement, and promotion. Office hierarchy and lines of authority. The effective management of office audits staff, material management – filing systems, sources of information, school records- log book, punishment book, record of work (diary), attendance register, admission register, student records, student placement services. Modern record keeping- Electronic versus Traditional paper record keeping. Records life cycle. Protection of record against hazards.

EDM 404: Educational System Analysis and Demographics (2 Units C: LH 30)

Learning outcomes

At the end of teaching-learning activities, the learners should be handy to:

1. use appropriate parameters to determine flows and movements of students in primary and secondary schools as well as their teacher-pupils/students ratio;
2. calculate the fertility, mortality, and enrolment rates; the population structure and its effect on planning and management of education; and
3. comprehend and appreciate the sensitivities of population explosion and its implication to education as well as utilizing population size to advantage.

Course Contents

Parameters for determining the flow and movement of students. Calculation of admission rate, repetition rate, drop-out rate and transition rate between levels as well as attrition rate. stock of teaching manpower, and pupil – teacher ratio. Analysis of promotion, drop out and repetition rate in schools. Population dynamics – Fertility, mortality and many others. Population structure and its effects on the demand for education. Sources of information on population, the census and its problems, surveys, vital statistics, simple enrolment projection techniques. Population Explosion – issues, concepts and cases. Educational implications of explosion.

EDM 405: Comparative Perspectives of Educational Management (2 Units C: LH 30)

Learning outcomes

At the end of the course, the learner should be able to

1. conceptualise comparative education, its purpose and scope;
2. discuss system of education in some of the countries taught such as Finland, UK, USA, Sweden, Canada, China, Cuba and Japan;
3. discuss the structure of education in the countries;
4. explain the Nigerian system of education;
5. describe the Nigerian structure of education; and



6. be able to compare and contrast the system and structure of Nigeria education with those of other countries in order to bring out lessons for Nigeria.

Course Contents

Concept of comparative education; its purpose and scope. An examination of the system and structure of education among countries and comparing with Nigeria system and structure. An analysis of models of educational planning and educational management in Nigeria in comparison with educational management practices in such countries such as Finland, UK, USA, Sweden, Canada, China, Cuba and Japan.

EDM 406: Change and Innovation Processes in Organisations (2 Units C: LH 30)

Learning outcomes

When students have been taught the content of this course unit, they should be able to:

1. successfully introduce new ways of doing things (change); and new things (innovations) while ably managing potential resistance to new ways and new things;
2. introduce, for instance, new changes as ordered from Ministries of Education, UBEB/SUBEB, NUC, NCCE, MBTE and others with minimum resistance from the school personnel;
3. generally, be able to manage pronounced resistance to change; and
4. apply the strategic planning, political and economic dynamics of managing change.

Course Contents

An examination on how to introduce new ways (change) of doing things in educational organisations, Focus and types of change. Administrative strategies for promoting desired changes in organizations such as schools, universities, Business firms and public bureaucracies; Focus on change such as in organisation design, human relations strategies, evaluation process, long range strategic planning, political and economic dynamics. Analysis of the three schools of thought of change discourse; analysis on how to pre-empt and predict resistance to change; and how to manage such resistance Analysis of the three schools of thought of change discourse; analysis on how to pre-empt and predict resistance to change; and how to manage such resistance

EDM 407: Institutional Headship

(2 Units C: LH 30)

Learning outcomes

Having received instructions and learning has taken place; the learners should be capable of:

1. using ICT in general institution management and administration;
2. explain the roles of School heads and principals;
3. describe an ideal School climate;
4. successfully lead primary schools as Head Teachers; and
5. assisting Principals of secondary schools in general institutional management.

Course Contents

The analysis of a principal or head teacher as leader in school organization. The Head as an executive head, manager, and supervisor. The principal-leader behaviour. School climate. Current leadership problems and issue in education. Administrative control strategies. Generally, an analysis of the functions and roles of Institutional Heads as well as their limitations and boundaries of activities.



Minimum Academic Standards

Staffing

1. At least 70% of lecturers must be holders of PhD;
2. 20% of the lecturers are expected to be at the professorial rank;
3. other staff must have been enrolled in higher degrees; and
4. all academic staff must have opportunity for staff development

Library

1. Library space for books should not be less than 80m squared; and 200m squared.
2. Library holdings should be adequate and grow according to students' population growth.
3. Universities should leverage on the available technology to have in place rich data bases and other IT/Electronic/digital facilities.
4. Have current and relevant textbooks, Journals. Periodicals and many others
5. Have Computers and other IT's facilities
6. Have Wifi with adequate bandwidth to enhance assess.

Classroom, Laboratories and Offices

Resources needed

The following resources are needed to effectively teach the course units in this programme:

Classrooms/laboratories

Classrooms

Demonstration laboratories

Collaborative Institutions

Available and willing cooperative Institutions such as Ministries of Education, and other Education related agencies for practicum exercises

Offices

Offices – Lecturer I and above should not share offices; while professorial offices must be in-suite; and the HOD and Unit head offices must also be in-suite and have secretariat spaces that are adequately staffed.

Staff (teaching and non-teaching) office accommodation should be in line with NUC standard. Staff office accommodation should be in line with NUC standard



B. A. Ed. Efik-Ibibio Education

Overview

The B.A.(Ed) Efik/Ibibio Education Core Curriculum and Minimum Academic Standards (CCMAS) is designed for use in all Nigerian universities for the training of pre-service Efik/Ibibio Education teachers for the Basic and Post Basic Education levels of Education. The programme exposes student teachers to core Efik/Ibibio and Linguistic courses related to the culture and people of Efik/Ibibio generally and their Language use and literature. It also exposes teachers to the courses that would help them implement the Efik/Ibibio curriculum at the Basic and Post Basic Education levels of education.

Philosophy

The philosophy of Efik/Ibibio Education programme is to produce well trained and professionally competent teachers of Efik/Ibibio language with in depth knowledge and skills to propagate the language, its culture and literature both oral and written to enhance effective communication and development in the language as a tool for national development.

Objectives

The objectives are to produce graduates who are able to;

1. acquire competence in the linguistic, literature and culture of the Efik/Ibibio people;
2. develop the Efik/Ibibio language in both oral and written form;
3. acquire the basic teaching and learning strategies for effective implementation of the Efik/Ibibio language curriculum at the basic and post basic education level;
4. acquire in-depth knowledge of the structure and form of the language;
5. appreciate the value of their language in national development;
6. acquire the principles of effective and oral communication in the language;
7. acquire relevant entrepreneurial and creative skills for self-development in the language; and
8. demonstrate adequate commitment to the development of the language.

Unique features of the programme

The programme emphasizes theoretical and practical issues related to the teaching of Efik/Ibibio at the Basic and Post Basic Education levels of education. Emphasis is given to both oracy and literacy skills. Thus, the skills of effective communication, translation, analytical and interpretation skills are emphasized. The programme will inculcate the skills of how to exploit digital and online tools to create employment and visibility. It also aims at making graduates, not only able to self-employ themselves but they can equally create jobs for others in their local milieu.

The graduates of this programme would not only be effective teachers but also good translators as well as broadcasters. The programme will prepare students to be forward looking nationals and global citizens.

Employability skills

Graduates of this programme would have several career opportunities in both public and private sectors.

1. they would work as qualified Efik/Ibibio language and literature teachers in public and private schools;
2. conduct online lessons for the public, especially people in the diaspora;
3. broadcast - They can work in radio, television and new social media;
4. oratory skills – Work as orators in chant and other poetic forms;

5. advertising skills – Work as advertisers in Efik/Ibibio language;
6. interpretation skills – work as interpreters;
7. comedians – work in the entertainment industry;
8. translation skills – Work as translators in the Efik/Ibibio;
9. work as lesson teachers for a number of clients;
10. publishers of Efik/Ibibio reading material;
11. marketing managers for organizations;
12. tourism and museum management (tour guides, executive chef); and
13. public relations managers/officers (in banks, government agencies, companies).

21st Century Skills

The 21st century skills in the programme include:

1. critical thinking;
2. problem solving;
3. creativity;
4. communication skills;
5. digital and media literacy;
6. collaboration and networking skills;
7. team work;
8. logical thinking.; and
9. emotional and social intelligence.

Admission and Graduation Requirements

Admission Requirements

4 Year Programme

In addition to acceptable passes in UTME, candidates must obtain at credit level passes in the Senior Secondary School Certificate (SSC) in five subjects including Mathematics and English Language.

Direct Entry Mode

Candidates for Direct Entry shall hold the Nigeria Certificate in Education (NCE) with a minimum of merit pass including O'level credit passes in relevant subjects including Efik/Ibibio.

Graduation Requirements

In addition to the general requirements for graduation at the University, students of Efik-Ibibio Education must offer and pass courses of 120 credits hours for the four-year programme. They must also complete and receive a pass grade in teaching practice, and a research project report on a topic approved by the Department.



Global Course Structure

100 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian People and Culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| EDI 101 | Literacy Development Skills in Efik-Ibibio | 2 | C | 30 | - |
| ALL 101 | Introduction to the History of the Efik/Ibibio people, language, and culture | 2 | C | 30 | - |
| ALL 102 | Efik/Ibibio Advanced Comprehension and Composition | 2 | C | 15 | 45 |
| ALL 103 | Introduction to Linguistics I | 2 | C | 30 | - |
| ALL 104 | Introduction to Linguistics II | 2 | C | 30 | - |
| ALL 105 | Introduction to General Phonetics I | 2 | C | 15 | 45 |
| ALL 106 | Introduction to General Phonetics II | 2 | C | 15 | 45 |
| | TOTAL | 20 | | | |

200 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | - |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | - |
| EDI 201 | Special Teaching Methods in Efik/Ibibio | 2 | C | 30 | - |
| ALL 201 | Phonology of Efik/Ibibio Language 1 | 2 | C | 15 | 45 |
| ALL 202 | Morphology of Efik/Ibibio Language 1 | 2 | C | 15 | 45 |
| ALL 203 | Syntax of Efik/Ibibio Language 1 | 2 | C | 15 | 45 |
| ALL 204 | Introduction to Efik/Ibibio Oral Literature | 2 | C | 15 | 45 |
| ALL 205 | Writing Systems and Orthography Design | 2 | C | 15 | 45 |
| ALL 206 | Phonemic Analysis | 2 | C | 15 | 45 |
| ALL 207 | Varieties of Prose in Efik/Ibibio | 2 | C | 30 | - |
| | TOTAL | 22 | | | |



300 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 30 | - |
| EDI 301 | Entrepreneurial studies in Efik/Ibibio | 2 | C | 15 | 45 |
| ALL 301 | Phonology of Efik/Ibibio Language 11 | 2 | C | 15 | 45 |
| ALL 302 | Syntax of Efik/Ibibio 11 | 2 | C | 15 | 45 |
| ALL 303 | Varieties of Poetry in the Efik/Ibibio Language. | 2 | C | 15 | 45 |
| ALL 305 | Introduction to Drama, Cinema and Films in Efik/Ibibio Language. | 2 | C | 15 | 45 |
| ALL 306 | Literary History, Theory and Criticism | 2 | C | 30 | - |
| ALL 307 | Efik/Ibibio Stylistics | 2 | C | 30 | - |
| | TOTAL | 24 | | | |

400 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| EDU 400 | Project | 3 | C | - | 135 |
| EDI 401 | Research Methodology in Efik-Ibibio | 2 | C | 15 | 45 |
| ALL 401 | Issues in the Phonology of Efik/Ibibio Language | 2 | C | 30 | - |
| ALL 403 | Contemporary literature in Efik/Ibibio Language. | 2 | C | 30 | - |
| ALL 404 | Contrastive Studies in Efik/Ibibio and English | 2 | C | 15 | 45 |
| ALL 405 | Lexicology and Lexicography | 2 | C | 15 | 45 |
| ALL 406 | Translation | 2 | C | 10 | 45 |
| ALL 407 | Issues in the Syntax of Efik/Ibibio Language | 2 | C | 30 | - |
| | TOTAL | 20 | | | |



Course Contents And Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-



reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviorist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

EDI 101: Literacy Development Skills in Efik-Ibibio language (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. write the orthography of Efik-Ibibio;
2. explain the roles of orthography and spellings;
3. use punctuation marks effectively in essay writing, reading and comprehension;
4. perform reading and writing comprehension exercises;
5. examine the trends in modern spoken Efik-Ibibio;
6. speak and write standard variety of the Efik-Ibibio language; and
7. demonstrate plurality in effective communication.



Course Contents

Introduction to Efik-Ibibio orthography. Orthographic rules. The sound system of Efik-Ibibio – consonant and vowel. Spelling rules (Mbet Ubobiko). Punctuation marks and their usage (Mme Idiono use). Reading and writing comprehension exercises. Verbal interactions. Trends in modern spoken Efik-Ibibio. Idiomatic expressions. Authentic writing on selected topics of interest to learners. Speaking and writing standard variety of the Efik-Ibibio language. Plurality in Efik-Ibibio language.

ALL 101: Introduction to the History of the Efik/Ibibio People, Language, and Culture (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain who the Efik/Ibibios are;
2. explain the origin and migration history of the Efik/Ibibio people;
3. state the relationship between their language and culture;
4. classify the Sub-divisions or groups of tribes among the Efik/Ibibio;
5. relate the colonial history and how it affects the people;
6. recognise how the geography of Efik/Ibibio people defines their occupations;
7. recall the history of the development of Efik/Ibibio orthography;
8. discuss the classification; genetic, typological of Efik/Ibibio language;
9. compare the relationship between the languages and the culture;
10. differentiate between traditional and modern society; and
11. appraise the outcome of Western impact on the Efik/Ibibio people.

Course Contents

The Efik/Ibibio people. Oral and written history of the people. Critical examination and discussion of the various historical sources. Migration history. Sub-divisions or groups of tribes of the Efik/Ibibio, Efik/Ibibio and their neighbours. Internecine wars with their neighbours – Anaangs, Aros and others. Colonial history, Slave trade, Palm oil trade. Maritime activities. Introduction to the Efik/Ibibio people, their language, their origin, migration, oral history, and their relationship with other ethnic groups in Nigeria and Africa. Introduction to the history of Efik/ Ibibio orthography. History of the development of the language. Language classification, genetic, typological and aerial. Scholarship over the years. Descriptions of the language. The role of language in Efik/Ibibio culture. Efik/Ibibio culture and the society. Efik/Ibibio traditional society. Efik/Ibibio indigenous names. Efik/Ibibio religion, components of Efik/Ibibio religion – divinity, spirit and ancestral worship. Efik/Ibibio political system. Traditional marriage and the family. Efik/Ibibio people and the economy. Efik/Ibibio people and health. Efik/Ibibio festivals, Western impact on Efik/Ibibio people – positive and negative. The material and non material culture of the people.

ALL 102: Advanced Efik/Ibibio Composition and Comprehension (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify as well as classify components of Efik/Ibibio orthography;
2. focus on topic for proper understanding;
3. discuss different types of comprehension passages;
4. develop good public speaking skills;
5. build logical reasoning and competence skills in writing;
6. compose a well-defined incident or series of related incidents;



7. state or relate elements such as plot, character and settings appropriately;
8. use precise language and specific details appropriately;
9. justify the correct use of figurative language to promote writing;
10. describe with different documentation styles; and
11. demonstrate high-quality of creative writing skills.

Course Contents

Current Efik/Ibibio orthography and the components of the orthography. Composition with emphasis on spelling, punctuation, organisation, elaboration, and language use. Figurative devices. Comprehension exercises. Types of composition – narrative, explanatory/descriptive, argumentative, expository, dialogue. Formal and informal letter writing. Comprehension exercise. Oral delivery in the language – formal and informal styles. Prewriting – finding a topic, focusing a topic, finding and organising information– building sentences, organizing paragraphs. Drafting – using peer response, revising, editing, proofreading, and proofreading marks. Modern usage of the language. Survey of common errors of usage. Discussion of the principles of effective written and oral communication in the language. Writing techniques employed by creative writers. Implications of word usage in creative writing. Proverbs and idioms in creative writing. Language use and diction. Documentation styles.

ALL 103: Introduction to Linguistics I

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. differentiate between the different branches of linguistics;
2. demonstrate the demarcation between natural language and forms of languages;
3. relate the evolution of human language to real life situation;
4. analyse language families effectively; and
5. appreciate the importance of linguistics to people in all spheres of life.

Course Contents

Meaning of Linguistics. The scope, the applications of linguistics. Branches of linguistics - Descriptive, Historical, Comparative, Sociolinguistics, Applied Linguistics (book publishing, machine translation, language teaching, language documentation, speech science and pathology). Meaning of language. Characteristics of human language. Functions of language. Fallacies and misconceptions about human language. Language families. Theories of the origin of language. The nature and relation of human language to animal language. Relationship of human language to culture and structure.

ALL 104: Introduction to Linguistics II

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify phonemes and allophones in a language;
2. distinguish the different distinctive features;
3. describe phonology, morphology, syntax and semantic interface;
4. explain the difference between segmental and non-segmental features of the language;
5. differentiate between core linguistics concepts such as Langue and parole, competence and performance, paradigmatic and syntagmatic relationship;
6. conduct a synchronic or diachronic study on any natural language; and
7. discuss the relationship between language, culture and thought.



Course Contents

Introduction to linguistic concepts such as the phones, phonemes, distinctive features, morpheme/morphology, syntax, semantics and pragmatics. Non-segmental aspects of language – syllable, tone, intonation, stress, length linguistic methodology and a formal description of language. Major linguistic concepts – Langue and parole, competence and performance, paradigmatic and syntagmatic relationship. Pidgin and creole, lingua franca, bilingualism and multilingualism. Approaches to language/ linguistic studies – synchronic and diachronic studies, prescriptive and descriptive studies. Language documentation and description. Relation between language, culture and thought. Practical exercise.

ALL 105: Introduction to General Phonetics I (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain what phonetics is and the relationship between its branches;
2. describe different types of sound;
3. discuss different airstream mechanisms and the sounds they produce;
4. recognize different organs of speech and the type of sounds that they produce;
5. identify components of the IPA chart;
6. draw and label consonant and vowel charts; and
7. transcribe speech sounds.

Course Contents

Meaning of Phonetics. Branches of Phonetics – articulatory phonetics, auditory phonetics and acoustic phonetics. Relationship of the Branches. The relationship between Phonetics and Linguistics. The nature of the speech producing mechanism – pulmonic airstream mechanism, glottalic airstream mechanism, and velaric airstream mechanism. Organs of speech – movable and immovable organs of speech. Functions of the organs of speech. The IPA. Vowels and consonant charts. Criteria for the description of vowel. Vowels in natural language. Cardinal vowels. English vowels. Pure vowels, diphthongs, triphthongs. Criteria for the description of consonant sounds. Consonant in natural language. Description and analysis of English consonant. Word position in English. Transcription and types. Transcription systems. Practice in the recognition, reproduction and transcription of speech sounds as well as classification of speech sounds.

ALL 106: Introduction to General Phonetics II (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. distinguish meaningful speech sounds from noises;
2. appraise the importance of acoustic phonetics and other branches of Phonetics;
3. identify the manifestation of tone, stress and intonation in a language;
4. recognise the role of tone, stress and intonation in communication; and
5. analyse pitch, duration, amplitude in a spectrogram.

Course Contents

Meaning of sound. Types of sound – speech, music and noise. Relationship between acoustic phonetics and other branches of phonetics. Introduction to acoustic phonetics – amplitude, loudness, duration, continuous sound, impulse-like sound, intensity, frequency, cycle, period, timbre, transducer and attenuation. Non-segmental/prosodic features of speech, such as tone, stress and intonation. Factors that affect pitch. Practical work in the study, analysis and



transcription of the speech sounds and prosody of languages (Efik/Ibibio and other African languages) they are familiar with.

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker).



Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. The Nigerian core curricula. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

EDI 201: Special Teaching Methods in Efik/Ibibio

(2 Units C: (LH 30))

Learning Outcomes

At the end of the course, students should be able to

1. state the reasons for teaching Efik/Ibibio in schools;
2. describe the activities that could be used in teaching Efik/Ibibio;
3. discuss the reasons teachers should prepare for lessons;
4. identify the strategies for teaching the language skills and grammar;
5. list the resources/materials for teaching Efik/Ibibio;
6. outline the principles guiding the teaching of grammar;
7. discuss the types and purposes of evaluating language skills;
8. list the instruments and demonstrate ability in constructing instruments for evaluating language attainments; and
9. demonstrate ability at improvising teaching aids and writing lesson notes.



Course Contents

Effective teaching and learning of Efik/Ibibio – concept and principles of teaching and learning. Preparing/Planning for Efik/Ibibio language lessons – what to teach, who to teach and how to teach. Format for writing lesson note, sample lesson notes on selected topics from the school curriculum. Efik/Ibibio instructional methods, techniques and resources. Teaching the Efik/Ibibio language skill – listening, speaking, reading and writing. Teaching the grammatical structures of Efik/Ibibio. Teaching vocabulary – word formation processes. Teaching Efik/Ibibio literature – type of literature and their functions. Processes of improvisation and importance of improvisation in the teaching and learning of Eik-Ibibio language. Integrating ICT into the language curriculum. Evaluation of language learning activities. Types and functions of evaluation to the teacher, learners and other stakeholders. Rubrics, concepts, features and importance as a 21st century assessment tool.

ALL 201: Phonology of Efik/Ibibio I

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the relationship between phonetics and phonology;
2. differentiate between sounds and letters;
3. relate the different phonemic theories;
4. appraise the different views of the phoneme;
5. identify distinctive features in the language using distinctive feature theory;
6. demonstrate generative rules using different exercises;
7. describe Efik/Ibibio sounds system and classification;
8. discuss articulatory and distinctive features of Efik/Ibibio sounds;
9. identify Efik/Ibibio sound patterns of occurrence and distributions;
10. analyse Efik/Ibibio syllable structure, phonotactic and syllable weight; and
11. describe phonological processes – segmental and syllable processes in the language.

Course Contents

Introduction to Phonology. Relationship between phonetics and phonology in a structural framework. Principles of phonology. Relationship between sounds and letters. Phoneme, allophones. The phonemic theory – the phoneme as a Phonetic Reality, Physical, Phonological Reality and Psychological Reality of the phoneme. The distinctive feature theory and generative phonology. Phonetic description and classification of Efik/Ibibio sounds. Articulatory and distinctive features of Efik/Ibibio sounds. Efik/Ibibio vowel and consonants. Distribution of sound and distribution. The Syllable. Efik/Ibibio syllable Structure, phonotactics, syllable weight. Phonological processes – segmental and syllable processes. Deletion, insertion/epenthesis, assimilation. Transcription. Prosodic features in the language - tone and intonation.

ALL 202: Morphology of Efik/Ibibio Language

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain what morphology is;
2. state the relationship of morphology to phonology and syntax within their structural demarcation;
3. identify morphemes, their classification and functions;
4. analyse word formation processes;
5. differentiate between morphological typology of languages;
6. analyse word within the context of Efik/Ibibio morphology;



7. discuss morphological processes in the language;
8. analyse types of affixation with data from the language;
9. analyse types of compounding with data from the language; and
10. analyse types of reduplication with specific data from the language;

Course Contents

Introduction to morphology. Relationship of morphology to phonology and syntax within structural and other frameworks. Identification of morphemes, their classification, (such as root, affix, or inflectional or derivational). Lexical and grammatical categories. Morphological processes – affixation, compounding, reduplication, suppletion. Morphological typology of languages (such as isolating, agglutinative, fusional languages). Morphological description and analysis of morphemes. Words structure in Efik/Ibibio. Word formation processes in the language. Morphological processes in the language (affixation types, types of compounding, types of reduplication).

ALL 203: Syntax of Efik/Ibibio

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify different parts speech;
2. analyse the sentence and its constituent parts;
3. demonstrate the grammatical functions of the sentence parts;
4. identify types of sentence in the language; and
5. recognise clause structure in the language.

Course Contents

Introduction to the Efik/Ibibio word classes or parts of speech. The sentence and its constituent parts. The grammatical functions of the sentence parts. Clause types – dependent, independent; structural sentence types – simple, compound, complex, compound-complex sentences. Functional sentence types – declarative, imperative, exclamatory, interrogative sentences. Transitive and intransitive verbs, complementation, relativisation, nominalization and other.

ALL 204: Introduction to Efik/Ibibio Oral Literature

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. differentiate between oral and written literature;
2. discuss the characteristics of Efik/ Ibibio oral literature;
3. identify the different forms of oral literature;
4. contributions of oral literature to the development of Efik/Ibibio language and culture of the people; and
5. identify the problems involved in the collection and classification of oral literature.

Course Contents

Scope of Efik/Ibibio oral literature. Oral and written nature. Forms of Efik/Ibibio oral literature, folktales and traditional poetic forms. Importance of oral literature. Characteristics features of Efik/ Ibibio oral literature. Relationship between Efik/Ibibio Oral Literature and Literature. Types of oral literature/performance in Efik/Ibibio. Drama - African/Efik-Ibibio puppet drama/game, dance drama. Distinction between Efik/Ibibio oral and written literature. Efik/Ibibio oral literature and style. Beliefs and superstitions. A literary Artist as a story teller,



poet, and dramatist. Problems involved in the collection and classification of oral performance and the way-out.

ALL 205 Writing System and Orthography Design (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the different types of writing systems;
2. identify Alphabet type;
3. recognize the Syllabary;
4. distinguish between different scripts;
5. describe the Medefaidrin script;
6. recognize the Nsibidi script;
7. critique the notion of 'constructed languages';
8. explain the concept of orthography;
9. recognize the importance of an orthography in language development;
10. discuss the role of the linguist in developing orthography for unwritten languages;
11. analyse the principles of a good orthography;
12. appreciate sign language;
13. examine components of different orthographies in Nigeria;
14. justify the steps towards the standardization of indigenous language orthography;
15. acquire writing and literacy skills; and
16. design an orthography for an unwritten language.

Course Contents

Meaning of writing system. Importance of writing. Different writing systems – alphabet, pictographic/ideograph, syllabary, logographic, IPA. Constructed languages. Sign language, others. Different scripts – Latin, Chinese, Arabic. Writing different types of languages. Writing system unique to the Efik/Ibibio people - Nsibidi, Medefaidrin and others. Role of linguists in designing orthography for an unwritten language. Practical steps for designing orthography. Principles of a good orthography – Accuracy, Consistency, Familiarity, Harmonisation and Acceptability (Williamson 1984). Role of orthography in language development. Literacy and writing.

ALL 206: Phonemic Analysis (2 Units C: H 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. recall the various views of the phoneme;
2. explain the phonemic principle;
3. distinguish between the phoneme and the allophone;
4. describe how to represent the phoneme from the allophone;
5. identify the discovery procedures in identifying phonemes and allophones; and
6. apply the procedures in finding the phonemes of the language.

Course Contents

Examine different views of the phoneme. The phonemic principle, discovery procedures and their application to natural language data, especially to Efik/Ibibio. Distinction and representation of phonemes and allophones. Application of the discovery procedures to phonemic analysis of any Lower Cross language.



ALL 207: Varieties of Prose Writings in Efik/Ibibio**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. analyse the elements of Prose writing;
2. identify the major types of prose and their subcategories;
3. discuss characteristics of the novel, parts of a novel;
4. explain various techniques involved in writing novel;
5. discuss different voices used in writing prose;
6. explain the universality of folktales;
7. identify types of folktales;
8. define the role of narrative techniques of folktales;
9. analyse the creativity and originality of rendering folktales; and
10. analyse the role of audience folktales telling session.

Course Contents

Introduction to the various prose forms in the language: novels, romance, short stories, essays, translations and others. Origins of prose writing in Africa. Elements of prose writing. Scope of prose literature, fictional and non-fictional prose. Differences between novel, short story and novelette/novella. Epic form of prose fiction. Prose romance and characteristics. Biography and autobiography. Characteristics of the novel. Parts of a novel. Techniques in writing the novel. Techniques of literary analysis with special reference to prose. The female voice in Prose literature. The folktale – the universality of folktales. Types of folktales. Motif in folktales. The world of folktales, characteristics, setting, techniques, performance, the narrator and the audience. The songs in folktales. Creativity and originality in rendering folktales and myths, folktale and legend. Narrative techniques of folktales.

GST 312: Peace and Conflict Resolution**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

Course contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International,



National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing and Renewable Energy. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice 1

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;



6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics (3 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data;
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic, religious and cultural) in research. Data analysis using IBM-SPSS in educational data analysis. Reporting educational research

EDI 301: Entrepreneurial Studies in Efik-Ibibio (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. define entrepreneurial studies;
2. state different business organizations available in their environment;
3. identify business opportunities in EFik-Ibibio;
4. state who an entrepreneur is;
5. differentiate between small and medium scale enterprises;



6. explain the role of entrepreneurship towards the economic development of the Ibibio people;
7. highlight the benefits of ICT in entrepreneurial studies;
8. identify different entrepreneurial skills available in their communities;
9. practice and be efficient in any Efik-Ibibio entrepreneurial skill; and
10. exhibit the Efik-Ibibio entrepreneurial skill learnt.

Course Contents

Concepts and nature of entrepreneurship. Definition of Entrepreneurial studies. Business organizations. Fundamentals of developing business plans in Efik-Ibibio education. Ways of identifying business opportunities in Efik-Ibibio education. Who is an entrepreneur? Small and Medium Scale enterprises. The role of entrepreneurship in economic development of the Ibibio people. The role of ICT in entrepreneurial studies. Efik-Ibibio entrepreneurial skills – Trading, tailoring, hair dressing, farming, arts and craft (bead making, shoe making, bag making, hat making, wooden fan, pottery) carpentry, building and construction. Field work. Exhibition and presentation.

ALL 301: Phonology of Efik/Ibibio Language II (2 Units: C LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. relate underlying structure to surface structure;
2. analyse the different phonological processes in the language;
3. analyse phonetic specifiability;
4. explain generative phonology features – Syllabic/Nonsyllabic, Consonantal/Nonconsonantal; and
5. write formal and translate formal phonological rules for any form of phonological argument.

Course Contents

Analytical examination of the phonological processes in the language. Assimilation. Nasalization. Epenthesis. Vowel harmony, deletion. Lengthening. Neutralisation. Tonal processes. Syllable structure. Generative Phonology - phonological rules, phonological theories and theoretical prime and formal devices. Argumentation and analysis.

ALL 302: Syntax of Efik/Ibibio Language II (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. appraise Traditional grammar;
2. explain the TGG theory;
3. analyse the Efik/Ibibio syntax using TGG;
4. categorise the features of Efik/Ibibio sentences;
5. identify the different clause structures in Efik/Ibibio;
6. distinguish the different sentence structures;
7. explain Transformational Generative Grammar theory;
8. apply TGG rule to Efik/Ibibio sentence constructions;
9. identify serial verb construction in the language;
10. analyse syntactic phenomenon in Efik/Ibibio; and
11. differentiate between syntactic constructions in the language.



Course Contents

Traditional Grammar – word and phrasal categories. The Transformational Generative Grammar theory – FSG, PSG, TGG, GB, Minimalist theory. Application of TGG to the analysis of the Efik/Ibibio clause structure – dependent and independent clauses, sentences. Statements, interrogatives, declaratives, imperatives and focus constructions. The Transformational Generative Grammar theory. Application of TGG to the analysis of the Efik/Ibibio sentences – statements, interrogatives, declaratives, imperatives, focus constructions, independent clause, and subordinate/dependent clause. Verb and concord markers in Efik/Ibibio, Syntactic phenomenon viz., focusing, topicalisation clefting, passivization, ergativity, causatives; types of causatives, and construction – serial verb construction.

ALL 303: Varieties of Poetry in Efik/Ibibio Language (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course students should learn the following

1. analyse different poetic forms in the language;
2. examine characteristics of Efik/Ibibio poetry;
3. analyse elements of Efik/Ibibio poetry;
4. identify the socio-cultural functions of Efik/Ibibio poetry in the society;
5. analyse different styles of writing poetry; and
6. adopt appropriate tools for documentation and analysis of Efik/Ibibio poetry.

Course Contents

Poetic forms in the language, their structure and their functions. A critical appreciation of poetic forms. Characteristics of Efik/Ibibio poetry. Elements of Efik/Ibibio poetry. Literary devices in Efik/Ibibio poetry – language and diction, style, prosodic elements, figures of speech and musical accompaniment. Poetry and the society – the socio-cultural functions of Efik/Ibibio poetry in the society. Challenges in documenting Efik/Ibibio poetry. Tools for the documentation of Poetry in Efik/Ibibio.

ALL 305: Introduction to Drama, Cinema and Film in Efik/Ibibio (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. analyse elements of Efik/Ibibio drama;
2. explain movies critically;
3. discuss concepts of drama in the local language of the people;
4. appraise a drama script; and
5. develop drama and film scripts.

Course Contents

Elements of Efik/Ibibio drama. Characteristics of Efik/Ibibio drama. Types of drama Efik/Ibibio drama. Dramatic techniques in the language, concept of drama in the local language of the people, a survey of early attempts at play writing and play acting, the influence of traditional and folk drama and an appraisal of the written plays. The emergence of cinema and films; types of films, film criticism. Different media of film criticism (newspapers, magazines, academic journals, the internet and television and on the current state of Efik/Ibibio films and criticism of selected plays. Excursion to a cinema house and movie theatre.



ALL 306: Literary History, Theory and Criticism**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course students should learn the following:

1. appreciate literary works constructively;
2. demonstrate valid judgments with the use of theories;
3. explain meaning of theory in literary criticism;
4. examine the advantages and disadvantages of adopting foreign theories in analysing African literature;
5. appraise types of literary criticism theories; and
6. apply theory to Efik/Ibibio text.

Course Contents

Literary history among the Africans before the advent of colonisation as related to oral poetry, traditional drama and prose forms. Types of literary criticism in the pre-colonial era – pre-performance criticism, communal editing, post-performance criticism and others. Modern criticism and the use of theories. Meaning of theory in literary criticism, classification of theories, the advantages and disadvantages of adopting foreign theories in analysing African literature. A study of the Classics, Western and Marxist theories of literature; as they relate to the prose, poetry and drama, and their application to the literature of the language.

ALL 307: Efik/Ibibio Stylistics**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. evaluate the graphemes in a literary text;
2. compare different styles for writing;
3. distinguish between the features of prose and poetry in the language;
4. construct informal and formal conversation in Efik/Ibibio and English;
5. recognise literary style as individualistic as the fingerprint;
6. apply different levels of levels of linguistics to analyse literary texts;
7. recognise principles of stylistics;
8. explain purpose of stylistics;
9. critique a literary text; and
10. review literary texts.

Course Contents

Theoretical study of stylistics in the language. Theories and ideas of the relationship between stylistics, literature, and linguistics. Literary features or devices of literature in the language. Stylistic features of prose and poetry - oral and written in the language. Application of the principles of stylistics. Functions and purpose of stylistics study. Levels of linguistics. Linguistic stylistics and literary stylistics. Style as choice, man-made, deviation, situation, and as period of time.

EDU 401: Teaching Practice II**(3 Units C: PH 135)****Learning Outcomes**

At the end of the course, students should be able to:

1. demonstrate knowledge of the subject matter;
2. exhibit the necessary Pedagogical skills;
3. convey acquired understanding of child psychology;
4. develop the needed attitude towards teaching;



5. elucidate proper use of instructional facilities;
6. apply knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. state effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDI 401: Research Methodology in Efik-Ibibio (2 Units C LP 15, PH 45)

Learning Outcomes

At the end of the course, the students should be able to

1. define research methods in Efik-Ibibio;
2. differentiate between qualitative and analytical research;
3. highlight the different approaches towards Efik-Ibibio data collection;
4. visit communities where their language is endangered;
5. list the different tools for gathering data in Efik-Ibibio research methods and tools appropriate for analyzing the data collected; and
6. identify the various problems that could hinder a good research in Efik-Ibibio research and proffer solutions.



Course Contents

Meaning of Research Method. Types of Research Methods. Approaches to data collection (visit to speech community, consultation, searching for an informant (informant must be someone who speaks and understands the language effectively). Tools for data collection (Software: Praat, elan, We Say, flex. Hardware: Pen, pencil, exercise book, recorders (audio & video) cameras. Research design. Field trip. Problems encountered in conducting research. Report writing.

ALL 401: Issues in the Phonology of Efik/Ibibio

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify and mark tones;
2. justify vowel harmony;
3. make clear distinctions on tone, intonation and length;
4. formulate phonological rules;
5. analyse phonological processes in Efik/Ibibio;
6. discuss areas that need to be reviewed in the current Ibibio orthography;
7. justify the phonology/morphology interface of nominals involving verbs; and
8. appraise the current Efik/Ibibio orthography

Course Contents

Current topical and relevant issues in the phonology of the language (such as tones, vowel harmony, syllable structure; phonological processes. Tonal processes. Weight considerations. Length and intonation.), Issues in the current orthography of the language. Issues of orthography.

ALL 404: Contrastive Studies in Efik/Ibibio Language

(2 Units C LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. compare the structure of English and Efik/Ibibio languages;
2. assess the differences between the two languages;
3. compare the similarities between two systems;
4. recognize different styles in formal and informal usage;
5. recognize differences in spoken and written form of the languages; and
6. choose suitable different teaching methods for some lessons.

Course Contents

A systematic examination of the structure of the two languages, English and Efik/Ibibio. Segmental similarities and differences – consonants, vowels. Non segmental similarities and differences – stress, tone, intonation. Different styles in language use – use of contractions, question tags and others. Formal and informal usage. Spoken and written forms. Emphasis on those areas requiring special attention in teaching the language to speakers of English and Ibibio.

ALL 405: Lexicography and Lexicology

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. describe lexicography and lexicology;
2. explain the principles of lexicography;



3. report on the processes of dictionary making;
4. provide the phonetic/phonological, morphological, syntactic, semantic as well as pragmatic information for each lexical item;
5. explain entries, semantic fields, rank, cross referencing in dictionary making;
6. demonstrate the ability to use a software tool for dictionary making _FLEx, LexiquePro, We Say;
7. compile a dictionary manually; and
8. choose a suitable software to aid the compilation of a specific domain dictionary in Efik/Ibibio.

Course Contents

This course provides a general introduction to words and dictionary making, writing of unwritten languages, phonemic transcription, entries, definition, frequency and rank, cross references, lexical and semantic fields and types of classification and presentation (mono-, bi- and multilingual glossaries and dictionaries, encyclopedia, specialized glossaries and frequency dictionaries). Software tools for dictionary making – FLEx, LexiquePro and other.

ALL 406: Translation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. distinguish between Translation and Interpretation;
2. justify the adoption of a particular translation theory;
3. adopt Paratext tool in translating a specific text;
4. review a translated text;
5. compare a translated text with the text of the source language; and
6. evaluate and compare the original message in the source language with the translated text.

Course Contents

Define and explain Translation. Interpretation. Different translation theories. Justification of the adoption of a particular translation theory over another. Translation tools, such as Paratext – benefits and disadvantages. Review a translated text. Comparisons of a translated text with the text of the source language. Practical translation of documents from English to Efik/Ibibio and vice versa. Evaluate and compare the original message in the source language with the translated text.

ALL 407: Issues in the Syntax of Efik/Ibibio language

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. justify the grammatical indicators in tense, aspect, mood as well as vowel relationships;
2. argue for the existence of idiophones;
3. support the argument for pronominalisation;
4. account for the existence of relativisation;
5. discuss reflexivisation in relation to binding principles of GB;
6. argue for Efik/Ibibio focus constructions; and
7. discuss serial verb constructions in Efik/Ibibio language.



Course Contents

Current topical and relevant issues in the syntax of the language - tense, aspect, vowel and their relationships. Ideophones. Pronominalization. Relativization. Reflexivization. Nominalization. Adjectives. Adverbs. Verbs. Focus constructions. Serial verb constructions.

Minimum Academic Standards Segment

Equipments for Teaching Purposes

1. smart boards in all classrooms
2. computers and laptops,
3. electronic projectors.
4. language laboratory
5. desktop computers, photocopying machines.
6. printers, public address system.
7. cultural artifacts of the language
8. software tools for language analysis (Praat, Flex, LexiquePro, We Say, Paratext.)
9. video players, audio recorders, charts, television sets.
10. translation materials.sss

Office Equipment

H.O. D's Office

1. 1 good photocopying machine and scanner
2. 1 type-setting machine
3. filing cabinets
4. 1 air conditioner
5. 1 set of upholstered chairs
6. 2 office chairs
7. 2 bookshelves
8. 1 refrigerator
9. 1 executive table and chair
10. 1 typist table and chair
11. tiled floors
12. 1 official vehicle
13. 1 notice board
14. 1 smart board
15. 1 desktop computer

Each Lecturer's Office

- 1 executive desk plus swivel chair
- 4 chairs
- 1 air conditioner
- 1filing cabinet
- 2 bookshelves
- 1 refrigerator
- 1 desktop
- 1 set of upholstered chairs for Professor's Office
- tiled floor for Professor's Office

Equipment for Administrative Work



For administrative work, staff research and student's field work, the following Equipments are required:

one bus for field trips
a station wagon
one video camera
one tape recorder
still camera

Staffing

1. **Academic staff:** The NUC guideline on staff student ratio 1:30 for education department shall apply. The programme will follow the Staff- Rank Mixes and Ratio of 20: 35 : 45 guidelines for Professorial Cadre, Senior Lecturer and Lecturer 1 and below respectively to handle the program. The minimum staff required must be competent to handle the compulsory and required courses.
2. **Non Academic staff:** The department should have at least an administrative secretary, a computer operator, messengers/cleaners and a caretaker.
3. **Technical support personnel:** the services of the technical support staff are indispensable in running the language laboratory. At least two technical staff will be needed to maintain teaching and research equipment. They also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Library

There should be shelves in the University main library and the Faculty libraries dedicated to the program with relevant reading books in the area of Language and Literature of the Efik-Ibibio, and current professional Journals and periodicals in the language published both within and outside the university as well as other representative and relevant materials. The library should be fully equipped with internet access for e-materials.

Classrooms, Laboratories, Workshops and Offices:

The programme should have one dedicated classroom and may share classroom with other courses.

There should be a resource room where the cultural artifacts of the language are housed.

There should also be a language laboratory with all the accompanying equipment for teaching and learning of Efik-Ibibio language.

Every lecturer in the program should have comfortable office space. Where office space is a challenge, then staff below the rank of senior lecturers can share office but not more than two per office space. Every lecturer should have a writing table, a comfortable chair, two visitors' chairs, and a bookshelf as expected minimum equipment.

The NUC recommends the following physical space requirements:

| | | m ² |
|----------------------------------|---|----------------|
| Professor's Office | - | 18.50 |
| Head of Department's Office | - | 18.50 |
| Tutorial Teaching Staff's Office | - | 13.50 |
| Other Teaching Staff Space | - | 7.00 |
| Technical Staff Space | - | 7.00 |
| Secretarial Space | - | 7.00 |
| Seminar Space/per student | - | 1.85 |
| Laboratory Space | - | 7.50 |



B. A. Ed.English Language/Literature -in-English

Overview

The Bachelor of Education English Language/Literature degree programme focuses on teaching English as a second language and is aimed at pre-service teachers as a form of professional development. Speaking our native language comes naturally. Acquiring a second language is a much more complex undertaking that a skilled teacher can make easier. This programme will give pre-service teachers a deeper understanding of the field of English language teaching in Nigeria and in global context. It addresses the language system of English as well as reading, writing, speaking and listening skills. It also examines second language acquisition theories and the impact that these have on English Language pedagogy. The scope and depth of knowledge required in the study of English Language and Literature as academic subjects cover the area of subject knowledge and pedagogy, skills acquisition, behavioural attributes and communicative competence. These do not only enhance job opportunities but also enable graduates to pursue further studies.

Philosophy

The programme is rooted in the philosophy of promoting deeper understanding of the field of English language and Literature teaching in Nigeria and within the global context.

Objectives

The objectives are to

1. inculcate the basic skills in the study of oral and written language and literature;
2. acquaint students with the basic structures of English language sentence, clause, and phrase;
3. inculcate proficiency in the use of English language for communicative purposes;
4. expose students to the basic genres of literature within and outside Nigeria (i.e Prose, Poetry and Drama); and
5. prepare students for the teaching of language, and literature in the Nigerian school system.

Unique Features of the Programme

The unique features of the programme are:

1. There is integration of technology in the delivery process making it more contemporary and aligned with the global movement of increasing usage of technology in education;
2. The programme exposes students to the use of e-learning as a method of teaching English Language and English Literature; and
3. There is focus on discourse competence- ability to use language in meaningful communication beyond the sentence level for example connection of a series of sentences or utterance to form a meaningful whole, recognition of the theme or topic of a paragraph, chapter of a book, getting the gist of telephone conversation, television commentary, recipe or legal document as a strategy of teaching summary writing.

Employability Skills

The programme will open exciting and stimulating career opportunities both national and internationally as teachers of English and Literature who will shape the future of English Language and Literature teaching. Such well-trained English and Literature teachers will have employment opportunities within and outside the classroom including event organisers and

coordinators, translators, editors, and English language attaches to Embassies and High Commissions.

The employability skills emphasised include phonology; grammar; lexis; literacy; Teaching English as a second language context; lesson preparation; the concept of new Englishes around the world, and the political and cultural dimensions of teaching English as an international language; and functional competence- ability to use language for socio-cultural, interpersonal purposes including appropriateness of usage, conventional usage, transactional usage and intercultural usage.

21st Century Skills

21st century skills emphasised in the delivery of the programme are:

1. problem solving;
2. teamwork;
3. digital literacy;
4. creativity;
5. information literacy;
6. collaboration;
7. agility and adaptability;
8. effective oral and written communication;
9. curiosity;
10. decision making and learning;
11. information and communications technology
12. citizenship;
13. personal and social responsibility;
14. leadership and personal development; and
15. imagination and critical thinking.

Admission and Graduation Requirements

Candidates are admitted into the degree programmes in any of the following three ways:

4 year Programme

In addition to acceptable passes in UTME, candidates must obtain at credit level passes in the Senior Secondary School Certificate (SSC) final year examination in five subjects including Mathematics and English Language. Candidates studying sciences and arts subjects must obtain credit level passes in those subjects.

Direct Entry Mode

Any one of the following qualifications is admissible for the three-year Education degree programmes. Five Senior Secondary School Certificate (SSC) which must include Mathematics, English Language, any relevant subject and two of which must be at the Advanced Level in any of the following:

1. A pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied).
2. Two passes in relevant subject areas at Advanced level.
3. Passes in two major subjects in relevant areas in NCE.
4. Two passes at the IJMB (Interim Joint Matriculation Board) examination or Cambridge Moderated Schools of Basic Studies Terminal Examinations or International Baccalaureate from a recognized institution.



5. For B.Ed. (Technology) Programme, holders of NCE, City and Guilds as well as OND and NBC/NTC Certificates, may be admitted.

Graduation Requirements

The following regulations shall govern the conditions for the award of a honours degree.

1. Candidates admitted through the UTME mode shall have registered for at least 120 units of courses during the 4-year degree programme.
2. Candidates must have registered and passed all the compulsory courses specified for the programme.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree.

Global Course Structure

100 Level Courses

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian peoples and culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| ENG 101 | A Survey of the English Language | 2 | C | 30 | - |
| ENG 102 | Introduction to English Grammar and Composition | 2 | C | 30 | - |
| ENG 103 | Spoken English (Practical) | 2 | C | - | - |
| LIT 104 | Introduction to Poetry | 2 | C | 30 | - |
| LIT 105 | Introduction to Prose Literature | 2 | C | 30 | - |
| LIT 106 | Introduction to Drama | 2 | C | 30 | - |
| LIT 107 | Introduction to Creative Writing I (Practical) | 2 | C | - | - |
| | Total | 20 | | | |

200 Level Courses

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | |
| LAS 244 | Method I-Teaching Grammar, Lexis and Oracy Skills | 2 | C | 15 | 45 |
| LAS 245 | Method II-Teaching Literacy Skills and Literature | 2 | C | 15 | 45 |
| ENG 201 | An Introduction Morphology and Syntax | 2 | C | 45 | |



| | | | | | |
|---------|---|----|---|----|---|
| ENG 203 | Introduction to General Phonetics and Phonology I | 2 | C | 30 | - |
| ENG 204 | Introduction to General Phonetics and Phonology II | 2 | C | 30 | - |
| ENG 205 | Advance English Composition I | 2 | C | 30 | - |
| ENG 207 | Varieties of English Language (Including English based Pidgins and Creoles) | 2 | C | 30 | - |
| ENG 209 | Language and Society | 2 | C | 30 | - |
| ENG 211 | English Morphology | 2 | C | 30 | - |
| | Total | 24 | | | |

300 Level Courses

| Course Code | Course Title | Units | Status | LH | PH |
|-------------------|--|-------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | |
| LAS 324 | Issues in Language Education | 2 | C | 30 | |
| LAS 348 | Theories of Learning Applied Language Education | 2 | C | 30 | |
| ENG 302 | Phonology of English | 3 | C | 45 | - |
| ENG 303 / LIN 303 | Introduction to Applied Linguistics | 2 | C | 30 | - |
| ENG 304 / LIN 307 | Introduction to Semantics | 3 | C | 45 | - |
| ENG 305 | The English Language in Nigeria | 2 | C | 30 | - |
| ENG 306 | Discourse Analysis | 2 | C | 15 | 45 |
| LIT 308 | Creative writing II | 2 | C | 45 | - |
| | Total | 28 | | | |

400 Level Courses

| Course Code | Course Title | Units | Status | LH | PH |
|-------------------|--|-------|--------|----|-----|
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| EDU 400 | Project | 3 | C | | 135 |
| LAS 402 | Entrepreneurship in Language Education | 2 | C | 15 | 45 |
| ENG 402 | Pragmatics | 2 | C | 45 | - |
| ENG 403 / LIN 408 | Psycholinguistics | 2 | C | 30 | - |
| ENG 404 / LIN 403 | Multilingualism | 2 | C | 30 | - |
| ENG 405 | English for Specific Purposes | 2 | C | 30 | - |
| | Total | 16 | | | |



Course Contents and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist



movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the national policy on education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education

ENG 101: A Survey of the English Language (2 Units C LH 30)

Learning Outcomes

At the end of the course, students should

1. have competence in the conventions and rudiments of the grammar and phonology of English language, and
2. display basic grasp on skills of communication in written and spoken forms of English Language.

Course Contents

Fundamentals of English Language: morphology, phonology, stylistics and semantics. Basic communication skills: speaking, listening, hearing and writing.



ENG 102: Introduction to English Grammar and Composition (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be familiar with the structure of English language, state its basic conventional rules, and compose writing, using basic structure of the English language.

Course Contents

Elements of English Grammar and Composition. Lexis and Structure. Basic Clauses in English. Noun phrase, verb phrase, adverbial and adjectival clauses.

ENG 103: Spoken English (Practical) (2 Units C: LH 30)

Learning Outcomes

This course anticipates students should have firm grips of language technical tools and hold intelligible conversations in the English Language

Course Contents

Basic classroom and laboratory exercises on conventional English. Application of phonological tools (videos, tapes, records, films, video). Advancing competences in spoken English.

LIT 104: Introduction to Poetry (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should have acquired the basic techniques and principles for comprehending basic poetic forms and traditions of all traditions

Course Contents

Poetry as a literary genre. Poetic forms and traditions (narrative, dramatic and lyrical and ode). The epic traditions, romance and panegyric poetry

LIT 105: Introduction to Prose Literature (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. establish the influences and impact of the English novel on the African and Nigerian novels; and
2. appreciate the distinctive features context between the English and African.

Course Contents

Origins of the English novel and its adaptation in Africa. Basic characteristic features of the English novel. Distinctive features of English and African novels. Major theories and criticisms of fiction.

LIT 106: Introduction to Drama (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should have

1. understood the performance elements in African drama different from the western classical notion; and



2. be able to identify African Theatre and Drama scholars and their proposition of the tenets of African drama.

Course Contents

Introduction to drama as a literary genre. Origins and evolution of drama from rituals to festivals, great classical drama to modern English drama. Forms of drama in Africa; comedy, total theatre. Dramatic traditions and major proponents of the traditions.

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.



Course contents

Concepts of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

LAS 244: Method I-Teaching Grammar, Lexis and Oracy Skills (2 Units C: LH15; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. practise habits of correct pronunciation;
2. teach correct pronunciation;
3. recognise linguistic and cultural impediments to correct English usage in ESL classrooms;
4. practise performance in speech making;
5. discriminate sounds in isolated word forms;
6. produce intonation patterns;
7. discriminate stress patterns within words;
8. recognise variation in stress in connected speech;
9. apply different methods and techniques to the teaching of grammar, lexis, and oracy skills;
10. express information implicitly; and
11. mention communicative functions of sentences and utterances.

Course Contents

The concepts of Nigerian English and Standard English and a description of English as a Second Language (ESL). Review of the English curriculum for secondary schools and general language methods - grammar translation, direct, audio-lingual, cognitive code learning, functional – notional and communicative competence. Teaching grammar, lexis and phonology highlighting the general principles and techniques paying particular attention to the teaching of each level's descriptive units. Highlight and pay attention to perceived areas of difficulty for L2 learners. Teaching oracy skills - listening and speaking. Lesson preparation and micro-teaching.

LAS 245: Method II-Teaching Literacy Skills and Literature (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. define literacy in its various forms;
2. explain the inter-connectivity of reading and writing;
3. identify reading processes, components, levels, skills and methods;



4. monitor students' comprehension;
5. identify the rules of summary writing;
6. apply the rules of summary writing;
7. apply different methods and techniques to teach reading and comprehension at different levels;
8. identify the series of writing skills with corresponding teaching methodology;
9. apply different methods to teach different types of essay; and
10. apply the knowledge about literacy to reading in other subjects.

Course Contents

Definition of literacy in its various forms- information literacy, media literacy, computer literacy, digital literacy, numerical literacy, health literacy, financial literacy, cultural literacy, and emotional literacy/physical literacy). Reading levels- reading readiness, beginning, developmental and advanced. Appropriate methods and techniques of teaching different reading levels -phonics, look and say, sentence, context, language experience, eclectic, skimming, scanning, intensive and extensive reading. Reading components. Interconnectivity of reading and writing. Monitoring comprehension. Summary writing rules. Different forms of writing and composition- principles, technical details. Techniques of writing -guided writing, controlled writing and free writing. Essay types. Writing exercises-re-ordering and completion. Teaching literature-aims, the genres and relevance. Approaches and methods - reading aloud, questioning, discussion, literary criticism and testing literature.

ENG 201: An Introduction to Morphology and Syntax (2 Units C: LH 45)

Learning Outcomes

At the end of the course, students should possess knowledge of the principles, structures and systems of the English Language.

Course Contents

Basic principles and practices of syntactic models. English as functional systemic models - traditional, structuralist. Transformational-generative grammatic forms. Essential elements of tense and concord.

ENG 203: Introduction to General Phonetics and Phonology I (2 Units C: LH 45)

Learning Outcomes

This course prepares students for the application of the phonology and classifications of various languages, and to be able to apply them to the teaching of English in Nigeria.

Course Contents

Principles of phonetics and phonology description and taxonomy. Practical exercises from a variety of languages with English teaching as focus.

ENG 204: Introduction to General Phonetics and Phonology II (2 Units C: LH 45)

Learning outcomes

This course should prepare students for practical usage of phonetics of sound systems of various languages and their distinction from English Language in communication.

Course Contents

This course extends the horizons of ENG 203 with more practical examples. Advancing



application of phonetic and phonological principles. Practical laboratory exercises on languages in the context of English teaching.

ENG 205: Advance English Composition I

(2 Units C: LH 45)

Learning Outcomes

At the end of the course, students should have acquired

1. technical tools for writing in special and professional situations; and
2. distinctive registers and styles for special writing, including scholarly writing, protocol writing and journalistic and media composition.

Course Contents

Specialized composition writing, specialized essays (reports, long essays, minutes and invitations). Feature articles, magazines, journals, monographs and language use on technical matters.

ENG 207: Varieties of English (Including English based Pidgins and Creoles) **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, students should be able to

1. state and utilize English of various ages;
2. state the impact of the internationality of the English language; and
3. express the impact of regional and contextual situations on the standard English usage.

Course Contents

Development of the English Language: a diachronic study from old English to contemporary world English usage. Social Linguistic factors in the development of English Language.

ENG 209: Language and Society

(2 Units C: LH 30)

Learning outcomes

At the end of the course, students should be able to

1. apply the English Language to various social genders, educational and political settings; and
2. identify and deploy the English Language and the usage in various context and situations.

Course Contents

Language in a social context. Linguistic and social categories of language. Grammar of social interactions and movements such as. Womanism, feminism, maxicism gender and others. Language change, attitude, identity, and education. Language and social economic categories. Multilingualism.

ENG 211: English Morphology

(3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should have mastered the word structures and their various applications in various contexts.



Course Contents

English morphological processes and patterns. English derivatives (inflection, blending, clipping and acronyms).

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

Course contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts. Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon. Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic Inequalities. Social disputes. Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Junkun, Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management - (Religious, Government, Community Leaders and others.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. a). Dialogue b). Arbitration c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students, through case study and practical approaches, should be able to

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.



Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302 Educational Measurements, Tests, Research Methods and Statistics (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;



5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in educational data analysis. Reporting educational research.

LAS 324: Issues in Language Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. define language ;
2. identify the features of human language ;
3. state the relevance and importance of language and language education;
4. describe the nature of language and structure;
5. describe the socio-linguistic classifications and functions of language (L1, L2, Foreign Language and Lingua Franca);
6. discuss language provisions in the National policy on Education;
7. list the factors influencing language teaching and learning;
8. differentiate between bilingualism and multilingualism in different cultural contexts;
9. identify interference and attitudinal issues in language pedagogy;
10. discuss language problems in developed and developing nations with special reference to Nigeria, Anglo and Francophone countries;
11. identify language learning problems and disabilities; and
12. mention language development agencies in Nigeria and discuss their contributions.

Course Contents

The nature of language and implications for language teaching and learning. The position of language (English, French, Nigerian languages, Arabic) in the education system. Language education policy in Nigeria and other developed and developing countries. Different perspectives on the relationship between research and educational policy in relation to the teaching and learning of language. Key converging and diverging issues for language teaching professionals in a range of educational and geographical contexts. Exploring innovative practices within language education, - learner autonomy, self-access, distance learning, use of new technologies, collaborative learning and classroom-based practice. Language planning, policy and diversity interface. Contemporary issues and debates in multiculturalism, multilingualism/bilingualism, and their interrelationships with curricula and assessment in language education.



LAS 348: Theories of Learning Applied to Language Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. define theory;
2. explain the importance of theory;
3. explain psychological foundations of education in relation to language pedagogy;
4. identify the major theories of language learning and the proponents; and
5. discuss the implications of theories to language pedagogy.

Course Contents

Definition of theory and its importance. Facts about the conditions and circumstances under which learning takes place. Psychological foundations of language arts. The major psychology theories that influence language pedagogy- major schools -stimulus response Association Theories (J.B Waston, Ivan P. Pavlov, E.L. Thorndike, E.R. Guthrie, B.F. Skinner and C. Hull) and Cognitive insight theories (W. Kohler, K. Lewin, E. Tolman, J.S. Brunner and D.P. Ausbel) other theories such as functionalism, psychodynamics and the probabilistic theories of the model builders. Implications for language pedagogy.

ENG 302: Phonology of English (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. Understand the nature of sounds and their behaviours in speech contexts;
2. deploy English sounds and written nuances to construction and composition of speech and essays and various forms of writing

Course Contents

Approached to phonology, prosody and generative to English language study. Concrete organization of discuss aided with appropriate practical courses. Advancing student perception and production of sounds.

ENG 303/LIN 303: Introduction to Applied Linguistics (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. apply the structure of languages to construction and language competence to technical specialized situations such as computer technology and artificial intelligence situations; and
2. detect causes and resolutions of speech defect in language use.

Course Contents

Application of linguistic knowledge to language phenomena. Analysis: contrastive, error, discuss and performance. Acquisition of language in L1 and L2 situations. Language teaching, learning and testing. Deploying practical relevance of linguistics to computer language instruction speed effect and artificial intelligence.



ENG 304/ LIN 307: Introduction to Semantics**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should have:

1. gained competence in writing and composition making, various types of meaning from word and sentence structures; and
2. developed distinctive styles of writing through meaning generation competence from theories of meaning derived from word phrase sentence clusters of grammar.

Course Contents

Sense properties and sense relations in semantics; Word versus sentence meaning and semantic markedness; General framework of linguistic semantics; Basic semantic theories (Componential analysis, meaning postulates and general transformational generative semantics).

ENG 305: The English Language in Nigeria**(2 Units C: LH 45)****Learning Outcomes**

At the end of the course students should be able to

1. differentiate between Nigerian Englishes and their influence on standard English;
2. identify the distinctive character of Nigerian English and standard English and using them at the appropriate context.

Course Contents

History of English in Nigeria. Emergence of Englishes and the evolution of a Nigerian standard. Distinctive properties of Nigerian Languages and their impact on performance in standard English.

ENG 306: Discourse Analysis**(2 Units C: LH 45)****Learning Outcomes**

At the end of the course, students should have gained competence in analysis and criticism of text and composition of speeches and writings in specialized situations like advertisements tributes cartoons and courtesies.

Course Contents

Principles and practice of Discourse analysis. Features of Coherence and cohesion. Functions of linking devices and intra and inter sentential paragraph devices in text. Text description such as advertisement, obituary cartoons greetings.

ENG 307/LIN 305: The Sociolinguistics of English**(2 Units C: LH 45)****Learning Outcomes**

At the end of the course, students should be able to

1. understand the political usages of English languages in various political contexts;
2. develop English language registers appropriate to Nigeria situation and context such as technological register for technological findings and innovation; and
3. make proposition for the development of a national language through indigenous languages



Course Contents

Basic introduction to the history methodology, theory and application of social linguistics. Differentiation of English in post-colonial situations like Nigeria. English and Multilingualism. English and Globalization. English and National Development. English in a second language context. English as lingual franca/official language.

LIT 308: Creative Writing II

(2 Units C: LH 45)

Learning Outcomes

At the end of the course, students should have written a one act play, slim volume of poems and novelette.

Course Contents

Intensive practical course in creative writing (Continuation of LIT 210). Active creative works by students on the major literary genre.

EDU 401: Teaching Practice II

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to

1. demonstrate knowledge of the subject matter;
2. exhibit the necessary pedagogical skills;
3. convey acquired understanding of child psychology;
4. develop the needed attitude towards teaching;
5. elucidate proper use of instructional facilities;
6. apply knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. state effective classroom management skills.

Course contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

EDU 400: Project

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and



9. work independently to accomplish a research project with the guidance of the research supervisor.

Course contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

LAS 402: Entrepreneurship in Language Education (2 Units C LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. define entrepreneurship in language education;
2. state the importance of entrepreneurship in language education;
3. give examples of entrepreneurship in language education;
4. discuss the characteristics of successful entrepreneurs;
5. state the advantages of entrepreneurship in language education;
6. identify the modalities for planning entrepreneurial ventures;
7. explain the types of entrepreneurship in language education;
8. identify the factors affecting entrepreneurship in language education;
9. apply the rule to practice entrepreneurship in language education; and
10. examine case studies of successful entrepreneur in language education.

Course Contents

The concept of entrepreneurship in language education. The potentials of language education for entrepreneurship ventures. Resource based views on educators and entrepreneurs. Opportunities provided by individual and small or mass business entrepreneurial initiatives in language education-planning/organising events, translation of scripts, training in public lectures, editing, staff recruitment, home tutors, virtual classrooms, remedial classes, literacy centres, speech therapist, reading consultants and school establishment consultancy.

ENG 402: Pragmatics (2 Units C LH 45)

Learning Outcomes

At the end of the course, students should be able to

1. understand the functions and behaviors of the English Language and their sociocultural implications;
2. interpret the theories of English and apply them in national context.

Course Contents

Scope, goals and principles of pragmatics (Relate to ENG 304). Utterance Meaning versus Sentence Meaning. Sociocultural and linguistic rules. Determining interpretation presupposition and context. Locution and parlouction speech acts. Theories of pragmatics

ENG 403/LIN 40: Psycholinguistics (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students

1. should have acquired competences in the meaning structure and impact of the English language on the African experience and African psyche;
2. be able to identify and correct defects in language usage based on physical challenges



- including tools for language understanding and usage by the mentally challenged citizens; and
3. be able to help mentally or physically challenged in understanding and usage of English language in communication.

Course Contents

Psycholinguistics account of language and relationship between language and the mind. Language acquisition and language learning. Language thinking and cognition. Language and the mental process. Language localization, linguistic performance and behavior. Language behavior, production and comprehension. Language impairments

ENG 404/LIN 403: Multilingualism (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. appreciate the role of the English language and its impact on the development of indigenous languages; and
2. contribute to the growth and development of indigenous language and viability for survival outside of the English language dominance in Nigeria.

Course Contents

General and English specific multilingualism. English in multilingual African and other continents. Language choice, minority language, language planning and management. Nigerian multilingual context and the role of English and Nigeria's indigenous languages.

ENG 405: English for Specific Purposes (2 Units C: LH 30)

Learning Outcomes

At the end of the course students should be able to

1. develop English Language effective usage in various technical vocational circumstances; and
2. establish the character, form and nature of English for academic purposes such as thesis writing, academic essay writing and others.

Course Contents

Adoption of English for particular purpose and circumstances. English for Academic purposes. Short projects through field work.



Minimum Academic Standards

Equipment

1. Language laboratory equipped with tapes, recorders, videos and films.
2. Reading clinic equipped with eye-span trainer, reading accelerators and reading films.

Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects. The English/ Literature teacher should be trained as a Reading Clinician and Speech Therapist for remediation purposes.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Library

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition well stock and current hardcopies of reference and other textual materials should be provided centrally at the level of the Faculty. A well network digital library should serve the entire university community. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources. In any case, there should be internet ready workstations available in the library for least 25% of the total student enrolled in each academic programme. The funding of the library should be in line with NUC guidelines.

Classroom, laboratories, workshops and offices

Classrooms

Lecture theatres and classrooms should be adequate in number, well-spaced and adequately ventilated with necessary public address system, projectors and other audio-visual aids.

Spaces

The NUC recommends the following physical space requirement:

| | m ² |
|----------------------------------|----------------|
| Professor's Office | - 18.50 |
| Head of Department's Office | - 18.50 |
| Tutorial Teaching Staff's Office | - 13.50 |
| Other Teaching Staff Space | - 7.00 |
| Technical Staff Space | - 7.00 |



| | | |
|---|---|-------|
| Secretarial Space | - | 7.00 |
| Science Staff Research Laboratory | - | 16.50 |
| Education Staff Research Laboratory | - | 14.50 |
| Seminar Space/per student | - | 1.85 |
| Drawing Office Space (A.O. Board) (Per Student | - | 4.60 |
| Drawing Office Space (A.I. Board) (Per Student) | - | 3.70 |
| Laboratory Space | - | 7.50 |

Equipment

A Language Laboratory equipped with the following equipment in sufficient number commensurate with students' population:

1. projector and screen/ white board
2. Learning softwares
3. Learning booths
4. Chairs
5. Tables/ Desktops/computers with headphones/headsets (compatible with tone marking software)
6. Media players/Recorders
7. Printers
8. Photocopying machine
9. Microphones
10. Television sets
11. Loudspeakers
12. LCD Projector and Screen
13. Video cassettes

A Reading Clinic equipped with mechanical devices such as:

1. Reading accelerators
2. Rateometre
3. Reading films

Other Equipment

3. Language laboratory equipped with tapes, recorders, videos and films.
4. Reading clinic equipped with eye-span trainer, reading accelerators and reading films.



B. Ed. Entrepreneurship Education

Overview

The B.Sc. (Entrepreneurship) programme is aimed at producing teachers for the teaching profession and for other disciplines. The new programme is tailored towards the Nigerian curriculum and policy guidelines for entrepreneurship education and covers areas such as entrepreneurship – rationale, scope and benefits; business formation – economics and legal considerations; issues in developing a business plan and feasibility; investment opportunities; kick- starting small businesses in Nigeria.

Philosophy

The philosophy of the programme is the production of entrepreneurship graduates, achievers, innovators and entrepreneurs/intrapreneurs who will take the lead to reposition Nigeria's human capital and productive sector as well as shoulder the responsibility of transforming the mindset of Nigerian youths through teaching, training/mentoring and consultancy for the development of entrepreneurial culture.

Objectives

The objectives of our degree programme in entrepreneurship Education are as follows:

1. develop a group of competent professionals in the field of entrepreneurship;
2. motivate our youths through the psychological based entrepreneurial orientations obtainable from entrepreneurship training;
3. produce graduates for competence and self-employment by focussing on skills acquisition and entrepreneurship; and
4. encourage the spirit of enquiry, creativity and entrepreneurship through leadership by example.

Unique Features of the Programme

1. the promotion and inculcation of self-worth in our graduates;
2. the development of core skills such as innovation and creativity for effective teaching;
3. the production of graduates in Entrepreneurship Education;
4. it promotes of self-esteem and self-reliance in our graduates;
5. it stresses on creation of job opportunities; and
6. it is practical oriented through practicum and workshop demonstration.

Employability Skills

The programme will help to :

1. produce a new generation of graduates with creative and innovative skills;
2. establish stronger business/entrepreneurial mindset;
3. setup new business ventures;
4. develop ability to apply ICT skills in business operations;
5. create employment and job opportunities; and
6. provide best managerial skills and practices.

21st Century Skills

The programme will lead to the production of graduates who are expected to develop and acquire skills for the 21st century such as:

1. planning skills;
2. self-efficacy;
3. decision making skills;



4. ability to set goals;
5. self-management skills;
6. problem solving skills;
7. team solving;
8. job creation;
9. application of innovative ideas;
10. digital literacy and application of IT in management; and
11. critical thinking.

Admission and Graduation Requirements

Admission Requirements

4 Year Programme

In addition to acceptable scores in UTME, candidates must have obtained five Senior Secondary Certificate (SSC) credit passes which must include English Language, Mathematics, Economics or Commerce or Business Studies or Accounting at the Senior Secondary School Certificate or its equivalent or candidates studying sciences or arts subjects must obtain credit levels in those subjects or other related subjects at not more than two sittings.

Direct Entry Mode

For the 3-year Education programme, candidates shall possess the following qualifications for the Education Degree Programmes. Five Senior Secondary School Certificate (SSC) which must include English Language, Mathematics, Economics, Commerce or Accounting at credit level and two of which must be at the Advanced Level in any of the following:

1. a pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied);
2. passes in Economics and any of Commerce, Accounting, or Commerce at Advanced level;
3. passes in Economics and any of Accounting or Commerce or Business Studies in the NCE; and
4. passes in Economics and any of Accounting, Commerce or Office Practice at the IJMB (Interim Joint Matriculation Board) examination or Cambridge Moderated Schools of Basic Studies Terminal Examinations or International Baccalaureate from a recognized institution.

Graduation Requirements

For general requirements for graduation at the University, students must offer and pass courses totalling 120 credit hours, 60 of which must come from the relevant option areas in Entrepreneurship and Education for the four-year programme. They must also complete and receive a pass grade in teaching practice, and a research project report on a topic approved by the Department.



Global Course Structure

100-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|----|
| GST 111 | Communication Skills in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Foundation of Education | 2 | C | 30 | - |
| ENT 111 | Introduction to Entrepreneurial Ventures/Nigerian Entrepreneurial Environment | 3 | C | 45 | - |
| ENT 122 | Biographic Study of Entrepreneurial Thinkers and Giants/Mind set Re-engineering | 2 | C | 30 | - |
| ENT 112 | Basic Business Mathematics/Statistics | 2 | C | 30 | - |
| ACC111 | Principles of Accounting/Book Keeping, Economic | 3 | C | 45 | |
| MGT 121 | Principles & Practice of Management | 2 | C | 30 | |
| OIM 121 | Introduction to Computer/Computer Application | 2 | C | 15 | 45 |
| | TOTAL | 20 | | | |

200-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | - |
| ENT 213 | Business Communication Skills for Entrepreneurs | 2 | C | 30 | - |
| ENT 222 | Theories of Entrepreneurship/Contributions of Psychology & Sociology to Entrepreneurship Development | 2 | C | 30 | |
| ENT 223 | Entrepreneurial Marketing, Customer Relationship Management and Consumer Behaviour Analysis | 3 | C | 45 | |
| | TOTAL | 13 | | | |



300-Level

| Course Code | Course Title | Units | Status | LH | PH |
|---------------------|--|--------------|---------------|-----------|-----------|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| EDU 302 | Education Measurement, Test, Research methods and Statistics | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| ENT 313 | Production, Operations & Projects Management | 2 | C | 15 | 45 |
| ENT 314 | Organizational Behaviour, Leadership & Corporate Governance | 2 | C | 30 | |
| ENT 315 | Human & Natural Resources Management | 2 | C | 30 | - |
| ENT 321 | Measuring Organizational Success/Globalization, National Policies & Entrepreneurship | 3 | C | 45 | - |
| ENT 322 | Research Methods in Entrepreneurship & Management Information System | 2 | C | 30 | - |
| ENT 323 | Family Business & Succession Planning/ Gender Issues in Entrepreneurship | 2 | C | 30 | - |
| ENT 324 | Management Information System | 2 | C | 30 | - |
| ENT 325/ BIT 326 | Industrial Learning & Tours/Practical Exposure | 4 | C | 60 | - |
| | TOTAL | 34 | | | |

400 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| EDU 400 | Project | 3 | C | 45 | - |
| ENT 411 | E-Business & I T Applications to Entrepreneurship | 2 | C | - | 90 |
| ENT 413 | Technology Entrepreneurship and Intellectual Property Rights | 2 | C | 30 | - |
| ENT 414 | Strategic Thinking, Problem Solving & Negotiation Skills/Risk management & Insurance | 3 | C | 45 | - |
| ENT 421 | Venture Creation: Growth, Mergers & Acquisition | 2 | C | 30 | - |
| ENT 422 | Management of Creativity, Change & Innovation | 2 | C | 30 | |
| ENT 423 | Research For Enterprise | 4 | C | 60 | |
| U4C | Community Service | 2 | C | 30 | - |
| | TOTAL | 23 | | | |



Course Contents and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and critical thinking and reasoning methods (logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, copyright rules and infringements. Writing activities: (pre-writing, writing, post writing, editing and proofreading, brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making, mechanics of writing). Comprehension strategies: (reading and types of reading, comprehension skills, 3RsQ). Information and communication technology in modern language learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights identify acceptable norms and values of the major ethnic groups in Nigeria; and
7. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist



movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundation of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present-day modern education in Nigeria;
6. Present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession, Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The national policy on education. Brief treatment of learning theories from the behaviourist, cognitive and socio-cultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

ENT 111: Introduction to Entrepreneurial Ventures/Nigerian Entrepreneurial Environment (3 Units C: LH 45)

Learning Outcomes

Upon the completion of the course students would have been able to:

1. discuss the scope of business ventures, business ownership and sources of funding business;
2. explain concepts such as marketing, production, human resources, social responsibility of business;
3. identify social goods, creation of social networks, environmental factors that affect entrepreneurship;
4. explain the need for venture creation;



5. highlight the role of entrepreneurship in economic development; and
6. discuss the role of the environment in entrepreneurship education.

Course Contents

The nature and scope of business/social ventures. Legal and economic perspectives. Forms of business ownership and their peculiar sources of fund. Organisation and management. Economic and social objectives of business. Cooperative organizations/Societies. Public enterprises, functional areas of business such as marketing, production, finance and human resource management. International business and multinationals in Nigeria. Problems of Nigerian business enterprises. The social responsibility of business. The concept of social goods. The creation of social networks, NGOs and practices in evolving non-profit organizations in Nigeria. Concepts of franchising and Strategic Alliance. Variables that influence entrepreneurship development. Environmental factors and entrepreneurship.

ENT 112: Basic Business Mathematics (2 Units C: LH 30)

Learning Outcomes

At the completion of the course, students would have been able to:

1. describe basic arithmetic operations ratios and proportions, basic algebra and factorization of Algebraic expressions;
2. explain in general the scope of business mathematics and application to business.
3. compute simple interest and bank interest rates, future value and internal rate of return;
4. state the importance of mathematics in entrepreneurship operations;
5. apply mathematical tools in entrepreneurship education;
6. prepare interest rates; and
7. demonstrate knowledge of mathematics in entrepreneurship.

Course Contents

Meaning and importance of business mathematics. Scope of business mathematics. Role of mathematics in business. Functions and graphs, equations and inequalities (linear, quadratic, simultaneous), index numbers, probabilities. Set theory, matrix and matrix algebra. Progressions and sequence, differentiation and integration. Differential equations. General rules of differentiation, derivatives and applications to business, maxima and minima functions. Indefinite and definite integration and methods of integration. Simple interest and bank discount rates. Compound interest and time value of money. Use of present, future value and internal rate of return. Annuities (present and future values). Amortization schedules, sinking funds, and depreciation. Basic arithmetic operations, ratios, and preparations. Basic algebra. Polynomial factorization of expressions discounting and depreciation.

ENT 122: Biographic Studies of Entrepreneurial Thinkers and Giants/Mind Set Re-engineering (2 Units C: LH 30)

Learning Outcomes

Upon the completion of the course, students would have been able to:

1. study the lives and characters of entrepreneurs who were not only successful but who have made contributions to the field of entrepreneurship;
2. trace how these giant entrepreneurs have made their marks most especially in career development to become employers of labour as well;
3. identify a few successful entrepreneurs and their road to success; and
4. illustrate the dos and dons in entrepreneurial success.



Course Contents

Character study of different world class entrepreneurs. The secret behind their success and why some of them failed. Study of the lives and characters of different world class entrepreneurs like Mark Zuckerberg, Mukesh Ambani, Aliko Dangote, Innocent Ifediaso Chukwuma (Innoson) and Femi Otedola and so many others with more emphasis on Nigerian entrepreneurs. Career development talks from seasoned entrepreneurs to sensitize the minds of students to become Entrepreneurs. Becoming giant entrepreneurs and employers of labour. The need for dignity of labour and to be seen as a value-added addict Developing the mindset for change (solution providers). Venture creation and wealth creation.

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods (2 Units C: LH 30)

Learning Outcomes

1. explain at an appropriate level of confidence the meaning and types curriculum;
2. describe the process of curriculum development; analyze and critique the Nigerian core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially those special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.



Course Content

The curriculum development process, the Nigerian core curricula. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culture-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship). Theories, rationale and relevance of entrepreneurship (schumpeterian and other perspectives). Risk-taking. Necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (critical thinking, reflective thinking, and creative thinking). Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation. Partnership and networking. Basics of business plan, forms of business ownership. Business registration and forming alliances and joint ventures. Contemporary entrepreneurship issues. Knowledge, skills and technology. Intellectual property. Virtual office. Networking. Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support institutions). Youth enterprise. Networks, environmental and cultural barriers to entrepreneurship. Basic principles of e-commerce.

ENT 213: Business Communication Skills for Entrepreneurs (2 Units C: LH 30)

Learning Outcomes

Upon the completion of the course, students would have been able to:

1. define communication and describe principles of communication, skills functions of communication;
2. explain the process of meeting, conduct, procedures;
3. identify written rules affecting meetings, conferences, dynamics in words and Prediction;



4. cite types of reports and organizational communication;
5. display the set-up of a typical board room meeting; and
6. demonstrate an organisational set-up of a meeting.

Course Contents

Communication defined. Elements of communication. Principles of communications. Oral, written and non-verbal communication. Listening. Speaking. Writing and reading skills. Functions of communication. Communication setting. Communication theories and models. Process of meeting. Meeting defined, conduct. Procedures. Aims and benefits/disadvantages of meetings. Written rules affecting meetings, conferences. Seminars, symposium and debates. Uses of words, sentences and figurative expressions. Words and their meanings. Synonyms and antonym, dynamism in words and predication, suffixation and prefix. Reports and handover notes: Types of reports. Components of reports and handover notes, essay writing, correspondence and organizational communication. The concept of organizational communication, factors affecting effectiveness of organizational communication. Types/forms of organizational communication. Elements of public relation.

ENT 222: Theories of Entrepreneurship/Contributions of other Disciplines (2 Units C: LH 30)

Learning Outcomes

Upon the completion of the course, students would have been able to:

1. identify different theories of entrepreneurship and contributions made by different theorist;
2. narrate theories from multi-disciplinary perspective to the development of entrepreneurship;
3. explain the dimension of socio-cultural inputs to the development and practice of entrepreneurship with particular reference to Nigeria; and
4. explain how entrepreneurship affects major disciplines in Nigeria and the world.

Course Contents

The concept of entrepreneurship. Entrepreneurship theories. Contributions made by different theorists to entrepreneurship development. Exploring these theories from a multidisciplinary perspective. Contributions made by these theorists to entrepreneurship development. Input of the field of psychology to the emergence of academic discourse in entrepreneurship discipline. Trait theories, personality theories and other relevant theories that have served as explanatory tools in entrepreneurial behaviours. Exploration of the dimensions of socio-cultural inputs to the development and practice of entrepreneurship. Theorists and sociologists who have made contributions in this field. A comparison of supply and demand perspectives. Entrepreneurship and the Nigerian society

ENT 223: Entrepreneurial Marketing, Customer Relationship Management& Consumer Behaviour (3 Units C: LH 45)

Learning Outcomes

Upon the completion of the course, students would have been able to:

1. give an overview of customer-based marketing, marketing strategies, evolution of entrepreneurial marketing and entrepreneurship;
2. explain the concept of market research and entrepreneurial success, sales management;
3. narrate process of developing students marketing talents; and
4. identify marketing strategies that aid entrepreneurship.



Course Contents

Customer-based marketing. Ways to implement marketing strategies when resources are very limited. Developing and marketing various forms of business and social organizations. Evolution of entrepreneurial marketing, entrepreneurial marketing theories, concepts, and strategies Interface between marketing and entrepreneurship. Elements of entrepreneurial marketing. Marketing environment of start-ups and SMEs. Marketing instruments for start-ups, segmentation, targeting and positioning. Customer value creation strategies. Marketing research and entrepreneurial success. Building entrepreneurial brands. Promoting entrepreneurial brands. Entrepreneurial pricing strategies, sales management and forecasting models for start-ups. Meaning of customer service and ways to create customers' loyalty. Reasons of seeking customers' satisfaction and ways of ensuring customer's satisfaction. Developing students' marketing talents through understanding consumer behaviour. Introduction, theory/concepts of consumer behaviour, social and political influence, cultural background, group membership. Process of diffusion of innovations. Buyer's psychology and decision-making process.

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organizations, media and traditional institutions in peace building

Course Contents

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts; structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: Indigene and settlers' phenomenon; Boundaries/boarder disputes; Political disputes; ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected conflict case studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace building, Management of conflicts and security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis.



EDU 301: Teaching Practice I**(3 Units C: PH 135)****Learning Outcomes**

At the end of the course, students should be able to:

1. demonstrate knowledge of the subject matter;
2. exhibit the necessary Pedagogical skills;
3. convey acquired understanding of child psychology;
4. develop the needed attitude towards teaching;
5. elucidate proper use of instructional facilities;
6. apply knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. state effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions, professional teacher preparation, Importance of teaching, Apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

**EDU 302: Education Measurement, Test, Research methods and Statistics
(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgements;
2. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
3. explain the meaning, aim, types, role and processes of research in educational settings.
4. acquire communication skills and skills in reporting of research;
5. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretational of results and making of inferences;
6. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
7. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of test, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research processes. Writing research with focus on descriptive and experimental research. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic, religious and cultural) in research. Data analysis using IBM-SPSS. In-educational data analysis. Reporting educational research.



ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. explain why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity identification and sources of business opportunities in Nigeria. Environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilised resources. Social and climate conditions and technology adoption gap. New business development (business planning, market research). Entrepreneurial finance (venture capital, equity finance). Micro-finance. Personal savings. Small business investment organizations and business plan competition). Entrepreneurial marketing and e-commerce (principles of marketing, customer acquisition & retention, B2B, C2C and B2C models of e-commerce, first mover advantage). E-commerce. Business models and successful e-commerce companies. Small business management/family business. Leadership & Management. Basic book keeping. Nature of family business and family business growth model. Negotiation and business communication (strategy and tactics of negotiation/bargaining, traditional and modern business communication methods). Opportunity discovery demonstrations (business idea generation presentations). Business idea contest, brainstorming sessions, idea pitching). Technological solutions (the concept of market/customer solution, Customer solution and emerging technologies. Business applications of new technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

ENT 313 Production, Operations and Projects Management **(2 Units C: LH 15; PH 45)**

Learning Outcomes

Upon the completion of the course, students would have been able to:

1. identify elements of production, management concepts, process design and management;
2. forecast future demand, facilities location investment appraisal and network analysis;
3. explain the concepts of PERT and CPM, decision theory Analysis, gains theory;
4. narrate the nature and types of projects and coverage in evaluation and analysis;
5. explain how the managerial process aid entrepreneurship; and
6. discuss the planning process for production.



Course Contents

Practical introduction to elements of production. Production management concepts. Production process design and management. Forecasting future demand. Facilities location and layout. Material resource planning. Project concept. Planning and implementation. Linear programming. Transportation model. Assignment model. Investment appraisal. Queuing (waiting line) theory. Network analysis- CPM and PERT. Decision theory and Analysis (decision trees, expected monetary value). Games theory, Markova chain analysis, inventory management, replacement analysis. Introduction to project management and evaluation. Nature and types of projects and coverage in evaluation and analysis. Appraisal and evaluation criteria in micro and macro investments options. Issues in project conceptualization to commissioning (vision to management) of project.

ENT 314: Organizational Behaviour, Leadership and Corporate Governance (2 Units C: LH 30)

Learning Outcomes

Upon the completion of the course, students would have been able to:

1. explain how human factors can increase organizational effectiveness;
2. give overview of leadership theories, concept of accountability transparency, due process and general perspective of good governance;
3. demonstrate how leadership can make or mar organizational success;
4. suggest ways of encouraging workers to increase productivity;
5. mention ways corruption can affect organizational behaviour; and
6. give examples of how lack of due process can affect organizational outcomes.

Course Contents

Human factors and organizational effectiveness. Overview of organizational behaviour. Contributions of behavioural sciences to the field of organizational behaviour. Personality theories, communication, power and control. Good governance. Overview of leadership. Theories of leadership. Meaning and concept of the servant leader. Leaders as change agents and problems of leadership in Nigeria. Issues on transparency, accountability, due process and global perspectives of good governance. Ethics in business Management. Overview of organizational behaviour. Contribution of sciences to organizational behaviour.

ENT 321: Measuring Organizational Success/Globalization, Nat. Policies & Entrepreneurship (3 Units C: LH 45)

Learning Outcomes

Upon the completion of the course, students would have been able to:

1. describe how to obtain first hand organisation success;
2. identify opportunities and risks in today's global world;
3. develop ability to conceptualize tools for analysing how governments and social institutions influence economic competitions and how to change public policies; and
4. compare organisational success in Nigeria with developed countries.

Course Contents

Basic organizational success. Organisational behaviour. Concept of globalisation. Type of organisations. Role of organisation. Effect of organisation. Supervision. Globalisation. Problem areas and design/proffer solutions which are sent back to the industry for implementation. Opportunities and risks firms face in today's global world. Conceptual tools for analysing how governments and social institutions influence economic competition among firms in different national settings. Public



policies and institutions in developed and emerging markets. Conceptualization of public policies change.

ENT 322: Research Methods in Entrepreneurship

(2 Units C LH 30)

Learning Outcomes

Upon the completion of the course, students would have been able to:

1. gather data, analysis data to solve business problems;
2. identify basic concepts in scientific inquiry, types of Behavioral research and research process;
3. explain business forecasting, evaluation and reporting, the role of business research in corporate planning; and
4. suggest how research can be made applicable in entrepreneurship.

Course Contents

Information gathering, analysis and interpretation in dealing with business problems in Nigeria. Basic concepts in scientific inquiry. Scientific research: meaning. Basic steps in research. Meaning of research. Types of behavioural research. Researchable activities, Research process. Accessing researchable topics. Definition of concepts in research, background of the study, statement of problem, purpose and objectives of the study. Research questions, hypotheses, significance, scope and operational definition of terms. Literature review. Conceptual frame work. Conceptualization, operational frame work. Theoretical and empirical review. Research design: meaning and types of research design, population, sampling. Data collection methods. Scaling method, validity, reliability and data analysis. Report writing. Proposal (chapter one –three). Chapter four -data presentation, analysis and interpretation. Chapter five: discussion of findings, conclusions, recommendations and implication of the study. Referencing and bibliography, appendixes.

ENT 323: Family Business and Succession Planning/Gender Issues in Entrepreneurship (2 Units C: LH 30)

Learning Outcomes

Upon the completion of the course, students would have been able to:

1. explain the concept of family business, cultural contexts, roles and responsibilities of the families in business;
2. discuss the ownership, Transfer and succession in family business;
3. analyse the issue of gender as a factor in entrepreneurship;
4. appraise the role of women in barriers empowerment, and women contributions to national socioeconomic and human development;
5. give examples of how family business has collapsed in Nigeria; and
6. narrate problems faced by women entrepreneurs in Nigeria.

Course Contents

Family business. Continuity challenges and best management and governance practices of leading family-owned businesses. The concept of family business. Cultural contexts of family business. Roles and Relationship in family business. Ownership transfer and succession in family business. Understanding of gender as a factor in entrepreneurship. Gender theories will be considered and the place of women in entrepreneurship. Women empowerment using tested entrepreneurship tools. The concept of women entrepreneurship. Role orientation and women entrepreneurial aspirations. Contributions of national socio- economic and human development. Barriers to women entrepreneurial practice.



ENT 324: Management Information System (MIS)**(2 Units C: LH 30)****Learning Outcomes**

Upon the completion of the course, students would have been able to:

1. identify fundamentals of data processing, the use of mechanical and electronic accounting machines, flow charting and principles of systems design and documentation;
2. explain the managerial uses of the information output as a basis for developing criteria and systems;
3. give examples of the total systems approach;
4. discuss the role of information technology in today's entrepreneurship; and
5. demonstrate the use of COBOL, SPSS and Fortran in business operations.

Course Contents

Fundamentals of data processing. Brief history and conventional data processing methods. Manual methods and mechanised methods. Classification of systems and their relative merits. Closed loop and open loop systems. Effect on time-lag. Total system approach and objectives. Total systems and subsystems. Data processing and management information systems (MIS). The organization of MIS including the use of mechanical and electronic accounting machines. Flow charting and the principles of systems design and documentation. Managerial uses of the information output as a basis for developing criteria and systems. Information needs of management and design of MIS. Computer and data processing - evolution of the computer and the computer system input, output and central processing unit. Hardware and software. Introduction to common computer programming languages used in business (COBOL, FORTRAN, SPSS, and others.) Electronic Data Processing (EDP) methods. Batch processing, real-time processing and the management of EDP. Business systems. Hierarchical structure of organizations. The sub-optimization issue.

**ENT 325/BIT 326: Industrial learning and Tours/Practical Exposure
(4 Units C: LH 60)****Learning Outcomes**

Upon the completion of the course, students would have been able to:

1. go through industry tanning and/or foreign study tour; and
2. submit a group or individual paper.

Course Contents

Practical aspect of entrepreneurship and management. Industry training and foreign study tours. In industry learning, students will be grouped and assigned to a specific trade based on their preferences. The group spends at least two hours weekly in the workshop or business premises. Facilitation general guidance while the industry practitioners render skills acquisition and mentoring. A group paper will be submitted at the end of the course. Foreign business study tourists will be required to present a detailed report of their experience.

EDU 401: Teaching Practice II**(3 Units C: PH 135)****Learning Outcomes**

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;



5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well conceptualized research and presenting a written report on the study conducted.

ENT 411: E-Business & I T Applications to Entrepreneurship (3 Units C: PH 90)

Learning Outcomes

Upon the completion of the programme, students would have been able to:

1. apply applications of IT to business operations;
2. demonstrate Applications of IT to Entrepreneurship;
3. apply Practical knowledge of IT; and
4. deploy IT to solve business problems.

Course Contents

Practical knowledge of electronic commerce. Concept definitions. Overview of internet and mobile telecommunication. Importance of e-business. Website design. Internet advertisements. Achieving competitive advantage using E-adverts. Online sales, E-payments, ATM, debit and credit cards. The scope of e-business (business to business (b2b), business to customers (c2c), customers to business (c2b), customers to customers (c2c). e-Business forms or methods (Electronic Data Interchange (EDI), Electronic Kiosk (ATM, AVM and others).



Popular sites for on-line businesses (Yahoo, Facebook, To-go, Twitter, Google, Academia.edu, E-Buddy and others. Online Consumers Buy, Why Consumers Buy Online. E-marketing Mix (4Ps + P² + C² + S³) -Product, price, promotion, personalization, privacy, customer service. Communication. Site. Security. Sales promotion. Practical applications.

ENT 413: Technological Entrepreneurship and Intellectual Property Rights (2 Units C: LH 30)

Learning Outcomes

Upon the completion of the course, students would have been able to:

1. give an overview of the field of entrepreneurial theory and practice for development and growth of technology- based new enterprises;
2. explain the concept of intellectual property, Nigeria copyright laws, protection of original works and products;
3. give examples of piracy operations in Nigeria; and
4. state the effects of lack of adequate protection of copyrights on the economy.

Course Contents

Demystifying technological entrepreneurship. The creative process essential for developing high-tech ventures. Overview of the field of entrepreneurial theory and practice for development and growth of technology-based new enterprises. Key strategic decisions investors and scientists take at each stage. Intellectual property. The Nigerian copyrights laws. Protection of original ideas, concepts and products as well as enterprise from piracy.

ENT 414: Strategic Thinking, Problem Solving and Negotiation Skills/Risk Mgt& Insurance (3 Units C: LH 45)

Learning Outcomes

Upon completion of the course, students would have been able to:

1. develop the ability to demonstrate an innovative idea;
2. explain basic principles of insurance;
3. classify and identify non-life and life policies;
4. describe the types of thinking process; and
5. give reasons for the failure of the insurance industry in Nigeria.

Course Contents

Development of the right mindset in students. Right attitude to build innovative organizations. Overview of the traditional thinking process (horizontal), its strengths and weaknesses. Lateral thinking perspective. The interface among thinking, problem solving and negotiation skills. Definition, nature and scope of insurance. History of insurance. The general functions and principles of insurance. The insurance markets. Risk management device. Various classes of life insurance business. Pattern and types of policy. Classification of non-life insurance business. Participants and procedure in the insurance market. Insurance intermediaries and their organizations. Proposal forms. Policy forms, slips and cover-note. Premiums. Renewals. Claims. Settlement and disputes and general principles of under-writing and rating.

ENT 421: Venture Creation: Growth, Mergers and Acquisition (2 Units C: LH 30)

Learning Outcomes

Upon the completion of the course, students would have been able to:

1. enable students to learn to be self-employed, generate business ideas and source for funds;



2. explain the concept of growth, challenges, strategies, franchising, mergers and acquisitions;
3. analyse the advantage in process and products development; and
4. provide practical example of how businesses can start and the various steps.

Course Contents

Self-employment. Generating business ideas. How to overcome environmental challenges and how to source funds. Business location analysis. Marketing, record keeping and financial discipline. Business registration, and how to grow modern businesses.

Theories of growth - an overview. The concept and reasons of growth. Challenges of growth. Strategies for growth (external growth strategies, franchising, buy-in and buy-out). Mergers and acquisition. Business idea and good feasibility study. Cooperation and understanding growth and expansion strategy. Consolidation of core corporate activities. Streamlining of input and output sources through mergers and acquisition. Exploring competitive advantage in process and products development.

ENT 422: Management of Creativity, Innovation and Change (2 Units C: LH 30)

Learning Outcomes

Upon the completion of the course, students would have been able to:

1. define the terms creativity and Innovation and types of innovation;
2. explain the need for organizational transformation required for value creation and competitiveness;
3. give examples of creative works in Nigeria; and
4. identify individuals or corporate bodies with innovative skills.

Course Contents

Definition of creativity. Innovation. Nature and types of innovation and strategies for financing innovation. Organisational transformation required for value creation and competitiveness in the changing world of business. New management challenges and poor corporate outlook in Nigeria. Models of change. Phases of change. Resistance to change and overcoming or managing resistance to change. Creation of an enterprise that convey idea of funding ventures. Types of creativity. Modes of creativity.

ENT 423: Research for Enterprise (4 Units C: LH 60)

Learning Outcomes

Upon the completion of the course, students would have been able to:

1. participate in a practical project for a business idea, new product or a new market; and
2. present a research report.

Course Contents

Field study for research for a business idea, new product, or a new market. Presentation of a research-based report of not less than 2,000 words at the end of the session.



Minimum Academic Standard

Staffing

1. at least 70% of lecturers must hold the Ph.D;
2. 20% of the lecturers must be professors;
3. most staff must have Ph.D. in entrepreneurship or educational management;
4. others must be pursuing the Ph.D. programme;
5. there must be aggressive staff development programme for younger staff; and
6. artisans (for workshops).

Administrative Staff

1. confidential secretaries;
2. administrative staff for faculties/departments; and
3. assistant, senior, principal registrars.

Library

1. research division;
2. Librarian;
3. deputy/senior/assistant librarians;
4. digital library;
5. reference section;
6. audio-visual/educational technology unit;
7. general reading room; and
8. technical services unit.

Classrooms, laboratories, workshops and offices

1. 8 standard classrooms (width capacity for 1:30 teacher/student ratio);
2. minimum of 4 laboratories;
3. minimum of 4 big workshops; and
4. offices.

Universities/facilities running entrepreneurship education must have workshops to accommodate some vocational tools/equipment. Some of these include inter alia:

List of some other equipments for entrepreneurial training programmes in Nigerian universities.

Cultural And Creative Arts

Musical

1. local drums, wooden drums, bells, maracas, clappers, musical pots (udu), xylophone, goge, oja, flutes, sarewa, horns;
2. guitars, school recorders, pianos, electric keyboard, orchestral instruments and graded xylophones; and
3. audio and video players and recorders, CD players, empty cassettes, turn tables, records phono disks, recorded audio-video tapes CD and others.

Fine arts

1. donkey seats, easles, drawing boards, potter's wheel, kiln, clay dump, print making machines, lino-cutters, fixative modeling tools, screen frames, T-squares, set-squares, scissors, hand gloves;
2. poster colours, caustic soda, hydro sulphite, calligraphic pens, markers, kitchen papers; and
3. photographic studio and equipment.



Theatre And Dance

1. complete lighting system;
2. at least, 7 lamps flood and follow spot;
3. dimmer board;
4. sewing machine;
5. make-up kits;
6. standby generators; and
7. dinner pack

Staff offices- to contain bookshelves, office furniture, keyboard.

Sports Fitness And Training

1. sports gear;
2. kick and punching pads;
3. laptop, white board marker;
4. projector;
5. first aid kits; and
6. fitness centre.

Sachet Water Production

1. sachet water machine;
 2. stainless tank;
 3. film housing;
 4. stainless water pump;
 5. long U.V water sterilizer;
 6. air sterilizer;
 7. sand filler;
 8. sand filter;
 9. resing ION exchange resin;
 10. activated carbon;
 11. akdolite chemical; and
 12. carsite chemical;
1. production room;
 2. storage room;
 3. raw materials room;
 4. clock room (changing room);
 5. office; and
 6. toilet with wc/wash hand basin;
- 2
 1. seal machine;
 2. industrial filters;
 3. UV- light for sterilizing water;
 4. plastic storage tanks/ overhead tanks;
 5. cup filters/micro filters; and
 6. borehole;
- 2.
 1. automated printed nylon;
 2. packing bags;
 3. workers; and
 4. manager.

Bakery

1. baking oven;
2. flour mixer;
3. slicing machine;
4. baking pans;
5. bread wrapper;
6. KVA generator (7.5 KVA at least);
7. supply truck;
8. flour, yeast, water, salt, milk, egg, butter, vegetable oil; and
9. measuring cups, scale.

Herbal Research and Drug Production

1.
 1. herbal garden;
 2. research facilities;
 3. drug production;
 4. books;
 5. 5-acre farm;
 6. fencing of land;
 7. water facilities- 2 boreholes, 5 wells;
 8. farm labour;
 9. farm processing house, machines for herbs seminars room;
 10. farm equipment- spraying pumps, cutlasses, motorcycle, vehicle; and
 11. establishment management- #25 million;
1. building.
 1. receiving and storing raw materials;
 2. manufacturing process area;
 3. furnished good store;
 4. office;
 5. water deionizer plant;
 6. multi mill;
 7. table coating pan;
 8. quality control room (in house testing unit);
 9. tray drier.
 10. automatic strip packing machine;
 11. high speed dissolver and stirrer machine;
 12. stainless steel mixing storage tank;
 13. cap sealing machine;
 14. plate filter press machine;
 15. humidity/stability chamber; and
 16. bulk density apparatus.
1. director, research personnel, sales officers, production managers, gardeners, drivers and others.

Fishery

1. fish pond(s);
2. stocking;
3. feeding;
4. aquaculture set-up for practices;



5. access to banks; and
6. metal or concrete tank.

Bee-Keeping

1. hive;
2. protective clothing;
3. smoker;
4. extractor;
5. uncapping bucket;
6. uncapping knife;
7. hive stand (iron);
8. swarm catcher; and
9. batting materials.

Goatry

1. land area;
2. wooden plank;
3. roofing sheet;
4. 9" cement blocks;
5. setting of blocks;
6. cement, Sand, granite, poles, digging, plastering, concrete;
7. purchase of goats;
8. drugs; and
9. feeding.

Computer Business Centre

1. HP desktop computer;
2. laser jet printer: A3 printer and A4 printer;
3. direct image;
4. (D.I) printer;
5. scanner;
6. spiral binding machine;
7. staplers;
8. accessories A3, A4 papers;
9. 5 KVA stabilizer; and
10. generator.

Television Studio

1. building;
2. computer editing system with canopus editing card;
3. computerized tele prompter- with dual screen;
4. computer character generator for T.V studio;
5. computer character generator for scrolling and bar;
6. 3 MD 1000 Panasonic video camera;
7. 4 channel vision mixer panasonic MX50;
8. 12 channel audio mixer;
9. 20 inches television set(3);
10. 14 inches television set (12);
11. video player recorder (3);
12. audio cassette player (2);
13. omni directional microphone (5);
14. bi-directional microphone (5);
15. boom microphone (5);



16. collar microphone (5);
17. camera tripods (3);
18. long type microphones stand (1);
19. 1 insertion video recorder player (14);
20. red head halogen lamps (3);
21. professional motorized studio light 2000 watts;
22. audio CD, tape and VCD player;
23. VCD/DVD players;
24. Colour chroma curtains;
25. equipment rack for TV studio and computers;
26. professional Headphones;
27. professional talk back systems;
28. UPS 1.5 kv;
29. plugs and cabling system; and
30. Sset of sound blaster woofer.

Dyeing/Textile

1. fabrics;
2. vat dye;
3. mordants;
4. buckets, water, raffia;
5. dye rods and rubber gloves, Rachs;
6. iron, cutting knives, brushes, padded table; and
7. stove, wax, eraser, cardboard, wooden hanger, printing table, chisel, metal hanger, T-janting.

Photography

1. laboratory;
2. cameras;
3. presentation portfolios;
4. films and relevant chemicals paper; and
5. darkroom and development equipment.

Paper Production

1. rice straws;
2. maize stalk;
3. jute bags and bamboo; and
4. chemicals -caustic soda, lime, ammonia.

Vulcanising

1. pumping machine;
2. compressor;
3. gauge;
4. iron bar;
5. gum; and
6. burning pot.

Welding

1. metals stand for cutting metals;
2. measurement apparatus or tubes;
3. welding machine; and
4. soldering machine.



B. Ed. Environmental Education

Overview

Environmental education aims at understanding how personal and societal choices affect the earth's ecosystems and inhabitants. It also helps to inspire a love of nature, often through outdoor immersion programmes and adventure outings. In the programme, students are exposed to learning the contemporary problems of the environment (forestation, desertification, erosion control, oil spillage and pollution) as well as proffering solutions to these problems. The training will equip the trained and skilled human resources into solving present and emerging global environmental problems through monitoring, surveillance and management.

Philosophy

The programme seeks to produce graduates who are worthy in character and learning, as well as being policy makers who are committed to ensuring sustainable management of the Nigerian environment. .

Objectives

The objectives of the programme are to:

1. produce a crop of human resource that will assist in Environmental Education teaching and researchers;
2. develop professionals that will take curriculum initiatives and assist in the teaching and learning of environmental education;
3. provide the personnel that will educate urban and rural dwellers on the subject of environmental conservation and management; and
4. ensure the availability of resource personnel that will develop materials for the advancement of environmental education and awareness.

Unique Features of the Programme

The programme includes a wider range and modern aspects (Natural resource conservation, Ecosystem functioning, Ecotoxicology, Waste management, Environmental administration and policy, Eco-innovation, Climate change and other global environmental issues) of environmental education.

Employability Skills

The employability skills for the programme include to produce:

1. environmental education teacher for secondary and tertiary institutions;
2. disaster management experts;
3. environmental consultants; and
4. park ranger and historical sites specialist.

21st Century Skills

The 21st century skills include:

1. decision making;
2. creativity and innovations;
3. goal setting;
4. communication and I.T skills;
5. initiative and enterprise skills;
6. self- management skill;
7. advocacy; and
8. digital literacy.

Admission and Graduation Requirements

Admission Requirement

4 Year Programme

In addition to acceptable scores in UTME, candidates must have obtained five Senior Secondary Certificate (SSC) credit passes which must include English Language, Mathematics, Chemistry and Biology with credit in one other relevant science subject. Agricultural Science, Geography and Economics at the Senior Secondary School Certificate or its equivalent may be considered.

Direct Entry Mode

Any one of the following qualifications is admissible for the three (3) year Education degree programmes. Five Senior Secondary School Certificate (SSC) which must include English Language, Mathematics, any science subjects and two of which must be at the Advanced Level in any of the following:

1. A pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied).
2. Passes in Biology and any of Chemistry, Geography, Agricultural Science or any other science subject at the Advanced level.
3. Passes in Chemistry and any of Biology, Geography, Physics, or any other science subject at the NCE.
4. Passes in Biology and any of Chemistry, Agriculture, Physics or any other science subject at the IJMB (Interim Joint Matriculation Board) examination or Cambridge Moderated Schools of Basic Studies Terminal Examinations or International Baccalaureate from a recognized institution.

Graduation Requirements

In addition to the general requirements for graduation at the University, students must offer and pass courses totalling 120 credit hours, 60 of which must come from the relevant option areas in Environmental Education and Science Education for the four-year programme.



Global Course Structure

100 Level

| Course Code | Course Title | Unit (s) | Status | LH | PH |
|-------------|---|-----------|--------|----|----|
| GST 111 | Communication In English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| EED 111 | Foundation of Environmental Education | 2 | C | 30 | - |
| MTH 101 | General Mathematics I | 2 | C | 30 | - |
| PHY 101 | General Physics I | 2 | C | 30 | - |
| PHY 105 | Practical Physics I | 1 | C | - | 45 |
| CHM 101 | General Chemistry I | 2 | C | 30 | - |
| CHM 107 | General Chemistry Practical I | 1 | C | 15 | 45 |
| BIO 101 | General Biology I | 2 | C | 30 | - |
| BIO 103 | General Practical Biology I | 1 | C | 15 | 45 |
| COS 101 | Introduction to Computing Sciences | 2 | C | 15 | 45 |
| | Total | 22 | | | |

200 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 15 | 45 |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | - |
| EED 211 | Environmental Education Method I | 2 | C | 30 | - |
| EMT 201 | Introduction to Environmental Science | 2 | C | 30 | - |
| EMT 202 | Methods of Environmental Analysis | 2 | C | 30 | 45 |
| EMT 206 | Introductory GIS | 2 | C | 15 | 45 |
| BIO 202 | Introductory Ecology | 2 | C | 15 | 45 |
| BCH 201 | General Biochemistry I | 2 | C | 30 | - |
| CHM 211 | Organic Chemistry I | 2 | C | 15 | 45 |
| CHM 212 | Inorganic Chemistry I | 2 | C | 15 | 45 |
| MCB 221 | General Microbiology | 2 | C | 30 | - |
| | Total | 22 | | | |



300 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 2 | C | | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | - |
| EED 311 | Environmental education method II | 2 | C | 30 | - |
| EED 312 | Entrepreneurship in Environmental education | 2 | C | 30 | - |
| EMT 301 | Principles of Natural Resources Management | 2 | C | 30 | - |
| EMT 303 | Metal and Environment | 2 | C | 30 | - |
| EMT 305 | Environmental Pollution Studies | 2 | C | 15 | 45 |
| EMT 307 | Remote Sensing Techniques | 2 | C | 15 | 45 |
| EMT 300 | Environment Ecosystem and Man | 2 | C | 30 | - |
| EMT 302 | Hazardous Substance Management | 2 | C | 30 | - |
| EMT 306 | Environmental Aspects of Agro Chemicals and Other Toxicants | 2 | C | 15 | 45 |
| | Total | 29 | | | |

400 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|-----|
| EDU 401 | Teaching Practice II | 2 | C | | 135 |
| EDU 400 | Project | 2 | C | | 135 |
| EED 421 | Science, Technology and Society | 2 | C | 30 | - |
| EMT 401 | Environmental Monitoring Systems and Techniques | 2 | C | 15 | 45 |
| EMT 403 | Water Analysis | 1 | C | 15 | 45 |
| EMT 405 | Rural and Urban Regional Planning | 2 | C | 30 | - |
| EMT 407 | Environmental Education and Awareness | 2 | C | 30 | - |
| | Total | 13 | | | |



Course content including learning outcomes

100 Level

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening;
and
7. write simple and technical reports.

Course Contents

Sound patterns in english language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in english (types: structural and functional, simple and complex). Grammar and usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and critical thinking and reasoning methods, (Logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, copyright rules and Infringements. writing activities: (pre-writing , writing, post writing, editing and proofreading; brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing and note making. mechanics of writing). Comprehension strategies: (reading and types of reading, comprehension Skills, 3RsQ). Information and communication technology in modern language learning, language skills for effective communication, major word formation processes. Writing and reading comprehension strategies, logical and critical reasoning for meaningful presentations, art of public speaking and listening, report writing.

GST 112: Nigeria Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to

1. state the important roles of teaching as a profession
2. the historical foundation of the Nigerian culture and arts in pre-colonial times;
3. list and identify the major linguistic groups in Nigeria;
4. explain the gradual evolution of Nigeria as a political unit;
5. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
6. enumerate the challenges of the Nigerian State towards Nation building
7. analyse the role of the Judiciary in upholding people's fundamental rights
8. identify acceptable norms and values of the major ethnic groups in Nigeria;
and
9. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents



Nigerian history, culture and art up to 1800 (yoruba, hausa and igbo peoples and culture, peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914, formation of political parties in Nigeria, nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics, Nigerian civil war). Concept of trade and economics of self-reliance (indigenous trade and market system, indigenous apprenticeship system among Nigeria people, trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification, Judiciary and fundamental rights, Individual norms and values (basic Nigeria norms and values, patterns of citizenship acquisition, citizenship and civic responsibilities, indigenous languages, usage and development, negative attitudes and conducts, cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's reconstruction, rehabilitation and re-orientation, re-orientation strategies: Operation Feed the Nation (OFN), green revolution, austerity measures, war against indiscipline (WAI), war against indiscipline and corruption(WAIC), mass mobilization for self-reliance, social justice and economic recovery (MAMSER), national orientation agency (NOA). current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education;
and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

EED 111: Foundations of Environmental Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. apply basis Environmental Education principles to everyday life;
2. explain steps involved in scientific method;
and



3. explain the genesis of environmental education till date.

Course Contents

Definition, brief history and Importance of science - Scientific method: - Identifying and defining problem, Raising question, formulating Hypotheses, designing experiments to test hypothesis, collecting data, analyzing data, drawing inference and conclusion. - Science processes/intellectual skills: a) Basic processes: observation, Classification, measurement and b) Integrated processes: Experimentation, prediction, Hypothesis, Communicating, Theory formulation and others, Historical, philosophical, psychological as well as the sociological foundations of environmental education - Science of Environmental Education and its subdivisions: Botany, Zoology, Wildlife and eco-tourism, Microbiology, Ecology, Entomology, Geology and meteorology. - The Relevance of Environmental Education to man: application in conservation, agriculture, public health, medical sciences and others. - relation of environmental education to other science subjects.

MTH 101: Elementary Mathematic I (Algebra and Trigonometry) **(2 Units: C LH 30)**

Learning Outcomes

At the end of the course, students should be able to

1. solve basic definition of Set, Subset, Union, Intersection, Complements and use of Venn diagrams;
2. solve quadratic equations;
3. solve trigonometric functions;
4. explain various types of numbers;
and
5. solve some problems using Binomial theorem.

Course Contents

Elementary set theory, subsets, union, intersection, complements, venn diagrams. Real numbers; integers, rational and irrational numbers, mathematical induction, real sequences and series, theory of quadratic equations, binomial theorem. Complex numbers; algebra of complex numbers; the Argand diagram. De-Moivre's theorem, nth roots of unity. Circular measure, trigonometric functions of angles of any magnitude, addition and factor formulae.

PHY 101: General Physics I (Mechanics) **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, students should be able to

1. identify and deduce the physical quantities and their units;
2. differentiate between vectors and scalars;
3. describe and evaluate motion of systems on the basis of the fundamental laws of mechanics;
4. apply Newton's laws to describe and solve simple problems of motion;
5. Evaluate work, energy, velocity, momentum, acceleration, and torque of moving or rotating objects;
6. explain and apply the principles of conservation of energy, linear and angular momentum;
7. describe the laws governing motion under gravity;
and
8. explain motion under gravity and quantitatively determine behaviour of objects moving under gravity.



Course Contents

Space and time; units and dimension, Vectors and Scalars, Differentiation of vectors: displacement, velocity and acceleration; kinematics; Newton laws of motion (Inertial frames, Impulse, force and action at a distance, momentum conservation); Relative motion; Application of Newtonian mechanics; Equations of motion; Conservation principles in physics, Conservative forces, conservation of linear momentum, Kinetic energy and work, Potential energy, System of particles, Centre of mass; Rotational motion; Torque, vector product, moment, rotation of coordinate axes and angular momentum. Polar coordinates; conservation of angular momentum; Circular motion; Moments of inertia, gyroscopes and precession; Gravitation: Newton's Law of Gravitation, Kepler's Laws of Planetary Motion, Gravitational Potential Energy, Escape velocity, Satellites motion and orbits.

PHY 107/108: General Practical Physics I & II (2 Units C: LH 30; PH 90)

Learning Outcomes

At the end of the course, students should be able to

1. conduct measurements of some physical quantities;
2. make observations of events, collect and tabulate data;
3. identify and evaluate some common experimental errors;
4. plot and analyse graphs;
5. draw conclusions from numerical and graphical analysis of data;
and
6. apply basis Environmental Education principles to everyday life.

Course Contents

This introductory courses emphasizes quantitative measurements, the treatment of measurement errors, and graphical analysis. A variety of experimental techniques should be employed. The experiments include studies of meters, the oscilloscope, mechanical systems, electrical and mechanical resonant systems, light, heat, viscosity and others, covered in PHY 101 and PHY 102. However, emphasis should be placed on the basic physical techniques for observation, measurements, data collection, analysis and deduction.

CHM 101: General Chemistry I (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. define atom, molecules and chemical reactions;
2. discuss the Modern electronic theory of atoms;
3. write electronic configurations of elements on the periodic table;
4. rationalize the trends of atomic radii, ionization energies, electronegativity of the elements based on their position in the periodic table;
5. identify and balance oxidation – reduction equation and solve redox titration problems;
6. draw shapes of simple molecules and hybridized orbitals;
7. identify the characteristics of acids, bases and salts, and solve problems based on their quantitative relationship;
8. apply the principles of equilibrium to aqueous systems using LeChatelier's principle to predict the effect of concentration, pressure and temperature changes on equilibrium mixtures;
9. analyse and perform calculations with the thermodynamic functions, enthalpy, entropy and free energy;
and



10. determine rates of reactions and its dependence on concentration, time and temperature.

Course contents

Atoms, molecules, elements and compounds and chemical reactions. Modern electronic theory of atoms. Electronic configuration, periodicity and building up of the periodic table. Hybridization and shapes of simple molecules. Valence Forces; Structure of solids. Chemical equations and stoichiometry; Chemical bonding and intermolecular forces, kinetic theory of matter. Elementary thermochemistry; rates of reaction, equilibrium and thermodynamics. Acids, bases and salts. Redox reactions and introduction to electrochemistry.

BIO 101: General Biology I

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. explain cells structure and organizations;
2. summarize functions of cellular organelles;
3. characterize living organisms and state their general reproduction;
4. describe the interrelationship that exists between organisms;
5. discuss the concept of heredity and evolution;
and
6. enumerate habitat types and their characteristics.

Course Contents

Cell structure and organization, functions of cellular organelles, characteristics and classification of living things, chromosomes, genes their relationships and importance, general reproduction, interrelationships of organisms (competitions, parasitism, predation, symbiosis, commensalisms, mutualism, saprophytism); heredity and evolution (introduction to Darwinism and Lamarkism, Mendelian laws, explanation of key genetic terms), elements of ecology and types of habitat.

BIO 107: General Biology Practical I

(1Unit C; PH 90)

Learning outcomes

At the end of the course, students should be able to

1. outline common laboratory hazards;
2. provide precautions on laboratory hazards;
3. state the functions of the different parts of microscope;
4. use the microscope and describe its maintenance;
5. draw biological diagrams and illustrations;
and
6. apply scaling and proportion to biological diagrams.

Course Contents

Common laboratory hazards: prevention and first aid; measurements in biology; uses and care of microscope: compound and dissecting microscope. Biological drawings and illustration, scaling, accuracy and proportion; use of common laboratory apparatus and laboratory experiments designed to illustrate the topics covered in BIO 101.



COS 101: Introduction to Computing Sciences

(2 Units C: LH 15; 45)

Learning outcomes

At the end of the course, students should be able to

1. trace historical development of computing to the current programmes in the discipline;
2. distinguish the salient characteristics of the different programmes of the computing discipline;
3. identify the roles and applications of computers and computing in different areas of human endeavor;
4. identify and explain the basic components of a computer system;
5. develop basic literacy on the use of computer systems;
6. develop competence on the use of common Office productivity applications; and
7. make purposeful use of the Internet for information gathering, learning and continuous professional development.

Course Contents

History of computing sciences leading to the different programmes in the discipline. Characteristics of each programme in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society; Students will be required to complete lab assignments using the PC's operating system, and several commonly used applications, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

200 Level Courses

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.



ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45))

Learning Outcomes

At the end of the course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship; opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods **(2 Units C: LH 30)**

Learning outcomes

At the end of the course, students should be able to

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. Identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents



Definition and types of curriculum. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culture-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

EED 211: Environmental Education Methods I

(2 Units C: LH 30)

Learning outcomes

At the end of the course, students should be able to

1. explain the nature and structure of science;
2. narrate the issues in science education;
3. examine the traditional role of the teacher;
and
4. describe how a teacher organize learning activities.

Course Contents

Nature and structure of science Role of science, the scientist, the science teacher and society
The concept of integration in science and environmental education Other issues in Science Education: Professional growth of the science/ environmental education teacher Science, religion and culture Science clubs and fairs Exhibitions in Environmental education. Conferences, clubs, seminars, symposia and workshops.

EMT 201: Introduction to Environmental Science

(2 Units C: LH 30)

Learning outcomes

At the end of the course, students should be able to

1. understand the principles of science and recognize their role in evaluating and establishing a viable human society within Earth's systems;
2. describe the basic ecological concepts and knowledge of the natural world;
3. recognize, describe, and quantitatively describe Earth systems, including the land, water, sea, and atmosphere, and how these functions collectively support life on Earth;
4. describe the variation in ecosystems, their structure and function both internally and as part of the larger biosphere;
and
5. learn human population characteristics and growth, and recognize the impacts of human society on Earth's systems and resources.

Course Contents

Application of physical and chemical principles. Ecological concepts. Systems approach to policy analysis of atmospheric environments. Freshwater and marine environments. Land use. Energy supplies and technology and other resources.

EMT 202: Methods in Environmental Analysis

(2 Units C: LH 30)

Learning outcomes

At the end of the course, students should be able to

1. know the fundamental concepts of environmental analysis, being able to classify and prepare standard solution;



2. have an in-depth understanding of statistical analyses of data- Errors, Mean, Standard Deviation, Reliability of an average value (t – test), F – test, rejection of outliers (Q test and 4Q test). Analysis of variance (ANOVA);
3. be exposed to some chemical analyses applicable to environmental studies such as Gravimetric analysis, Acid Base Titrimetry and Non-Aqueous Titration; and
4. have gained understanding of Oxidation and reduction, Balancing of Redox reactions.

Course Contents

Review of Fundamental Concepts: What is Environmental Analysis, Importance of Environmental Analysis, Classification of Units of Concentration. Preparation of Standard Solutions. Statistical Treatment of Analytical Data: Accuracy, Precision, Errors, Mean, Standard Deviation, Reliability of an average value (t – test), F – test, rejection of outliers (Q test and 4Q test). Analysis of variance (ANOVA) Sampling, Techniques, Graph plotting (Centroid method/Least square). Gravimetric analysis. Types – Evolution, Loss in Ignition, Gas absorption, Thermogravimetry, Electrogravimetry, Precipitation from Solution (Conditions for Analytical Precipitation, Digestion, Filtration, Handling of Precipitates, Co-precipitation), Calculations. Acid Base Titrimetry. Primary Standards, Indicators, Titration Curves, Application. Fundamental Principle of Calculation in titrimetry. Non-Aqueous Titration: Definition of (Arrhenius, Bronsted lowry, lewis, General Solvent), standards. Precipitation Titrimetry: Titration Curves, Indicators in precipitation titration (Mohrs, Volhard): Complexometric Titration: Types of Complexing agents, Important feature of EDTA, Masking and Demasking, Complexometric Indicators, Titration methods with EDTA. Oxidation reduction: Titrimetry. Concept of oxidation & Reduction, Oxidation States, Balancing of Redox reactions. Standard electrode potentials. Relationship between Concentration and Potential End Point Detection (Self, Specific and True Oxidation. Red Indicators) Application.

EMT 206: Introductory Geographic Information System (GIS) (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. learnt the concept and components of GIS;
2. gather skills on data collection (both spatial and aspatial);
3. being able to use GIS tools and softwares in analysis, storage and manipulation of GIS Data; and
4. knowledge on interpretation of remote sensing data – aerial photographs, satellite imageries and others.

Course Contents

Survey of the development of geographical data collection procedures, exploration, land use survey, regional planning surveys, computer cartography, geographic coding, remote sensing.

BIO 202: Introductory Ecology (2 Units C: LH 15; PH 45)

Learning outcomes

At the end of the course, students should be able to

1. explain various concepts and terminologies associated with the ecosystem;
2. list and explain features of various habitat types;
3. explain natural destruction/disaster, community and natural cycles; and
4. explain and describe factors responsible for changes in population.



Course Contents

Concept and definition of ecosystem, ecology at community level, ecological classification of habitat types, terrestrial and aquatic biomass, specific features of each, biotic components of habitat. Natural destruction, factors of communities, success of community interaction, natural cycle, dynamics of population.

BCH 201: General Biochemistry I

(2 Units C: LH 30)

Learning outcomes

At the end of the course, students should be able to

1. understand the structure of different macromolecules in biological system;
2. identify types of chemical reactions involving these macromolecules;
3. explain the various methods of isolation of these macromolecules;
4. estimate the effects of acids and alkalis on the macromolecules;
5. know how to purify the macromolecules;
and
6. learn how to quantify the various macromolecules.

Course Contents

Introductory chemistry of amino acids; their properties, reactions and biological functions. Classification of amino acids: neutral, basic and acidic; polar and non-polar; essential and non-essential amino acids. Peptides. Introductory chemistry and classification of proteins. Biological functions of proteins. Methods of their isolation, purification and identification. Primary, secondary, tertiary and quaternary structures of proteins. Basic principles of tests for proteins and amino acids. Introductory chemistry of carbohydrates, lipids and nucleic acids. Nomenclature of nucleosides, and nucleotides; effects of acid and alkali on hydrolysis of nucleic acids.

MCB 221: General Microbiology

(3 Units C: LH 30; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. explain basic concepts and scope of microbiology;
2. describe the layout of a microbiology;
3. list laboratory equipment and reagents in a microbiology laboratory;
and
4. explain theory behind basic protocols in a microbiology laboratory.

Course Contents

History of the science of microbiology. Classification of organisms into prokaryotes and eukaryotes; Classification of prokaryotes into archaea and eubacteria anatomy and cytochemistry of bacteria and fungi. Shapes, groupings and colonial morphology of bacteria and fungi. Structure of viruses. Sterilization and disinfection, Structure, ecology and reproduction of representative microbial genera. Culture of micro-organisms. Isolation of micro-organisms; isolation of bacteria, viruses fungi (yeasts and moulds. Nutrition and biochemical activities of micro-organisms. Antigens and antibodies. Identification and economic importance of selected microbial groups. Microbial variation and heredity. Study of laboratory equipment. Introduction to microbiology of air food, milk, dairy products, water and soil. Staining techniques, antibiotic sensitivity tests, serological tests, antimicrobial agents.



300 Level Courses

GST 312: Peace and Conflict Resolution

(2 Units C: (LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies;
and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts; structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to peace & conflict management (religious, government and community leaders). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties community policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation, d). Collaboration. Roles of international organizations in conflict resolution. (a). The United Nations, UN and its conflict resolution organs. (b). The African Union & peace security council (c). ECOWAS in peace keeping. Media and traditional Institutions in Peace Building. Managing post-conflict situations/crisis: refugees. Internally Displaced Persons, IDPs. The role of NGOs in post-conflict situations/crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship;
and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents



Opportunity Identification (Sources of business opportunities in Nigeria, environmental scanning, demand and supply gap/unmet needs/market gaps/market research, unutilised resources, social and climate conditions and technology adoption gap). New business development (business planning, market research). Entrepreneurial finance (venture capital, equity finance, micro finance, personal savings, small business investment organizations and business plan competition). Entrepreneurial marketing and e-commerce (principles of marketing, customer acquisition & retention, B2B, C2C and B2C models of e-commerce, first mover advantage, e-commerce business models and successful e-commerce companies,). Small business management/family business, leadership & management, basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (strategy and tactics of negotiation/bargaining, traditional and modern business communication methods). opportunity discovery demonstrations (business idea generation presentations, business idea contest, brainstorming sessions, Idea pitching). Technological solutions (the concept of market/customer solution, customer solution and emerging technologies, business applications of new technologies - artificial intelligence (AI), virtual/mixed reality (VR), internet of things (IoTs), blockchain, cloud computing, renewable energy and others. Digital business and e-commerce strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. state effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, students should be able to

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;



6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS in data analysis. Reporting educational research.

EED 311: Environmental Education Methods II

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. state the Aims and objectives of teaching Environmental Education in Secondary Schools;
2. describe the structure and function of a lesson plan;
3. differentiate between a syllabus and a scheme of work;
4. design a scheme of work and lesson plan for a given topic;
5. discuss the resources/strategies used in teaching Environmental Education; and
6. explain the important of assessment

Course Contents

Aims and objectives of teaching environmental education in secondary schools. Syllabus, Scheme of work, lesson plan and lesson note. Stating aims and instructional objectives in environmental education. Resources for teaching environmental education. Improvisation in environmental education teaching. Methods/strategies of teaching environmental education such as discussion, lecturer, demonstration, small group approaches, activity approach and independent study. Evaluation of environmental education learning outcomes: Cognitive: (memory, comprehension and application objectives) Affective: (interest, value, receiving, responding, valuing) psychomotor: how to use hand lens, microscope and others (manipulative skills). Scientific attitudes – honesty, curiosity, critical/open mindedness and others. Micro-teaching. Further strategies in environmental education teaching: questioning, inquiry, discovery, fieldtrips, use of resource persons, tours and excursions, projects and others. Classrooms management. Preparation of charts and posters on core message of environmental education. Use of Audio-Visual in environmental education teaching (use of films, slides and overhead projector during a chemistry lesson). ICT integration, using ICT effectively for teaching, learning and assessment in environmental education.



EED 312 Business management in Environmental education (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. define entrepreneurship;
2. list types of business organization;
3. discuss the sources for funding of business; and
4. list social responsibilities of business.

Course Contents

The concept of entrepreneurship. Types and nature of business organisation. Sources of capital for funding business. Location and localization of industries and factors affecting location of business. Management of small and medium scale business. Business and external environment. Social responsibility of business.

EMT 301: Principles of Natural Resources Management (2 Units C:LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. have learnt about natural resources and its concepts, resource management, its principles, types and importance;
2. exposed to the scope of Environmental conservation, how to protect and conserve the natural species;
and
3. understand the principles of biodiversity, extinction and other natural resource management practices.

Course Contents

Natural resources types and origin, environment, resource and development; rational use of resources and concept of sustainable development. Management of forests, grazing, lands, soils, foods, minerals and others. Community resource development, population and pressure on resource utilization. Administration and management of natural resource in Nigeria. Resource economics and management. Environmental conservation – Protection of nature and conservation of species. Conservation of agricultural landscape. Case studies concerned with concepts of balanced approach to natural resources management. Development of planning and management principles of natural resources and ecosystem subject to increasing development processes. Convention on biodiversity.

EMT 303: Metal and the Environment (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. have the understanding of environmental pollution as a result of discharge of metal pollutants in our environments;
2. be able to explain the effects of metal pollutants in the environments;
and
3. gained knowledge on the techniques of analyzing metals in environment.

Course Contents

Origin of metals. Classification of metals., Utilization of metals in industries. Sources of metal pollution; geological weathering, industrial discharge. Metals - fabricating and furnishing,



leaching of metals from garbage, agricultural waste products. Effect of metals on the environment - sediment, waste, air and food. Adverse effect of heavy metals – poisoning effects of Pb, Cd, Zn and Hg. Other effects such as, neurological, and renal effects. Analysis of metals in environmental samples.

EMT 305 Environmental Pollution Studies

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. learn about Agrochemicals and other toxicants – what they are and what are the risks they may pose;
2. identify the scenarios – where and when are man exposed;
3. recognize signs, symptoms and diseases that may be related to agrochemical and other toxicants exposure;
and
4. know how to prevent and treat pesticides exposure.

Course Contents

The environment and its interaction concept of elementary cycles, characteristics of the atmosphere, types and effects of environmental pollution. Land pollution and methods of waste disposal. Air pollution and its effects on man, plants and materials. Water pollution and treatment of waste waters, nuclear pollution, Noise pollution and global environmental problems, greenhouse effect, global warming, ozone layer depletion, nuclear winter, acid rain.

EMT 307: Remote Sensing Techniques

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. Students will acquire knowledge on various applications of remote sensing in surveying of natural resources and monitoring of land use.

Course Contents

Concept of remote sensing. The electromagnetic spectrum, imaging systems and their capabilities, remote sensing platforms, applications in natural resource surveys and monitoring land use.

EMT 300: Environment, Ecosystems and Man

(2 Units C LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. define and understand the terms "Population, community, ecosystem, environment and environmental factors", their characteristics how it relates to each other;
2. have an insight and approach of population Ecology, Community Ecology, and the interaction of species both inter & intra dependency;
3. have an in-depth knowledge on the effect of Man on the ecosystem and learnt the required skill to manage anthropogenic impacts to yield a sustainable future for mankind and planet at large;
and
4. gathered knowledge on Eco-development, integrated development and Environmental planning principles.



Course Contents

Population, community, ecosystem, environment and environmental factors. Study of communities and ecosystem, abundance, density, yield, cover, frequency. The ecology of niche, niche, overlap competition, coexistency, resource shift. Habitats: The primary terrestrial and aquatic habitats which affect man. Alteration imposed on the habitats by man. Integration of ecology and environment into development planning. Ecological management. Eco-development and integrated development. Environmental planning principles – interdisciplinary not multidisciplinary, holistic, comprehensive, participative coordinated, integrated and continuous planning.

EMT 302: Hazardous Substances Management

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. know the nature, origin and classification of waste and hazardous toxic substances, its characteristics;
2. have gathered the skill sets in identifying, sourcing, sorting and disposal of hazardous and toxic substances;
3. understand the route of exposure, entry and accumulation in man and the environment; and
4. know the principles and laws regulating the handling and practices of toxic substances locally and internationally.

Course Contents

The nature, origin, and classification of hazardous toxic substances; Characteristics of wastes and hazardous substances. Identification of hazardous substances. Sources and pathways of hazardous substances. Disposal methods and technology of hazardous substances. Geological environmental factors affecting choice of disposal site; contamination of water bearing strata; soil, plants, food webs and bio-concentration. Analysis of hazardous and toxic substances. Regulations and law governing the sale, importation, transportation, storage and disposal of hazardous and toxic substances.

EMT 306: Environmental Aspects of Agro Chemicals and other Toxicants

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. learn about Agrochemicals and other toxicants – what they are and what are the risks they may pose;
2. identify the scenarios – where and when are man exposed;
3. recognize signs, symptoms and diseases that may be related to agrochemical and other toxicants exposure; and
4. know how to prevent and treat pesticides exposure.

Course Contents

Movement and absorption of pesticides in soil. Factors affecting mobility of pesticides and other toxicants in the soil. Soil-herbicide interaction and herbicide efficacy. Fumigant action and systematic activity. Pesticide conversion mechanisms in the environment. Enzymic and non-enzymic conversion, degradation of pesticides and other toxicants in soil, water, plants and in animals. Pesticides in food chains. Detection/determination and management of toxic wastes in the environment, sanitary fundamentals of pesticide application, safety measures in



storage, dispensing, transportation and use of pesticides; disposal of pesticide containers and wastes; ecological and environmental health effects. Environmental criteria standards, regulations on pesticidal use. Case studies of global disasters of misuse and abuse of pesticides.

400 Level Courses

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to;

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report;
and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations; and how to use this knowledge to assist children in real time;
and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.



EDU 421: Science, Technology and Society**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. define science, Technology and Society;
2. discuss the role of Science and Technology in development;
3. list negative effects of Science and Technology;
and
4. explain major achievements of Science and Technology.

Course Contents

Definition of science, ethics and science process skills as ways of finding but about the environment and attempt to put structure on it. Assumptions of Science concerning nature and the processes and products of scientific investigations. Ethics of science and scientific attitudes Knowing the ethics of science and developing scientific attitudes know the assumptions of science concerning nature and the processes and products of scientific investigations/implication. Science process skills Application of science process skills to emphasis on communicating, interpreting data, designing experiments, reporting completely, and accurately, formulating hypotheses, generalizing, predicting and others.

EMT 401: Environmental Monitoring Systems & Techniques
(2 Units C: LH 15; PH 45)**Learning Outcomes**

At the end of the course, students should be able to

1. learn and practice many methods to be able to collect samples in their research and in their professions;
2. explain quality control, including documentation, calibration, and sample management;
and
3. defend their data and can base good decisions on measurements taken.

Course Contents

Definition, general principles of environmental monitoring. Organisation of monitoring programmes for site and resource specific strategies. Classification of monitoring techniques and use (physical, chemical, biological, radioactive); global sources, sinks and transport (mass balance) of both man-made and natural atmospheric trace components, Ocean-atmosphere interactions, reversible effect of human activities on the global environment such as, greenhouse effect, climate change, depletion of stratosphere ozone layer, acid rain. Air pollution meteorology, chemistry and biology. Atmosphere dispersion models. Elements of air pollution control. Sampling and air monitoring techniques. Mechanism of pollutant interaction with soil and vegetation. General principles of biotesting, aquatic toxicity, types, bioassays, data analysis and interpretation.

EMT 403: Water Analysis**(2 Units C: LH 15 PH 45)****Learning Outcomes**

At the end of the course, students should be able to

1. learn water sampling techniques;
2. learn about specific chemistry tests for water quality;
3. describe several factors that could affect water quality;



4. describe water as an environmental, economic and social resource;
5. explain how environmentalist help maintain water quality for health and recreation through monitoring and treatment;
and
6. analyze, interpret, and report on laboratory and field findings using; and appropriate statistical techniques and computer applications

Course Contents

Sampling and analysis of water for various biological and physicochemical water quality parameters: pH, hardness, alkalinity, chloride, phosphate, nature, ammonia, sulphate, sulphide, sulphite, faecal bacteria and others. Determination of dissolved oxygen (DO), chemical oxygen demand (COD), biochemical oxygen demand (BOD) dissolved and suspended solids, conductivity, turbidity, temperature, saturation index, sodium adsorption ratio and others.

EMT 405: Rural and Urban Regional Planning

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. understand the objective, scope and content of regional planning;
2. have gathered an in-depth knowledge on the underlying concepts, models and theories of regional development;
3. effectively apply the policies and simple techniques of regional analysis in impacting the surrounding environment (Case study);
and
4. know the Cost-benefit approach to project evaluation, growth pole; and strategies, social and economic overhead capitals, rural development programmes.

Course Contents

The objective, scope and content of regional planning. The underlying concepts, models and theories of regional development. Policies and simple techniques of regional analysis. Cost-benefit approach to project evaluation, growth pole strategies, social and economic overhead capitals, rural development programmes.

EMT 407: Environmental Education and Awareness

(2 Units C: LH 30))

Learning Outcomes

At the end of the course, students should be able to

1. effectively carry out citizen-research;
2. community surveys;
3. disseminate information accordingly to different population size, and target groups;
and
4. gathered the skills in community entry and mobilization.

Course Contents

Population and environment (responsible use). Role of educational intervention in environmental action. Methods of dissemination of environmental information, case studies of information to various target groups. Methods of public opinion assessment. Social theory for environmental psychology, ecological, psychology theory of participation, social response to environmental-pollution, environmental damage and compensation.



Minimum Academic Standards

Equipment

1. Forestry and Wildlife equipment
2. Chainsaw
3. Feller Buncher
4. Felling Heads
5. Harvester
6. Tethered Logging Systems (used for felling and extraction)
7. Mulchers (also referred to as Masticators or Brushcutters)
8. Stroke Boom Delimber
9. Delimbers
10. Chippers
11. Day pack
12. A field notebook
13. Water bottle
14. Small knife/multi-tool (Leatherman-type)
15. Watch
16. Flashlight/headlamp
17. Binoculars (8×40 are preferred for wildlife observations)
18. Sighting compass with declination adjustment
19. Camera
20. Warm clothes (field pants, wool sweater, fleece jacket, hat)
21. Winter parka
22. Insulated boots (such as, Sorel type)
23. Thermal underwear
24. Gloves or mittens (mittens will keep your hands warmer)
25. Small first aid kit (band-aids and others.)
26. Ski pants or wind-breaking shell-type pants or wool pants
27. Heavy socks (preferably synthetic)
28. Synthetic or wool thermal underwear (pants and shirt)
29. Face mask or scarf

Hand/toe warmer

1. Incubator/Sterilizer
2. Embedding Bath
3. Micrometer
4. Water Baths
5. Autoclaves
6. Weighing Balances
7. Hot Plates
8. Incubators
9. Field Binoculars
10. Binocular microscopes
11. Field cameras
12. Stereo Microscopes



13. Refrigerators
14. Shakers
15. pH Meters
16. PCR Thermocyclers
17. Gel photo documentation equipment
18. Gel electrophoresis systems
19. ELISA Kits
20. Sahli's Hemoglobinometer
- 21.** Distillers (All Glass)
- 22.** R. Humidity with Thermometer
- 23.** Embedding Oven
- 24.** Ovens
- 25.** Thermostatic Incubator
26. Microtome
27. Veneer callipers
- 28.** Retort stand
- 29.** Automatic Tissue Processor
- 30.** Tissue Embedding Centre
31. Air Pumps (Diaphragm)
- 32.** Vacuum Pumps
- 33.** Tissue Grinder Glass
- 34.** Photometer and Atometer
- 35.** Shadon Unit Kit No. 1
- 36.** Barothermograph
- 37.** Kymograph Muscle
- 38.** Spirometer
39. Colorimeter
40. Lamina flow
41. Glucometer
- 42.** Digital blood pressure monitor
- 43.** Insect Light Traps
- 44.** Insect Boxes
- 45.** Slide Projector
- 46.** Over-head Projector
47. Bench Centrifuges
- 48.** Micro Refrigerated Centrifuges
- 49.** Steel Frame Aquaria
- 50.** Auxanometer



Oxygen MeterGlass wares/micropipettes

Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects.

In employing/promoting staff, the following criteria are suggested:

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Library

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition well stock and current hardcopies of reference and other textual materials should be provided centrally at the level of the Faculty. A well network digital library should serve the entire university community. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources.

In any case, there should be internet ready workstations available in the library for least 25% of the total student enrolled in each academic programme.

The funding of the Library should be in line with NUC guidelines.

Classroom, laboratories, workshop and offices

Spaces

The NUC recommends the following physical space requirement:

| | m ² |
|---|----------------|
| Professor's Office | -18.50 |
| Head of Department's Office | - 18.50 |
| Tutorial Teaching Staff's Office | - 13.50 |
| Other Teaching Staff Space | - 7.00 |
| Technical Staff Space | - 7.00 |
| Secretarial Space | - 7.00 |
| Science Staff Research Laboratory | - 16.50 |
| Education Staff Research Laboratory | - 14.50 |
| Seminar Space/per student | - 1.85 |
| Drawing Office Space (A.O. Board) (Per Student) | - 4.60 |
| Drawing Office Space (A.I. Board) (Per Student) | - 3.70 |
| Laboratory Space | - 7.50 |



B. A. Ed. French

Overview

The B. A. (Education) French programme is conceived to produce the much-needed French teachers for Nigeria. Apart from the General Studies Courses and Core Education Courses, the current CCMAS contains 60 Units of core courses in the Department of French in the Faculty of Arts. The individual Universities also included other courses to make up for the minimum of 120 Units required for graduation by undergraduate students. The B.A. (Education) French CCMAS is organized around the preliminaries, the course structure and the semester arrangements. The course content for all the courses as well as a corresponding set of learning outcomes for individual courses are provided as guide for successful content delivery. The main intention is to produce French teachers with generic skills, competencies and attitudes that are fit for the 21st Century French as a foreign language teacher.

Philosophy

The B.A. (Education) French Programme has as philosophy the production of graduates competent in all areas of French language, literature and culture as well as competence in teaching all of these skills and knowledge to primary and secondary school students and all other categories of people interested in learning French as a foreign language.

Objectives

The objectives of the B.A. (Education) French Programme are to:

1. equip the students with the knowledge of the forms and features of the varieties of French used in different professional domains such as business communication, diplomatic service, legal communication, electronic broadcast media, print journalism, advertising and sports commentaries, book publishing and biography writing;
2. equip the students with adequate linguistic knowledge of the French Language through a detailed study of its sound system, its lexicon, its syntax, semantics and usage;
3. adequately prepare the students to teaching and research at appropriate level of education and pursue postgraduate studies in French Language Education and other areas of specialization within the Programme;
4. produce graduates with adequate grasp of the intricacies of French politics and the politics of Francophone countries generally, as a way of preparing them for Nigeria's effective response in her inter-face with the French-speaking world;
5. produce graduates capable of exploiting works of art expressed in French via literature or cinema to boost cultural awareness and the understanding of global Francophone cultural life;
6. orient students towards self-employment by a focus on knowledge and skills such as entrepreneurship, practical writing (such as articles in magazines, of speeches, memoranda of understanding, designing and presenting special programmes on radio or TV, designing and publishing magazines and others), creative writing, and other kinds of original output through independent thought, inventiveness and creativity; and
7. contribute most significantly to the development of the nation and to the projection of Nigeria as a major force in the sub-regional, regional and international fora.

Unique Features of the programme

The unique features of the programme include:

1. emphasis of translation as language learning exercise and as a professional practice;
2. promotion of intercultural sensitivity, adaptability and communication;
3. emphasis of literary, technical and communicative skills;
4. application of the teaching/learning of the French language beyond the instructional setting; and
5. equipping graduates of the programme with entrepreneurial skills.

Employability Skills

The graduate of B.A. (Education) French should be able to establish and run a:

1. primary or secondary school;
2. translation/interpretation outfit;
3. airline Ticketing and services centre;
4. tourism Agency; and
5. french Training and Examination Centre for Government and Chambers of Commerce

21st Century skills

The B.A. (Education) French CCMAS is designed to impart 21st century skills to the graduates of B.A. (Education) French programme, such as:

1. critical thinking;
2. creativity;
3. collaboration;
4. communication;
5. information literacy;
6. media literacy; and
7. flexibility.

Admission and graduation requirements

Admission Requirements

4-Year programme

In addition to appropriate UTME score, five Senior Secondary Certificate (SSC) (or its equivalent) to include a credit passes English Language and French at not more than two sittings. The UTME subject must include French.

Direct Entry

Five SSC (or its equivalent) credit pass including English and French Language two of which must be at the Advanced Level in any of the following:

1. N.C.E. with credit passes in French and any other Arts or Social Sciences subject
2. Baccalauréat/International Baccalauréat
3. G.C.E. Advanced Level or passes in French and any other subject in Arts or Social Sciences or its equivalents.

Graduation Requirements

1. A full-time student will normally be required to register for a maximum of 24 credit units in each semester.
2. A student shall pass a minimum of 120 credit units for the four-year programme or 90 credit units for the three-year programme including all the compulsory courses.



3. A student will spend the third year of studies (for the UTME candidate) and second year of studies (for the Direct Entry candidate) at the Nigeria French Language Village, Badagry or in a French-speaking country for the One Year-Abroad French Language Immersion Programme.
4. A student must have obtained a minimum CGPA of 1.00.

Global Course Structure

100Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------------|---|-------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | |
| FRN 102 | Laboratory Exercise | 2 | C | 15 | 45 |
| FRN 103 | Introduction to French Grammar | 2 | C | 30 | |
| FRN 104 | Introduction to Composition Writing in French | 2 | C | 30 | |
| FRN 106 | Introduction to Literary Appreciation | 2 | C | 30 | |
| FRN 107 | Introduction to French Literary Genres-Prose | 2 | C | 30 | |
| FRN 108 | Introduction to Negro-African Literature in French | 2 | C | 30 | |
| FRE 109 | Nigeria and Her Francophone Neighbours | 2 | C | 30 | |
| FRE 110 | History of the French Language | 2 | C | 30 | |
| Total-Core | | 22 | | | |

200Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-------|--------|----|----|
| GST 212 | Philosophy, Logic, and Human Existence | 2 | C | 30 | |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 15 | 45 |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | |
| EFR 201 | French Teaching Method | 2 | C | 15 | 45 |
| FRE 202 | Translation (Thème and Version) | 2 | C | 30 | |
| FRE 203 | Introduction to French Phonetics and Phonology | 2 | C | 15 | 45 |



| | | | | | |
|-------------------|--|----|---|----|--|
| FRE 204 | Essentials of French Grammar | 2 | C | 30 | |
| FRE 205 | Introduction to Practical Writing in French | 2 | C | 30 | |
| FRE 206 | Survey of French Metropolitan Literature-Prose, Drama and Poetry | 2 | C | 30 | |
| FRE 207 | Oral Literature in Francophone Africa | 2 | C | 30 | |
| Total-Core | | 20 | | | |

300 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------------|--|-------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | |
| FRE 301 | Advanced Studies in French Phonetics | 2 | C | 15 | 45 |
| FRE 302 | Introduction to Creative Writing | 2 | C | 30 | |
| FRE 303 | Translation | 2 | C | 30 | |
| FRE 304 | Intermediate Practical Writing in French | 2 | C | 30 | |
| FRE 305 | Francophone African Literature-Colonial Era | 2 | C | 30 | |
| FRE 306 | French Literature of the 19 th Century: Prose | 2 | C | 30 | |
| Total Core | | 22 | | | |

400 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-------|--------|----|-----|
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| EDU 400 | Project | 3 | C | | 135 |
| EFR 401 | French Language based Business | 2 | C | 15 | 45 |
| FRE 401 | Advanced Oral French | 2 | C | 15 | 45 |
| FRE 402 | Advanced Translation | 2 | C | 30 | |
| FRE 403 | Advanced Creative Writing in French | 2 | C | 30 | |
| FRE 404 | Advanced Practical Writing in French | 2 | C | 30 | |
| FRE 405 | 20 th Century Metropolitan French Literature-Prose | 2 | C | 30 | |
| FRE 406 | Post-Independence Francophone African Literature: Prose | | C | 30 | |



| | | | | | |
|-------------------|--------------------------------|----|---|----|--|
| | | 2 | | | |
| FRE 407 | Francophone African Experience | 2 | C | 30 | |
| Total Core | | 22 | | | |

Course Contents and Learning Outcomes

100 Level

GST 111: Communication in English (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture (2 Units C: LH30)

Learning Outcomes

At the end of the course, the students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and



8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present-day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. enumerate historical and current developments in sociology of education;
9. state the behaviourist, cognitive and socio-cultural perspectives of learning; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.



FRE 102: Laboratory Exercise**(2 Units C: LH15; PH 45)****Learning Outcomes**

At the end of the course, the students should be able to:

1. identify the items of equipment used in the language laboratory and how to use them;
2. recognise the importance of phonetics as a subject and its place in his/her studies; and
3. distinguish between various French sounds.

Course Contents

Familiarisation with a French language laboratory, its function in the student's studies and how to use the items of equipment therein. Meaning and function of phonetics. Sound acquisition in French through listening to texts by native French speakers. Sound acquisition through reading French texts. Sound acquisition through listening to French songs and poems by native speakers. Sound acquisition through viewing French films. Sound acquisition through dialogue. Sound acquisition through debate. Sound acquisition through listening to and viewing video tapes and VCDs.

FRE 103: Introduction to French Grammar**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. explain parts of speech in French;
2. identify basic grammatical mistakes and how to correct them;
3. discuss lexical development in French; and
4. analyse simple sentences in the 'présent, passé composé and 'imparfait'.

Course Contents

Lexical acquisition. Definite and indefinite articles in French. Identification of verbs, nouns, adjectives, adverbs and prepositional phrases and their functions in the French sentence. Conjugation of verbs in the present tense. Conjugation of simple verbs in the 'passé composé', 'futur' and 'l'imparfait'. Making of simple sentences in the 'passé composé', 'futur' and 'l'imparfait'. Agreement of tenses. Gender agreement. Sentences in the negative, interrogative and imperative forms. Plural formation. Interference of English with French in terms of structure, spelling and others. Problem of 'faux amis'

FRE 104: Introduction to Composition Writing in French**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. describe what a composition is in French;
2. identify the constituent parts of a good composition;
3. explain the importance of logical thinking and coherence in the organisation of ideas;
4. identify types of composition in French; and
5. explain the importance of the use of appropriate form of words and expressions in composition writing in French.

Course Contents

What is composition writing in French? Importance of a composition in French. What is logical thinking and coherence in the organisation of ideas? Main parts of a composition in French. Content of an introduction. Content of the body of a composition. Content of the conclusion of a composition. Types of composition in French- argumentative, narrative and descriptive



compositions. Grammatical elements and their proper use in a composition. Importance of proof-reading. Simple essays on the student's life, family, community and academic environment.

FRE 106: Introduction to Literary Appreciation

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. define and explain the meaning of literature;
2. list and explain clearly the three literary genres;
3. identify types of literature: French, African, Caribbean and others; and
4. analyse simple extracts taken from literary texts.

Course Contents

Meaning of literature. Importance of literature. What are the three main literary genres? Introduction to the novel. What is a play? Meaning of poetry and its characteristics. Introduction to French Metropolitan literature. Introduction to French Caribbean literature. Introduction to Francophone African literature. Principles, concepts and theories associated with literary appreciation. Objectivity in literary appreciation. Analysis of extract of representative texts from French Metropolitan literature. Analysis of extract of representative texts from French Caribbean literature. Analysis of extract of representative texts from Francophone African literature.

FRE 107: Introduction to French Literary Genres: Prose

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to

1. explain the origin and evolution of French Metropolitan literature;
2. distinguish between the genres of French Metropolitan literature;
3. explain the meaning of a novella, a flash fiction and a short story in French;
4. distinguish between the singular first person, the singular third person, the dairy and the epistolary forms of novel in French;
5. compare the French Metropolitan prose writers;
6. analyse simplified extracts of works published by the French prose writers; and
7. analyse the themes of the French prose.

Course Contents

Introduction to French Metropolitan literature. Genres of French Metropolitan literature. Evolution of the French novel. Origin and evolution of the Metropolitan French play. Origin, evolution and characteristics of French poetry. Meaning of a novella. Difference between a novel and a novella in French. What is flash fiction in French? The short story in French. Characteristics of singular first-person prose. Singular third person prose. The dairy form of novel. The epistolary novel. Representative writers of these forms of prose in French Metropolitan literature. Appreciation of extracts of works of the French writers of the various forms of prose.



FRE 108: Introduction to Negro-African Literature in French (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. the historical relationship between Francophone African writers and Francophone Caribbean writers;
2. slavery and its effect on the development of Africa;
3. colonialism and its effect on the development of Africa;
4. the review called *Légitimedefence* and the journal called *PrésenceAfricaine*;
5. the origins of negro-African literature in French;
6. the meaning of negritude;
7. founders of negritude;
8. themes treated by the negritude writers; and
9. aesthetic value of the works of the negritude writers.

Course Contents

Origins of negro-African literature in French. The common historical origins of Francophone Caribbean and Francophone continental African writers. Slavery and its effects on the development of Africa. Colonialism and its effects on the development of Africa. The review *LégitimeDefence* as prelude to the Negritude movement. What did the journal *PrésenceAfricaine* stand for? What is negritude? Who are the negritude writers- AiméCésaire, Léon Damas and Léopold Sédar Senghor. Contributions of the trio to the negritude movement and negro-African literature generally. Other writers on Negritude- Guy Tirolien, Bernard Dadié. Aesthetic value of works of negro-African writers.

FRE 109: Nigeria and her Francophone Neighbours (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. describe the location of Nigeria among her Francophone neighbours in West Africa and in Africa generally;
2. analyse the various forms of affinity between Nigerians and citizens of neighbouring Francophone African countries;
3. assess the volume of informal and formal trade between Nigeria and her Francophone neighbours;
4. assess the prospects of educational cooperation between Nigeria and her Francophone neighbours;
5. appraise the roles played by Nigeria's Francophone neighbours in ECOWAS, AU and the UN;
6. evaluate the benefits derivable from a rapprochement between Nigerians and citizens of neighbouring Francophone countries; and
7. discuss areas of future cooperation between Nigeria and her Francophone neighbours.

Course Contents

Location of Nigeria among neighbouring Francophone countries. Historical and cultural relationship between Nigeria and her Francophone neighbours. Informal trade between Nigeria and her Francophone neighbours. Formal trade between Nigeria and her Francophone neighbours. Educational cooperation between Nigeria and her Francophone neighbours. Nigeria and her Francophone neighbours in politics of ECOWAS. Nigeria and her Francophone neighbours in politics of the African Union (A.U.). Nigeria and her Francophone neighbours in international politics. Benefits derivable by individual Nigerians and individual citizens of Nigeria's Francophone neighbours from cooperation between their countries. Benefits in terms



of national interests. Survey of possible areas of future cooperation between Nigeria and her Francophone neighbours.

FRE 110: History of the French Language

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. origins of the French language;
2. transmutations that the French language has undergone from its origins to the present day;
3. contributions made by other languages to the development of the French language;
4. status and importance of French in West Africa and Africa;
5. status and importance of French in the contemporary world; and
6. varieties of the French Language today.

Course Contents

Evolution of the French language from its origin in Vulgar Latin. First known document on the origin of the French language. Major influences on the French language over the centuries—political, cultural, scientific influences. Various manifestations of regional dialects and local circumstances on French. Contribution of Latin to French vocabulary and grammar. Contribution of Ancient Greek, Italian, Occitan to the development of the French language. Contribution of Arabic, English and others to the lexical development of French. Status of French in West Africa. Importance of French in Africa. Status and importance of French in contemporary world. Varieties of French in the world today such as Standard French, Canadian French, Ivorian French, Beninese French and others.

200 LEVEL

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content—deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.



ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201 - Curriculum, Curriculum Delivery and General Teaching Methods **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.



Course Contents

Definition and types of curricula. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery. Concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

EFR 201: French Teaching Method I

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. identify the methodology base of teaching manuals;
2. choose appropriate strategies and methods for their class;
3. evaluate textbooks based on method and syllabus type;
4. discuss teaching methods and teaching strategies; and
5. contribute to language policy discussions that concern French in Nigeria in particular and West Africa in general.

Course Contents

The notion of linguistic community and language status. Linguistic status of French in Nigeria. Theories of language learning. "Méthode" versus "méthodologie" in French teaching tradition. « Méthodologie traditionnelle », « Méthodologie directe », « Méthodologie audio-aurale », « Méthodologie audio-visuelle », « Approche communicative ». French language in the NPE. Types of syllabus like the Notional Syllabus, Grammatical Syllabus and Functional Syllabus. Grammatical competence and Communicative competence. Mentalist versus Cognitive theories of language learning.

FRE 202: Translation: "Thème" and Version"

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. define 'thème' which means translation from English into French;
2. define 'version' which means translation from French into English;
3. translate from English into French and vice versa;
4. distinguish between literal translation and literary translation and problems caused by literal translation;
5. discuss the cultural factors in the art of translation;
6. recognise the importance of dictionary in translation; and
7. assess the differences in the techniques of translating literary and non-literary materials.

Course Contents

What is 'thème'? What is 'version'? Meaning of literal translation. Problems of literal translation. Meaning of literary translation. Difference between literary translation and translation of scientific materials. Techniques of literary translation. Techniques of translation of non-literary materials. Cultural factors in the art of translation. Role of dictionary in translation. Illustration of literary translation from English to French with a representative novel such as Chinua Achebe's *Things Fall Apart* and from French to English such as Camara Laye's *L'enfant noir*.



FRE 203: Introduction to French Phonetics and Phonology **(2 Units C: LH 15;PH 45)**

Learning Outcomes

At the end of the course, students should be able to:

1. differentiate phonetics from phonology;
2. identify International Phonetic Alphabet;
3. differentiate between French speech sounds;
4. explain phonetic transcription of French words; and
5. identify flaws in pronunciation of French sounds.

Course Contents

Meaning of phonetics. Meaning of phonology. Relationship between phonetics and phonology. Meaning of International Phonetic Alphabet (I.P.A.). Uses of International Phonetic Alphabet. Sound system in French- vowels and consonants. Meaning of allongementconsonantique. Meaning of allongmentvocalique. Meaning of assimilation. What is syllabisation? Meaning of 'e' caduc. What is neutralisation? Flaws in students' pronunciation. Oral exercise on pronunciation of French sounds in the French language laboratory. Remedying flaws in students' pronunciation. Practice of French phonetic transcription.

FRE 204: Essentials of French Grammar **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, students should be able to:

1. identify specific features of French grammar;
2. recognise the various essential elements of the French grammar;
3. discuss Transformational Grammar; and
4. distinguish Transformational Grammar from Systemic Functional Grammar.

Course Contents

Specific features of French grammar. Nouns: genders feminisation, pluralisation, proper nouns, use of capitals, formation of nouns from verbs, identification of verbs and adjectives used as nouns and others. Descriptive adjectives: position, variable nature, genders, pluralisation, comparison and nationalities. Other adjectives: possessive, demonstrative, relative, interrogative, exclamatory. Pronouns: personal, possessive, demonstrative, relative and exclamatory. Meaning of *passivation*. Conjunctions and their uses in sentences. What is 'subordination'? What is '*adverbialisation*'? Role of oral and written codes in the determination of these grammatical forms and functions. Introduction to new trends in grammar such as Transformational Grammar and Systemic Functional Grammar.

FRE 205: Introduction to Practical Writing in French **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, students should be able to:

1. explain the meaning of Practical Writing and the differences between it, Composition and Creative Writing;
2. recognise the importance of Practical Writing in French studies and in the student's life in future;
3. identify the areas of interest of Practical Writing;
4. discuss the difference between informal and formal letters in French;
5. discuss the writing of curriculum vitae in French;



6. appraise the challenges in choosing Practical Writing as a career; and
7. assess the consequences of plagiarism.

Course Contents

What is Practical Writing? Difference between Practical Writing in French and Composition in French. Difference between Practical Writing and Creative Writing in French. Newspaper reporting as a sub-subject of Practical Writing. Writing of official reports. Nature and style of 'news in brief'- 'fait divers'. Introduction to the formats and content of informal and official letters in French. Introduction to writing of curriculum vitae. Marketing products of Practical Writing. Danger of plagiarism.

FRE 206: Survey of French Metropolitan Literature- Prose, Drama and Poetry (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. discuss French Metropolitan literature generally;
2. identify great French novelists, playwrights and poets and their works;
3. identify the thematic choices of these prominent French writers; and
4. assess the aesthetic talents of these French writers among many others.

Course Contents

General introduction to French Metropolitan Literature. Major French writers of the three main genres –prose, drama and poetry. Who are the novelists? Balzac and a survey of his works. Voltaire and a survey of his works as writer and philosopher. Stendhal and his representative novels. General introduction of the great playwrights. Corneille and his classical plays. Anouilh and his plays. General introduction of the poets. Baudelaire and Rimbaud and their classical poems. Illustration with extracts from the works like- Stendhal's *Le rouge et le noir*, Balzac's *Eugénie Grandet*, Corneille's *Phedre* and *Le Cid*, Anouilh's *Antigone*, Baudelaire's *Les fleurs du mal* and Rimbaud's *Le bateau ivre*

FRE 207: Oral Literature in Francophone Africa (2 Units C LH 30)

Learning Outcomes

The course enables the student to:

1. explain the meaning of oral literature;
2. identify important elements of the oral literature of Francophone Africa;
3. recognise the importance of the roles of traditional story-tellers such as Amadou Koumba and of writers, among whom are Bernard Dadié and Birago Diop who committed some of the Francophone African tales into writing;
4. discuss the important place occupied by oral tradition in Francophone African communities; and
5. review the aesthetic qualities of the oral literature of Francophone Africa.

Course Contents

Meaning of oral literature. Importance of oral literature. State of oral literature of Francophone African communities before the arrival of Europeans. Elements of oral traditions of French-speaking African communities- proverbs, maxims, tales, myths and legends. Role of traditional African story-tellers eg. the old Senegalese story-teller Amadou Koumba. Role of traditional African tale-collectors and writers eg. Birago Diop and Bernard Dadié. Study of samples of traditional African tales. Lessons from the traditional African tales and their



relevance to the contemporary era. Aesthetic qualities of the traditional African tales as manifested in the works of the story-tellers.

300 Level

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organizations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; ZangoKartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management - (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should, through case study and practical approaches, be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.



Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of their teaching subject;
2. the necessary Pedagogical skills required in teaching;
3. acquired understanding of child psychology in handling children;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics **(3 Units C: LH 45)**

Learning Outcomes

At the end of the course, students should be able to:

1. Measure and assess learning outcomes and use the results in decision making and judgments;
2. Identify the different domains of learning; develop and use appropriate instruments for measuring each;



3. Identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data;
4. Explain the meaning, aim, types, role and processes of research in educational settings;
5. Acquire communication skills and skills in reporting of research;
6. Carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. Gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. Judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in data analysis. Reporting educational research.

FRE 301: Advanced Studies in French Phonetics (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. distinguish between different French speech sounds;
2. explain linguistic interferences; and
3. transcribe long sentences in French with ease.

Course Contents

Advanced practice in the acquisition and discrimination of French vowel sounds. Advanced practice in production and discrimination of sounds of consonants. Discrimination of sounds of liaisons. French pronunciation through dialogue. French sounds through debate. Use of hesitation. Use of interjection. Interrogation in French. Instruction in French. Proverbs. French intonations. Interference of sounds of local languages- Hausa, Igbo Yoruba and others with French sounds. Correction of interferences of sounds of local languages. Advanced transcription.

FRE 302: Introduction to Creative Writing (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. differentiate between fictional and non-fictional writing;
2. discuss the differences between a novel, a novella and a short story in French;
3. assess the differences in the stylistic devices of the authors of the two forms of writing;
4. discuss commitment in creative writing;
5. analyse gender dimension of creative writing;
6. evaluate the challenges of printing materials of creative writing;
7. assess the problem of marketing the products of creative writing;
8. discuss the consequences of plagiarism; and



9. appraise the performance of the associations of creative writers.

Course Contents

Meaning of creative writing. Differences between fictional and non-fictional writings. Examples of creative writing- novel, tale, drama, short story, poem. Differences between a novel, a novella and a short story in French. Analysis of samples of non-fictional documents such as political speeches, company reports, government reports. memorandum of understanding. Themes of creative writing such as political, economic, social, religious and other. Commitment in creative writing. Gender themes in creative writing. Styles of creative writing. Printing challenges of materials of creative writing. Challenges of marketing materials of creative writing. Consequences of plagiarism. Associations of creative writers.

FRE 303: Translation

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the translation of literary texts such as poems by Hugo and Baudelaire;
2. assess the challenges of translating passages and texts from disciplines outside the Arts disciplines;
3. analyse translation errors;
4. assess the prospects of career in translation/interpretation in Nigeria; and
5. appraise the state of translation as a subject in the Departments of French of Nigerian universities.

Course Contents

Further practice in the translation of literary texts. Translation of poems by Apollinaire, Paul Edouard, Paul Valery, Victor Hugo and Baudelaire among other French poets. Translation of texts from other Arts and Humanities disciplines-History, Archaeology, African Languages and others. Translation of texts from the Social Sciences-Economics, Political Science, Mass Communication, International Studies and others. Translation of legal documents. Translation of scientific materials. Analysis of translation errors. Clientele of translation. Translation in the curricula of Departments of French of Nigerian universities.

FRE 304: Intermediate Practical Writing in French

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. compare the registers of various disciplines for the purpose of Practical Writing;
2. develop the skills of journalistic writing;
3. evaluate the market situation of the tourism industry;
4. assess the market situation of the hotel industry;
5. apply the skills of marketing products of Practical Writing; and
6. analyse the consequences of plagiarism in Practical Writing.

Course Contents

Developing registers of various disciplines for Practical Writing. Conducting interviews for the print media. Conducting interviews for the broadcast media. Writing features articles for the print media. Coverage of events and occurrences such as accident, fire-outbreak, local and international festivals, local and international trade fairs. Sports commentaries in French for the broadcast and print media. Writing of manuals for tourism industry. Preparing manuals for hotel industry. Marketing materials of Practical Writing. Danger of plagiarism.



FRE 305: Francophone African Literature - Colonial Era (2 Units C : LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. discuss the evolution of Francophone African literature;
2. identify some of the major first generation Francophone African writers who wrote on the colonial theme;
3. discuss assimilation and indirect rule;
4. analyse the variety of themes treated by the first generation of Francophone African writers;
5. assess the French colonial policies that inspired the Francophone African novelists of the colonial era; and
6. discuss the uniqueness of the work of the individual writers.

Course Contents

Origins of Francophone African Literature. Prominent early Francophone African writers such as Mongo Beti, Ferdinand Oyono, Bernard Dadié, Abdoulaye Sadj, Sembene Ousmane, Leopold Sedar Senghor, David Diop and others. Survey of policies of the French Colonial Government that inspired the works of the writers. Assimilation and Indirect Rule. Survey of works by Francophone African writers of the colonial era. Commitment in the Francophone African literature of the colonial era. Gender issues in the Francophone African literature of the colonial era. Tone, style and specificity of the works of Francophone African writers of the colonial era. African tradition in the works of Francophone African writers of the colonial era. Religion in the works of Francophone African writers of the colonial era. Writers on the colonial themes in the post-independence African society.

FRE 306: French Literature of the 19th Century Prose (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. assess the major literary movements of the 19th century France;
2. identify some of the major French novelists of the 19th century France and the literary movements to which they belonged; and
3. analyse historical realities that inspired some of the themes of the French Metropolitan novel of the 19th century.

Course Contents

Overview of French Metropolitan literature of the 19th century. Survey of the French prose of the 19th Century. Survey of major 19th century literary movements. Manifestations of the thoughts of the literary movements eg. "romantisme", "réalisme" and "naturalisme" in the 19th century French Metropolitan literature. Study of themes in the works of representative writers - Flaubert's *Madame Bovary* and its relevance to the reality of 19th century French society. Commitment in Zola's *L'Assommoir*. Social reality in Maupassant's *Une vie*. Obsession with wealth in Balzac's *Eugénie Grandet*.

400 LEVEL

EDU 401: Teaching Practice II (3 Units C: PH 135)

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the



students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.



EFR 401: French Language based Business**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of the course, students should be able to:

1. identify all the French Language based businesses that are available to them;
2. discuss the relevance of the courses of the programme to their economic and financial development;
3. identify how they can participate in a French language-based business and be self-employed; and
4. contribute to the national economy by their economic activity.

Course Contents

This course presents to students the entrepreneurial activities open to graduates of the B.A. (Education) French programme. Among others, the following French Language business possibilities will be presented to the students with the needed language skills and practical orientation:

1. Translation and French business communication centres
2. Film voice over/subtitling
3. Airline Ticketing and Services
4. Tourism Agency
5. International Commerce
6. Content Development for online French language courses
7. French Examination/Certification Centre
8. Advert/Marketing
9. Computer Software
10. Editing and Publishing

This course will serve as a complement to the general entrepreneurial courses, as well as a focalization platform for all the French for Special Purposes courses.

FRE 401: Advanced Oral French**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of the course, students should be able to:

1. discuss confidently with citizens of Francophone countries in daily life situations;
2. argue confidently in French in complex Francophone academic environments;
3. analyse verbally programmes on French and other Francophone television and radio stations;
4. differentiate between the version of French of native French speakers from those of other French-speaking peoples;
5. demonstrate the art of making public speech in French; and
6. assess the prospects of career in journalism for a graduate of French.

Course Contents

Simulation of student's spontaneous verbal reaction to practical situations in the market, at the train station, airport and police station. Simulation of student's verbal reaction to complex academic situations such as discussion on economic and international affairs at an international conference. Student's verbal analysis of news broadcast from RFI, TV5 and other Francophone radio and television stations. Verbal analysis of French and other Francophone films. Sports commentary in French. Delivery of political speech to a simulated Francophone audience. Verbal analysis of songs, poems, monologues and dialogues by native French speakers. Verbal coverage in French of international trade fairs and festivals. Interviews in French of top political figures. Verbal commentary of international business conference. Verbal



simulation of the role of a tourist guide. Prospects of career in journalism for graduates of French.

FRE 402: Advanced Translation (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. discuss the history of translation;
2. explain the theories of translation and the roles played by leading French translation theorists;
3. critique the translation of important practical documents from French to English;
4. review the translation of high-level documents from English into French;
5. discuss the differences between translation and interpretation; assess the efficacy of the use of software in translation;
6. analyse the prospects of a career in translation; and
7. evaluate the performance of Nigerian graduates of French in the translation/interpreting market in and outside Nigeria.

Course Contents

Evolution of translation. Theories of translation in French. Roles of French theorists of translation eg. Jean Darbelnet and Jean-Paul Vinay. Current theories of translation. Differences between translation and interpretation. Translation into and from French of advanced literary texts. Translation of complex political speeches, business reports, and diplomatic communications, memoranda of understanding. Translation of conference proceedings. Translation of technological and scientific documents. Correction of translation errors. Use of software in translation. Career in translation/interpretation. The translation/interpretation market in Nigeria. Establishing translation/interpretation business in Nigeria.

FRE 403: Advanced Creative Writing in French (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. identify and develop viable themes for fiction;
2. evaluate the stylistic qualities of any creative work;
3. review materials of creative writing;
4. discuss plagiarism;
5. analyse the challenges of printing creative materials;
6. recall the challenges of marketing creative materials;
7. analyse copyright issues; and
8. discuss censorship.

Course Contents

Writing full-length publishable and saleable creative works such as short stories, plays and poems. Choice of genre. Choice and development of themes. Development of plot. Structure of the creative material. Importance of vocabulary. Aesthetic quality of the creative material. Originality in creative writing. Plagiarism. Copyright. Challenges of printing. Marketing materials of creative writing. Problem of censorship.



FRE 404: Advanced Practical Writing in French**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the process of applying for employment in French;
2. critique newspaper editorials in French;
3. recall the techniques of writing advanced level report for official purposes;
4. assess the relationship between Practical Writing and other disciplines;
5. evaluate the prospects of career in Practical Writing in French in Nigeria; and
6. assess the state of Practical Writing in the Departments of French of Nigerian universities.

Course Contents

Content and language of application for employment. Writing newspaper editorial. Writing complex reports for private organisations and government agencies. Advanced diplomatic reports and correspondences. Reports of international organisations. Relationship between Practical Writing and other disciplines of the Arts/Humanities. Practical Writing and the Social Sciences, Sciences and Technology. Practical Writing and entrepreneurship. Career in Practical Writing. Practical Writing in the Curricula of Nigerian universities.

FRE 405: 20th Century French Metropolitan Literature- Prose (2 Units C: LH 30)**Learning Outcomes**

At the end of the course, students should be able to:

1. assess the 20th century French Metropolitan literature generally;
2. identify major novelists of French Metropolitan literature of the 20th century;
3. recognise the major literary movements of French Metropolitan literature of the 20th century;
4. appraise the historical forces that influenced the works of the novelists;
5. analyse commitment in the 20th century French novel; and
6. critique the gender dimension of the 20th century French novel.

Course Contents

Survey of 20th century French literature with emphasis on the novel. Study of the 20th century French literary movements: 'existentialisme', "absurde", "nouveau roman" and others. Representative writers of the 20th century literary movements- Jean-Paul Sartre, Camus, André Gide, Alain Robbe-Grillet and others. Thoughts of the 20th century French novelists that contributed to shaping the literary landscape of France in the century. The two world wars and their manifestations in the 20th century novel. Other 20th socio-political events that affected the development of the 20th century French Metropolitan novel. Commitment in the 20th century French novel. Gender issues in the 20th century French Metropolitan prose. In-depth study of the selected novels of the giants of French Metropolitan novel of the 20th century.

**FRE 406 Post-Independence Francophone African Literature- Prose
(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the evolution of the post-independence African novel;
2. identify the various generations of post-independence Francophone African novelists;



3. analyse the socio-political realities that inspired the writing of the post-independence Francophone African novels;
4. discuss the themes and styles of post-independence Francophone African novels.
5. compare the works of Francophone African writers in exile;
6. discuss gender issues in post-independence Francophone African novels; and
7. compare post-independence Francophone African novels with their films in terms of theme and style.

Course Contents

Overview of post-independence Francophone African novel. Representative writers of the post-independence Francophone African novel and their works- Ahmadou Kourouma, Aliou Fantouré, Tierno Menenembo, Williams Sassine, Aminata Sow Fall, Calixthe Beyala and Fatou Kéita and others. Post-independence Francophone African novelists and the politics of post-independence Francophone Africa. Themes of the post-independence Francophone African novels. Comparison of themes of novels of the post-independence Francophone Africa with those of the colonial era. Language and styles of the post-independence Francophone African novelists. Exile of writers and novels in exile. Women writers in post-independence Francophone Africa. Gender dimensions of post-independence African novel. Post-independence Francophone African novels and their films.

FRE 407: Francophone African Experience

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. discuss the politics of Francophone African countries since they attained independence in 1960;
2. assess the performance of post-independence Francophone African leaders in terms of respect for human rights and socio-economic development;
3. analyse the rate of coups d'état in post-independence Francophone Africa;
4. appraise the policies of France towards her former colonies in the post-independence era;
5. assess the performance of Francophone African countries in ECOWAS, African Union and the United Nations; and
6. evaluate the status and role of Francophone African countries in Francophone bodies such as Conseil de l'Entente, Francophonie.

Course Contents

Overview of the politics of Francophone African countries since they attained independence from France in 1960. Roles of Francophone African politicians such as Sékou Touré, Léopold Sedar Senghor, Félix Houphouët-Boigny among several others at the dawn of independence and in the post-independence era. Tyranny/accusations of tyranny in Francophone African politics. Economic situations of Francophone African countries in the post-independence era. Coups d'état in Francophone African countries. Francophone African Organisations- the 'Fédération du Mali', 'Conseil de l'Entente', CEAO. Francophone African countries in the 'Francophonie' the International Organisation of the Francophonie (OIF), the Agence Universitaire de la Francophonie and the Association Internationale de Maires Francophones (AIMF) among others. The politics of the CFA. The politics of the proposed single ECOWAS currency and the CFA. Francophone African countries and ECOWAS. Francophone African countries and the African Union. Francophone African countries and the United Nations.



Minimum Academic Standards Segment

Equipment

Multimedia Language laboratory

| S/N | Description of Items | Quantity in Stock |
|-----|---|-------------------|
| 1 | HP Pro 3420 All-in-one PC | 30 |
| 2 | HP Compaq 8200 All-in-one PC (Instructor's console) | 1 |
| 3 | USB Headset | 31 |
| 4 | Dell Video Streamer | 1 |
| 5 | InFocus Projector 100 series | 1 |
| 6 | White projection screen | 1 |
| 7 | 3COM LAN Network Switch | 2 |
| 8 | HP Scanner | 1 |
| 9 | HP LaserJet M1212nF MFP Printer | 1 |
| 10 | Blue gate UPS with AVR | 32 |
| 11 | DSTV DSD 3V decoder | 1 |
| 12 | 50metre VGA cable | 1 |
| 13 | Sony sound system with 5 speakers, and 1 woofer | 1 |
| 14 | Split Air Conditioner | 3 |
| 15 | Large White Writing Boards | 1 |
| 16 | Non-Permanent Markers (Many colours) | |
| 17 | Photocopier | 2 |
| 18 | Multimedia Projector | 2 |
| 19 | Fire Extinguisher | 1 |

Resource Room I (equipped with E-learning Facilities)

| S/N | Description of Items | Quantity in Stock |
|-----|--|-------------------|
| 1 | HP 600B Series Desktop Computer with accessories | 1 |
| 2 | LED 42 inches flat screen TV | 1 |
| 3 | HP LaserJet M1212nF MFP Printer | 1 |
| 4 | Blue gate UPS with AVR | 1 |
| 5 | DSTV DSD 3V decoder | 1 |
| 6 | Sony sound system with 5 speakers, and 1 woofer | 1 |
| 7 | Panasonic split Air Conditioner | 1 |
| 8 | Internet Connectivity | |
| 9 | Multi-Band Radio Sets | 5 |
| 10 | Seats (for students) | 20 |
| 11 | Chairs (students) | 20 |
| 12 | Teacher's Console (with chair and table) | 1 |
| 13 | Large White Writing Board | 1 |
| 14 | Non-Permanent Markers (Many colours) | |
| 15 | Fire Extinguisher | 1 |

Language Studio (equipped with E-learning Facilities)

| S/N | Description of Items | Quantity in Stock |
|-----|--|-------------------|
| 1 | HP 600B Series Desktop Computer with accessories | 1 |
| 2 | LED 42 inches flat screen TV | 1 |
| 3 | HP LaserJet M1212nF MFP Printer | 1 |



| | | |
|----|---|----|
| 4 | Blue gate UPS with AVR | 1 |
| 5 | DSTV DSD 3V decoder | 1 |
| 6 | Sony sound system with 5 speakers, and 1 woofer | 1 |
| 7 | Panasonic split Air Conditioner | 1 |
| 8 | Internet Connectivity | |
| 9 | Multi-Band Radio Sets | 5 |
| 10 | Seats (for students) | 20 |
| 11 | Chairs (students) | 20 |
| 12 | Teacher's Console (with chair and table) | 1 |
| 13 | Large White Writing Board | 1 |
| 14 | Non-Permanent Markers (Many colours) | |
| 15 | Fire Extinguisher | 1 |

Satellite Dish and Subscription to Cable TV Network

Solar Energy Inverter System as Back-Up

Reading Room with adequate provision of French books, Cartoons, magazines and Newspapers from France and other Francophone countries.

Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects. In employing/promoting staff, the following criteria are suggested:

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios are required. The technologist should possess a B.Sc./B. Tech. in Electrical/Electronics or Computer Science. The technologist should be able to maintain teaching and research equipment. The technical staff should undergo regular training to keep abreast of developments in equipment operation and maintenance.

Library

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition, well stock and current hardcopies of reference and other textual materials should be provided centrally at the level of the Faculty. A well network digital library should serve the entire university community. Availability of wireless facilities (Wi-Fi) with adequate bandwidth should enhance access to these electronic resources.

In any case, there should be internet ready workstations available in the library for at least 25% of the total student enrolled in each academic programme.

The funding of the library should be in line with NUC guidelines.

libraries should be well stocked with classical and current books and vast and up-to-date on-line materials in French and English for use of staff and students photocopying and other facilities should be provided to make the use of the library by staff and students convenient and worthwhile.

part of the library staff should be literate in French in order to ease the task of classification and location of library materials.

CCTV cameras should be provided for all libraries; exits of libraries and all library materials should be electronically monitored

Classroom, laboratories, workshops and offices

Classrooms

Lecture theatres and classrooms should be adequate in number, well-spaced and adequately ventilated with necessary public address system, projectors and other audio-visual aids.

Spaces

The NUC recommends the following physical space requirement:

| | m ² |
|---|----------------|
| Professor's Office | - 18.50 |
| Head of Department's Office | - 18.50 |
| Tutorial Teaching Staff's Office | - 13.50 |
| Other Teaching Staff Space | - 7.00 |
| Technical Staff Space | - 7.00 |
| Secretarial Space | - 7.00 |
| Science Staff Research Laboratory | - 16.50 |
| Education Staff Research Laboratory | - 14.50 |
| Seminar Space/per student | - 1.85 |
| Drawing Office Space (A.O. Board) (Per Student) | - 4.60 |
| Drawing Office Space (A.I. Board) (Per Student) | - 3.70 |
| Laboratory Space | - 7.50 |

Lecture rooms should be adequate in number, space, well-lit and well ventilated

1. The staff-student ratio as exists in the MAS document (1:20) should be reviewed downwards in the case of French to bring out the best in teachers. A Ratio of 1:10 will bring out the best in Teacher/Students' interaction.
2. the General Departmental Office should be wide enough to accommodate the Secretary, the Clerical Staff and the Office Assistant and their working facilities like computers, printers and photocopying machines conveniently.
3. all offices should be provided with functional air-conditioners.

Academic and Administrative

1. the Head of Department's Office should be spacious, well-lit and well ventilated
2. furniture should be adequate in number and quality.
3. the Office of the Head of Department should have a toilet
4. lecturers' offices should be adequate in number, space, well-lit and well ventilated.
5. offices of Professors should have toilet
6. the General toilet in the Department should be adequate in number and space.
7. libraries should be well stocked with classical and current books and vast and up-to-date on-line materials in French and English for use of staff and students



8. photocopying and other facilities should be provided to make the use of the
a. library by staff and students convenient and worthwhile.
9. part of the library staff should be literate in French in order to ease the task of
10. classification and location of library materials.
11. CCTV cameras should be provided for all libraries; exits of libraries and all
a. library materials should be electronically monitored



B. Sc. Ed. Geography

Overview

The programme is to equip and build capacity of trainee Geography teachers with adequate mastery of Geography content, pedagogical knowledge, skills, ethics and values for effective implementation of the Senior Secondary School Geography Curriculum as well as subsequent innovations in Education Geography.

Philosophy

The philosophy of the programme is capacity building and certification of professional geography teachers with adequate mastery of Geography curriculum content, acquired pedagogical skill and values for effective implementation of Senior Secondary School Geography Curriculum.

Objectives

The objectives of the programme are to enable pre-service teachers:

1. acquire content knowledge of geography;
2. develop pedagogical skills and values for teaching geography;
3. equip students with requisite foundation knowledge, skills and values for further studies and life-long learning of geography;
4. develop skills to identify environmental problems and proffer solutions;
5. demonstrate mastery of content knowledge, skills and values to micro-teach, peer-teach and practice as a geography teacher;
6. apply entrepreneurial skills for self-reliance;
7. cultivate positive attitude to adopt and use innovations in geography curriculum and geographic pedagogical skills; and
8. justify the importance of geography in spatial and environment contexts.

Employability Skills

The employability skills emphasized are:

1. application of geography teaching skills;
2. classroom communication skills;
3. designing, production, improvisation and utilisation skills for geographic instructional materials;
4. geographical garden construction skills;
5. geography book publishing skills;
6. geography curriculum innovation, adoption and diffusion skills;
7. environmental management skills;
8. mapping and concept mapping skills
9. geographic Positioning Systems (GPS) and Geographic Information System (GIS) application skills;
10. environmental consultancy management skills; and
11. geographic field trip management skills.



21st Century Skills

The skills emphasized are:

1. digital literacy skills;
2. geographic creativity skills;
3. critical thinking skills;
4. geographic issue analytical skill;
5. geographic information analytical skills;
6. geographic Positioning System (GPS) application skills;
7. geographic Information System (GIS) application skills; and
8. map reading interpretation skills.

Unique Features of the programme

The features are:

1. increasing scope of integration in geography beyond the conventional boundary to hydrology, remote sensing, surveying and medical geography;
2. analytical skills for map reading, geographic concepts and features;
3. map reading, geographic concepts and features analytical skills effectiveness;
4. geographic resources management and utilisation skills for physical and virtual field-trips in classroom situations;
5. digital literacy for computer-assisted, computer aided and individualized study of geographic features and regions;
6. Geographic Positioning System (GPS) Application Skills;
7. Geographic Information System (GIS) Application Skills; and
8. quantitative analysis skills for map reading, area study and meteorology.

Admission and Graduation Requirements

Admission Requirement

4 Year programme

In addition to appropriate UTME score, candidates must have five (5) credit pass in English Language, Mathematics, Geography and any two other subjects

Direct Entry

Five SSC (or its equivalent) credit pass including English, Mathematics, any relevant subject in social sciences or sciences, two of which must be at the Advanced Level in any of the following: NCE/GCE Advanced level/JUBEP/IJMB in two social sciences or sciences, one of which must be geography.

Graduation Requirements

It is required that candidate must, in addition to general graduation requirements in the university, have offered and passed 120 credit courses for the four year B.Sc. Education Geography programme or 90 credit courses for the three year degree programme.



Global Course Structure

100 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|------------|-----------|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | |
| GEO 101 | Introduction Physical Geography | 2 | C | 30 | |
| GEO 102 | Introduction to Human Geography | 2 | C | 30 | |
| GEO 103 | Introduction to Practical Geography | 2 | C | 30 | |
| GEO 104 | Local Field Studies | 2 | C | | 90 |
| GEO 105 | Introduction to Environmental Science | 2 | C | 30 | |
| | Total | 16 | | 210 | 90 |

200 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|----|
| GST 212 | Philosophy, Logic, and Human Existence | 2 | C | 30 | |
| GST 223 | Introduction to Entrepreneurship | 2 | C | 30 | |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods (2units) | 2 | C | 30 | |
| GRP 203 | Methods of Teaching Physical Geography | 2 | C | 15 | 45 |
| GRP 204 | Methods of Teaching Map Reading and Practical Geography | 2 | C | 15 | 45 |
| GEO 201 | Introduction to Geomorphology and Soil Geography | 2 | C | 30 | |
| GEO 202 | Introduction to Climatology and Biogeography | 2 | C | 30 | |
| GEO 203 | Spatial Organization of Society | 2 | C | 30 | |
| GEO 204 | Introduction to Remote Sensing and Geographic Information System | 2 | C | 15 | 45 |
| | Total | 22 | | | |



300 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| GST 311 | Entrepreneurship | 2 | C | 30 | |
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 5 | C | | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | |
| GRP 303 | Geographic Instructional Resource Design and Utilization | 2 | C | 15 | 45 |
| GRP 304 | Contemporary Teaching-Learning Issues in Geography | 2 | C | 30 | |
| GRP 305 | Entrepreneurship in Geography | 2 | C | 15 | 45 |
| GEO 301 | History of Geographical Thought | 2 | C | 30 | |
| GEO 302 | Geomorphology | 2 | C | 30 | |
| GEO 303 | Science of climate change | 2 | C | 30 | |
| GEO 304 | Biogeography | 2 | C | 30 | |
| GEO 307 | Quantitative Techniques in Geography | 2 | C | 30 | |
| GEO 308 | Remote Sensing and Geographic Information System I | 2 | C | 30 | |
| | Total | 31 | | | |

400 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|---|--------------|---------------|-----------|-----------|
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| EDU 400 | Project | 3 | C | | 135 |
| GEO 401 | Systematic Geography of Nigeria | 2 | C | 30 | |
| GEO 406 | Applied Climatology | 2 | C | 30 | |
| GEO 407 | Remote Sensing and Geographic Information System II | 2 | C | 15 | 45 |
| | Total | 12 | | | |



Course Contents and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Content

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria, Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-



reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Lesson Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present-day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

GEO 101: Introduction to Physical Geography (2 Units C: LH 30)

Learning Outcomes

This course helps the students to understand how the physical environment operates and functions. At the end of the course, the students should be able to:

1. describe the composition of the earth's crust, atmosphere and hydrosphere;
2. describe the origins of landforms; and
3. identify and explain the cycling of matter and energy.



Course Contents

Composition and structure of the lithosphere, atmosphere and hydrosphere; Nature, distribution, evolution and significance of the First Order Relief Forms of the earth. The earth's radiation, atmospheric and oceanic circulation systems .Introduction to the cycling of matter and energy in eco-systems.

GEO 102: Introduction to Human Geography

(2 Units C: LH 30)

Learning Outcomes

This course introduces the students to the links between the physical and human world. At the end of the course, the students should be able to:

1. compare World population;
2. identify effects of world populations on physical/environmental resources; and
3. analyze ways to sustainably manage the population and resources.

Course Contents

Scope of human geography and its relation to physical geography. World population: its distribution and patterns of growth/demographic characteristics of selected populations. Human settlements: evolution; patterns and functions. Inter-relationships between urban and rural settlements. Environmental resources; the concept of resources: types of resources and their global distribution; relationship between resources and tertiary activities; impact of human activities on the environment at varying levels of technology and population densities; sustainable management of the resources; The roles of movement and flows of people, goods, energy and ideas.

GEO 103: Introduction to Practical Geography

(3 Units C: LH 30; PH 45)

Learning Outcomes

Ability to read and interpret physical features in maps/aerial photographs is critical for understanding geography. At the end of the course, the students should be able to:

1. interpret features, symbols and signs in maps; and
2. classify and interpret physical features in maps.

Course Contents

Map reading: location; map scale; conventional signs; representation of relief and recognition of relief forms; analysis and interpretation of relief forms on maps; analysis and interpretation of cultural features on maps. Graphical and map presentation of geographical data; isoline maps; choropleth maps; dot maps; flow maps and others.

GEO 104: Local Field Studies

(2 Units C: PH 90)

Learning Outcomes

Field work is an essential geographic activity. This course aims to:

1. familiarize the students with knowledge of their local environment;
2. introduce students to the use of local knowledge and tools to tackle local problems; and
3. promote local solutions to environmental problems.



Course Contents

Local field studies on vegetation, soils, settlements, earth's resources, landforms, market surveys, population, rural or urban surveys, weather and others.

GEO 105: Introduction to Environmental Sciences

(2 Units C: LH 30)

Learning Outcomes

This course introduces the students to basic definitions of environmental science and how the environment operates. At the end of the course, the students should be able to:

1. illustrate the multidisciplinary nature of environmental science;
2. define environmental science;
3. interpret how the environment works; and
4. demonstrate how to manage the environment sustainably.

Course Contents

Definitions of Environmental Science; multidisciplinary nature of environmental science; components of the environment; Environmental concepts, Environmental as a system; Energy systems in the atmosphere, biosphere, hydrosphere, and lithosphere. Current environmental issues, including climate change, air pollution and other natural hazards; erosion, drought, earthquakes, hurricanes, floods and others. Role of man in the environment.

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.



ENT 211: Entrepreneurship and Innovation**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

**EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods
(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.



Course Contents

Definition and types of curriculum. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

GRP 203: Teaching Physical Geography

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the Geography teacher trainees are expected to be able to:

1. define Geography, Physical and basic concepts in Climatology, Geomorphology and Bio-Geography;
2. identify and explain components of classroom communication;
3. develop skills for effective communication in classroom situation in Geography;
4. differentiate modes, methods and strategies for teaching Geography;
5. demonstrate modes, methods and strategies of teaching Physical Geography topics;
6. describe and account for the evolutionary in Geography curriculum, syllabus and innovated teaching strategies;
7. draw standard lesson plans on specific Physical Geography topics from the syllabus;
8. prepare scheme of work from Physical Geography syllabus;
9. demonstrate micro-teaching skills in Physical Geography lessons on Geography sub-concepts; and
10. use learner-centered, cooperative learning, individualized and laboratory instructional strategies to teach peers in Physical Geography lessons.

Course Contents

Introduction to basic concepts in climatology, geomorphology, bio-geography. Introduction to classroom situation communication. Operational strategies for effective teacher-learner communication in physical geography. Teaching modes, methods and strategies in geography. Evolutionary trends in geography curriculum. Innovated teaching strategies. Practicum in lesson plan and scheme of work preparation. Sources and resources for teaching physical geography. Demonstration lessons in physical geography. Video-mediated Micro-teaching and peer teaching in physical geography sub-concepts.

GRP 204: Methods of Teaching Map Reading and Practical Geography

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the geography teacher trainees are expected to be able to:

1. describe Geography and highlight basic concepts in map reading and practical Geography;
2. explain map reading and practical geographical in relation to other areas of specialization in Geography;
3. identify and describe maps, atlases, globes and their indispensable roles in Geography teaching and learning;
4. discuss scales and drawing to scales in map reading and practical Geography;



5. identify, describe and demonstrate the application of instructional materials in map reading and practical Geography;
6. draw maps of geographical garden or other Geography-related locations within the school to scale;
7. explain the essence of mapping, map reduction and enlargement and map reading practical Geography with specific application to area studies;
8. read, analyze and interpret maps, and represent features on the maps by drawing to scale;
9. measure distance, using ruler, paper and strings on winding physical features, and socio-economic locations on contour or topographic maps; and
10. prepare scheme of work and lesson plans on specific topics for micro-teaching or peer-teaching drawn from the map reading and practical and practical Geography component of the WAEC/NECO, SSCE Geography syllabus.

Course Contents

Introduction to basic concepts in map reading and practical geography; laboratory, demonstration, exhibition, field trips and illustrated talks in teaching map reading and practical geography; scales and scales drawing in map reading and practical geography; significance of maps, atlases, globes in teaching geography using maps, atlas, and globes in practical geography; instructional material utilization and strategies in map reduction, map enlargement, mapping, map reading, analysis and interpretation of geographic features in map reading; teaching practicum involving video- assisted micro-teaching and peer- teaching on specific map reading and practical geography topics drawn from the senior school certificate syllabus of geography.

GEO 201: Introductory Geomorphology and Soil Geography (2 Units C: LH 30)

Learning Outcomes

This course introduces the students to key concepts and elements in geomorphology and soil geography: At the end of the course, the students should:

1. define the meaning, scope, and why different landforms exist;
2. identify and characterize various landforms in his community; and
3. explain their importance.

Course Contents

The meaning and scope of Geomorphology. Rock types, their origins and characteristics. Nature and origin of Second Order Relief Forms of the continents. Structural landforms. The meaning and scope of soil geography. Factors of soil formation. Zonal soils; azonal soils and intrazonal soils, Importance of landforms to human development

GEO 202: Introductory Climatology and Biogeography (2 Units C: LH 30)

Learning Outcomes

The world is facing serious challenge of climate change and other environmental problems. There is urgent need to find sustainable solutions. This course seeks to help the student:

1. define and differentiate between weather and climate;
2. describe the science of weather and climate;
3. identify and classify the drivers of climate and ecological systems; and
4. explain man's impacts on the environment.



Course Contents

The general circulation of the atmosphere – scales and laws of motion. Forces that drive the atmosphere. Major features and models of the circulation, weather-producing systems – air masses and fronts, frontal and non-frontal depressions; tropical systems. Climatic classifications and global systems of climate. Man's influence on the atmosphere. Basic structure and dynamics of plant communities, factors influencing plant growth. Survey of characteristics, distribution and controlling factors of principal or zonal vegetation types. Man's influence on vegetation.

GEO 203: Spatial Organisation of Society

(2 Units C: LH 30)

Learning Outcomes

Human societies and geographic features are not evenly distributed or organized. This course helps the students to find order out of the chaos. At the end of the course the students should be able to:

1. define basic concepts of spatial organization;
2. classify different phenomena (population, production, and geographic features) that are spatially dispersed; and
3. interpret land use and patterns and interactions.

Course Contents

Basic concepts of spatial organization: principles of classification of geographical phenomena; growth and special distribution of population. Production systems; typology and distribution; location, spacing and growth of settlements; movements over space and transport networks. Land-use; typology, patterns and interaction.

GEO 204: Introduction to Remote Sensing and GIS

(2 Units C: LH 15; PH 45)

Learning Outcomes

This course helps the students to understand key concepts in remote sensing and Geographic information system. It is expected that at the end of the course, the students should be able to:

1. explain the history of remote sensing;
2. explain the fundamental principles of remote sensing;
3. apply remote sensing to problem solving;
4. explain the history of geographic information system;
5. illustrate the linkage between remote sensing and GIS;
6. interpret Satellite Images; and
7. apply GIS to problem solving.

Course Contents

Fundamentals of Remote Sensing (Definition, History of Remote Sensing, components of Remote Sensing, electromagnetic radiation), RS Process. Relationship between Remote sensing and Geographic information system; and the applications of remote sensing Remote Sensing systems, Imageries across the spectrum, Image Acquisition, Image Restoration and Enhancement, Image Processing and Interpretations, Image Storage and Retrieval Formats; applications in Agriculture, Environmental Resources Management, Monitoring and Change detection, Urban planning and others.



GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business



development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of their teaching subject;
2. the necessary Pedagogical skills required in teaching;
3. acquired understanding of child psychology in handling children;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics **(3 Units C: LH 45)**

Learning Outcomes

At the end of the course, the students should be able to:

measure and assess learning outcomes and use the results in decision making and judgments;

1. identify the different domains of learning; develop and use appropriate instruments for measuring each;
2. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data;
3. explain the meaning, aim, types, role and processes of research in educational settings;
4. acquire communication skills and skills in reporting of research;
5. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
6. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and



7. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS in data analysis. Reporting educational research.

GRP 303: Geographic Instructional Resource Design and Utilization (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the geography teacher trainees are expected to be able to:

1. define Geography and geographic instructional resources;
2. identify the utilitarian value of geographic instructional resources;
3. appreciate the indispensable role of geographic instructional resources in Geography teaching-learning effectiveness;
4. classify all geographic instructional resources; using practical examples;
5. explain virtual and physical field trips in the teaching Geography;
6. highlight the approaches to geographic instructional material selection, situation;
7. explain ASSURE model and apply it to geographic instructional material selection, assessment and utilization in classroom situation;
8. differentiate between virtual and physical field trip and explain their utilitarian value in teaching Geography;
9. micro-teach and peer-teach using visuals, realia in classroom situations; and
10. assess Geography textbooks, generate assessment matrix and rank at least five popularly recommended Geography textbooks from the pool of Geography textbooks.

Course Contents

Basic concepts in geographic materials and resources; classification of geographic instructional resources; approaches to instructional material/resources utilization in Geography; apply ASSURE model on instructional resources within and around the school; conduct virtual and physical field trips in the teaching of Geography topics; assessment and selection of Geography textbook; Geography teachers and innovated instructional resource utilization in classroom situations; and teaching practicum on improvisation design, production and utilization in instructional materials in map reading and practical Geography topics.

GRP 304: Contemporary Teaching-Learning Issues in Geography (2 Units C: LH 30)

Learning Outcome

At the end of the course, the geography teacher trainees are expected to be able to:

1. identify learner and teacher-perceived difficult topics in Geography at the Senior Secondary School Level;
2. highlight other Geography teaching-learning difficulties in the school system;
3. trace the evolutionary trends Geography curriculum and explain its dynamics in the examinations and teaching syllabus of Geography at different levels of education;



4. analyze the evolutionary trends in the SSCE syllabus of Geography from inception till date and explain their implications for effective teaching-learning of Geography;
5. account for the changes and contemporary trends in the SSCE Geography;
6. explain and demonstrate innovated teaching strategies simplifying and enhancing the learn ability of students perceived difficult topics in SSCE Geography syllabus; and
7. micro-teach and peer- teach difficult concepts/sub topics in class room situations.

Course Contents

Evolutionary trends in geography to the contemporary conceptual analytic; quantitative and integrated Geography; Evolutionary trends in the senior school certificate syllabus of Geography(1960s-2020s); Survey of difficult topics from learners' and teachers' perspectives; Other teaching-learning challenges; as well as causes; instructional strategies for enhanced learn ability of difficult concepts/topics in Geography; Geography curriculum stakeholders' role and modalities for addressing Geography teaching-learning difficulties; demonstration lessons in teaching difficult topics and micro teaching and peer teaching practicum in learner-perceived difficult topics in Geography.

GRP 305: Entrepreneurship in Geography

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the geography teacher trainees are expected to able to:

1. explain the changes in Geography curriculum.
2. discuss the implication of curriculum dynamics in Geography for graduate employability;
3. identify the required competencies for mutually beneficial human-environmental relations;
4. describe career prospects in Geography, Education Geography and Geography-related areas of specialization;
5. design, produce, improvise and construct Geographic instructional materials, geography corners, Geography rooms, Geography laboratory;
6. draw maps to scale;
7. use personal computers in virtual and physical field trips;
8. record and produce captioned videos in physical field trip locations;
9. develop geographic games and manual to mitigate and manage climate change across climatic zones;
10. establish and run environmental management consultancy businesses; and
11. develop marketing skills for sale and distribution of Geographic equipment and instructional materials.

Course Contents

Dynamics of Geography curriculum and capacity for self-reliance. Career prospects in Education Geography. Education Geography-related areas of specialization and professional practice. Creativity skills in the construction of models for resource corner in Geography rooms and laboratories. Simulation and improvisation skills for sourcing and using local materials for modeling Geographic features in Senior Secondary School Geography syllabus. Construction of jig-saw puzzles and related games for teaching vegetation belts, climate zones, landforms, population Geography, human Geography, regional Geography, map reading, and geographic information system. Design and production of climate change games in different climatic zones and manuals of climate change mitigation or management strategies. Skills for application of Geographic Positioning Systems (GPS) and Geographic Information Systems (GIS) in environmental management and societal problem solving. Data analysis skills for geographic research. Business management skills for consultancy farm establishment and operations of



Geography related businesses. Marketing skills for the sale of self- designed and produce geographic instructional materials in schools and educational establishment.

GEO 301: History of Geographical Thoughts

(2 Units C: LH 30)

Learning Outcomes

This course helps students to advance their understanding of the theory and historical development in Geography in various parts of the world. At the end of the course, the students should be able to:

1. explain historical development in geography;
2. classify the nature and challenges of geographic research;
3. use spatial and critical thinking skills for solving problems in society; and
4. extend the frontiers in geographic thought.

Course Contents

History of Geographical thoughts in relation to science. The role of theory on science and Geography. Methods in natural and social sciences. The nature and problems in Geographical research. Course studies from Greek time up to the present. Frontier in contemporary Geographical thought.

GEO 302: Geomorphology

(2 Units C: LH 30)

Learning Outcomes

There are various geomorphic features in the world. A careful study of the landforms will reveal the factors responsible for their development. This course helps the students to be able to:

1. explain origin of landforms;
2. describe forces responsible for landforms development;
3. identify and classify landforms;
4. describe landforms development; and
5. foster sustainable human development.

Course Contents

Key content includes Nature and scope of geomorphology: aims and objectives of geomorphology. Developments in geomorphic thought; Approaches to geomorphological studies, Conceptual developments in geomorphology. Landforms, their formative Agents and processes; classification of landforms; volcanic and tectonic landforms, landforms of weathering and mass wasting, fluvial landforms, coastal landforms, Aeolian landforms, glacial landforms. Introduction to applied geomorphology.

GEO 303: Science of climate change

(2 Units C: LH 30)

Learning Outcomes

Climate change is already disrupting ecological, atmospheric and hydrologic systems. Yet there is poor understanding of the science of climate. This course helps the students to be able to:

1. explain the science of weather and climate;
2. classify different world's climate;
3. identify causes and effects of climate change; and
4. characterize global response to climate change.



Course Contents

Subject-matter and scope of climatology. Historical developments of meteorology and climatology. Physical climatology: Solar radiation, atmospheric temperature, atmospheric moisture, air masses, fronts and storms; winds and the global air circulation system. Regional climatology: classification of climates; examples of climate classificatory systems; climatic regions of the world, the science and politics of climate change; adaptation and mitigation of climate change, climate-preneurship to leverage the opportunities presented by climate change; Global Strategies and the role(s) of institutions and organizations: UNFCCC, WMO, UNEP, IPCC. Manifestations of climate change; vulnerability to climate change. Adaptation to climate change. Communicating climate change. Climate change versus environmental change. Nigeria's response to climate change, The Nationally determined Contributions (NDC)

GEO 304: Biogeography (2 Units C: LH 30)

Learning Outcomes

The relationship and interactions between the biotic and abiotic factors are critical to finding sustainable solutions to loss or extinction of living things. The study of Biogeography is useful for resource conservation and planning. This course helps the students to be able to: identify different life forms;

1. explain the factors responsible for their distribution;
2. recount how ecosystems interact and function;
3. describe vegetation change; and
4. examine the role of man in ecosystem modification.

Course Contents

Principles and Concept of Biogeography. Vegetation types; factors affecting flora and fauna distribution at various scales. The concept of the ecosystem. The structure and functioning of terrestrial and aquatic ecosystems. Vegetation changes through time: adoption, cyclical, fluctuations, succession and climax. Nutrient cycling, the role of man in ecosystem modification, soil studies and others.

GEO 307: Quantitative Techniques in Geography (2 Units C: LH 30)

Learning Outcomes

In conducting geographic research, the students will require understanding of descriptive and inferential statistics. This course seeks to help the students to be able to: appreciate the value of statistics in geographic research; and simplify the complex world problems.

Course Contents

Introduction to descriptive and inferential statistics, parametric and non-parametric tests; Survey design and sampling technique, Elementary statistical analysis of spatial patterns.

GEO 308: Remote sensing and Geographical Information System I (2 Units C: LH 15; PH 45)

Learning Outcomes

We are in the digital age and students of geography must appreciate the significance of geographic information system in addressing complex spatial problems. At the end of the course, the students should be able to

1. input data;
2. analyze data;



3. interpret data; and
4. undertake modelling of various scenarios.

Course Contents

Introduction to Remote sensing, Key contents include: Elements of remote sensing system, Techniques of remote sensing. Interpretation and analysis of Visual and Digital imageries. Remote sensing application, Integration of remote sensing and GIS in geographical research, case studies, GIS and the information age, Capabilities of GIS, Spatial data and their sources for GIS analysis, Raster and Vector data, Data Entry, GIS analysis and modelling data issues and problems.

EDU 400: Projects (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice.



Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

GEO 401: Systematic Geography of Nigeria

(2 Units C: LH 30)

Learning Outcomes

This course focuses attention on a thematic approach to understanding the geography of Nigeria covering a range of physical, socio-economic and human phenomena. The students are expected to be able to:

1. define concepts such as population, industrialization and urban systems;
2. explain the geography of Nigeria; and
3. characterize different ecological systems and development trajectories in Nigeria.

Course Contents

Spatial patterns: ecological zones; growth and distribution of population; natural resources base; agricultural production and marketing systems; industrialization: transport development; internal and external exchange. Concepts and models; river basins; city and community regions; migration flows, urban systems; modernization; development strategies.

GEO 406: Applied Climatology

(2 Units C: LH 30)

Learning Outcomes

The students are expected to

1. define climatology;
2. classify agroclimatic zones;
3. explain tropical weather patterns; and
4. explain climate change impacts in the tropics.

Course Contents

Bioclimatology, agroclimatology, climatology and the built environment, climate change and its impact on rural and urban environments, climate change and sustainable development goals, , and climate change and its implications on humans and various human and economic activities. Definition and delimitation of the "Tropics" Rationale for studying the climatology of the tropics. Radiation conditions in the tropics. Temperatures in the tropics. Tropical precipitation. Tropical disturbances: Tropical weather systems. Applied tropical climatology: Tropical agroclimatology; tropical bioclimatology, global circulation system and its influence in the tropics., links between the tropical climates and the temperate climates, climate change and climate-preneurship

GEO 407: Remote Sensing and GIS II

(3 Units C: LH 15; PH 45)

Learning Outcomes

This course prepares the students to move beyond understanding of key concepts in remote sensing to real processing and analyses of digital images. He is taught to understand Spatial Database Management Systems and how to utilize them for planning purposes It is expected that at the end of the course, the students should be able to:

1. process and Analyze digital images;
2. store and retrieve digital data;
3. apply techniques of remote sensing to problem solving in real life;
4. characterize various types of information/data models and systems;
5. manage hardware and software; and



6. interpret information using GIS tools.

Course Contents

Remote Sensing analytic digital image processing system. Fundamentals (Computers imaging systems, image representation- colour space, image sampling quantization, quality measurement, data products, storage and retrieval- Photowite systems, dip systems and software. Preprocessing (Encoding and decoding, sources of image degradation, atmospheric, radiometric and geometric errors, systematic and non-systematic correction, image geometry operations. Image Enhancement (Image characters, histogram, scatter plots, statistics and spatial statistics for processing, image models, spatial transforms, enhancements: radiometric and geometric operators, Fourier transforms, scale space transforms, image fusion, texture analysis. Image Classification (Spectral discrimination pattern matching Baye's theorem-signature and feature extraction- training and classification, supervised and unsupervised methods error matrix and accuracy estimates. Image Analysis (Concept of uncertainty, fuzzy partitioning, neural nets, sub-pixel classification concept, pattern recognition, feature descriptors). Remote sensing application, Integration of Remote Sensing and GIS in geographical research, case studies.

(Basic concepts of Data, Information, File system vs DBMS, Data models, Hardware and software requirements, Database Management Systems, Database languages, Database Architecture, users and administrators, Classification of Database Management Systems. Relational Data Model (Relational model, Data Structure, Constraints, Key, Codd's Rule, Relational Algebra, Fundamental operations, Additional operations, Extended operations Null values. SQL (SQL, Data Definition, Basic structure of SQL queries, Set operations, Aggregate, Functions, Null values, Nested sub queries, Complex queries, Views, Embedded SQL, Dynamic SQL, Triggers. Database Design And Management (Design process, Entity Relationship Model, Constraints, EER, Diagrams, Atomic domain and First Normal Form, Functional Dependency, Decomposition using Functional dependencies, Normalization using Multi-Valued Dependencies and Join Dependencies, Basic concepts of file organizations, indexing and hashing, Database recovery techniques, Database Security, Handling Spatial Database. Accessing Data Using Ado.Net And Vb.Net (ADO.Net Object Model using OLE DB managed provider, Other data providers, Accessing XML data, Building Windows).

Minimum Academic Standards

Equipment are:

1. Geography room (for a minimum of 40 students).
2. Geography resource corner in conventional classroom equip with Geographic models and realiar.
3. Geography laboratory equip with the following:
4. Anemometer
5. Barometer
6. Wind-vane
7. Rain gauge
8. Slides of Geographic features across the globe
9. Fahrenheit thermometer
10. Centigrade thermometer
11. Minimum and Maximum thermometer.
12. Overhead projectors and screens
13. Laptops and monitors for virtual field trip on climatic zones,
14. Vegetation belts land forms, settlement, demography urbanization, ecology.



15. Video player and recorder
16. Audio-tape recorders (at least 4)
17. Television sets
18. Computers with Geomatica software (version 10.2) and Mapinfo (version 12.5).
19. Aerial photographs
20. Map tracing tables
21. Wall maps of climatic region vegetation belt, Geographic regions and economic activities
22. Globes
23. Atlas maps
24. Map drawing and recording equipment
25. Meteorology/weather Station with weather measuring equipments such as Anemometer, Barometer, Wind-vane, Rain gauge, Fahrenheit thermometer, Centigrade thermometer and Minimum and Maximum thermometer.
26. Automated or computerized meteorology station with automated meteorological equipments.
27. Slides of Geographic features across the globe.
28. GIS lab fully equipped with computer hardware, peripheral and software packages, cartography lab/map room, field course vehicle.
29. Surveying equipment: theodolite, chain, dumpy level, abney level, leveling staff, automatic level, Prismatic Compass, nautical sextant and clinometer compass.
30. Overhead and multimedia projectors.
31. Aerial photographs.
32. Field study and field trip Sport Utility Vehicle and Bus

Staffing

1. The established academic staff/students ratio of 1:30 for the social sciences should be met.
2. Training and retaining of academic staff and students should be pursued vigorously.
3. All academic staff should have computing skills.
4. 75% of the academic staff should possess PhDs.
5. At least 20% of the academic staff should be professor readers and 35% senior lecturers.
6. The department should be headed by a Professor or Senior Lecturer and above to have a good and solid foundation.
7. The academic and non-academic staff ratio in the university should have be 1:2 maximum.
8. All administration, secretarial and clerical staff should have computing skills
9. At least 10 PCs for teaching students in a computer room with internet facilities and laptops.
10. Each academic staff should have a PC in his/her office with internet facilities.

Library

There is a need for a departmental library for each Geography Department. This should have adequate copies of current and up-to-date Geography and Geography-related textbooks, atlases, maps, professional journals, dictionaries of climatology, Meteorology and bio-Geography, encyclopedia and conference proceedings.

Classroom, Laboratories, Workshop and Offices

Lecture rooms

Geography room (40" x 30" x 18")

Wet Geography laboratory (60" x 40" x 28")



Dry Geography laboratory (60" x 40" x 28")

Cartography workshop (60" x 40" x 28")

Staff offices

Offices M²

Professor'(s) office 18.50

Head of Department Office 18.50

Other Teaching Staff Office 7.00

Technical Staff Office 7.00

Secretarial Office 7.00

Seminar space per undergraduate 1.85

Laboratory space 7.50

Lecturer's Office should be adequately ventilated, illuminated and furnished with tables, chairs, Bookshelves, file cabinet, fans/air conditioner(s)

All offices must have conveniences specifically for male and female staff.



B. Ed. Guidance and Counselling

Overview

The guidance and counselling programme is a very important educational service needed in our schools and communities for the optimal development of students and other people in society. Graduates of the programme will assist people of all ages to cope with their psychological challenges arising from educational, vocational or socio-personal concerns, which have great implications for individuals, families, groups, institutions and the nation at large. Graduates of the guidance and counselling programme will be equipped with the necessary skills, knowledge and attitudes to assist young people in schools to grapple with their career choice issues, academic and personal-social concerns.

Philosophy

The philosophy of Guidance and Counselling is premised on the fact that education, by its nature, is aimed at maximizing the creative potentials and skills of the individual for self-fulfilment and the general development of society. Guidance and Counselling, as an important educational service, is therefore designed to help young people in schools to realize the said objectives by acquiring skills and attitudes to cope with their educational, vocational and socio-psychological challenges.

Objectives

The objectives of the Bachelor of Education in Guidance and Counselling are to:

1. produce graduates that will assist students at all levels to develop skills and attitudes individually and in groups in order to solve their academic, vocational, and social-psychological problems;
2. enable graduates of the programme to utilize the acquired knowledge, skills, attitudes and values to assist people in non-school settings to handle their social-psychological challenges;
3. prepare counsellors that will assist students, parents and teachers by creating career awareness and guiding them in career choices depending on individual abilities, interests and available career opportunities;
4. equip students with skills to identify and counsel special needs persons (those with special needs, unique talents and disabilities), their parents and teachers, as well as refer those in need of special assistance to relevant professionals;
5. prepare counsellors that will assist educational curriculum planners design curricula in line with the learners' developmental stages, special aptitudes, and the world of work; and
6. produce graduates that can serve as functional professionals to provide mental health services (through counselling) in school and non-school settings like hospitals, work environments, marriage and family settings, corrective centres, military and paramilitary establishments, IDP camps, to mention a few; and
7. Produce graduates that will be self-employed through the establishment of Private Counselling Centers in order to contribute to national development.

Unique Features of the Programme

The following are the unique features of the programme:

1. the curriculum seeks to prepare counsellors who will function in schools as well as non-school settings, hence counsellor educators are encouraged to allow their students do their practicum exercises in both school and non-school settings;
2. the syllabus emphasizes the use and mastery of modern technology (synchronous and asynchronous communication) in counselling. Tele-counselling, use of social media, emails and other forms of online counselling approaches are stressed; and
3. the programme also stresses the use of practical as against only theoretical approaches in the counsellor education programme, hence the emphasis on the acquisition of skills in the use of psychological tests and other procedures for vocational, personal-social and academic counselling.

Employability Skills

The programme emphasizes the following employability skills:

1. graduates of this programme shall possess skills (online counselling skills, digital literacy and flexibility, ability to think outside the box and others) that will make them employable in educational institutions at all levels as guidance counsellors, career masters, teachers of counselling, graduate assistants, to mention a few.
2. graduates should also be able to work in non-school settings as career counsellors, marriage and family counsellors, radio/television/online counsellors, HIV/AIDS counsellors, mental health counsellors, among others.
3. they will also turn out to be self-employed or even as employers of labour (counsellor entrepreneurs), due to exposure to and acquisition of other skills like the use of technology in counselling and psychotherapy (tele-counselling), advocacy skills, decision-making and goal-setting skills, time management skills, among others.

21st Century Skills

The programme will bring about the development of the following twenty-first century skills in the students:

1. Technology literacy;
2. Media literacy;
3. Information literacy and Communication skills;
4. Collaboration;
5. Flexibility;
6. Critical thinking,
7. Problem-Solving,
8. Reasoning,
9. Analysis,
10. Interpretation,
11. Synthesizing information
12. Leadership.
13. Social skills.
14. Health and wellness literacy.
15. Creativity, imagination, innovation, personal expression;
16. Perseverance, self-direction, planning, self-discipline, adaptability, initiative



Admission and Graduation Requirements

The requirements for admission and graduation are in line with what is contained in the CCMAS document for all Education programmes. Generally, there are two modes of entry into the Bachelor of Education degree programme in Guidance and Counselling.

Admission Requirements

4 year programme

In addition to an acceptable pass score at the University Tertiary Matriculation Examination (UTME), five credit passes in the Senior Secondary School Certificate (SSC) or its equivalent at not more than 2 sittings.

Direct Entry

Five SSC (or its equivalent) credit pass including English Language, Mathematics and two of which must be at the Advanced Level in any of the following:

1. Minimum of Upper Credit pass in Guidance and Counselling or other relevant courses at the National Diploma level.
2. Minimum of ten (10) points at the Nigeria Certificate in Education (NCE) in relevant Arts, Science or Social Science courses.

Graduation requirements

The minimum number of graduation points is 120, while a student must have at least a CGPA of 1.5 before graduation.

Global Course Structure

100-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Logic, Philosophy and Human Existence | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| GCE 101 | Introduction to Guidance and Counselling | 2 | C | 30 | - |
| GCE 102 | Principles and Techniques of Guidance and Counselling | 2 | C | 30 | - |
| GCE 103 | Introduction to Psychology | 2 | C | 30 | - |
| | Any 4 Units Arts, Science or Social Science courses | 8 | C | 60 | - |
| | Total Units | 20 | | | |



200-Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| ENT 223 | Entrepreneurship and Innovation | 2 | C | 30 | - |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | - |
| GCE 202 | Adolescence Psychology and Teenage Counselling | 2 | C | 30 | - |
| GCE 203 | Counselling for Special Needs | 2 | C | 30 | - |
| GCE 204 | Psychological Testing in Counselling | 2 | C | 15 | 45 |
| GCE 205 | Theories of Counselling | 2 | C | 30 | - |
| | Any 3 Arts, Science or Social Science courses | 6 | C | 60 | - |
| | Total Units | 20 | | | |

300-Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | - |
| GCE 301 | Practicum in Guidance and Counselling I | 2 | C | 15 | 45 |
| GCE 302 | Organization of Guidance and Counselling in Schools | 2 | C | 30 | - |
| GCE 303 | Career Counselling, Job Analysis & Job Evaluation | 2 | C | 15 | 45 |
| GCE 304 | Marriage/ Family Counselling and Child Guidance | 2 | C | 15 | 45 |
| GCE 305 | Management and Counselling of the Aged | 2 | C | 30 | - |
| GCE 306 | Rehabilitative and Pastoral Counselling | 2 | C | 15 | 45 |



| | | | | | |
|--|--|-----------|---|----|---|
| | Any 3 Arts, Science or Social Science subjects | 6 | C | 90 | - |
| | Total Units | 28 | | | |

400-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|-----|
| EDU 400 | Project | 3 | C | - | 135 |
| EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| GCE 401 | Practicum in Guidance and Counselling II | 3 | C | - | 135 |
| GCE 402 | Behaviour Modification | 2 | C | 30 | - |
| GCE 403 | Counselling in Special Settings | 2 | C | 15 | 45 |
| GCE 404 | Group Dynamics | 2 | C | 30 | - |
| GCE 405 | Introduction to Culture and Psychopathology | 2 | C | 30 | - |
| | Total Units | 17 | | | |

Course Contents and Learning Outcomes

100- Level

GST 111: Communication in English

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word-formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types



of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word-formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education.
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;



5. give an account of the history of education from ancient times to the present day modern
6. education in Nigeria;
7. present an overview of the National Policy on Education;
8. identify the stages of child and adolescent development;
9. state the behaviourist, cognitive and socio-cultural perspectives of learning;
10. enumerate historical and current developments in sociology of education; and
11. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

GCE 101: Introduction to Guidance and Counselling (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the nature, objectives and history of guidance and counselling;
2. state the importance of guidance and counselling;
3. discuss the characteristics and functions of the guidance counsellor; and
4. describe the organization of guidance services in the school system.

Course contents

An introductory course in the nature, aims and objectives of guidance and counselling. History of guidance and counselling in the United States and Nigeria. Methods of guidance and counselling in the Nigerian educational system. Broad categories of guidance and counselling services. The need for guidance and counselling in schools. An examination of students' needs and problems (biological and environmental). The characteristics and functions of the guidance and counsellor. Organization of the school guidance programme. Steps in conducting a school counselling session. A discussion of the relationship between counselling and other helping professions.

GCE 102: Principles and Techniques of Guidance and Counselling (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the basic principles of guidance and counselling;
2. identify the basic techniques of guidance and counselling;
3. examine the stages of counselling; and
4. demonstrate a practical counselling session.

Course contents

An overview of the introductory concepts like principles, techniques and skills of counselling. History of techniques of guidance and counselling. Stages of a typical counselling situation such as referral, diagnosis (building of rapport, identification needs), therapy, termination, follow-up. Techniques associated with Freudian and Neo-Freudian theories. Techniques



associated with Rational-emotive theory. Techniques associated with Client-centred therapy. Techniques derived from Logotherapy. Techniques derived from Pastoral counselling. Techniques derived from other counselling theories. The use of interviews/ interactions with learners, parents, and school administrators. Importance of techniques and skills in counselling.

GCE 103: Introduction to Psychology

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. discuss the nature and scope of the field of psychology;
2. examine how psychology can be regarded as a science;
3. trace the historical development of psychology;
4. show the relationship between psychology, counselling and education; and
5. explain the concepts of sensation and perception

Course contents

An examination of the nature of psychology. The goals of psychology. The scope and subfields of psychology. Psychology as a science. The historical development of psychology. The schools of psychology. Ethical principles of psychologists. General characteristics of sensation. The concept and process of perception. The nature and characteristics of motivation and personality. Relationship between psychology, education and counselling.

200- Level

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.



ENT 211: Entrepreneurship and Innovations**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk-taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

**EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods
(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Curriculum Framework for Schools as guide to curriculum delivery;
3. use different methods in the delivery of curriculum content justify the need for education in the development of a nation;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.



Course Contents

Definition and types of curriculum. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st-century classroom. Setting up and managing online classes. Attending to students with special needs.

GCE 202: Adolescence Psychology and Teenage Counselling (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. discuss the nature and scope of adolescence psychology;
2. explain the usefulness of the course to the study of counselling;
3. show the relationship between adolescence psychology and teenage counselling;
4. examine the nature and components of teenage counselling;
5. state the needs and problems of teenagers and their effects on their behaviour; and
6. discuss the different counselling strategies used in resolving teenage problems.

Course Contents

Nature, scope and relevance of adolescence psychology. The science of adolescent development. Biological and cognitive development. Social, emotional and personality development. Moral development. Gender and sexuality issues among adolescents. The contexts of adolescent development- family, peer group, schools, culture, work and careers. Problems associated with adolescent development. Adolescents' psychological needs for adjustment and the facilitative role of guidance and counselling in the teaching and learning situation. The needs and problems of teenagers and the various psychological approaches to their resolution. The characteristics of teenagers as relating to their behavioural patterns. Different approaches to teenage counselling.

GCE 203: Counselling for Special Needs People (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the nature and categories of special needs people;
2. discuss the psychological challenges of children with disabilities;
3. describe the counselling and educational interventions to be used with gifted children; and
4. examine the role of counselling in the rehabilitation of people with disabilities.

Course contents

A study of the nature and categories of special needs people. Brief history of special needs education. Psychological needs of the gifted and talented children. Counselling needs of children with intellectual and learning disabilities. Counselling needs of children with physical and health impairments. Counselling needs of children with emotional and behaviour disorders. Counselling needs of children with speech and language impairments. Counselling needs of children with visual impairments. Counselling needs of children with auditory impairments. Counselling parents and family members of children with disabilities as well as their teachers/ caregivers. The special educational, vocational and personal-social needs of



children with disabilities and their gifted counterparts and the place of guidance and counselling in fostering stable growth and development in the teaching and learning situation.

GCE 204: Psychological Testing in Counselling

(2 Units C: LH 15, PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept and types of testing in counselling;
2. discuss how to score, interpret and communicate test results to clients;
3. differentiate between ability tests and personality inventories;
4. practically demonstrate the use of tests in educational, vocational and personal-social counselling; and
5. discuss the development of indigenous tests by some Nigerian scholars and organisations.

Course contents

The concept, types and purpose of tests. History of testing. Psychometric properties of a test. Individual and group tests. Nature and types of intelligence tests. Psychological issues in ability testing. Self-report personality inventories. Measuring interests and attitudes. Nature and evaluation of projective techniques. Ethical and social considerations in testing. Strengths and limitations of testing. Use of testing in counselling. Testing techniques and methods of communicating test results to clients. Practical demonstration of the use of different psychological tests in relation to educational, vocational and personal-social aspects of counselling.

GCE 205: Theories of Counselling

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept and types of counselling theories;
2. differentiate between directive and non-directive counselling approaches;
3. state the merits and pitfalls of each of the theories; and
4. examine the place of theories in the counselling practice.

Course contents

Meaning, qualities and functions of a theory. Need for and bases of theory in the counselling practice. Concept and types of counselling theories. Nature, techniques, strengths, weaknesses and application of Freud's psychoanalytic theory. Individual psychology theory of Alfred Adler. Behavioural theories of counselling. Client-centred therapy by Carl Rogers. Rational-emotive therapy by Ellis. Gestalt therapy by Perls. Existential theories (including Logotherapy). Eclectic approaches. Some African approaches like the network and spiritual therapies. The merits and pitfalls of each of the theories/approaches. place of theories in counselling practice.

300- Level

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;



3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe the roles of international organizations, media and traditional institutions in peace-building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kataf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop the business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro- finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book-



keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C PH 135)

Learning Outcomes

At the end of the course, the students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
8. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
6. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics **(3 Units C: LH 45)**

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and Judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings. acquire communication skills and skills in reporting research;
5. carry out hypothesis testing, and employ the knowledge of critical values and errors in interpretation of results and making inferences;
6. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
7. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of



cognitive outcomes. Meaning of research. Types of research with a focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS in data analysis. Reporting educational research.

GCE 301: Practicum in Guidance and Counselling I (2 Units C: LH 15, PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. explore the meaning and role of practicum in counsellor education;
2. demonstrate how to apply principles and techniques of guidance and counselling in a clinical setting;
3. discuss the different skills that can be used in clinical settings within and outside the school setting;
4. examine how to organize individual and group activities during practicum exercises.

Course contents

Concept of counselling practicum. Preparations for counselling practicum exercise. The counselling interview. Techniques and skills in counselling. Record keeping and report-writing. Use of psychological tests in counselling practicum. Conducting group activities (career days and others) during practicum exercises. Supervision in counselling practicum exercises. Ethical issues in counselling practicum exercises. Different practicum sites and how to make visits and interviews with personnel in various counselling settings such as primary, secondary and tertiary institutions, juvenile courts, remand homes, and welfare offices, especially at the second phase.

GCE 302: Organisation and Administration of Guidance and Counselling in School (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the strategies for establishing a school guidance programme;
2. state the roles of different school personnel in the organization of guidance and counselling;
3. discuss the requirements for and models of organizing the school guidance programme and the likely challenges to be faced; and
4. appraise the provision for guidance and counselling in the National Policy on Education.

Course contents

An introduction to the organization of school guidance. Objectives of the school guidance programme. Various personnel within the school guidance programme. Models for organising the school guidance programme. Requirements for organising the school guidance programme. Issues and problems in organising the school guidance. Initiating and developing the school guidance. Selection criteria, control and supervision as well as the use of paraprofessionals and other support personnel. Issues and problems in the organization of the school guidance programme. An appraisal of the National Policy on Education's provision for guidance and counselling. The requirements for a school guidance programme challenges faced in organising same. Evaluation of the school guidance programme.



GCE 303: Career Counselling, Job Analysis and Job Evaluation

(2 Units C: LH 15, PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. examine the different career-related concepts and their uses in career counselling;
2. explore the nature and components of career guidance and counselling;
3. examine the basic theories of vocational development, choice and career patterns;
4. discuss the role of guidance and counselling in facilitating career decision-making;
5. examine the nature, importance and categories of jobs;
6. discuss the types and sources of occupational information in the vocational development of the child; and
7. explain the nature, purpose and components of job analysis and job evaluation.

Course contents

The nature and purpose of career and career-related concepts like vocation, occupation, profession, job. Factors influencing career choice. An overview of the basic theories of vocational development, choice and career patterns. Ginzberg's developmental theory. Donald Super's theory of vocational development. John Holland's personality theory. African counterparts like Bakare, Akinboye and Denga. The implications of the theories for vocational development and choice in the Nigerian setting. The role of guidance and counselling in facilitating decision-making about selection, placement and academic pursuits. An introduction to the study of the nature of jobs, their demands on workers and methods of determining their relative importance. Various types and sources of occupational information in the vocational development of the child. The nature, purpose and components of job analysis and job evaluation.

GCE 304: Marital/Family Counselling and Child Guidance

(2 Units C: LH 15, PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. outline the nature and complexities of sex in and outside the marital union;
2. discuss the different forms and theories of marriage;
3. examine the forms and causes of conflict in marriage and the role of counselling in resolving the same;
4. examine the concept of family counselling and differentiate it from couples or marriage counselling;
5. discuss the consequences of unhealthy family relations on children's mental, emotional, and social development;
6. outline the steps and stages in family therapy and identify strategies for working with single-parent families, blended families, culturally diverse families, and victims of domestic violence and child abuse; and
7. state the legal, ethical and professional issues in family therapy.

Course contents

An overview of the nature and complexities of sex, in and outside the marital union. The different forms and theories of marriage. Forms and causes of conflict in marriage. Youths and marriage. Different approaches to be adopted in marriage counselling. An examination of the concept and forms of family counselling. The steps and stages in family therapy. Strategies for working with single-parent families, blended families, culturally diverse families; domestic



violence and child abuse. An exploration of the influence of family relations on children's mental, emotional, and social development. Personality disturbances originating from childhood as a result of dysfunctional patterns of parent-parent and parent-child interactions are explored as well as relevant family therapies. The legal, ethical and professional issues in family therapy.

GCE 305: Management and Counselling of the Elderly (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. examine the concepts of ageing, geriatric psychology and counselling;
2. explain 'ageism' and 'elder abuse' and show their effect on older adults' self-concept;
3. discuss successful ageing and the physical and mental health of older adults and their management;
4. outline the theories of ageing and longevity and their pitfalls;
5. differentiate between institutional and home-based management of the elderly; and
6. explain grief counselling, retirement Planning and counselling

Course contents

The concept and forms of ageing. The nature and scope of geriatric psychology and counselling. The career and functions of the geriatric counsellor. The concept and manifestations of ageism. Nature, forms of and risk factors in elder abuse as well as management of victims of elder abuse. Physical and mental health challenges of older adults. Concept and components of successful ageing. Theories of ageing and longevity. Retirement planning and counselling. Management (institutional and home-based) strategies for the adjustment and care of the aged. Death and dying education. Grief counselling.

GCE 306: Rehabilitative and Pastoral Counselling (2 Units C: LH 15, PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. examine the nature of rehabilitative counselling and the foundations of rehabilitation counseling;
2. state the role and functions of the rehabilitation counselor;
3. explain the use of psychological evaluations in assisting clients in vocational rehabilitation planning;
4. explore community resources useful in helping in the rehabilitation of people with disabilities;
5. define pasoral counselling, listing out its advantages and limitations;
6. discuss the role of religion and spirituality in counseling;
7. state the nature of problems that require pastoral counseling; and
8. identify the forms and techniques of pastoral counselling.

Course contents

Introduction to rehabilitative counselling. Foundations of rehabilitation counselling. Role and functions of the rehabilitation counsellor. The vocational rehabilitation process. An exploration of locating and utilizing community resources in helping the rehabilitation client. Vocational appraisal in rehabilitation. The measurement principles and instruments frequently employed by rehabilitation counsellors. The application of test results for persons with disabilities together with a general understanding of human behaviour. The role of religion and spirituality in assisting the emotionally conflicted to resolve their problems. The nature of problems requiring pastoral counselling. Forms and techniques of pastoral counselling, their advantages and limitations in the rehabilitation process.



400-level

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify researchable project topics on contemporary problems in the relevant subject specialization;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, the students should be able to:

1. demonstrate knowledge of the subject matter;
2. mention the necessary pedagogical skills;
3. convey acquired understanding of child psychology;
4. develop the needed attitude towards teaching;
5. elucidate proper use of instructional facilities;
6. apply knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real-time; and
7. state effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area should be taught through micro-teaching before students embark on the exercise.

GCE 401: Practicum in Guidance and Counselling II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:



1. demonstrate the procedures and techniques of counselling;
2. practically demonstrate the use of tests in counselling practicum;
3. organize individual and group activities during a career day programme;
4. apply theoretical knowledge in practical counselling sessions in and outside the school setting; and
5. examine and apply ethical standards in the counselling practice.

Course contents

This is a practical course involving students going out to have a field experience. An extension of clinical experience to the field (school and non-school settings). Supervision of practicum students in primary and secondary school settings. Looking through students' reports of specific group/individual activities of specific problems. Supervision of students' designs and implementation of counselling strategies. Visits to schools to watch students' career days/ career conferences. Reading through and marking of students' logbooks and diaries. Students conduct counselling sessions in selected sites on various problems stemming from vocational, educational and personal-social areas. Students are placed at an agency/institution under the supervision of a university coordinator and an approved onsite practitioner.

GCE 402: Behaviour Modification

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. define behaviour modification and state its basic principles and assumptions;
2. explain the use of clinical and experimental methods of studying and changing behaviour;
3. examine the application of the scientific approach of methodological behaviourism to behaviour change; and
4. differentiate between operant and classical conditioning approaches as well as other (indigenous) approaches and apply them in behaviour modification sessions.

Course contents

Background to behaviour modification. History of behaviour modification. Foundations of behaviour modification. Basic principles, assumptions and applications of the use of clinical and experimental methods of studying and changing behaviour. Classical conditioning model. Operant conditioning model. The social learning model. An application of the scientific approach to behaviour modification. Modern approaches to behaviour modification. The application of behaviour modification. Nature, characteristics and types of reinforcement. Behaviour change programmes.

GCE 403: Counselling in Special Settings

(2 Units C: LH 15, PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. state the need for counselling in non-school settings;
2. explain the psychological challenges of people in marriage and family settings, the workplace, hospitals, military and paramilitary settings, corrective centres;
3. identify ways of preventing the psychological problems associated with those settings; and
4. discuss counselling strategies appropriate for use in those settings.

Course contents

An introduction to various non-school settings where counselling can be greatly needed. Need for counselling in non-school settings. Counselling in marriage and family settings. Counselling



in the workplace. Counselling in the hospital setting- cases of HIV/AIDS, rape and abortion, terminal illnesses and others. Counselling needs of personnel in military and paramilitary settings and their family members. Counselling in corrective centres and rehabilitation camps. Counselling in IDP camps and refugee centres. Counselling in sports settings. Counselling in religious settings. The psychological challenges experienced in those settings and the relevant counselling skills to apply.

GCE 404: Group Dynamics

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. examine the structure and functioning of groups and their influences on the behaviour of individual members;
2. discuss how to apply the principles of group dynamics to group counselling practice;
3. explain the usefulness of studying social behaviour from both interpersonal and intergroup perspectives.

Course contents

A study of the structure, types and functioning of groups. Influences of groups on the behaviour of individual members. An application of the principles of group dynamics to group counselling practice. Group guidance and group counselling. Features and misconceptions of group guidance. Goals of group counselling. Group counselling techniques. Merits and demerits of group counselling. Group procedures for initiating counselling sessions. The usefulness of studying social behaviour from both interpersonal and intergroup perspectives. Evaluation of group procedures.

GCE 405: Introduction to Culture and Psychopathology

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. examine the concepts of culture and psychopathology, and the use of culture in defining normality and abnormality;
2. discuss the cultural differences in the behavioural patterns of people;
3. explain the common forms of psychopathology and their cultural implications; and
4. discuss the management of mental disorders in cultural settings.

Course contents

An examination of the concepts of 'culture' and 'psychopathology'. The use of culture in defining normality and abnormality. Theories of culture and psychopathology. Traditional beliefs about causation of psychopathology. Cultural differences in the behavioural patterns of people. Common forms of psychopathology and their causes. Cultural implications of abnormal patterns of behaviour. Management of mental disorders in traditional settings. Everyday psychopathology among school children. Effects of mental disorders on school adjustment and performance.



Minimum Academic Standards

Equipment

1. Counselling laboratory with enough space and furniture for individual and group counselling exercises and procedures.
2. Fire extinguishers and sand buckets and other safety gadgets.
3. Psychological tests- Assorted indigenous and foreign tests
4. Log book and diaries
5. Counselling files
6. Tables and chairs
7. Desktops/computers
8. Television sets
9. Couch
10. LCD Projector and Screen
11. Video cassettes for Counselling practicum exercises
12. Standing mirrors
13. Charts with different counselling inscriptions.
14. One way mirror & File cabinets

Let the above-flagged list include:

- posters
- leaflets or fact sheets
- flip charts
- slide shows
- models
- pictographs (picture leaflets)
- songs, drama, or poems
- recordings (audio and/or video) of real-life examples, testimonies or case studies.

Physical Facilities

Space

The NUC recommends the following physical space requirement:

| | | m ² |
|----------------------------------|---|----------------|
| Professor's Office | - | 18.50 |
| Head of Department's Office | - | 18.50 |
| Tutorial Teaching Staff's Office | - | 13.50 |
| Other Teaching Staff Space | - | 7.00 |
| Technical Staff Space | - | 7.00 |
| Secretarial Space | - | 7.00 |
| Seminar Space/per student | - | 1.85 |
| Laboratory Space | - | 7.50 |

Staffing

Adequate number of Academic and Non-teaching staff in the specialization areas (programmes) run in the department.

1. The academic staff should comprise Professors and Readers, Senior Lecturers, and the lower ranks in an appropriate ratio. The guideline on staff/student ratio of 1:30 for Education programmes shall apply in this programme. There should be a minimum of six



full-time academic staff for the commencement of the programme. There should be a reasonable number of staff, and at least 70% of them should have a PhD degree, as well as sufficient professional experience.

2. The non-teaching staff should comprise secretariat staff, administrative assistants, laboratory technicians, library officers and others.

Library

Universities should leverage available technology to put in place rich databases and other electronic/digital library and information resources. In addition well stocked and current hard copies of reference and other textual materials should be provided centrally at the level of the University library, Faculty library and/or Departmental library. A well-networked digital library should serve the entire university community. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources. In any case, there should be internet-ready workstations available in the library for at least 25% of the total student enrolled in the programme.

Classrooms, laboratories, workshops and offices

- There should be sufficient classrooms to cope with the staff/student ratio.
- Staff offices should be properly furnished as befitting them according to their ranks with provision for toilets.
- Proper environmental sanitation and hygienic practices must be maintained/observed.
- There should also be sand buckets and fire extinguishers around the offices, classrooms and laboratories for safety reasons.



B. A. Ed. Hausa

Overview

The Programme is structured to address the needed skills required for the 21st Century knowledge and digital economy in Language Education. It is expected that, the programme will expose graduates to the various concepts, principles, theories, laws and conceptual schemes of Hausa language and its teaching; it shall equally equip students with communicative principles of Hausa language study. It will further develop positive values and attitudes into graduates for efficient discharge of their duty as Hausa teachers.

Philosophy

Hausa as a study of humanity should inculcate in the individual an appreciation of language in human society development, the role of individual components in language, literary and cultural studies. Thus, it should be central to understanding how the society thinks and communicate using its language. Seen in this way, Hausa is a tool in the hand of the teacher to bring into limelight the most salient features of human communication that is directly proportionate to their growth and development and a properly constituted human environment.

Objectives

In line with the above philosophy, the objectives of the B.A. Hausa Education programme are for the students to

1. acquire the various concepts, principles, theories laws and conceptual schemes of Hausa language;
2. strive and acquire necessary teaching and practical skills and other aspects of methodology of teaching Hausa;
3. appreciate and become effective classroom Arts teachers;
4. be exposed to communicative principles of Hausa language study;
5. be prepared to acquire the ethics of teaching as a profession;
6. understand the nature of Arts and how it interacts with society as well as be skillful in communicating same;
7. be able to take part in national decision and consensus making; and
8. develop positive values and attitudes for efficient discharge of their duty as Hausa teachers.

Unique Features of the Programme

The unique features of the programme include development of:

1. scientific literacy among the students;
2. cultural sensitivity and skills to handle local epistemologies;
3. development of digital skills that will enable teaching remotely when necessary;
4. entrepreneurial skills for the knowledge-based and digital economy among the graduates; and
5. production of graduates that will offer critical approach to language issues.

Employability Skills

The graduate of B.A. Hausa Education should be equipped with the following employability skills:

1. capacity to establish and run a primary or secondary school;
2. basic knowledge to establish and run some Translation outfits;
3. ability to facilitate the establishment of Tourism and Cultural Artefact centres;
4. skill in Speech impairment therapy; and



5. demonstrable ability to develop digital teaching packages and media response skills

21st Century Skills

The B.A. Hausa Education will lead to the development and acquisition of the following 21st century skills.

1. inclusive education and cultural sensitivity;
2. problem solving skills;
3. digital skills;
4. communication and advocacy skills;
5. creative and Innovative skills;
6. translation Entrepreneurial skills;
7. literary appreciation skills; and
8. flexibility skills, being able to source information, learn and adapt quickly.

Admission and Graduation Requirements

Admission Requirement

4 year programme

In addition to appropriate UTME scores, Five Senior Secondary Certificate (SSC) (or its equivalent) credit passes including Hausa, English and other subjects in the Arts and the Social Sciences at not more than two sittings.

Direct Entry

Any one of the following qualifications is admissible for the three (3) year Education degree programmes. In addition, the candidate must possess five subjects including English Language, Hausa Language, Government, History, religious studies, and Two of which must be at the Advanced Level in any of the following:

A pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied).

Passes in Hausa and any of Government, History, Religious Studies or any Arts subject at Advanced level.

Passes in Hausa and any of History, and religious studies or any other relevant Arts or social science subject in the NCE.

Passes in Hausa and any of History, and religious studies or any other relevant Arts or social science subject at the IJMB (Interim Joint Matriculation Board) examination or Cambridge Moderated Schools of Basic Studies Terminal Examinations or International Baccalaureate from a recognized institution.

Graduation Requirements

In addition to the general requirements for graduation at the University, students must offer and pass courses totalling 120 credit hours, 60 of which must come from the relevant option areas in Hausa and Faculty of arts for the four-year programme. They must also complete and receive a pass grade in teaching practice, and a research project report on a topic approved by the Department.



Global Course Structure

100 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------|--|-----------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian People and Culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| HED 101 | Introduction to writing and Communication Skill in Hausa | 2 | C | 30 | - |
| HAUS: 101 | Introduction to Hausa people and the Language | 2 | C | 30 | - |
| HAUS: 102 | Introduction to Hausa Verbal System | 2 | C | 30 | - |
| HAUS :103 | Introductory Grammar | 2 | C | 30 | |
| HAUS: 104 | Orthography of Hausa | 2 | C | 30 | - |
| HAUS :105 | Survey of Hausa Poetry | 2 | C | 30 | - |
| HAUS: 106 | Introduction to Linguistics | 2 | C | 30 | - |
| TOTAL | | 20 | | | |

200 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------|--|-----------|--------|----|----|
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 15 | 45 |
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods/ (2units) | 2 | C | 30 | - |
| HED 201 | Hausa Language Method | 2 | C | 30 | -- |
| HAUS: 203 | Phonology of Hausa | 2 | C | 30 | - |
| HAUS: 204 | Morphology of Hausa | 2 | C | 30 | - |
| HAUS: 206 | Introductory Ajami | 2 | C | 30 | - |
| HAUS: 207 | Hausa Literature and Traditional Religion | 2 | C | 30 | - |
| HAUS: 208 | Paremiological Study in Hausa | 2 | C | 30 | - |
| HAUS: 209 | Hausa Traditional Drama | 2 | C | 30 | |
| FAC 201 | Digital Humanities: Application of Computer to the Arts | 2 | C | 30 | |
| TOTAL | | 22 | | | |



300 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------|--|-----------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 2 | C | 30 | - |
| HED 301 | Hausa Reading Skills and Research Method | 2 | C | 30 | - |
| HAUS: 303 | Hausa Written Prosody | 2 | C | 30 | - |
| HAUS: 304 | Hausa Thought and Orature | 2 | C | 30 | - |
| HAUS: 305 | Principles of Translation | 2 | C | 30 | - |
| HAUS: 307 | Hausa in the Media | 2 | C | 30 | - |
| HAUS: 308 | Contemporary Prose Fiction in Hausa | 2 | C | 30 | |
| FAC 302 | Theories in the Arts and Humanities | 2 | C | 30 | |
| TOTAL | | 23 | | | |

YEAR IV

| Course Code | Course Title | Units | Status | LH | PH |
|--------------|--|-----------|--------|----|-----|
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| EDU 400 | Project | 3 | C | | 135 |
| HED 401 | Introduction to Applied Linguistics in Hausa | 2 | C | 30 | - |
| HAUS: 401 | Issues in Hausa Phonology | 2 | C | 30 | - |
| HAUS: 402 | Hausa Contemporary Poetry | 2 | C | 30 | - |
| HAUS: 403 | Issues in the Syntax of Hausa | 2 | C | 30 | - |
| HAUS: 404 | Advanced Ajami | 2 | C | 30 | - |
| HAUS: 405 | Contemporary Issues in Hausa Film and Drama | 2 | C | 30 | - |
| TOTAL | | 18 | | | |

Course Content and Learning Outcomes

GST 111: Communication in English (2 Units C : LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.



Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.



EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

HED 101: Introduction to Writing and Communication Skills in Hausa (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. discuss Hausa orthographic rules with reference to word merger and division, spelling, punctuation and others;
2. explain trends in modern Hausa usage and common errors of usage;
3. discuss the principles of effective oral communication as well as the relation between language and writing in the context of emerging technological developments; and
4. identify different types of writing systems, the functions of writing and the relation between language and literacy.

Course Contents

Focus is on the orthographic rules, word division, merger (*haɗa kalma da rabawa*), spelling, punctuation, paragraphing and others. It highlights orthography through the medium of essay writing, reading and comprehension, dictation of complex words, sentences and passages in Hausa. Examination of trends in modern usage of Hausa Language; survey of common errors of usage, discussion of the principles of effective and oral communication in the Language. The course further introduce students to the relation between language and writing and to situate this in the context of the needs of a developing technological and literate society. This will be done by examining a variety of topics including relationship between spoken and written languages, an examination of different types of writing systems, the functions of writing and the relation between language and literacy.



HAUS 101: Introduction to Hausa people and the Language (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. explain the origin and oral history of Hausa people and the attendant relationship with other Chadic language family members; and
2. Explain the history of Hausa orthography and the general development of Hausa language on the basis of its genetic typology and aerial scholarship.

Course Contents

This course introduces the students to the Hausa people, their Language, their origin and their migration in oral and written history, as well as their relationship to other peoples in Nigeria and Africa. The Language component includes: introduction to the orthography and the history of the orthography; history of the development of the Language; its classification: Genetic, Typological and aerial; Scholarship over the years.

HAUS 102: Introduction to Hausa Verbal System (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. demonstrate good understanding of Hausa verbs;
2. distinguish between verbs and verbals; and
3. analyse the Hausa syllabic structure.

Course Contents

The course deals with a category of lexicons classifiable as verbal, in the Language. The course further addresses the distinction between verbs and other verbal, the changing and the unchanging verbs, transitive, the intransitive and the nuances in their meanings; and their syllabic structure (the mono-syllabic and di-syllabic verbs of the Language).

HAUS 103: Introductory Grammar (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. explain various parts of speech; and
2. decipher the syntactical functions of such aspects.

Course Contents

The course, which is preliminary, deals with the concepts of parts of speech in general and in Hausa. The course therefore studies parts of speech such as nouns, adjectives, verbs and adverbs and their syntactical functions.

HAUS 104: Orthography of Hausa (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. exhibit good grasp of the evolution and development of Hausa orthography;
2. explain the justification for, and functions of orthography; and
3. appreciate the desirability of orthography for any language.



Course Contents

The general principles and practice in Orthography. Its evolution and development in Hausa. Types of, justification for, functions of, as well as a survey of Orthographies of Hausa.

HAUS 105: Survey of Hausa Poetry Core

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. evince good knowledge of the evolution and development of Hausa poetry;
2. distinguish between the oral and the literate traditions of Hausa poetry; and
3. explain and apply contemporary theories in critiquing Hausa poetry.

Course Contents

The course examines the general nature as well as the main issues in the study and appreciation of Hausa poetry. It introduces the basic terms and concepts in its criticism and pays particular attention to both oral and written poetry. The essential nature and common features of the two traditions of verse, their distinguishing characteristics, as well as their mutual influences. Aspects of history, text and context are also highlighted leading to practical appreciation of a representative selection of sample songs and poems.

HAUS 106: Introduction to Linguistics

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. exhibit background understanding of Linguistics and related concepts; and
2. demonstrate clear understanding of the basic structure of language.

Course Contents

This course seeks to explain what Linguistics is, its scope, its application. Examine Language, its structure, its nature. The course will as well introduce students to acoustic phonetics and a study of the non-segmental features of speech such as pitch, tone, stress, and intonation.

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of



inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, students should be able to

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;



6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

HED 201: Hausa language Method

(2 Units C: LH 30)

Learning outcomes

At the end of the course, the students should be able to

1. explain the philosophy and aims of teaching Hausa;
2. state at least seven objectives of teaching Hausa;
3. describe the National Secondary School Hausa Curriculum;
4. draw a specific lesson plan in Hausa language; and
5. demonstrate individually the teaching of specific Hausa language concept.

Course Contents

Philosophy, Aims and objectives of teaching Hausa in schools. A critical view of the National Secondary School Hausa Curriculum. Preparation for teaching; Teacher's entry behaviour, Previous knowledge, Performance objective and Lesson plan writing, Instructional materials, facilities and methods for teaching Hausa, Teaching of key concepts in Hausa. Evaluation of Hausa language lessons, Micro-teaching sessions.

HAUS 203: Hausa Phonology

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. demonstrate knowledge and understanding of basic ideas about phonetics and phonology in Hausa;
2. identify 34 Hausa speech sounds and their characteristics;
3. identify the places and manner of articulation of Hausa sounds;
4. explain the primary function of airstream; and
5. demonstrate knowledge and understanding of sound description, classification and phonetic transcription

Course Contents

Involves an elementary phonetic description and phonetic classification of the sounds of the Language. An examination of their patterns of occurrence and distribution. Discussion of contraction, (assimilation and features like tone, stress and intonation).



HAUS 204: Morphology of Hausa

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. develop and demonstrate competence and mastery in basic and advanced approaches to morphological process and operations from descriptive and theoretical viewpoints;
2. evaluate and relate Hausa morphological operations with other linguistic components (Phonology, syntax and semantics); and
3. acquire good understanding of the Hausa lexical and morphological features i.e. word types and the structure of words and word formation processes.

Course Contents

A morphological description and analysis of words in the language. Thus, the course treats the fundamentals of morphophonological theory in relation to the Language. These include the morph, and morpheme; types of morphological processes such as inflection and derivation in relation to roots and stems, various types of affixes and the nature of compounding. Transfixation, of word and morpheme-based morphologies will also be taken into reckoning.

HAUS 206: Introductory Ajami

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. acquire and explain the history of Ajami script in Hausaland, its variants as well as its functions and contemporary challenges; and
2. write the Ajami consonants and vowels.

Course Contents

The aim of this course is to introduce students to the earliest form of writing in the Language prior to the advent of Europeans, otherwise known as the Ajami script. The course thus deals with the history of the advent of Ajami, the problem of variation in the script as well as the challenges it faces in contemporary Nigeria. The course later engages into practical lessons involving the consonants and vowels.

HAUS 207: Hausa Literature and Traditional Religion

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. demonstrate appreciation of the Hausa pattern of traditional religious beliefs;
2. demonstrate ability to decipher, cultural resources through literature; and
3. to hold in high esteem their African pedigree.

Course Contents

This course intends to acquaint students with the pattern of traditional religious thoughts and practices among the *Africans generally and Hausa specifically before the advent of Islam and Christianity*. Attention is therefore directed towards analytical scrutiny of Hausa literature as contained in the indigenous religious rites, rituals, and ceremonies, as well as in other beliefs such as, witchcraft and sorcery.



HAUS 208: Paremiological Study of Hausa**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. discuss Hausa Proverbs with particular emphasis on classification, purpose, functions and history;
2. demonstrate mastery of, and the competence to use proverbs to convey message and to embellish speech; and
3. reflect on the purport of a sample of proverbs and explain the various settings for the usage of such and their philosophical impact to the life of the people.

Course Contents

The course seeks to familiarize students with proverb scholarship and the application of proverbs for literary and interpretative endeavours. It commences with internationally acclaimed scholarly definitions of proverb and its features, as well as from the Hausa perspective. The course further explores the content, structure, style and the indispensability of Hausa *karin magana* within the other genres of Hausa literature, and its indispensability.

HAUS 209: Hausa Traditional Drama Core**(2 Units C LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. explain the evolution and development of Hausa traditional Drama; and
2. explain the settings, the purpose and state of, and the influence of modernity over Hausa traditional drama.

Course Contents

The course studies Hausa traditional drama, its genesis and development to date. The changing roles of dramatic performances (*wasu*) i.e., play and drama will also be highlighted. Attention will be paid to some selected plays such as *Wowwo*, *Wasan Gauta*, *Tashe*, *'Yar Tsana*, *Kalankuwa* and others.

Course Content

Digital humanities, also known as humanities computing, is an interface between computing and the disciplines in the Arts/Humanities. It is methodological by nature and interdisciplinary in scope, using the techniques of data analysis and digital representation to traditional questions in the humanities and social sciences. It exposes the student to the application of Computer in the various programmes in the Arts discipline. Furthermore, it focuses on the entrepreneurial, research, publishing, networking and the application of various tools and the new media.

GST 312: Peace and Conflict Resolution**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.



Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and



Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to

1. demonstrate knowledge of the subject matter;
2. mention the necessary Pedagogical skills;
3. convey acquired understanding of child psychology;
4. develop the needed attitude towards teaching;
5. elucidate proper use of instructional facilities; and
6. apply knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. list effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics **(3 Units C: LH 45)**

Learning Outcomes

At the end of the course, students should be able to

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability,



critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in data analysis. Reporting educational research.

HED 301: Hausa Reading Skills and Research Methodology (2 Units C LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. develop competence on the nature and research designs of Hausa language;
2. understand research project and methods of research project design, methods of data collection appropriate to the different fields of Hausa, and literature inquiry;
3. know how relevant data will serve as example for critical evaluation and how to use alternative methods of presentation; and
4. demonstrate a good knowledge of the basic principles of knowledge gathering process, presentation and writing in areas like choosing a research topic, literature review, function and formulation of hypothesis, collection and analysis of data, documentation and preparation of research report in the area of Hausa studies.

Course Contents

Focus on the nature and research designs of Hausa language. Introduction to research project and methods of research project design. Methods of data collection appropriate to the different fields of Hausa language, and literature inquiry will be introduced and how relevant data will serve as example for critical evaluation. Alternative methods of presentation of results will be discussed. Emphasis should be given to the basic principles of knowledge gathering process, presentation and writing. Additional areas include choosing a research topic, literature review, function and formulation of hypothesis, collection and analysis of data, documentation and preparation of research report in the area of Hausa studies.

HAUS 303: Hausa Written Prosody (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. demonstrate clear understanding of the science of rhyme in Hausa poetry;
2. explain and apply the acquired knowledge of prosody in examining written Hausa poetry.

Course Contents

The course aims at introducing students to the science of rhyme in written prosody. Commencing with a background survey of the metrical slots in Hausa poetry, the course further critically examines the poetic marriage and or the influence of prosodic and metric traditions of other languages over that of the Hausa.

HAUS 304: Hausa Thought and Literature (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. decipher, through the study of literature, the Hausa thought and worldview;
2. debunk the Eurocentric conception that African do not have worldview; and
3. to hold in high esteem their African pedigree.

Course Contents

The course focuses on thought and worldview as reflected in the oral and literary genres of Hausa literature such as tales, song, epithets, legends, proverbs, modern prose, films and



drama as well as in the poem. The Hausa concept of numerals, time, space, life, gender, and the place of man on Earth, as well as their notion on/ of other Beings as encapsulated in Hausa literature would be studied.

HAUS 305: Principles of Translation

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to

1. demonstrate clear understanding of the history and development of translation and in Hausa land most especially at the Danfodiyo era, colonial era and after independence; and
2. explain the functions and the processes of, as well as the techniques involved in translation as espoused by different scholars.

Course Contents

Students will be guided into the general history of translation. The earliest famous centers of translation i.e. in ancient empires such as the Greek, Toledo, Baghdad and the evolution of translation in the language as well as popular translation works will be discussed. Later, the major problems of translation, covering different types of writings i.e. poetic, prosodic, and others, will be looked into. By the end of the course, a student is expected to know the mechanisms and the essence of translation and also to be able to distinguish the various types of translation including interpretation.

HAUS 307: Hausa in the Media

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. illustrate competence in applying linguistic and literary techniques for the delivery of media contents; and
2. identify and correct anomalies associated with the language of the social media.

Course Contents

The course principally focuses on the use of Hausa Language in the media. Both the linguistic and literary styles of delivery, as well as the similarities and dissimilarities of the language and techniques employed in the ordinary and specialized columns and programmes of the electronic and print media would be critically analysed. The course attempts to address the evolving peculiar nature of the use of language in the social media and in relation to Hausa culture.

HAUS 308: Hausa Contemporary Prose Fiction

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. evaluate modern Hausa prose, taking into cognizance the western and traditional theories and techniques; and
2. explain the underlying reasons for the evolution of this category of Literature, its theme, style and the effect of globalization on them.

Course Contents

The course will first study the background to the emergence from 80s of the private press category of novels and novelettes. It will also examine their predominantly romantic nature, the largely youthful character of both the artists and audience as well as the impact of these on the style.



FAC 302: Theories in the Arts and Humanities**(2 Units C: LH 30)****Learning outcomes**

At the end of the course, students should be able to:

1. analyses the diversity of arts and human theories;
2. mention various arts and humanities theories; and
3. identify theories best for research

Course Contents

This course centres on in-depth analyses of the diversity of the theories employed by researchers in the arts and humanities: namely, social integrative theory, gender theory, interculturality theory, liberation theory and others. Theoretical underpinnings are the essential foundation of humanities scholarship. These will build students' capacity to evaluate the merits of scholarly work and arrive at theories best suited to inform their own research.

EDU 401: Teaching Practice II**(3 Units C: PH 135)****Learning Outcomes**

At the end of this course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities; and
6. the significance of individual differences of children and how to assist them.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

EDU 400: Project**(3 Units C: PH 135)****Learning Outcomes**

At the end of the course, students should be able to

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.



Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

HED 401: Introduction to Applied Linguistics in Hausa (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. demonstrate knowledge and understanding of the concept of applied linguistics in practical usage and non-linguistic purpose;
2. explain how applied linguistics relates to language planning, language teaching and language testing; and
3. understand the nature of language, language policy and planning, first language and second language acquisition.

Course Contents

Attention should be given to the issues of how, when and where general linguistics can be applied both for practical uses and to non-linguistics purpose/fields. Such uses include language teaching and language testing, language standardization, planning and development, translation, and more. Aspect of the nature of Hausa language study, then first and second language acquisition, language policy and planning study should be emphasized. Studies in applied linguistics shall focus on the use of language in university academic contexts, intercultural communication, translation and advertising.

HAUS 401: Issues in Hausa Phonology Core (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. demonstrate good understanding of the principles of generative phonology, the theory of distinctive features (the treatment of phonological processes), phonological representation and formulation of rules within the generative framework;
2. discuss the supra-segmental such as tone, intonation, vowel lengthening and shortening and others; and
3. develop competence in phonetic description and phonetic classification of the sounds of Hausa Language, examination of their patterns of occurrence and distribution, discussion of contraction, (assimilation and features like tone, glide insertions, palatalization, neutralization and intonation).

Course Contents

The course attempts to discuss the current and relevant issues in phonology such as the generative framework to analyse the supra-segmentals of the Hausa language such as tones, vowel harmony, syllable structure, intonation and others).

HAUS 402: Contemporary Hausa Poetry Core (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. demonstrate good knowledge of contemporary Hausa Oral and written poetry;



2. apply theories of criticism to analyse the contemporary poetry; and
3. identify and explain the effect of globalization on the development of contemporary Hausa poetry from the thematic, stylistic and the cultural fronts.

Course Contents

The course samples the 21st century poetry and its salient themes and literary techniques. A detailed and critical study and appreciation of sample both the oral and written genres shall be adopted with a view to further prove that Hausa poetry remains an unrivalled vehicle for disseminating contemporary views and values in a society at cultural crossroads.

HAUS 403: Issues in the Syntax of Hausa Core

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. understand and develop competence on the basic tenets of syntactic analysis and syntactic processes like deletion, movement, complementation, subordination in Hausa and others;
2. describe the relations within the Hausa sentence: subject, predicate, object, adjunct, tense, aspect, mood number; and
3. understand the detailed study of modern syntactic theory such as Government and Binding Theory, the Minimalist Approach and others. as they relate to Hausa sentences.

Course Contents

A consideration of the current and relevant issues in the syntax of Hausa such as tense, aspect, and their relationships, ideophones; pronominalization, relativization, and reflexivization, nominalization adjectives would be pursued.

HAUS 404: Advanced Ajami

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. distinguish the standard from the substandard Ajami; and
2. demonstrate competence in the use of Ajami script most especially in writing scientific and other technical texts.

Course Contents

This course involves a detailed study of the Ajami graphemes or graphology. Also to be studied are standard and substandard Ajami and its dialectal and ideolectal fluctuations. There will also be practice on text analysis and transliteration, in addition to the use of innovations.

HAUS 405: Contemporary Issues in Hausa Film and Drama

(2 Units C LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. demonstrate knowledge and understanding of film in general and Hausa film in particular;
2. decipher the mutating nature of the themes, styles, characters as well as plots in contemporary Hausa film; and
3. explain the extent of the influence of Globalization and its agents on the cultural and literary settings of contemporary Hausa film.



Course Contents

The course examines the recent developments in television drama that led to the emergence of what is popularly known as Home Video Drama. The socio-economic factors that gave birth to this phenomenon are studied. The differences between this new category of drama and the previous ones are discussed in relation to copyright, production, plot, characters and themes.

Minimum Academic Standards

Resource Requirements for Teaching and Learning

1. Academic and Non-Academic Staff
2. Academic and Non-Academic Space
3. Academic and Administrative
4. Library and Information Resources
5. A functional Language Laboratory
6. A material culture gallery
7. A state-of -the-Art Audio-visual Laboratory for archiving oral and visual literary resources.
8. A Micro-teaching Unit

Other facilities required include:

1. Desktop Computers
2. Printers
3. Photocopying machines
4. A bus for field trip
5. Projector
6. Public Address System
7. Soft wares (Praat, Flex, ELAN, Lexique, Speech Analyser and others)
8. Zoom camera

Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of language laboratories and workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.



Physical Facilities

Spaces

The NUC recommends the following physical space requirement:

| | | m ² |
|----------------------------------|---|----------------|
| Professor's Office | - | 18.50 |
| Head of Department's Office | - | 18.50 |
| Tutorial Teaching Staff's Office | - | 13.50 |
| Other Teaching Staff Space | - | 7.00 |
| Technical Staff Space | - | 7.00 |
| Secretarial Space | - | 7.00 |
| Seminar Space/per student | - | 1.85 |
| Laboratory Space | - | 7.50 |

Library

The program requires the following library facilities:

These are important resources and live wire of any programme. Therefore, current basic text books, reference books, journals periodicals and other relevant textual and non-textual materials should be readily available in the library. Virtual library is also needful.

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition, well stock and current hardcopies of reference and other textual materials should be provided centrally at the level of the Faculty. A well network digital library should serve the entire university community. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources.

Classrooms, Laboratories, Workshops and Offices

1. Four classrooms
2. One language laboratory equipped with tapes, recorders, videos, films, Projectors, Computers, Headphones, Transcription Charts, Interactive board and Adequate Internet connectivity
3. One reading room equipped with eye-span trainer, reading accelerators, reading films Computer filled with E-resources and effective WiFi.
4. Professorial offices and offices for other cadres.



B. Ed. Health Education

Overview

The B.Sc. Health Education curriculum has components of environmental, physical, social, emotional, intellectual, spiritual, school, occupational, industrial, skill-based, community, public, personal, consumer, sexual and reproductive health among others. Special emphasis was also given to the history, philosophy, dimensions and basic concepts in Health Education. The curriculum is drawn in such a way that it encourages students to use scientific processes, to think critically, acquire healthful skills conduct health-related research with a view to proffering solutions to emerging and re-emerging health issues in the environment. This has been achieved by introducing courses, such as: computer skills & health informatics, skilled-based health education, dental education, health economics, health psychology, industrial health among others.

Philosophy

The philosophy of Health Education Programme is to provide personnel with the highest academic and professional standards in designing and implementing sound health education intervention programmes that empowers people intellectually to make enlightened choices about their behaviours for a healthful society on individual and community levels.

Objectives

Health education programme is specifically designed to:

1. equip students with the historical and philosophical foundations of health education;
2. offer the student the skills and competencies needed to function effectively as a graduate teacher of health education in schools and colleges;
3. cultivate in students the ability to apply knowledge and skills to solving health challenges;
4. sufficiently prepare the student to take up a career in academics as a health education lecturer/tutor;
5. provide expert advice and consultancy services to local, national and international organisations on global health issues;
6. train health counsellors/resource persons for schools, hospitals, industries and communities;
7. produce safety personnel for industries, produce health programme officers, assistants and consultants for health;
8. instil in students an appreciation of the importance of health education in industrial, economic, environmental, technological and social development; and
9. develop in students a range of transferable skills that are of value in health profession.

Unique Features of the programme

1. development of age-appropriate and developmentally-appropriate health information, learning strategies, teaching methods and materials in specialised areas of health education.
2. production of skill-based and professional health educators.
3. development of pragmatic innovative and basic core cognitive skills for effective teaching of health education in schools.
4. development of monitoring and evaluation mechanisms essential for designing effective programmes focused on clear health goals and related behavioural outcomes.
5. addresses individual and group norms, values, attitudes and beliefs relevant in teaching health education in schools.
6. shaping personal values and beliefs that support healthy behaviours

7. shaping group norms that promote healthy lifestyles
8. developing essential life skills necessary to adopt, practice and maintain health enhancing behaviours.

Employability Skills

1. The B.Sc Health Education programme will open exciting and stimulating career opportunities both nationally and internationally for teachers of Health Education/Health Science;
2. The programme prepares graduates for entrepreneurship in school proprietorship, establishing health laboratories, first aid and safety services, establishing digital health programmes, establishing wellness centres, development and marketing of health-related products, health-consultancy, establishing health counselling centres at different settings, establishing and running health NGOs;
3. The B.Sc Health Education programme also provides employment opportunities in:
 - a) Non-governmental Organisations at national and international levels.
 - b) Intergovernmental Organisations, such as UNICEF, WHO, UNDP.
 - c) Research institutes.
 - d) The private sector as analyst, publishers, and environmentalists.
 - e) Government Organisations as health science/education teachers, researchers, political advisers on health matters, analysts, environmental health personnel, technocrats in ministry, public health educators and others.

21st Century Skills

The programme will lead to the development of the following 21st Century skills:

1. problem solving;
2. team work;
3. digital literacy;
4. creativity, information;
5. literacy and critical;
6. Decision making;
7. Goal setting;
8. self- management;
9. interpersonal communication;
10. accessing health information;
11. analysing influences;
12. advocacy and
- 13.** digital literacy.

Admission and Graduation Requirements

Admission Requirements

Candidates are admitted into the degree programmes in any of the following two ways:

4 Year Programme

In addition to acceptable passes in UTME, candidates must obtain at credit level passes in the Senior Secondary School Certificate (SSCE) final year examination or West African School Certificate (WASC)/GCE, NECO, NABTEB 'O' Level in five subjects including English Language, Mathematics, Biology/Health Science/Health or Physical Education or their equivalent in not more than two sittings.



Direct Entry

Five SSC (or its equivalent) credit pass including English Language, and two of which must be at the Advanced Level in any of the following:

Any one of the following qualifications is admissible for the three year Education degree programmes. Five Senior Secondary School Certificate SSC (or its equivalent) credit pass including English Language, Mathematics, any of Biology/Health Science/Health or Physical Education or their equivalent and two of which must be at the Advanced Level in any of the following:

A pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied);

Two passes in relevant subject areas at Advanced level;

Passes in two major subjects in relevant areas in the NCE;

Two or more advanced papers in GCE or HSC of which one must be biology or zoology;

Pass in NCE health and physical education or biology/integrated science/food and nutrition from any approved college of education recognized by the university of Nigeria;

A pass in two year diploma in health and physical education of any recognized university with distinction, or credit or merit plus credit level pass in 4 subjects in GCE, WAEC, SSCE, or NECO obtained in not more than two sittings;

Technical teachers certificates in health education obtained from recognized institution;

At least pass in a three-year health education, health technology/nursing/public health nursing diploma programme/community health workers or an equivalent health programme in a recognized university or health institution in addition to minimum of 4 credits in SSCE final examination 'O' level WAEC, GCE or NECO; and

Diploma in public health nursing, or registered nurse (RN), registered midwife (RM), registered nurse tutor (RNT), community health officers (CHO) certificates obtained from any recognized institution.

Graduation Requirements

The following regulations shall govern the conditions for the award of a honours degree.

i) Candidates admitted through the UTME mode shall have registered for at least 120 units of courses during the 4-year degree programme.

ii) Candidates must have registered and passed all the compulsory courses specified for the programme.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree.

Global Course Structure

100-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | - |
| EDU101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| EHE 111 | Introduction to Health Education | 2 | C | 30 | - |
| EHE 113 | Personal Health & Dental Education | 2 | C | 30 | - |
| EHE 114 | Environmental Health | 2 | C | 30 | - |
| EHE117 | Human Growth and Development | 2 | C | 30 | - |



| | | | | | |
|---------|---|-----------|---|----|---|
| EHE120 | Introduction to Community and Public Health | 2 | C | 30 | - |
| BIO 101 | General Biology I | 2 | C | 45 | - |
| | Total Units | 18 | | | |

200-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 15 | 45 |
| EDU 201 | Curriculum, Curriculum Delivery and Teaching Methods | 2 | C | 30 | - |
| EHE 211 | Methods and Resources in Health Education | 2 | C | 30 | - |
| EHE 212 | School Health Education Programme | 2 | C | 30 | - |
| EHE 213 | Human Anatomy and Physiology | 2 | C | 30 | - |
| EHE 215 | Family Life, Reproductive Health & Population Education | 2 | C | 30 | - |
| EHE 218 | Human Diseases & Health Protection | 2 | C | 30 | - |
| EHE 219 | Health Education Practicum | 2 | C | 15 | 45 |
| EHE 220 | Food and Human Nutrition | 2 | C | 30 | - |
| EHE 222 | Emotional, Mental and Social Health | 2 | C | 30 | - |
| | Total Units | 22 | | | |

300-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-------|--------|----|---------|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | - | 13 5 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | - |
| EHE 313 | Research Methods in Health Education | 2 | C | 30 | - |
| EHE 314 | Substance Use and Abuse Prevention | 2 | C | 30 | - |
| EHE 315 | Maternal, Infant & Child Health | 2 | C | 30 | - |
| EHE 317 | Health Psychology and Counselling | 2 | C | 30 | - |
| EHE 320 | First Aid, Accident Prevention and Safety Education | 2 | C | 30 | - |
| EHE 321 | Application of Computer Skills & Informatics in Health Education | 2 | C | 30 | - |
| EHE 322 | Life Skills & Skilled-Based Health Education | 2 | C | 30 | - |



| | | | | | |
|---------|--|-----------|---|----|---|
| EHE 324 | Epidemiology of Public Health & Human Biometrics | 2 | C | 30 | - |
| | Total Units | 26 | | | |

400-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|---------|
| EDU 401 | Teaching Practice II | 3 | C | - | 13 5 |
| EDU 400 | Project | 3 | C | - | 13 5 |
| EHE 401 | Contemporary National Health Programmes, Issues and Problems in Public Health | 2 | C | 30 | - |
| EHE 402 | Occupational and Industrial Health | 2 | C | 30 | - |
| EHE 403 | Health Economics & Consumerism | 2 | C | | |
| EHE 404 | Organisation, Planning and Evaluation of Health Education Programmes | 2 | C | 30 | - |
| EHE 407 | Seminar in Health Education | 2 | C | 30 | - |
| EHE 408 | Global Health, National Health Laws, Policies and Advocacy | 2 | C | 30 | - |
| EHE 409 | Curriculum Development & Innovation in Health Education | 2 | C | 30 | - |
| EHE 410 | Geriatrics & Death Education | 2 | C | 30 | - |
| | Total Units | 22 | | | |

Course Contents and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH: 15; PH: 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making.



Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. analyze the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyze the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education.
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;



6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and socio-cultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical developments in sociology of education. Current developments in sociology of education.

EHE 111: Introduction to Health Education

(2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. explain the meaning of health and health education;
2. discuss basic principles, history, prominent philosophies, and issues related to health education;
3. identify key historical events that have contributed to modern health education;
4. explain the scientific, behavioral, cultural, social, legal and educational foundations of health education;
5. assess individual and community needs for health education;
6. explain the role of the health educator in health care as well as within culturally diverse populations and numerous settings;
7. develop health attitudes and habits among students;
8. act as a resource person in health education;
9. organize health education activities; and
10. build a good healthy condition through classroom and school environment.

Course Contents

Introductory concepts related to the field of health education. Basic principles, philosophies, and issues related to health education. The concept and meaning of health education. Importance of health education. Aims and objectives of health education. Health literacy. Life skills conducive to individual and community health are discussed. Frameworks, principles and practice of health education in schools. The historical, philosophical and biological foundations of health and health education. History of man's struggle for health through the ages. History of health education in Nigeria. Development of public health definitions; goals; rationale and philosophical basis of health and health education. Principles and components of health education are explored. Health education as a career option is examined. The role of the health educator in numerous settings discussed. Development of health attitudes and habits among students and build a good healthy condition via the classroom and school environment.

EHE 113: Personal Health & Dental Education

(2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, the students will have the ability to:

1. demonstrate understanding of health principles incorporating some aspects of personal health maintenance;



2. identify risk behaviors that affect health;
3. rate his or her understanding of self-responsibility for personal health and wellness; and
4. indicate the implication of personal and societal behaviors on dental and oral health diseases.

Course Contents

Overview of personal health. The application of the principles of health to the promotion and maintenance of personal health. Personal health needs and problems of students, including methods of determining health status. Issues in healthy living cutting across food, clothing, environment, water and bathing that promote personal health of school children. Exposure of students to causes of disease and prevention/control of disease. Concept of holistic health. Dental education and dental care. Dentistry, oral health/hygiene. Behaviour guidance of the dental patient. Mechanical and chemotherapeutic home oral hygiene. Essence and importance of dental education.

EHE 114: Environmental Health

(2 Units C: LH 30)

Learning Outcomes

It is intended that at the completion of this course, each student should be able to:

1. illustrate through case example(s), ways in which environmental factors in community, occupational and residential settings impact health;
2. list the major agencies and organizations involved in environmental health protection;
3. assess the interdisciplinary and global impacts of human- environment relationships;
4. explain the basic responsibilities, programmes and problems of environmental health agencies in Nigeria;
5. examine personal contributions to environmental degradation and their potential health consequences; and
6. describe the role of environmental health in public and population health.

Course Contents

The interdisciplinary and global impacts of human-environment relationships. Emphasis is placed on the critical nature of understanding these relationships in order to improve ecosystem health, human health and well-being. The role of environmental health in public and population health. Concept of environment and types of environment. Environmental health. Serene Environment, strategies for encouraging serene environment. Water supply and treatment. Waste management (gaseous waste, sewage and refuse management including dead body and industrial and medical waste management). Pest and vector control measures. Shelter/housing and site planning. Hygiene education. Food safety and hygiene. Protection from radiation. Pollution control (air, water, land/soil, noise and chemical pollution). Environmental sustainability (including climate change and biodiversity). Environmental emergencies. Environmental agencies. Environmental impact assessment and security. Ventilation. Lighting. Hazards in the environment and the environmental factors that are connected to disease transmission. Field trips to public source of water supply, waste disposal sites and other controlling environmental agencies.

EHE 117: Human Growth & Development

(2 Units C: LH 30)

Learning Outcomes

In completion of this course, the student is expected to:

1. explain growth and development and their characteristics;
2. demonstrate an understanding of the role of parents, teachers and mentors in providing safe and positive environments for development;
3. summarize theories related to human growth and development;



4. obtain health-related data about growth and development factors, needs and interests;
5. explain how heredity and environment influence human development;
6. discuss early childhood education and its influence on cognitive development;
7. describe the changes that occur physically, cognitively and socio-emotionally during middle childhood and adolescence;
8. analyze ageism and stereotypes associated with late adulthood;
9. evaluate ways to promote continued wellness and mitigate declining health associated with ageing; and
10. demonstrate an understanding and appreciation for the diverse potential of all students.

Course Contents

Basic concepts of growth and development over a life span. Growth as an index of health. This course introduces characteristics of normal growth. Factors affecting growth and development from conception to retirement (old age). Life stages and human needs. Cell structure and division. Cell differentiation and the process of foetal development. Development milestones via the lenses and perspective of developmental theorists (Erik Erikson, Jean Piaget, Sigmund Freud, Bandura, Bowlby, Lev Vygotsky, Bame Augustine Nsamenang's theory, Owusu-Bempah, Lawrence Kohlberg's theory, Seretsekhama, Nyerere theory) and their respective theories. Current thinking and research are examined as well as the processes and influences affecting the developing person. The biological, social, emotional and intellectual aspects across the lifespan and individual application. Early, middle and late childhood focuses on the milestones of normal physical growth, cognitive, socio-emotional and personality development via the main stages of childhood is discussed.

EHE 120: Introduction to Community and Public Health (2 Units C: LH 30)

Learning Outcomes

Upon completion of this course, the student is expected to:

1. explain the core functions of public health with an emphasis on community health programmes and current trends of population health;
2. identify public health problems to develop appropriate public health, education programme based on sound theoretical foundations of health behavior;
3. design community health educational programmes for identified health problems for at risk populations and communities;
4. analyze evidence based and innovation best practices of healthy behavior to appropriate audiences;
5. demonstrate effective communication advocacy skills for populations; and
6. describe the role community health practice in maximizing the health status of all populations.

Course Contents

The core functions of public health with an emphasis on community health programme and current trends of population health. The role of community health practice in maximizing the health status of all populations. Course will include an overview of the organizational structure of Local Government Area, State and Federal health related agencies and examine the inter relationship of political, social, cultural and economic dimensions of community based population health activities. The context and scope of public health from historical, modern and postmodern perspectives. The dimension of public health; key public health functions; and modern public health will be discussed as well as the ecological approach to public health. Communicating with people and organizations to promote public health; planning, implementing and evaluating public health programmes. The primary health care system and the principles underlying its operation.



Concepts of community life in relation to the effect of human activities on public and environmental health. Meaning and organization of community health and control. Development of community health in Nigeria. Trends and dynamics from current head and medical care programmes and practices. Health programmes included in community health (such as maternal and child care and other community health services). Meaning and identification of community health needs and problems and solving them.

Various ways, by which diseases can be prevented. How life can be prolonged and how healthy living can be promoted through the organized efforts and informed choices of the community and individuals. Threats to health based on population health analysis.

EHE 101: General Biology I

(2 Units C: LH 45)

Learning Outcomes

At the end of lectures in Plant Biology, students should be able to:

1. explain cells structure and organizations;
2. summarize functions of cellular organelles;
3. characterize living organisms and state their general reproduction;
4. describe the interrelationship that exists between organisms;
5. discuss the concept of heredity and evolution; and
6. enumerate habitat types and their characteristics.

Course Contents

Cell structure and organization. Functions of cellular organelles. Characteristics and classification of living things. Chromosomes their relationships and importance. Genes their relationships and importance. General reproduction. Interrelationships of organisms (competitions, parasitism, predation, symbiosis, commensalisms, mutualism, saprophytism). Heredity and evolution (introduction to Darwinism and Lamarkism, Mendelian laws, explanation of key genetic terms). Elements of ecology. Types of habitat.

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically asses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics,



philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world;
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, rationale and relevance of entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation. Partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and Teaching Methods

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyze and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content justify the need for education in the development of a nation;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary.
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.



Course Contents

Definition and types of curriculum. The curriculum development process. The Nigerian core curricula. Curriculum delivery. General teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, met cognition, argumentation. Project-based learning, competency-based learning, culture-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management with special needs.

EHE 211: Methods and Resources in Health Education (2 Units C: LH 30)

Learning Outcomes

In completion of this course the student is expected to:

1. describe many aspects of fundamental strategies for health education, including conceptualizing instruction, developing instructional objectives, planning units/ lessons and presentations; becoming familiar with various traditional and digital instructional methods and materials; and evaluating the effectiveness of health instruction in schools and community and other settings;
2. develop print health educational materials for teaching, learning and communicating health information;
3. practice a variety of in-person as well as digital, health education methods;
4. apply the principles of developing and delivering effective multimedia hybrid presentation and educational intervention;
5. select appropriate learning materials and methods in health education programmes;
6. evaluate health education resources available from a variety of sources including the internet and mobile apps;
7. outline the technical and production aspects of materials and media considered in laboratory sessions; and
8. develop health education materials and learning activities through fieldwork in addition to in-class and laboratory session.

Course Contents

Various methods and resources used in teaching and practising health education. Pedagogic and teaching/learning materials are emphasized. The selection and use learning materials and methods in health education programmes. Technical and production aspects of materials and media are considered in laboratory sessions. Students are required to produce health education materials or develop learning activities through fieldwork in addition to in-class and laboratory session. Strategies and approaches to health instruction. Selection and utilization of instructional materials in teaching health education, health promotion and health maintenance are explored. Organization of health instructions from curriculum content to specific lesson plans are carried out. Aspects of fundamental strategies for health education, including conceptualizing instruction, developing instructional objectives, planning units/lessons and presentations; becoming familiar with various traditional and digital instructional methods and materials. Evaluating the effectiveness of health instruction in schools and community and other settings.

EHE 212: School Health Education Programme (2 Units C: LH 30)

Learning Outcomes

In completion of this course the student is expected to:

1. explain the factors for operating effective school health programme including the teacher's role in health appraisal and in effecting healthful school living;
2. develop a school health programme;



3. plan school health programme activities;
4. implement case examples of school health counselling; and
5. evaluate an existing school health programme.

Course Contents

The value of comprehensive health education rather than disease specific units in school. Promotion of good healthy living in and out of school. The framework and components of school health education programme and how best it can be managed via employment of health personnel, drugs, clinic and encouraging body cleanliness. The factors for operating effective school health programme including the teacher's role in health appraisal and in effecting healthful school living. Mechanisms for sustainable school health programme. Medical inspection; assessment of handicapped children; safe school environment. School feeding and control of infections. Organisation of school health services. Co-ordination, assessment and evaluation of school health programme.

Typical health problems of school age children are examined including typical intervention measures, such as: having school friendly environment, accident prevention and treatment of minor ailments of school children.

EHE 213: Human Anatomy and Physiology

(2 Units C: LH 30)

Learning Outcomes

On completion of this course the student is expected to:

1. explain the organisation of the human body;
2. identify the major anatomical structures of the body;
3. describe the systems and processes involved in maintaining life and homeostasis in the human body; and
4. analyze muscle movements in relation to the human anatomy.

Course Contents

Basic and detailed concepts of the human physiology and anatomy. Basic structures of the human body. Body planes; directions and cavities. Body systems (integumentary, skeletal, muscular, circulatory, lymphatic, nervous, special senses, respiratory, digestive, urinary, endocrine and reproductive) will be explored. The human anatomy in relation to muscle movements and the physiology of the human body is discussed. A hands-on laboratory based course that investigates the structure and function of the human body. Topics covered include the basic organization of the body and major body systems along with the impact of diseases on certain systems. The basic principles of how the human body systems functions both at the micro and macro level. Using a wide variety of print and web-based resources along with hands-on learning activities and laboratories utilizing models to investigate the structures and functions of the human body systems. Demonstrative practical sessions with the use of models and charts to afford practice in drawing and close examination of body structures will be done.

EHE 215: Family Life, Reproductive Health & Population Education **(2 Units C: LH 30)**

Learning Outcomes

Upon completion of this course, the student is expected to:

1. explain the major concepts, theories and perspectives guiding a multidisciplinary understanding of human sexuality across the life course;
2. develop skills and knowledge needed for healthy functioning which include: strong communication skills, positive self-esteem, parenting, sexuality, gender and healthy inter-personal relationships;



3. explain global burden of reproductive ill-health, the social ecology of reproductive risk, and clinical health practice and components of reproductive health;
4. describe the value of the home and family as primary sources of enrichment and personal renewal;
5. analyze the effect of culture and family patterns on individual and family development;
6. demonstrate understanding of reproductive health from a public health and social prospective;
7. demonstrate understanding of the occurrence and prevention of sexually transmitted disease and unwanted pregnancy;
8. explain the demographic changes in the world (with particular attention to Africa); and
9. evaluate the use of demographic concepts and population theories to understand contemporary socio-health issues.

Course Contents

The framework of family life education that embraces healthy family functioning within a family system as well as a primarily preventive approach to diseases. Emphasis is given to biological, psychological and educational aspects of human sexuality with special emphasis on instructional activities related to interpersonal communication, decision making ability and clarification of values. Skills and knowledge needed for healthy functioning which include: strong communication skills, positive self-esteem, parenting, sexuality, gender and healthy inter-personal relationships are explored. Definition and aims of sex education are provided. The phenomenon of puberty and conception; types of marriage as well as health roles of family members, reproductive organs and genetic inheritance are included. Sexually transmitted diseases including Acquired Immune Deficiency Syndrome (AIDS) are also discussed. Historical trends in the global burden of reproductive ill-health, the social ecology of reproductive risk, and clinical health practice. The concept, rationale, goal, objectives of reproductive health (RH) should be discussed. Critical detail discussion of the components of RH including techniques for strong and stable family. Gender actualization, gender identity and roles, sexual orientation and issues surrounding sex education are explored. Adolescents' problems, responsible parenthood, pregnancy and child birth-related complications, congenital, abnormalities and family planning. Concept of population education; objectives of population education; population distributions and patterns as they affect health and social life, and effects of population growth or health resources. Family planning methods and practice.

EHE 218: Human Diseases and Health Protection

(2 Units C: LH 30)

Learning Outcomes

Upon completion of this course, the student is expected to:

1. explain the important human diseases, their causes, modes of transmission, prevention and control measures in both the school and the community;
2. identify human diseases of public health concern;
3. differentiate the major classifications of communicable and non-communicable diseases;
4. identify the major means of transmission for communicable diseases;
5. analyze public bias towards HIV/AIDS, diabetes, epilepsy, STD;
6. recognize the importance of immunization;
7. discuss the problem of communicable diseases among the school age groups;
8. appraise the value of protective health in relation to disease and infection prevention and early management;
9. suggest protective measures for health challenges in the environment;
10. examine the implications of inherited factors for health and the relationship between body build/type and health status;



11. assess public attitude and behavior regarding health and disease; and
12. evaluate surveillance and control measures put in place for human diseases.

Course Contents

The importance of human diseases. Causes, modes of transmission, prevention and control measures of diseases in both the school and the community. Concepts of communicable, non-communicable diseases and chronic diseases. Etiology, epidemiology, predisposing factors, signs and symptoms, management and preventive measures for diseases. Principles and control of diseases. Concept of immunity and immunization will also be explored. The role of individual, family, community, government international agencies in the control of diseases. The problem of communicable diseases among the school age groups will be emphasized. The value of protective health in relation to disease and infection prevention and early management. Maintenance of the health of the respective systems of the body, and factors that undermine their efficiency. Implications of inherited factors for health. The relationship between body build/type and health status are examined.

EHE 219: Health Education Practicum

(2 Units C: LH 15; PH 45)

Learning Outcomes

In completion of this course, the student is expected to:

1. recognize the essence and importance of field social work experience;
2. develop abilities and skills to observe school health in practice;
3. participate in school and public health activities;
4. integrate theoretical knowledge acquired with the practice of health education and promotion skills in a supervised setting;
5. engage in professional self-evaluation and critical reflection;
6. evaluate guided visits to schools for health in practice, focusing on major health projects;
7. discuss the mission, structure and functioning of the organization in which their practicum is based on;
8. work in a host public health organisation or agency for a period of time, focusing on a major project or significance to the host organization; and
9. evaluate a project focusing on a substantive health problem/issue relevant to the sponsoring organisation; the project must have an intervention, policy or education component.

Course Contents

The basic and detailed concepts of the field social work health experience. Guided visits to schools and communities to observe school health in practice. Participation in school and public health activities. Students will integrate theoretical concepts learned via prior course work, with public health practice. Students will work in a host public health organization or agency for a 12-16 week period, focusing on a major project or significance to the host organization. Assessment of physical health status of pupils. Organisation and supervision of play activities. Reinforcement of school nurse actions. Provision of first aid and necessary referral services. Maintaining sanitation of the school environment. Establishing home school community relationship. The practical session should take 45 hours focused on supervising students' participation in health practicum in schools. The classroom instructions/lecture on the health practicum should take 15 lecture hours for the semester i.e. the lecture/practical hours should be 15 LH and 45 PH.



EHE 220: Food and Human Nutrition**(2 Units C: LH 30)****Learning Outcomes**

In completion of this course, the student is expected to:

1. acquire good knowledge of diet, balanced diet, nutrition, classes of food and the importance of each food class to the development of the human physiology and health sustenance;
2. have comprehended the application of nutritional principles/concepts at community and population level;
3. have a knowledge of the metabolic basis of food demand through the life cycle;
4. be knowledgeable of the nutrients and nutrient content of food and beverages and how they affect health;
5. explain the biochemistry of food spoilage, preventive strategies and processes; and
6. develop an appropriate nutritional plan for selected disease conditions.

Course Contents

The fundamentals of human nutrition. Different methods of dietary assessment and analysis, enabling them to collect analyses and interpret dietary information; nutritional challenges of vulnerable population groups and the importance of nutrition policy both locally and in a global context. The concepts of diet, balanced diet, nutrition, classes of food and the importance of each food class to the development of the human physiology and health sustenance. This course covers metabolic needs and supplementation. Special attention is given to the effects of familial, cultural and regional influences on dietary habits. The role of nutrition in health promotion and maintenance. Fundamentals of nutrition; essentials of nutrients and utilization. Maintenance of good nutrition. Consequences of faulty nutrition for health (such as nutritional deficiencies, nutritional disorders and stunted growth). Development of appropriate nutrition for different age groups and conditions and diet appropriate for selected disease conditions (diabetes mellitus and hypertension). Therapeutic diets. Implications of food fads and fallacies for health. Malnutrition and types. Breastfeeding and complementary feeding. Nutrition surveillance; nutrition programmes for various sites, such as: community, workplace should be studied. Food security and safety, cultural and environmental factors in food and nutrition; problems of over nutrition and diseases of the affluence. Health policies and principles of food choices. International/ national food policies and programmes are discussed.

EHE 222: Emotional, Mental and Social Health**(2 Units C: LH 30)****Learning Outcomes**

Upon completion of this course, the student is expected to:

1. explain the meaning, concepts and characteristics of emotional, mental and social health;
2. examine the determinants of emotional and mental health which form a basis for health and healthy choices;
3. identify the risk factors for emotional disturbance mental illness and self-abuse/suicide;
4. describe the principles of promoting emotional health and preventing mental illness and the relationship between emotional health and social health;
5. explain the crucial developmental periods characterized by physical, emotional and intellectual changes during adolescent and young adulthood;
6. describe the effects of anger anxiety, grief and depression on health and well-being;
7. analyze the importance of promoting social and emotional well-being in schools;
8. design teaching strategies and activities to support social and emotional learning needs of students;



9. discuss intervention and referral strategies for working with students at risk of or suffering from mental/emotional disorders;
10. highlight the health needs and health problems arising from the developmental characteristic of adolescents and adults; and
11. evaluate the strategies for enhancing social health in various settings and planning for social health, mental health and mental illness, and emotional rehabilitation techniques.

Course Contents

Concepts, meaning and characteristics of emotional health, mental health and social health respectively. This course will explore emotional well-being and mental health issues including stress, anxiety, depression, grief, self-abuse/suicide, eating disorders, anger and oppositional defiance disorders. The determinants of emotional and mental health which form a basis for health and healthy choices. The principles of promoting emotional health and preventing mental illness and the relationship between emotional health and social health will be discussed. Emphasis needs to be placed on such social relationships as social integration or involvement, social support and social networking. Strategies for enhancing social health in various settings and planning for social health, mental health and mental illness, and emotional rehabilitation techniques. The crucial developmental periods characterized by physical, emotional and intellectual changes during adolescent and young adulthood. The changes in social roles, relationships and expectations during this stage of human life. The health needs and health problems arising from the developmental characteristics of adolescents and adults should be discussed. Resiliency, health choices, lifestyle factors affecting overall health and well-being along with identification, intervention and referral strategies will be examined. Social and emotional learning (SEL) five lifelong skills: self-awareness self-management, responsible decision-making, social awareness and relationship skills will equally be discussed.

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

Course Contents

Concepts of Peace. Conflict and Security in a multi-ethnic nation. Types and theories of conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; ZangoKartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community



Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). the African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students through case study and practical approaches should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management. Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations. Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, the students should be able to:

1. demonstrate knowledge of the subject matter;
2. mention the necessary pedagogical skills;
3. convey acquired understanding of child psychology;
4. develop the needed attitude towards teaching;
5. elucidate proper use of instructional facilities;



6. apply knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. state effective classroom management skills.

Course Contents

Definition and types of curriculum. Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each.
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Teaching as a profession. Types of educational measurements. Types of tests. Development of tests. Test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations. (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. In educational data analysis. Reporting educational research.

EHE 313: Research Methods in Health Education

(2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. explain basic concepts of research and research in health education;
2. describe how to conduct a research study applying appropriate research procedures and protocol;
3. compare the fundamentals of quantitative and qualitative research and mixed method approaches, including experimental and survey researches;



4. develop a better understanding of collecting, analyzing and interpreting valid and reliable data;
5. learn the basic procedures involved in the design and implementation of evaluation research;
6. apply appropriate research principles and methods in health education; and
7. evaluate basic knowledge and application of appropriate research principles and methods in health education.

Course Contents

The basic and detailed concepts of definitions, types and aims of research in general and in the context of health education. Steps in selecting research topics. Research procedures and protocol. The role of hypotheses, criteria for establishing adequate hypotheses, research questions. Research designs and data collection techniques and analysis. Independent and dependent variables. Validity and reliability of research instruments. Content and language of research proposals and research reports. Fundamentals of quantitative and qualitative research. Mixed method approach. Experimental and survey researches. Research methods and literature review are explored. The use of library and computer in health education research.

EHE 314: Substance Use and Abuse Prevention

(2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. estimate the magnitude and trends in substance use and abuse;
2. describe the consequences of substance use and abuse on health and development;
3. explain the methods, materials and theories of drug abuse prevention in the school and community;
4. examine both licit and illicit substances; drug addiction and drug dependency;
5. develop skills for avoiding destructive behaviours, including substance control and cessation; and
6. appraise existing programmes and policies designed to prevent substance use and abuse.

Course Contents

The basic and detailed concepts of drug, substance use and abuse, drug misuse. Rehabilitation techniques employed on victims of drug abuse and the effect of drug abuse on the body. Introducing social, psychological, pharmaceutical and cultural aspects of drug use, misuse and abuse. The methods, materials and theories of drug abuse prevention in the school and community will be introduced. Illicit (e. g. Opiates, marijuana, methamphetamines) and licit (such as alcohol, tobacco, caffeine) substances. Drug addiction and drug dependency. Harmful effects of alcohol and tobacco and other narcotic, sedatives, depressants and stimulant drugs will be explored. Critical examination of the factors associated with the use of these substances and methods of prevention. Skills for avoiding destructive behaviours, including substance control and cessation need to be developed.

The chemical pharmacologic, physiological, and socio-economic use, misuse and abuse of alcohol and such psychoactive substances as opiates and opium, such as: synthetic narcotics, barbiturates, tranquilizers marijuana lysergic and diethylamide (LSD) and tranquilizers/stimulant (cocaine, amphetamine and caffeine).



EHE 315: Maternal, Infant & Child Health**(2 Units C: LH 30)****Learning Outcomes**

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. provide a comprehensive overview of critical and contemporary women's health issues;
2. identify major health issues confronting women today;
3. discuss the characteristics and health needs of children in infancy and early childhood period and indices of such children;
4. describe common infant and child health concerns at different points in development and protective measures; and
5. evaluate maternal and child health and child survival programmes.

Course Contents

The basic and detailed meaning/concept of maternal, infant and child health, highlighting historical perspective; objectives of Maternal and Child Health (MCH) services. Elements/components of MCH (antenatal care, natal (delivery) care, postpartum care). Pregnancy and physiology of pregnancy, labor and child birth. Immunizations and maternal morbidity and mortality. Safe motherhood and its essential services. Empowering women, and major health issues confronting women today. Health issues from the traditional medical model to the holistic model. Comprehensive overview of critical and contemporary women's health issues.

Characteristics and health needs of children in early childhood period and indices of such children are explored. Common ailments of such children and protective measures such as EPI, NPI, ORT, Meal, Rest and Sleep.

Concept of child health and child survival programmes. Major objectives of child health services. Childhood diseases and causes. Integrated management of childhood illness (IMCI). Child care: growth monitoring and promotion (GMP), oral dehydration and rehydration, breast-feeding, chemoprophylaxis, dietary supplements. Development task; cognitive, psychosocial and psychosexual development in the child.

EHE 317: Health Psychology & Counselling**(2 Units C: LH 30)****Learning Outcomes**

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. discuss the concept of health psychology; its rationale for health psychology and health behaviors;
2. describe the behavioral processes around health and sickness, and a wide-range of approaches, from advanced research methods, through a working and evidence-based knowledge of theory and behavior-change interventions;
3. describe how behavioural theories and models can be used to explain and health problems;
4. examine the key features of selected behavior change theories and program planning models in health education;
5. evaluate psychological issues in advancing and terminal illness; and
6. explain the principles and techniques of identifying students' health problems with emphasis on personalized approaches, such as conferences and interviews;
7. apply counselling strategies to promote health behaviour change; demonstrate how to help people change unhealthy behaviours by using motivational interviewing and basic counselling strategies; and
8. evaluate why health counselling is an important skill for health educators.



Course Contents

The basic and detailed meaning/concept of health psychology. Rationale for health psychology. Health behaviours; changing health habits; stages of behaviour change. Health enhancing and compromising behaviours. Stress and coping. Approaches to and steps involved in behaviour; problems raised by studying behaviour and examining ways of reducing risks to health as a result of behaviour. The behavioural processes around health and sickness. Covers a wide-range of approaches, from advanced research methods, through a working and evidence-based knowledge of theory and behaviour-change interventions. Theories explaining health behaviour changes in individuals (such as HBM and Trans theoretical theory), communities (such as Diffusion of innovation theory), organizations (such as, Stickler's 4-stage model) and health public policy (such as millions theory) are studied. Factors influencing health behaviour. The relationship between health behaviour and longevity. Health services utilization and misuse. Patient health care provider. Psychological issues in advancing and terminal illness such as cancer, stroke, HIV and AIDS. Counselling strategies to promote health behaviour change. Demonstrate how to help people change unhealthy behaviours by using motivational interviewing and basic counselling strategies. The principles and techniques of identifying students' health problems are discussed with emphasis on personalized approaches, such as conferences and interviews. Techniques of referral and strategies for meeting identified needs and solving identified problems.

EHE 320: First Aid, Accident Prevention and Safety Education (2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. explain the meaning and principles of first aid and first aid management of selected emergency situations;
2. explain safety education and safety tasks of teachers;
3. describe accident prevention and management techniques including accident reporting;
4. develop general safety skills programmes and techniques in schools and environment; and
5. analyze the importance and relevance of safety programmes in schools and the environment in general.

Course Contents

The basic and detailed concepts of health and safety. Meaning and principles of first aid and first aid management of selected emergency situations. Accidents, accident prevention and management techniques. Safety tasks of teachers, accident reporting, safety measures. Concepts of safety education and related terminologies. Principles and practice of safety in the homes, schools, industries, hospitals, sports/homes and other settings. Safety skills and programmes in schools and general safety skills and techniques in schools and environment. Analysis of the importance and relevance of safety programmes in schools. Safety approaches to environmental hazards. The critical need for safety and what the school can do to improve safety conditions. Community and industrial safety will be briefly analysed. Practical situated sessions are provided to promote efficiency in management situations.



EHE 321: Application of Computer Skills & Health Informatics (2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. apply computer in health diagnostics and treatment of complicated ailments;
2. use data to improve human health and health care services;
3. explain trends in health informatics; health informatics technology in population; human computer interaction; information system in health care; IT and cyber security; web technologies and cloud computing; Geographic Information System (GIS); modern information technology and health service statistics; and
4. utilize computerized health information retrieval system effectively.

Course Contents

The basic and detailed concepts of computer application and breaking edge. Application of computer in health diagnostics and treatment of complicated ailments. Usage of data to improve human health and health care services. Concept of health informatics. Application of medical concepts in conjunction with health information technology is explored. Roles and goals of health informatics. Consumer, clinical, nursing and public health informatics. Applicable decision analysis techniques and decision support systems. Trends in health informatics; health informatics technology in population. Human computer interaction. Information system in health care; IT and cyber security; web technologies and cloud computing; Geographic Information System (GIS). Modern information technology. Health service statistics. The internet. Modern methods for data collection, analysis and data transmission (Google survey form). Resource management within the health care field.

EHE 322: Life Skills & Skilled-Based Health Education (2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. discuss the importance of health education skills, their relevance and relationships to other learned skills;
2. present steps for developing health skills;
3. practice health skills using real-life scenarios;
4. discuss key considerations when teaching the skills of health education;
5. evaluate the impact of social media and other environmental factors in personal and family health;
6. demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others;
7. apply effective verbal and non-verbal communication skills to enhance relationship health;
8. select a variety of communication methods and techniques in providing health information;
9. choose healthy alternatives over unhealthy alternatives when making a decision about health; and
10. list the steps of effective health goal setting.



EHE 324: Epidemiology of Public Health & Human Biometrics (2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. explain the types of epidemiological investigations;
2. analyze the causes, patterns and distribution of disease outbreaks in different populations;
3. explain methods for monitoring, evaluating and managing population health;
4. discuss the nature, types, sources and collection of health data/human biometrics;
5. describe the use of descriptive and inferential statistical techniques in processing and analyzing health data;
6. explain the principal subdivision of vital statistics/human biometrics and their rates; and
7. prepare epidemiological reports.

Course Contents

Introduction to epidemiology as a basic science for public health. Definition and general principles of epidemiology. Sequence of epidemiological reasoning. Types of epidemiological investigations. The causes, patterns and distribution of disease outbreaks in different populations. Epidemiological methods and data; and uses of epidemiology. Students learn to read, comprehend and prepare epidemiological reports. Methods for monitoring, evaluating and managing population health. Epidemiology of infectious and non-infectious diseases is explored. Concepts of public health and health practices in relation to epidemiology. Surveillance of disease, and control and development of infectious diseases are also studied. The nature, types, sources and collection of health data/human biometrics. Measures of frequency and association, introduce the design and validity of epidemiologic research, and give an overview of appropriate data analysis for understanding population health. Definition and calculation of selected common rates used in public health practice. Principal subdivision of vital statistics/human biometrics (morbidity statistics, mortality statistics and demographic statistics). The use of descriptive and inferential statistical techniques in processing and analyzing health data.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, the students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area should be taught through micro-teaching before students embark on the exercise.



EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EHE 401: Contemporary National Health Programmes, Issues and Problems in Health Education (2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. discuss aims, objectives and achievements of National Health Programmes recorded;
2. identify various international and national health issues and problems;
3. describe the factors associated with current health issues;
4. describe the role of the health educator in preventing health issues and promoting health among diverse groups;
5. discuss concepts of public health and resultant health-related issues emanating from human activities and behaviours as well as types and characteristics of health care systems; and
6. evaluate issues and problems arising from levels of health care delivery system outlines in the national health policy.

Course Contents

The concept, aims, objectives and achievements of National Health Programmes recorded. Detailed discussion of such contemporary health programmes as health-related sustainable development goals (SDGs), various international and national health issues and problems. Topical health problems as HIV/AIDS, Orphan and vulnerable children (OVC). Other contemporary problems and issues in health and Health Education. Development and organization of public health in Nigeria. Population and public health. Government and public health. Fundamental services in public health community nursing services, social services, health education and motivation, medical care delivery, emergency health services and future of health services. NGOs efforts towards ensuring sustainability of health standards. Concepts of public health and resultant health-related issues emanating from human activities and behaviours. Types and characteristics of health care systems, viz; orthodox medicine,



traditional medicine, homeopathic medicine and spiritual healing. The three-tier or levels of health care delivery system outlines in the national health policy should be discussed, viz: primary health care; secondary health care; and tertiary health care. Specialization in health field as well as job opportunities.

EHE 402: Occupational & Industrial Health Education (2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. explain the meaning, rationale and historical background of occupational health with emphasis on Nigeria;
2. highlight the advantages of occupational health;
3. explain the responsibilities of employees in work environment; occupational safety; occupational hazards and hygiene; and
4. evaluate human and environmental health in relation to the effects of the operation of industries; security and safety in the industries; industrial affluence control, health and safety of industrial workers.

Course Contents

Meaning, rationale and historical background of occupational health with emphasis on Nigeria. Advantages of occupational health. Responsibilities of employees in work environment. Occupational safety. Occupational hazards and hygiene. National and international labour legislations. Concepts of human and environmental health in relation to the effects of the operation of industries. Security and safety in the industries. Industrial affluence control. Health and safety of industrial workers. Community health and safety.

EHE 403: Health Economics & Consumerism (2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. explain the concept of health economics;
2. discuss economic considerations in health care and health care as an economic commodity; health care financing, planning, budgeting and decision making;
3. comprehend the fundamentals of social marketing as well as health literacy and how these concepts should be used to create more effective health education and health promotion programmes;
4. state consumer health and psychological factors in consumerism, healing philosophies, food faddism, and weight control measures, consumer protection;
5. assess the needs and technological practices of potential users;
6. apply existing measures designed for the safety of products, information and services for consumers, including the concepts and recognition of health quackery and nostrum; and
7. evaluate the roles of government and health agencies in consumer protection, including economic considerations in health care financing, planning, budgeting and decision making.

Course Contents

Concepts of economics and health economics. Health and environmental determinants, demand and supply in health care. Costs in health care and benefit analysis. Structure,



conduct, performance and market analysis. Hospital services industry, health care services utilization, health care industry and health insurance. Economic considerations in health care and health care as an economic commodity. Health care financing, planning, budgeting and decision making and health and social/economic development in Nigeria are also explored. Definition of consumer health and a study of existing measures designed for the safety of products, information and services for consumers, including the concepts and recognition of health quackery and nostrum. Practicing consumer skills, realizing the implication of advertisement for health and making informed choices. Psychological factors in consumerism. Healing philosophies, food faddism, and weight control, consumer protection. Dangers of misleading adverts of processed food items and roles of government and health agencies in consumer protection. Wise usage of consumer products and the avoidance of health quack services and products.

EHE 404: Organisation, Planning and Evaluation of Health Education Programmes (2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. organize programme activities in public health;
2. identify key concepts related to organization and administrative processes in health education programs and services;
3. apply the principles and steps in planning school and health education program in primary and secondary schools; and in measurement of needs;
4. plan effective health education programmes through formulating appropriate and measurable program objectives;
5. develop plans to assess achievement of programme objectives;
6. apply evaluation methods to understand the effect of health education and health behaviour interventions;
7. construct a logical scope and sequence plan for a health education programme;
8. learn about the necessity of early alignment between assessment and evaluation in health education program planning;
9. articulate the role of systematic evaluation in health education;
10. design an evaluation plan that is suitable for a specific programme;
11. evaluate health education programme organisation, personnel problems, national policies, public relations, budgeting, working with staff members, student teachers and students in the discipline; and
12. implement evaluation plans for health education programme using appropriate evaluation approaches.

Course Contents

The development, organization and programming of activities in public health. Application of the principles and steps in planning school and Health Education programme in primary and secondary schools. Measurement of needs. Multi-sectorial approach; measurement and mobilization of resources. The national health science curriculum is studied. Evaluation and types; mechanisms for monitoring and evaluation of health services, outcomes and impact. Activities of health personnel in evaluation. Use of programme evaluation techniques in public health education programmes. Detailed discussion of the application of administrative and supervisory principles and techniques in achieving the goals and objectives of the health programmes. Programme organization and evaluation. Personnel problems. National policies. Public relations. Budgeting, Working with staff members, student teachers and students in the



discipline would be examined. Group of students will be required to assess community needs and resources as well as plan health education programmes.

EHE 407: Seminar in Health Education

(2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. acquire skills of researching and writing empirical and non-empirical papers;
2. present papers on selected current national and international health problems, programmes or issues;
3. co-ordinate seminars/workshops in health education.; and
4. evaluate research skills needed to write and present good seminar papers.

Course Contents

The skills of researching and writing empirical and non-empirical papers. Presentation of paper by students on selected current national and international health problems, programmes or issues.

EHE 408: Global Health, National Health Laws, Policies and Advocacy **(2 Units C: LH 30)**

Learning Outcomes

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. critically think about how to apply key concepts and skills in health behaviour and health education to understanding global health issues;
2. identify bilateral and multilateral agencies; Non-Governmental Organizations and intergovernmental agencies that provide aids in health programmes;
3. suggest how health indicators are likely to change overtime;
4. discuss why some populations are healthier than others and what can be done to reduce health disparities;
5. describe the inter-connection between health problems in developed and developing countries and the interdisciplinary approach necessary to understand and address health problems and issues;
6. discuss health laws; personnel that enact health laws; application and enforcement of health laws; and process of health policy formulation;
7. gain an in-depth knowledge of agenda setting; legislative research and legislative advocacy;
8. describe public-private partnerships in global health and international health regulations; and
9. apply advocacy and mediation in creating supportive environments for health.

Course Contents

Globalization and health. Mechanisms of global health co-operation. Bilateral and multilateral agencies. Non-Governmental Organizations. Intergovernmental agencies (United Nations Development Programme [UNDP], United Nations Population Fund [UNFPA], World Health Organization [WHO], United Nations Children's Fund [UNICEF]); the World bank; private foundations. Public-private partnerships in global health. International health regulations; International and national port health programmes. Global health through its history, determinants and development as a field of study. The inter-connection between health problems in developed and developing countries and the interdisciplinary approach necessary



to understand and address health problems and issues. The health status in regions of the world and various populations within those regions, and they will be able to suggest how health indicators are likely to change overtime. Healthier populations and health disparities. The concept of health laws; personnel that enact health laws; application and enforcement of health laws; registration of schools, medical personnel, births and deaths. Meanings of policy; process of policy formulation; and types of policies. Health Politics. The process of engaging communities in health education and behaviour change programmes of various kinds. Several paradigms for fostering healthy communities and their practical and ethical implications. Students are paired with health and human service, health policy and social justice agencies around coalitions to gain an in-depth knowledge of agenda setting, legislative research and legislative advocacy. Relate policy theory to real-world practice. The influence of the 21st century health and health care environment. The national health policy and responses to disease and treatment; strategies for promoting health in all policies (HiAP). The three-tiers of health care in the current health policy and strategy. Improvements in International AID policies. Concept of advocacy; health advocacy; methods of advocacy; technologies used in advocacy; advocacy strategies for health and development; advocacy and mediation in creating supportive environments for health.

EHE 409: Curriculum Development & Innovation in Health Education (2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. explain the steps in curriculum development, current patterns of curriculum development in health education, including innovations in curricular approaches;
2. highlight the importance of curricular alignment including connections between course outcomes/goals, delivery of instruction, and the assessment and evaluation of learning in health education;
3. explain the theories and approaches to curriculum development;
4. plan effective health education curriculum/programme activities; and
5. reflect on the importance of designing and developing positive learning environments with a focus on how curricular design promotes learning in health education settings.

Course Contents

Meaning and steps in curriculum development. Current patterns of curriculum development in health education, including innovations in curricular approaches. A range of theories and approaches to curriculum development. Sessions will be literature informed but activity and discussion-based with an expectation of a high degree of collaboration and participation. The importance of curricular alignment including connections between course outcomes/goals, delivery of instruction, and the assessment and evaluation of learning in health education. The importance of designing and developing positive learning environments with a focus on how curricular design promotes learning in health education settings. The course is organized in such a way as to balance theory and practice and to support both conceptual and skill development. Curriculum implementation. Feedback / evaluation. New trends in curriculum development.



Learning Outcomes

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. describe geriatrics/geriatric care; myths of ageing; the process of ageing; physical and psychosocial changes of ageing; meeting the special needs and methods of care of the elderly in different setting;
2. explain the factors affecting ageing; theories of ageing and hospice care for the terminally ill; confusion and disorientation in the elderly;
3. explain changes in a variety of health areas including, but not limited to, physical activity, nutrition, mental health, long-term care, sexuality;
4. prepare for retirement effectively;
5. explain death and death education; orientations and approaches to death education;
6. develop positive attitudes to death including funeral rites/customs; grief and bereavement; and
7. evaluate physical and psychosocial changes of ageing; meeting the special needs and methods of care of the elderly in different setting.

Course Contents

Concept of geriatrics/geriatric care. Myths of ageing. The process of ageing. Physical and psychosocial changes of ageing. Meeting the special needs and methods of care of the elderly in different setting. Challenges/factors affecting ageing. Theories of ageing and hospice care for the terminally ill. Confusion and disorientation in the elderly. Preparation for retirement, and ageing and worksite health promotion. Emphasis is given to the changes in a variety of health areas including, but not limited to, physical activity, nutrition, mental health, long-term care, sexuality, and death, dying and grief. Concepts of death and death education. Orientations and approaches to death education. Attitudes to death including funeral rites/customs. Grief, bereavement, wills and probate. Death education curriculum and content areas for death education programme.

Minimum Academic Standards**Staffing****Academic Staff**

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects.

In employing/promoting staff, the following criteria are suggested:

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo



regular training to keep them abreast of developments in equipment operation and maintenance.

Physical Facilities

a) Spaces

The NUC recommends the following physical space requirement:

| | m ² |
|---|----------------|
| Professor's Office | - 18.50 |
| Head of Department's Office | - 18.50 |
| Tutorial Teaching Staff's Office | - 13.50 |
| Other Teaching Staff Space | - 7.00 |
| Technical Staff Space | - 7.00 |
| Secretarial Space | - 7.00 |
| Science Staff Research Laboratory | - 16.50 |
| Education Staff Research Laboratory | - 14.50 |
| Seminar Space/per student | - 1.85 |
| Drawing Office Space (A.O. Board) (Per Student) | - 4.60 |
| Drawing Office Space (A.I. Board) (Per Student) | - 3.70 |
| Laboratory Space | - 7.50 |

Equipment

To achieve the benchmark statements for any programme, there should be:

1. A minimum number of identifiable laboratories for each discipline which should be in accordance with the NUC recommended space requirements and, in addition, be reasonably equipped.
2. At least one large and reasonably equipped central workshop for teaching and research.
3. Drawing and design/Instructional Education Technology studios, which should be well equipped and in accordance with the NUC recommended space requirements.

It is important that equipment should be acquired in sufficient number to enable adequate implementation of the benchmark statements as they relate to programmes in Education and Professional practice.

Library and Information Resources

These are important resources and life wire of any programme. Therefore, current basic text books, reference books, journals periodicals and other relevant textual and non-textual materials should be readily available in the library. Virtual library is also needful.

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition, well stock and current hardcopies of reference and other textual materials should be provided centrally at the level of the Faculty. A well network digital library should serve the entire university community. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources. In any case, there should be internet ready workstations available in the library for least 25% of the total student enrolled in each academic programme. The funding of the library should be in line with NUC guidelines.

List of Equipment Required for Training the Students

The following items should be readily available for the programme:

1. Treadmills
2. Heart rate monitors
3. WHO Standard first aid box fully equipped
4. Cholesterol analysers



5. Blood pressure checking equipment (Sphygmomanometer, stethoscopes)
6. Pulse oximeter/pulse sensor – Basic heart rhythm and heart rate
7. Bedside stands/wheel locks
8. Needles/syringes
9. Blankets/pillows
10. Gown/apron
11. Waste bags/containers
12. Soap/disinfectant & antiseptic solution/sponges
13. Tray/sterile cotton gauze or balls
14. Distilled water
15. Bowl/basin
16. Brush
17. Adhesive or non-allergic tape
18. Alcohol gauze sponges or swab
19. Resuscitation device
20. Protective eye wear/safety glasses
21. Glucose reagent strips
22. Snellen eye chart/pointer
23. Stretcher with side rails and safety belt(s)/gait or transfer belt/wheel chair/chair
24. Slippers
25. Razor blade
26. Adjustable crutches/walker
27. Disposable gloves
28. Sink with running water
29. Splints of various sizes
30. Salt
31. Tissues or dry cotton balls
32. Pencil/pen
33. Watch with second hand note paper
34. Strips of cloth/wash cloths/pads/small towels or roller gauze/clean cloth
35. Sterile dressings/Bandages
36. Body composition analysers
37. Anatomical models and charts of the body structures (skeleton, musculature, digestion, respiration, circulation, nerves, excretion, reproduction, heart, kidney, liver, eye, ear, nose, tissues of a tooth, dental sets, male and female condoms.
38. Microscopes
39. Bicycle ergometer/dumb bells
40. Skinfold callipers
41. Stadiometer and body weight scale – calibrated height & mass measurement
42. Safety equipment
43. Fire extinguishers
44. Fire alarm box
45. Magnifying glasses
46. Stethoscope
47. Face masks/ gloves
48. Thermometers
49. Kidney dishes
50. Wash bottles

NOTE: The health education laboratory will help to enhance students' understanding of scientific facts and concepts in Health Education. It is an essential requirement during accreditation exercise for the programme. We should bring the laboratory out of the basement and into the forefront for students understanding of human health.



B. A. Ed. History

Overview

The programme exposes students to core history courses in general and also particularly to those courses that contain items relevant to history syllabus at the secondary school level of the education system. In addition it contains core education section with courses that address pedagogical issues including the teaching practice programme. It also has a programme specific entrepreneurial course. Learning outcomes and contents are provided for each course in the global course structure.

Philosophy

The philosophy is to produce graduates with adequate knowledge, cutting edge skills and zeal to revive history as a subject of study in the secondary school system. It is also to produce graduates who would serve as agents of change in the society and who would through teaching of history create a society that is aware of its past, understands its present and is able to chart its future based on its past experiences.

Objectives

The objectives are to produce graduates who are able to:

1. investigate and interpret past events and use them to explain current realities;
2. acquire knowledge, skills and attitudes which would enable them contribute to the revival of history as an important subject in the secondary school system;
3. adopt appropriate methods of inquiry in the pursuit of historical truth;
4. identify objects and sites of historical significance in their local environment; and
5. inspire and sustain interest of students in the study of history in the secondary school.

Unique Features of the programme

The Programme has the following unique features:

1. it is an improvement on the old BMAS as it highlights various methods of teaching history in the secondary school.
2. the programme also highlights the development of practical skills for teaching history in the secondary school.
3. the programme is more dynamic than that of old BMAS in the sense that it fosters versatility in the graduates so that they not only can teach history in the secondary schools but are also able to function as curators in the museums and tour guides in important historical sites
4. instead of emphasizing only the acquisition of head knowledge, the programme emboldens the graduates to explore business venture opportunities in education and history.



Employability Skills

The employability skills in the programme include:

1. teaching skills that will make graduates employable in the secondary school as history teachers.
2. analytical and interpretation skills required to serve as curators in the museums and monuments .
3. communication skills that will enable them serve as tour guides in important historical and tourist sites.
4. research skills that will enable them deploy globally acceptable methods of historical inquiry in their research and forming logical and evidence based conclusions. With these, they can serve as research assistants to important historical studies.

21st Century Skills

The programme will lead to the acquisition of the following 21st century skills:

1. team work;
2. interpersonal relationship skills;
3. communication skills;
4. skills required in using ICT in teaching history;
5. digital and scientific literacy skills;
6. critical thinking skills; and
7. skills required in cross checking facts across disciplines.

Admission and Graduation Requirements

Admission Requirements

4 Year Programme

In addition with acceptable scores at UTME admission requirements for the four year degree programme in history are Five (5) Senior Secondary Certificate (SSC) (or equivalent) credit passes obtained at not more than two sittings. The five credits must include English Language, and History/Government.

Direct Entry Requirements

For Direct Entry students, a candidate must possess at least Five SSC (or its equivalent) credit passes in English Language, History/Government, any relevant arts subject and two of which must be in Advanced Level, in any two Art subjects at NCE level (one of which must be History or Political Science).

Graduation Requirements

In addition to the general requirements for graduation at the University, students of History Education must offer and pass courses of 120 credit hours for the four-year programme. They must also complete and receive a pass grade in teaching practice, and a research project report on a topic approved by the Department.



Global Course Structure

100 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|-----|
| GST 111 | Communication in English | 2 | C | 15 | 45- |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| HIS 101 | Introduction to History | 3 | C | 45 | - |
| HIS 102 | History of West Africa from 1000 A.D. 1500 | 3 | C | 45 | - |
| HIS 103 | History of Human Evolution | 2 | C | 30 | - |
| HIS 104 | Introduction to Economic History | 2 | C | 30 | - |
| HIS 105 | Major World Civilizations | 2 | C | 30 | - |
| HIS 106 | Archaeology of Nigeria | 2 | C | 30 | - |
| HIS 108 | Africans in the Diaspora from Antiquity | 2 | C | 30 | - |
| | Total | 22 | | | |

200 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST 212 | Philosophy, Logic, Environment and Sustainable Development | 2 | C | 30 | |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods/ (2units) | 2 | C | 30 | - |
| HED 211 | Special Methods in Teaching History | 2 | C | 30 | - |
| HIS 201 | Nigeria from 1000 – 1900 | 3 | C | 45 | |
| HIS 202 | Economic History of Nigeria in the 19 th Century | 3 | C | 45 | - |
| HIS 203 | Global History of Slavery and the Slave Trade | 3 | C | 45 | |
| HIS 204 | History of Islam and Christianity in West Africa from 1500 to 1900 | 3 | C | 45 | - |
| | TOTAL | 20 | | | |



300 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 30 | - |
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | - |
| HED 311 | Entrepreneurship in History Education | 2 | C | 30 | - |
| HIS 303 | The Practice of History/Internship | 3 | C | 45 | - |
| HIS 304 | Women in History up to the 21 st Century | 2 | C | 30 | - |
| HIS 306 | History of the Industrial Revolutions from 1750 to 2010 | 2 | C | 30 | - |
| | TOTAL | 19 | | | |

400 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| EDU 400 | Project | 3 | C | - | 45 |
| HIS 401 | Nigeria from 1970 to the present | 3 | C | 45 | - |
| HIS 402 | Economic History of Nigeria in the 20 th Century | 3 | C | 45 | - |
| HIS 403 | Learning from the Past: Applied History, Critical Thinking and Decision Making | 3 | C | 45 | - |
| HIS 405 | Special Paper (Local History) | 3 | C | 45 | - |
| HIS 406 | Nation Building in Nigeria Since 1945 | 2 | C | 30 | - |
| | TOTAL | 20 | | | |



Course Contents and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military



intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education

HIS 101: Introduction to History

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, students will:

1. understand history as a scholarly discipline or profession and its open-ended process of interpretation;
2. know the different past sources (primary, secondary, literature, visual and media); and
3. know basic communication skills in the discipline, including proper citations and academic code of conduct.



Course Contents

An examination of History as a discipline; context and purposes of historical events; various methodological and theoretical approaches to underpinning historical writing and study; identification and evaluation of primary and secondary sources; importance of history in various societies around the world; building the students' understanding of academic integrity and academic referencing; development of research skills and ethical behaviour.

HIS 102: History of West Africa from 1000 to 1500 AD (3 Units C: LH 45)

Learning Outcomes

At the end of this course, students will:

1. be able to articulate the major historical developments that occasioned the empires of Ghana, Mali, Songhai and Kanem Borno;
2. be able to discuss the evolution of the forest kingdoms of the Akan, Aja, Yoruba and Benin;
3. comprehend the role of trade in the development of the major kingdoms; and
4. understand the role of Arabs and Europeans in the historical development of some West African States.

Course Contents

The course examines some of the internal and external factors of change and reactions to such changes in the West Africa. It discusses factors of change such as politics, agriculture, industry, trade and inter-group relations, as well as external factors of the Arabs and the Europeans, including the role and impact of Islam, Christianity and trade.

HIS 103: History of Human Evolution (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students will:

1. comprehend the evolution of human species and the process of their spread across the globe;
2. understand how archaeology, anthropology and genetics are used to reconstruct human evolutions; and
3. understand the dynamics of various racial types.

Course Contents

The course defines evolution and explains its importance to human existence and history. It describes the process of evolution of the human species and its global dispersal. It also discusses some of the big questions that evolutionary biologists are trying to answer like the creation-evolution theory, formation of racial types, and genetic drift.

HIS 104: Introduction to Economic History (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students will:

1. understand the role of economic factors in human history;
2. be able to analyze various economic concepts that shape the discourse on economic determinism; and
3. understand how various historical epochs are defined by economic activity.



Course Contents

The course examines the general relevance of economic explanation to historical scholarship. It introduces the various tools and methods of economic analysis and defines such concepts as production, distribution, trade and markets (pre-Industrial, pre-colonial, and post-colonial) land and labour matters. Themes such as the relevance of economic explanation to historical scholarship – the primacy of material conditions or materialist determinism; basic concepts for the study of the economic and socio-economic formations; the productive forces, social relations of production, distribution and exchange.

HIS 105: Major World Civilizations

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, Students will:

1. learn and understand the concept of civilization and the imbibe a cyclical view of it;
2. be able to analyse the importance of civilizations in human history; and
3. be able to discuss the major global civilizations and state their contributions to human development.

Course Contents

A general survey of some of the major world civilizations and some of their major contributions to historical developments such as the Egyptians, the Arabs, the Greeks, the Romans, Indians, the Chinese and the Europeans.

HIS 106: Archaeology of Nigeria

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students will:

1. learn and understand the craft of the archaeologist;
2. be able to analyse the importance of archaeology in reconstructing history; and
3. be able to discuss the major archaeological sites in Nigeria and state their importance in the study of early Nigerian history.

Course Contents

Defines Archaeology, its meaning, techniques, and methods. An exploration of the general principles and techniques of the discipline, the relevance of inter-disciplinary approaches to the study of history, reconnaissance, excavation, artefact study and museums. Major archaeological sites such as Nok, Iwo-Eleru, Ife, Daima, Igbo-Ukwu, Dala will be surveyed.

HIS 108: Africans in the Diaspora Since Antiquity

(2 Units C: LH 30)

Learning Outcomes

Students at the end of this course will be able to:

1. articulate the concept of the "out of African movement";
2. demonstrate the connections between pre-historic population movement of peoples of African origin and their contemporary locations; and
3. discuss the various myths, misconceptions and outright falsehood regarding the peopling of parts of the world by Africans.

Course Contents

This is a study of the Negriod communities found outside Africa. The various theories and factors of their dispersal and their role in contemporary world affairs will be dimensioned. The



course will also examine the contributions of Africans in diaspora to the geographic regions that they found themselves.

GST 212: Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.



Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. The Nigerian core curricula. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

HED 211: Methods of Teaching History

(2 Units C: LH 30)

Learning outcomes

Students will be able to:

1. select the appropriate methods of teaching specific content in history;
2. design appropriate teaching plan for History topics;
3. apply the Inquiry method of teaching;



4. interpret historical facts and draw appropriate conclusions in ways that will be meaningful to their own students; and
5. demonstrate ability in teaching assigned topics in a micro teaching setting.

Course Contents

Examination of basic problems in pedagogical method. Listing and explanation of issues that call for decision making in the teaching of History. Application of inquiry method in history teaching. General characteristics of inquiry teaching. Consideration of other methods of history teaching. Such methods are: Controlled or Guided discussion method, Problem solving method, Project and Case Study methods. The concept of diagnosis. The importance of diagnosis in making decisions regarding methods.

HIS 202: Economic History of Nigeria in the 19th Century (3 Units C: LH 45)

Learning Outcomes

Students will be able to:

1. analyse the forces and factors of production, distribution and marketing of products in the various Nigerian communities in the period under review;
2. discuss various forms of labour relations;
3. track and present perspectives on local trade, regional trade and long distance trade and how this shaped the political life of communities; and
4. identify various historical heroes that defined trade and politics in their communities and across inter-group lines.

Course Contents

A survey of the major units and institutions of production and distribution and their impact. The interaction and interconnection between economic activities and politics, inter-group relations, specializations in production processes, the role and impact of the Atlantic slave trade in both slave trading and slave holding societies will be studied.

HIS 203: Global History of Slavery and the Slave Trade (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. articulate the various concepts of slavery as a human institution;
2. discuss the origins, evolution and spread of slavery in human societies;
3. distinguish between slave holding societies and slave trading societies; and
4. discuss the impact of slavery on human societies and the role it played in the emergence of racism.

Course Contents

The course explores the institution of slavery from its earliest origins to modern times. It examines the various types and forms of slavery and how the institution changed over time. The course also examines the major slave trading societies from the Vikings, Slavs, Romans, Chinese, Arabs, Africans and Europeans.



HIS 204: History of Islam and Christianity in West Africa from 1500 to 1900 (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the major milestones in the introduction and spread of Islam and Christianity in West Africa;
2. analyse the origins, spread and impact of the various Jihadic movements in West Africa; and
3. discuss the role of the abolition of the slave trade in the spread of the Islam and Christianity in West Africa.

Course Contents

A general survey of the introduction and spread of Islam and Christianity in West African highlighting the motivating factors, major actors and the impact of both religions on the social, economic and political lives of its peoples.

GST 312: Peace and Conflict Resolution (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

Course Contents

Concepts of Peace. Conflict and Security in a multi-ethnic nation. Types and theories of conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; ZangoKartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). the African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis



ENT 312: Venture Creation**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of the course, the students through case study and practical approaches should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management. Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations. Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I**(3 Units C: PH 135)****Learning Outcomes**

At the end of the course, the students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.



Course Contents

Definition and types of curriculum. Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each.
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Teaching as a profession. Types of educational measurements. Types of tests. Development of tests. Test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations. (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. In educational data analysis. Reporting educational research.

HIS 301: Nigeria from 1900 – 1970 (3 Units C: LH 45)

Learning Outcomes

At the end of the course students should be able to

1. students at the end of this course will be able to articulate the colonisation of Nigeria and the formation of new power structures;
2. students will be able to make the nexus between colonial infrastructure development and the transformation of pre-colonial social and economic regimes;
3. students will be able to discuss the various theories on how colonialism was dismantled after 1945 and the struggle for independence;
4. students will be able to analyse the post- independence government and discuss the various historical processes that play that triggered its collapse; and



5. Students will be able to demonstrate a fair grasp of the Nigerian civil war, its causes and consequences.

Course Contents

A study of 20th Century Nigeria, highlighting the increasing role of the European forces in the internal developments of the area, the fall of the indigenous state systems, colonialism, decolonization, independence and the post-independence problems such as political crises and the Nigerian civil war.

HIS 303: The Practice of History/Internship Training (3 Units C: LH 45)

Learning Outcomes

At the end of the course students should be able to

1. students at the end of this course will gain practical experience on how a history graduate can function in an organization; and
2. the student will be able to showcase his research skills, report writing skills, and organisational management skills.

Course Contents

Students from the Department will use the period to gain experience in a broad range of public and private agencies, institutions, and programs. These include; historical societies or museums, Non-Governmental Organization's; Developmental Associations and others. During the period of the Internship, the student will play a role in managing the institution's records or writing its history. They must submit a specific plan for the internship to the Head of Department and after completing the internship, must write a thorough report that will be graded.

HIS 304: Women in History (2 Units C: LH 30)

Learning Outcomes

At the end of the course students should be able to

1. articulate the contributions of women to humanity's development over time and space;
2. identify milestones in the role of women in History; and
3. identify remarkable women who stamped their names in the struggle for equity and justice.

Course Contents

This course examines the history of women beginning in the 15th century and concluding in the later 20th century. The roles women have played in political, economic, and private life will be emphasized. Major historical events which prompted significant cultural change, such as colonization, slavery, suffrage, wartime, productive/commercial activities and reproductive rights will be explored. Significant attention will be paid to important social history paradigms such as race/ethnicity, sexuality, age, religion, and class.

HIS 306: History of the Industrial Revolutions from 1750 to 2010 (2 Units C: LH 30)

Learning Outcomes

At the end of this course, will be able to;

1. discuss the process that led to industrial forms of production;
2. link the four major industrial epochs and the role they played in human history; and



3. discuss the impact of the industrial revolutions and how it continues to determine the polarization of the world.

Course Contents

The course will interrogate the four major industrial revolutions viz: The first that saw the emergence of mechanical power driven by steam and water ; the second that was characterized by mass production, electrical and chemical industries; the third which was driven by information technology and automation; the Fourth Industrial Revolution which is also known as the digital revolution, that is characterized by a fusion of disruptive technologies blurring the lines between the physical, digital, and biological spheres.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, the students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area should be taught through micro-teaching before students embark on the exercise.

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.



Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

HIS 401: Nigeria from 1970 to the present

(3 Units C: LH 45)

Learning Outcomes

At the end of the course students should be able to

1. discuss the major historical developments that took place in Nigeria after the Civil war;
2. identify Nigerian leaders and discuss their role in developing and implementing policies that shaped the trajectory of the country from 1970 to date;
3. discuss the role of the Armed Forces in Nigerian History since 1970; and
4. students will be able to comprehend and discuss Nigerian as an "African Giant" and the role of international actors in her development since 1970.

Course Contents

This is a study of contemporary Nigerian history. The course examines the political, economic and social developments since the end of the Civil War; efforts of reconstructions, the oil boom, the second Republic, the military intervention, economic depression and the democratic dispensation since 1999.

HIS 402: Economic History of Nigeria in the 20th Century (3 Units C: LH 45)

Learning Outcomes

1. students at the end of this course will be able to discuss the major economic developments that occasioned colonial rule;
2. students will be able to identify urban centres and public infrastructure that shaped aspects of Nigeria's development;
3. Students will be able to identify mercantilist groups and individuals that made great strides in the development of commerce and enterprise in Nigeria; and
4. students will be able to discuss the role of Multinational companies in the economic history of Nigeria.

Course Contents

The course examines the factors of change and continuity in the patterns of economic activities in Nigeria: The political and economic antecedents, the colonial setting, the new pattern of demand, the infrastructural facilities and the exploitation of agricultural and mineral resources. Manpower needs, training and the issue of labour. The changing patterns of production units including capital accumulation, banking, industries and the role of the entrepreneurs – individuals, companies, multinationals and the government.

HIS 403: Learning From the Past: Applied History, Critical Thinking and Decision Making. (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be to:

1. demonstrate a strong grasp of how to isolate historical lessons;
2. explain how history serves as a "rear view mirror" of society;
3. critically think as well as evaluate historical developments; and



4. analyse the “danger” of history, stereotypes, and the difference between official and unofficial history.

Course Contents

This course provides a basis for using history as a tool for analyzing national policy decisions. It focuses on skills associated with critical thinking, evaluation and prognosis. It will use political, social, economic, foreign, security, and scientific policies of select countries to see how lessons can be learnt from History. It will also draw attention to some common fallacies such as determinism and stereotypes in history and discusses ways to avoid them.

HIS 405: Special Paper (3 Units C: LH 45)

Learning Outcomes

At the end of the course the students should be able to:

1. students will be able to demonstrate the concept of “history everywhere”;
2. Students at the end of this course will be able to identify, analyse and primary source materials on selected and specialised subject matter;
3. students will be able to work with other students to develop local history initiatives and involve local communities; and
4. students will be able to comprehend and discuss the various development plans that have been implemented in Nigeria.

Course contents

This is a documentary study of a historical topic selected from a range of options offered by experts in the department.

HIS 406: Nation Building in Nigeria Since 1945 (2 Units C: LH 30)

Learning Outcomes

At the end of the course the students should be able to:

1. articulate the concept of nation building;
2. discuss the key issues in the efforts at nation building in Nigeria;
3. isolate the notable gains and failures in building a united and prosperous country; and
4. use lessons learnt to proffer suggestions on pathways to adopt for building a stronger nation.

Course Contents

Against the back drop of the decolonisation. It examines the emergence of African nationalist and their struggles for independence and its attendant internal and external political challenges. Themes such as the civil war, irridentist movements, military and democratic rules will be x-rayed to dimension how Nigeria has fared in the quest to build sustainable nation.



Minimum Academic Standards

Staffing

The department should have academics staff mix stipulated by NUC

20% professorial

35% Senior Lecturership

45% Others (Graduate Assistants to Lecturer 1)

For non teaching staff; the programme should share in the services provided by such staff in the department since it is one of the several programmes in the department of Arts Education. There should be at least 1 technical staff to oversee some historical artifacts and software materials peculiar to the programme.

Equipment

The following equipment should be provided:

Maps and charts

Audio-visual materials (Television sets)

Internet connectivity and other ICT facilities such as; Desk top computers, printers and scanners.

1 Projector and at least 1 photocopying machine

Adequate numbers of tables and chairs should be provided in the resource room. (Adequacy to be determined by the number of users)

Library

Adequate and current stock of books, journals, internal facilities, for virtual activities.

There should be a departmental resource room facilities, that would contain programme specific items such as books, maps and charts.

There should be shelves in the main and faculty libraries dedicated to the programme with relevant materials in history and history teaching.

Current journals in History and Education should be in stock. There should be evidence of subscription to relevant Online journals.

Classroom and others.

There should be at least one classroom dedicated to the programme while other classrooms may be shared for faculty and history courses.

Lecturers should have adequate office space. Lecturers in the professorial cadre should have personal offices with toilets attached. To the extent possible Senior lecturers should also not share offices. Other lecturers however may share offices with book shelves attached to them. Comfortable tables and chairs as well as two visitors' chairs should be provided to each of these lecturers.



B. Ed. Home Economics

Overview

The Bachelor of Education in Home Economics will allow students to develop knowledge, attitudes, understanding, skills and values to achieve optimal, healthy and sustainable living for every person as an individual, and as a member of families and society. Students of Home Economics will concern themselves with human development, personal and family finance, housing and interior design, food science and preparation, nutrition and wellness, textiles and apparel, and consumer issues. The aim of 21st century Home Economist is to have sound decision making ability relevant to the century.

Philosophy

The philosophy of Home Economics Programme is to produce competent personnel as teachers and professionals capable of improving knowledge of family and community in nutrition, institutional food management, consumer education, housing design, and interpersonal social relationships for healthful living at the individual, institution and community levels.

Objectives

The Home Economics programme is specifically designed to:

1. provide students with the necessary skills to teach Home Economics in various educational and community settings;
2. train students to plan and formulate nutritious, safe and healthy meals for families and institutions to support health throughout the life cycle in health and disease;
3. equip students with skills to provide consultancy to the fashion industries in for selection, construction and care of clothing to meet the physiological, psychological, social and functional needs of the society;
4. develop skills in students to provide counsel that can support and maintain healthy family relationship in combating modern social challenges;
5. provide students with skills and competences that can guide families in intellectual consumption of goods, services and other economic aspects of personal and family living; and
6. apply findings of research to improve family, society, national and world-wide social and economic development.

Unique features of the programme

1. application and use digital skills in teaching Home Economics;
2. development of entrepreneurial skills in the various field of Home Economics;
3. emphasizes on effective laboratory teaching techniques; and
4. development of skill in research and exposure to experiences that will impact standards of the society.

Employability skills

1. teach Home Economics in secondary and tertiary institutions;
2. establish and manage food service system;
3. serve as counsellors for individuals, organisations and associations; and
4. develop and manage outlets in textiles and clothing construction
 - i. Consulting for organizers of fashion shows
 - ii. Run a day care facility
 - iii. Provide skill as consultant in event management



21st Century skills

The programme would lead to the acquisition of the following 21st Century skills

1. organisational skills;
2. critical thinking;
3. collaboration and team work;
4. flexibility and adaptability;
5. creativity and imagination; and
6. interpersonal communication.

Admission and graduation requirements

Admission Requirement

4 year programme

In addition to acceptable passes in UTME, the candidate must possess five credit level passes in five subjects at Senior Secondary School Certificate (SSCE) or (its equivalent) which must include including English Language, Mathematics, Biology/Agricultural Science, Home Management/Foods and Nutrition and any other relevant subject in not more than two sittings.

Direct Entry

The candidate must possess five credit level passes in five subjects at Senior Secondary School Certificate (SSC) which must include Mathematics, English Language, other relevant subjects and Two of which must be in Advanced Level in addition to the UTME requirements, candidates with NCE Home Economics, Agriculture and Sciences related course can be admitted into Part II.

Graduation Requirements

In addition to the general graduation requirements for the University, students must register and pass at least 120 units of courses during the 4-year degree programme. They must also have registered and passed all the compulsory courses specified for the programme, complete and receive a pass grade in teaching practice, and a research project report on a topic approved by the Department.

Global Course structure

100-Level

| Course Code | Title | Units | Status | LH | PH |
|-------------|---|-------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Logic, Philosophy and Human Existence | 2 | C | 30 | |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | |
| EHO 101 | Introduction to Home Economics | 2 | C | 30 | - |
| EHO/HSM 102 | Principles of Home Management | 2 | C | 30 | - |
| EHO 103 | Introduction to Textiles and Clothing | 2 | C | 15 | 45 |
| EHO/HSM 104 | Introduction to Human Development | 2 | C | 30 | - |
| EHO 105 | Introduction to Foods | 2 | C | 30 | - |
| EHO 106 | Fundamentals of Food Preparation | 2 | C | 15 | 45 |



| | | | | | |
|---------|---------------------------------------|-----------|---|----|----|
| EHO 107 | Introduction to Clothing Construction | 2 | C | 15 | 45 |
| | Total Units | 20 | | | |

200-Level

| Course Code | Title | Units | Status | LH | PH |
|--------------|--|-----------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods/ (2units) | 2 | C | 30 | - |
| EHO /NUD 211 | Principles of Nutrition | 2 | C | 30 | - |
| EHO 212 | Special Methods in Teaching Home Economics | 2 | C | 30 | - |
| EHO /HSM 213 | Housing Design and Management | 2 | C | 30 | - |
| EHO 214 | Pattern drafting and Clothing Construction | 2 | C | 15 | 45 |
| EHO /HSM 215 | Home Administration | 2 | C | 30 | - |
| EHO /NUD 216 | Community Health | 2 | C | 30 | - |
| EHO 217 | Clothing Selection and Maintenance | 2 | C | 15 | 45 |
| EHO 218 | Food preparation and Management | 2 | C | 15 | 45 |
| | Total Units | 22 | | | |

300-Level

| Course Code | Title | Units | Status | LH | PH |
|--------------|--|-----------|--------|----|------------|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | |
| EHO 311 | Advanced Textile and Fashion Design | 2 | C | 15 | 45 |
| EHO /HSM 312 | Food Service System and Administration | 2 | C | 15 | 45 |
| EHO 313 | Entrepreneurship in Home Economics | 2 | C | 30 | - |
| EHO /NUD 314 | Community Nutrition | 2 | C | 30 | |
| EHO 315 | Advanced Clothing Design and Construction | 2 | C | 15 | 45 |
| EHO /HSM 316 | Pregnancy and Child Development | 2 | C | 30 | - |
| EHO 317 | Industrial Work Experience | 2 | C | | 90 |
| EHO 318 | Family Living | 2 | C | 30 | - |
| | Total Units | 25 | | | |



400-Level

| Course Code | Title | Units | Status | LH | PH |
|--------------------|---------------------------------|--------------|---------------|-----------|-----------|
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| EDU 400 | Project | 3 | C | | 135 |
| EHO 401 | Basic Designs and Allied Craft | 2 | C | 15 | 45 |
| EHO 402 | Seminar in Home Economics | 2 | C | 30 | - |
| EHO/HSM 403 | Consumer Education | 2 | C | 30 | - |
| EHO/FST 404 | Food preservation | 2 | C | 15 | 45 |
| EHO 405 | Interior Decoration | 2 | C | 15 | 45 |
| EHO/NUD 406 | Nutrition in Health and Disease | 2 | C | 30 | |
| EHO/HSM 407 | Resource Management | 2 | C | 30 | - |
| | Total Units | 20 | | | |

Course content and learning outcomes**GST 111: Communication in English****(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.



Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

**EDU 101: Introduction to Teaching and Foundations of Education
(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education.
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.



Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

EHO 101: Introduction to Home Economics

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. list the concepts, philosophy and objectives of Home Economics;
2. state the role of Home Economics in national development;
3. identify the roles of Home Economics teachers and the teacher- student relationship; and
4. establish the relationship between Home Economics and Education.

Course Contents

Definition of Home Economics, concepts, philosophy and objectives. Relationship between Home Economics and Education. The vocational aspects of Home Economics. Careers in the various aspects of Home Economics (Foods and Nutrition, Home Managements, Textiles and Clothing). Factors that influence career choices. Contribution of Home Economics to national development. Roles of Home Economics teachers, teacher- student relationship. Home economic teachers and the community. Home Economics teacher staff. Population change manpower development and self-reliance.

EHO/HSM 102: Principles of Home Management

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. define concept of Home Management;
2. identify home management resources;
3. describe the process in management;
4. determine sanitation and hygiene practices in the home; and
5. prepare abrasive and removes stains from surfaces and household articles.

Course Contents

Theories and concept of Home management. Home management resource. Motivations for Home Management such as goals, standards, needs and value. Principles of Home management, planning, implementing and evaluation. Family resources, definition, characteristics and kinds. Decision making in family living to goals. Management of time and Energy, definition and process. Sanitary conditions – drainage, sewage systems and effective disposal of household wastes. Sanitation, hygiene and education. Principles of selection and utilization of family's household chemical and their uses, home preparation of abrasive removes stains from surfaces and household articles.

EHO 103: Introduction of Textiles and Clothing

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:



1. classify fibres;
2. perform microscopic analysis on fibres and textiles;
3. use the sewing machine;
4. make sample of clothing unit technique;
5. select and care for sewing tools and equipment; and
6. identify parts of the sewing machine.

Course Contents

Definition of textile concepts, fibre, yarn, fabric. Classification and properties of fibres, identification, combinations (blends, mixtures), physical and microscope analysis of different textiles, flame test. Fabrication/construction (weaves, crocheting, knitting). Finishing and finishing treatments. Introduction to sewing tools and equipment. Classification (large and small equipment) and functions (pressing, cutting, measuring). Selection, choice factors affecting choice, use, correct handling, care, storage, maintenance and of tools and equipment. The sewing Machine; types, advantages and disadvantages, brands, factors affecting the selection of the sewing machine. Parts of the sewing machine, functions of the parts of the sewing machine. Setting and threading, care common faults and remedies. Safety in the use of tools and equipment. Sewing terms. Stitches; types, classification, uses, rules for working stitches. Seams; types, classification, choice of seams, rules for making seams. Arrangements of fullness; types, factors for choosing fullness, rules for working. Edge finishes; concept, reasons, edges requiring finishing and types of finishes. Garment construction, points to consider when choosing edge finishes. Pockets; types, functions and attachment. Sewing aids such as, threads, pins zips, buttons and other fasteners, tapes and trimmings, elastics and iron-on products. Making samples of sewing techniques in folders (album).

EHO/HSM 104: Introduction to Human Development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. describe the biological, psychological, and social changes that occur at each stage of the life cycle;
2. identify the milestone events and theories that characterize lifespan development;
3. describe the impact of social institutions and values on the development individual and groups within a culture; and
4. explain cultural, economic, and geographic influences on development across the life cycle.

Course Contents

Basic concept of lifespan development (the growth and learning of humans from conception to death. Major contributors to the field of Lifespan Development (family, school, community, culture). Milestone events and theories related to the various periods of the lifespan. Biological, psychological, cognitive, personality, emotional, and moral and social changes that exist at each stage of the life cycle. The interaction of 'nature' and 'nurture' in shaping human development throughout the life span. Cultural, economic, and geographic influences on development at each stage of the life cycle. Impact of social institutions and values on the development individual and groups within a culture. Central role of families and family life as a context for development. Relationships and applications of Lifespan Development concepts and principles to personal experience. Research methods and issues arising in human development across the lifespan.



EHO 105: Introduction to Foods**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. identify different food commodities;
2. group different food commodities accordingly;
3. determine the function of food; and
4. enumerate the implications for toxins and infective agent in food.

Course Contents

Food commodities. Food groups and classification, kinds and forms (eg cereals and cereal products, root and tubers). Nutrient composition of foods (Carbohydrates, protein, fats and oil) and their functions in food. Structure, nutritive value and storage. Importance of the food groups in the diet. Infective agents in food and natural food toxins. Food tests: simple physical and chemical tests of food stuffs to detect presence of nutrients in foods such as, proteins, fats and carbohydrates. Relationship of food groups to food classes. Energy value of food. Knowledge and use of food composition table. Recommended dietary allowances and its uses in assessing daily diet.

EHO 106: Fundamentals of Food Preparation**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of the course, students should be able to:

1. identify equipment and utensils in the food laboratory, their function and uses;
2. describe the different types of kitchens;
3. measure different food commodities using appropriate measuring utensils and equipment;
4. list and explain cooking terms;
5. determine the effect of heat on appearance, taste and nutrients; and
6. identify the content in a first aid box.

Course Contents

Orientation to the food laboratory and equipment, functions, selection, use, care and storage of large and small equipment, fixtures and appliances. Types of kitchens (traditional, modern, institutional). Planning different types of kitchen and factors to consider when planning, kitchen hygiene. Cleaning agents and abrasives and safety, weight measurement. Various cookery terms, purpose and methods of cooking, heat transfer and their effects on appearance, taste and nutrients. Meal planning terms, reasons for planning meals, factors in planning meals, general principles of meal planning and meal pattern. Food additives types, functions of additives, selection and uses. Work simplification strategies in food preparation. Factors affecting food composition. Effect of heat, cold and spices on food. Food safety (Food hygiene, handling of foods, food borne diseases, food sanitation laws) sanitation and hygiene (personal, kitchen, general cleaning, waste disposal, pests and pest control) in the kitchen. Prevention of food contamination. Food storage and temperature. Types, causes and prevention of kitchen accidents, safety rules and procedure. Content and use of first aid box.

EHO 107: Introduction to Clothing Construction**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of the course, students should be able to:

1. identify and use different sewing tools and equipment;
2. demonstrate the maintenance of different sewing tools and equipment; and
3. construct a garment.



Course Contents

Introduction to use of measuring tools, marking tools, pressing/ironing tools and their accessories. Pressing in clothing construction. Clothing processes and construction techniques. Disposal of fullness such as gathering, shirring, smocking, ruffles, darts, tucks and pleats. Openings, fastening and facings. Cutting and joining crossway, edge finishes, collars, necklines, frills, belts, sleeves, pockets, uses and directions for working. Decorative construction processes. Essentials of garment construction eg lining and interfacing, concept, importance, suitable fabrics for lining such as satin, fine polyester, muslin. Suitable fabrics for interfacing such as canvas, vilene, petersham, ways of fixing lining. Student will produce an album of these processes.

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;



7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content justify the need for education in the development of a nation;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

EHO/NUD 211: Principles of Nutrition

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. describe digestion, absorption and metabolism of food



2. determine energy needs and balance
3. identify malnutrition and deficiency diseases
4. calculate energy needs
5. describe an adequate diet
6. determine nutritional needs of different age groups
7. carry out nutritional assessment
8. determine nutritional status

Course Contents

Digestion, absorption and metabolism of food. Nutrition and their application in the selection of adequate diets. Energy needs and body energy balance. Malnutrition, under-nutrition, over-nutrition and deficiency diseases. Nutrition throughout life cycle. Study of nutritional needs of different age groups – infants, children, adolescence and adult. Adult with special needs such as, vegetarians, pregnant and lactation mothers, elder, invalids and convalescents. Nutritional status assessment. Nutritional assessment (anthropometric Assessment, Biochemical test, clinical, dietary and environmental). Nutrition applications (such as, Epi Info, Nutri survey, WHO Anthro).

EHO 212: Special Methods in Teaching Home Economics (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. discuss the different methods in teaching Home Economics;
2. design a good lesson plan for teaching;
3. improvise local materials for teaching; and
4. develop effective strategies for teaching Home Economics.

Course Contents

Methodology in Home Economics Education (course construction, techniques in unit/lesson planning, implementation and evaluation in the different areas of Home Economics). Lesson plan in the teaching of Home Economics. Improvisation and using local material for teaching. Effective teaching methods. Strategies for teaching (instructional, assessment and management strategies). Creating appropriate learning environments. strategy for classroom management. Strategy for classroom assessment. Practical teaching in the food laboratory, textile laboratory and the child care laboratory. Problems of classroom and laboratory management practices. Digital tools and uses in teaching and practical in Home Economics. Teaching culturally diverse and special needs students.

EHO/HSM 213: Housing Design and Management (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. discuss the concept of house and home;
2. describe the principles of organization of space for individual and family activities;
3. enumerate the importance of work simplification in housing design; and
4. illustrate work simplifications in housing design.

Course Contents

Definition of house and types of houses such as, storey building, bungalow, duplex. Classification of houses such as, traditional and modern. Acquiring a house, such as, renting, mortgage, building, buying. Factors influencing the choice of a house such as, economic, social, psychological, ventilation in the house and design. Guideline for choosing a family

house. Concept of a house and home. Factors affecting the choice of housing design such as, social, religious, culture, climate economic size and type of materials used in housing construction. Principles of organization of space for individual and family activities in personal and rented houses. Work simplifications in housing design. Equipment and furnishing in the home, types, hard and soft furnishing fixture. Element and principles of art and design and their application such as, colours, textures, lines, proportion, rythme. interior decoration. Guidelines for interior decoration, flower arrangements and production of household decorative items. Care of floors, floor coverings such as, carpets, linoleums. Care of home furnishing and ornaments such as, ceramics, metals. Care of surfaces - wood - tile - formica – concrete. Fuels - uses, storage, control, advantages, disadvantages. Simple home maintenance and repairs. Cleaning agents and materials - identification, preparation and use of local and commercial cleaning agents (water, soaps, abrasives, polishes). Cleaning equipment and tools.

EHO 214: Pattern drafting and Clothing Construction (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. draft pattern;
2. use pattern for basic block;
3. present pattern for different clothing styles; and
4. construct a garment.

Course Contents

Paper pattern drafting concepts: simple patterns, commercial pattern (printed and perforated, freehand cutting). Principles involved in taking accurate measurements. Pattern Drafting, adaptation and alteration. Pattern making such as, bodice, skirt, sleeve, short. Basic flat pattern-drafting on front and back bodice, necklines, collar, skirt, sleeve, pants, shirt. Use and importance of basic blocks. Introduction to dart manipulation. Laying and cutting out. Fitting garments. Adaptation of basic pattern to fit body measurements. Adaptation of basic block, simple alteration. Alteration of paper patterns. Development of basic patterns for different age groups. Development of styles through techniques. Unit methods of construction, preparation for cutting and sewing and clothing construction. ICT in clothing construction. Elements of design such as, line, colour, principles of design such as, balance, rhythm. Application of principles and elements of design in clothing construction and selection. Identification of figure type styles for different figure types. Construction of personal apparel.

EHO/HSM 215: Home Administration (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. describe scope and principles of home administration;
2. implement and evaluate of both human and material resources in the home to meet family needs; and
3. identify work simplification techniques.

Course Contents

Meaning scope and principles of home administration. Human and material resources in the home. Managing resources in the home. Motivation for home administration planning, organization, implementing and evaluation of both human and material resources in the home to meet family needs. Management of time, energy, work simplification. Life roles and dealing with stress. Decision making process. Problem solving steps, problem solving tools and



problem-solving styles. Economic security (income and wealth pattern for the family. Communication patterns in the family. Management of family crisis.

EHO/NUD 216: Community Health

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. list common health problems in Nigerian communities;
2. identify communicable diseases, prevention and control;
3. identify disease prevented by immunization; and
4. fix a first aid box for emergency care.

Course Contents

Concept of health. Factors leading to good health of the family. Common health problems in Nigerian communities. Communicable diseases. Prevention and control of harmful traditional practices. The first aid box, first aid practices in providing emergency care for environmental illnesses and injuries. Maternal and child care and community health services. Diseases that can be prevented by immunization. Governmental and voluntary agencies' efforts in solving health problems. Accidents in and outside the home. Family adjustments to health crisis. Stress and strain in modern community, community vices (drug and alcohol abuse) and health.

EHO 217: Clothing Selection and Maintenance

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. select clothing to meet family needs and size;
2. launder textile products according to fibres;
3. select laundering equipment and cleaning agent; and
4. repair and maintain household clothing articles.

Course Contents

Principles involved in clothing selection (family size and clothing needs). Consumer education related to clothing and textiles. Laundering textile products and clothing according to the type and properties of original fibres. Home dry cleaning, appropriate laundry equipment and cleaning aids in relation to product processes and handling. Laundry agents (water, detergents, fabric rinses, stiffening agents, bleaches). Commercial dry-cleaning and stain removal. Repair and maintenance of household clothing articles. Laundry equipment and tools. Laundry work, management of the family wash. Laundry stains and stain removal. General care of clothing items. Simple garment repairs and storage. Care of special garments. Modern care labelling. Wardrobes and wardrobe use.

EHO 218: Food preparation and Management

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. prepare food from different food groups;
2. plan family meal for different age groups;
3. prepare and serve local beverages and drinks;
4. apply aesthetic in serving food for families and for special occasion; and
5. manage and use leftover foods.



Course Contents

Introduction to the preparation of different food groups (flour mixture pastry and biscuits, cakes, breads. Types of flour, ingredients in flour, uses of flour (flour, fat, sugar, eggs). Types of raising agents, i.e., steam, carbon dioxide and air. Sources of raising (boiling liquid, steam, baking powder, carbon dioxide whisking, air). Types of batters, uses of batters, dishes using batter such as, biscuits, Classification of mixtures (rubbed in, creamed, whisked, melted, sponge mixtures). Pastries; types of pastries (short crust, suet, flaky). Principles underlying pastry making, pastry dishes such as, turn over; jam tartlets, cornish pasties. Yeast mixtures; ways of preparing yeast mixture, important points in preparing yeast mixture, yeast dishes (bread loaves, bread rolls, doughnut). Meat and poultry, milk and milk products, egg and sea food. Fruits and vegetables. Cereals and cereal products. Beverages and drinks. Practical on effect of heat application on texture, taste and appearance of food. Meal preparation, family meal for special groups (pregnant, lactating, children) snacks (sandwiches, chin-chin), Réchauffé (leftover food). Convenience foods, types, selection and use, advantages and disadvantages of using convenience foods, preparation of dishes using convenience foods. Preparation and serving of various dishes for special occasion and the art of entertainment.

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcome

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis



ENT 312: Venture Creation**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I**(3 Units C: PH 135)****Learning Outcomes**

At the end of the course, the students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice.



Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each.
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences.
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in data analysis. Reporting educational research.

EHO 311: Advanced Textile and Fashion Design (2 Units C LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. summarise theories, methods and practices of textiles design;
2. identify traditional and contemporary textiles;
3. identify methods of design application and print using African traditional motifs;
4. make household furnishing employing crochet, knitting and applique techniques;
5. enumerate traditional marketing concept;
6. identify the communications strategies in the fashion industry; and
7. make various fashion accessories.

Course Contents

Theories, methods and practices of textiles design (structural textile designs). History of textiles, their materials and techniques. Principles of design, balance, proportion, emphasis and harmony as they explore enhancements specific to body types. Impact of style, fashion, trends, and fads on the fashion industry. Fashion sense and its application and principles to



wardrobes and personal appearance. Influences of colour, fabrics, figures and personal taste. Fashion accessories and how to design and make various fashion accessories. The role and importance of fashion marketing and communications in the fashion industry. Fashion marketing analysis; identification of fashion target markets; marketing concepts (marketing mix, product life cycle, brand positioning, break-even points. Traditional marketing concepts such as brand, logo, image, product concept, marketing mix, target group, price fixing, communications, events, crisis management. Traditional and contemporary textiles. Methods of design application and printing with special emphasis on African traditional motifs. Batik and tie and dye fabrics; the image-making process, solving various color and design problems through the manipulation of the resists and dyes bath sequences. Making household furnishing. Crochet, knitting and applique techniques. Self – reliance through skill acquisition use batik and tie and dye fabrics to make articles for the home.

EHO 312/HSM: Food Service System and Administration (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. identify types of food service operations;
2. describe the menu planning process;
3. develop recipes;
4. understand the role and functions of managers in food service system; and
5. identify type of hospitality services.

Course Contents

History and types of food service operations. The hospitality industry, hospitality services and types of hospitality services. Menu planning process, types of menus used in foodservice operations. Recipe standardization, costing and food safety procedure. Roles and functions of managers, waiters, front office staff and others. Role of ICT in food service systems. Hotel classification, various departments in the hotel and duties of each department. Travel and tourism, lodging, food services, meetings, leisure, recreation. Basic issues on how to take orders for food and drinks. Descriptive language in food and drink order. Waiter's check, sales control and receipt. Preparation methods, cooking methods, accompaniment. Food portion control, purchasing, receiving, storage, and inventory control in a foodservice operation, Foodservice equipment and their uses. Quantity food production and service. Such as, food for sale in restaurants, hotels. Meals services. Types of parties, points to consider when selecting types of parties, factors that contribute to the success of parties. Table setting, styles of tables services and table laying cover, setting tables and tray for different meal and occasion. Table appointments, table manners and hostessing. Classification of beverages, (non-alcoholic beverages, coffee and tea, cocoa drink, milk and egg drinks, fruit juices and fruit drinks, alcoholic drinks. Principles underlining preparation of beverage. Types of icing such as, butter icing, royal icing, uses of icing, preparation of icing, using royal icing and butter icing.

EHO 313: Entrepreneurship in Home Economics

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. develop skills in writing business communication;
2. develop initial sales, profit, competitive landscape for potential viable business idea;
3. strategies that improve performance of new business ventures;
4. determine the successes, opportunities and risks of entrepreneurship; and



5. develop personal growth plans to address weaknesses in small businesses.

Course Contents

Introduction to entrepreneurship. Key aspects of entrepreneurship (individual traits, skills, and attributes that make entrepreneurs. Risks of entrepreneurship. Different stages of the entrepreneurial process, including business model innovation, monetization. Small business management as well as strategies that improve performance of new business ventures. Definition of business, discovering business opportunities. Generating business ideas, locating business ideas, expanding the ideas, validating the opportunity. Feasibility analysis, customer identification, environmental scan, competitive assessment, profitability successes, opportunities and risk. Acquiring funding for a business venture. Financial health of a business. Entrepreneurship in Home Economics (catering, fashion, child care).

EHO/NUD 314: Community Nutrition

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. state the concept of community nutrition;
2. explain socio cultural aspect of food;
3. conduct nutrition education activity; and
4. enumerate the role of kitchen, gardens, poultry, fisheries in improving the community nutrition.

Course Contents

Concept of community nutrition. Assessment of contemporary food culture in the community (food choices, food habit, food taboos and food security). Factors affecting food choices and food security. Determinants of health outcomes. The role of nutrition in health promotion and perspectives for resolving community nutrition problems. Theoretical foundations of nutrition education and communication. Conducting effective community nutrition programs (such as, role of kitchen, gardens, poultry, fisheries in improving the community nutrition). Legislative issues and management of community programs. Food and Nutrition policy. Efforts by individuals, charity organizations, international bodies such as Food and Agricultural organization (FAO) and various National and State governments at solving nutritional problems.

EHO 315: Advanced Clothing Design and Construction

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. experiment with diverse fabrics;
2. construct wears for men, ladies and children;
3. demonstrate and apply colours in garment construction; and
4. determine the role of the fashion Illustrator.

Course Contents

Experimentation with diverse fabrics. Principles of constructing men's wear. Advanced tailoring techniques applied in the construction of men, ladies and children wears such as, interfacing, lining, bound, button holes. The colour wheel, colour combinations, knowledge and practical skills in producing articles in these areas. Concept of fashion illustration, fashion design and costume designing. Terminologies in fashion illustration. Aspects of fashion illustration, role



of illustration in the fashion industry / work of the fashion illustrator. Basic shapes or silhouettes used in clothing common figures. Elements of design, principles of design figure types, basics of drawing, sketching, tools and equipment used in fashion illustration. Production and merchandising of textiles, apparel and accessories.

EHO 316/HSM: Pregnancy and Child Development

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. list the signs of pregnancy;
2. carry out post-natal care of mother and baby;
3. determine psychological needs of mother and baby;
4. chart growth of child; and
5. enumerate post-natal care of mother and baby.

Course Contents

Pregnancy; signs of pregnancy and birth related complications. Pre-natal care, preparation for delivery, types of delivery, labour process. Post-natal care of mother and baby. Physical and psychological needs of mother and baby such as, feeding (breastfeeding, complementary feeding,). Sleep, bathing, love, clothing, play, acceptance. Early childhood diseases and causes. Growth monitoring and promotion, oral rehydration, dietary supplements and immunization. Reproductive health. Definition and aims of sex education. Sexually transmitted diseases. Congenital abnormalities and family planning. Parenting, gender actualization, gender identity and roles.

EHO 317: Industrial Work Experience

(2 Units C: PH 90)

Learning Outcomes

At the end of the course, students should be able to:

1. experience workplace organisation;
2. build work place relationship and communication;
3. practice work place work simplification techniques; and
4. highlight and experience management process.

Course Contents

Students should go for industrial attachment to any hotel or food industries, garment manufacturing industry or schools, child care centres, hospitality and tourism organization. They should be involved in the analysis of vocational education programme. Work place relationship. Experience in work life balance. Programme planning and implementation. Orientation in community-based education. Organization of co- operative education programmes on – the – jobs experience.

EHO 318: Family Living

(2 Units C LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. identify stressors, social and psychological trauma of modern living;
2. explain the common aspect of family, relationship;
3. describe the changing role of women;
4. identify warning signs and symptoms, facts and myths, slang terms, current trends and prevention techniques;



5. identify the influence of use and misuse of and dependency on tobacco, alcohol, drugs, and other chemicals on students' life and learning;
6. describe basic prevention strategies, and incorporate these concepts into their teaching; and
7. communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

Course Contents

Family relationships. Family and communication, types, purposes, roles, function and structures. Roles and responsibilities of family members (such as, mother, father, children, working mothers, single parent. Relational economics and family life cycle (beginning, expanding, contracting and empty nest). Features of the African family, rule of descent, patrilineal, matrilineal. Parenting styles and responsibilities. Resolving family conflicts. Theories of mate selection, choosing a life partner. Factors to consider when choosing a partner such as, blood group, genotype, HIV status. Preparation for marriage; readiness, where to live, maturity, finances. Introduction to each other's family. Marriage ceremony in different locality. Common aspects of families and relationships, including love, dating, cohabitation. Courtship and marriage (types of marriage), boy/girl relationship. Childbearing, changing role of women, and conflict management. Domestic violence; -peer pressure, stressors, social and psychological trauma of modern living. Crises flash points such as mental health (depression, anxiety), divorce, parent-child conflict, alcohol and drug abuse. Scientific, socio-cultural, and attitudinal aspects of alcohol and other drug abuse problems. Nature of adolescent substance abuse problems, their prevalence, and how they develop. Identifying resources related to incidence and prevalence of substance use and abuse. Prevention issues and interventions, including an emphasis on high-risk populations.

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.



EDU 401: Teaching Practice II**(3 Units C: PH 135)****Learning Outcomes**

At the end of the course, the students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

EHO 401: Basic Designs and Allied Craft**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of the course, students should be able to:

1. explain element of design, colours, lines, form, style, pattern, texture in clothing and housing;
2. utilize decorative accessories;
3. determine the use floor covering; and
4. utilize the elements of design in the production of at least two crafts.

Course Contents

Element of design, colours, lines, form, style, pattern, texture. Utilizing the elements in clothing and housing. Home furniture, landscaping, flower arrangement. Decorative accessories. Paintings, curtains and blinds. Floor coverings and uses and factors influencing production and selection. Indigenous handicrafts and assorted crafts. Wall hangings and paper craft. Merchandizing in marketing of goods and products. Students would be required to utilize the elements of design in the production of at least two crafts.

EHO 402: Seminar in Home Economics**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. enumerate some of the major issues currently facing Nigeria education;
2. identify instructional problems of home economics teachers;
3. carry out independent study on contemporary issues; and
4. oral presentation on issues.

Course Contents

Identification and study of some of the major issues currently facing Nigeria education and its authorities regarding the role and nature of home economics education in the nation's school system. Managerial and instructional problems of Home Economics teachers. Students'



problems in choosing careers in the home economics occupation. Student would be expected to carry out independent study and do oral presentation of such study.

EHO/HSM 403: Consumer Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain principle of consumer consumption of goods and services;
2. examine population issue in demand and supply;
3. compare commercial and homemade foods;
4. describe role of government in consumer education; and
5. enumerate the consumers right.

Course Contents

Overview of consumer education issues in consumption of goods and services. The consumer and the market, market surveying and shopping opportunities. Comparative buying quality, grades and costs. Consumer and food market. Rural population and market economics. Advertisement and the consumer, the role of mass media. Population issues in demand and supply (quality and quantity). Getting the best for your money. Consumption practice, purchasing practices, procedures for market survey, Wise purchasing practices and prevention of wastage in the home. Comparison between commercial and home-made foods in relation to cost, time and nutritional value. Consumer issues relation to various areas of Home Economics. Role of government agencies in consumer education and protection. Rights and responsibilities of a consumer. Consumer information, consumer Legislation and agencies and consumer agents.

EHO/FST 404: Food Preservation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. describe food preservation and its methods;
2. identify food micro-organism, types and control; and
3. produce products through the process of preservation.

Course Contents

General principles of food microbiology. Food microbiology and types of micro-organisms. Foodborne microorganisms of public health significance (bacteria, yeasts, fungi, protozoa and viruses, and food spoilage microorganisms). The microbiology of food preservation and food commodities. Principles and methods for the microbiological examination of foods, micro biological quality control. Principles of sanitation, heat treatment, irradiation, modified atmosphere, antimicrobial preservative and combination of method to control microbial growth. Food poisoning. Fermentation (fermented and microbial foods). Introduction to food preservation and food preservation methods. Maintaining or creating nutritional value, texture and flavour in food preservation. Microorganisms in food fermentation product and describe their roles Production of marmalade, yoghurt.

EHO 405: Interior Decoration

(2 Units C LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. describe social and economic implications of housing;
2. make various articles of soft colour fabrics;
3. plan and use colours, light, curtain fixtures and others in interior decoration; and



4. explain financial and legal aspects of choice of home and environment.

Course Contents

Social and economic implications of housing, various rooms and their functions, financial and legal aspects of choice of home and environment. Organisation of spaces, landscaping the outdoors maintenance and remodelling. Basic concepts and practical instructions of making various articles of soft colour fabrics (choice and purchase) work. Making certain articles of soft furnishing (throw pillows, wall hangings). Elements of design, colour and lighting. Basic process of matching and joining pattern. Treatment of windows, walls, and ceiling. Curtain fixtures and fittings, cushions, bed covers, lampshades. Furniture's and furniture arrangement/placements. Floor covering and carpeting. Commercial interior decoration (weddings, conference, birthdays).

EHO/NUD 406: Nutrition in Health and Disease

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. identify nutritional disorders, their causes, treatment and prevention;
2. enumerate role of diet in diet therapy of common pathological conditions;
3. describe the prevention and diet treatment for nutrition disorders;
4. identify and manage of eating disorders; and
5. describe role of dieticians in nutritional care.

Course Contents

Definition and disorders of malnutrition (protein calorie malnutrition, severe acute malnutrition obesity). Micronutrient deficiency (nutritional anaemia, beriberi, rickets and osteoporosis and xerophthalmia). Management of disorders of malnutrition. Causes of nutritional problems, and prevention of nutritional problems. Inborn errors of metabolism, metabolic diseases and allergies. Eating disorders; (anorexia nervosa, bulimia, bingeing) description, prevention and dietary treatment and management. Causes (socially, biochemically and physiologically) of nutritional disorders. Role of diet and diet therapy of common pathological conditions. The dieticians and their role in nutritional care. Nutrition procedure in emergency.

EHO/HSM 407: Resource Management

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. highlight the concept of family resources management;
2. develop and manage family resources;
3. prepare family budget;
4. decide on purchasing, inventory and price of product;
5. identify economic resources of individuals and families;
6. discover how to access credit, mortgages, pensions and wills; and
7. prepare a family budget for various stages of the family.

Course Contents

Concept of family resources management. Types of resources: (human, natural, environmental). Key management skills, developing and management of family resources. A study of the economic resources of individuals and families. Income, wealth, employee benefits, credit, mortgages, pensions and wills. Issues related to financial security, income assistance and budgeting. Savings and safe investment, budgeting, financial management



(consumption and expenditure). Spending decisions of a family at the various stages of the family. Basic concepts underlying the management of money and assets. Financial Literacy. Planning and implementing financial decisions.

Minimum Academic Standards

Laboratory and Equipment requirements

Child development laboratory

1. A furnished room for day care
2. Baby dolls
3. Baby cot
4. Learning toys
5. Games materials
6. Musicals
7. Television
8. Mattresses

Food and Nutrition laboratory

1. Kitchen and cooking utensils
2. Serving utensils
3. Eating utensils
4. Work tops and cabinets
5. Napkins and napkins holders
6. Water reservoir

Textiles and Clothing laboratory

1. Sewing machines
2. Pressing iron and ironing board
3. Mannequins
4. Sewing tools
5. Cutting tables
6. Shelves and racks
7. Standing mirror
8. Hangers
9. Knitting machine and accessories
10. Computer and software

Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. All academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.



Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Library

1. Physical Library with current basic text books, reference books, journals periodicals and other relevant textual and non-textual materials
2. Virtual Library with current electronic textbooks, journals and periodicals databases and other electronic/digital library and information resources. A well network digital library should serve the entire university community. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources.
3. Computers, tables and cabinets

Physical Facilities

Space

Classroom, laboratories, workshops, and offices

The NUC recommends the following physical space requirement:

| | | m ² |
|-------------------------------------|---|----------------|
| Professor's Office | - | 18.50 |
| Head of Department's Office | - | 18.50 |
| Tutorial Teaching Staff's Office | - | 13.50 |
| Other Teaching Staff Space | - | 7.00 |
| Technical Staff Space | - | 7.00 |
| Secretarial Space | - | 7.00 |
| Science Staff Research Laboratory | - | 16.50 |
| Education Staff Research Laboratory | - | 14.50 |
| Seminar Space/per student | - | 1.85 |
| Drawing Office Space (Per Student) | - | 4.60 |
| Laboratory Space | - | 7.50 |



B. Sc. Ed. Human Kinetics/Physical Education

Overview

The Bachelor of Education in Physical/Human kinetics education degree has evolved in an exciting new way to take account of critical developments in the physical/human kinetics education and sport industry. The industry currently recognizes the growing importance of health and wellbeing in promoting the physical, mental, and socio-economic development of the global population. This Physical/Human kinetics education degree programme will allow students to acquire a high level 21st Century academic and practical knowledge skills of physical education and sport in all ramification and appreciate the content issues and operational contexts. Every critical component of this programme gives the students the focus needed to be at their best in the classroom as teachers of Physical /human kinetics education and practitioners in the sport industry after graduation.

Philosophy

The philosophy of physical/human kinetics education and sport programme is for the students to be engaged in the pursuit of quality academic and highly viable enterprise programme content that can develop a critical and practical understanding of physical education and sport and work towards a career in teaching and practice sport in an immersive, inspiring environment in Nigeria and beyond.

Objectives

Physical/Human kinetics education programme is specifically designed to:

1. develop intellectual skills and knowledge, understanding and application of the academic disciplines that promote the teaching and practice of physical education and sport in schools;
2. develop the creative and innovative skills in students for problem-solving in sport Industry;
3. evaluate the needs of programme users from different population taking cognizance of their age, ability and levels of physical attainment in sport, physical activity, health and wellbeing;
4. provide students with skills and competencies needed to function effectively as coaches in schools, colleges and sport organisations; and
5. sufficiently develop graduates for effective employment or as entrepreneur in sport products and fitness industry, public relation, marketing, advertising and journalism in sport.

Unique Features of the programme

1. development of pragmatic skills for effective teaching of physical education and sports in schools;
2. production of graduates in business of sport product and services;
3. development of basic core cognitive skills and attributes in specialised areas of relevance to sport as options;
4. development of monitoring and evaluation mechanisms essential for performance enhancement in the components of physical /human kinetics education and sports; and
5. development of career in Fitness Instruction, Personal training and Fitness Management.



Employability Skills

1. innovative skills for effective teaching of pragmatic physical education and sports in schools;
2. effectively manage human performance laboratory for research and health/ wellness centre;
3. engage in the promotion of activities in sport products, public relations, marketing, advertising and journalism in sports;
4. practice as coaches and officials in different sport codes; and
5. engage as sport performance analysts.

21st Century Skills

Skills-Based Human kinetics education and sport programme

1. collaboration;
2. communication and advocacy;
3. autonomy;
4. critical thinking;
5. cultural awareness;
6. creativity and innovation; and
7. digital literacy

Admission and Graduation Requirements

Admission Requirement

4 Year Programme

In addition to appropriate UMTE score, five Senior Secondary Certificate (SSC)(or its equivalent) credit passes including Mathematics, English Language, Biology or Physical Education and at least one Science subject at not more than two sittings is eligible for admission.

Direct Entry

Five SSC-credit passes including English language, Mathematics, any relevant subject and two of which must be at the advanced level in any of the following:

1. NCE in Physical and health education;
2. GCE A/levels, (IJMB) Diploma in Physical education;
3. Coaching and Sport science related discipline;
4. Registered Nursing Certificate;
5. Diploma in Public Health; and
6. Health-related areas are admitted into the programme through direct entry mode.

Graduation Requirements

In addition to the general requirements for graduation at the University, students of Human Kinetics/Physical Education must offer and pass courses of at least 120 credit units for the four-year programme. They must also complete and receive a pass grade in teaching practice, and a research project report on a topic approved by the department.



Global Course Structure

100-Level Courses

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|----|
| GST111 | Communication in English | 2 | C | 15 | 45 |
| GST112 | Nigerian Peoples and Culture | 2 | C | 30 | |
| EDU102 | Introduction to Teaching and Education Foundation | 2 | C | 30 | |
| PED/HKE 101 | Foundations of Physical Education, Exercise and Sport Development | 2 | C | 30 | |
| PED/HKE 102 | Skill development and Techniques of (Track and Field Events) | 2 | C | 15 | 45 |
| PED /HKE103 | Fundamentals of Human Anatomy and Physiology | 2 | C | 15 | 45 |
| PED/HKE 104 | Skill development and Techniques in Gymnastics | 2 | C | 15 | 45 |
| PED/HKE 105 | Introduction to Psychology and Sociology of Sport and Exercise | 2 | C | 30 | |
| PED /HKE106 | Inclusive Physical Education and Sport | 2 | C | 15 | 45 |
| | 2 Compulsory courses as teaching subjects of choices as approved by the departmental boards. | 4 | C | 60 | |
| Total | | 22 | | | |

200-Level Courses

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | |
| EDU 201 | Curriculum and Teaching Methods/Strategies | 2 | C | 30 | |
| PED/HKE 201 | Skill development and Techniques in Swimming | 2 | C | 15 | 45 |
| PED/HKE 202 | Introduction to Biomechanics and Kinesiology | 2 | C | 15 | 45 |
| PED/HKE 203 | Organisation and Administration and facility construction in Sport | 2 | C | 30 | |
| PED/HKE 204 | First Aids and Accident Prevention in Sports | 2 | C | 15 | 45 |
| | 3 Compulsory courses as teaching subjects of choices as approved by the departmental boards | 6 | C | 90 | |
| Total | | 20 | | | |



300-Level Courses

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU301 | Teaching Practice I | 3 | C | | 135 |
| EDU302 | Research Methods, Measurement and Statistics | 3 | C | 45 | |
| PED/HKE 301 | Skill development and Techniques in Selected Ball Games | 2 | C | 15 | 45 |
| PED/HKE 302 | Nutrition in Sport and Exercise | 2 | C | 30 | |
| PED/HKE303 | Business of Sport Management and Communication, Community Recreation, Leisure and Tourism. | 2 | C | 30 | |
| PED/HKE304 | Skill development and Techniques in Selected Racquet and Stick Games | 2 | C | 15 | 45 |
| PED/ HKE305 | Research Methods and Statistics in Sports Exercise and Physical Activity. | 2 | C | 30 | |
| | 3 Compulsory courses as teaching subjects of choices as approved by the departmental boards. | 6 | C | 90 | |
| Total | | 26 | | | |

400-Level Courses

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|-----------|--------|----|-----|
| EDU 400 | Project | 3 | C | | 135 |
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| PED/HKE 401 | Alcohol and Drugs and Doping in Sports | 2 | C | 30 | |
| PED/HKE 402 | Physical activity, wellness exercise physiology and physical conditioning. | 2 | C | 15 | 45 |
| PED/HKE 403 | Psychology of Coaching and Mental Skill Training. | 2 | C | 15 | 45 |
| PED/HKE 404 | Test, Monitoring and Evaluation in Sport and Physical Education. | 2 | C | 15 | 45 |
| | 2 Compulsory courses as teaching subjects of choices as approved by the departmental boards. | 4 | C | 60 | |
| Total | | 18 | | | |
| Grand Total | | 86 | | | |

Course Contents and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;



3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigeria People and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation,



moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession, ethics of the teaching profession. Pedagogical content knowledge, intellectual and practical competencies required by the teacher. Link between education and development. Educational development and institutions, from ancient times to the present with particular reference to the evolution of modern education in Nigeria. Brief treatment of learning from the behaviourist, cognitive and sociocultural perspectives, child and adolescent development, learner characteristics, intelligence, creativity, motivation. Values in education, major tenets of Idealism, Realism, Neo-Thomism, Experimentalism and Existentialism and their applications in education. Sociological approaches to learning, social context and social structure and their roles in education.

PED/HKE 101: Foundations of Physical Education, Exercise and Sport Development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. describe the nature, structure, and scope of physical education, exercise and sport;
2. identify the foundations, careers and professional considerations and opportunities therein; and
3. explain the goals, principles and objectives of physical education, sport and exercise.

Course Contents

Definitions and scope of physical education, sport and exercise. Structure and principles, goals and objectives. Philosophy of health and physical activity in our society. Historical foundations, motor behavior and biomechanical foundations. Exercise physiology and fitness, sociological foundations, sport and exercise psychology. Physical education and pedagogy, career and professional development, teaching and coaching careers as they contributes to sports development.



PED/HKE 102: Skill development and Techniques (Track and Field Events) **(2 Units C: LH 15; PH 45)**

Learning Outcomes

At the end of the course, the students should be able to:

1. effectively analyze and demonstrate the skills and techniques for the execution of the sprint in track athletics;
2. demonstrate the skills and techniques for the execution of the middle and long distance events in track athletics;
3. apply the rules and regulations in the officiating of the events;
4. be familiar with the dimension of a standard track;
5. demonstrate the skills and techniques in long jump, high jump and triple jump;
6. demonstrate the skills and techniques in javelin throw, shot put throw and discuss throw;
7. explain the rules and regulations of for each of the athletic field events; and
8. use the facilities and implements for participation.

Course Contents

Dimension of a standard athletics track. Basic skills in track events athletics (Sprints,100m, 200m, 400m), (Middle,800m,1500m), (Long distance 3000m,5000m and 10,000races) and (Relay 4x100 and 4x400). Components of athletics, nature of athletics, strategies and conditions of athletic skills learning. Endurance, pacing, speed and recovery skills. Rules and regulations. Implements used in different aspects of athletics track events. Basic skills in athletics field events long-jump.

The approach-stance, fast-off-the-board drill, In-the-air mechanics, PALO (postural awareness limbering option). Short approach jumps, elongation, one-step pop-up drill, determining proper starting point and hang and hitch-style pop-up. Triple jump- approach run, hop, step, jump and landing phase), and (High Jumps-the approach phase, the plant and take-off phase, and the flight phase). Throws (Javelin- start, carry, withdrawal, transition, pre-delivery stride, delivery and recovery). Shot Put- preliminary, glide, power, and release combined with follow through. Discuss-preparation phase or starting position and turning entry, entry or rotation, flight phase or aerial phase, transition phase and Release phase or final phase. Components of and nature of these field events, strategies and skill practice. The rules and regulations. Implements used in different aspects of athletics field events.

PED/HKE 103: Fundamentals of Human Anatomy and Physiology **(2 Units C: LH 15; PH 45)**

Learning Outcomes

At the end of the course, the students should be able to:

1. identify the characteristics of the anatomy and physiology systems to sport performance and health related activities of human;
2. describe the anatomical structure of human in relation to sport performance and health related activities;
3. identify the various components of the anatomy and physiology systems in relation to sport performance and health related activities of human; and
4. explain the functions of the physiology systems to sport performance and health related activities of human.



Course Contents

Structure and functions of the human body. Circulatory system: Blood and lymphatic systems. Blood type. Cardiovascular system. Anatomy of heart and cardiac conduction system. Cardiac cycle, blood vessels, blood pressure, exercise and the heart. Cardio-Pulmonary-resuscitation and heart attacks. Nervous systems. Overview of central nervous system, peripheral nervous system, and autonomic nervous systems. Nervous tissue and organs and neural reflexes. Neural transmission concussion, brain injury, nerve regeneration. Bones and joints of the axial and appendicular skeleton, bone formation, bone injury and fractures. Joint replacements and reconstructions. Cells, tissues and organs of the following systems: endocrine, respiratory, digestive, urinary, reproductive system. The emphasis of the concept of both anatomy and physiology in this course is the relevance in sport, exercise and physical fitness.

PED/HKE 104: Skill development and Techniques in Gymnastics (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. demonstrate activities such as hand balance, head stand, hand stand, vaults, and uneven bars;
2. demonstrate the balance beam and floor exercise events, pommel horse, still rings, parallel and high bars;
3. demonstrates the forward and backward roll, cartwheel, crab walk, and spring exercises;
4. explain the rules and regulations of gymnastics; and
5. use the facilities and equipment for participation.

Course Contents

Performance of skills in gymnastics activities such as hand balance, head stand, hand stand, vaults, uneven bars, balance beam and floor exercise events. Pommel horse, still rings, parallel and high bar. Forward and backward roll, cartwheel, crab walk, and spring exercises. The theoretical and practical skills and techniques of gymnastics. The rules and regulations of gymnastics. The facilities and equipment for participation.

PED/HKE 105: Introduction to Psychology and Sociology of Sport and Exercise (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the concept of sport and exercise psychology;
2. describe the behavioral responses and adaptations to sport and exercise;
3. explain the various theories used to describe behavior in sport and exercise psychology;
4. discuss factors causing stress and anxiety in sport skill learning and performance;
5. demonstrate the knowledge of group and individual behaviour in sport and exercise environment;
6. define the concept of sociology;
7. describe the basic sociological theories;
8. explain the concept of sociology of sports and goals of sociology of sport;
9. describe the social values and sports, socialization agents in sport;
10. explain the common social problems in sports, drugs use and violence in sports;
11. demonstrate the knowledge of stratification and social mobility, sports, race and ethnicity; and
12. analyze sports and gender, the future of sports and leisure participation in the society.



Course Contents

Concept of sport and exercise psychology. Behavioral responses and adaptations to sport and exercise. (Personality-psychological core, typical responses and role-related). Theories (Trait, situational and interactional approach, psycho-dynamic, social learning). Performance and exercise adherence to promote health, motivation (intrinsic and extrinsic), self-confidence, achievement-motivation. Arousal-theories drive, inverted-U hypothesis, the catastrophe theory, individual zone of optimal functioning). Stress and causes of stress and anxiety learning and performance process, feedback techniques, attention and concentration, aggression and violence in sport. Social facilitation, cohesion and factors affecting cohesion and audience effects. Definition of sociology, application of basic sociological theories (functionalist theory, conflict theory, interactionist theory and feminist theory) concept of sociology of sports, goals of sociology of sport, social values and sports, socialization agents and sport. Social problems and sports, drugs use and violence in sports. Stratification and social mobility, sports, race and ethnicity. Sports and Gender, Future of Sports and Leisure participation.

PED/HKE 106: Inclusive Physical Education and Sport (2 Units C: LH15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the nature and principles of adapted physical education and sport;
2. describe the sport, games and exercise activities common with people with disabilities in visual, auditory, orthopedic and cerebral palsy;
3. explain the goals of adapted physical education and sport;
4. use the types of equipment and facilities in adapted physical education, sports and games;
5. demonstrate the knowledge of safety precautions in adapted physical, sport and games;
6. explain the various rules and regulations;
7. describe the causal factors of disabilities and the psychological and sociological impacts; and
8. develop appropriate skills to provide instructions and services for individual and group adaptive exercise, games and sports programming in two or more components of fitness for people with disabilities.

Course Contents

Sport, games and exercise activities adapted to disabilities in visual, auditory, orthopedic and cerebral palsy. Goals of adapted physical education and sport. Cardiorespiratory conditioning, muscular strength and endurance, flexibility, and body composition in adapted sport and games. Individual and group exercise programming utilizing two or more components of fitness muscular strength and endurance, cardiovascular fitness, flexibility, body composition for games and sport activities. Types of equipment and facilities in adapted sports and games. Safety precautions, rules and regulations. Causal factors of disabilities and the psychological and sociological impacts.

GST 212: Philosophy, Logic And Human Existence (2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;



2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of



inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum and Teaching Methods/Strategies (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

The curriculum. Selection of learning objectives. Outcomes and learning experiences. Organization and delivery of learning experiences. General teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, conceptual change, culturo-techno-contextual approach (CTCA) argumentation, project-based learning, competency-based learning, thinking-based learning, and hybrid teaching. The lesson plan/note. Assessment of learning. Resources for teaching. Improvisation. General classroom management.

PED/HKE 201: Skill development and Techniques in Swimming (2 Units C: LH 15; PH45)

Learning Outcomes

At the end of the course, the students should be able to:

1. demonstrate the swimming and water safety skills;
2. exhibit the water confidence in the swimming pool;
3. apply proficiency in water entry and exit;
4. demonstrate proficiency in free style, butterfly, breast and back strokes;
5. explain the rules and regulation for each swimming strokes;
6. describe the dimension of a standard swimming pool;
7. demonstrate personal safety and rescue skills in swimming; and
8. use the facilities and equipment for participation.

Course Contents

Development of swimming and water safety skills. Introduction to stroke refinement and build up toward skill proficiency in free style, butterfly, breast and back strokes. Water entry and exit, stride jump, springboard diving, and long shallow dive. Personal safety and rescue, including surface diving, spinal injury in-line stabilization techniques, springboard diving safety, throwing rescues, conditioning, and alternate kicks for treading water. Rules



and regulation for all swimming strokes. Equipment and facilities in the swimming pool and the dimension of a standard swimming pool.

PED/HKE 202: Introduction to Biomechanics and Kinesiology (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the basic concepts of the kinematics, dynamics of human motion and the architectural features and mechanical properties;
2. describe the tissue and function in the context of normal and pathological movement;
3. explain the motion of a rigid body, measurement and processing of kinematic data;
4. describe the body anthropometry, forces and moments, work, energy, and power;
5. explain the biomechanical adaptations to training, knee osteoarthritis;
6. demonstrate the knowledge of tissue biomechanics, orthopedic and biomechanics of gait across the lifespan;
7. describe the factors, and principles involved in human development;
8. explain the effects of physical activity on health and performance;
9. state the evolution of physical activity and sport;
10. list and analyze the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport; and
11. demonstrate a good knowledge of fitness technology, rhythm and dance aquatics, human movement based on anatomical and mechanical principles.

Course Contents

Basic concepts of the kinematics. Dynamics of human motion and the architectural features and mechanical properties of musculoskeletal tissue. Tissue function in the context of normal and pathological movement. Motion of a rigid body, measurement and processing of kinematic data, body anthropometry, forces and moments, work, energy, and power. Tissue biomechanics, orthopedic biomechanics, biomechanics of gait across the lifespan, biomechanical adaptations to training, knee osteoarthritis. Human movement and of systems, factors, and principles involved in human development, effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. Fitness technology, rhythm and dance aquatics individual and dual activities human movement based on anatomical and mechanical principles. Emphasis on application of these principles to fundamental movement and physical education activity. Human performance and motor development.

PED/HKE 203: Organisation and Administration of Sport (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the foundations and principles on which sport organization and administration operates;
2. describe the management and organizational theories;
3. explain the structure of the sport industry, and basic fundamental knowledge and skills necessary for the successful sport administrators;
4. describe the management and marketing principles, finance management, leadership, amateur and professional sport industry;



5. demonstrate a good knowledge of international sport, organizational culture, human resource management, and human facility and event management; and
6. explain the concept of sport broadcasting and career preparation in sport management.

Course Contents

Foundations and principles on which sport organization and administration operates. Management and organizational theories. Systems theory. Principles of administrative management. Bureaucratic management, scientific management, theories X and Y, human relations theory, classical management and contingency management. Overview of the structure of the sport industry, and basic fundamental knowledge and skills necessary for the successful sport administrators. Management and marketing principles, finance management, leadership, amateur and professional sport industry, international sport, organizational culture, human resource management, and human facility and event management, sport broadcasting, and career preparation.

PED/HKE 204: First Aids and Accident Prevention in Sports (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the theory and principles of first aids and accident prevention;
2. describe the soft tissue injury;
3. explain the transverse fracture compound fracture, oblique, fracture, spiral fracture, comminute fracture and impact fracture;
4. describe the joint dislocation in the body;
5. explain the various content in a first aid box; and
6. demonstrate the knowledge of sport injuries prevention and safety precautions.

Course Contents

The theory and principles of first aids and accident prevention. Soft tissue injury (Contusion, abrasion, laceration, incision, strain and sprain) Bone (Transverse Fracture Compound fracture, Oblique Fracture, Spiral Fracture, Comminute Fracture and Impact Fracture) Joint dislocation and first aid box content (Bandages, Antiseptics, Cotton balls and swabs, Saline, Hydrogen peroxide, Iodine, Dressings, Eye wash, Disposable gloves, Scissors Adhesive Bandages and Thermometer). Prevention of sport injuries and Safety precautions.

GST 312: Peace and Conflict Resolution (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organizations, media and traditional institutions in peace building

Course contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and



Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Unit C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).



EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. demonstrate knowledge of the subject matter;
2. exhibit the necessary Pedagogical skills;
3. demonstrate acquired understanding of child psychology;
4. develop the needed attitude towards teaching;
5. demonstrate proper use of instructional facilities;
6. apply knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. state effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Research Methods, Measurements and Statistics (3 Units C LH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings.
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Meaning of research, research designs. Problem identification, background and study justification. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Reporting in educational context. Ethical considerations (political, economic religious and cultural) in research. The use of computers in educational research, use of SPSS in data analysis. Measurements and instrumentation. Development of tests, test blue prints, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes.



PED/HKE 301: Skill development and Techniques in Selected Ball Games (2 Units C: LH15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. demonstrate the skills and techniques of passing, throwing, catching, volley, shooting and dribbling, defending, ball control, and goalkeeping in soccer;
2. demonstrate the skills and techniques of passing, throwing, catching, volley, shooting and dribbling, defending, ball control, and goalkeeping in volleyball;
3. demonstrate the skills and techniques in high jump. passing, throwing, catching, volley, shooting and dribbling, defending, ball control, and goalkeeping in handball;
4. demonstrate the skills and techniques in triple jump passing, throwing, catching, volley, shooting and dribbling, defending, ball control, and goalkeeping in basketball;
5. discuss the history of soccer, volleyball, basketball and handball;
6. explain the rules and regulations of for each of the ball games and be able to officiate the games; and
7. use the facilities and implements for participation.

Course Contents

Practical skills of (Passing, throwing, catching, volley, shooting and dribbling, defending, ball control, and goalkeeping.) and techniques in soccer, volleyball, basketball and handball. The history of the games. Rules and regulations for each sports, officiating and equipment and facilities used in each sport.

PED/HKE 302: Nutrition in Sport and Exercise (2 Units C: LH30)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure the nutritional parameters of athletic performance;
2. identify the nutritional intervention planning, energy production, the energy nutrients, vitamins and minerals for sport and exercise;
3. explain the principles of balanced diets, timing and composition of intakes and hydration;
4. develop different weight management strategies and identify the nutritional needs for special situations; and
5. identify the different protein requirements for athletes and nutritional ergogenic aids.

Course Contents

The nutritional parameters of athletic performance. Nutritional intervention planning. Energy production and the energy nutrients. Vitamins and minerals. Principles of balanced diets, timing and composition of intakes. Hydration, weight management strategies, and nutritional needs for special situations. Protein requirements for athletes and Nutritional Ergogenic Aids.

PED/HKE 303: Business of Sport Management and Communication, Community Recreation, Leisure and Tourism. (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the concept of sport commercialization, sport branding, and economics of sport, sport finance and strategic marketing;



2. explain the principles of budget preparation, taxation, sponsorship and advertising in sports, event marketing, customer relation, and cooperate social responsibility in the business of sport ;
3. gain skills for strategic management, insurance coverage in sport, business policy, leadership and team work;
4. develop skills in merchandising, sport entrepreneurship and the understanding of legal issues in sport business;
5. demonstrate ability to generate content, including effective writing, from a sports perspective;
6. handle media interactions across platforms, manage problems, crises, and the integration of positive communications strategies with strategic goals of sports organizations;
7. demonstrate skill for assisting athletes, coaches, sports executives and owners to effectively handle media interviews;
8. manage events in global sport organization-media relationship;
9. demonstrate ability to manage use of social media by the organization, staff members and athletes and understanding of the ethics and values of sports communications;
10. describe the practical issues related to tourism, leisure hospitality, recreation and event Planning;
11. explain the concept tourism management, commercial recreation and tourism, hospitality management and marketing;
12. demonstrate a good knowledge of community recreation, event planning, recreation therapy, recreation and natural environment, recreation and leisure in contemporary society; and
13. organizing campus recreation, sport and operations.

Course Contents

Sport commercialization, sport branding, and economics of sport, sport finance and strategic marketing. Budget preparation, taxation, sponsorship and advertising in sports. Event marketing, customer relation, cooperate social responsibility, strategic management, insurance coverage in sport, business policy and leadership and team work. Merchandising (manufacturing and retail), sport entrepreneurship and legal issues in sport business. Practice of public relations in sports organizations, media relations and skills essential for sports communication, handling media interactions across platforms, problems, crises, and integration of positive communications strategies with strategic goals of sports organizations. Developing writing and interview skills, integrating sport public relation with strategic management, the print, broadcasting and social media technology, event management and managing the sport organization-media relationship, global sport media relations and law and ethics. Practical issues related to tourism, leisure hospitality, recreation and event planning. Tourism management, commercial recreation and tourism, hospitality management and marketing, Community recreation, Event planning, recreation therapy, recreation and natural environment, recreation and leisure in contemporary society, organizing campus recreation and Sport.



PED/HKE 304: Skill development and Techniques in Selected Racquet and Stick Games (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. demonstrate the skills and techniques of service,(forehand- racquet angle, shot height, body positioning) and backhand (drive- Serve, lob Serve, Z Serve), rally, drop, clear, volley, single and double offensive and smashing in tennis;
2. demonstrate the skills and techniques of service,(forehand- racquet angle, shot height, body positioning) and backhand (drive- Serve, lob Serve, Z Serve), rally, drop, clear, volley, single and double offensive and smashing in table-tennis;
3. demonstrate the skills and techniques of service(forehand- racquet angle, shot height, body positioning) and backhand (drive- Serve, lob Serve, Z Serve), rally, drop, clear, volley, single and double offensive and smashing in badminton;
4. demonstrate the skills and techniques of service,(forehand- racquet angle, shot height, body positioning) and backhand (drive- Serve, lob Serve, Z Serve), rally, drop, clear, volley, single and double offensive and smashing in squash;
5. use the facilities and implements for participation;
6. utilize and apply the knowledge of racquet sport rules, terminology, and scoring procedures;
7. demonstrate proper court etiquette and good sportsmanship;
8. demonstrate the skills and techniques of (First touch, leading, passing, hit, and flat stick tackle) in hockey;
9. demonstrate the skills and techniques of (Hand-eye coordination, and batting, hand-eye coordination with throwing and catching, bowling, fielding and wicket-keeping) in cricket;
10. demonstrate a good knowledge of the history of hockey and cricket, there rules and regulations;
11. develop the psychomotor and cognitive skills to effectively officiate in the games of hockey and cricket;
12. use the facilities and implements for participation; and
13. demonstrate proper etiquette and good sportsmanship in the game of hockey and cricket.

Course Contents

Basic skills and knowledge associated with playing a variety of racquet sports such as tennis, badminton, table tennis and squash. The service. (forehand- racquet angle, shot height, body positioning) and backhand (drive- Serve, lob Serve, Z Serve),. Rally, drop, clear, volley, single and double offensive and smashing. The rules and regulations in racquet sport, terminology, and scoring procedures. Skills in Hockey (First touch, leading, passing, hit, and flat stick tackle). Cricket skills (Hand-eye coordination, and batting, hand-eye coordination with throwing and catching, bowling, fielding and wicket-keeping). The history of the games, rules and regulations for each sports, officiating, equipment and facilities used in each sport.

PED/HKE 305: Research Methods and Statistics in Sports Exercise and Physical Activity (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain types of models in research, an overview of the research process. And purpose and methods of literature review;
2. identify and develop the research problems and hypothesis;



3. describe the different kinds of measurement scales, statistical concepts, study design. and basic concepts of statistical techniques;
4. explain the meaning validity and reliability in research;
5. develop communication skills for reporting of research;
6. explain the use of meta-analysis to synthesize research, ethical issues, copyright and plagiarism;and
7. use SPSS and other relevant packages in the analysis of data in sport, exercise and physical activity.

Course Contents

Alternative models of research, and overview of the research process. Purpose and methods of literature review. Identifying and developing the research problem. Presenting the hypothesis. Measurement scales. Statistical concepts and study design. Basic concepts of statistical techniques. Descriptive and Inference. Sample selection. Randomization. Nonparametric techniques. Nominal and ordinal data. Differences among groups. Parametric techniques. Relationship and correlation among variables. Prediction. Multiple regression. Differences between groups. Anova and Ancova. Measurement of physical activity. Concepts of validity and reliability. Quantitative research. Observational versus experimental research. Experimental designs. Internal and external validity. Using meta-analysis to synthesize research. Ethical issues. Copyright and plagiarism. Reporting research. Developing a good introduction. Describing the Method, Results and Discussion. Using tables and figures.

EDU 400: Project (3 Units C PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C:)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;



3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

PED/HKE 401: Alcohol and Drugs and Doping in Sports (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify the chemical substances use as an ergogenic aid as they affect athletic performance;
2. identify the types of drugs use in sport and why people use drugs;
3. explain the concept of alcohol and alcoholism, types of alcohol, alcohol and the body, consequences of alcohol misuse;
4. discuss tobacco usage, the hazardous components of cigarette smoke, effects of smoking on health. Smoking cessation programs, marijuana and effects on the human body;
5. discuss the various effects of stimulants such as caffeine, cocaine, amphetamines and anabolic-androgenic steroids;
6. highlight the effects stimulants on the human body and signs and symptoms of abuse; and
7. highlight the effect of growth hormone and doping in sports.

Course Contents

Chemical substances use as an ergogenic aid as they affect athletic performance. Drugs and society, types of drugs, why people use drugs, the athletes desire to win. Alcohol & alcoholism, types of alcohol. Alcohol and the body, consequences of alcohol misuse, theories of alcoholism. Tobacco, hazardous components of cigarette smoke, effects of smoking on health. Smoking cessation programs, Marijuana and effects on the human body, the use and abuse potential. Stimulants such as caffeine, cocaine, amphetamines. Clenbuterol Anabolic-androgenic Steroids, the effects on the human body and signs and symptoms of abuse. Human growth hormone. Over the Counter Drugs. Cough suppressors, antihistamines. Nutrition, Vitamins and minerals a ginseng. Narcotics/Opiates opium, morphine, Codeine, heroin. Depressants/Tranquilizers, major & minor tranquilizers. Hormones and other non-nutritional aids. Estrogen, diuretics and blood doping.

PED/HKE 402: Physical activity, wellness exercise physiology and physical conditioning (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:



1. discuss the principle of human physiology and the adaptations that occur during exercise;
2. explain the ATP: Metabolism, bioenergetics, fuel utilization, EPOC, lactate, enzymes, hormonal control, glucose homeostasis, and energy systems;
3. describe the cardiovascular system, respiratory system, ventilation, VO₂max, and altitude, training;
4. demonstrate a mastery of subject content of body max index, percent body weight and fat, lean body weight, muscle physiology and training;
5. describe the structure and function of nervous system, skeletal muscle and concept of resistance training, ergogenic aids;
8. identify the benefits and principles of physical fitness;
9. develop a lifelong fitness, health and wellness programmes for healthy living and disease prevention;
10. explore the relationship of the different components of physical activity and wellness, mental and social health and physical fitness;
11. explain the basic nutrition needs and exercise adherence tools that promote wellness; identify the different stress management activities for individual wellbeing; and
12. develop good hygiene health behavior.

Course Contents

The principle of human physiology and the adaptations that occur during exercise. Nutrition and Energy (ATP: Metabolism, bioenergetics, fuel utilization, EPOC, lactate, enzymes, hormonal control, glucose homeostasis, energy systems) Physiological Systems, Transportation (Cardiovascular system, respiratory system, ventilation, VO₂max, altitude, training). Body max index, percent body weight and fat, lean body weight, muscle physiology and training: Energy Out (Nervous system, skeletal muscle structure and function, resistance training, ergogenic aids). Limitations to VO₂max, altitude training, obesity in adult and children. Exploration of the interrelationship of the different components of physical activity and wellness, mental and social health (adaptation to social situations, supportive family and friends network), physical fitness (flexibility, agility, good cardiovascular health, muscular endurance, power, speed, balance and accuracy), basic nutrition and exercise adherence, and stress management activities to increase individual, hygiene health and wellness. Safety issues, practical laboratory fitness assessment sessions and fitness program development.

PED/HKE 403: Psychology of Coaching and Mental Skill Training (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the concept of Psychology of coaching;
2. describe the personality dimension (psychological core, typical responses and role-related conceptual frameworks in coaching;
3. explain the various mental skills of imagery use, attribution theory, locus of control, relaxation techniques, self-talk, rebound ability, effective goal-setting, exercise adherence behavior and motivation in sport coaching and exercise;
4. discuss sociological factors and coaching self-efficacy in sport skill learning and performance; and
5. demonstrate the knowledge of coach leadership styles.

Course Contents

Psychology of coaching and mental skill training is an overview of basic concepts and principles essential to understanding the psychological aspects of coaching in sport. Personality



dimension (psychological core, typical responses and role-related conceptual frameworks in coaching) and the applied aspects of sport performance enhancement, mental skills of imagery use, attribution theory, locus of control, relaxation techniques, self-talk, rebound ability, effective goal-setting, exercise adherence behavior and motivation, sociological factors, coaching self-efficacy, coach leadership styles and health and well-being.

PED/HKE 404: Test, Monitoring and Evaluation in Sport and Physical Education (2 Units C: LH 15; PH 45)

Learning Outcome

At the end of the course, the students should be able to:

1. define the concept of test, measurement and evaluation;
2. describe the purpose of test, the types and criterion for test selection;
3. explain the norm-referenced standards, and criterion-referenced standards test in sport, exercise and physical activities;
4. discuss the validity and reliability of a test and factors affecting them;
5. demonstrate the knowledge of physiological, affective and cognitive tests in sport domain;
6. use a variety of assessment techniques to evaluate individuals of different population in the cognitive, affective and psychomotor domains; and
7. gain the knowledge to use SPSS to analyze and interpret data from sport and exercise domain.

Course Contents

Overview of measurement and evaluation in physical education and sport (purpose and types), Understand the concepts of measurement and evaluation (formative and summative; formal and informal, norm-referenced standards, and criterion-referenced standards. Criteria for test selection (reliability, validity). Affective test (positive social behaviors and attitudes), psychomotor and physiological test (physical activity/fitness, movement) Psychological tests. Introduction to statistics normal distribution and correlation and application of computers (SPSS) for data analysis.

Minimum Academic Standards

Laboratory and Equipment Requirements

Gymnasium and equipment for gymnastic activities

1. (a)Gymnastics hand grips weightlifting workout gym glove palm protector
2. (b) EMS Hip Trainer Muscle Stimulator Electric
3. (c) YIHU Pocket Gun Massager (Therapin)
4. (d) 25mm Barbell Clamp
5. (e) Door Horizontal Bar
6. (f) Word Chest Expander
7. (g) Ab Wheel Roller Sport Bodybuilding Revoflex
8. (g) Creative Dumbbell Fitness Kettle Water Injection Dumbbell Water Cup portable
9. Dumbbell
10. (h) Battle Rope Anchor Strap Kit Nylon Straps
11. Abdominal Exercise Mat Sit Up Benches
12. (j) ABS Trainer Sit up Bar Self Suction
13. (k) Combo Crossfit Jump Exercise Rope



14. (l) Stretch Resistance Bands
15. (m) Lager Yoga Acupressure Mat
16. (n) Stop watch
17. (o) Stadiometer
18. (p) Weighing Scale
19. (q) Push-Up Bar Stands Handle Workout
 - (i) (r) Floor mats
 - (ii) (s) Digital Treadmill
 - (iii) (t) Seated Biceps Curl machine
 - (iv) (u) Bicycle Ergometers
2. Elliptical Bikes
 1. (w) Multigym Station
 2. (x) Strength gym machine
 3. (y) Curve Treadmill
 4. (z) Fixed Black Rubbe Dumbbell
 5. (A1) Dumbbell Rack
 6. (B1) Motor Rowing
 7. (C1) Kettle bell
 8. (D1) Adjustable Weight Benches/ Step bench
 9. (E1) Medicine Stability ball
 10. (F1) Cable Cross over Machine
 11. (G1) Chest press Machine
 12. (H1) Preacher Curl Bench

Mini sports field for practicum purposes

- (1) 110 X 90meters football field
- (2) 2 pairs goal posts
- (3) 2 pairs goal post nets
- (4) 20 football cases
- (5) Football inflators
- (6) 6 corner flags

Biomedical laboratory

- (1) Hematology Analyzer
- (2) Blood collection Tubes/Test Tubes
- (3) Cell Tester System
- (4) Muscle Research System
- (5) Horizontal Tissue Bath
- (6) Microscopic imaging Applications using voltage sensitive dyes
- (7) Biotester
- (8) MicroSquisher
- (9) Forceps/ Titanium Forceps
- (10) Spring Scissors
- (11) Needle holders
- (12) Clips and Clamps

Psychology consultation booth

1. traditional board games
2. counseling board games



3. Bibliotherapy books
4. Thera[edit]oc Workbooks
5. Drawing materials
6. Clay and Play Dough
7. Balls and other toys
8. Puppets
9. Doll house
10. A Smartphone or Tablet

Exercise fitness suite

1. Sauna suit
2. muscle stimulation suit
3. workout clothes
4. weight loss jackets
5. sport wear
6. pants
7. Yoga wears
8. Running top leggings

Equipment for Ball, racquet and striking games

1. Tennis Court, Racquets and balls
2. Badminton Court, racquets and balls
3. Table tennis Board, racquets and balls
4. Volleyball court, balls, net, uprights, and antenna

Swimming pool and kits

1. The swimming pool
2. Male and female swimming pants and trunks
3. Swimming goggles
4. Swimming cap
- 5..Floaters

Equipment for Track and field events in athletics

1. Running wears, Track suits and Pants
2. spike shoes
3. Whistle
4. Stop watches
5. Photo finish machine
6. Starters
7. Land markers
8. Cones
9. Starting Gun
10. Shot put
11. Discus
12. javelin
13. Pole Vault
14. high Jump
15. Long Jump
16. Relay Baton

Staffing



Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 15 Units per semester for students and a minimum of 3 full-time equivalent of staff, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate. The ratios are as given below:

1. Senior non-teaching (administrative and secretarial) staff should constitute 3.4% of the total student population;
2. senior secretarial staff should constitute not more than 40% of the total senior administrative staff; and
3. junior staff should constitute 20% of the total student population.

Technical Support Personnel/Sport science demonstrators

The services of technical support staff, which are indispensable in the proper running of laboratories, studios and practical classes are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Library

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition well stocked and current hardcopies of reference and other textual materials should be provided centrally at the level of the University library, Faculty library and/or Departmental library. A well networked digital library should serve the entire university community. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources. In any case, there should be internet ready workstations available in the library for at least 25% of the total student enrolled in the programme.

Classroom, laboratories, workshops, and offices

a) Spaces

The NUC recommends the following physical space requirement:

| | m ² |
|-------------------------------------|----------------|
| Professor's Office | - 18.50 |
| Head of Department's Office | - 18.50 |
| Senior Lecturer's Office | - 15.50 |
| Other Teaching Staff Space | - 13.50 |
| Tutorial Teaching Staff's Office | - 7.00 |
| Technical Staff Space | - 7.00 |
| Secretarial Space | - 7.00 |
| Science Staff Research Laboratory | - 16.50 |
| Education Staff Research Laboratory | - 14.50 |
| Seminar Space per student | - 1.85 |
| Laboratory Space per student | - 7.50 |



B. A. Ed. Igbo

Overview

The Bachelor of Education Igbo Language/Literature degree programme is structured to train students to acquire sound and relevant concepts, knowledge and skills which will promote the development of positive attitude needed to excel in their profession in a changing society such as ours. The pedagogical components of the programme are offered in the Faculty of Education which will give students of this programme good understanding of both oral and written genres in Igbo language. In any human society, the centrality of the language to the value system, culture and general world-views of the people can never be overemphasized.

Philosophy

The philosophy is premised upon creating a conducive teaching and learning community, imparting appropriate skills, knowledge, behaviour and attitudes; advancing the frontiers of knowledge that are relevant to national and global development, and engendering a sense of commitment and dedication to service, which is pivotal to the teaching profession. At the end of each program, the teachers produced are expected to be able to teach Igbo at the secondary school level. They are expected to be thoroughly bred and disciplined teachers, with excellent knowledge and skills, who will be able to demonstrate competence and knowledge in any area of endeavour to be chosen by them after graduation including starting their own businesses.

Objectives

The main objective of the program is to train teachers who are motivated and highly skilled in the teaching profession and their various disciplines and can compete favourably in the world of work. The programme seeks with vigour to

1. train Igbo teachers both at undergraduate;
2. produce teachers and educators with a solid background in the concept, knowledge and understanding of education and teaching, as well as the application and use of such knowledge for general improvement of themselves and mankind;
3. ensure the educational growth and development of students in the Igbo education programme;
4. train curriculum specialists with high level competence in the use of evaluative techniques and materials so as to promote meaningful learning outcomes;
5. carry out research and dissemination of research findings on issues related to the Igbo programme produce the right calibre of dedicated professional Igbo teachers in sufficient quantity and quality to meet the national needs and contribute to the achievement of the national curriculum objectives of education at the secondary school level; and
6. produce Igbo teachers a solid background in the concept, knowledge and use of relevant skills and professional abilities.

Unique Features of the programme

1. Integration of technology in the delivery process making it more contemporary and aligned with the global movement of the increasing usage of technology in education.
2. The Igbo programme lays a strong emphasis on the scientific and comparative study of the different dialects of Igbo language and also on the literary, sociological, comparative and phenomenological analysis of the different Igbo written and oral literature.



Employability Skills

The Graduates of B.A. Igbo Education are equipped for a wide variety of professions

1. teaching;
2. public service;
3. social works;
4. administration;
5. the mass media; and
6. are well equipped to be self-employed outside the classroom such as translators and professional masters of ceremonies.

21st Century Skills

21st century skills emphasised in the delivery of the programme are

1. problem-solving;
2. team work/collaboration;
3. digital literacy;
4. information technology;
5. creativity/innovation;
6. adaptability;
7. citizenship/patriotism;
8. translation entrepreneurial skills; and
9. literary appreciation skills.

Admission and Graduation Requirements

Four-year Programme

In addition to appropriate UTME scores, Five Senior Secondary Certificate (SSC) (or its equivalent) credit passes at not more than two sittings including English Language and in the discipline in which the student hopes to specialize with any other four related subjects. Credit in English Literature is compulsory for admission into any language-related course.

Direct Entry

Five SSC (or its equivalent) credit pass including English, two of which must be at the Advanced Level such like: A minimum of a credit at the University/National Diploma or NCE with other three SSC credits passes, including English Language and a Nigerian language or Literature in English.

Requirements and Eligibility for the Award of Degree:

The minimum requirement for the award of degree of B. A. Ed. Igbo under the 4-year degree program is the satisfactory completion of not less than 120 units. Direct Entry students must satisfactorily complete 90 units.

Other prescribed university core courses must be passed. Two teaching practice sessions must be undertaken during two long vacation periods for Parts II and III students.

3 years are required for Direct entry candidates

4 years are required for UME candidates.



Global Course Structure

100 level Course Structure

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|-----------|----|
| GST 111 | Communication in English | 2 | C | <u>15</u> | 45 |
| GST 112 | Nigerian People and their culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | |
| IGB 101 | Introduction to the Igbo People and their Language | 3 | C | 45 | - |
| IGB 103 | Advanced Igbo Comprehension and Composition | 3 | C | 45 | - |
| IGB 104 | Orthography of Nigerian languages | 3 | C | 45 | - |
| LIN 105 | Introduction to Linguistics I | 3 | C | 45 | - |
| LIN 106 | Introduction to Linguistics II | 3 | C | 45 | - |
| | TOTAL | 21 | | | |

200 Level Course Structure

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST 212 | Philosophy, Logic, and Human Existence | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | - |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | - |
| FAC 201 | Digital Humanities: Application of Computer to the Arts | 2 | C | 30 | - |
| IGB 201 | Survey of the Igbo Literature | 3 | C | 45 | - |
| IGB 202 | Broadcasting in the Igbo Language | 3 | C | 30 | 45 |
| IGB 203 | Phonology of the Igbo Language | 2 | C | 30 | - |
| IGB 204 | Morphology of the Igbo Language | 2 | C | 30 | - |
| IGB 206 | Syntax of the Igbo Language I | 3 | C | 45 | - |
| | Total | 21 | | | |



300 Level Course Structure

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | |
| ENT 312 | Venture Creation | 2 | C | 30 | - |
| EDU 301 | Teaching Practice I | 3 | C | | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | |
| IGB 301 | Contemporary Igbo Drama | 2 | C | 30 | - |
| IGB 302 | Igbo Syntax | 2 | C | 30 | - |
| IGB 303 | Dialects of the Igbo Language | 2 | C | 30 | - |
| IGB 305 | Literary Criticism | 3 | C | 45 | - |
| IGB 306 | Introduction to the Culture, Thoughts and Beliefs of the Igbo People | 2 | C | 30 | - |
| IGB 307 | Translation | 2 | C | 30 | - |
| | TOTAL | 22 | | | |

400 Level Course Structure

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|-----|
| EDU 400 | Project | 3 | C | | 135 |
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| IGB 401 | Introduction to Applied Linguistics | 3 | C | 45 | - |
| IGB 402 | Publishing in the Igbo Language | 2 | C | 30 | |
| HIGB 404 | Introduction to Traditional Igbo Music | 3 | C | 45 | - |
| IGB 405 | Contemporary Igbo Prose Fiction | 2 | C | 30 | - |
| IGB 406 | Contemporary Igbo Poetry | 2 | C | 30 | - |
| IGB 407 | Semantics | 3 | C | 45 | . |
| | TOTAL | 21 | | | |



GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist



movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

IGB 101: Introduction to Igbo People, Language and Culture m (3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to

1. describe the people of the target language (their culture and language);
2. read and write in the standard orthography of the language; and
3. explain the thoughts and beliefs of the people.



Course Contents

The people. Their Language and culture. Thoughts and beliefs. Their origin and theories about their origin. Migration theory and oral history. Their relationship to other peoples in Nigeria and Africa. The language of the people. Introduction to the orthography and the history of the orthography. History of the development of the language. Its classification: genetic, typological and aerial. Scholarship in the language, literature and culture over the years.

IGB 103: Advanced Comprehension and Composition I (3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to

1. read and demonstrate good comprehension of text in the language; and
2. read and write composition in splendid Igbo language with standard orthography.

Course Contents

Latest version of the orthography. Composition with emphasis on spelling, punctuation, organization, and language use. Comprehension exercises. Different types of composition- narrative, explanatory, argumentative, dialogue, letter writing and others. Comprehension exercises and oral delivery in the language.

IGB 104: Orthography of Igbo Language (3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to

1. evaluate various controversies about orthography of the target language;
2. discuss the efforts of missionaries, linguists and regional governments in developing orthography of the language; and
3. read and write in current orthography.

Course Contents

The principles and practice in orthography development. Types of Orthographies. Survey of orthography of Igbo language. Efforts of the missionaries, linguists, professional and academic associations and regional governments in developing orthography for Igbo languages. Challenges of orthography designs in the age of information communication technology (ICT).

LIN 105: Introduction to Linguistics I (3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to

1. explain the meaning and usefulness of linguistics;
2. classify the scope and types of linguistics; and
3. apply the knowledge of linguistic science to the study of the Igbo language.

Course Contents

Explanation on what Linguistics is about, its aims and scope. Descriptive, historical and comparative, sociolinguistics and applied linguistics. Application of linguistics to language teaching, book publishing, machine translation, telecommunication, speech pathology and audiology. Nature of language and its relation to animal communication and other artificial forms of communication, as well as its relationships to culture. Language, its structure, its nature; and relation to animal language, and culture.



LIN 106: Introduction to Linguistics II**(3 Units C: LH 45)****Learning Outcomes**

At the end of the course, students should be able to

1. explain what acoustic phonetics is all about; and
2. demonstrate and apply further the principles of Linguistics in the study of the language.

Course Contents

This course is a continuation of IGB 105, which is a prerequisite. Introduction to acoustic phonetics. Non-segmental features of speech such as pitch, tone, stress, and intonation. Application of the acquired knowledge in a practical way in the analysis, and transcription of the speech sounds of the Language under study.

GST 212: philosophy, logic and human existence**(2 Units C: LH 30)****Learning Outcomes**

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of the course, students should be able to

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;trepreneurial



6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development;
3. analyse and critique the Nigerian Core curricula as guide to curricula;
4. use different methods in the delivery of curriculum content;
5. identify local epistemologies and context and the use of CTCA in the Nigerian context;
6. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson
7. identify and use learning resources and media and improvise, whenever necessary;
8. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
9. demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.



IGB 201: Survey of the Igbo Literature

(3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to

1. recognize and describe various imaginative literatures of the language starting from oral literature to written literature;
2. classify the written literature into prose, poetry and drama; and
3. discuss the characteristic features of each genre.

Course Contents

Literary survey of written works in the Language: prose, poetry and drama. History of written literature from the earliest beginning to the present day with emphasis on how the language was written. The roles of missions, early newspapers, the nationalists, cultural groups and regional governments' involvement in the development of written literature in the language. Reading and discussion of selected literary works in prose, poetry and drama. The characteristic features of poetry; drama; novel. Plot construct, setting, narrative techniques, characterisation, use of language and themes.

IGB 202: Broadcasting in the Igbo Language

(3 Units C: LH 30; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. name some components of a broadcasting studio;
2. broadcast in the Igbo language;
3. mention some merits of broadcasting in the Igbo language;
4. list some limitation of broadcasting in the Igbo language;
5. mention some methods of advertising a product; and
6. mention some traditional ways of advertising in Igbo.

Course Contents

The course is in two parts: broadcasting and advertising. The broadcasting component is practical. It gives the student the opportunity of exploring the practice of broadcasting by taking trips to broadcasting stations to have practical experience of broadcasting. It gives insight into the preparation of studio scripts for continuity announcers, presenters and producers. The advertising component teaches the importance advertising and the different methods that the Igbo use in advertising their products. It further studies the benefits and limitations of broadcasting in regional languages

IGB 203: Phonology of Igbo Language I

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. describe the production of sounds in the Language;
2. identify the phonological processes of the Language; and
3. analyse and categorise the phonemes.

Course Contents

Elementary phonetic description and phonetic classification of the sounds of the language. The articulatory and distinctive feature characteristics of the phonemes of the language. An examination of their patterns of occurrence; distribution; and discussion of contraction. Assimilation and features like tone, stress and intonation.



IGB 204: Morphology of Igbo Language**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. identify word formation processes in the Igbo language; and
2. give detailed and systematic description of the structure of the language.

Course Contents

A morphological description of the language. Structure and forms of words. Morphemes. Its identification and classification. Types of morphemes. Morphological processes-affixation, reduplication, compounding; emphatic and non-emphatic pronouns. Word formation processes in the Language.

IGB 206: Syntax of the Igbo Language I**(3 Units C: LH 45)****Learning Outcomes**

At the end of the course, students should be able to

1. identify the word classes or parts of speech of the language;
2. classify types of sentences in the language; and
3. analyse the sentence structure of the language.

Course Contents

Introduction to the word classes of the language. Nouns. Verbs. Qualifiers; adjectives, prepositions. Adverbs and adverbials among others. The sentence and its parts or constituents. Grammatical functions of the sentence parts. Different sentence types. Declarative sentence. Interrogative; imperative; focus construction and grammatical analysis.

GST 312: Peace and Conflict Resolution**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. analyze the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Content

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International,



National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students, through case study and practical approaches, should be able to

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance; or
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to

1. demonstrate knowledge of the subject matter;
2. exhibit the necessary Pedagogical skills;
3. convey acquired understanding of child psychology;
4. develop the needed attitude towards teaching;



5. elucidate proper use of instructional facilities; and
6. discuss the significance of individual differences of children and how to assist them.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics (3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data, and
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS in data analysis. Reporting educational research.

IGB 301: Phonology of Igbo Language II (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. analyze the phonological processes in the language; and
2. apply the knowledge acquired in the sound system of the language to more issues on the phonology of the language.



Course Contents

Examination of the phonological processes in the languages. Syllable structure. Assimilation. Nasalisation. Epenthesis. Vowel harmony. Vowel elision. Tonal processes. Reduplication and loan words. Introduction of phonological theories. Dinstinctive feature theory. Complementary distribution. Generative phonology. Autosegmental and optilmalty theory, and others.

IGB 302: Varieties of Igbo Poetry

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. identify different types of poetry in the language;
2. describe the role of the audience and various techniques of performing artistes; and
3. analyse selected poems in the Language.

Course Contents

Poetic forms of the language and other local variants. The sociological background, content, structure and functions of the poems. Recurrent themes. Place of music in the changing modes. Role of the audience in the performance of varieties of poetry. Comparison of the various techniques of performing artistes. The oral artistes, his training and role-scope for originality and creativity. Critical appreciation of selected poems.

IGB 303: Syntax of Igbo Language II

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. identify the major sentence types in the language; and
2. analyse sentence structure of the language within the transformational- generative theory.

Course Contents

Application of the transformational– generative theory to the analysis of the sentences of the language. Major sentence types in the language. Declarative, interrogative; imperative; focus construction as well as their grammatical analysis.

IGB 305: Literary Criticism

(3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to

1. state various dialects of the language and differentiate each from the other.

Course Contents

A study of the Classical, Western and Marxist theories of literature as they relate to: prose, poetry, and drama. Their application to the literature of the Igbo language.

IGB 306: Introduction to the Culture, Thoughts and Beliefs of the Igbo **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, students should be able to

1. state the meaning of drama,
2. identify the dramatic elements in traditional drama, written plays and cinema/films in the language, and



3. do drama and film production

Course Contents

A survey of the culture of the people in the widest sense of the word Culture. A detailed and analytical study of the thoughts, beliefs and religious systems of the people.

IGB 307: Translation

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. define the concept of translation;
2. define the concept of interpretation;
3. determine some differences between translation and interpretation;
4. mention some problems of translation;
5. list some problems of interpreting;
6. appreciate the principles of translation and interpreting; and
7. apply some principles of translation and interpreting to written texts and oral culture.

Course Contents

This course is a survey of translation. it distinguishes translation from interpreting, by differentiating their form, and mode of dissemination. It gives an insight into the aims of translation, such as semantic, stylistic; the application of translation and interpreting to different textual and oral forms. It drills the students on practical exercises in translation and interpreting and their inter-lingual deconstruction.

EDU 400: Project

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.



EDU 401: Teaching Practice II**(3 Units C: PH 135)****Learning Outcomes**

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. effective use of instructional facilities;
4. proper handling of difference in the learning ability and capability of different students; and
5. a wide variety of skills and techniques that will be used to keep students organized, orderly, focused, attentive, on task, and academically productive in class.

Course Contents

Teaching practice is a key component of the undergraduate teacher training programme. It is during this period that the student teacher gets to translate the skills and theory learnt into reality through actual classroom teaching. Teaching practice is the vital component of teacher education and training because it provides student teachers with an opportunity to learn from their experience in the work place.

IGB 401: Introduction to Applied Linguistics in Igbo**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. demonstrate knowledge and understanding of the concept of applied linguistics in practical usage and non-linguistic purpose;
2. explain how applied linguistics relates to language planning, language teaching and language testing; and
3. understand the nature of language, language policy and planning, first language and second language acquisition.

Course Contents

Attention should be given to the issues of how, when and where general linguistics can be applied both for practical uses and to non-linguistics purpose/fields. Such uses include language teaching and language testing, language standardization, planning and development, translation, and more. Aspect of the nature of Igbo language study, then first and second language acquisition, language policy and planning study should be emphasized. Studies in applied linguistics shall focus on the use of language in university academic contexts, intercultural communication, translation and advertising.

IGB 402: Publishing in the Igbo Language**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. define publishing
2. explain the importance of editing in the publication process
3. mention the processes in the publication process
4. explain the benefits of publishing
5. enumerate the difficulties in publishing in the Igbo language
6. explain ways of overcoming the problems in publishing in Igbo



Course Contents

The concept of publication; the origin of publishing; the traditional and modern methods of publishing; importance of editing in publishing; stages in publishing; the benefits of publishing; difficulties in publishing in Igbo; solutions to the challenges in publishing in Igbo.

HIGB 404: Introduction to Igbo Traditional Music

(3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to

1. appreciate and explain the benefits of traditional music in the past and in the modern times;
2. classify and explain the various kinds of traditional music and their features; and
3. compose at least one or two music types to prepare them for self-employment.

Course Contents

The forms of Igbo music. Functions and importance of traditional music. The qualities of the traditional music. Classification of traditional music. Structure of selected music. Thematic contents. Use of language in Igbo music. Drums and drumming methods. Instrumentations. Songs and dances. Traditional music and modernity. Traditional music in the age of globalisation and technology.

IGB 405: Contemporary Igbo Prose Fiction

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. identify the characteristics of contemporary prose fiction;
2. discuss the historical development of the novel in the language;
3. classify the novel in the language; and
4. apply selected literary theories to analyse some novels in the language.

Course Contents

A detailed and analytical study of prose fiction in the language. Meaning of contemporary prose fiction. Usefulness of the novel. Characteristics of the novel in the language. Classification of prose fiction. Historical development of the novel in the language. Types of prose fiction: myths, legends, folktales, chain-folktales and the novel. Kinds of novels: social, political historical, feminist, children novel, novels on disabled children, crime, detective and thrillers. Analysis of specific works of selected novelists.

IGB 406: Contemporary Igbo Poetry

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. identify different forms of modern poetry; and
2. analyze selected oral and written poetry texts.

Course Contents

A critical appreciation of contemporary poetry in the language with particular reference to the works of selected poets noting their moral, religious, entertainment, commercial and socio-political functions. A consideration of oral performance of these poems on radio; television as well as their recording on disc, cassettes, phones and video tapes.



Learning Outcomes

At the end of the course, students should be able to

1. define the concept of semantics;
2. appreciate the definitions of meaning;
3. identify the sense relations;
4. identify the theories of semantics; and
5. plot the way meaning can be formed in a flow chart.

Course Contents

The course gives an insight into the definition of semantics and the conceptualisation of meaning. It explains the types of meaning, sense relations, and the methodological differences between the traditional and linguistic semanticists in defining meaning. It further teaches the goals of a semantic theory. It introduces predication and the bases of semantic structure.

Minimum Academic Standards**Resource Requirements for Teaching and Learning**

1. Academic and Non-Academic Staff
2. Academic and Non-Academic Space
3. Academic and Administrative
4. Library and Information Resources
5. A functional Language Laboratory
6. A material culture gallery
7. A state-of-the-Art Audio-visual Laboratory for archiving oral and visual literary resources
8. A Micro-teaching Unit

Staffing**Academic Staff**

The guideline on staff/student ratio of 1:30 for Arts programmes shall apply in this programme. However, there should be a minimum of six full-time Staff for the commencement of the programme. There should be a reasonable number of Staff, of not less than 70%, with PhD degrees, as well as sufficient professional experience where necessary. With a minimum load of 15 Units per semester for students and a minimum of six full-time equivalents of staff in the programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

Staff-Mix by Rank should be 20:35:45, for Professor/Reader, Senior Lecturer and Lecturer I and below respectively.

Academic Support Personnel

Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practical and field works.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the Departments and Faculty offices. It is important to recruit very competent senior staff members that are computer literate.



Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios, are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Physical Facilities

Spaces

The NUC recommends the following physical space requirement:

| | | m ² |
|----------------------------------|---|----------------|
| Professor's Office | - | 18.50 |
| Head of Department's Office | - | 18.50 |
| Tutorial Teaching Staff's Office | - | 13.50 |
| Other Teaching Staff Space | - | 7.00 |
| Technical Staff Space | - | 7.00 |
| Secretarial Space | - | 7.00 |
| Seminar Space/per student | - | 1.85 |
| Laboratory Space | - | 7.50 |

Library

There must be adequate library facilities to cater for the needs of staff and students in the programme. These include current journals, handbooks, textbooks, manuals, codes of practice, standards and specifications and others in sufficient numbers. Most importantly, there shall be provision for ICT-based access to electronic resources and the information super highway.

Classrooms, Language Laboratory/Phonetics Equipment Required (Digital), Workshops and Offices

1. Four classrooms
2. One Language Laboratory equipped with tapes, recorders, videos, films, Projectors, computers, Headphones, Transcription Charts, Interactive board and adequate Internet connectivity
3. One Reading Room equipped with eye-span trainer, reading accelerators, reading films, Computer filled with E-resources and effective Wi-Fi
4. Professorial offices and offices for others.



B. Sc. Ed. Integrated Science

Overview

The B.Sc. Integrated Science Education CCMAS was crafted with the major aim of increasing the Integrated Science content knowledge of teachers. The course content for all the courses as well as learning outcomes are written as guide for content delivery. The aim is to produce pre-service Integrated Science teachers with generic skills, competencies and attitudes fit for the 21st Century.

Philosophy

The Integrated Science Education programme is developed on the fundamental assumptions that the students should acquire profound theoretical and practical knowledge to equip them to face the challenges of life in the society, be self-reliant, contribute to national development and meet the challenges of the global world. The course is also designed to emphasize the fundamental unity in Science, since the application of Science in real life is in an integrated manner.

Objectives

The objectives of the Integrated Science Education programme (B.Sc./Ed.) include to:

1. Produce students who are well equipped with the knowledge and skills for teaching Integrated Science at the Senior secondary school level; such teachers will also be able to teach Basic Science and Technology Education at the lower, middle and upper basic education levels if the need arises.
2. Produce students who will adopt the ethics of teaching as a profession
3. Produce effective Integrated science teachers who are skilled in instructional designs, delivery and classroom management as well as in dealing with human learners
4. Equip graduates with necessary skills, competencies, intellectual and moral training for a career in science education;
5. Produce students who will be adept in industrial applications of Integrated Science in such areas as pest and pollution controls, management of public health, wild life parks, fish and integrated farming, biotechnology centres and laboratories, water and sewage treatment plants;
6. Equip students with effective laboratory skills and;
7. Prepare integrated science graduates to assume responsible and leadership roles in Ministries of Education, government education agencies and private education establishments.

Unique Features of the programme

The new integrated science programme is infused with certain features that distinguishes it from the old. These new features include that

1. science will be taught in an integrated manner and the application of science seen as a whole as distinct from looking at the basic sciences;
2. the relationship and application of science to real life will be brought to the fore;
3. skills that the prospective graduate should apply to become an employer of labour will be emphasized;
4. higher Integrated science process skills is emphasized;
5. skills and competencies to handle indigenous culture and ability to teach these in the context of the learners' environment are infused in the programme; and
6. emphasis on digital skills that will enable teaching remotely when necessary and development of entrepreneurial skills.



7. students will learn more of the teaching contents from cognate departments.

Employability skills

Students exposed to this programme will be able to:

1. teach science in an integrated way;
2. use skills acquired from this programme to solve day to day problems, such as function as pollution control agents;
3. work in industries as quality control officers;
4. establish and effectively manage secondary schools;
5. design, equip and manage science laboratories; and
6. develop, source and produce instructional materials.

21st Century skills

The 21st Century skills to be acquired by the graduates include:

1. problem solving skills;
2. teamwork;
3. digital literacy;
4. scientific literacy,
5. critical thinking; and
6. communication skills.

Admission and Graduation Requirements

Admission Requirement

There are two modes of entry, through the Unified Tertiary Matriculation Examinations (UTME) and Direct Entry.

Four Year Programme

In addition to appropriate UTME scores, Five Senior Secondary Certificate (SSC) (or its equivalent) credit passes in at least two (2) science subjects plus credit passes in Mathematics and English Language and any other subject at the Senior Secondary School Certificate (SSC) at not more than two sittings is eligible for admission.(Five credit passes)

Direct Entry Requirement

Five Senior Secondary Certificate (SSC) (or its equivalent) two of which are at the Advanced Level in any of the following:

A candidate must possess at least merit level pass in any two science subjects at NCE level (one of which must be Biology or Chemistry), or a Merit pass in Integrated Science at NCE Level

Advanced level certificate in WASSCE or principal level certificate in HSC certificate in at least two science subjects, one of which must be Biology.

Graduation Requirements

In addition to the general requirements for graduation at the University, students of Integrated Science must offer and pass courses of 120 credit hours for the four-year programme. They must also complete and receive a pass grade in teaching practice, and a research project report on a topic approved by the Department.

Global course structure



100 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigeria Peoples and culture | 2 | C | 30 | |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | |
| EIS 101 | Introduction to Science and Integrated Science Education | 2 | C | 30 | |
| BIO 101 | General Biology I | 2 | C | 30 | - |
| BIO 102 | General Biology II | 2 | C | 30 | - |
| BIO 107 | General Biology Practical I | 1 | C | - | 45 |
| BIO 108 | General Biology Practical II | 1 | C | | 45 |
| CSC 101 | Introduction to Computer Science | 3 | C | 30 | 45 |
| CHM 101 | General Chemistry I (Inorganic) | 2 | C | 30 | - |
| CHM 102 | General Chemistry II (Organic) | 2 | C | 30 | - |
| MTH 101 | General Mathematics I | 2 | C | 30 | - |
| PHY 101 | General Physics I | 2 | C | 30 | - |
| PHY 102 | General Physics II | 2 | C | 30 | - |
| PHY 103 | General Physics III | 2 | C | 30 | |
| GEY 101 | Introduction to Geology I | 2 | C | 15 | 45 |
| TOTAL | | 31 | | | |

200 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| GST 212 | Philosophy, Logic, Environment and Sustainable Development | 2 | C | 30 | |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods/ (2units) | 2 | C | 30 | |
| EIS 235 | Special Methods in Teaching Integrated I | 2 | C | 15 | 45 |
| BIO 201 | Genetics 1 | 2 | C | 30 | |
| BIO 202 | Introductory Ecology | 2 | C | 15 | 45 |
| BIO 203 | General Physiology | 2 | C | 30 | |
| BIO 204 | Biological Techniques | 2 | C | 15 | 45 |
| BIO 206 | Hydrobiology | 2 | C | 30 | |
| CHM 213 | Analytical Chemistry 1 | 2 | C | 15 | 45 |
| BCH 201 | General Biochemistry | 2 | C | 30 | |
| MCB 221 | General Microbiology | 2 | C | 15 | 45 |
| TOTAL | | 24 | | | |



300 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|--------------|--|-----------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | |
| EIS 335 | Special Methods in Teaching Integrated Science II | 2 | C | 15 | 45 |
| EIS 311 | Entrepreneurship in Integrated Science | 2 | C | 15 | 45 |
| BIO 301 | Genetics II | 2 | C | 15 | 45 |
| BIO 302 | Population Biology and Evolution | 2 | C | 30 | - |
| BIO 303 | Biogeography and Soil Biology | 2 | C | 30 | |
| ICH 317 | Industrial Raw Materials Resource Inventory | 1 | C | 15 | - |
| CHM 319 | Environmental Chemistry | 2 | C | 30 | |
| TOTAL | | 23 | | | |

400 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|--------------|---------------------------------|----------|--------|----|-----|
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| EDU 400 | Project | 3 | C | | 135 |
| EIS 412 | Science, Society and Technology | 2 | C | 30 | |
| TOTAL | | 8 | | | |

Course Content and learning outcomes**100 Level Courses****GST 111: Communication in English (2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex).



Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.



EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and socio-cultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

EIS 101: Introduction to Science and Integrated Science (2 Units C: LH 30)

Learning Outcomes

Students will be able to:

1. differentiate between Science and Science Education;
2. discuss the meaning of Science Education for all;
3. identify the major characteristics of the field of science education;
4. explain the major goal of science education as scientific literacy;
5. relate major Scientific ideas in the culture to scientific principles (Science and Superstition);
6. analyse the need and implications of ethics in the scientific method;
7. discuss the place of Integrated Science as a bedrock for human, capital and National Development; and
8. evaluate the role of Science and Technology in creating an orderly society.

Course Contents

The meaning of Science and Science Education. The concept of Science Education for all. Science Education for National Development. The importance of Science Education. Philosophy of Science, the scientific methods and science ethics. Science and Superstition. Science Education and National development, and the importance of science for human and national development. Integrated Science as a bedrock for achievement and understanding science. Students' performance in Integrated Science/Basic science and technology and its implication for achieving success in Science. The relationships between Science and Technology, and the relationship between Science and Society. The importance of research in Science Education.



BIO 101: General Biology I**(2 Units C: LH 30)****Learning Outcomes**

At the end of lectures in Plant Biology, students should be able to:

1. explain cells structure and organizations;
2. summarize functions of cellular organelles;
3. characterize living organisms and state their general reproduction;
4. describe the interrelationship that exists between organisms;
5. discuss the concept of heredity and evolution; and
6. enumerate habitat types and their characteristics.

Course Contents

Cell structure and organization, functions of cellular organelles, characteristics and classification of living things, chromosomes, genes their relationships and importance, general reproduction, interrelationships of organisms (competitions, parasitism, predation, symbiosis, commensalisms, mutualism, saprophytism); heredity and evolution (introduction to Darwinism and Lamarkism, Mendelian laws, explanation of key genetic terms), elements of ecology and types of habitat.

BIO 102: General Biology II**(2 Units C: LH 30)****Learning Outcomes**

At the end of the lectures in Introductory Ecology, students should be able to:

1. state the unique characteristics of plant and animal kingdoms;
2. describe ecological adaptations in the plant and animal kingdoms;
3. give a summary of the physiology of plants and animals;
4. explain nutrition, respiration, excretion and reproduction in plants and animals and
5. describe growth and development in plants and animals

Course Contents

A generalized survey of the plant and animal kingdoms based mainly on study of similarities and differences in the external features, ecological adaptations of these forms. Briefs on physiology to include nutrition, respiration, circulatory systems, excretion, reproduction, growth and development.

BIO 107: General Biology Practical I**(1 Units C: PH 45)****Learning outcome**

At the end of the lectures in Introductory Ecology, students should be able to:

1. outline common laboratory hazards;
2. provide precautions on laboratory hazards;
3. state the functions of the different parts of microscope;
4. use the microscope and describe its maintenance
5. draw biological diagrams and illustrations.
6. apply scaling and proportion to biological diagrams

Course Contents

Common laboratory hazards. Prevention and first aid. Measurements in biology. Uses and care of microscope. Compound and dissecting microscope. Biological drawings and illustration, scaling, accuracy and proportion. Use of common laboratory apparatus and laboratory experiments designed to illustrate the topics covered in **BIO 101**



BIO 108: General Biology Practical II**(1 Unit C: PH 45)****Learning Outcomes**

At the end of the lectures in Animal Biology, students should be able to:

1. describe the anatomy of flowering plant;
2. differentiate types of fruit and seeds;
3. state ways of handling and caring for biological wares;
4. describe the basic histology of animal tissues; and
5. Identify various groups in the animal kingdom.

Course Contents

Anatomy of flowering plants, primary vegetative body: stem, leaf and root to show the mature tissues namely parenchyma, collenchyma, sclerenchyma, xylem and phloem. Types of fruits and seeds. Care and use of dissecting kits and other biological wares. Dissection and general histology of animal tissues based on vertebrate forms. Morphology and functions of epithelial, muscular, nervous and connective tissues. Examination of various groups of lower invertebrates under microscopes, identification of various groups of organisms in Animal Kingdom. And any experiment designed to emphasize the practical aspects of topics in BIO 102

CSC 101: Introduction to Computing Sciences**(3 Units C: LH 30, PH 45)****Learning Outcomes**

1. trace historical development of computing to the current programmes in the discipline;
2. distinguish the salient characteristics of the different programmes of the computing discipline;
3. identify the roles and applications of computers and computing in different areas of human endeavor;
4. identify and explain the basic components of a computer system;
5. develop basic literacy on the use of computer systems;
6. develop competence on the use of common Office productivity applications; and
7. make purposeful use of the Internet for information gathering, learning and continuous professional development.

Course Contents

This course introduces a historical perspective of computing sciences that gave birth to the different programs; characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society; Students will be required to complete lab assignments using the PC's operating system, and several commonly used applications, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

CHM 101: General Chemistry I**(3 Units C: LH 45)****Learning outcomes**

After studying all materials and resources presented in the course, students will be able to:

1. define atom, molecules and chemical reactions;
2. discuss the Modern electronic theory of atoms;



3. write electronic configurations of elements on the periodic table;
4. rationalize the trends of atomic radii, ionization energies, electronegativity of the elements based on their position in the periodic table;
5. identify and balance oxidation – reduction equation and solve redox titration problems;
6. draw shapes of simple molecules and hybridized orbitals;
7. identify the characteristics of acids, bases and salts, and solve problems based on their quantitative relationship;
8. apply the principles of equilibrium to aqueous systems using LeChatelier's principle to predict the effect of concentration, pressure and temperature changes on equilibrium mixtures;
9. analyse and perform calculations with the thermodynamic functions, enthalpy, entropy and free energy; and
10. determine rates of reactions and its dependence on concentration, time and temperature.

Course contents

Atoms, molecules, elements and compounds. Modern electronic theory of atoms. Electronic configuration, periodicity and building up of the periodic table. Hybridization and shapes of simple molecules. Valence Forces; Structure of solids. Chemical equations and stoichiometry; Chemical bonding and intermolecular forces, kinetic theory of matter. Elementary thermochemistry; rates of reaction, equilibrium and thermodynamics. Acids, bases and salts. Properties of gases. Redox reactions and introduction to electrochemistry.

CHM 102: General Chemistry II

(3 Units C: LH 45)

Learning outcomes

At the end of this course, the students should be able to:

1. state the importance and development of organic chemistry;
2. define fullerenes and its applications;
3. discuss electronic theory;
4. determine the qualitative and quantitative of structures in organic chemistry;
5. state rules guiding nomenclature and functional group classes of organic chemistry;
6. determine rate of reaction to predict mechanisms of reaction;
7. identify classes of organic functional group with brief description of their chemistry;
8. discuss comparative chemistry of group 1A, IIA and IVA elements; and
9. describe basic properties of Transition metals.

Course contents

Historical survey of the development and importance of Organic Chemistry; Fullerenes as fourth allotrope of carbon, uses as nanotubules, nanostructures, nanochemistry. Electronic theory in organic chemistry. Isolation and purification of organic compounds. Determination of structures of organic compounds including qualitative and quantitative analysis in organic chemistry. Nomenclature and functional group classes of organic compounds. Introductory reaction mechanism and kinetics. Stereochemistry. The chemistry of alkanes, alkenes, alkynes, alcohols, ethers, amines, alkyl halides, nitriles, aldehydes, ketones, carboxylic acids and derivatives. The Chemistry of selected metals and non-metals. Comparative chemistry of group IA, IIA and IVA elements. Introduction to transition metal chemistry.



MTH 101: Elementary Mathematics I**(2 Units C: LH 30)****(Algebra and Trigonometry)****Learning Outcomes**

At the end of the course students should be able to:

1. understand basic definition of Set, Subset, Union, Intersection, Complements and use of Venn diagrams;
2. solve quadratic equations;
3. solve trigonometric functions;
4. understand various types of numbers; and
5. solve some problems using Binomial theorem.

Course Contents

Elementary set theory, subsets, union, intersection, complements, venn diagrams. Real numbers; integers, rational and irrational numbers, mathematical induction, real sequences and series, theory of quadratic equations, binomial theorem. Complex numbers; algebra of complex numbers; the Argand diagram. De-Moivre's theorem, nth roots of unity. Circular measure, trigonometric functions of angles of any magnitude, addition and factor formulae.

PHY 101: General Physics I (Mechanics)**(2 Units C: LH 30)****Learning Outcomes**

On Completion, the Student should be able to;

1. identify and deduce the physical quantities and their units.
2. differentiate between vectors and scalars;
3. describe and evaluate motion of systems on the basis of the fundamental laws of mechanics;
4. apply Newton's laws to describe and solve simple problems of motion;
5. evaluate work, energy, velocity, momentum, acceleration, and torque of moving or rotating objects;
6. explain and apply the principles of conservation of energy, linear and angular momentum;
7. describe the laws governing motion under gravity; and
8. explain motion under gravity and quantitatively determine behaviour of objects moving under gravity.

Course Contents

Space and time. Units and dimension, Vectors and Scalars, Differentiation of vectors. displacement, velocity and acceleration. Kinematics; Newton laws of motion (Inertial frames, Impulse, force and action at a distance, momentum conservation). Relative motion. Application of Newtonian mechanics. Equations of motion. Conservation principles in physics, Conservative forces, conservation of linear momentum, Kinetic energy and work, Potential energy, System of particles, Centre of mass. Rotational motion. Torque, vector product, moment, rotation of coordinate axes and angular momentum. Polar coordinates; conservation of angular momentum; Circular motion; Moments of inertia, gyroscopes and precession; Gravitation: Newton's Law of Gravitation, Kepler's Laws of Planetary Motion, Gravitational Potential Energy, Escape velocity, Satellites motion and orbits.



PHY 102: General Physics II (Electricity & Magnetism) (2 Units C: LH 30)

Learning Outcomes

On Completion, the Student should be able to;

1. describe the electric field and potential, and related concepts, for stationary charges;
2. calculate electrostatic properties of simple charge distributions using Coulomb's law, Gauss's law and electric potential;
3. describe and determine the magnetic field for steady and moving charges;
4. determine the magnetic properties of simple current distributions using Biot-Savart and Ampere's law;
5. describe electromagnetic induction and related concepts, and make calculations using
6. Faraday and Lenz's laws;
7. explain the basic physical of Maxwell's equations in integral form;
8. evaluate DC circuits to determine the electrical parameters; and
9. determine the characteristics of ac voltages and currents in resistors, capacitors, and inductors.

Course contents

Forces in nature; Electrostatics; electric charge and its properties, methods of charging; Coulomb's law and superposition; electric field and potential; Gauss's law; Capacitance; Electric dipoles; Energy in electric fields; Conductors and insulators, current, voltage and resistance, Ohm's law and analysis of DC circuits; Magnetic fields; Lorentz force; Biot-Savart and Ampère's laws; magnetic dipoles; Dielectrics; Energy in magnetic fields; Electromotive force; Electromagnetic induction; Self and mutual inductances; Faraday and Lenz's laws; Step up and step down transformers: Maxwell's equations; Electromagnetic oscillations and waves; AC voltages and currents applied to inductors, capacitors, resistance, and combinations.

PHY 103: General Physics III (Behaviour of Matter) (2 Units C: LH 30)

Learning Outcomes

On Completion, the student should be able to;

1. explain the concepts of heat and temperature and relate the temperature scales;
2. define, derive, and apply the fundamental thermodynamic relations to thermal systems;
3. describe and explain the first and second laws of thermodynamics, and the concept of entropy;
4. state the assumptions of the kinetic theory and apply techniques of describing macroscopic behavior;
5. deduce the formalism of thermodynamics and apply it to simple systems in thermal equilibrium; and
6. describe and determine the effect of forces and deformation of materials and surfaces

Course Contents

Heat and Temperature, Temperature scales. Gas laws; General gas equation. Thermal conductivity. First Law of thermodynamics. Heat, work and internal energy, reversibility. Thermodynamic processes. Adiabatic, isothermal, isobaric; Second law of thermodynamics. Heat engines and entropy, Zero's law of thermodynamics. Kinetic theory of gases; Molecular collisions and mean free path; Elasticity. Hooke's law, Young's, shear and bulk moduli. Hydrostatics. Pressure, buoyancy, Archimedes' principles; Bernoulli's equation and incompressible fluid flow. Surface tension; adhesion, cohesion, viscosity, capillarity, drops and bubbles.



GEY 101: Introduction to Geology I**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of the course students should be able to:

1. describe the structure and composition of the earth;
2. identify the major minerals and rocks; and
3. recognise and explain driving forces within the earth and the manifestations.

Course Contents

Elements of Physical geology and physiographic features of the Earth. The solar system. Origin and characteristics of the atmosphere and hydrosphere. Classification, properties and description of major minerals, rock types and occurrence of economic minerals. History of the Earth and Universe. Earth Internal Structure: Plate Tectonics and Earthquakes

200 Level Courses**GST 212: Philosophy, Logic And Human Existence****(2 Units C: LH 30)****Learning Outcomes**

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;



3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum and Teaching Methods/Strategies (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. The Nigerian core curricula. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.



EIS 235 Special Methods in Teaching Integrated Science I (2 Units C: LH 15 PH 45)

Learning Outcomes

Students will be able to:

1. discuss the nature of the Integrated Science Curriculum;
2. analyse and critique the Integrated Science core curriculum;
3. identify difficult concepts in Integrated Science;
4. develop different teaching skills on the various methods of teaching integrated Science;
5. apply different teaching skills on the various methods of teaching integrated Science
6. design a good teaching plan;
7. improvise different teaching aids for Integrated Science;
8. devise and carry out experiments in Integrated Science; and
9. identify misconceptions, alternative conceptions and indigenous biology knowledge and relate them to concepts in the biology core curriculum

Course Contents

Understanding the nature of the Integrated Science Curriculum. Identification of difficult topics and concepts in Integrated Science. Effective methods and strategies for treating the difficult concepts, the use of role play, vignettes, problem-based approach and case studies to teach the difficult concepts. Improvisation and use of local materials in teaching Integrated Science. Teaching science as activities and process skills acquisition, report keeping and continuous assessment and taking or keeping inventory in integrated science. Use of eLearning platforms, zoom, Whatsapp, Google scholar. Indigenous science knowledge and the integrated science core curriculum, culturo-techno-contextual approach (CTCA). Misconceptions in Science, alternative conceptions and sources of alternative conceptions. Unit plan, lesson plan and lesson planning. The science laboratory: organization, stocking and safety.

BIO 201: Genetics I (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. distinguish between heritable and non-heritable characteristics,
2. explain the likelihood of genetic events (Probability) and how well those events (results) fit into a set of observation;
3. discuss polygenic variations; and
4. describe concepts in population genetics.

Course Contents

Hereditary and non-hereditary characteristics. Probability and tests of goodness of fit. Quantitative inheritance; variation in genome structure, introduction to population genetics.

BIO 202: Introductory Ecology (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the lectures in this course, students should be able to:

1. explain various concepts and terminologies associated with the ecosystem
2. list and explain features of various habitat types
3. explain natural destruction/disaster, community and natural cycles and
4. explain and describe factors responsible for changes in population.



Course Contents

Concept and definition of ecosystem, ecology at community level, ecological classification of habitat types, terrestrial and aquatic biomass, specific features of each, biotic components of habitat. Natural destruction, factors of communities, success of community interaction, natural cycle, dynamics of population.

BIO 203: General Physiology

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the chemistry of organic compounds and their biological importance;
2. state the general characteristics of enzymes;
3. describe nutrition, digestion and absorption in plants and animals;
4. discuss the cell membrane structure and list its functions;
5. summarize osmoregulation, excretion and transport in animals;
6. enumerate growth hormones in plants and their functions;
7. explain the homeostasis, their coordination and functions in animals; and
8. explain the plant water relation, growth and growth regulation.

Course Contents

Chemicals of life: The chemistry of Carbohydrates, lipids, proteins and nucleic acids and their biological importance. General characteristics of enzymes; nutrition, digestion, and absorption in plants and animals. Biosynthesis: Photosynthesis and protein synthesis. Cell membrane structure and function. A general study of osmoregulation, excretion, transport, growth hormones and enzymology, homeostasis and their co-ordination in animals. Plant water relation, growth and growth regulation. Pre-requisite -BIO 101 and 103

BIO 204: Biological Techniques

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this lectures, students should be able to:

List the different parts of a light microscope and state their functions,

1. state and explain the stages involved in preparation of slides;
2. describe the basic principles of spectrophotometry, colorimetry, photometry, polarimetry, chromatography, refractometry, melting points and colligative properties;
3. describe the basic collection and preservation processes of plant and animal materials and their preservation in Herbarium and Museum respectively; and
4. explain the need for experimental design, basis of report writing and presentations.

Course Contents

Microscopy: handling of microscopes, preparation of microscope slides (Microtomy) for microscopic examinations, use of hand lens, biological drawings and diagrams. Spectrophotometry, colorimetry, photometry, polarimetry, chromatography, refractometry, melting points and colligative properties Herbarium and Museum Techniques. Experimental designs, report writing and presentations.

BIO 206: Hydrobiology

(2 Units C: LH 30)

Learning Outcomes

At the end of the lectures in Hydrobiology, students should be able to:

1. discuss the physical properties of water;
2. explain the thermal stratification of lakes;
3. summarize the importance and interplay of oxygen, carbon-dioxide and pH in water;



4. describe fresh water communities;
5. list factors influencing the distribution and productivity of aquatic macrophytes; phytoplanktons, benthic algae and zooplanktons;
6. discuss the importance and adaptive features of Estuarine communities; and
7. explain colonisation and succession in aquatic ecosystem.

Course Contents

Principles of aquatic biology with particular reference to limnology. The physical properties of water and their biological significance. Thermal stratification of lakes; waves and currents and their effects on substratum; dissolved oxygen, carbon-dioxide and inorganic ions in freshwater; the carbonate-bicarbonate system and pH; Oligotrophic and Eutrophic lakes; the chemical composition of African lake waters; freshwater communities, factors influencing the distribution and productivity of aquatic macrophytes, phytoplanktons, benthic algae; Zooplanktons in freshwater; marine brackish water/estuarine communities and their chemical factors; colonisation and succession in aquatic ecosystems, adaptations and inter-relationships.

CHM 213: Analytical Chemistry I

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. explain analytical processes which include description of chemist as a problem solver;
2. describe and differentiate forms of error;
3. explain its implication on laboratory analysis;
4. state different statistical tool use in treatment of data;
5. solve practical problems using the statistical tools;
6. define sampling and give reasons for sampling in field work;
7. state and describe different sampling techniques;
8. state different forms of sample collection and processing;
9. describe volumetric method of analysis and solve some practical problems; and
10. describe gravimetric method of analysis and solve some practical problems.

Course contents

(Pre-requisite –CHM 101 and 102)

Theory of errors; and statistical treatment of data. Theory of sampling. Chemical methods of analysis including volumetric, gravimetric, data analysis and presentation. Physicochemical methods, Optical methods of analysis; separation methods.

BCH 201: General Biochemistry I

(2 Units C: LH 30)

Learning outcome

At the end of the lectures, students should be able to:

1. understand the structure of different macromolecules in biological system;
2. identify types of chemical reactions involving these macromolecules;
3. explain the various methods of isolation of these macromolecules;
4. estimate the effects of acids and alkalis on the macromolecules;
5. know how to purify the macromolecules; and
6. learn how to quantify the various macromolecules .

Course Contents

Introductory chemistry of amino acids; their properties, reactions and biological functions. Classification of amino acids: neutral, basic and acidic; polar and non-polar; essential and non-



essential amino acids. Peptides. Introductory chemistry and classification of proteins. Biological functions of proteins. Methods of their isolation, purification and identification. Primary, secondary, tertiary and quaternary structures of proteins. Basic principles of tests for proteins and amino acids. Introductory chemistry of carbohydrates, lipids and nucleic acids. Nomenclature of nucleosides, and nucleotides; effects of acid and alkali on hydrolysis of nucleic acids.

MCB 221: General Microbiology (3 Units C: LH 30; PH 45)

Learning Outcomes

At the end of the course students should be to

1. students will be introduced to basic concepts and scope of microbiology;
2. layout of a microbiology laboratory;
3. equipment and reagents in a microbiology laboratory; and
4. the theory behind basic protocols in a microbiology laboratory.

Course Contents

History of the Science of Microbiology. Classification of organisms into prokaryotes and eukaryotes; Classification of prokaryotes into archaea and eubacteria Anatomy and cytochemistry of bacteria and fungi. Shapes, groupings and colonial morphology of bacteria and fungi. Structure of viruses. Sterilization and disinfection; Structure, ecology and reproduction of representative microbial genera. Culture of micro-organisms. Isolation of micro-organisms; isolation of bacteria, viruses, fungi (yeasts and moulds. Nutrition and biochemical activities of micro-organisms. Antigens and antibodies. Identification and economic importance of selected microbial groups. Microbial variation and heredity. Study of laboratory Equipment. Introduction to microbiology of air food, milk, dairy products, water and soil. Staining techniques, antibiotic sensitivity tests, serological tests, antimicrobial agents

300 Level Courses

GST 312: Peace and Conflict Resolution (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and



Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of their teaching subject;
2. the necessary Pedagogical skills required in teaching;
3. acquired understanding of child psychology in handling children;
4. the needed attitude towards teaching;



5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Research Methods, Measurements and Statistics (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. Measure and assess learning outcomes and use the results in decision making and judgments.
2. Identify the different domains of learning; develop and use appropriate instruments for measuring each.
3. Identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data.
4. Explain the meaning, aim, types, role and processes of research in educational settings.
5. Acquire communication skills and skills in reporting of research
6. Carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences.
7. Gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data.
8. Judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests, development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research, types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS in educational data analysis. Reporting educational research.

EIS 335: Special Methods in Teaching Integrated Science II (2 Units C: LH 15; PH 45)

Learning outcomes

Students will be able to

1. analyse and critique the Integrated Science core curriculum;
2. develop specific lesson notes from the Integrated Science core curriculum;
3. select appropriate objectives and learning experiences for different topics in the core curriculum;
4. use innovative strategies in teaching Integrated Science;
5. develop science modules that will be used to teach BST to special needs students;



6. teach Science in such a way that students can acquire Science Process skills;
7. produce teaching materials using local materials;
8. propose how to design an Integrated Science laboratory; and
9. discuss the safety measures that need to be put in place in an Integrated Science lab

Course Contents

Science teaching resource kits making. Influence of examination and test on students' performance. Language in science and science nomenclature. Development of science modules for teaching the gifted, visually handicap (blind), hearing impaired and other teaching science to exceptional children. Teaching science as activities and process skills acquisition. Further treatment of some difficult concepts in Basic Science and Technology. General principles and philosophy of improvisation in science teaching. Sourcing for and producing a catalogue of science teaching materials in the immediate and distant environment. Further treatment of Laboratory design, organization and management. Safety in the Laboratory.

EIS 311: Entrepreneurship in Integrated Science (2 Units C: LH 15; PH 45)

Learning Outcomes

The students will be able to

1. recognize the importance of a business plan and discuss the various sections;
2. develop ability in Analytical Thinking Skills;
3. problem solving - By applying skills learned in lessons, readings, and discussions;
4. analyse specific small business problems;
5. present creative solutions;
6. develop a business model;
7. provide critical analysis of business start-up strategies;
8. understand the need to be ethical in starting a business; and
9. explain the need for accurate financial operations, and finance for small business

Course Contents

Understanding of the issues and strategies involved in starting and managing a small business. The student will go through the steps required to develop a business plan including marketing, organizing, financing, controlling, and managing risk. The role of small business, definition of small, business, strengths and weaknesses of small business, trends expected for small businesses. Entrepreneurship and ownership - definition of entrepreneur, Traits of successful entrepreneurs. Rewards and hazards of being an entrepreneur. Ethics and social responsibility - The role that values play in ethical behaviour, the importance of ethics, and ethics versus social responsibility. The business plan-the need for a business plan, the steps in the preparation of a business plan, operating plans and financial plans. Location - importance of site selection for a business, processes for selecting the right site for a business. Financing - estimating the money needed to launch a new business, ways to raise money for a new business. Organizational planning- staffing and training, organizational charts. Planning and controlling- stages of growth for a business and the problems encountered at each, the interconnectedness of planning and controlling, Setting realistic goals

BIO 301: Genetics II (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the lectures in this course, students should be able to:

1. summarize various aspects of human genetics and pedigree analysis;
2. discuss various aspects of gene interactions, biochemical mutants;
3. describe the types and functions of nucleic acids and nucleotides;
4. explain DNA replication and mutation;



5. discuss proteins and regulation of gene expression; and
6. describe the importance and processes involved in DNA technology and how it influences genetic engineering.

Course Contents

Aspects of human genetics; pedigree analysis. Further consideration of various deviations from basic principles. Gene interactions, including biochemical mutants, nucleic acids and nucleotides, DNA replication, mutation of DNA, proteins and regulation of gene expression. DNA technology and genetic engineering.

Pre- requisite -BIO 201.

BIO 302: Population Biology and Evolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the lectures in Population genetic, students should be able to:

1. explain the concept of natural selection;
2. summarize evolution of some organisms;
3. discuss how organisms adapt to their environment;
4. apply mathematical formulae and models to genetic variations and predictions in population;
5. describe factors responsible for population changes.

Course Contents

Biological properties of species; Natural selection, variations, isolation mechanisms (including their breakdown resulting in hybridization, adaptation, origin of life, origin of species and adaptive radiation, Evolution of selected groups of plants and animals, including humans). Population dynamics, factors affecting population growth.

BIO 303: Biogeography and Soil Biology

(2 Units C: LH 30)

Learning outcomes

At the end of this course, students should be able to:

1. explain the theories related to Gondwanaland, continental drift and land bridges;
2. outline the world key flora and fauna groups and reasons for their distribution;
3. explain succession, colonisation and dispersal of plants and animals;
4. describe the concept of endemism, refugia and Island biogeography;
5. discuss physical and chemical nature of soil;
6. summarise the cycling of minerals and nutrients;
7. explain soil and animal soil water relationship;
8. outline the causes of soil erosion and alleviation methods;

Course Contents

Gondwanaland and theory of continental drift; theory of land bridges; distribution of world key floral and faunal groups including factors affecting distribution; phyto- and zoogeographical regions of the world. Relationships between plants and animal distributions (emphasising local examples). Concept of succession, colonisation and dispersal in terrestrial plants and animals. Concept of endemism and refugia. Island biogeography. Physical and chemical nature of soil. Detritus organisms. Cycling of minerals and nutrient pools. Plant and animal soil water relationship, soil sampling techniques. Causes of soil erosion and alleviation methods/techniques.



CHM 317: Industrial Raw Materials Resource Inventory**(1 Unit C: LH 15)****Learning Outcomes**

At the end of this course, the students should be able to:

1. understand the industrial raw materials and resource inventory;
2. describe the types of inventory costs;
3. survey industries in Nigeria and their raw material requirements;
4. describe the chemistry of minerals, fossils and their uses;
5. describe plants and animal products;
6. define the followings: Nuclear; aerodynamic; wind and hydrodynamic sources of energy;
7. explain the listed items in 5 above;
8. understand the potentials and applications of locally available raw materials as industrial feed stock;
9. describe how service firms apply inventory management methods to their operations;

Course contents

Survey of Nigeria's industries and their raw material requirements. Mineral chemistry. Fossils and their uses. Plant and animal products. Nuclear, solar, aerodynamic/wind and hydrodynamic sources of energy. Potentials and applications of locally available raw materials as industrial feed stocks.

CHM 319: Environmental Chemistry**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students should be able to:

1. explain the elementary circle of the following element oxygen, nitrogen, sulphur and others;
2. describe the stratification of the earth atmosphere and state characteristics of each strata;
3. state and describe different sources of environmental pollution;
4. state and describe different types of environmental pollution and their effect on the environment;
5. describe water and state qualities that define the uses of water;
6. describe and explain different sources of water contamination and its impact on agricultural land crops and others;
7. state and describe different methods use in treatment of waste water – chemical, biological and physical methods;
8. state and justify chemical and physical instrumentation in environmental chemistry.
9. describe environmental impact assessment; and
10. state and describe twelve principles of green chemistry and its practical applications.

Course contents

Concepts of elementary cycles. Characteristics of the atmosphere. Sources, types and effects of environmental pollution. Wastewater treatment. Composition of domestic/industrial wastes and waste management. Water chemistry and analysis. Chemical and physical instrumentation in environmental sciences. Introduction to Environmental Impact Assessment. Twelve principles of green chemistry.



400 Level Courses

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. Plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report;
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Content

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.



Learning outcomes

At the end of the course should be able to

1. describe the relationship between Science and Technology
2. discuss the relationship among Science, Technology and Science;
3. outline the questions that science asks, how science obtains its answers and how the answers offer insight into science problems;
4. plan and execute science projects relevant to the local community;
5. engage the local community through citizen science;
6. develop blogs for the dissemination of information and global interaction;
7. make informed decisions about scientifically-based personal and societal issues;
8. identify and select learning objectives that are relevant to societal needs in the course of teaching;
9. discuss the aspirations and limitations of science and how to negotiate their place in it;
10. analyse the implications of some scientific activities to everyday life;
11. assess the importance of Science to the health of the citizens;
12. appraise the role of BST in environmental Management and protection;

Course Contents

Relationship between science and technology. Relationship among science, technology and society. Socio-political aspects of science and technology, health and diseases, the effects on the environment of fuel, food, water, waste disposal. Application of science and technology to everyday life; scientific literacy, Basic Scientific principles involved in the design and functioning of everyday appliances, devices, systems and phenomena. Citizen science, open science and science projects. Gathering data, managing data and communicating results to stakeholders. Developing blogs for communication of results and global interaction (should be practical with students undergoing training in website development). Relevance of the school science curricula to societal needs.

Minimum academic standard segment**Facilities.**

Facilities

1. A Demonstration Laboratory in the integrated science unit
2. An Educational Technology Laboratory
3. A Micro-teaching Unit
4. Other Laboratories in the cognate departments in the Faculty of Science

Equipment

1. Accumulator
2. Aluminium cup
3. Ammeter
4. Balls
5. Bar magnet
6. Bunsen burner
7. Ceramic slab
8. Concave mirror
9. Convex mirror
10. Copper voltmeter
11. Dissecting board



12. Dissecting Set
13. Entomological pin
- 14.
15. Forceps
16. Fuse wire
17. Garden implements
18. Glass rod
19. Glass slab
20. Hammer Jack plane
21. Hand lens
22. Knife edge
23. Lamp holder
24. Linear expansivity
25. Magnets
26. Litmus paper
27. Metre Rule
28. Measuring cylinder
29. Metal – dish
30. Metre badge
31. Micro screw gauge
32. Microscope projector
33. Microscope slides
34. Mortar and pistol
35. Optical pin
36. Paraffin wax
37. Pendulum bulb
38. Petri-dish
39. Pin plug
40. Pincers
41. Plane mirror
42. Rectangular prism
43. Retort stand
44. Soldering wire
45. Socket
46. Spatula
47. Spring balance
48. Spring Scale
49. Stop Watch
50. Tape rule
51. Test-tube rack
52. Thermometer
53. Triangular prism
54. Tuning fork
55. Vernier calliper
56. Weighing balance
57. Weight

Models

1. Human Heart
2. Human Eye
3. Human Ear
4. Human skull



5. Human skeleton
6. Insects (in Preservation bottles)
7. Preserved specimens (assorted)

Glass/ Other wares

1. Beaker
2. Blow pipe
3. Buckets
4. Burette
5. Capillary tubes
6. Conical flask
7. Cover glass
8. Cylinder glass
9. Funnels
10. Glass jar
11. Jars
12. Measuring cylinder
13. Pipette
14. Plastic/metal containers
15. Pots
16. Round bottom flask
17. Round funnel
18. sieve
19. Test-tube
20. Tripod stand
21. U-tube

Chemicals and reagents

1. Barium chlorate
2. Benedict's reagent
3. Crude oil
4. Cupric Sulphate
5. Dextrose
6. Dye
7. Ether
8. Filter paper
9. Fehling's solution
10. Ferrous sulphate
11. Gelatine powder
12. Iodine Crystals
13. Iron metal powder
14. Litmus Crystalline
15. Litmus paper
16. Magnesium metal powder
17. Magnesium oxide
18. Magnesium Sulphate
19. Magnesium sulphide
20. Methyl orange
21. Metals such as copper, lead, zinc
22. Millions Reagent
23. Petroleum products



24. Preservatives such as Formalin
25. Universal Indicator
26. Zinc sulphide

Others

1. Charts
2. Video clips
3. Films
4. Pictures

Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 15 units per semester for students and a minimum of six full-time equivalent of staff in the programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects. The staff mix by rank should be in the ratio of 20:35:45 for Professors & Readers: Senior Lecturers: Others. However, where the ratios are distorted by virtue of a high percentage of Professors it will be accepted.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate. The ratios are as given below:

Senior non-teaching (administrative and secretarial) staff should constitute 3.4% of the total student population. senior secretarial staff should constitute not more than 40% of the total senior administrative staff.

junior staff should constitute 20% of the total student population

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of the integrated Science laboratory and workshop are required. One Competent technologist and 2 other technical staff that will help to maintain the equipment and set up the Laboratory for practical activities will be necessary. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Library

1. A standard physical library with reference text (Journals and recommended textbooks) should be available for the programme
2. Reference text, recommended text and journals in the library should be of good quality, relevant and adequate.
3. Recommended text and journals should be provided centrally at the University library, Faculty and/or Departmental library.
4. There should be evidence of adequate subscription to e-library resources at the University Library. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources.

Classrooms, Laboratories, workshops and offices Spaces

The NUC recommends the following physical space requirements

Offices

m²



| | | |
|----------------------------------|---|-------|
| Professor's Office | - | 18.50 |
| Head of Department's Office | - | 18.50 |
| Tutorial Teaching Staff's Office | - | 13.50 |
| Other Teaching Staff Space | - | 7.00 |
| Technical Staff Space | - | 7.00 |
| Secretarial Space | - | 7.00 |
| Seminar Space/per student | - | 1.85 |
| Laboratory Space | - | 7.50 |

Lecturers' Office should be well ventilated, illuminated and adequate in space

The Office should contain standard tables, chairs, bookshelves, file cabinets, fans/air conditioner depending on status.

Classrooms

1. There should be classrooms designated to the programme
2. The sizes of the classrooms/lecture rooms should not be smaller than those specified in the NUC minimum standard for classrooms.
3. Classrooms should be adequately furnished with chairs and tables.
4. The classroom should be well ventilated and illuminated
5. The classrooms should be well equipped with basic facilities

Laboratories/ workshop

1. There should be at least one laboratory specifically designated for Integrated Science.
 2. The laboratory should be spacious enough to accommodate at least 20 students working at a time.
 3. The facilities available in the laboratories should be relevant and adequate
 4. The facilities should be functional and well maintained.
- Safety measures should be provided in the Laboratory such as fire extinguishers

B. A. Ed. Islamic Studies

Overview

The essential goal of Islamic Studies education and the basic nature of arts were taken into consideration as well as skills required for the 21st Century knowledge based and digital economy. The essential objective is to produce teachers of Islamic Studies that have sufficient and in depth knowledge of their subject matter and are also well trained in teaching methods and techniques and well-grounded in the entire educational foundations to be able to work as effective teachers both in terms of mastery of their teaching subject and pedagogical skills. The B.A. Islamic Studies Education Programme CCMAS is organized around the preliminaries, the course structure and the semester arrangements. The course content for all the courses as well as learning outcomes for individual courses are also outlined as guide for content delivery. The aim is to produce pre-service Islamic Studies teachers with essential skills, competencies and attitudes fit for the 21st Century.

Philosophy

Islamic Studies helps with the development of the individual through the inculcation of Islamic values, norms and principles without which any ideological, moral, intellectual and economic development becomes impossible. It also helps in finding practical solutions, through research, to problems confronting contemporary societies in particular and the Muslim world in general. Islamic Studies also forges interdisciplinary relationships with other disciplines such as Arabic, History, Sociology Economics, Finance, Law and Anthropology Of recent, Economics is one such disciplines that have benefited from the cross-fertilization of ideas with Islamic Studies. Thus, a high level of competence in Islamic Studies Education becomes a great service to the Nigerian university system and the contemporary world at large.

Objectives

The objectives of Bachelor of Arts degree in Education Islamic Studies programme are to:

1. Acquaint the students with the broad concepts and principles of Islam as a religion and a way of life.
2. Prepare the students to enunciate Islam as a culture and civilization.
3. Present Islam to the students according to its own original sources (particularly the Qur'an and the Sunnah of the Prophet).
4. Contextualizes Islam to the problems of contemporary Muslim communities with particular reference to Nigeria through a rigorous scholarly, analogical, analytical and thematic approach to the study of Islamic texts of the Qur'an and Sunnah of the Prophet (S.A.W).
5. Present a comparative view of Islam in contrast to other world religious traditions especially those that relate to Nigeria.
6. Prepare Islamic Studies teachers that would adequately serve the staffing needs of schools and colleges in Nigeria.
7. Develop teaching expertise in Islamic Studies Education in both breadth and depth in the subject matter, method, techniques, and skills for teaching Islamic Studies.
8. Acquaint the prospective Islamic Studies teachers with the knowledge of effective classroom management technique and to develop an awareness of the strong relationship between classroom management practices and teaching effectiveness.
9. Provide pre-services training for teachers to teach Islamic Studies at both the junior and senior secondary levels.
10. Provide lower level academics staff for colleges of education and polytechnics.

Unique Features of the programme

The unique features of the programme include:

1. creative and adaptability skills, through demonstration and illustration practical relevance of various aspects of Islamic teachings to real life situations, among the students;
2. problem-solving orientation among students by means of illustrating the various approaches of Islam to addressing problems, challenges and emergent situations;
3. a sense of moderacy in all affairs and the spirit of understanding, acceptance, tolerance and accommodation of differences and cultural sensitivities and skills to handle local epistemologies;
4. digital skills that will enable teaching remotely when necessary; and
5. entrepreneurial skills necessary for the knowledge-based and digital economy among the graduates.

Employability Skills

The graduate of B. A. Islamic Studies education should be equipped with the following employability skills:

1. establish and run basic Qur'anic and Qur'anic memorization schools;
2. establish and run Islamiyya primary or secondary schools;
3. offer training to traditional Qur'anic school teachers on basic teaching and child discipline/classroom management skills;
4. work as Islamic studies teachers in both public and private primary, secondary and tertiary schools and institutions;
5. work as administrative staff in all cadres and all administrative positions in both the public and private sectors of the economy;
6. offer chaplaincy services in military, police and other security establishments
7. work as trainers, preachers and guides to pilgrims in Hajj seasons; and
8. serve as imams and community leaders in neighbourhood and community and even state and national level mosques.

21st Century Skills

The B.A. Islamic Education CCMAS has the potentials of inculcating into the pre-service Islamic studies teachers the following:

1. inclusive education and cultural sensitivity;
2. problem solving skills;
3. digital, techno-pedagogy and innovative teaching and instructional skills;
4. communication and advocacy skills;
5. social and community responsibility skills;
6. initiative and enterprise skills;
7. self-management skills; and
8. flexibility skills, being able to source information, learn and adapt quickly.

Admission and Graduation Requirements

Candidates must satisfy the following basic admission requirements:



4 Year Programme

In addition to acceptable UTME score, five Senior Secondary Certificate (SSC) (or its equivalent) credit passes including Islamic Religious knowledge Studies, Mathematics and English Language, at not more than two sittings.

Direct Entry

Five SSC-credit passes including English language, Islamic Studies, any other relevant subject in arts and social science, Two of which must be at the advanced level and any of the following:

1. A pass at merit level in NCE Islamic Studies and combination with relevant arts, social science and education subject (such as Primary Education).
2. A pass at merit level in relevant Diploma Programme (provided the O/L requirements are satisfied).
3. Passes in Islamic Studies and any other two relevant arts or the IJMB (Interim Joint Matriculation Board) examination or Cambridge Moderated Schools of Basic Studies Terminal Examinations or International Baccalaureate from a recognized institution.

Graduation Requirements

In addition to the general requirements for graduation at the University, students must offer and pass courses totalling 120 credit hours, 60 of which must come from the relevant option areas in Islamic Studies and Education for the four-year programme. They must also complete and receive a pass grade in teaching practice, and a research project report on a topic approved by the Department.

Global Course Structure

100 Level Courses

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|------|
| GST 111 | Communication in English | 2 | C | 15 | 45 - |
| GST 112 | Nigerian Peoples and Cultures | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | |
| ISS 101 | Early History of Islam, from Jahiliyyah Period to the Death of the Prophet (SAW) - 632 CE | 2 | C | 30 | - |
| ISS 102 | Tawhid and 'Ibadat (Faith and Worship in Islam) | 2 | C | 30 | - |
| ISS 103 | Studies on the Qur'an | 2 | C | 30 | - |
| ISS 104 | Islam and Africa | 2 | C | 30 | - |
| ISS 105 | Introduction to the Hadith | 2 | C | 30 | - |
| ISS 106 | Basis of Islamic Thought and Civilization | 2 | C | 30 | - |
| ISS 107 | Introduction to Islamic Philosophy | 2 | C | 30 | - |
| IED 101 | Introduction to Islamic Education | 2 | C | 30 | - |
| | Total | 22 | C | | |



200 Level Courses

| Course Code | Course Title | Units | Status | LH | PH |
|----------------|---|-----------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | - |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | |
| IED 202 | Ideas and Institutions of Islamic Education | 2 | C | 30 | - |
| ISS 201 | Early Muslim Philosophers | 2 | C | 30 | - |
| ISS 202 | Islamic Family Law | 2 | C | 30 | |
| ISS 203 | Sources and Development of the Shari'ah (Islamic Law) | 2 | C | 30 | - |
| ISS 204 | History of Islam, from the Four Rightly-guided Caliphs to the Abbasid Era | 2 | C | 30 | - |
| ISS 205 | Textual Studies of the Qur'an I | 2 | C | 30 | - |
| ISS 206 | Textual Studies of the Hadith I | 2 | C | 30 | - |
| ISS 207 | Islam and Gender Studies | 2 | C | 30 | - |
| - | Total | 22 | | | |

300 Level Courses

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|------|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 30 | - |
| EDU 301 | Teaching Practice I | 3 | C | | 135* |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | |
| ISS 301 | Textual Studies of the Qur'an II | 2 | C | 30 | - |
| ISS 302 | Textual Studies of the Hadith II | 2 | C | 30 | - |
| ISS 303 | Islamic Economic System | 2 | C | 30 | - |
| ISS 304 | Shari'ah: al-Uqubat (Penal codes) | 2 | C | 30 | - |
| ISS 305 | History and Creed of Ahlul-Sunnah and the Shi'ah | 2 | C | 30 | - |
| ISS 307 | Moral Philosophy in Islam | 2 | C | 30 | |
| IED 301 | Islamic Education and Society in Sub-Saharan Africa before Colonialism | 2 | C | 30 | - |
| IED 302 | Trends and Issues in Islamic Education | 2 | C | 30 | - |
| | Total | 26 | | | - |



400 Level Courses

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|-----|
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| EDU 400 | Project | 3 | C | | 135 |
| ISS 401 | Fiqh of Contemporary Issues | 2 | C | 30 | |
| ISS 402 | Islamic Contributions to the Renaissance | 2 | C | 30 | - |
| ISS 403 | Advanced Study of Muslim Law | 2 | C | 30 | |
| IED 402 | The Dignity of Labour and Entrepreneurship in the Life and Teachings of Early Muslim Scholars and Educators | 2 | C | 30 | - |
| ISS 405 | Islam in Nigeria | 2 | C | 30 | |
| | Total | 16 | | | |

Course Contents and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15 ; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.



GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914. Formation of political parties in Nigeria. Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system. Indigenous apprenticeship system among Nigeria people (trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values. Patterns of citizenship acquisition. Citizenship and civic responsibilities. Indigenous languages, usage and development. Negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education **(2 Units C: LH 30)**

Learning Outcomes

At the end of this course the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and



11. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviorist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

ISS 101: Early History of Islam, from Jahiliyyah Period to the Death of the Prophet (SAW) – 632 CE (2 Units C: LH 30)

Learning Outcomes

At the end of this course the students should be able to:

1. narrate the history of Islam and the contributions of different categories of people towards its development and civilization.
2. explain and adopt the best and exemplary qualities of the Prophet (saw) and other pious Muslims; and
3. discuss authoritatively on Islamic history.

Course Contents

The socio-political set-up of Arabia before the emergence of Islam. Its political and economic conditions. The designation of the period by historians as the period of **Jahiliyyah**. The genealogy of Prophet Muhammad. The early call to Islam. The migration (**Hijrah**) to Madina. The establishment of the Islamic state in the City. The Prophet's administration and leadership roles (religious, political and military) and his morals, manners and character as a model to Muslims.

ISS 102: Tawhīd and ʿIbādāt (Faith and Worship in Islam) (2 Units C: LH 30)

Learning Outcomes

At the end of the course the students should be able to:

1. explain the concept of Tawhid and its implications in thought and life;
2. mention and explain the articles of faith;
3. explain the concept of Ibadat;
4. describe the relationship between Tawhid and Ibadat;
5. describe and put into practice the Islamic rulings with regards to Faith and Worship; and
6. exhibit competence in Islamic jurisprudence.

Course Contents

The concept of Tawhid and its implications in thought and life. The six articles of faith and their interrelatedness with one another. The five pillars of Islam and their relationship to Tawhid. Emphasis should be placed on how aspects of the Islamic faith are meant to facilitate for humankind prosperous earthly living.



ISS 103: Studies on the Qurʾān**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course the students should be able to:

1. proof the Origin and Source of the Qurʾān;
2. explain the concept of revelation and sacred status of the Qurʾān;
3. describe the various ways/types of revelation;
4. describe and appreciate the contributions of early Muslims towards the preservation of the Qurʾān;
5. explain the concept of abrogation;
6. mention and illustrate the various Qiraat and their significance in qurʾanic exegesis; and
7. analyze texts from the Qurʾān and pass sound judgments.

Course Contents

The concept of revelation in Islam with particular reference to the Qurʾān. Its definition, the manner and ways the Qurʾān was revealed. The preservation of the Qurʾān in the period of the Prophet. The compilation, standardization and arrangement of the chapters (Suwar) of the Qurʾān. Its division into Makkan and Madinan chapters. The concept of abrogation and *Qiraʾat* and their importance and significance in the interpretation of the Qurʾān.

ISS 104: Islam in Africa**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course the students should be able to:

1. explain the periods, phases, currents and factors responsible for the spread of Islam in Africa;
2. explain the contributions of Islam to African culture and civilization;
3. explain one's responsibilities as a Muslim towards the development of Islam;
4. discuss how Muslims interact with non-Muslims in the pre-modern period; and
5. name institutions, monuments and landmarks established and built by Islam with emphasis on those that have survived till today.

Course Contents

The beginning, phases, currents, forces and factors of the spread of Islam in North, East, West and Central Africa. The spread of Islam to Western Sudan. Study of Islamic role in the development of institutions in North, East, West and Central Africa. Relations with the wider Muslim world and interactions with traditional practices. The Institutions and monuments built by Muslims in Africa.

ISS 105: Introduction to the Hadīth**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course the students should be able to:

1. explain the concepts of Hadith and Sunnah;
2. recognize the significance of the Prophet's traditions as a source of Islam;
3. describe the Hadith as the second source Islam; and
4. discuss the measures Muslim scholars adopted to determine the authenticity and reliability of Hadith.

Course Contents

An in-depth discussion of the twin concepts of Hadīth and Sunnah. Hadīth al-Qudsī. The importance of Hadith and Sunnah in Muslim daily life. History and development of Hadith



literature method of verification (al-Jarhwa al-Ta'dil). Hadith classifications. Six authentic collections of hadith. Attitude of Muslim towards hadith and others.

ISS 106: Basis of Islamic Thought and Civilisation

(2 Units C: LH 30)

Learning Outcomes

At the end of this course the students should be able to:

1. develop and sustain discussions on Islamic thought;
2. narrate the history of Islamic Thoughts and the contributions of different categories of people towards its development and civilization; and
3. mention and describe the various Schools of Islamic Thought.

Course Contents

The foundations of Islamic thoughts, philosophy and civilization in Islam and their parallels in the contemporary world. The Schools of Thought in Islam.

ISS 107: Introduction to Islamic Philosophy

(2 Units C: LH 30)

Learning Outcomes

At the end of this course the students should be able to:

1. describe the contributions of Muslim philosophers towards the development of Islam;
2. appraise the interplay and connectedness of Islamic philosophy with other philosophies such as, Greek, Persian and Roman philosophies.

Course Contents

The definition, origin, sources and development of Islamic philosophy. The interplay of the Greek, Persian, Roman and Islamic philosophy and their influence on the development of Islamic culture and civilization particularly during the pre-modern period.

IED 102: Introduction to Islamic Education

(2 Units C: LH 30)

Learning Outcomes

At the end of this course the students should be able to:

1. explain the significance of the first revelation to Islamic education;
2. mention the essential tools and means of acquiring, imparting and transmitting knowledge as contained in the first revelation and its pedagogical significance;
3. explain the basic concepts and principles of Islamic Education;
4. mention the aims and objectives of Islamic education;
5. identify the practical skill set necessary for success as a science teacher;
6. explain how the Prophet laid the foundation for women education and the practical measures he took on educating them;
7. mention the prominent teachers and educators, both male and female, among the companions of the Prophet;
8. explain the role of the Prophet's wives in educating the female companions of the Prophet.

Course Contents

The first revelation to the Prophet Muhammad (s.a.w.) as a proclamation and the importance of education in Islam. How the first revelation laid the foundations of education in Islam with the command, "Read" and the mentioning of the essential and necessary tools and means of acquiring, imparting and disseminating knowledge. Basic concepts and principles of Islamic Education. Aims and objectives of Islamic Education. Profile of the few literate companions of



the Prophet (s.a.w.) such as Aliy ibn Abi Talib, Zaid ibn Thabit, Mu'az ibn Jabal Abdullah ibn Ruwahah and others. Prophet's initiatives on developing literacy among his unlettered companions. Prophet's practical measures on educating female companions (the foundations of women education at the time of the Prophet). Prominent teachers and educators, both men and women among the companions of the Prophet. The role of the Prophet's wives in further laying of the foundations of women education in Islam.

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course the students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world;
8. state the basic principles of e-commerce.



Course contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and Change Agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship Support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

200 LEVEL

EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of this course the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students; especially, those with special needs including the gifted;
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

ISS 201: Early Muslim Philosophers

(2 Units C: LH 30)

Learning Outcomes

At the end of this course the students should be able to:

1. name the early Muslim Philosophers;
2. explain the ideas and contributions of the individual Philosophers; and
3. expound the contributions of philosophy to the development of Islamic culture and civilization.



Course Contents

The role of early Muslim philosophers and their contributions to the development of Islamic culture and civilization. Studies of selected Muslim philosophers of Middle Eastern and Western (Spanish) origin such as al-Kindi, Ibn Rushdi, al-Ghazali and al-Farabi, Ibn Sina, and others.

ISS 202: Islamic Family Law

(2 Units; C) (LH 30)

Learning Outcomes

At the end of this course the students should be able to:

1. explain the Islamic teachings with regards to marriage;
2. narrate the importance that Islam attaches to marriage as an institution of procreation; socialization and character building;
3. state the conditions necessary for valid marriage;
4. examine the Islamic rulings on divorce;
5. discuss the position, conditions and laws of polygamy in Islam;
6. practicalize the Islamic teachings for the preservation of family values;
7. explain the position of Islam on family planning and birth control; and
8. guide, advice and adjudicate on Islamic family issues.

Course Contents

The concept of marriage in Islam. Courtship in Islam. The marital contract. The essential elements of a valid marriage. Impediments to successful marriage and the causes of divorce. Islamic rulings on divorce. Polygamy and its conditions and laws. Guardianship and paternity. The Islamic position on family planning and birth control.

ISS 203: Sources and Development of the Shari'ah

(2 Units C: LH 30)

Learning Outcomes

At the end of this course the students should be able to:

1. describe the basic elements of Islamic law;
2. discuss the phases and trends in the evolution of Islamic Jurisprudence;
3. recognize the existence of diversity and plurality within Islamic law;
4. explain the various methods and principles associated exclusively with the founders of the Sunni Schools of Law;
5. refute misconceptions about Islam and Islamic Law; and
6. reconcile jurisprudential and legal differences.

Course Contents

The meaning and concept of the Shari'ah. The pre-Islamic Arab customs and the reforms introduced by Islam. Sources and development of the Shari'ah (Islamic law). Phases and Trends in the Development of Islamic Jurisprudence. The Sunni and Shi'ite Schools of Law and the Juristic Methods and Principles of the Founders of the Sunni Schools of Law (Imams Abu-Hanifa, Malik ibn Anas, Al-Shafi'i and Ibn Hanbal).

ISS 204: History of Islam from the Four Rightly-guided Caliphs to the 'Abbāsid Era **(2 Units C: LH 30)**

Learning Outcomes

At the end of this course the students should be able to:

1. name and describe the personality, biography and virtues of the Four-Rightly -Guided Caliphs;



2. mention some of the most important incidents and developments in their respective eras;
3. discuss the emergence of the Umayyad and Abbasid Dynasties and their prominent icons, incidents and developments;
4. discuss the issues of Islamic history; and
5. explain the need for each Muslim to contribute towards the development of Islam and its civilization.

Course Contents

The biography of the four rightly-guided caliphs and the developmental phases and patterns of Islamic civilization during their time. The rise and fall of the Umayyad and Abbasid dynasties; the specific contributions of the two eras to Islamic history.

ISS 205: Textual Studies of the Qur'an I

(2 Units C: LH 30)

Learning Outcomes

At the end of this course the students should be able to:

1. read Islamic (Qur'anic) texts in Arabic language;
2. interpret Islamic texts and express sound opinion on them; and
3. demonstrate capacity in Islamic jurisprudence.

Course Contents

A detailed study of the recitation, translation, commentaries and teachings of the following Qur'anic chapters (suwar): al-Fatihah, al-Nas, al-Muzammil, al-Muddaththir and al-Alaq.

ISS 206: Textual studies of the Hadith I

(2 Units C: LH 30)

Learning Outcomes

At the end of this course the students should be able to:

1. read Hadith texts in the source language;
2. authoritatively interpret Islamic (Hadith) texts and express sound judgement on them;
3. demonstrate capacity and competence in Islamic jurisprudence.

Course Contents

A detailed study on the reading, translation, commentaries and teachings of the Prophet on some selected ahadith, especially those relevant to contemporary daily life: sincerity, repentance, perseverance, truthfulness, piety, firm belief, steadfastness, hypocrites, neighbourliness, parents and others.

ISS 207: Islam and Gender Studies

(2 Units C: LH 30)

Learning Outcomes

At the end of this course the students should be able to:

1. explain the debasing of women in jahiliyyah and their elevation in Islam;
2. explain and demonstrate one's gender and role in the Islamic perspective;
3. explain the Islamic teachings regarding gender-based responsibilities;
4. demonstrate the importance of women education in Islam; and
5. promote gender equity in the Islamic Perspective.



Course Contents

The position of women before Islam. The emancipation of women from Jahiliyyah practice and the elevation of their position in Islam. Islamic provisions on gender equity with regards to both sexes. The Prophet's examples and teachings on women. The obligations of modesty and hijab. Role of men and women in society. The importance of women education in Islam. Evaluation of gender equity and relationship in the Muslim world today based the teachings of the Qur'an and Sunnah.

IED 202: Ideas and Institutions of Islamic Education (2 Units C: LH 30)

Learning Outcomes

At the end of this course the students should be able to:

1. Identify and explain the major ideas and theories of Islamic Education;
2. Mention the icons and paragons of Islamic Education and explain their ideas;
3. Identify the various institutions of Islamic Education and explain their evolution and development;
4. Explain the role of Awqaf in the support and promotion and development of Islamic Education.

Course Contents

Major ideas of Islamic Education and the evolution and development of institutions of Islamic Education. The ideas and theories of some prominent icons of Islamic Education will be projected. These include but not limited scholars like al-Mawardi, al-Ghazzali, al-Khadib al-Baghdadi, ibn-Sayyidin Nasi, Ibn Abdil Bar, Ibn Khaldun, Ibn Taimiyyah. Some of the educational institutions in Islam include *Masjid*, *Madrasah*, *Nizamiyah* Cordova, universities, teaching hospitals, great libraries and others. The role of Awqaf (Endowment) Institutions in the support and development of Islamic Education.

300 LEVEL

GST 312: Peace and Conflict Resolution (2 Units C: LH 30)

Learning Outcomes

At the end of the course students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Outline

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settler phenomenon. Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Junkun; ZangoKartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security. Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and other). Elements of Peace Studies and Conflict



Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of this course the students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;



3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities; and
6. discuss the significance of individual differences of children and how to assist them.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics (3 Units C: LH 45)

Learning Outcomes

At the end of this course the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in data analysis. Reporting educational research.

ISS 301: Textual Studies of the Qur'an II (2 Units C: LH 30)

Learning Outcomes

This course enables the student to:

1. read Islamic (Qur'anic) texts in Arabic language;
2. authoritatively interpret Islamic texts and express sound opinion on them; and
3. demonstrate capacity and competence in Islamic jurisprudence.



Course Contents

A detailed study on recitation, translation, commentary and teachings some selected Qur'ānic verses/chapters: Q24: 2 – 3; 4: 32; 4: 3; 4: 89 and others.

ISS 302: Textual Studies of the Hadīth II

(2 Units C: LH 30)

Learning Outcomes

At the end of this course the students should be able to:

1. read Hadith texts in the source language;
2. authoritatively interpret Islamic (Hadith) texts and express sound judgement on them;
3. demonstrate capacity and competence in Islamic jurisprudence.
4. reconcile interpretational differences between the Qur'an and Hadīth

Course Contents

A detailed study of some selected hadiths, especially those relevant to daily life from Sahih al-Bukhari and Muslim.

ISS 303: Islamic Economic System

(2 Units C: LH 30)

Learning Outcomes

At the end of this course the students should be able to:

1. define the concept and basic principles of Islamic Economics;
2. explain the concept of Halal and Haram and its bearings on Islamic Economics;
3. explain the concept and the law of Mu'āmalāt: the essentials and requisites for valid contracts and the modes of making Sighah;
4. discuss Islamic rulings with regards to economic issues;
5. differentiate between al- *halal* and al-*haram* transactions; and
6. exhibit awareness of the wide spectrum of Islamic Financial products.

Course Contents

The concept and basic principles of Islamic Economics. The concept of Halal and Haram and its bearings on Islamic Economics. Introduction to the law of Mu'āmalāt: the essentials and requisites for valid contracts and the modes of making Sighah; doctrine of Majlis al-'Aqd, formulation of contract, contracting parties and subject matter of contract; Islamic teachings on ownership of wealth, usury, interest, banking, insurance, gambling, labour and relevance of these to modern situations.

ISS 304: Shari'ah: Al-'Uqubāt (Penal codes)

(2 Units C: LH 30)

Learning Outcomes

At the end of this course the students should be able to:

1. explain the Islamic Concept Capital Punishment. The concept of Uqubaat and their guiding principles;
2. discuss the Islamic regulations on murder, theft, intoxicant, Qadhf (slander);
3. give legal opinion on Islamic juridical matters; and
4. exhibit competence in Islamic jurisprudence.

Course Contents

Introduction to Islamic Concept of Capital Punishment. The concept of Uqubaat and their guiding principles. A study of Islamic regulations on murder, theft, intoxicant, Qadhf (slander), with emphasis on relevance of these regulations to morality. Comprehensive study on some selected portions of Surah al-Nur (Chapter 24) and Surah al-Ahzab (Chapter 33)



ISS 305 : History and Creed of Ahlul-Sunnah and the Shi'ah (2 Units C: LH 30)

Learning Outcomes

At the end of this course the students should be able to:

1. explain about doctrinal diversity and pluralism within Islam;
2. explain the essential differences between Sunni and Shi'ite doctrines;
3. reconcile differences of opinion in the practice and interpretation of Islam; and
4. refute misconceptions that may arise from some scholars' understanding of Islam.

Course Contents

Doctrines and principles of Ahl al-Sunnah; the classes of Ahl al-Sunnah and their roles in Muslim communities; their major leaders and their training; The Shi'ah: definition, doctrines, divisions, location and impact of their activities.

ISS 306: Entrepreneurial Skills (Calligraphy) (2 Units C: LH 15, PH 45)

Learning Outcomes

At the end of this course the students should be able to:

1. recognize the importance of seeking means of livelihood in Islam;
2. recognize calligraphy as a means of getting income; and
3. apply different aspects of calligraphy for commercial purposes.

Course Contents

The concept of entrepreneurship from the Islamic perspective. The dignity of labour in Islam. Qur'anic and hadith injunctions regarding seeking means of livelihood. Meaning, etymology and history of calligraphy; purpose, types and tools for calligraphy. Practical teaching of different aspects of calligraphy, such as, graphic designs, paintings, cut stone inscriptions, wedding invitations, moving images for films and television, corporate logos, abstractions and others.

ISS 307: Moral Philosophy in Islam (2 Units C: LH 30)

Learning m Outcomes

At the end of this course the students should be able to:

1. explain the CONCEPT and importance of morality in Islam and the significance of good moral conduct;
2. enunciate the Islamic teachings with regards to morality;
3. explain the differing thoughts of the Muhaddithun and Mutakallimun on morality and ethics; and
4. emulate the excellent conduct as exemplified by the Prophet (saw) and other pious Muslims.

Course Contents

The Islamic concept and importance of morality and ethics. The moral teachings in the Qur'an; the Prophet as Uswatun-Hasanah; contributions of selected early Muslim scholars to moral thought: the Mutakallimun and Muhaddithun, the philosophers, and the Sufis; Muslim ethics in modern age, religion, law and morality.



Learning Outcomes

At the end of this course the students should be able to:

1. describe the Islamic political system which was in existence even before the arrival of the colonialists;
2. explain and appreciate the contributions of pre-modern Muslim intellectuals and scholars to Islamic Political Thought;
3. explain the concepts of Khilafah, Wizarah, and Hisbah;
4. explain the political thoughts and ideas of the Sokoto Jihad Leaders: Sheikh Usman, Dan Fodiyo, Sheikh Abdullahi ibn Fodiyo and Sultan Muhammad Bello;
5. describe the rich repertoire of values and traditions within Islamic Political system;
6. discuss the encounters of the Muslim World with imperialism and colonialism; and
7. appraise the relevance of the Islamic Political Thought to contemporary period.

Course Contents

Islam as a total way of life and government as an essential part of it; principles of government in the Qur`ān and Hadīth; historical and intellectual development of government in Islam; political institutions; al-Wizārah, al-Khilāfah, al-Mazālim, al-Hisbah; Political thought of the Jihad movement of Shaikh ʿUthmandan Fodiyo, Sheikh Abdullahi ibn Fodiyo and Sultan Muhammad Bello. The encounter of Islam with Western imperialism and Muslim experiences with colonialism.

**IED 301: Islamic Education and Society in Sub-Saharan Africa before Colonialism
(2 Units C: LH 30)****Learning outcomes**

At the end of the course the students should be able to:

1. explain the role of Islam in entrenching the culture of learning and scholarship in Sub-Saharan Africa before Colonialism;
2. mention the epochs and discuss the trends of Islamic Education in Sub-Saharan Africa before Colonialism;
3. describe the curriculum and stages of Islamic learning in Sub-Saharan Africa before Colonialism;
4. mention the epochs, trends, great centres and prominent scholars and icons of Islamic Education in Sub-Saharan Africa before Colonialism;
5. explain the special role of Timbuktu and Sankore University in development of Islamic Education in Sub-Saharan Africa; and
6. discuss the role of the Sokoto Revivalist Movement of Sheikh Usman Dan Fodiyo in boosting and promoting Islamic Education in Sub-Saharan Africa before Colonialism.

Course Contents

Islam and the history of learning in Sub-Saharan Africa, before Colonialism. History of Islamic Education in Sub-Saharan Africa before Colonialism. Epochs and trends of Islamic Education in Sub-Saharan Africa before Colonialism. Curriculum and stages/levels of learning in Sub-Saharan Africa before Colonialism. Great centres of learning and Education in Sub-Saharan Africa before Colonialism. Prominent Scholars in Sub-Saharan Africa before Colonialism. The role and influence of Timbuktu and Sankore University dissemination of Knowledge. The Sokoto Revivalist Movement and the boosting of Islamic Education in Sub-Saharan Africa before Colonialism.



Learning Outcomes

At the end of the course the students should be able to:

1. explain the emerging issues and trends in Islamic Education in contemporary times;
2. discuss the experience of Muslim societies with colonialism and how Western Education to the Muslim World;
3. explain the various strands in Muslim reaction to Western Education and the problem of duality in education in the Muslim World;
4. discuss the emergence and concept of Integration of Knowledge and the eventual creation of INTEGRATED SCHOOLS AND ISLAMIC UNIVERSITIES.

Course Contents

Emergent issues and old and new/contemporary trends in Islamic Education globally with particular reference to Nigeria. First the issue of the experience of Muslim societies with Europeans through missionaries and colonial masters and the introduction of Western Education to Muslim Societies. The emergence of dual and parallel systems of education in Muslim countries. The different strands of Muslim reactions to the new Western system of education. Attempts at addressing the dualism in Education and the emergence of the Integration of Knowledge Movement. Introduction, evolution and growth of Integrated Islamic nursery, primary and secondary schools. The emergence and spread of Islamic universities; types/categorization of Islamic universities based on curricula differences.

400 LEVEL**EDU 401: Teaching Practice II****(3 Units C: Ph 135)****Learning Outcomes**

At the end of this course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities; and
6. the significance of individual differences of children and how to assist them.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.



400 LEVEL

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of this course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report;
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

IED 402: The Dignity of Labour in the Life and Teachings of Early Muslim Scholars and Educators (2 Units C: LH 30)

Learning Outcome

At the end of the course the students should be able to:

1. mention the various Qur'anic verses that enjoin work and trading and the hadiths of the Prophet Muhammad (s.a.w) in which he enjoined and exhorted Muslims partake in skillful and gainful jobs to earn decent living and be self-reliant;
2. mention early Muslim scholars and educators that were prominently involved in entrepreneurial activities and occupations right from among the companions of the Prophet and the generations that followed, such as Ibn Sireen, Abu Hanifah and others;
3. state the kinds of entrepreneurial occupations and activities that some of them undertook; and
4. mention and review the writings of Muslims scholars on entrepreneurship and the dignity of labour in Islam.

Course Contents

Importance of labour and entrepreneurship from the perspective of the Qur'an and Hadiths of the Prophet (s.a.w) based on certain Qur'anic and hadith texts. The life and biographies of companions of the Prophet (s.a.w) that were prominently involved in entrepreneurship and the kinds of entrepreneurship activities they did, such as Abubakr, Uthman bnAffan, AbdurRahmanbn Auf; and also among the early generations of scholars and educators, such as Muhammad ibn Sireen, Abu-Hanifah among many others. Writings of some Muslim scholars and educators on labour and entrepreneurship such as Imam Muhammad ibn Alhassan al-Shaibani's *sal-Iktisab min maal al-Mustataab* (Income Earning through Legitimate Means), Sultan Muhammad Bello's *Dignity of Labour*.



ISS 401: Fiqh of Contemporary Issues**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course the students should be able to:

1. discuss, with authority on Islamic jurisprudence;
2. give legal opinions on Islamic judicial matters, especially on contemporary issues;
3. explain contemporary trends and streams in economics and other socio-political aspects of life;
4. present authentic Islamic position on contemporary issues.

Course Contents

The Islamic ethical teachings and *fiqh* of some contemporary issues in Islamic Bio-ethics such as cloning, euthanasia, suicide, capital punishment, terrorism, banditry, kidnapping and crypto-currency.

ISS 402: Advanced Study of Muslim Law**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course the students should be able to:

1. give legal opinions on Islamic judicial and legal matters;
2. reconcile differences of opinion on the practices or interpretations of Islamic law;
3. explain the dynamics and trajectories in legal traditions in Islam;
4. explain the foundational contributions of early Muslim jurists to Islamic legal heritage.

Course Contents

Original sources of Muslim Law; contributions of early companions to legal knowledge, Ijtihad and Mujtahidun; the Shari'ah in modern times; Modern reforms concerning marriage, divorce, inheritance; the principles of al-Siyasah Shar'iyah, al-Ta'sir, al-Takhayyur and al-Talfiq; recent demand for Shari'ah in some Muslim countries; Muslim women and modern reforms.

ISS 403: Islamic Contributions to the Renaissance**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course the students should be able to:

1. recognize the contributions of Islam to human civilization;
2. Identify the contributions of Islam to western civilization and the development of modern Europe;
3. analyze the trajectories in the interface between Islam and the West;
4. generate critical posture vis-à-vis current trends in Islamic scholarship.

Course Contents

The concept of Renaissance in Islamic tradition; the position of Islam and its attitude to research and learning; its contributions to the arts, sciences and other disciplines; history of the relationship between Islam and Western civilization; Islamic impact on Western Renaissance; causes of the decline of Islamic civilization.

ISS 405: Islam in Nigeria**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course the students should be able to:

1. narrate the history of Islam and the contributions of different categories of people towards its development and civilization;
2. explain the elements that constitute the penal system of Islamic law;



- differentiate between the penal court in Islam and common law.

Course Contents

The spread and development of Islamic Institutions in Nigeria; Islam under colonial rule; a comparative study of the penal system (hudud) in Islam and the penal code in Northern Nigeria; *Alkali* and the Shari'ah courts in Nigeria.

Minimum Academic Standards

Classrooms

Lecture theatres and classrooms should be adequate in number, well-spaced and adequately ventilated with necessary public address system, projectors and other audio-visual aids.

a) Spaces

The NUC recommends the following physical space requirement:

| | m ² |
|---|----------------|
| Professor's Office | - 18.50 |
| Head of Department's Office | - 18.50 |
| Tutorial Teaching Staff's Office | - 13.50 |
| Other Teaching Staff Space | - 7.00 |
| Technical Staff Space | - 7.00 |
| Secretarial Space | - 7.00 |
| Science Staff Research Laboratory | - 16.50 |
| Education Staff Research Laboratory | - 14.50 |
| Seminar Space/per student | - 1.85 |
| Drawing Office Space (A.O. Board) (Per Student) | - 4.60 |
| Drawing Office Space (A.I. Board) (Per Student) | - 3.70 |
| Laboratory Space | - 7.50 |

Facilities

- An Educational Technology Laboratory
- A Micro-teaching Unit
- Audio-Visual Laboratory for the teaching of Reading and Recitation of the Qur'an
- A befitting, adequate open or indoor space for practical demonstration of some aspects/topics of the curriculum
- Desktop Computers
- Laptops
- Internet Connectivity for all Lecturers' Offices
- White Boards and Erasable Markers
- Islamic Studies Teaching Videos, Methods, Softwares and Websites
- Satellite Dish and Subscription to Cable TV Network
- Solar Energy Inverter System as Back up
- Photocopying Machines
- Multimedia Projectors

Staffing

Academic Staff

The minimum staff required must be such that it can handle all the compulsory courses, the required and the electives. The Department must have at least one professor among its staff irrespective of the size and age of the department. Staff-Rank Mixes and Ratio should be based on the 20:35:45 guidelines, for Professorial Cadre, Senior



Lecturer and Lecturer 1 and below respectively. Staff/Student Ratio for Islamic Studies should also be 1:30. Promotion criteria should be left to individual universities. However, a minimum of two publications, properly defined, shall be expected for promotion to the position of Lecturer 1. Substantial number of publications shall be expected for promotion to higher positions.

There should be a mix of lecturers with minimum qualification of PhD in Islamic Studies. Preferably lecturers with equal command of both Arabic and English.

Non-Academic Staff

1. Preferably non-academic staff members, from the Departmental Secretary through the Clerks to the Office Assistant should be bilingual (Arabic and English) to be able to not only read and understand documents in both languages but also to word process in both.
2. In any case the Departmental Librarian should be such bilingual to be able to handle library materials in both languages and effectively guide or support library users.

Academic and Administrative

1. The Head of Department's Office should be adequate and befitting in terms of space, lightening and ventilation.
2. Furniture should be adequate in terms of number and quality.
3. The Office of the Head of Department should be self-contained.
4. Lecturers' offices should be adequate in terms of number, space, well-lit and well ventilated.
5. Offices of Professors should have toilets.
6. The General toilet in the Department should be adequate in number and space and there should be separate toilets for male and female staff.

Library and Information Resources Unit

1. Libraries should be well stocked with classical and current books and vast and up-to-date on-line materials in Islamic Studies and Education for use of staff and students. As much as possible materials in both English and Arabic need to be acquired.
2. Photocopying and other facilities should be provided to make the use of the Library by staff and students convenient and worthwhile.
3. CCTV cameras should be provided for all libraries; exits of libraries and all library materials should be electronically monitored.

Classroom, laboratories, workshops and offices

1. Lecture rooms should be adequate in number, space, well-lit and well ventilated, as much as possible all offices should be provided with functional air-conditioners.
2. The General Departmental Office should be befitting and spacious enough to accommodate the Secretary, the Clerical Staff and the Office Assistant and their working facilities and equipment like computers, printers and photocopying machines conveniently.



B. A. Ed. Language Arts and Communication

Overview

The program Language arts and communication is meant to train high level English language teachers who will be equipped with the latest development in the arts of teaching English. Candidate for this program come in two ways; Direct and UTME students. The general decline in English language performance in our schools and all levels is one of the reasons why this program is initiated. It takes into cognizance all the problematic areas students face in public exams. It also treats all the four language skills namely; listening, speaking, reading and writing skills. This new program fosters critical thinking, evaluative approach to issues and reading between the lines.

Philosophy

To train English language teachers who will be adequately exposed to methods, techniques and knowledge of teaching English language and literature at various levels of education.

Objectives

The section will use multi-disciplinary educational methods to

1. train students to become independent, analytical, original, innovative/imaginative in mind;
2. teach courses in English, and other Languages in Education to meet national and globalizing demands;
3. promote research scholarship in educational methodologies for linguistics, literature, and culture; and
4. train students to perceive and develop intellectual and traditional legacies of Nigeria and Africa.

Unique features of the Program

The unique features of Language arts and Communications are;

1. development of critical approach to Language issues;
2. digital developmental skills among the learners;
3. literary skills; and
4. development of quality leadership skills.

Employability skills

Graduates from Language arts and Communication Program will be the best Teachers for the Teaching of English Language. They will also be employed in the following areas;

1. teaching of English Language and Literature;
2. administrative Responsibilities;
3. working in Media Outfit;
4. secretaries to Organizations;
5. editors;
6. Publishers;
7. they can Personally Establish Businesses on their own;
8. any other job that requires Communication; and
9. translators.



21st Century Skills

When Students go through Language Arts and Communication program they will be equipped with following skills

1. problem solving Skills;
2. digital Skills;
3. communication Skills;
4. interpersonal development Skills;
5. good listening Skills;
6. creative and Innovative Skills; and
7. analytical Skills

Admission and Graduation Requirements

Admission Requirement

Candidates seeking admission into the B.A.Ed. Language Arts and Communication Program should fulfill the minimum entry requirements of the university.

4 Year Programme

For UTME candidates, five relevant credits in science and arts subjects in Senior Secondary School Certificate (SSC) or its equivalent obtained at not more than two sittings.

Direct Entry

Five Senior Secondary School Certificate (SSC) or its equivalent (SSC) credit passes including English language, Literature in English, any relevant subject and two of which must be at the advanced level including:

1. For NCE holders, minimum of merit pass (minimum of credits(C) across the subjects) is required in Arts and Science subjects plus five O/L credits two of which must be English language, and Mathematics at not more than 2 sitting with minimum of credits(C) across the subjects.
2. For holders of accredited Polytechnic diplomas or diploma in education from recognized university a minimum of merit or lower credit grade, plus five O/L credits including English Language and Mathematics at not more than 2 sittings will be required.
3. For all candidates, O/L credits pass in English Language and Mathematics is required for admission into the programme.
4. For candidates applying for (B.A.Ed.) English, Literature in English is required.
5. NCE Double major whose teaching subjects are not offered in the university are not admissible.

Graduation Requirement

To qualify for the award of BA. (ED) Program students who come through 100 level must gain 120 total credits unit before graduation; students who get through Direct Entry require at least 90 credits Units.



Global Course Structure

100 Level Courses

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian People and Culture | 2 | C | 30 | - |
| EDUC 101 | Introduction to teaching and foundation of education | 2 | C | 30 | - |
| CLA102 | Introduction to English Grammar and Composition | 2 | C | 30 | - |
| CLA 108 | Introduction to language methods | 2 | C | 30 | - |
| ENG 101 | A Survey of the English Language | 2 | C | 30 | - |
| ENG 104 | Basic grammar | 2 | C | 30 | - |
| ENG 105 | Oral English | 2 | C | 15 | 45 |
| LIT 104 | Introduction to Poetry | 2 | C | 30 | - |
| LIT 105 | Introduction to Prose Literature | 2 | C | 30 | - |
| LIT 106 | Introduction to Drama | 2 | C | 30 | - |
| | | 22 | | | |

200 Level Courses

| Course Code | Course Title | Units | Status | LH | PH |
|--------------|---|-----------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 15 | 45 |
| EDUC 201 | Curriculum, Curriculum delivery and general teaching method | 2 | C | 30 | - |
| ENG 201 | Contemporary English | 2 | C | 30 | - |
| ENG 204 | Introduction to General Phonetics and Phonology I | 2 | C | 30 | - |
| ENG 205 | Advance English Composition I | 2 | C | 30 | - |
| CLA 202 | Aural-oral Skills language teaching | 2 | C | 30 | - |
| CLA 203 | Grammar and usage for Language Art | 2 | C | 30 | - |
| CLA 210 | Multilingual-bilingual education | 2 | C | 30 | - |
| LIT 206 | European Novels | 2 | C | 30 | - |
| Total | | 20 | | | |



300 Level Courses

| Course Code | Course Title | Units | Status | LH | PH |
|---|---|-------|--------|-----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice | 3 | C | | 135 |
| EDU 302 | Educational Measurement, Tests, Research Method and Statistic | 3 | C | 45 | - |
| ENG 304 | Basic Semantics | 2 | C | 30 | - |
| ENG 306 | Sociolinguistics | 2 | C | 30 | - |
| CLA 303 | Research Methodology | 2 | C | 30 | - |
| CLA 305 | Subject Method 1 | 2 | C | 30 | - |
| CLA 308 | Subject Methods II | 2 | C | 30 | - |
| CLA 310 | Creative Writing | 2 | C | 15 | 45 |
| 4 credit unit from education/social science | | 4 | C | 120 | - |
| Total | | 26 | | | |

400 Level Courses

| Course Code | Course Title | Units | Status | LH | PH |
|--|---|-----------|--------|-----|-----|
| EDUC 400 | Project | 3 | C | - | 135 |
| EDUC 401 | Teaching Practice II | 3 | C | - | 135 |
| ENG 402 | Pragmatics | 2 | C | 30 | - |
| ENG 408 | Creative Writing Workshop and Practicum | 2 | C | 15 | 45 |
| CLA 403 | Psycholinguistics | 2 | C | 30 | - |
| CLA 410 | Language Testing | 2 | C | 30 | - |
| 4 credit unit from science/arts and business education | | 4 | C | 210 | - |
| Total | | 18 | | | |

Course Content and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology).
English word classes (lexical and grammatical words, definitions, forms, functions, usages,



collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalization and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyze the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyze the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyze the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.



EDU 101: Introduction to Teaching and Foundation to Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present-day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviorist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course contents

Teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviorist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

CLA 102: Introduction to English Grammar and Composition (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able:

1. explain English grammar;
2. mention the techniques of composing;
3. describe good expression delivery;
4. narrate mechanics of writing; and
5. deliberate how packaging their ideas in a coherent way

Course contents

Elements of English Grammar and Composition; Lexis and Structure; Basic Clauses in English; Noun phrase, verb phrase, adverbial and adjectival clauses.

ENG 104: Basic Grammar and Usage (2 Units C: LH 30)

Learning Outcomes

1. recognize the basic English grammatical forms;
2. analyze these forms; and
3. produce the grammatical forms.

Course Contents

This course rigorously exposes students to such content areas as parts of speech, noun clusters, verb clusters, clauses and phrases. The English sentence: type, structures, functions and patterns. The type of sentence manipulation to achieve various patterns. Shift ability,



combining, reordering, thematization. Fronting; tense and aspect systems in English. Concord, plurality, person, mood, gender, transitivity, passivation and nominalization in English. Grammar and written English. Fluency and accuracy.

CLA 108: Introduction to Language Methods

(2 Units C: LH 30)

Learning Outcomes

At the course students should be able to:

1. describe various method of language teaching;
2. mention various language teaching technique;
3. expline simple friendly classroom delivery; and
4. state introductory classroom management.

Course contents

Teaching and learning. Definitions, types, forms and strategies, Approaches, methods and techniques. Definitions, types, forms and strategies. Language and methods. Relationship, areas of convergence and divergence, Classroom language delivery system: types, characteristics, and problems, Teacher and the pupil/learner: definition, types, characteristics, problems, solutions, Classroom management: types, strategies, noise, punctuation, absenteeism, enjoyment, learning effectiveness and control. Language teaching philosophy or concept: teacher-centered, learner centered, learning centered, task-Based, structural and communicative. Teacher teaching language at the primary, junior secondary and senior secondary level. History of language teaching in Nigeria: English, French, Nigerian languages and African languages. Opportunities and challenges for a language teacher in Nigeria, African and other parts of the world.

GST 212: Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically asses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.



ENT 211: Entrepreneurship and Innovation**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

**EDU 201: Curriculum, Curriculum Delivery and Teaching Methods
(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyze and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.



Course contents

Definition and types of curriculum. The curriculum development process. The Nigerian core curricula. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

ENG 205: Advance English Composition I

(2 Units C: LH 45)

Learning Outcomes

At the end of this course students should be able to

1. have acquired the technical tools for writing in special and professional situations;
2. acquired distinctive registers and styles for special writing including scholarly writing; and
3. protocol writing and journalistic and media composition.

Course contents

Specialized composition writing, specialized essays (reports, long essays, minutes and invitations); feature articles; magazines, journals, monographs and language use on technical matters

CLA 202: Aural-Oral Skills in Education

(2 Units C: LH 30)

Learning Outcomes

1. analyze the speech forms of English;
2. analyze listening strategies of English;
3. speak English accurately and fluently;
4. listening English of different forms; and
5. apply the theoretical knowledge: listening and speaking effective classroom delivery systems

Aural Skills

1. Listening for sound discrimination; vowels.
2. Listening for sound discrimination; consonants
3. Listening for sound discrimination; supra-segmental phonemes; stress, intonation, pause, pitch and others.
4. Listening for fluency of thought, coherence and accuracy; words, sentences, passages with Standard English pronunciation.
5. Listening and multimedia system: listening to radio broadcast (BBC, VOA, Nigerian radio stations), to television broadcast and listening to public speech and classroom delivery forms.
6. Listening for specific information, inferences, interpretation, critical analysis, coherent thought patterns, for idea packaging and discrimination, to dialogues, conversation, and others.
7. Application of listening skills to proper language delivery systems in the classroom; teacher-pupil, pupil-pupil, small- group interactive listening strategies



Oral Skills

1. Language and speech distinctions and their significance
2. The production of speech; individual phonemes, allophonic variations, words, connected speech.
3. Description and classification of speech sounds; phonemes.
4. Range of accents and units of phonology.
5. Differential phonetics; articulation, catenation, rhythm, intonation, stress patterns.
6. Pronunciation problems of the Nigerian speaker of English.
7. Practical speech activates in form of recognition, production, transcription, and use of different segmental and supra-segmental phonemes of the English language.
8. Spoken and written English language distinctions.
9. Roles of connected speech in form of monologue, dialogue, conversation, public speech using the correct segmental and supra-segmental phonemes of the English language.
10. Oral reading, reading for dramatic purposes with the appropriate segmental and supra-segmental speech forms.
11. Oral composition of dialogue conversation, public speech and others with the appropriate segmental and supra-segmental phonemes.
12. Application of phonemic, supra-segmental and phonemic transcription forms to reading, and oral English at the primary, junior and senior secondary schools.

CLA 203: Grammar and Usage for Language Arts

(2 Units C: LH 30)

Learning Outcomes

This is practical grammar course designed to improve and build on student's knowledge of grammar taught at the secondary and NCE levels. It is based on the fact that basic grammatical concepts have been learnt at the other levels and should not be the focus at the degree level. By the end of this course, the students should be able to:

1. recognize the grammatical structure of English;
2. analyze the grammatical structure of English;
3. apply the different grammatical forms of English to effective communication through reading and writing; and
4. use the grammatical knowledge to teach all aspects of English at the primary, secondary and tertiary levels of education.

Course contents

The form and structure of English, isolated parts of speech such as nouns, pronouns, adjectives, adverbs, verbs, propositions, phrasal verbs, gerunds, clauses (adjectival, adverbial, noun clauses), types and usage. Students should analyze these isolated parts of speech at the sentence and textual levels. At least five passages should be analyzed bringing out these forms. This section is a pure revision of aspects that the NCE English should have covered. Course will also examine historical development of different language groups as well as linguistic attitudes towards the varieties of English in use today. Every component of the course will be related to teaching, oral and written communication in English.

CLA 210: Multilingual/ Bilingual Education

(2 Units C: LH 30)

Learning Outcomes

1. distinguish between the concepts of monolingual and bilingual education.
2. explain, with adequate illustrations, factors that lead to bilingualism'
3. identify the basic characteristics of a bilingual and types: define and illustrate individual bilingualism and societal bilingualism;



4. identify and explain the problems associated with societal bilingualism and individual bilingualism; and
5. explain, with adequate illustrations, the nature and significance of bilingual education.

Course contents

Bilingual education programmes. Definition of Bilingualism. Co-ordinate bilingual verses compound bilingual. Individual bilingualism verses societal bilingualism. Factors that lead to bilingualism. Characteristics of bilingual education and the full description of these settings. Monolingual- monoculture. Bilingual- monoculture or multi-cultural. Monolingual- bicultural. Multilingual- multi-cultural. Students should be able to analyse, describe and proffer ways of teaching in these diverse bilingual settings. Bilingual Education. Bilingual language policy in the policy of Education, Its nature and significance to the society, Its implementation and problems, Possible alternative bilingual Education policies. Societal Bilingualism/ multilingualism. The prospects of bilingual Education and its significance at the primary and junior secondary schools, design of diverse bilingual education programmes for these levels of education. Problems of societal bilingualism. How best to implement bilingual education in classroom situation; students should be able to produce and teach bilingual lessons in the core subjects being taught at the primary and junior secondary levels, using gradual, wholesale bilingual approaches. The problems of medium transition. The state of the art of bilingual education in Nigeria today, vis-a-vis the bilingual Education policy; bilingual education at the primary, junior secondary and primary levels of education: course structured, content and methodology; and teaching English in a multilingual and multicultural setting: approaches, techniques, syllabus, actual lesson plans and multi-content and multicultural content area. Bilingual teaching method. Methodology. Bilingual teaching methods at junior secondary level of Education, course structure, content and methodology.

LIT 206: European Novel (2 Units C: LH 30)

Learning Outcomes

1. determine the features, structure, stylistic forms, thematic patterns and the language of European novels.
2. critically assess the functions, concepts and issues developed in European novels;
3. determine types, techniques, composition, modes of appeal, levels of meaning and effective organization of language of the selected European novels;
4. undertake structural presentation and analysis of European novels as well as treating the language devices used in the novels; and
5. teach European novels across educational levels.

Course contents

European Novels: definition, characteristics types, trends, socio-political concepts and visual, modes of appeal, levels of meaning, peculiarities and universals, literacy appreciation strategies and others.

In-depth study and analysis of the following European novels.

GST 312: Peace and Conflict Resolution (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyze the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;



4. enumerate security and peace building strategies; and
5. describe roles of international organizations, media and traditional institutions in peace building.

Course contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,).



Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics **(3 Units C: LH 45)**

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.



Course contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in educational data analysis. Reporting educational research.

ENG 304: Basic Semantics

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to explain:

1. what is semantics: definition, concepts and approaches;
2. branches in semantics such as historical, logical, linguistics, semantics and others; and
3. inadequacy of current theories of semantics.

Course contents

Meaning of meaning. Philosophical and psychological interest in meaning. Types of meaning. Meaningfulness. Meaning and significance. Meaning and use. Phatic communion. Illustrating all these terms using oral and written texts. Basic concepts in semantic. Sense and reference. The word.. The sentence. Truth and meaning. Analyzing all these base concepts using at least five written texts. Semantics in other disciplines. Lexical meaning (semantics). Hyponymy. Synonymy. Antonym, polysemy and homonymy. Components. Relational opposite. The analysis of these semantic concepts using at least five oral and written texts or passages should be done. Context and reference. Linguistic relativity. The exclusion of context. Context of situation. Bringing out these concepts from literary, oral/written texts. At least five different texts should be analyzed. Lexical and grammatical meanings. The meaning of context-types. Using longer texts to illustrate and analyze the meanings are the imperatives of this section. Semantics and vocabulary development. Register analysis, analysis of technical, literature, socio-economic and political texts using semantic knowledge and skills for the purpose of vocabulary enrichment. Designing semantic fields for law, education, agriculture, banking, commerce, building, plumbing, fishing, photography, mineral exploration, manufacturing and others.

ENG 306: Sociolinguistics

(2 Units C: LH 30)

Learning Outcomes

1. to provide students with basic socio-linguistic concepts, theories, principles and information pertinent to their full understanding of socio-linguistics; and
2. to acquaint them with a comprehensive picture of language situational variation, and problems in Africa in general and Nigeria in particular

Course contents

General introduction. The scope of sociolinguistics. Sociolinguistic theories, problems and methods. Sociolinguistic phenomena. Language and society in Africa. Language and society in Nigeria. Language and context of situation. Function of language in the society. Socio-cultural influence on language. Language variation variables affecting language variation. Variables affecting language variation, Religion, Social group field of discourse, Medium, Attitude, Registers, Diglossia, Code-switching, Borrowing, lending and other dialects, pidgins and creoles, standard language, linguistic boundaries and others. Analysis of specific texts



representing these language variants. Language and social interaction, Speech Acts and function, Language and socialization, Communicative norms (or competence vs. incompetence). Language and Culture, Language and culture in Nigeria, and Cultural influence on spoken and written English: Analysis of specific texts. Cultural influence on words, texts. The English language in Nigeria, History, form and use, Nigerian English as a regional variety. Speech social interaction: function of speech, speech and norms, speech, norms and social identity, structure of speech, sociolinguistic characterization. Emphasis in the course should not be merely that of accumulation of theoretical sociolinguistic facts, but also to be able to analyze and produce texts based on these sociolinguistic facts. Quantitative and qualitative study of speech, Examples of empirical studies, Basil Bernstein's study, Labov's study of speech patterns in New York, The Norwich Study, Linguistic variables, Types of variables, Influences on variables. To examine the theory of language variability and its application to the emergence of dialects and Nigerian variety of English and pidgin. To undertake field work in mini scale sociolinguistic studies. To examine closely how sociolinguistic concepts and facts are applied in language problem-solving in society at large and in education in particular.

CLA 305: Subject Method 1 (English Language Teaching Method for the Primary Level) (2 Units C: LH 30)

Learning Outcomes

1. to enable students to see the relationship between primary language methods;
2. to prepare students to teach the four language skills of listening, speaking, reading and writing at both the primary and secondary levels with greater efficiency;
3. to sensitize students to the problems of medium choice and medium transition at both lower and upper primary levels; and
4. to acquaint students with the relationship with between English and other Nigerian languages at both lower and upper primary levels.

Course contents

Objectives for English language teaching. National Policy on Education. Primary language policy: formation, alternative/options. Secondary language policy: formulation, alternative/options. Implication for Bilingual Education at the primary level, such as, development of bilingual teachers. Difference between L1, L2, and FL teaching. Bilingual Education program. Bilingual instructional structure at the elementary level. Strategies for straight for English or the upper level of the primary. Language and social integration. Speech Acts and function. Language and socialization. Communicative norms (or competence vs. incompetence). Language and Culture. Language and culture in Nigeria, and. Cultural influence on spoken and written English: Analysis of specific texts. Cultural influence on words, texts, sentence and meaning. The English language in Nigeria. History, form and use. Nigerian English as a regional variety. Speech social interaction: function of speech, speech and norms, speech, norms and social identity, structure of speech, sociolinguistic characterization. Emphasis in the course should not be merely that of accumulation of theoretical sociolinguistic facts, but to be able to analyze and produce texts based on sociolinguistic facts. Quantitative and qualitative study of speech. Examples of empirical studies. Basil Bernstein's study. Labov's study of speech patterns in New York. The Norwich study. Linguistic variables. Types of variables. Influences on variables. To examine the theory of language variability and its application to the emergence of dialects and a Nigerian variety of English and pidgin. To undertake fieldwork in mini scale sociolinguistic studies. To examine closely how sociolinguistic concepts and facts are applied in language problem-solving in society at large and in education in particular.



CLA 308: Subject Methods II (For Higher Levels)**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. discuss meaningfully the general principles of language teaching, the theoretical basis as well as demonstrated the art of second language teaching.
1. identify and deal with language teaching problems in (1) phonology (2) lexis and (3) structure (4) discourse and (5) pragmatic levels.
2. awareness of differences between a first and second language learner.
3. handle the teaching of all genres of literature; and
4. apply principles of evaluation to some existing language teaching materials.

Course contents

Teaching, L2 teaching, Awareness of differences between L1 and L2. English as a second and foreign language, English teaching and learning, Evaluation of teaching materials, Principle of evaluating language materials, Criteria for selecting language materials, Guidelines of production and utilization for teaching materials, Material adaptation and production, Four basic language skills, Teaching reading at the higher level, Reading readiness, Teaching beginning reading intensive reading and literary appreciation, Extensive reading, Faster reading, Reading for various purposes, Reading for specific purposes, for different levels of comprehension, Anticipation and others. Reading Prior knowledge and schematic representation. Teaching writing at the higher level, Creative writing at the secondary stage, teaching composition, Marking and grading composition work, Teaching summary and note-making, Writing as a process and product, Reading, writing, integration, Guided, integration, discuss, interactive, cooperative approach to writing, Teaching oral English (spoken language), selection of items, segmental and supra-segmental, Pronoun, stress and intonation Aural comprehension (listening comprehension). Technique for teaching oral English. Handling test of orals at the senior school certificate. Evaluation of language aspects, Tests and quiz, Examination and marking scheme, Marking and grading

ENG 310: Creative Writing**(2 Units C: LH 15; PH 45)****Learning Outcomes**

1. the course is an introductory course to creative writing that aims at exposing to certain themes regarding the art of creative writing;
2. it aims at helping to develop in the non-native speaker of English the skill of writing communication;
3. it seeks to prepare the students to utilize the knowledge of creative writing through the art of self-expression; and
4. the course will attempt to place at the disposal of the students the knowledge of the values, elemental atmosphere and problems of creative writing.

Course contents

Nature of Creative writing. Meaning and scope i.e (Prose, poetry, drama): short stories, music art, folklore, creature, fairy tales-motifs, enchantments, incantations, chants, praise, songs and others. Ability to analyze and produce these creative writing types, Value of creative writing, for teachers and students. Melting pot for divergent views. Self-expression. Ability to bring out these values of creative writing from selected creative texts. Value of Creative Writing- for teacher and students melting pot for divergent views. Self-expression. Ability to bring out these values of creative writing from selected creative texts. Elements of creative writing. Setting and background. Plot and structure. Subject matter and theme. Character and characterization. Language use and usage. Literary device by which the author arouses readers interest in certain thematic pre-occupations. Analysis of at least five creative texts



bringing these elements. Atmosphere for creative writing, conducive for creativity, interaction between creative writer and the audience (reader of other participants/non-readers). Problems of creative writing. Units on activities and techniques for simulating and teaching creative writing such as, Environment. Use of picture, Paintings, Radio, Games and others. Students should produce five creative texts by the end of ten courses. They should also have analyzed a minimum of ten creative texts of renowned writers.

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives.
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.



ENG 402: Pragmatics**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. analyze theories of pragmatics;
2. differentiate between various speech act;
3. analyze various speeches; and
4. define various registers of pragmatics.

Course contents

Scope, goals and principles of pragmatics (Relate to ENG 304); Utterance Meaning versus Sentence Meaning; Sociocultural and linguistic rules; Determining interpretation presupposition and context; Locution and perlocution speech acts; Theories of pragmatics

ENG 408: Creative Writing Workshop**(2 Units C: LH 15; PH 45)****Learning Outcomes**

1. student will practice various type of writing;
2. they will also be expose to technics of creative discourse;
3. they will also be expose to act of publishing creative materials;
4. student will be expected to write on various genres; and
5. they will also be able to analyze creativity in any writing work.

Course contents

how to discover the light of inspiration. brainstorming. divergent thinking. composing creative works. inferencing/synthesizing. creative dialogues and episodes. stimulation and motivation warming up. use of pictures concept of a good test: Types of validity and reliability, dissemination index, item analysis, factors influencing validity and reliability, predictability, comprehensiveness, variables for assessing a good test. Discrete point testing: definition types of discrete point testing vocabulary, grammar, reading, listening speech, writing discourse, summary and others. in a discrete manner, constructing and evaluating discrete-point test and others. Integrative language test: concept, definition forms and types. Testing reading, writing, speech listening, grammar, vocabulary using different integrative test types. The role of dialogues, cloze, dictation, role-play, communicative language task in integrative language test-construction and evaluating integrative language tests at all levels testing functional competences; linguistics and communicative competence relationship form function relationship, accuracy, fluency, skills getting and skills using variables in language tests; testing in a functional-notional way, constructing and evaluating-communicative form-functional, notional-functional tests across educational levels evaluation of different types of testis in Nigeria: first school leaving certificate examination, JSS language examination, (Hausa, Arabic and English) o level English examination both paper I,II and test of orals, JAMB use of English exams, teacher-made exams, continuous assessment test, university degree examination English and Nigerian Languages.

Testing competence: discourse competence defined, forms of discourse, using discrete-point procedures to test discourse, testing discourse interactively. Fed back: form tests, from learners, from teachers and other usefulness of feedback, the effect of immediate and delayed feedback.

Evaluation of test: teacher made tests, common entrance examinations, junior secondary school examinations school certificate examinations, JAMB exams in the related fields of English and the Nigerian Languages. Constructing Examinations and Test in the related areas of English and Nigerian Languages at all educational levels. Administration and scoring of



Tests: Oral, written reading testing Activities of a test scorer of examiners, intra-rater reliability exam coordination

Examination Malpractice: reason, trends, problem, measure/solution.

CLA 403/LIN 408: Psycholinguistics

(2 Units C: LH 30)

Learning Outcomes

1. student will be expose to language theories of language acquisition;
2. they will also be expose to language acquisition process of the child;
3. student should analyze language learning and how it improves performance ; and
4. they will also compare and contrast language learning and language acquisition.

Course contents

Psycholinguistics account of language and relationship between language and the mind. Language acquisition and language learning, language thinking and cognition. Language and the mental process. Language localization, linguistic performance and behavior. language behavior, production and comprehension. language impairments
Resource requirement for teaching and learning facilities.

CLA 410: Language Testing

(2 Units C: LH 30)

Learning Outcomes

By the end of this course, students should be able to

1. discuss the different kinds of test and test procedures;
2. critically evaluate different test types;
3. determine parameters for assessing good tests;
4. construct good tests on various language skills;
5. relate testing procedures to language testing at the primary, secondary and tertiary levels; and
6. apply language testing procedures to testing English and Nigerian languages.

Course contents

Concept and meaning of language test: definition of test concept of language testing, syllabus-test relationship, test, measurement and assessment, purpose of test and others. Types of Tests: Achievement, diagnostic, proficiency aptitude, continuous assessment test and others.

Minimum Academic Standards

Equipment

A language laboratory consists of the following

1. LAN
2. Microphones
3. Intercom Switches
4. Headphones/ headset with microphone
5. Media player
6. Monitoring Switches
7. Laptops
8. Internet connection
9. Camera
10. Computer
11. White board and Smart board



12. Digital book
13. Power point
14. Laboratory management software system
15. RFID System
16. Digital library Management software system
17. Fluency Software
18. Duolingo Software
19. Story board Software
20. Projector Software
21. Speaker

Staffing

Academic staff

The NUC guideline on staff student ratio 1:30 for education department shall apply. The program will require 6 full time equivalent of staff to handle the program.

Technical support personnel: the services of the technical support staff are indispensable in running the language laboratory. At least two technical staff will be needed.

Library

The language arts and communication program require the following library facilities:
reading modern books in the area of Language and Literature

Journals

E-Library

Classrooms, Laboratories, Workshops and Offices

Four classrooms

One language laboratory

One reading clinic

Two professorial offices and six offices for other cadres

The entire work needs to be reworked. Please watch all the videos and kindly use the prototype I attached with this to properly guide you on how to go about structuring everythi.



B. Ed. Library and Information Science

Overview

This CCMAS has been developed to train graduates with theoretical and practical knowledge of Library and Information Science, which is the area concerned with the acquisition, processing, preserving and disseminating of needed items of information and information itself. It is an improvement on the previous BMAS because it is intended to produce graduates that have the requisite knowledge, skills, competencies and capacities to respond to the dynamic library and information needs of modern day users. It is tailored towards the production of graduates who can go beyond being passive organizers of other people's knowledge to being ICT competent and active generators of knowledge such as institutional repositories, editing of Wikipedia entries, and other open access resources, thus contributing to the universal availability of information. Graduates of this programme can compete with their peers anywhere in the world.

Philosophy

The philosophy of the Programme is to train graduates with the requisite skills and competencies to function in the 21st century library and information environment. Graduates of the programme should be capable of getting libraries and information centres to communicate in space and time to be to respond to the dynamic information needs of society.

Objectives

The objectives of the Programme are to:

1. produce Library and Information professionals for all types of libraries, information and documentation centres;
2. equip the graduates of the programme with relevant theoretical knowledge, practical skills and techniques to develop and enhance their job performance;
3. encourage the spirit of inquiry and creativity among the Library and Information professionals so that they are capable of understanding the emerging concepts of the role of information in a complex multi-cultural, multi-ethnic and largely non-literate society like Nigeria;
4. provide prospective Library and Information professionals with the intellectual and professional background adequate for their assignments and to make them adaptable to any changing situation; and
5. provide an understanding of the role of the new communication technology (such as Internet) in the handling of information.

Unique Features of the Programme

Some of the unique features of the course are as follows:

1. introducing students to the use of Resource Description and Access (RDA) for description of resources in contemporary library and information practice rather than continued use of Anglo-American Cataloguing Rules (AACR), which till today is the practice in Nigerian library schools. The libraries in the developed countries and even South Africa no longer use AACR but RDA, which the western world embraced since 2010;
2. the use of metadata standard sets like the Dublin Core Metadata Standard Elements and Minnesota Metadata Guidelines for description of online and electronic resources;



3. application of computers to cataloguing with emphasis on MARC, Z39.50 and other related online formats and protocols to keep pace with global standards for information sharing and exchange;
4. classifying with online facilities like Worldcat, LC Online Catalogue and others to key into global standards and protocols for systems interoperability; and emphasis on practical infopreneurship for entrepreneurial skills acquisition in Library and Information Science

Employability

Opportunities abound in all sectors of the economy, both private and public. Graduates are needed in educational institutions; ministries, departments and agencies; in the industries, such as manufacturing entities, banks, law firms and others; outside the shores of this country; individuals and so. Graduates are required everywhere provided they have the required competencies which this course can impart into them.

21st Century Skills

In addition to the traditional skills, graduates will be imparted with the following 21st century skills:

1. critical thinking
2. communication
3. collaboration
4. creativity
5. cultural awareness
6. digital literacy

Graduates of the programme will be imparted with the skill of critical thinking, the skill for effective communication for better library and information services delivery; and the skill for active and result-oriented collaboration with relevant and related agencies within and outside the country. The skills for creativity, cultural awareness and digital literacy are also requirements of the LIS graduate in the 21st century information environment.

Admission and Graduation Requirements

There are two modes of entry to the Bachelor of Library and Information Science Degree Programmes.

4 year programme

In addition to acceptable pass in the Unified Tertiary Matriculation Examination (UTME), Five (5) Credit passes in the Senior Secondary Certification SSC (or its equivalent) at not more than 2 sittings including English Language and Mathematics.

Direct Entry

Five SSC (or its equivalent) credit pass including English, two of which must be at the Advanced Level in the following:

1. Minimum of Upper Credit pass in Library and Information Science at the National Diploma level.
2. Minimum of ten (10) points at the National Certificate in Education (NCE) for those with double major in Library and Information Science.
3. The other A' Level requirements mentioned should be discountenanced because the subjects are not in the area of Library and Information Science, neither are they related to Library and Information Science.



Graduation Requirements: Students must have offered a total of 120 credit units of requisite courses and met the general university requirements for graduation.

Global Course Structure

100 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| LIS 111 | Introduction to Library and Information Science | 2 | C | 30 | - |
| LIS 114 | Introduction to Digital Libraries | 2 | C | 15 | 45 |
| LIS 125 | Introduction to Library Application Packages | 2 | C | 15 | 45 |
| | Eight Credit units of teaching subjects in area of Arts, Social science or science. | 8 | | | |
| | Total | 20 | | | - |

200 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-------|--------|----|----|
| GST 212 | Philosophy, Logic, Environment and Sustainable Development | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 15 | 45 |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | - |
| LIS 222 | Organisation of Knowledge I | 2 | C | 15 | 45 |
| LIS 215 | Library and Information Services for Children and Adolescents | 2 | C | 30 | - |
| LIS 216 | Serials Management | 2 | C | 15 | 45 |
| LIS 211 | Introduction to ICT in LIS | 2 | C | 30 | |
| | 6 credit units of teaching subjects in area of Arts, Social science or science. | 6 | | | |
| | Total | 20 | | | |



300 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|---|--------------|---------------|-----------|-----------|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | - |
| LIS 311 | Organisation of Knowledge II | 2 | C | 15 | 45 |
| LIS 312 | Collection Management | 2 | C | 15 | 45 |
| LIS 313 | Reference and Information Services in LIS | 2 | C | 15 | 45 |
| LIS 322 | Hardware and Software Technologies | 2 | C | 30 | - |
| LIS 329 | SIWES | 6 | C | - | 270 |
| | Six credit units of teaching subjects in area of Arts, Social science or science. | 6 | | | |
| | Total | 30 | | | - |

400 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| EDU 400 | Project | 3 | C | - | 135 |
| EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| LIS 413 | Indexing and Abstracting | 2 | C | 30 | 15 |
| LIS 416 | Introduction to Archives and Records Management | 2 | C | 30 | - |
| LIS 417 | Publishing, Book Production and Trade | 2 | C | 30 | - |
| LIS 418 | Preservation, Conservation and Security of Library and Information Resources | 2 | C | 30 | |
| LIS 421 | Database Design and Management | 2 | C | 15 | 45 |
| | Total | 16 | | | |

Course Contents**GST 111: Communication in English****(2 Units C: LH 15) (PH 45)****Learning Outcomes**

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.



Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading. Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples Towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture. Peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria. Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914. formation of political parties in Nigeria. Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system. Indigenous apprenticeship system among Nigeria people. Trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition. Citizenship and civic responsibilities. Indigenous languages, usage and development. Negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation. Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.



LIS 111: Introduction to Library and Information Science (3 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. define the basic concepts in the course;
2. discuss the relationship between library science and information science;
3. explain the philosophical foundations of the course;
4. explain its origin, growth and development;
5. discuss the contributions of great scholars to the field;
6. mention the need for its study and practice;
7. discuss LIS education in Nigeria;
8. explain the relationship between LIS and other fields; and
9. discuss the future of the course.

Course Contents

Definition of terms: Library, information, library science, information science and others. Relationship between library and information science. Theoretical and philosophical foundations of library and information science. Origin, growth and development of library and information science. Contributions of great scholars to library and information science. Need for the study and practice of library and information science. Library and information science education in Nigeria. Relationship between LIS and other fields of study. The future of library and information science.

LIS 114: Introduction to Digital Libraries (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. define the basic concepts in the course;
2. explain the origin and development of digital libraries;
3. identify the components of digital libraries;
4. enumerate the services of digital libraries;
5. explain the uses of digital libraries; and
6. discuss their advantages and disadvantages.

Course Contents

Definition of concepts: digital libraries, electronic libraries, virtual libraries, library without boundaries and others. Origin and development of digital libraries. Components of digital libraries: hardware, software, personnel, information resources and others. Services of digital libraries. Uses of digital libraries. Advantages and disadvantages of digital libraries.

LIS 125: Introduction to Library Application Packages (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. define the basic concepts in the course;
2. identify types of library application packages;
3. discuss the different categories of library application packages and what they are used for;
4. describe the features of library application packages; and



5. explain the limitations of library application packages.

Course Contents

Definition of terms—programs, software, application packages and others. Types of library application packages, such as VTLS, CD/ISIS, EOSIS Q Series, x-Lib. Open source packages, such as Koha, Greenstone and others. Packages for institutional repositories such as Dspace, Fedora, Eprint and others. Features of library application packages. Uses of library application packages. Limitations of library application packages.

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, Entrepreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;



7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course contents

Concept of Entrepreneurship (Entrepreneurship, Entrepreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and Teaching Methods (2 Units C: LH:30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyze and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. The Nigerian core curricula. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

LIS 211: Introduction to ICT in Library and Information Services (2 Units C: 30 LH)

Learning Outcomes

At the end of the course, students should be able to:



1. define basic concepts in the course;
2. explain the concept of library automation;
3. discuss ICT application in different library services;
4. describe information seeking in the electronic environment;
5. explain database use in libraries and information centres;
6. discuss the Internet as an information resource;
7. explain the concept and design of web page and how to run it;
8. explain ICT application in library and information centre management and promotion;
9. describe digital libraries and open access;
10. explain property rights in the digital age; and
11. discuss the challenges and prospects of ICT application in Nigerian libraries and information centres

Course Contents

Definition of basic concepts: information, communication, technology, information and communication technology and others. Introduction to library automation. ICT application to technical services. ICT application to readers' services. Information seeking in an electronic environment. Database use in libraries and information centres. The Internet as an information resource Web page concept and design. Getting a web page up and running. ICT application in library management and promotion. Digital libraries and open access. Intellectual property rights in the digital age. Challenges and prospects of ICT application in Nigerian libraries and information centres.

LIS 214: Management of Libraries and Information Centres (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. discuss the concept of management from library and information centre perspective;
2. explain delegation of authority, staff committee, library committee and evaluation as they pertain to management;
3. explain goals setting, developing action plans, budgeting and reporting;
4. discuss how to manage resources, time, people and money; and
5. explain how to manage specialized library services.

Course Contents

The concepts of management as applied to libraries with reference to the Librarian's roles, powers and responsibilities. Delegation of authority. Staff committee. Library committee. Evaluation. Setting goals and developing action plans. Budgeting. Reporting library activities. Managing resources, time, people and money. Specialized services management, such like learning commons, digital libraries and others.

LIS 215: Library and Information Services for Children and Adolescents (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. identify the characteristics, needs and interests of children and adolescents for the purpose of selecting appropriate information materials;



2. enumerate the effects of media on children and adolescents;
3. explain the relationship between gaming and libraries;
4. discuss how to filter the gamut of information resources to ensure users' safety;
5. mention social networking services that are available for children and adolescents;
6. explain how to offer information and media literacy to children and adolescents;
7. enumerate and evaluate digital library resources and services for children and adolescents;
8. discuss the role of technology on children's library and information services; and
9. explain future trends in library and information services for children and adolescents

Course Contents

Characteristics, needs and interests of children and adolescents, children's literature, selection and materials. Effects of media on children and adolescents from toys to television. Gaming and libraries. Filtering and child safety. Social networking. Information/media literacy instruction in children's libraries. Digital libraries for children. Evaluation of digital resources for children. Children information behaviour. Global perspectives-technology in young people's lives around the world. Future trends.

LIS 216: Serials Management (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. define the basic concepts in the course;
2. explain the role of serials in information dissemination;
3. describe the selection, acquisition, organization storage and dissemination processes of serials in print, microform and digital formats;
4. enumerate the uses of databases for serials control and dissemination;
5. mention the problems of bibliographic control of serials;
6. explain users' access to serials through indexing and abstracting services; and
7. demonstrate serials control and access using appropriate software.

Course Contents

Definitions. Role of serials in information dissemination. Selection, acquisition, organization and storage of serials in print, microforms and digital formats. Use of databases. Problems of bibliographic control. User access via indexing and abstracting services. Students are required to have hand-on practical's on serials management software.

LIS 222: Organization of Knowledge I: Principles of Cataloguing (2 Units C) (LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. define the basic concepts in the course;
2. describe catalogue using AACR2 and RDA;
3. use Library of Congress Subject Headings, Sears List of Subject Headings and Medical Subject Headings (MeSH);
4. use Dublin Core Metadata Standard Elements and the Minnesota Metadata Guidelines;
5. catalogue non-book materials;
6. explain the application of computers to cataloguing;



7. mention the types of catalogues and their uses; and
8. explain filing rules and demonstrate their practical application.

Course Contents

Definition of terms: cataloguing, authority file, shelf list, filing rules, subject heading and otherc. Standard techniques of identification and description of bibliographic units through descriptive cataloguing using ACCR 2 and RDA. Establishment of subject headings using Sear's List of Subject Headings, Library of Congress Subject Headings, Medical Subject Headings of the National Library of Medicine of the USA and others. Metadata standard sets such like Dublin Core Metadata Standard sets, Minnesota Metadata Guidelines and others. Cataloguing of non-book materials. Application of computers to cataloguing with special emphasis on MARC and related online formats. Types of catalogues and their uses. Filling rules and their practical applications.

LIS 225: Hardware and Software Technologies

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. define the basic concepts in in the course;
2. identify the various parts of hardware and their uses;
3. discuss network technology;
4. mention the various components of system software and their functions;
5. explain application software, general application software, application specific software; operating system software, programming languages, telecommunications software satellite/radio/Tv/Internet communications;
6. discuss the use of LIS packages for library automation;
7. explain electronic library management software, institutional repository management software and electronic resources management software; and
8. mention and discuss other emerging software and applications

Course Contents

Definition of terms: hardware, software, technology, hardware technology, software technology, programs, software, application software and others. Types of hardware: input devices, processing devices, storage devices and others. Network technology and others. Components of systems software and their functions. Application software. General application software. application specific software. Operating system software. Programming languages. Telecommunications software. Satellite, radio, TV and Internet communications. Use of software packages in LIS integrated library management system software for library automation. Electronic library management system software, institutional repository management software. Electronic resources management system software. Any other emerging software package and application

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and



5. describe roles of international organizations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts. Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon. Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic Inequalities. Social disputes. Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business



communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing and Renewable Energy. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics **(3 Units C: LH 45)**

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.



Course Contents

Types of educational measurements. Types of tests, development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research, types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS in educational data analysis. Reporting educational research.

LIS 311: Organization of Knowledge II

(3 Units C: LH 15; 45 LH)

Learning Outcomes

At the end of the course, the students should be able to:

1. define the basic concepts of the course;
2. explain the historical developments of classification schemes;
3. enumerate the different types of classification schemes;
4. discuss the roles and significance of classification schemes in libraries and information centres;
5. classify with at least two general classification schemes and one special scheme in use in Nigerian libraries and information centres;
6. do practical subject analysis;
7. classify with online facilities like Worldcat, LC Catalog Online and others;
8. do practical subject organization of collections and indexes;
9. identify the problems of classifying African materials in the major classification schemes with emphasis on Nigeria; and
10. design an in house classification scheme.

Course Contents

Definition of terms: classification, schemes of classification, classification schedule. Historical development of classification schemes. Types of classification schemes such as general classification schemes like LC, DDC, UDC, Bliss, Colon and subject schemes like Elizabeth Moi's scheme for law and others. Significance and roles of classification schemes in libraries and information centres. Details and practical exercises with at least two popular general schemes and one popular specialized scheme in use in Nigeria. Subject analysis. Classifying with online facilities like Worldcat, LC Online Catalog and many others. Subject organization of collections and indexes (call marks). Problems of classifying African materials in using standard classification schemes with emphasis on Nigeria. Designing an in-house classification scheme.

LIS 312: Collection Management

(2 Units C: LH 14; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the principles and methods of building library collections;
2. identify the criteria for evaluating library materials;



3. explain the relationship of the selection process to user requirements and other library procedures such as book review, the relationship of the publishing industry and collection management;
4. discuss the development of special collections such as non-print materials, cartographic materials and musical materials;
5. explain the problems of collection management in Nigerian libraries and information centres; and
6. identify the problems of acquiring Africana materials.

Course Contents

Examines the principles and methods of building library collections in all types of libraries including formulation of selection policy. Criteria for evaluating materials and the relationship of selection process to user requirements and to other library procedures. Includes the problem of censorship, the art of the book review, and the relationship of the publishing industry to collection management. Development of special collections such as non-print. Problems of collection development in Nigeria libraries and information centres. Problems of acquisition of Africana are covered.

LIS 313: Reference and Information Services (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the evolution, theory and objectives of reference and information services;
2. enumerate and explain different types of reference questions;
3. identify the tools for offering reference and information services;
4. enumerate the qualities reference and information services personnel should possess;
5. explain the techniques of literature searching;
6. identify types of reference and information services;
7. explain abstracting and indexing, current awareness, selective dissemination of information, and translation services;
8. explain reference and information services as performed in different types of libraries;
9. discuss organization and evaluation of reference and information services;
10. explain reference and information services in the digital environment;
11. establish the status of reference and information services in Nigerian libraries; and
12. do practical reference work

Course Contents

Evolution, theory and objectives of reference and information services. Reference questions. Tools for offering reference and information services. Reference and information services personnel. Techniques of literature searching. Types of reference and information services. Abstracting and indexing services. Current awareness. SDI and translation services. Reference and information services in different types of libraries. Organization and evaluation of reference and information services. Reference and information services in the digital environment. Status of reference and information services in Nigerian Libraries.



LIS 321: Preservation, Conservation and Security of Library and Information Resources (2 Units C: 30 LH)

Learning Outcomes

At the end of the course, students are expected to:

1. define the various concepts of the course;
2. enumerate the various disaster and security issues in libraries and information centres;
3. describe how to manage them, as well as the current trends in practice, especially with regard to electronic resources;
4. identify the body of literature on how to ameliorate the problems of preservation, conservation, security and disasters in libraries and information centres; and
5. identify institutions with good practices in preservation, conservation, security, disaster preparedness and control.

Course Contents

Basic concepts of preservation, conservation and security. Causes of deterioration of information sources. Preservation, conservation and security strategies in libraries and information centres. Significance of preservation, conservation and security of information sources. Types of disasters and security issues in libraries and information centres. Disaster and security management in libraries and information centres. Current trends in preservation, conservation and security of library and information resources. Preserving, conservation and securing electronic information systems and resources in libraries and information centres. Exploration of the body of knowledge related to ameliorating the problems of preservation, conservation of security in libraries and information centres. Identification of institutions with good preservation, conservation, security and disaster preparedness and control practices.

LIS 329: Field Experience (SIWES)

(6 Units C: PH 270)

Learning Outcomes

At the end of the course, the students should be able to:

1. carry out practical work in all aspects of library and information services; and
2. write and submit a report on their practical experiences

At least six months of supervised field experience in any approved library and information centre in Nigeria, undertaken during the long vacation.

EDU 400: Project

(3 Units C: PH:135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.



Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

LIS 413: Indexing and Abstracting

(2 Units C: LH 30)

Learning Outcome

At the end of the course, the students should be able to:

1. define the basic concepts in the course;
2. explain the concepts and methods of indexing and abstracting;
3. design and update a thesaurus;
4. enumerate types of indexes and abstracts;
5. explain the workings of indexing and abstracting services, both print and electronic;
6. evaluate indexes and abstracts; and
7. apply practical knowledge of indexing and abstracting.

Course Contents

Concepts and methods of indexing and abstracting. Design and updating of thesaurus. Types of indexes and abstracts. Indexing and abstracting services including electronic data bases. Evaluation of indexes and abstracts. Practice application.

LIS 416: Archives Administration & Records Management

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:



1. define the key concepts of the course;
2. explain the life cycle of records; and
3. discuss archival activities and processes with regard to theory and practice.

Course Contents

Discusses the life cycle of records as well as records continuum and covers records creation. Maintenance of records disposals. Provides an introduction to the archival profession with focus on theory and practice in the area of appraisal, acquisition, arrangement and description, references, preservation, exhibitions, outreach and electronic resources.

LIS 417: Publishing, Book Production and Book Trade (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. define the key concepts of the course;
2. provide an outline history of printing and publishing;
3. mention books for different categories of readers;
4. identify the different types of publishers;
5. explain indigenous publishing;
6. mention and explain the nature of book vending;
7. identify and explain the problems of marketing and distribution of books;
8. explain manuscript development and editing;
9. identify and explain author-publisher marketing and promotion techniques;
10. discuss intellectual property laws;
11. explain the use of modern technologies in publishing; and
12. enumerate the problems of publishing in Africa with emphasis on Nigeria

Course Contents

Problems of books publishing in Africa (Nigeria). Books for various categories of readers, the multi-national publishers. Indigenous publishing. Government and individuals as publishers. Bookshops and bookselling. Problems of marketing and distribution. A brief outline history of printing and publishing from the earliest times to the present day. Manuscript development and editing. Author-publisher marketing and promotion techniques. Intellectual property law. Use of new technologies in publishing. Problems of publishing in Nigeria.

LIS 421: Database Design and Management (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. define the key concepts of the course;
2. identify types of databases;
3. discuss the scope of database design, database management, database principles for microcomputers;
4. identify and discuss examples of database applications in library in library and information fields;
5. explain and demonstrate the processes of database design, creation and maintenance;
6. discuss and demonstrate data dictionary and normalization process;
7. explain user interface and programming concepts;



8. create a workable database system;
9. describe centralized and distributed database system; and
10. execute practical work in database design and management.

Course Contents

Definition of concepts: data, database, database design, database management and others. Types of databases. Scope of database design. Scope of database management. Database principles for microcomputers with emphasis on relational database systems (DBMS). Applications of database development in library and information fields. Database design, creation and maintenance. Data dictionary and normalization process: 1NF, 2NF, 3NF maintenance. The user interface. Programming concepts. Creation of a workable database system. Centralized and distributed database systems and practical work in database design and management.

Minimum Academic Standards

Equipment

There is need for a learning Commons that should contain both print and electronic resources for students' practical to be managed by a professional with very good skills in ICT. The Learning Commons should contain the following:

1. Classification schedules, such as Library of Congress, Dewey Decimal Classification, Universal Decimal Classification, Moix Classification schedules and others. The Learning Commons should provide online access to these tools as well.
2. Subject headings list, such as Library of Congress Subject Headings, Sears List of Subject Headings and Medical Subject Headings. There should be access to online versions of these resources.
3. RDA tool kits
4. Networked computers numbering not less than fifty with full Internet connectivity for students' hands on practice.
5. Appropriate library application packages like Koha, Greenstone, Dspace, Eprint and others.
6. Network printers and offline printers
7. Power Point projectors and screens
8. Scanners
9. Digital cameras
10. VMWare and antiviruses.
11. Basic library and information science textbooks, reference sources and journals.

There is need for more ICT content in all the courses to meet modern realities.

Staffing

The following categories of staff are required:

1. Academic staff with minimum of Masters degrees of the ranks of Assistant Lecturers up to Professors
2. Non- academic staff
3. Librarian and systems expert to run the Library and Learning Commons respectively



Libraries

The library should have the minimum of the following:

1. Two hundred and fifty titles in 1,000 volumes
2. A minimum of fifty journal titles, both local and foreign
3. Subscription to electronic journals and books
4. A sitting capacity for at least fifty users
5. A well-ventilated accommodation

Classroom, Laboratories, Workshops, and Offices

1. Well furnished individual offices for all academic staff
2. At least two dedicated classrooms for the Department
3. A laboratory to serve as workroom apart from the learning commons
4. Air conditioners, fans and other cooling devices
5. Disaster prevention and management facilities like fire extinguishers and sand buckets
6. Toilet facilities



B. Sc. Ed. Mathematics

Overview

The B.Sc (Ed) Mathematics Core Curriculum and Minimum Academic Standard (CCMAS), 2021, is designed for use in all Nigerian Universities for the training of teachers for Senior econdary School Mathematics Curriculum (SSSMC) and Further Mathematics Curriculum (FMC). It is an improvement on the previous B.Sc (Education) Mathematics Benchmark Minimum Academic Standards (BMAS). The aim of the B.Sc (Education) Mathematics CCMAS is to produce pre-service teachers with generic skill, competences, and attitudes fit for the 21st century.

Philosophy

The Mathematics Education programme is developed on the fundamental assumptions that the students would acquire profound mathematics knowledge and competent teaching skills that will equip them to face the challenges of teaching in schools, be self-reliant, contribute to national development and meet the demands of the global world.

Objectives

The objectives of the Mathematics Education programme are to:

1. produce graduates who are well equipped with the knowledge and competent skills for teaching mathematics at the lower, middle and upper basic education levels in Nigeria;
2. produce competent and effective mathematics teachers who are skilled in instructional designs, delivery and classroom management as well as in dealing with human learners;
3. equip graduates with necessary skills, competencies, intellectual and moral training for a career in mathematics education; and
4. prepare mathematics education graduates to assume responsible and leadership roles in Ministries of Education, Government Education Agencies and Private Education Establishments.

Unique features of the programme

The unique features of the new mathematics education Core Curriculum and Minimum Academic Standard (CCMAS) are:

1. the capacity to build confidence in all categories of mathematics learners;
2. the training of teachers with adequate skills and knowledge of an effective mathematics educator; and
3. the production of B.Sc (Education) Mathematics programme educators who will give the graduates a dual status of a mathematics scholar, and also a mathematics educator.

Employability skills

1. ability to teach mathematics in a way to demystify the subject among learners;
2. ability to use skills acquired from courses learnt to solve day to day human problems; and
3. ability of the graduates to prove their mettle in other professions where their services may be required after graduation.

21st Century skills

The programme will lead to the following 21st Century skills to be acquired by the graduates:

1. problem solving skills;
2. teamwork;
3. digital literacy;



4. critical thinking;
5. scientific literacy;
6. communication skills;
7. enterprise skills;
8. management skills- for self, for classroom and school proprietorship; and
9. flexibility skills that could enable teachers' to source for information, learn and adapt quickly.

Admission and Graduation Requirement

Admission Requirement

4 Year Programme

In addition to acceptable UTME score, five Senior Secondary Certificate (SSC) (or its equivalent) credit passes in at least two (2) science subjects plus credit passes in Mathematics and English Language and any other subject, at not more than two sittings is eligible for admission.

Direct Entry Requirement

Five Senior Secondary School Certificate (SSC) or (Its equivalent) credit passes in Mathematics, English Language, any science subjects and Two of which must be at the Advanced Level in any of the following:

1. A candidate must possess at least merit level pass in any two science subjects at NCE level (one of which must be Mathematics) at NCE Level.
2. Advanced level certificate in WASSCE in at least two science subjects, one of which must be Mathematics. In addition to these, the candidate must have fulfilled the admission requirements for UTME.

Graduation Requirements

In addition to the general requirements for graduation at the University, students of mathematics education must offer and pass 120 credit hours courses for the four-year programme. They must also complete and receive a pass grade in Teaching Practice (TP), and a research project report on a topic approved by the Department.

Global Course Structure

100 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| SED 101 | Introduction of Science and Mathematics Education | 2 | C | 30 | - |
| MTH 101 | Elementary Mathematics I | 2 | C | 30 | - |
| MTH 102 | Elementary Mathematics II | 2 | C | 30 | - |
| MTH 103 | Elementary Mathematics III | 2 | C | 30 | - |
| | Total | 14 | | | |



200 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | - |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching methods | 2 | C | 30 | - |
| COS 201 | Computer Programming I | 3 | C | 30 | 45 |
| MTH 201 | Mathematical Methods I | 2 | C | 30 | - |
| MTH 202 | Elementary Differential Equations | 2 | C | 30 | - |
| MTH 203 | Sets Logic and Algebra I | 2 | C | 30 | - |
| MTH 204 | Linear Algebra I | 2 | C | 30 | - |
| MTH 205 | Linear Algebra II | 1 | C | 15 | - |
| MTH 207 | Real Analysis I | 2 | C | 30 | - |
| MTH 209 | Introduction to Numerical Analysis | 2 | C | 30 | - |
| | Total | 22 | | | |

300 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | - |
| SED 302 | Methods of Mathematics Teaching 11 | 2 | C | 15 | 45 |
| SED 303 | Entrepreneurship in Mathematics Education | 2 | C | 15 | 45 |
| MTH 300 | Abstract Algebra I | 2 | C | 30 | - |
| MTH 301 | Metric Space Topology | 2 | C | 30 | - |
| MTH 302 | Ordinary Differential Equations | 2 | C | 30 | - |
| MTH 303 | Vector and Tensor Analysis | 2 | C | 30 | - |
| MTH 304 | Complex Analysis I | 2 | C | 30 | - |
| MTH 305 | Complex Analysis II | 2 | C | 30 | - |
| MTH 306 | Abstract Algebra II | 2 | C | 30 | - |
| MTH 307 | Real Analysis II | 2 | C | 30 | - |
| MTH 308 | Introduction to Mathematical Modelling | 2 | C | 30 | - |
| MTH 310 | Mathematical Methods II | 2 | C | 30 | - |
| | Total | 34 | | | |



400 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|-----|
| EDU 400 | Project in Mathematics Education | 3 | C | | 135 |
| EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| MTH 401 | Theory of Ordinary Differential Equations | 2 | C | 30 | - |
| MTH 402 | Theory Of Partial Differential Equations | 2 | C | 30 | - |
| MTH 403 | Functional Analysis | 2 | C | 30 | - |
| MTH 405 | General Topology | 2 | C | 30 | - |
| MTH 407 | Mathematical Methods | 2 | C | 30 | - |
| | Total | 16 | | | |

Course content and Learning Outcomes**100 Level****GST 111: Communication in English****(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;



2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviorist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession, ethics of the teaching profession. Pedagogical content knowledge, intellectual and practical competencies required by the teacher. Link between education and



development. Educational development and institutions, from ancient times to the present with particular reference to the evolution of modern education in Nigeria. Brief treatment of learning from the behaviorist, cognitive and socio-cultural perspectives, child and adolescent development, learner characteristics, intelligence, creativity, motivation. Values in education, major tenets of Idealism, Realism, Neo-Thomism, Experimentalism and Existentialism and their applications in education. Sociological approaches to learning, social context and social structure and their roles in education.

SED 101: Introduction to Mathematics and Mathematics Education (2 Units C: LH 30)

Learning Outcomes

Students should be able to:

1. differentiate between Mathematics and Mathematics Education;
2. explain the major goals of teaching mathematics in schools in Nigeria;
3. identify and discuss the three broad characteristics of a mathematics teacher;
4. discuss Ethno-mathematics in at least six cultures in Nigeria;
5. discuss the roles of mathematics and Mathematics Education in Science, Technology and National development;
6. discuss the development of Mathematics curricula in Nigeria;
7. compare the content and procedure of Senior Secondary Mathematics Curriculum (SSMC) and Further Mathematics Curriculum (FMC); and
8. discuss the contribution of the Mathematical Association of Nigeria (MAN) and Science Teachers Association of Nigeria (STAN) to the development mathematics curriculum.

Course Contents

Mathematics and Mathematics Education as related disciplines of learning. Goals of Mathematics teaching in schools. Three broad Characteristics of a Mathematics Teacher-Knowledge of subject contents, Organization of learning materials and personality. Ethnomathematics. Roles of Mathematics and Mathematics Education in society. Trends in mathematics curriculum development in Nigeria – The Benin Conference 1977 and The Nigerian Education Research and Development Council (NERDC) and curriculum development. Comparison between the Secondary School Mathematics Curriculum (SSMC) and Further Mathematics Curriculum (FMC). MAN and its contribution to the development of mathematics curriculum. The contribution of STAN to the development of mathematics curriculum.

MTH 101: Elementary Mathematic I (Algebra and Trigonometry) (2 Units C: LH 30)

Learning Outcomes

At the end of the course students should be able to:

1. define Set, Subset, Union, Intersection, Complements and use of Venn diagrams;
2. solve quadratic equations;
3. solve trigonometric functions;
4. identify various types of numbers; and
5. solve some problems using Binomial theorem.

Course Contents

Elementary set theory, subsets, union, intersection, complements. Venn diagrams. Real numbers; integers, rational and irrational numbers. Mathematical induction. Real sequences



and serie. Theory of quadratic equations. Binomial theorem. Complex numbers; algebra of complex numbers; the Argand diagram. De-Moivre's theorem, nth roots of unity. Circular measure, trigonometric functions of angles of any magnitude. Addition and factor formulae.

MTH 102: Elementary Mathematics II (Calculus) (2 Units C: LH 30)

Learning Outcomes

At the end of the course students should be able to:

1. apply types of rules in Differentiation and Integration.
2. Solve problems involving Functions of a real variable, graphs, limits and continuity; and
3. apply definite integrals in areas and volumes.

Course Contents

Function of a real variable, graphs, limits and idea of continuity. The derivative, as limit of rate of change. Techniques of differentiation. Extreme curve sketching. Integration as an inverse of differentiation. Methods of integration. Definite integrals. Application to areas, volumes.

MTH 103: Elementary Mathematics III (Vectors, Geometry and Dynamics) (2 Units C: LH 30)
Pre-requisite –MTH 101

Learning Outcomes

At the end of the course students should be able to:

1. solve some Vectors in addition and multiplication.
2. calculate Force and Momentum; and
3. solve Differentiation and Integration of vectors.

Course Contents

Geometric representation of vectors in 1-3 dimensions, components, direction cosines. Addition, Scalar, multiplication of vectors, linear independence. Scalar and vector products of two vectors. Differentiation and integration of vectors with respect to a scalar variable. Two-dimensional co-ordinate geometry. Straight lines, circles, parabola, ellipse, hyperbola. Tangents, normals. Kinematics of a particle. Components of velocity and acceleration of a particle moving in a plane. Force, momentum, laws of motion under gravity, projectiles and resisted vertical motion. Elastic string and simple pendulum. Impulse, impact of two smooth spheres and a sphere on a smooth surface.

200 Level

GST 212: Philosophy, Logic And Human Existence (2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;



6. critically assesses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.



EDU 201: Curriculum and Teaching Methods/Strategies (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

The curriculum. Selection of learning objectives. Outcomes and learning experiences. Organization and delivery of learning experiences. General teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, conceptual change, culturo-techno-contextual approach (CTCA) argumentation, project-based learning, competency-based learning, thinking-based learning, and hybrid teaching. The lesson plan/note. Assessment of learning. Resources for teaching. Improvisation. General classroom management.

COS 201: Computer Programming I (3 Units C: LH 30; PH 45)

Learning outcomes

At the end of this course, students should be able to

1. identify different programming paradigms and their approaches to programming;
2. write programmes using basic data types and strings;
3. design and implement programming problems using selection;
4. design and implement programming problems using loops;
5. use and implement classes as data abstractions in an object-oriented approach;
6. implement simple exception handling in programmes;
7. develop programmes with input/output from text files; and
8. design and implement programming problems involving arrays.

Course contents

Introduction to computer programming. Functional programming; Declarative programming; Logic programming; Scripting languages. Introduction to object-orientation as a technique for modelling computation. Introduction of a typical object-oriented language, such as Java. Basic data types, variables, expressions, assignment statements and operators. Basic object-oriented concepts: abstraction; objects; classes; methods; parameter passing; encapsulation. Introduction to Strings and string processing; Simple I/O; control structures; Arrays; Simple recursive algorithms; inheritance; polymorphism.

Lab work: Programming assignments involving hands-on practice in the design and implementation of simple algorithms such as finding the average, standard deviation,



searching and sorting. Practice in developing and tracing simple recursive algorithms. Developing programmes involving inheritance and polymorphism.
Prerequisite: COS 102 Problem Solving

MTH 201: Mathematical Methods 1 (2 Units C: LH 30)
Pre-requisite –MTH 103

Learning Outcomes

At the end of the course students should be able to:

1. identify Real-valued functions of a real variable;
2. solve some problems using Mean value Theorem and Taylor Series expansion; and
3. evaluate Line Integral, Surface Integral and Volume Integrals.

Course Contents

Real-valued functions of a real variable. Review of differentiation and integration and their applications. Mean value theorem. Taylor series. Real-valued functions of two and three variables. Partial derivatives chain rule, extrema, lagrangian multipliers. Increments, differentials and linear approximations. Evaluation of line, integrals. Multiple integrals.

MTH 202: Elementary Differential Equations (2 Units C: LH 30)
Pre-requisite –MTH 103

Learning Outcomes

At the end of the course students should be able to:

1. define order and degree of a differential equation;
2. describe some techniques for solving first and second order linear and nonlinear equations; and
3. solve some problems related to geometry and physics.

Course Contents

Derivation of differential equations from primitive, geometry, physics and others. Order and degree of differential equations. Techniques for solving first and second order linear and non-linear equations. Solutions of systems of first order linear equations. Finite linear difference equations. Application to geometry and physics.

MTH 203: Sets, Logic and Algebra I (2 Units C: LH 30)
Pre-requisite –MTH 101

Learning Outcomes

At the end of the course students should be able to:

1. solve various problems using the concepts of set theory;
2. recognise Algebraic structures; and
3. interpret the meaning of Logic in Mathematics.

Course Contents

Introduction to the language and concepts of modern Mathematics. Topics include; Basic set theory: mappings, relations, equivalence and other relations, cartesian products. Binary logic, methods of proof. Binary operations. Algebraic structures, semi-groups, rings, integral domains, fields. Homeomorphics. Number systems; properties of integers, rationals, real and complex numbers.



MTH 204: Linear Algebra I
Pre-requisite –MTH 101, 102
Co-requisite – MTH 203

(2 Units C: LH 30)

Learning Outcomes

At the end of the course students should be able to:

1. solve problems involving Vector space;
2. solve linear transformations and do their representation by matrices; and
3. calculate Algebra of various matrices.

Course Contents

Vector space over the real field. Subspaces, linear independence, basis and dimension. Linear transformations and their representation by matrices – rings null space, rank. Singular and non-singular transformation and matrices. Algebra of matrices.

MTH 205: Linear Algebra II
Pre-requisite MTH 101, 102.
Co-requisite MTH 203, 204.

(1 Unit C: LH 15)

Learning Outcomes

At the end of the course students should be able to:

1. solve systems of Linear equations;
2. calculate the Eigen values and Eigen vectors; and
3. apply the Cayley-Hamilton theorem and its uses.

Course Contents

Systems of linear equation. Change of basis. Equivalence and similarity. Eigenvalues and eigenvectors. Minimum and characteristic polynomials of a linear transformation (Matrix). Cayley –Hamilton theorem. Bilinear and quadratic forms. Orthogonal diagonalisation. Canonical forms.

MTH 207: Real Analysis I
Pre-requisite –MTH 101, 103

(2 Units C: LH 30)

Learning Outcomes

At the end of the course students should be able to:

1. describe Convergence of Sequence of numbers;
2. discuss the Monotone, Cauchy sequences;
3. test for Convergence of series; and
4. state Roles and Mean value theorem.

Course Contents

Bounds of real numbers. Convergence of sequence of numbers. Monotone sequences, the theorem of nested Intervals. Cauchy sequences. Tests for convergence of series. Absolute and conditional convergence of series and rearrangements. Completeness of reals and incompleteness of rationals. Continuity/and differentiability of functions $\mathbb{R} \rightarrow \mathbb{R}$. Rolles' and mean value theorems for differentiable functions. Taylor series.



MTH 209: Introduction to Numerical Analysis
Pre-requisite –MTH 101, 103

(2 Units C: LH 30)

Learning Outcomes

At the end of the course students should be able to:

1. solve some Numerical solution of Algebraic and transcendental equations;
2. describe curve fitting;
3. discuss error analysis;
4. calculate Interpolation and approximation;
5. solve some Numerical differentiation and Numerical Integration problems; and
6. solve some numerical problems in ordinary Differential equations with initial value problems.

Course Contents

Solution of algebraic and transcendental equations. Curve fitting. Error analysis. Interpolation and approximation. Zeros of non- linear equations 'in one variable'. Systems of linear equations. Numerical differentiation and integration. Initial value problems in ordinary differential equation.

300 Level

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; ZangoKartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management - (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional



Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. state reasons why ventures fail due to lack of planning and poor implementation.

Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of their teaching subject;
2. the necessary Pedagogical skills required in teaching;
3. acquired understanding of child psychology in handling children;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.



Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Research Methods, Measurements and Statistics (3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Meaning of research, research designs. Problem identification, background and study justification. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Reporting in educational context. Ethical considerations (political, economic religious and cultural) in research. The use of computers in educational research, use of SPSS in data analysis. Measurements and instrumentation. Development of tests, test blue prints, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes.

SED 302: Methods of Mathematics Teaching 11 (2 Units C: LH 15; PH 45)

Learning Outcomes

Students should be able to:

1. list out various instructional materials for mathematics teaching;
2. distinguish between commercially available instructional materials and the improvised;
3. improvise at least five instructional for mathematics teaching;
4. determine measures of central tendency and dispersion using the scientific calculator; and
5. use the Statistical Package for Social Scientists (SPSS) to do t- test, and Analysis of Covariance (ANCOVA).



Course Contents

The concept of instructional materials. Commercially available instructional materials. The improvised instructional materials. Difficult topics in secondary school mathematics and further mathematics. Construction of improvised instructional materials. Micro teaching. Determination of mean and standard deviation manually and with scientific calculator. Introduction to SPSS. Computation of Analysis of Covariance (ANOVA) and T- test with SPSS. Interpretation of print outs from SPSS.

SED 303: Entrepreneurship in Mathematics Education (2 Units C: LH 15; PH 45)

Learning Outcomes

Students should be able to:

1. describe the concept of entrepreneurship education;
2. acquire entrepreneurship knowledge, skills and attitude;
3. identify problems or need of the environment;
4. write or develop a business plan;
5. explore sources of finance for the business with the attendant ethical issues of loan acquisition;
6. analyse specific problems of a business and suggest solutions;
7. acquire the skills of marketing of products; and
8. state economic benefits of entrepreneurship in mathematics education.

Course Contents

The concept of entrepreneurship education or enterprise education. Opportunity Identification. Risk taking. Entrepreneurial thinking. Enterprise formation- Partnership and networking. Forms of business ownership. Contemporary entrepreneurship issues - knowledge, skills, technology and attitude. Entrepreneurship support institutions. Environmental and cultural barriers to entrepreneurship. Basic principles of e- commerce. Project- each student would develop a business plan.

MTH 300: Abstract Algebra I (2 Units C: LH 30)

Pre-requisite –MTH 101, 203

Learning Outcomes

At the end of the course students should be able to:

1. state various group, subgroup, ring, field and Integral Domain; and
2. calculate the H.C.F and L.C.M of Polynomials.

Course Contents

Group: definition, examples including permutation groups. Subgroups, Cosets. Lagrange's theorem and applications. Cyclic groups. Rings: definition examples including \mathbb{Z} , \mathbb{Z}_n , rings of polynomials and matrices. Integral domains, fields. Polynomial rings, factorization. Euclidean algorithm for polynomials H.C.F. and L.C.M. of polynomials.

MTH 301: Metric Space Topology (2 Units C: LH 30)

Pre-requisite –MTH 202.

Learning Outcomes

At the end of the course students should be able to:

1. describe the following: Set, Metric, Open Set, Closed Sets, Interior, Exterior, Neighbourhood, connectedness and Compactness; and



2. discuss Convergence in Metric Space.

Course Contents

Sets, metrics, and examples. Open spheres (or balls). Open sets and neighbourhoods. Closed sets. Interior, exterior, frontier, limit points and closure of a set. Dense subsets and separable space. Convergence in metric space homeomorphisms. Continuity and compactness, connectedness.

MTH 302: Ordinary Differential Equations

(2 Units C: LH 30)

Pre-requisite.- MTH 202.

Learning Outcomes

At the end of the course students should be able to:

1. describe Line Dependence, Wroskian, reduction order, variation of parameters, Series Solution about ordinary and regular points; and
2. discuss orthogonal polynomials.

Course Contents

Ordinary differential equations: linear dependence, wronskian, reduction order, variation of parameters, series solution about ordinary and regular points. Special functions: Gamma, Beta, Bessel, Legendre's theorem, Hyper geometric. Laplace transform and applications to initial value problems

MTH 303: Vector and Tensor Analysis

(2 Units C: LH 30)

Pre-requisite –MTH 201, 204

Learning Outcomes

At the end of the course students should be able to:

1. discuss Vector Differentiation and Vector Integration;
2. describe Gradient, Divergence and Curl;
3. discuss Greens, Stokes and Divergence theorems;
4. solve some problems involving applications of Vector Differentiation and vector Integration; and
5. do Tensor and Cartesian Tensor.

Course Contents

Vector differentiation and applications. Gradient, divergence and curl. Vector integration, line, surface and volume integrals. Greens, Stoke's and divergence theorems. Tensor products of vector spaces. Tensor algebra. Symmetry. Cartesian tensors.

MTH 304: Complex Analysis

(2 Units C: LH 30)

Pre-requisite –MTH 203, 207

Learning Outcomes

At the end of the course students should be able to:

1. define functions of complex variable;
2. derive Cauchy-Riemann equations;
3. discuss Conformal mapping; and
4. solve some problems involving Contour Integrals, Power and Taylor series of function of a complex variable.



Course Contents

Functions of a complex variable. Limits and continuity of functions of a complex variable. Derivating the Cauchy-Riemann equations. Analytic functions. Bilinear transformations, conformal mapping Contour integrals. Cauchy's theorems and its main consequences, Convergence of sequences and series of functions of a complex variable. Power series. Taylor series.

MTH 305: Complex Analysis II (2 Unit C: LH 30)

Pre-requisite –MTH 203, 207

Co-requisite –MTH 307

Learning Outcomes

At the end of the course students should be able to:

1. discuss Laurent expansion, isolated singularities and Residues; and
2. define Residue theorem and Rouché's theorem

Course Contents

Laurent expansions. Isolated singularities and residues. Residue theorem Calculus of residue, and application to evaluation of integrals and to summation of series. Maximum Modulus principle. Argument principle. Rouché's theorem. The fundamental theorem of algebra. Principle of analytic continuation. Multiple valued functions and Riemann surfaces.

MTH 306: Abstract Algebra II (2 Unit C: LH 30)

Pre-requisite –MTH 203, 206

Learning Outcomes

At the end of the course students should be able to:

1. define Normal subgroups and quotients groups;
2. state Isomorphism theorem and Cayley's theorems;
3. discuss Sylow theorems; and
4. describe Algebraic and transcendental extensions.

Course Contents

Normal subgroups and quotient groups. Monomorphism isomorphism theorems. Cayley's theorems. Direct products. Groups of small order. Group acting on sets. Sylow theorems. Ideal and quotient rings. P.I.D. & U.F.D 'S Euclides rings. Irreducibility; Field extensions, degree of an extension, and minimum polynomial. Algebraic and transcendental extensions. Straight edged and compass constructions.

MTH 307: Real Analysis II (2 Units C: LH 30)

Pre-requisite –MTH 207

Learning Outcomes

At the end of the course students should be able to:

1. discuss Riemann Integral of several functions;
2. define Riemann Stieltjes Integral; and
3. describe Continuous differentiable functions.

Course Content

Riemann integral of functions $\mathbb{R}^n \rightarrow \mathbb{R}$, continuous nonnegative functions. Functions of bounded variation. The Riemann Stieltjes integral. Pointwise and uniform convergence of



sequences and series of functions $\mathbb{R}^n \rightarrow \mathbb{R}$. Effects on limits (sums) when the functions are continuous differentiable or Riemann integrable. Power series.

MTH 308: Introduction to Mathematical Modelling (2 Units C: LH 30)

Pre-requisite –MTH 201, 202, 204

Co-requisite –MTH 302, 303

Learning Outcomes

At the end of the course students should be able to:

1. develop some Mathematical models in Biology, Physics, Chemistry, and Social Science;
2. describe flow Diagrams;
3. discuss method of Analysis of models formulated; and
4. describe the method of solutions to the models formulated.

Course Contents

Methodology of model building; Identification, formulation and solution of problems, cause-effect diagrams. Equation types: Algebraic, ordinary differential, partial differential, difference, integral and functional equations. Applications of mathematical models to physical, biological, social and behavioural sciences.

MTH 310: Mathematical Methods II (2 Units C: LH 30)

Learning Outcomes

At the end of the course students should be able to:

1. describe Sturm-Liouville problems;
2. discuss orthogonal polynomials and functions; and
3. solve some problems using first and second order differential equations.

Course Contents

Sturm – Liouville problem. Orthogonal polynomials and functions. Fourier series and integrals. Partial differential equations: general and particular solutions. Linear equations with constant coefficients, first and second order equations, solutions of the heat, wave and Laplace equations by the method of separation of variables. Eigen function expansions. Methods of variation of parameters. Fourier transforms.

400 Level

EDU 400: Project in Mathematics Education (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;



8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

SED 402: Mathematics, Technology and Society (2 Units C: LH 30)

Learning Outcomes

Students should be able to:

1. state the relationship between Mathematics, Technology and society;
2. list out various ways in which mathematics is used in the presentation of facts of science, technology and society;
3. discuss applications of mathematics in day-to-day activities of human; and
4. discuss the importance of mathematics/mathematics education to research in science, technology and society.

Course Contents

Meaning of mathematics, Technology and society. Relationship between mathematics/mathematics education, technology and society. Mathematics in specific areas of technology. Importance of mathematics in the world. Use of technology in mathematics. The most important topic in mathematics and why is it so important. The father of mathematics and other notable scholars in the discipline. Mathematics as a perceived difficult subject. Application of mathematics to daily human activities. The role of mathematics in data gathering, management and analysis. Statistical diagrams in data presentation.



MTH 401: Theory of Ordinary Differential Equations (2 Units C: LH 30)

Learning Outcomes

At the end of the course students should be able to:

1. define existence and uniqueness theorems;
2. describe Volterra and Fredholm types; and
3. solve some problems of reduction of ordinary Differential equations to Integral equations.

Course Contents

Existence and uniqueness theorems, dependence of solutions on initial data and parameters. Properties of solutions. Sturm comparison and Sonin-Polya theorems. Linear and non-linear systems. Floquet's theory and stability theory. Integral equations: classification, Volterra and Fredholm types Neumann series. Fredholm alternative for degenerate Hilbert – Schmidt kernels. Reduction of ordinary differential equations to integral equations. Symmetric kernels, eigenfunction expansion with application.

MTH 402: Theory of Partial Differential Equations (2 Units C: LH 30)

Learning Outcomes

At the end of the course students should be able to:

1. define first and second order linear equations;
2. describe Cauchy problems; and
3. solve some problems in Parabolic, Hyperbolic and Elliptic equations.

Course Contents

Theory and solutions of first-order and second order linear equations. Classification, characteristics and canonical forms. Cauchy problems. Elliptic equations: Laplace's and Poisson's formulas, properties of harmonic functions. Hyperbolic equations; wave equations, retarded potential: transmission line equation, Riemann method. Parabolic equation: Diffusion equation, singularity function, boundary and initial – value problems.

MTH 403: Function Analysis (2 Units C: LH 30)

Learning Outcomes

At the end of the course students should be able to:

1. define Hilbert spaces, Banach spaces and vector spaces; and
2. describe Banach Algebra.

Course Contents

Hilbert Spaces, bounded linear functionals, operators on Banach spaces, topological vector spaces, Banach algebra.

MTH 405: General Topology (2 Units C: LH 30) **Pre-requisite – MTH 301.**

Learning Outcomes

At the end of the course students should be able to:

1. define the following: Topological spaces, continuous functions and topological invariants; and



2. describe pointwise and uniform convergence.

Course Contents

Topological spaces, definition, open and closed sets neighbourhoods. Coarser, and finer topologies. Basis and sub- basis. Separation axioms, compactness, local compactness, connectedness. Construction of new topological spaces from given ones. Sub-spaces and quotient spaces. Continuous functions, homeomorphisms and topological invariants. Spaces of continuous functions: Pointwise and uniform convergence.

Minimum academic standard

Equipment

| Item No. | Description of Items | Quantity Required |
|----------|---|-------------------|
| 1. | Magnetic Board | 2 sets |
| 2. | Inclinor | 10 sets |
| 3. | Students Geotrigmetric Set | 50 sets |
| 4. | Geometric Forms | 10 sets |
| 5. | Teachers' copy of Geotrigmetric Set | 5 sets |
| 6. | Set of plastic abacus | 5 sets |
| 7. | Geographical globe | 5 sets |
| 8. | Metal Globe | 5 sets |
| 9. | Graph Board | 2 sets |
| 10. | Overhead Projector | 2 |
| 11. | Laptops | 10 |
| 12. | Balance for Equation | 5 sets |
| 13. | Probability Kit | 5 sets |
| 14. | Round Fraction Set | 10 sets |
| 15. | Computer Software- mat lab, SPSS and others | Several copies |
| 16. | BB size mathematical set for construction | 5 sets |
| 17. | Metre rule | 20 |

Staffing

In order to ensure that competent and effective mathematics teachers who are skilled in instructional designs, delivery and classroom management as well as in dealing with human learners are produced, the lecturer to student ratio should be 1:30. For example, if there are 300 students in the department, there should be at least 10 staff spread across all grades as shown below:

| Rank | Percentage of staff | Number of staff |
|---------------------|---------------------|-----------------|
| Professor | 10% | 1 |
| Associate Professor | 20% | 2 |
| Senior Lecturer | 20% | 2 |
| Lecturer 1 | 20% | 2 |
| Lecturer 2 | 20% | 2 |
| Assistant Lecturer | 10% | 1 |



Library

1. A standard university library stocked with reference books, Journals, and recommended textbooks for the programme should be put in place.
2. Reference books, recommended textbooks and journals in the library should be of good quality, relevant, adequate and current.
3. There should be evidence of adequate subscription to e-library resources at the university library.
4. There should also be a faculty library and a departmental library to support the main university library. These though may be smaller than the main library in size, but should have other attributes as enumerated under minimum standards for library.

Classrooms, Laboratories, workshops and offices

1. Four (4) standard classrooms – one for each level of the programme. The classrooms should be well secured, ventilated and adequately equipped with basic facilities.
2. Four (4) mathematics laboratory—one for each level of the programme. The laboratories should be well ventilated, secured and adequately equipped with basic facilities.
3. The dimension of each laboratory should be about 30m by 25m
4. Each laboratory should have store(s), tutorial rooms and attendants' offices attached
5. Ten (10) offices for academic staff:
 - Professorial cadre- offices should be about 18.5m².
 - Head of department- offices should be about 18.5m².
 - Offices for Senior Lecturers should be about 15.5m²
 - Offices for other academic staff members should be about 13.5m²
6. Four (4) other offices for non academic staff which should be of 10.5m².
7. Four (4) Laboratory Technologist– one per laboratory;
8. Laboratory attendants (4) - one per laboratory.
9. Four (4) cleaners/caretakers for the department.
10. Academic staff offices should have conveniences attached while others may share conveniences.



B. A. Ed. Music

Overview

The B.A. Ed. Music Core Curriculum and Minimum Academic Standards (CCMAS) is meant to train high-level music teachers who are equipped with the latest knowledge in the art of teaching music. It is an all-compassing curriculum that makes its products to live up to the expectations of a 21st Century teacher. The programme provides quality and efficient training in all the major music skills namely: appreciation, reading/analysis, performance and composition.

Philosophy

The education music programme is meant to facilitate procedural and conceptual knowledge in music with sound pedagogical skills for the effective and efficient teaching and learning of the subject in schools. It equips teachers with contemporary skills and competency required for proper approach for teaching and learning in schools in an ICT compliant manner. This is in line with the Nigerian education goal to provide quality and trained competent teachers who can adequately train persons with special music skills and talent.

Objectives

The objectives of the programme are to:

1. train students to acquire independent, analytical, original, innovative/imaginative skills in music;
2. develop effective and reflective music teaching skills in students;
3. inculcate necessary music practical skills;
4. build students' capacities for disseminating information in music education to the society;
5. develop positive values and attitudes for efficient discharge of duties as music teachers.
6. expose students to societal practice and applications of music;
7. develop capacity for research and scholarship in music, arts, and culture;
8. equip students to perceive and develop intellectual and traditional legacies of Nigeria and
9. Africa in music;
10. develop advocacy for the democratic rights of the learner to develop creative talent in
11. music;
12. produce competitive music education teachers for Nigerian educational institutions;
13. produce teachers competent in ICT and its use in teaching music in advancing digital society; and
14. produce teachers competent in the promotion of creative ideals in music among learners.



Unique features of the programme

The unique features of the programme are to:

1. development of critical approach to music issues;
2. inculcation of digital skills among the learners;
3. inculcation of literary skills;
4. development of quality imaginative/creative skills;
5. development of performance skills; and
6. facilitation of pre-service teachers' entrepreneurial knowledge, attitudes and skills.

Employability skills

Graduates from music program will be equipped with the best employability skills. The programme prepares them for employment in the following areas:

1. teaching of music and culture at all levels;
2. administrative positions in institutions;
3. media and ICT outfits;
4. museums;
5. recording studios;
6. become music editors and publishers;
7. establish personal music businesses;
8. organize social events and jobs that require music entertainment;
9. hospitals and healing homes as therapists;
10. independent performers and song writers; and
11. event planners and entertainment providers.

21st Century Skills

The B. A. Ed. Music CCMAS would develop the following 21st century skills:

1. Critical thinking;
2. Creativity;
3. Collaboration;
4. Communication;
5. Information literacy;
6. Media literacy;
7. Technology literacy; and
8. Flexibility.

Admission and Graduation Requirements

Admission Requirement

Candidates are admitted into the degree programmes in any of the following two ways:

1. The University Tertiary Matriculation Examination (UTME)
2. Direct Entry

Candidates seeking admission into the programme must fulfill the minimum entry requirements of the university.



General Entry Requirements

4 Year Programme

In addition to acceptable score in the UTME, candidates must have any one of the following:

1. Five science or arts subjects in Senior Secondary School Certificate (SSC) or (its equivalent) obtained at not more than Two sittings.
2. For all candidates, O/L credit pass in English Language and a science subject is required for admission into Education Music programme.
3. For candidates applying for (B.A. Ed.) music, a credit pass in music would be an added advantage.
4. Grade Five ABRSM or MUSON Theory or Grade Three Practical is an added advantage and is accepted in lieu of credit pass in music.

Direct Entry Mode

Five Senior Secondary School Certificate (SSC) or (its equivalent) credit pass including English, two of which must be at the Advanced Level in the following:

- a) For NCE holders, a minimum of merit pass (minimum of credits(C) across the subjects) is required in Art and Science subjects, plus English language, and a science subject at not more than two sittings; subjects with minimum of credits(C) across the subjects.
- b) For holders of accredited Polytechnic diplomas or diploma in music education from recognized universities, a minimum of merit or lower credit grade, plus Five O/L credits including English Language and one science subject at not more than 2 sitting will be required.
- c) NCE Double major holders whose teaching subjects are not music are not admissible.

Graduation Requirements

The following regulations shall govern the conditions for the award of an honours degree.

1. Candidates admitted through the UTME mode shall have registered for at least 120 units of courses, 60 of which must come from the relevant option areas in Music and Arts Education for the four-year programme. They must also complete and receive a pass grade in teaching practice and a research project report on a topic approved by the Department.
2. Candidates must have registered and passed all the compulsory courses specified for the programme.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree.

Global course structure

100 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | |
| EDU 102 | Elements of Special Education in Music | 2 | C | 30 | |
| MUS 101 | Music as an Art and Science | 2 | C | 30 | |
| MUS 112 | Rudiments of Music | 2 | C | 30 | |
| MUS 122 | Tonal Harmony I | 2 | C | 30 | |
| MUS 131 | Survey of History of Western Music | 2 | C | 30 | |
| MUS 142 | African Music I | 2 | C | 30 | |
| MUS 162 | Elementary Instrument or Voice | 1 | C | | 45 |
| MUS 171 | University Chorus I | 1 | C | | 45 |
| MUS 174 | University Band/Orchestra I | 1 | C | | 45 |
| MUS 175 | African Instrumental Ensemble I | 1 | C | | 45 |
| | Total | 22 | | | |

200 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-------|--------|----|----|
| GST 211 | Entrepreneurship and Innovation | 2 | C | 30 | |
| GST 212 | Philosophy, Logic, Environment and Sustainable Development | 2 | C | 30 | |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | |
| EDU 202 | Special Methods in Education Music I | 2 | C | 30 | |
| MUS 222 | Tonal Harmony II | 2 | C | 30 | |
| MUS 223 | Modal Counterpoint | 2 | C | 30 | |
| MUS 231 | Western Music before 1750 | 2 | C | 30 | |
| MUS 241 | African Music II | 2 | C | 30 | |
| MUS 242 | Music of other World Cultures | 2 | C | 30 | |
| | Total | 18 | | | |

300 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 30 | |
| EDU 303 | Educational Technology for Music | 2 | C | 15 | 45 |
| MUS 302 | Introduction to Music Technology | 2 | C | 15 | 45 |
| MUS 324 | Tonal Counterpoint | 2 | C | 30 | |
| MUS 327 | Analysis of Tonal Music | 2 | C | 30 | |
| MUS 331 | Western Music, 1750-Present | 2 | C | 30 | |
| MUS 364 | SIWES | 6 | C | | 90 |
| | TOTAL | 26 | | | |



400 LEVEL

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--------------------------------------|--------------|---------------|-----------|-----------|
| EDU 400 | Project | 3 | C | | 135 |
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| EDU 402 | Special Method in Education Music II | 2 | C | 30 | |
| EDU 403 | Entrepreneurship in Music Education | 2 | C | 15 | 45 |
| MUS 421 | Modern Compositional Techniques | 3 | C | 30 | |
| MUS 422 | Fugue | 2 | C | 30 | |
| MUS 425 | Orchestration | 2 | C | 30 | |
| MUS 451 | Key-Board Harmony and Accompaniment | 1 | C | 15 | 45 |
| | Total | 18 | | | |

Contents and Learning Outcomes**GST 111: Communication in English****(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST112: Nigerian Peoples and Culture**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;



2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent



development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

EDU 102: Elements of Special Education in Music

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. define basic concepts in special education and relate them to music teaching;
2. describe the nature, identification procedures and determine teaching materials and
a. procedures appropriate for music;
3. outline categorical approach to working with persons with special talents in music;
4. describe acceptable process of instruction to persons with special talents in music;
5. describe services available for persons with special talent in music; and
6. summarize the process of special instruction and services available to persons with
a. special talent in music.

Course Contents

Concepts of special needs education in general. Music as special education. Approach to working with children who have special talents in music. Educational practices currently accepted in the field of special education in terms of nature. Identification procedure. Needs for teaching materials and appropriate procedures for music. Different kinds of instructional programmes and services available for the individuals that need special education in music.

MUS 101: Music as an Art and Science

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. identify the non-specialised scientific properties of musical sound and
2. identify the psychological aspects of music in its elemental tools.

Course contents

Music as a humanistic expression. Elemental tools of rhythm. Melody. Harmony and tone colour. Scientific properties of musical sound (such as frequency and intensity) and their psychological counterparts (such as pitch and volume). Elementary discussion of musical acoustics.

MUS 111: Rudiments of Music

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. identify musical terms, signs and symbols and
2. read and write simple tunes in staff notation.

Course Contents

Music theory, including notation of rhythms, scales, intervals, chords, and general rudiment of music. Musical terms and basic musical forms.

MUS 122: Tonal Harmony I

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. compose simple beautiful melodies to given lyrics; and
2. harmonise such melodies for a 4-part SATB voices.



Course contents

Elementary diatonic harmony in 2, 3 and 4 parts employing a harmonic vocabulary up to and including the chords of the Dominant 7th.

MUS 131: Survey of History of Western Music**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student should be able to:

1. identify the periods of Western music history and
2. identify the composers of each period and their major works.

Course contents

General survey of the history and development of Western Music. Musical forms from the earliest times to the present day.

MUS 142: African Music I**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student should be able to:

1. identify the functionality of traditional music in Africa (South of the Sahara) and
2. identify the classification and usages of African traditional musical instruments.

Course contents

Role and function of music among the peoples of black Africa. Traditional music in society. Influences by external forces. African musical instruments and performance techniques.

MUS 162: Elementary Instrument or Voice**(1 Unit C: PH 45)****Learning Outcomes**

At the end of this course, the student should be able to:

1. develop sight reading skills and
2. perform techniques on instrument of choice.

Course contents

Individual or class lessons, with about 4 hours of (private) practice each week required of the student.

MUS 171: University Chorus I**(1 Unit C: PH 45)****Learning Outcomes**

At the end of this course, the student should be able to:

1. develop a collaborative or group participation culture in singing and
2. perform under the leadership of a conductor.

Course Contents

A large (or fairly large) mixed voice chorus performing music by African and Western composers is basic here.

MUS 174: University Band/Orchestra I**(1 Unit C: PH 45)****Learning Outcomes**

At the end of this course, the student should be able to:



1. develop a collaborative or group participation culture in instrument playing and
2. perform under the leadership of a conductor.

Course Contents

Routine band (or orchestra) experience employing material suitable for school and community use. Study and performance of works from the repertory or the orchestra and/or concert band.

MUS 175: African Instrumental Ensemble I

(1 Unit C: PH 45)

Learning Outcomes

At the end of this course, the student should be able to:

1. develop a collaborative or group participation culture in African musical instruments playing; and
2. perform techniques on traditional instrument playing and dance.

Course Contents

Utilisation of various combinations of indigenous and other African musical instruments in order to achieve authentic and “new” African orchestral sound opportunities for improvisation and experimentations under the supervision of the instructor. Traditional and/or choreographed dances by the group.

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, entrepreneurship, opportunity seeking, new value creation, and risk taking;



2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. The Nigerian core curricula. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.



EDU 202: Special Methods in Education Music I**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course students should be able to:

1. identify appropriate methods for teaching music in its various forms;
2. explain the inter-connectivity of written music and performance;
3. identify methods for score reading processes, components, levels, and skills acquisition;
4. monitor students' comprehension of relevant music concepts;
5. identify and apply appropriate methods for music writing;
6. apply different methods and techniques to teach score reading and comprehension at different levels;
7. identify series of creative skills with corresponding teaching methodology;
8. apply different methods to teach practical music; and
9. apply different methods to use the knowledge about music in its performance.

Course Contents

Identification of different methods for teaching music in its various forms- Western art music, Traditional music, Popular music. Methods for score reading. Digital literacy. Notation forms. Art music literacy. Cultural literacy. Music and media. Methods for teaching performance. Rudiments of music score writing. Types of scores. Analytical methods. Teaching the genres. Creative styles and approaches. Demonstrations methods in music teaching. Discussion, literary criticism and practical presentations methods.

MUS 222: Tonal Harmony II**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student should be able to:

1. compose simple beautiful melodies to given lyrics and
2. harmonise such melodies for a 4-part SATB voices.

Course contents

Practice in homophonic writing employing an increased harmonic vocabulary than MUS 122, including 7th, 9th, 11th and 13th chords, Suspensions and Modulations.

MUS 223: Modal Counterpoint**(2 Units C LH 30)****Learning Outcomes**

At the end of this course, the student should be able to:

1. compose simple counterpoints to given Cantus Firmus or Fixed melodies;
2. have a thorough understanding and proper interpretation of the medieval and renaissance
3. periods of Western European music and
4. appreciate the special nature of African melodic lines and tonal structures.

Course Contents

Species Counterpoint in 2 or more parts in the five commonly employed ecclesiastical modes. Study of some of the works of 16th Century composers, such as Palestrina, Lassus, Morley and Byrd.



MUS 231: Western Music before 1750**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student should be able to:

1. identify the characteristics of the musical sound of each period;
2. appreciate music intelligently and
3. identify the major composers, musical types as well as musical centres in each period.

Course contents

History of Western Music in some details, including the study of musical forms, from antiquity to the death of Bach and Handel. The course will be divided into sections:

a. Antiquity and Medieval. b. Renaissance, and c. Baroque.

MUS 241: African Music II**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student should be able to:

1. identify the unity in diversity of the musical traditions in African music (South of the a. Sahara);
2. identify the rhythmic, melodic and harmonic devices employed by performers of a. traditional African music; and
3. identify the roles and usages of music in traditional setting in Africa.

Course Contents

Historical, literary and aesthetic aspects of African music, with particular reference to specific Nigerian culture groups. Similarities and differences among various linguistic and religious groups within Nigeria. Cross-cultural fertilization within and beyond Nigeria, Musical areas, distribution of instruments and performance techniques.

MUS 242: Music of other World Cultures**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student should be able to:

1. identify musical types from cultures other than Africa and the Western World;
2. employ elements of music in those cultures in their compositions;
3. become more musical and intelligently perceptive; and
4. develop solid foundation for continued learning in the area of interest.

Course Contents

Survey of the music of various cultures of the (non-Western) world, such as American, Indian, Arabic, Chinese, Hebrew, Japanese and Nordic music.

GST 312: Peace and Conflict Resolution**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and



5. describe roles of international organisations, media and traditional institutions in peace
6. building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis.

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical
3. location;
4. state how original products, ideas, and concepts are developed;
5. develop business concept for further incubation or pitching for funding;
6. identify key sources of entrepreneurial finance;
7. implement the requirements for establishing and managing micro and small enterprises;
8. conduct entrepreneurial marketing and e-commerce;
9. apply a wide variety of emerging technological solutions to entrepreneurship; and
10. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea



generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics **(3 Units C: LH 45)**

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques.



Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in educational data analysis. Reporting educational research.

EDU 303: Educational technology for Music

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course students should be able to:

1. define and identify appropriate educational technologies for teaching music;
2. know and use the different software for the notation and study of music;
3. attempt notation of music using any of the notation software in music teaching;
4. attempt sequencing of simple songs for class projects;
5. identify digital and media platforms for music education;
6. use power point projectors in class demonstrations and projects;
7. demonstrate sound generation using microphones, Midi, or other musical instruments;
8. attempt the production of locally made musical instruments using material in the
a. environment; and
9. produce music teaching aids from local resources.

Course Contents

Definition and identification of types of technology for music. Notation software (Sibelius, Finale and others). Electronic instruments. Sequencing software (Qbass, Cakewalk and others). The process of notation. Score writing on notation. Different software, typesetting of notes, typesetting of text (Lyrics), cutting and pasting and others. Use of microphones. Midi demonstration of sound generation on electronic keyboards. Digital and media platforms for music. Local music technology of selected Nigerian musical instruments. Construction and improvisation of music teaching aids and materials. Exploration of sound generating objects in our environment. Their utilization in sound generations. Power point projector. Features and application.

MUS 302: Introduction to Music Technology

(2 Units C LH 15; PH 45)

Learning Outcomes

At the end of this course, the student should be able to:

1. construct some musical instruments;
2. develop the skills to maintain and repair musical instruments; and
3. develop the skills of tuning the piano.

Course Contents

Physical properties of musical instruments. Introduction to the care and maintenance of commonly used musical instruments. The tuning of the pianoforte.

MUS 324: Tonal Counterpoint

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. write contrapuntal pieces such as 2-part and 3-part inventions and
2. develop the skills to write at least the Exposition section of a 3-voice or 4-voice fugue.



Course Contents

The art of combining vocal and/or instrumental parts with contrapuntal techniques employed from Bach through the Romantic composers, including imitation, canon, invertible counterpoint, augmentation and diminution. Writing of the fugue.

MUS 327: Analysis of Tonal Music

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. identify various compositional devices employed by composers at various eras of Western Music; and
2. identify the various elements of music as employed in compositions. These include rhythm, melody, harmony, texture, and form.

Course Contents

Analysis of musical structures. Characteristics of the Western classical traditions – from chorales to chance music of the twentieth century. Systematic approach to basic analytical tools through representative literature. An overview of various methods of musical analysis, with special reference to the works of Tovey and Schenker.

MUS 331: Western Music, 1750 – Present

(2 Units C:) (LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. identify the sonic nature of each of the periods of Western music after the death of Bach and Handel;
2. identify the various composers and their works in each of these periods; and
3. identify the major events and centres of activities in each period.

Course Contents

History and forms of Western music in some details from the death of Bach and Handel to the present. The course will be sub-divided into three main periods: (a) Classical, (b) Romantic, and (c) 20th Century.

MUS 364: SIWES

(6 Units C: PH 90)

Learning Outcomes

At the end of the Student Industrial Work Experience Scheme (SIWES), with electronic media (radio or television), recording and production studios, they must have compulsorily familiarized themselves with, and learnt skills in the practical areas of recording (analogue and digital), mixing, mastering, producing and directing. They are also expected to be acquainted with the use of studio and recording equipment, computers and consumables for:

1. the display of the knowledge of industry-based guidance and supervision;
2. employment and employability activities and skills in music production related fields after school to contribute to the economy as producers, sound or studio engineers, directors, studio administrators and others.
3. confident and sustainable application of theory in practical situations on the job for a smooth transition from school to work situations;
4. media editing skills for professionalism in broadcasting, film, radio, jingles productions, among other media skills;



5. a clear reflection of the learnt ethics of private and public service like order, organisational harmony, discipline, time and other before transiting into it; and
6. the knowledge and application of how to write a report of field, on-site and in-plant activities.

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.



EDU 402: Special Methods in Education Music II**(2 Units C: LH 30)****Learning outcomes**

At the end of the course students should be able to:

1. identify the different professional teaching methods (Carl Orff, Kodaly, Shinichi Suzuki methods);
2. see the relationship between the different professional music teaching methods (Carl Orff, Kodaly, Shinichi Suzuki methods);
3. apply the methods in class projects;
4. prepare students to teach different skills of listening, reading, writing, analyzing and performing at both the primary and secondary levels with greater efficiency;
5. sensitize students to the different music media, problems of each, and their utilization at lower and upper primary levels; and
6. apply the professional methods to the teaching of different musical forms in Western, Nigerian and other African traditions' music at both lower and upper primary levels.

Course Contents

Different music methods (Carl Orff, Zoltan Kodaly, Shinichi Suzuki). Their forms and application in music teaching. Demonstrations of each method. Interrelations of the methods. Their advantages and disadvantages. Listening exercises. Performance demonstrations of selected musical scores. Different music media- electronic, multimedia, musical instruments, sound gadgets and their applications. Problems associated with each music media. Application of the professional methods to the teaching of Western and traditional African/Nigerian music forms. Relationships existing between the forms. Creative and performance practices.

EDU 403: Entrepreneurship in Music Education**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, the students should be able to:

1. define entrepreneurship, music entrepreneurship and entrepreneurship education;
2. appreciate the role of entrepreneurship in music education;
3. discuss entrepreneurship knowledge, skills and attitudes and their roles in successful music education;
4. formulate, present and discuss business ideas from different aspects/topics of music;
5. identify and discuss specific societal needs of business interests to music students;
6. enumerate and discuss the economic benefits of entrepreneurship in music;
7. discuss the strategies for developing entrepreneurship skills in music education;
8. list and discuss with possible solutions the barriers to entrepreneurship in music education;
9. present individual proposals for entrepreneurship ventures in music and music education;
10. participate in group work on entrepreneurship proposals and projects; and
11. exhibit products from entrepreneurship projects carried out.

Course Contents

Concepts of entrepreneurship. Music entrepreneurship and entrepreneurship education. Rationale for entrepreneurship. Entrepreneurship knowledge, skills and attitudes. Business ideas from different aspects/topics of music. Specific societal needs of business interests to music students education. Music recording studios. Song writing. Professional performance. Music typesetting. Score editing and publishing. Cd/DVD duplications. Music label production.



Marketing of music electronics and accessories. Digital and media duplication. Professional music composition. Music directors, organists, music producers, instrument tutors. Economic benefits of entrepreneurship in music. Strategies for developing entrepreneurship skills in music education. Barriers to entrepreneurship in music and music education. Individual and group works on entrepreneurship proposals and projects. Exhibition of products from entrepreneurship projects.

MUS 421: Modern Compositional Techniques

(3 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. construct tone row and its various inversions;
2. develop the skills to utilise different 20th Century compositional devices; and
3. analyse works of masters of 20th Century composition.

Course Contents

Survey of the various processes of musical composition in the present era, using atonality, serialism, 12-tone, chance, electronic and computer techniques, among others. Examination of some works of the major composers of this century, such as Bartok, Stravinsky, Schonberg, Berg, Webern and Dallapiccola.

MUS 422: Fugue

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. compose well defined exposition for 3-voice and 4-voice fugues;
2. acquainted with the compositional devices that are employed in the middle section of a fugue; and
3. bring back home all the devices employed in the middle section and return home in the recapitulation with either a coda or codetta.

Course contents

Application of the techniques of tonal counterpoint to fugal composition for students that choose Music Composition as their area of specialisation.

MUS 425: Orchestration

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. identify the tonal registers of all musical instruments;
2. identify various conventions of notation;
3. describe and use manuscript layout intelligibly; and
4. engage in reduction of orchestral pieces for medium ensembles or enlarge piano pieces for large ensembles such as military band and symphony orchestra.

Course Contents

Study of instrumentation with an examination of the possibilities and limitations of the commonly used Western orchestra instruments. Conventions of notation, scoring and arranging for various ensembles, small, medium and large. Exercises to include both Western orchestral and African instruments.



MUS 451: Key-Board Harmony and Accompaniment (1 Units C: LH 15; PH 45)

Learning outcomes

At the end of this course, the student should be able to:

1. accompany all categories of styles of vocal and instrumental groups and solos;
2. develop the requisite skills for realisation in accompanying solo and group performances;
3. develop the skills to transpose; and.
4. improvise freely in any style or musical type.

Course contents

Harmonisation of melodies and free style accompaniment, accompanying of vocal and instrumental groups and solos. Keyboard skills for the classroom teacher will be facilitated.

Minimum Academic Standards

Facilities

1. An auditorium for B.A. Ed. Music
2. Ten individual/piano/practice rooms
3. A listening room
4. An instrument room
5. A Digital recording studio

Equipment

1. 14 Upright pianos, (one for each of ten piano rooms and four classrooms).
2. 20 Violins
3. 15 Violas
4. 10 Cellos
5. 5 Double Bass
6. 10 Clarinets
7. 10 Flutes
8. 10 Piccolos
9. 8 Oboes
10. 8 Bassoons
11. 10 alto saxophones
12. 5 tenor saxophones
13. 5 baritone saxophones
14. 10 Trumpets
15. 8 Trombones
16. 5 Tubas
17. 7 Euphoniums
18. 5 French Horns
19. 10 Bugles
20. 2 Timpani
21. 4 Xylophones
22. 2 Drum sets
23. 4 cymbals
24. 2 Glockenspiel
25. 2 triangles
26. 1 drum set for band
27. 8 guitars
28. 2 keyboards



29. 12 microphones
30. Assorted cables
31. 2 (32 track) mixers
32. 10 loud speakers
33. 1 power generating set
34. 5000 watts power Stabilizers
35. 20 local drums of different sizes from different parts of Nigeria
36. 5 wooden slit drums of various sizes
37. 10 metal bells of various sizes
38. 10 gourd rattle of various sizes
39. 3 locally made xylophones
40. 5 pot drums
41. 10 Nigerian string instruments from different areas
42. 10 horns from different parts of Nigeria
43. 10 wooden flute/notched flute
44. 20 Mbira/thumb piano
45. Other varieties of locally made musical instruments.

Listening Room (24ft x 24ft)

Equipment

1. 200 Recorded African indigenous and Western art music CDs and DVDs, recorders, videos, films and others.
2. Sound and audiovisual players
3. 55inch Flat screen TV sets
4. 2 Digital TV decoders and accessories
5. 20 individual desks/listening boots
6. 30 earphones/accessories
7. 10 Audio CD players
8. CD shelves of 50 Cds each.
9. Facility for digital and internet access to recorded audiovisual and audio databases online.

Digital Recording Studio

Equipment

1. One large table
2. Three office chairs
3. One Multi-track mixer
4. One Synthesizer
5. speakers
6. amplifiers
7. Cables accessories
8. multidimensional microphones
9. 10 regular microphones
10. 200 empty Cds
11. Sound acoustics
12. Split unit Air conditioner
13. Recording booth
14. Rug carpet
15. 3 laptops
16. 2 desktop computers



Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:10 for music departments shall apply to ensure that students are adequately catered for due to the practical aspects of the programme. It is expected that all academic staff should possess Ph.D degree. However, the proportion of academic staff with Ph.D degree should not be less than 70%. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research and performance equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Audio/Recording Engineer/Technical Assistant

The services of an audio/recording engineer to man the listening room, assist with music recording and update the collections periodically is required. He/she must undergo regular training as the digital world advances.

Library

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition, well stocked and current hardcopies of reference and other textual materials should be provided centrally at the level of the Faculty. A strong and active network digital library should be made available and serve the entire university community. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources.

In any case, there should be internet ready workstations available in the library for least 25% of the total student enrolled in each academic programme.

The funding of the library should be in line with NUC guidelines.

Classroom, laboratories, workshops and offices

Classrooms

Lecture theatres and classrooms should be adequate in number, well-spaced and adequately ventilated with necessary public address system, projectors and other audio-visual aids.

a) Spaces

The NUC recommends the following physical space requirement:

| | m ² |
|----------------------------------|----------------|
| Professor's Office | - 18.50 |
| Head of Department's Office | - 18.50 |
| Tutorial Teaching Staff's Office | - 13.50 |
| Other Teaching Staff Space | - 7.00 |
| Technical Staff Space | - 7.00 |

| | | |
|---|---|-------|
| Secretarial Space | - | 7.00 |
| Practice Room Spaces (10 for Student practices) | - | 13.60 |
| Rehearsal Hall/Auditorium (large hall/Auditorium with chairs and proper sound Acoustics, well ventilated and illuminated) | | |

There shall be a minimum of:

1. Four (4) Standard Classrooms
2. Ten (10) Offices for Staff
3. Standard office for the Head of Department
4. One (1) Departmental Secretary's Office
5. Two (2) Administrative Staff Offices
6. 10. Practice Room
7. 1 Rehearsal Hall/Auditorium (large hall/Auditorium with chairs and proper sound Acoustics, well ventilated and illuminated)



B. Sc. Ed. Physics

Overview

The B.Sc. Physics Education curriculum can compare with any B.Sc. Physics Education curriculum from the best universities globally. Courses are organised to contain theoretical, practical, and entrepreneurial skills needed in the program. Some distinguishing features such as 21st-century skills, competencies skills, behavioral attitudes, and employability skills underscored the attainment levels in physics education. Graduates of the program are expected to acquire hands-on and mind-on skills and competencies needed to excel as 21st-century physics teachers.

Philosophy

The program's philosophy is to teach physics contextually, promote students' interactions with nature, and relate physics concepts to the daily life activities of students and natural occurrences.

Objectives

The objectives of physics education program are to;

1. provide students with a broad and balanced foundation of Physics knowledge and practical skills;
2. instill in students a sense of enthusiasm for Physics and appreciation of its applications in different contexts;
3. instill in students a culture of creativity and critical thinking that will enable them to seek solutions to problems;
4. develop in students the ability to apply their knowledge and skills in Physics to solve theoretical and practical problems;
5. develop in students through an education in Physics a range of transferable skills of value in physics and other areas; and
6. provide students with a knowledge and skills base for further studies in Physics or multi-disciplinary areas involving physics.

Unique Features of the programme

The unique features of the program are:

1. the course content was designed such that theoretical knowledge has practical components where necessary;
2. entrepreneurial course specific to the program is included;
3. learning outcomes are highlighted for every course; and
4. there is a list of expected skills and competencies to be acquired by the graduates.

Employability Skills

The graduate of B.Sc. Physics Education should be equipped with the following employability skills:

1. theoretical and practical knowledge and competence to teach Physics effectively;
2. ability to establish and run a primary or secondary school;
3. ability to establish and run some spin-off outfits (such as workshops on repairs of electronic devices, hand-set, house wiring);
4. ability to facilitate the establishment of science laboratory; and



5. ability to produce different physics instructional materials.

21st Century Skills

The B.Sc. Physics Education CCMAS has the capability of inculcating into the pre-service physics teachers

Admission and Graduation Requirements

Admission Requirements

4-year Programme

In addition to acceptable UTME score, five Senior Secondary School Certificate (SSC) (or its equivalent) in not more than Two sittings including English Language, Mathematics, Physics, and Chemistry, with credit in one other relevant science subject, preferably, Biology. Agricultural Science and Geography to be considered.

Direct Entry Mode

Five Senior Secondary School Certificate SSC (or its equivalent) credit pass including English Language, Mathematics, Physics and Two of which must be at the Advanced Level in the following:

1. A pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied).
2. Passes in Physics and any of Mathematics, Chemistry or Biology Science at Advanced level.
3. Passes in Physics and any of Mathematics, Chemistry, Biology or Computer Science in the NCE.
4. Board examination or Cambridge Moderated Schools of Basic Studies Terminal Examinations or International Baccalaureate from a recognized institution.

Graduation Requirements

In addition to the general requirements for graduation at the university, students must offer and pass courses totaling 120 credit hours, 60 of which must come from the relevant option areas in Physics and Science Education for the four-year program. They must also complete and receive a pass grade in teaching practice and a research project report on a topic approved by the Department.

Global Course Structure

100 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Logic, Philosophy and Human Existence | 2 | C | 30 | |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| MTH 101 | Elementary Mathematics I | 2 | C | 30 | - |
| MTH 102 | Elementary Mathematics II (Calculus) | 2 | 2 | 30 | - |
| PHY 101 | General Physics I | 2 | C | 30 | - |
| PHY 102 | General Physics II | 2 | C | 30 | - |
| PHY 103 | General Physics III | 2 | C | 30 | |
| PHY 104 | General Physics IV | 2 | C | 30 | - |



| | | | | | |
|--------------|------------------------------|-----------|---|---|----------|
| PHY 107 | General Physics Practical I | 1 | C | - | 45 |
| PHY 108 | General Physics Practical II | 1 | C | - | 45 |
| TOTAL | | 20 | | | - |

200 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------|---|-----------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 15 | 45 |
| EDU 201 | Curriculum, Curriculum Delivery, and General Teaching Methods | 2 | C | 30 | |
| PHY 201 | General Physics V (Modern Physics) | 2 | C | 30 | - |
| PHY 202 | Introduction to Electric Circuits and Electronics | 2 | C | 30 | |
| PHY 204 | General Physics VI (Waves and Optics) | 2 | C | 45 | - |
| PHY 205 | Thermal Physics | 3 | C | 45 | - |
| PHY 206 | General Physics VII (Energy & Environment) | 2 | C | 30 | - |
| PHY 207 | Practical Physics III | 2 | C | | 45 |
| PHY 208 | General Physics Practical | 1 | C | - | 45 |
| PHY 211 | Workshop Practice | 2 | C | 15 | 45 |
| Total | | 22 | | | |

300 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------|--|-----------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | - |
| PHY 301 | Analytical Mechanics I | 3 | C | 45 | - |
| PHY 303 | Electromagnetism | 3 | C | 45 | - |
| PHY 304 | Electromagnetic Waves and Optics | 3 | C | 45 | - |
| PHY 305 | Quantum Physics | 3 | C | 45 | - |
| PHY 306 | Statistical and Thermal Physics | 3 | C | 45 | - |
| TOTAL | | 23 | | | |

400 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------|------------------------------------|-----------|--------|----|-----|
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| EDU 400 | Project | 3 | C | | 135 |
| PHY 401 | Quantum Mechanics I | 3 | C | 45 | - |
| PHY 402 | Quantum Physics II | 3 | C | 45 | - |
| PHY 403 | Mathematical Methods in Physics I | 3 | C | 45 | - |
| PHY 404 | Mathematical Methods in Physics II | 3 | C | 45 | - |
| PHY 405 | Physics Entrepreneurship | 2 | C | 45 | |
| Total | | 20 | | | |



Course Contents and Learning outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word-formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics, and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation, and Explanations). Ethical considerations, Copyright Rules, and Infringements. Writing Activities: (Pre-writing, Writing, Post Writing, Editing, and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word-formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. analyze the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyze the concepts of Trade, Economic, and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyze the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral, and value problems.

Course Contents

Nigerian history, culture, and art up to 1800 (Yoruba, Hausa, and Igbo peoples, and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist



movement and struggle for independence). Nigeria and challenges of nation-building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition, and self-reliance). Social justice and national development (law definition and classification. Judiciary and fundamental rights. Individual norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, Usage and Development; negative attitudes and conducts. Cultism, kidnapping, and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation. Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to

1. state the important roles of Teaching as a profession;
2. raise and judge some ethical issues in education.
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. state an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviorist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational Development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviorist, cognitive and socio-cultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

PHY 101: General Physics I (Mechanics) (2 Units C: LH 30)

Learning Outcomes

On completion, the student should be able to

1. identify and deduce the physical quantities and their units;
2. differentiate between vectors and scalars;
3. describe and evaluate motion of systems on the basis of the fundamental laws of mechanics;
4. apply Newton's laws to describe and solve simple problems of motion;
5. evaluate work, energy, velocity, momentum, acceleration, and torque of moving or rotating objects;



6. explain and apply the principles of conservation of energy, linear and angular momentum;
7. describe the laws governing motion under gravity; and
8. explain motion under gravity and quantitatively determine behaviour of objects moving under gravity.

Course Contents

Space and time; units and dimension, vectors and scalars. Differentiation of vectors: displacement, velocity, and acceleration. kinematics; Newton laws of motion (Inertial frames, Impulse, force and action at a distance, momentum conservation). Relative motion; Application of Newtonian mechanics, Equations of motion, Conservation principles in physics, Conservative forces, conservation of linear momentum, Kinetic energy, work and Potential energy. System of particles; centre of mass; rotational motion; torque, vector product, moment, rotation of coordinate axes and angular momentum. Polar coordinates, conservation of angular momentum, circular motion, moments of inertia, gyroscopes, and precession. Gravitation: Newton's law of gravitation, kepler's laws of planetary motion, gravitational potential energy, escape velocity, satellites motion, and orbits.

PHY 102: General Physics II (Electricity & Magnetism) (2 Units C: LH 30)

Learning Outcomes

On completion, the student should be able to

1. describe the electric field and potential and related concepts for stationary charges;
2. calculate electrostatic properties of simple charge distributions using Coulomb's law, Gauss's law, and electric potential;
3. describe and determine the magnetic field for steady and moving charges;
4. determine the magnetic properties of simple current distributions using Biot-Savart and Ampere's law;
5. describe electromagnetic induction and related concepts, and make calculations using Faraday and Lenz's laws;
6. explain the basic physics of Maxwell's equations in integral form;
7. evaluate DC circuits to determine the electrical parameters; and
8. determine the characteristics of ac voltages and currents in resistors, capacitors, and Inductors.

Course Contents

Forces in nature. Electrostatics; electric charge and its properties, methods of charging, Coulomb's law and superposition, electric field and potential and Gauss's law. Capacitance; Electric dipoles; energy in electric fields; conductors and insulators, current, voltage and resistance, Ohm's law and analysis of DC circuits. Magnetic fields; Lorentz force; Biot-Savart and Ampère's laws; magnetic dipoles; dielectrics and energy in magnetic fields. Electromotive force; Electromagnetic induction; Self and mutual inductances; Faraday and Lenz's laws; Step up and step down transformers: Maxwell's equations; Electromagnetic oscillations and waves; AC voltages and currents applied to inductors, capacitors, resistance, and combinations.

PHY 103: General Physics III (Behaviour of Matter) (2 Units C: LH 30)

Learning Outcomes

On completion, the student should be able to

1. explain the concepts of heat and temperature and relate the temperature scales
2. define, derive, and apply the fundamental thermodynamic relations to thermal systems;



3. describe and explain the first and second laws of thermodynamics and the concept of entropy;
4. state the assumptions of the kinetic theory and apply techniques of describing macroscopic behavior;
5. deduce the formalism of thermodynamics and apply it to simple systems in thermal equilibrium; and
6. describe and determine the effect of forces and deformation of materials and surfaces

Course Contents

Heat and Temperature and Temperature scales. Gas laws; General gas equation. Thermal conductivity; First Law of thermodynamics; heat, work, and internal energy and reversibility. Thermodynamic processes; adiabatic, isothermal and isobaric. Second law of thermodynamics; heat engines and entropy, Zero's law of thermodynamics; kinetic theory of gases; Molecular collisions and mean free path. Elasticity; Hooke's law, Young's, shear and bulk moduli. Hydrostatics; Pressure, buoyancy, Archimedes' principles; Bernoulli's equation and incompressible fluid flow; surface tension; adhesion, cohesion, viscosity, capillarity, drops and bubbles.

PHY 104: General Physics IV (2 Units C: LH 30) **Vibration Waves and Optics:**

Learning Outcomes

On completion, the student should be able to

1. describe and quantitatively analyze the behavior of vibrating systems and wave energy;
2. explain the propagation and properties of waves in sound and light;
3. identify and apply the wave equations; and
4. explain geometrical optics and principles of optical instruments.

Course Contents

Simple Harmonic Motion (SHM), Energy in a vibrating system, Damped SHM, Q values, and power response curves, Forced SHM, resonance and transients and coupled SHM. Normal modes. Waves; Types and properties of waves as applied to sound, transverse and longitudinal waves; superposition, interference, diffraction, dispersion, polarization; waves at interfaces; energy and power of waves. The 1-D wave equation, 2-D and 3-D wave equations, wave energy and power, phase and group velocities, echo, beats, The doppler effect, propagation of sound in gases, solids and liquids, and their properties.

Optics; Nature and propagation of light; reflection, refraction, internal reflection, dispersion, scattering of light, reflection and refraction at plane and spherical surfaces, thin lenses and optical instruments; wave nature of light; Huygens's principle, interference and diffraction.

PHY 107: General Practical Physics I (1 Unit C: PH 45)

Learning Outcomes

On completion, the student should be able to

1. conduct measurements of some physical quantities;
2. make observations of events, collect and tabulate data;
3. identify and evaluate some common experimental errors;
4. plot and analyze graphs; and
5. draw conclusions from numerical and graphical analysis of data.



Course Contents

This introductory courses emphasize quantitative measurements, the treatment of measurement errors, and graphical analysis. A variety of experimental techniques should be employed. The experiments include studies of meters, the oscilloscope, mechanical systems, electrical and mechanical resonant systems, light, heat and viscosity. These are covered in PHY 101, 102, 103, and PHY 104. However, emphasis should be placed on the basic physical techniques for observation, measurements, data collection, analysis, and deduction.

PHY 108: General Practical Physics II (1 Unit C: PH 45)

Learning Outcomes

On completion, the student should be able to;

1. conduct measurements of some physical quantities;
2. make observations of events, collect and tabulate data;
3. identify and evaluate some common experimental errors;
4. plot and analyze graphs;
5. draw conclusions from numerical and graphical analysis of data; and
6. prepare and present practical reports.

Course Contents

This practical course is a continuation of PHY 107 and is intended to be taught during the second semester of the 100 level to cover the practical aspect of the theoretical courses that have been covered with emphasis on quantitative measurements, the treatment of measurement errors, and graphical analysis. However, emphasis should be placed on the basic physical techniques for observation, measurements, data collection, analysis, and deduction.

MTH 101: Elementary Mathematic I (2 Units C: LH 30) **(Algebra and Trigonometry)**

Learning Outcomes

At the end of the course, students should be able to

1. apply the basic definition of Set, Subset, Union, Intersection, Complements, and use of Venn diagrams;
2. solve quadratic equations;
3. solve trigonometric functions.;
4. identify and use various types of numbers; and
5. solve some problems using Binomial theorem.

Course Contents

Elementary set theory; subsets, union, intersection, complements and Venn diagrams. Real numbers; integers, rational and irrational numbers. Mathematical induction, real sequences and series, theory of quadratic equations and binomial theorem. Complex numbers; algebra of complex numbers; the Argand diagram. De-Moivre's theorem, nth roots of unity. Circular measure, trigonometric functions of angles of any magnitude, addition, and factor formulae.

MTH 102: Elementary Mathematics II (2 Units C: LH 30) **(Calculus)**

Learning Outcomes

At the end of the course, students should be able to

1. explain and apply the rules of Differentiation and Integration;



2. describe the meaning of function of a real variable, graphs, limits and continuity and their applications; and
3. solve some applications of definite integrals in areas and volumes.

Course Contents

Function of a real variable, graphs, limits, and idea of continuity. The derivative, as limit of rate of change. Techniques of differentiation. Extreme curve sketching. Integration as an inverse of differentiation. Methods of integration, definite integrals. Application to areas and volumes.

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk-taking
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership, and networking, including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa, and the rest of the world;



8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship). Theories, rationale, and relevance of Entrepreneurship (Schumpeterian and other perspectives, risk-taking, necessity, opportunity-based entrepreneurship and creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, risk-taker, natural and nurtured, problem solver and change agent, innovator and creative thinker). Entrepreneurial thinking (critical thinking, reflective thinking, and creative thinking). Innovation (Concept of innovation, dimensions of innovation, change, and innovation, knowledge and innovation). Enterprise formation, partnership, and networking (basics of business plan, forms of business ownership, business registration, and forming alliances and joint ventures). Contemporary entrepreneurship. Issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship and entrepreneurship support institutions). Youth enterprise networks, and environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyze and critique the Nigerian Core curricula as a guide to curricula delivery;
3. use different methods in the delivery of curriculum content justify the need for education in the development of a nation;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially those with special needs, including the gifted; and
8. demonstrate ICT skills, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, Culturo-Techno-Contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st-century classroom. Setting up and managing online classes. Attending to students with special needs.

SED 202: Physics Methods (2 Units C: LH 15; PH 45)

Learning outcomes

At the end of the course, the students should be able to

1. explain the philosophy and aims of teaching physics;
2. state at least five objectives of teaching physics;



3. describe the National Secondary School Physics Curriculum;
4. draw a specific lesson plan in physics; and
5. demonstrate the teaching of specific physics concepts individually.

Course Contents

Philosophy, Aims, and objectives of teaching Physics in schools. A critical view of the National Secondary School Physics Curriculum. Preparation for teaching of physics. Teacher's entry behavior, Previous knowledge, Performance objective, and Lesson plan writing. Instructional materials, facilities and methods for teaching of physics. Teaching of difficult concepts (for teachers) and difficult concepts (for students) in physics. Evaluation of physics lessons, Micro-teaching sessions.

PHY 202: Introduction to Electric Circuits and Electronics (2 Units C: LH 30) **Pre-requisite -PHY 104**

Learning Outcomes

On completion, the student should be able to

1. identify circuit diagrams and symbols;
2. determine current flows, potential drops, power, and energy dissipation in circuits using Ohm's law;
3. simplify series and parallel combinations of resistors;
4. state Kirchhoff's laws and apply same in solving for currents and voltages in dc. and ac. Circuits;
5. apply potential divider and current divider techniques in calculating circuit potential differences and branch currents;
6. state and apply circuit theorems and principles to solve problems;
7. apply the Mesh currents and Node – Voltage methods in network analysis;
8. discuss the nature of ac. currents and voltages in resistors, inductors, capacitors and determine impedances;
9. analyze a.c. circuits using phasor diagrams;
10. determine power, Q-factor, and resonance in ac. Circuits;
11. explain the principle of the transformer and applications;
12. distinguish between conductors, semiconductors, and insulators and explain crystal and band structure;
13. identify semiconductor devices and explain their principle of operation;
14. explain the current-voltage characteristics of semiconductor devices; and
15. explain the function of semiconductor devices (diodes, transistors and others).

Course Contents

D.C. Circuits; Kirchhoff's Laws, sources of emf and current, network analysis and circuit theorems. A.C. Circuits. Inductance, capacitance, the transformer, sinusoidal wave-forms rms and peak values, power, impedance and admittance series RLC circuit, Q factor, resonance. Network analysis, and circuit theorems: Mesh currents method, Node-voltage, Thevenin and Norton theorem. Superposition principle. Electronics: filters; Amplification and the transistor; field-effect transistors, bipolar transistors, equivalent circuits, amplifiers, feedback, and oscillators; signal generators. Semiconductors: Devices and characteristics, the pn-junction, simple diodes, photodiodes, LEDs.



PHY 204: General Physics V
(Waves and Optics)

(3 Units C: LH 45)

Pre-requisites -PHY 101, PHY 104, and MTH 102

Learning Outcomes

On completion, the student should be able to;

1. describe the wave phenomena and explain the nature and properties of waves;
2. explain wave propagation in different media;
3. describe geometric optics and image formation;
4. analyze simple examples of interference and diffraction phenomena;
5. identify and explain functions of optical devices;
6. explain the principles of optical instruments and applications;
7. explain the principles of operation of the Michelson interferometer; and
8. describe the polarization states of light.

Course Contents

Wave phenomena: Types and properties of waves, SHM, harmonic oscillator, waves on a string, energy in wave motion, acoustical waves, longitudinal waves, standing waves. Group and phase velocity, doppler effect. Physical Optics; spherical waves; interference, superposition, Young's slits, multiple slits, the Michelson interferometer; diffraction; single and double slits; the diffraction grating and spectrometers; thin films; dispersion and scattering. Echo, Beats, Doppler effects, sound in gases, liquids, and solids. Geometrical Optics, Waves and rays; reflection at plane and spherical surfaces, refraction, thin lenses, prism, optical lenses, and optical instruments, such as microscopes, telescopes and other lens maker's formula. Polarization: Polarization states; unpolarised and partially polarized light; Brewster's angle; Polarizing beam splitters; Photometry and light spectrum analysis.

PHY 205: Thermal Physics

(3 Units C: LH 45)

Pre-requisites -PHY 102 and MTH 102

Learning Outcomes

On completion, the student should be able to;

1. discuss the concept of heat and temperature;
2. explain and determine thermodynamic processes;
3. explain and evaluate properties of real and ideal gas;
4. evaluate the consequences of the thermodynamic laws;
5. describe the basis of the kinetic theory; and
6. describe the statistical behaviour of gases with applications.

Course Contents

The Foundations of classical thermodynamics including the zeroth and definition of temperature; the first law, work heat and internal energy; Carnot cycles and the second law; entropy and irreversibility, thermodynamic potentials, and the Maxwell relations. Ideal gas equation and internal energy, including internal molecular modes. Qualitative discussion of phase transitions: Gibbs Free energy; Clausius-Clapeyron equation, examples of phase transitions including Van der Waals gas; Kinetic theory; Mean free path; Equi-partition of energy; Heat transfer; Diffusion rate; .



PHY 207: Practical Physics III & IV**(1 Unit C: PH 45)****Pre-requisite -PHY 107/108****Learning Outcomes**

On completion, the student should be able to

1. verify some equations, physical laws, and theorems;
2. identify apparatus and set up experiments; and
3. investigate relationships between physical quantities numerically and graphically.

Course Contents

The laboratory course consists of a group of experiments drawn from diverse areas of Physics (Optics, Electrical, and Electronics, Electromagnetism, Mechanics, Modern Physics and others). It is accompanied by seminar studies of standard experimental techniques and the analysis of famous and challenging experiments.

PHY 213: Classical Physics I**(2 Units C: LH 30)****Learning Outcomes**

On completion, the student should be able to

1. relate the concepts of space coordinates, time, and linear motion;
2. describe particle dynamics, equilibrium, and conservative forces;
3. solve problems on central forces, energy, and angular momentum;
4. explain the dynamics of rotational motion;
5. discuss and apply the potential theory;
6. explain the dynamics of rigid bodies;
7. apply Newton's theory of gravitation to problems of planetary motion and space travel;
8. Use nertial forces to explain motion from the viewpoint of rotating frames of reference; and
9. derive the general relation between the angular velocity and angular momentum of a rigid body, and use this to solve problems in rotational dynamics.

Course contents

Introduction to classical mechanics, space and time, straight line kinematics. Linear and angular momentum, force and torque. Motion in a plane, Newtonian gravity, the two-body systems; forces and equilibrium. Particle dynamics; force fields and potentials. Collisions, conservative forces, inertial frames and non-inertial frames. Motion in rotating frames, centrifugal force; central force motions; Kepler's motion in a central force field; Particle orbits as conic sections and Kepler's laws. Rigid body motion and rotational dynamics. Moment of inertia, free rotation and stability, Gyroscopes.

MTH 201: Mathematical Methods 1**(2 Units C: LH 30)****Pre-requisite –MTH 103. ,****Learning Outcomes**

At the end of the course, students should be able to:

1. determine Real-valued functions of a real variable,
2. solve some problems using Mean value Theorem and Taylor Series expansion; and
3. evaluate Line Integral, Surface Integral, and Volume Integrals.



Course Contents

Real-valued functions of a real variable. Review of differentiation and integration and their applications. Mean value theorem. Taylor series. Real-valued functions of two and three variables. Partial derivatives chain rule, extrema, Lagrangian multipliers. Increments, differentials, and linear approximations. Evaluation of line integrals. Multiple integrals.

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict, and security;
2. list major forms, types, and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organizations, media, and traditional institutions in peace building

Course Contents

Concepts of peace, conflict, and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts, structural conflict theory, realist theory of conflict, Frustration-Aggression conflict theory. Root causes of conflict and violence in Africa: Indigene and settlers phenomenon, boundaries/border disputes, political disputes; ethnic disputes and rivalries; economic inequalities; social disputes; nationalist movements and agitations. Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace building. Management of conflicts and security. Peace and human development. Approaches to peace and conflict management --- (religious, government, community leaders and others). Elements of peace studies and conflict resolution. Conflict dynamics assessment scales. Constructive & Destructive. Justice and Legal framework; Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National, and Local levels). Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue (b). Arbitration, (c). Negotiation (d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN, and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and



9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, demand and supply gap/unmet needs/market gaps/market research, Unutilised resources, social and climate conditions, and technology adoption gap). New business development (business planning, market research). Entrepreneurial finance (venture capital, equity finance, micro finance, personal savings, small business investment organizations, and business plan competition). Entrepreneurial marketing and e-commerce (principles of marketing, customer acquisition & retention, B2B, C2C and B2C models of e-commerce, first mover advantage, E-commerce business models and successful E-Commerce companies). Small business management/family business. Leadership & management, basic book keeping, nature of family business and family business growth model. Negotiation and business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity discovery demonstrations (Business idea generation presentations, business idea contest, brainstorming sessions, Idea pitching). Technological solutions (The concept of market/customer solution, customer solution, and emerging technologies, business applications of new technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoT), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce strategies).

EDU 301: Teaching Practice I (3 Units C: PH: 145)

Learning Outcomes

At the end of the course, the students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards Teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real-time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. Teaching practice is important to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each.



3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data;
4. explain the meaning, aim, types, role, and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpreting results and making inferences.
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability, and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis, and interpretation. Probability, critical values, and error and their place in inferences. Ethical considerations (political, economic religious, and cultural) in research. Data analysis using IBM-SPSS in data analysis. Reporting educational research.

PHY 301: Analytical Mechanics I **Pre-requisites -MTH 201, and MTH 202**

(3 Units C: LH 45)

Learning Outcomes

On completion, the student should be able to

1. explain particle motion in one, two, and three dimensions
2. describe the two-body problem and many-body systems
3. define and solve problems of conservative forces
4. explain Newton theory of gravitation
5. describe the nature of generalized motion
6. explain the theory of relativity
7. choose an appropriate set of generalized coordinates to describe a dynamical system and obtain its Lagrangian in terms of those coordinates and the associated 'velocities'.
8. derive and solve the corresponding equations of motion. Treat small oscillations as an eigenvalue problem.

Course Contents

Review of Newtonian mechanics; motion of a particle in one, two and three dimensions. Internal forces, external forces, forces of constraint. Systems of particles and collision theory. Newtonian gravitation. Conservative forces and potentials. Oscillations, central force problems; accelerated frames of reference. Rigid body dynamics. Rotational problems and polar coordinates. Mechanics of continuous media. Galilean relativity; Relativistic kinematics and dynamics, Applications of relativistic kinematics.

PHY 303: Electromagnetism **Pre-requisites -PHY 201 and MTH 202**

(3 Units C: LH 45)

Learning Outcomes

On completion, the student should be able to;

1. derive Maxwell's equation set from the empirical laws of electromagnetism.



2. use the fundamental laws of electromagnetism to solve simple problems of electrostatics, magnetostatics, and electromagnetic induction in a vacuum;
3. modify Maxwell's laws to apply in the presence of materials and solve problems involving them;
4. derive the electromagnetic boundary conditions that apply at the interface between two simple media and use them to solve problems involving two or more materials.
5. explain the properties of plane electromagnetic waves in a vacuum and in simple media and to be able to derive these properties from Maxwell's equations
6. apply the special theory of relativity to problems in electromagnetism

Course Contents

Review of vector calculus. Electrostatics and magnetostatics, Magnetization and magnetic susceptibility. Laplace's equation and boundary value problems. Multipole expansions, EM waves in dielectric and magnetic materials; Polarization of EM waves. Electromagnetic induction; Faraday's and Lenz's laws. A.C. Circuits. Maxwell's equations. Lorentz covariance and special relativity. Gauss theorem in dielectrics. Poisson's equations; Uniqueness's theorem; magnetron; magnetic properties; motors; Generators and Poynting vectors.

PHY 304: Electromagnetic waves and optics

(3 Units C: LH 45)

Pre-requisite -PHY 102

Learning outcomes

At the end of the course, students should be able to:

1. explain plane electromagnetic waves and waves propagation;
2. derive the wave equation;
3. describe the transport of electromagnetic energy;
4. explain scattering, interference, diffraction, reflection, polarization, and refraction of electromagnetic waves;
5. use complex notation competently for wave phenomena;
6. solve problems which require the use of wave representations of electric and magnetic fields in propagating electromagnetic waves;
7. analyse simple examples of interference and diffraction phenomena;
8. explain the principles of operation of a range of equipment used in modern optics, notably the Michelson interferometer and Fabry-Perot etalon;
9. explain the physics of the laser and processes involved in producing laser radiation to solve simple problems;

Course contents

Review of Maxwell's equations and wave equations in a dielectric. Electromagnetic potentials. Propagation of plane and spherical waves. Huygen's wavelets and Fermat's principle. Recap of polarization states. Interference. Michelson interferometer and Fabry-Perot etalon. Fourier transform spectroscopy. Young's slits. Lloyd's mirror. Fraunhofer diffraction. Resolution of optical instruments. Reflection and refraction. Transmission lines. Wave guides and optical cavities. Lasers (rate equation, Steady state operation; threshold and efficiency).

PHY 305: Quantum Physics

(3 Units C: LH 45)

Pre-requisite-PHY201

Learning Outcomes

On completion, the student should be able to;

1. explain the origin of quantum physics and principles of quantum theory;
2. apply the mathematical tools of quantum physics;



3. explain how quantum states are described by wave functions;
4. apply operators and solve eigenvalue problems in quantum mechanics;
5. solve the Schrodinger equation and describe the properties of the simple harmonic oscillator;
6. use the algebra of angular momentum operators and solve the simple eigenvalue problems of an angular momentum in quantum mechanics;
7. apply quantum mechanics to describe the hydrogen atom;
8. employ quantum mechanics to describe the properties of one-electron atoms; and
9. use quantum mechanics to describe the simple multi-electron systems such as helium atom and hydrogen molecule.

Course Contents

Wave-particle duality and the Uncertainty Principle. Basic principles of the quantum theory. Time dependent Schrodinger equation. Energy levels in potential wells. Reflection and transmission of potential barriers. Operators and quantum states. Commutation relations and compatibility of different observables. Orbital angular momentum. Particle in two dimensions. Familiar wave phenomena and their associated wave equations. Physical interpretation of the wave function as a probability amplitude. Energy levels and stationary states, energy bands in periodic lattice. Solution of Schrodinger equation for a central potential in three dimensions; The hydrogen atom, Multi-electron atoms. The harmonic oscillator. Exchange symmetry.

PHY 306: Statistical and Thermal Physics I Pre-requisites -PHY 102 and PHY 305

(3 Units C: LH 45)

Learning Outcomes

On completion, the student should be able to

1. describe an ideal gas on the basis of classical statistics
2. explain the basic concepts of statistical mechanics, including entropy, its statistical interpretation and relation to disorder, and the statistical origin of the second law of thermodynamics;
3. illustrate the canonical and grand-canonical partition functions for systems in thermal equilibrium, and use them to obtain thermodynamic quantities of interest.
4. describe the implications of the indistinguishability of particles for systems of non-interacting quantum particles
5. deduce the Bose-Einstein and Fermi-Dirac distribution functions, and apply them to calculate the properties of Bose and Fermi gases, for example in the context of White Dwarf stars and black-body radiation.
6. explain the physical origin of Bose-Einstein condensation, to characterize it quantitatively, and to explain the experiments confirming Bose-Einstein condensation

Course Contents

Basic theory of thermodynamics. Basic of probability theory; microstates and macrostates. The concept of ensembles. Statistical interpretation of entropy and temperature; Isolated systems and the microcanonical ensemble. Statistical physics of non-isolated systems. Derivation of the Boltzmann distribution and canonical ensemble. The partition function in thermodynamics. Non-interacting systems. Equipartition theorem. Density of states; Grand canonical ensemble. Fermi-Dirac and Bose-Einstein distributions. The ideal Fermi gas; Fermi energy. Electronic heat capacity, The ideal Bose gas, Black body radiation, Bose-Einstein condensation.



EDU 401: Teaching Practice II**(3 Units C: PH 135)****Learning Outcomes**

At the end of the course, the students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards Teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time.
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

EDU 400: Project**(3 Units C: LH 135)****Learning Outcomes**

At the end of the course, the students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

SED 402: Entrepreneurship in Physics Education**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course the students should be able to

1. explain the concept of entrepreneur in relation to physics education
2. identify entrepreneurial opportunities inherent in physics education



3. explain feasibility study with copious illustrations
4. write sample proposals for different spin-of business setup
5. evaluate at least two cases of entrepreneurial setup in physics education.

Course Contents

Concept of an Entrepreneur, Meaning of Entrepreneurship in Physics Education. Entrepreneurial opportunities in physics education. Teaching of entrepreneurship in physics education through project-based and work-based experiences. Feasibility study and writing of proposal for the establishment of a spin-off business in physics education. Students to report on a successful entrepreneurial outfit in physics education.

PHY 401: Quantum Mechanics I **Pre-requisites -PHY 305 and MTH 202**

(3 Units C: LH 45)

Learning Outcomes

On completion, the student should be able to

1. state the postulates of quantum mechanics
2. explain the basics of vectors and tensor operators
3. solve a variety of physical problems using the Schrodinger equation.
4. work with angular momentum operators and their eigenvalues both qualitatively and quantitatively.
5. explain electron spin and the Pauli principle
6. apply perturbation theory and other methods to find approximate solutions to problems in quantum mechanics, including the fine-structure of energy levels of hydrogen.

Course Contents

The formulation of quantum mechanics in terms of state vectors and linear operators. Time evolution of the Schrodinger equation. The theory of angular momentum and spin. Electron spin and the Stern-Gerlach experiment. Identical particles and the Pauli exclusion principle, Multi-electron atoms. Approximation methods; Variational methods and WKB approximation for bound states and tunneling. Time-independent Perturbation theory. The fine structure of hydrogen. Harmonic oscillator. Creation and annihilation operators. External fields: Zeeman and Stark effects in hydrogen.

PHY 402/502: Quantum Mechanics II **Pre-requisites -PHY 401**

(3 Units C: LH 45)

Learning outcomes

At the end of the course, students should be able to:

1. apply the mathematical tools of quantum mechanics;
2. understand approximation methods in quantum mechanics;
3. explain the scattering theory;
4. find the unitary transformations linked to symmetry operations;
5. apply time-dependent perturbation theory to variety of problems;
6. derive a mathematical description of quantum motion in electromagnetic fields;
7. apply the relativistic wave equations to simple single-particle problems;
8. use Dirac notation to represent quantum-mechanical states and manipulate operators in terms of their matrix elements.



Course contents

Time-independent and time-dependent perturbation theory. Scattering theory. Elastic potential scattering. Green's function and partial wave methods. Symmetries in quantum mechanics. Rotations, space-time reflections and parity. Selection rules for atomic transitions. Emission and absorption of radiation. Selection rules for hydrogen. Description and interpretation of selected phenomena from each of atomic physics, molecular physics, solid-state physics, and nuclear physics using quantum mechanical models. Relativistic wave equation. The Klein-Gordon equation. The Dirac equation. Chirality. Lorentz invariance and non-relativistic limit.

PHY 403: Mathematical methods for physics I **Pre-requisites -MTH 202**

(3 Units C: PH 45)

Learning outcomes

At the end of the course, students should be able to:

1. explain the concepts of scalar and vector fields;
2. describe the properties of div, grad and curl and be able to calculate the divergence and curl of vector fields in various coordinate systems;
3. calculate surface and volume integrals in various coordinate systems;
4. calculate flux integrals and relate them to the divergence and the divergence theorem;
5. calculate line integrals and relate them to the curl and to Stokes' Theorem;
6. apply the methods of vector calculus to physical problems;
7. calculate the fourier series associated with simple functions and apply them to selected physical problems.

Course contents

Vector and scalar fields. Vector operators. Div, grad, and curl. Divergence theorem. Stoke's theorem. Linear Algebra and functional Analysis. Transformations in linear vector spaces and matrix theory. Hilbert space and complete sets of orthogonal functions. Special functions of mathematical physics (The gamma function; hypergeometric functions; Legendre functions; Bessel functions. Hermite and Laguerre functions. The Dirac - Delta function. Integral transforms and fourier series. Fourier series and fourier transforms. The Dirichlet conditions. orthogonality of functions. Fourier coefficients. Complex representation of fourier series. Laplace transform. Applications of transform methods to the solution of elementary differential equations of interest in physics and engineering.

PHY 404/504: Mathematical methods for physics II

(3 Units C: LH 45)

Learning outcomes

At the end of the course, students should be able to:

1. describe the properties of different types of functions and be able to sketch them in both 2D Cartesian and polar coordinates;
2. integrate and differentiate functions of one variable using a range of techniques and be able to apply integration and differentiation to a range of physical problems;
3. show how smooth functions can be expressed in terms of power series;
4. explain the properties of complex numbers and construct some basic complex functions;
5. employ matrix notation, carry out matrix algebra and use matrices to solve systems of linear equations;
6. compute the properties of determinants, be able to evaluate them, and use them to test for unique solutions of linear equations;
7. solve first and second order ordinary differential equations using a range of techniques.



Course contents

Partial differential equations. Solution of boundary value problems of partial differential equations by various methods which include separation of variables, the method of integral transforms. Sturm-Liouville theory; uniqueness of solutions. Calculus of residues and applications to evaluation of integrals and summation of series. Applications to various physical situations, which may include, electromagnetic theory, quantum theory, diffusion phenomena; complex variable theory and their relation to selected physical problems. Complex differentiation and integration. Cauchy's theorem. Taylor's and Laurent's series. Ordinary differential equations of first and second order and their physical applications. Homogeneous partial differential equations.

PHY 405: Physics Entrepreneurship

(2 Units C: LH 45)

Learning Outcomes

On completion, the student should be able to;

1. develop creative ability to apply physics knowledge to real-world settings;
2. generate ideas of innovation and entrepreneurship; and
3. apply entrepreneurial skills and mindset in approaching societal problems.

Course Contents

Creativity: Developing questioning attitude, concept development, reconstructionism, critical thinking and brainstorming, use of practical and creative techniques in concept development. Identifying underlining physics principles in real life situations and physics principles driving equipment; Product development and requirements: Team building, product and service design concepts, consumer driven design, business planning, marketing and market research. Intellectual property, pricing and financial strategies, finding sources of funding.

Minimum Academic Standards

Facilities

1. A Demonstration Laboratory in the Physics Unit of the Department
2. An Educational Technology Laboratory
3. A Micro-teaching Laboratory
4. Other Laboratories in the cognate Department of Physics in the Faculty of Science

Equipment

1. Scale pan
2. Slotted masses
3. Bar magnet
4. Tuning fork
5. Weighing balance
6. Spring balance
7. Vernier Calliper
8. Stop Watch
9. Spiral Spring
10. Split Cork
11. Dynamo
12. G-Clamp
13. Boyles Law Apparatus
14. Charles Law Apparatus



15. Gold Leaf Electroscope
16. Force on Conductor Apparatus
17. Stop Clock, Stop Watch
18. Micrometre Screw Gauge
19. Displacement Vessel
20. Time Scaler
21. Pulley
22. Retort Stand
23. Pendulum Bob
24. Knife Edge
25. Meter Rule
26. Young Modulus Apparatus
27. Drilled Meter Rule
28. Density Bottle
29. Sonometer Box
30. Constantan Wire (18, 20, 22SWG)
31. Iron Metal Filling
32. Compass Needle
33. Viscometer
34. Sonometer
35. Test Tube Rack
36. Bunsen Burner
37. Fly Wheel, Rope
38. Concave/Convex Lens
39. Prism (45° , 60°)
40. Spherometer
41. Spectrometer
42. Rectangular Glass Block
43. Sodium Lamp
44. Optical Bench
45. Lens Holder
46. Mirror
47. Travelling Microscope
48. Lycopodium powder
49. Beaker (250ML, 300ML, 500ML)
50. Resonance Tube
51. Ray Box
52. Drawing Board
53. Optical Pins
54. Calorimeter
55. Thermometer
56. Tripod Stand
57. Hose
58. Stirrer
59. Steam Heater



60. Water Trap
61. Test Tube
62. Naphthalene
63. Water Basin
64. Gas Cylinder
65. Accumulator (3V)
66. Dry Cells (2, 3V)
67. Potentiometer
68. Wheatstone Bridges
69. Switch Key (DOUBLE/SINGLE POLE)
70. Resistance Box
71. Standard Resistor (1Ω , 2Ω , 5Ω)
72. Circuit Key, Galvanometer
73. Rheostat
74. Ammeter (3A, 5A)
75. Voltmeter (3V, 5V)
76. Leclanche Cell
77. Millimetre
78. Standard Cell
79. Zinc Rod
80. Carbon Electrolyte
81. Transformer
82. Metal Bridge
83. Connecting Wire (SINGLE STRAND)

Staffing

1. Academic(s) core to the discipline should possess PhD
2. There should be at least 2 academic staff cores to the programme (with specialization in physics education)
3. At least one out of the two should be in the professorial cadre
4. Actual staff/ student ratio should comply with NUC guidelines on staffing

Library

1. A standard physical library with reference text (Journals and recommended textbooks) should be available for the programme
2. Reference text, recommended text and journals in the library should be of good quality, relevant and adequate.
3. Recommended text and journals are very current
4. There should be evidence of adequate subscription to e-library resources at the University Library.

Classroom, laboratories, workshops, and offices

Office

1. Lecturers' office should be well ventilated, illuminated and adequate in space
2. The office should contain standard tables, chairs, bookshelves, file cabinets, fans/air conditioner depending on status.

Classrooms

1. There should be classrooms designated to the programme



2. The sizes of the classrooms/lecture rooms should not be smaller than those specified in the NUC space standards.
3. There should be adequate chairs and tables in the classrooms
4. The classroom should be well ventilated and illuminated
5. The classrooms should be well equipped with basic facilities

Laboratories/ workshop

1. The laboratories should have enough space as stipulated in the NUC guidelines.
2. The facilities available in the laboratories should be relevant and adequate
3. The facilities should be functional and well maintained.



B. Sc. Ed. Political Science

Overview

The B.Sc. Political Science Education CCMAS is organized around the preliminary courses, the core faculty courses, the departmental courses, all woven around a two semesters' arrangement per session. In preparing the current curriculum, the major goals, vision and mission of contemporary social science education, the skills required of a 21st century digital graduate and the dynamics of social sciences, particularly political science, were taken into consideration. The course content for all the courses as well as their accompanying learning outcomes are also outlined as guide for effective and efficient content delivery, the aim of which is to produce Political Science teachers with behavioural skills, competencies and attitudes fit for the 21st Century.

Philosophy

The philosophy is to produce graduate teachers with a critical mind, requisite ability and skill to analyse, comprehend, predict and convey to students in simple and convincing language the factors that shape and mold power relationships in an ever-changing socio-political environment.

Objectives

The main objectives of a degree in Political Science Education are to:

1. provide training in the principles of Political Science and their application to the classroom practice;
2. train the students intellectually in such a way that they can analyse and predict social problems;
3. provide a solid foundation of knowledge about the workings of society and its institutions and develop the skills for the constructive use of such knowledge;
4. impart in students the ability to apply the knowledge to the resolution of societal problems and conflicts;
5. teach students such skills and competences that would make them self-reliant and entrepreneurial; and
6. teach students a deep knowledge of the political dynamics of society and the effects of this on wider socio-economic development and societal wellbeing.

Unique Features of the programme

1. teaching political cum economic issues to internet oriented students in a 21st century society;
2. teaching values and belief system that support national development, regional integration and other global connectivity;
3. imbuing norms and values that promote national cohesion and peaceful coexistence in a centrifugal society;
4. teaching essential skills necessary for objective analysis of socio-political issues and behavior; and
5. broadening student knowledge beyond the formal classroom setting.

Employability skills

A graduate of this programme should be able to:

1. teach Political Science as an essential knowledge in a digital world;
2. have a curious and well informed mind of Politics and Political Science;
3. engage in public policy analysis; and



4. open Political consultancy centres for practical demonstration.

21st Century Skills

The 21st century skills of the programme are

1. problem solving;
2. team work;
3. digital literacy;
4. creativity;
5. information literacy;
6. critical thinking through collaborative research projects and group assignments;
7. decision making;
8. goal setting;
9. self-management;
10. interpersonal communication;
11. advocacy; and
12. proficiency in social works.

Admission and Graduation Requirements

Admission Requirements

4 Year Programme

In addition to acceptable UTME scores, A minimum of five Senior Secondary School Certificate (SSC) or (its equivalent) credit passes in Government/History plus English Language and Mathematics at not more than two sittings. Candidates are also required to have credit passes in any one or two of the following Social science subjects: Economics, Commerce/Business studies, Geography, Civic Education.

Direct Entry

Five Senior Secondary School Certificate SSC (or its equivalent) credit pass including Government/History plus English Language, any relevant subject and two of which must be at the Advanced Level in any of the following:

- 1 A pass at Merit Level in a relevant National Diploma Programme (ND), provided the O/L requirements are met.
- 2 Two Credit Passes in relevant subjects at Advanced level.
- 3 Passes in two major subjects in relevant areas in the National Certificate of Education (NCE).
- 4 Two or more papers in Higher School Certificate (HSC) of which one must be Government or History.
- 5 A pass in two relevant subjects in the Joint Universities Preliminary Examination Board (JUPEB)
- 6 A pass in two relevant subjects in the Interim Joint Matriculation Board (IJMB).

Graduation

For graduation, candidates admitted through the four year programme (UTME) must have passed a minimum of 120 credits, while those who came in through direct entry must have passed a minimum of 90 credit units.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme and as determined by the University Senate.



Global Course Structure

100 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|------------|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | |
| PSE 101 | Introduction to Political Science Education | 2 | C | 30 | - |
| POL 111 | Introduction to Political Science | 2 | C | 30 | - |
| POL 112 | Introduction to African Politics | 2 | C | 30 | - |
| POL 113 | Nigerian Constitutional Development | 2 | C | 30 | - |
| POL 114 | Organization of Government | 2 | C | 30 | - |
| | Total | 16 | | 225 | |

200 Level

| Course Code | Course title | Units | Status | LH | PH |
|-------------|--|-----------|--------|------------|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | |
| PSE 201 | Political Science Teaching Methods | 2 | C | 30 | - |
| POL 211 | Nigerian Government and Politics | 2 | C | 30 | - |
| POL 212 | Foundations of Political Economy | 2 | C | 30 | - |
| POL 213 | Introduction to Political Analysis | 2 | C | 30 | - |
| POL 214 | Introduction to Public Administration | 2 | C | 30 | - |
| POL 215 | Introduction to International Relations | 2 | C | 30 | - |
| POL 216 | Political Ideas | 2 | C | 30 | - |
| | Total | 20 | | 300 | |



300 Level

| Course Code | Course title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|------------|-----------|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | - |
| PSE 301 | Politics of Education | 2 | C | 30 | - |
| POL 311 | History of Political Thought | 2 | C | 30 | - |
| POL 312 | Logic and Methods of Political Science Research | 2 | C | 30 | - |
| POL 313 | Public Policy Analysis | 2 | C | 30 | - |
| POL 314 | Comparative Federalism | 2 | C | 30 | - |
| POL 315 | Political Behaviour | 2 | C | 30 | - |
| POL 316 | Politics of Development and Underdevelopment | 2 | C | 30 | - |
| POL 317 | Democratisation Studies | 2 | C | 30 | |
| POL 318 | Theory and practice of Marxism | 2 | C | 30 | |
| POL 319 | Contemporary Political Analysis | 2 | C | 30 | - |
| | Total | 30 | | 405 | |

400 Level

| Course Code | Course title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|------------|-----------|
| EDU 400 | Project | 3 | C | | 135- |
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| PSE 401 | Educational Policy and Society | 2 | C | 30 | - |
| POL 411 | State and Economy | 2 | C | 30 | - |
| POL 412 | Contemporary Defence and Strategic Studies | 2 | C | 30 | - |
| POL 413 | Nigerian Local Government | 2 | C | 30 | - |
| POL 414 | Nigerian Foreign Policy | 2 | C | 30 | |
| POL 415 | International Law and Organisation | 2 | c | 30 | |
| | Total | 18 | | 300 | |



Course Contents and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.



Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

PSE 101: Introduction to Political Science Education (2 Units C: LH 30)

Learning outcomes

At the end of the course, students should be able to:

1. explain the reason for the course;
2. state the difference between the course and other courses in education faculty; and



3. identify the role of some founding fathers of the course.

Course contents

The course introduces students to the history of political science education. Philosophy of political science education. Basic concepts of the course. Rationale for the course. Differentiate the course from other courses in education. Differentiate the course from other social science courses. Early philosophers in Government/Political Science education like Socrates, Plato, Aristotle, Cicero and others. National political developments. Advocacy skills. Participants in politics.

POL 111: Introduction to Political Science

(2 Units C: LH30)

Learning Outcome

At the end of the course, students should be able to:-

1. explain key concepts in political science such as politics, power, authority, influence, state and nation;
2. explain the nature, form and character of politics;
3. identify the contributions of the founding/leading scholars of political science;
4. differentiate between political science as a field of study and politics as an art or practice;
5. explain the relationship among the various concepts in political science; and
6. identify the relationship between political science and other fields of study (other social sciences, humanities and the natural sciences).

Course Contents

This course introduces students to the nature of politics and how it is played. It emphasizes the issues of political discourse and practice. It also introduces students to the language and basic concepts of Politics. The student is later introduced to the methods of Political Science. Key themes here include approaches to the study of politics; the 'science' or 'art' of the discipline; nation, state and society; power, authority and influence, constitution and constitutionalism, political culture and political socialisation.

POL 112: Introduction to African Politics

(2 Units C: LH 30)

Learning Outcome

At the end of the course, students should be able to:-

1. explain the systems of political organisation before the advent of colonialism in Africa;
2. understand contending arguments for the colonial invasion of Africa;
3. be able to explain the manifestation, form and character of colonialism in Africa;
4. identify the impact/consequences of colonialism on state, economy and society in Africa;
5. be equipped with adequate knowledge of nationalist agitations and liberation movement in Africa;
6. explain the nature and forms of African states after independence; and
7. identify some major theories in the study of African politics.

Course Contents

The course focuses on the nature of African society before colonialism; establishment of colonial rule in Africa; different systems of colonial administration and economic policies. Other topics include the problem of neo-colonialism and dependency; contemporary problems in African political crises, famine, structural adjustment and debt crisis.



POL 113: Nigerian Constitutional Development**(2 Units C: LH 30)****Learning Outcome**

At the end of the course, students should be able to:-

1. identify the reasons for and processes of creating the Nigerian state in 1914;
2. mention the reasons for enacting the 1922, 1946, 1951, 1954, 1960, 1979 and 1999 constitutions; and
3. state the features, strengths and weaknesses of the above mentioned constitutions.

Course Contents

Process of Nigerian Constitutional Development in a chronological and sequential order. Colonization. The Richard's constitution. The McPherson Constitution; the Littleton Constitution. the Independence. The Republic Constitutions. The 1979 Constitution and the 1999 Constitution.

POL 114: Organization of Government**(2 Units C LH 30)****Learning Outcome**

At the end of the course, students should be able to:-

1. explain the nature and functions of the three organs of government;
2. explain the reasons for the adoption of the different administrative systems;
3. mention the nature of the administrative systems and the differences between them;
4. state the differences between the Presidential and Parliamentary forms of government;
5. highlight the guiding principles of political systems such as separation of powers and rule of law; and
6. state the need for instruments of political interactions including political parties, pressure groups, interest groups and public opinion.

Course Contents

The various ways of organizing governments into Legislature, Executive and Judiciary. The theory of the separation of powers. Forms of political Administrative systems, i.e. Unitarism, Federalism, Confederalism. Forms of government like Presidentialism and Parliamentaryism; Instrumentalities of political interaction like political parties, pressure groups and interest groups.

GST 212: Philosophy, Logic And Human Existence**(2 Units C: LH 30)****Learning Outcomes**

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.



Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and Teaching Methods

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;



3. use different methods in the delivery of curriculum content justify the need for education in the development of a nation;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. The Nigerian core curricula. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, met cognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management with special needs.

PSE 201: Political Science Teaching Method

(2 Units C: LH 30)

Learning outcomes

At the end of the course, students should be able to:

1. mention and identify some of the methods that can be used to teach the subject;
2. fashion out or improvise some of the instructional resources needed for the course; and
3. participate effectively in demonstrating how these resources are used.

Course contents

The resources needed to effectively and efficiently teach Political Science/government are identified. Relevance of the resources to the subject. Practical demonstration of teaching the subject. Lecture method. Role play. Discussion method. Drama method. Field trip. Socratic method. Challenges of using the methods.

POL 211: Nigerian Government and Politics

(2 Units C: LH 30)

Learning Outcome

At the end of the course, students should be able to:-

1. state the need for the adoption of federalism in Nigeria;
2. mention the juridical division of powers between the three tiers of government;
3. explain the nature of fiscal relations between the three levels of government;
4. state the impact/consequences of the politicization of critical issues such as census, ethnicity and elections on nation building, national unity and development in Nigeria.

Course Contents

Theoretical perspectives. The Federal arrangement and Division of Powers. Critical Issues in Nigerian Politics such like Census, Elections, Education, Representation and Representativeness, Power sharing and Ethnic Relations.

POL 212: Foundations of Political Economy

(2 Units C: LH 30)

Learning Outcome

At the end of the course, students should be able to:-

1. state the nexus between economics and politics;



2. identify the determinants of class formations;
3. explain in details what is meant by class relations;
4. mention the premise of contending theories on production, distribution and exchange;
5. explain the impact of such theories on the state, economy and society.

Course Contents

Relationship between politics and economics. Economics as determinants of politics. Class analysis and political power relations. Production and politics with emphasis on the material basis of political action.

POL 213: Introduction to Political Analysis

(2 Units C: LH 30)

Learning Outcome

At the end of the course, students should be able to:-

1. state the theories/approaches to the study/analysis of politics;
2. explain reasons for contending orientations in political analysis;
3. highlight the efficacy of the comparative method in political analysis;
4. state the impact of regime types on political efficiency;
5. mention the three levels of political participation; and
6. explain the factors and types of political culture.

Course Contents

The course will examine the basic theoretical approaches in the study/analysis of politics. Contending orientations in political analysis. The place of paradigms and theories. The comparative method. Political representations. Institutions of different regimes. The relationship between regimes types and political efficiency. Citizen's participation and political culture.

POL 214: Introduction to Public Administration

(2 Units C: LH 30)

Learning Outcome

At the end of the course, students should be able to:

1. state the need for public administration;
2. mention and explain the models/theories of administration;
3. identify and explain the roles of administrators; and
4. explain the elements of administrative law and administrative principles including decentralisation and delegation;

Course Contents

The rationale of public administration. The Ecology of Public Administration. The Politics of Administration. The Administrative Actors, Delegation of power, Administrative Audit and Control Elements of Administrative Law. Theory, Principles and forms of local government, decentralization, delegation, devolution, principles of effectiveness and efficiency.

POL 215: Introduction to International Relations

(2 Units C: LH 30)

Learning Outcome

At the end of the course, students should be able to:-

1. state the need for interactions between states and other actors in the international system;
2. explain the importance of national interest as major determinants of global interactions and politics;
3. identify the linkage between domestic and foreign policies;



4. mention the theories explaining various forms of interactions in the international system;
5. explain reasons for and types of coalitions and alliances in the international system;
6. highlight the quest by states to maintain equilibrium in global power politics; and
7. mention the reasons for different classifications of states such as developed, developing, Less Developed and Third World Countries.

Course Contents

The organization of the International Society. Theories of International Relations. Linkage politics, theories of Coalitions and Alliances, Balance of power Theory, Impact of the emergence of the Third World, foreign policy analysis and national interest.

POL 216: Political Ideas (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the origins and main premises of major political ideas;
2. know the contributions of the founding/leading scholars to these ideas; and
3. explain the impact of these ideas on the forms, systems, processes and structures of government.

Course Contents

Introduction to major political ideas in their historical context. Emphasis should be placed on concepts like Monarchism, Liberalism, Democracy, Socialism, Fascism and Anarchism.

GST 312: Peace and Conflict Resolution (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict



Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis.

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, the students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;



6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Definition and types of curriculum. Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each.
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Teaching as a profession. Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations. (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. In educational data analysis. Reporting educational research.

PSE 301: Politics of Education (2 Units C: LH 30)

Learning outcomes

At the end of the course, students should be able to:

1. mention and explain the factors that influence political leaders' policies on education; and
2. suggest practicable measures through which these influences can be removed or reduced



Course contents

Students are introduced to the objective reality that influences political leaders' decisions on education matters. Factors and forces that shape, and will continue to shape, the Nigerian education system. Siting and equipping of government schools. Schools administration by political appointees/executives. Staffing of schools. Funding of government schools. Factors affecting schools administration. Politics behind government approval for private schools. Issues surrounding nomadic education. Compensatory education (migrant fishermen children education). Review/amendment of schools curriculum are also examined.

POL 311: History of Political Thought (2 Units C: LH 30)

Learning Outcome

At the end of the course, students should be able to:-

- 1 State the contributions of these leading scholars to the study of politics;
- 2 Mention and Explain the impact of their thoughts on structures, systems and forms of government, society and state.

Course Contents

Examination of selected classical and modern political thinkers, such as; Socrates, Plato, Aristotle, Machiavelli; Hobbes, Locke, Rousseau, Marx, Engels, Fanon, Senghor, Nkrumah, and others with special emphasis on the impacts of their ideas.

POL 312: Logic and Methods of Political Science Research (2 Units C: LH 30)

Learning Outcome

At the end of the course, students should be able to:-

- 1 state the rationale behind the scientific study of politics;
- 2 explain the methods of conducting scientific research in Political Science; and
- 3 mention and apply the methods and techniques in various areas of political research.

Course Contents

Political Science and the Scientific Methods. Introduction to Research Methods in Political Science. The Logic of Political Inquiry and the Language of Variables. Introduction to Problem Formulation. Basic methods of conducting scientific research, framing research questions and objectives, hypothesis formulation, design of research instruments, data collection and data analysis.

POL 313: Public Policy Analysis (2 Units C: LH 30)

Learning Outcome

At the end of the course, students should be able to:

- 1 state the nature of public policy making and differentiate it from decision making;
- 2 mention the need for planning for policy efficiency;
- 3 identify and explain the actors and processes involved in policy circle;
- 4 explain the methods/techniques essential for policy analysis; and
- 5 identify and apply scientific methods/techniques to analyse public policy.

Course Contents

Distinguish between the following. Decision making, Policy, Public policy, Public policy analysis. Other concepts explained include. Strategies of planning, programming and budgeting systems (PPBS). Cost benefit analysis (CBA), Critical Path Analysis (CPA),



Programme evaluation and review technique (PERT) and Cost-effectiveness analysis and critique.

POL 314: Comparative Federalism

(2 Units C: LH 30)

Learning Outcome

At the end of the course, students should be able to:

- 1 state the nature of federalism;
- 2 mention the reasons why some states adopt the federal structure of government;
- 3 identify and explain some of the challenges of federal systems; and
- 4 compare and contrast the differences in the practice of federalism across the world.

Course Contents

The course studies the political dynamics of Federal Systems, with particular reference to such countries as; U.S.A. Canada, Germany, India and Nigeria.

POL 315: Political Behaviour

(2 Units C: LH 30)

Learning Outcome

At the end of the course, students should be able to:

- 1 state the importance of political behaviour to the scientific study of politics;
- 2 identify and explain the principles of behaviouralism;
- 3 identify and explain the determinants of political behaviour;
- 4 discuss the analytical patterns of political socialisation;
- 5 state the levels of political participation and reasons for apathy; and
- 6 explain the differences in political culture and behaviour across the globe.

Course Contents

This course studies the various determinants of political behavior. Political socialization, political culture, political participation and apathy. Electoral behaviour, public opinion, and political communication will also be discussed.

POL 316: Politics of Development and Under-Development

(2 Units C: LH 30)

Learning Outcome

At the end of the course, students should be able to:-

- 1 explain the rationale for classifications of states into developed and developing/underdeveloped countries;
- 2 explain the contending theories of development and underdevelopment;
- 3 explain the impact of colonialism and neo-colonialism on Africa, Latin America and Asia; and
- 4 mention the differences in levels of development between Africa, Asia and Latin American countries.

Course Contents

A systematic and theoretical study of the political and socio-economic context of the problems of development and under-development. Dependency and international economic structures. Analysis of profound change. Agents of change and constraints and problems contingent on rapid socio-economic change, with specific reference to post-colonial African states.



POL317: Democratisation Studies**(2 Units C: LH 30)****Learning Outcome**

At the end of the course, the students should be able to:

1. discuss Conceptual and Theoretical issues in democratisation studies;
2. state conditions for democratic consolidation;
3. narrate historic democratisation and elections in Nigeria;
4. explain the various models of electoral administration;
5. highlight the major actors and processes in the democratisation process;
6. enumerate the nature and dynamics of Nigeria's elections;
7. explain the relevance of elections to political development in Nigeria;
8. identify and explain the challenges of electoral administration in Nigeria;
9. discuss electoral reforms in Nigeria;
10. discuss the place of election in the democratisation process; and
11. explain the links among elections, democratisation and democratic consolidation.

Course Contents

The course will critically delve into the history of democratisation, underscoring the conditions for successful democratisation and the factors militating against democratisation in Nigeria. Assesses the place of elections and other core institutions in democratisation, including the roles of electoral umpires, their powers, resources and limitations; identify factors that lie beyond the limits of electoral bodies that tend to constrain their independence and efficient handlings of elections: politicians and elections; the government and election; the judiciary and elections; election and the power of incumbency: historical perspectives to electoral administration in Nigeria.

POL 318: Theory and Practice of Marxism**(2 Units C: LH 30)****Learning Outcome**

At the end of the course, the students should be able to:

1. mention the principles of Marxism such as dialectical materialism, historical materialism and class struggle; and
2. mention the impact of Marxism on revolutions in USSR, China, Cuba and others; The premises for neo-Marxism.

Course Contents

The examination of dialectical materialism, class analysis, means and sources of production in society. An overview of revolutionary changes brought about by utilising the Marxist-Leninist ideology, using the examples of USSR, China, Cuba, Vietnam and others.

POL 319: Contemporary Political Analysis**(2 Units C: LH 30)****Learning Outcome**

At the end of the course, the students should be able to:

1. know the nature of political analysis;
2. discuss the relevance of competing paradigms in political analysis;
3. know theories/models of political analysis; and
4. apply relevant paradigms/theories/models to analysis of political phenomena.



Course Contents

Contending paradigms in contemporary political analysis, their philosophical and ideological roots, as well as evaluation. Elite approach, group theory, functional systems and communications theory. Basic concepts and elements of game theory and political gaming. Structural analysis. Theories of political development. The new political economy.

EDU 400: Project (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods. Statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C: PH: 135)

Learning Outcomes

At the end of the course, the students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.



PSE 401: Educational Policy and Society**(2 Units C: LH 30)****Learning outcomes**

At the end of the lesson, students should be able to:

1. explain the tangible impact of education on the Nigerian society;
2. explain the impact of society on education like the growth of cult activities on campus;
3. mention and explain how contemporary social issues like Covid 19 and HIV/Aids influence the education system; and
4. discuss the different models in educational policy making.

Course contents

The impact of education on Nigerian society. Impact of Nigerian society on education policy formulation. Interaction between contemporary social issues and educational policies/programmes. Policy makers in education. Rational comprehensive decision model in education policy making. Incrementalism. Cost-benefit analysis of educational policy. Critical path analysis of education. Planning programming and budgeting system in education (PPBS). Programme evaluation and review technique in education (PERT). Garbage can model in education planning.

POL 411: State and Economy**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. explain the nature of the Nigerian economy;
2. discuss the relationships between government and private enterprises;
3. state the role of foreign aid and technology in developing Nigeria's economy;
4. identify and discuss challenges of development planning in Nigeria; and
5. discuss the roles of indigenisation and self-reliance as solutions to Nigeria's dependency in the international economic system.

Course Contents

The course attempts to examine the role of government in the management of the modern economy with special reference to Nigerian and other African countries. It deals with the relationships between government and private enterprise and examines some political issues such as the role of foreign capital in the domestic economy, the questions of foreign aid, technology and expertise. A major part of the course examines the problem of development planning and administration of planning as well as the issue of balanced regional planning. Finally, the questions of indigenisation of the economy and self-reliance are discussed in relation to the problem of dependency on the international economic system.

POL 412: Contemporary Defence and Strategic Studies (2 Units C: LH 30)**Learning Outcome**

At the end of the course, students should be able to:-

1. explain the nature of defence and strategic studies;
2. mention the actors and processes of strategic decision making;
3. state the strategic paradigms in defence and security studies;
4. highlight the relevance of strategic decision making and analysis in national defence and security;
5. identify and discuss challenges of strategic affairs; and
6. State the relevant skills for strategic decision making.



Course Contents

Examination of issues like strategic policy formulation and implementation, levels of strategic analysis, strategic paradigms, war and peace, theories of victory, war, peace keeping and humanitarian ethics in international politics, refugee studies, arms race and arms control, deterrence, containment and others.

POL 413: Nigerian Local Government

(2 Units C: LH 30)

Learning Outcome

At the end of the course, students should be able to;

1. state the operations of local governments before 1976;
2. mention the provisions of the 1976 local government reforms; and
3. explain the challenges of local government's funding and management of resources.

Course Contents

Background to local governments in Nigeria, traditional institutions and local governments, 1976 local government reforms and after, local administration and local government reforms, funding and managements of resources in the local government. State-Local Government relations in Nigeria.

POL 414: Nigerian Foreign Policy

(2 Units C: LH 30)

Learning Outcome

At the end of the course, students should be able to:

1. state the dynamics of Nigeria's national interests since independence;
2. mention the actors and processes involved in Nigeria's foreign policy formulation;
3. mention the different dimensions of Nigeria's relationships with other members of the international community;
4. highlight the challenges and prospects of Nigeria's external relations; and
5. mention and explain the required skills to interrogate Nigeria's foreign policy.

Course Contents

A study of dominant trends in Nigerian foreign policy since independence, showing both the domestic setting, the international environment. The impact of the civil war. Nigeria's relative economic status and commitments as a regional power in Africa. Problems of relations with immediate neighbours are also examined. Topics include. The Internal setting of Nigeria's foreign policy – pressure groups; domestic schisms. Consensus building process. Nigeria's neighbours and the wider African setting. International environmental policy processes and issues during civilian and military regimes. The effects of the civil war on Nigeria's foreign policy; the changing pattern of Nigeria's non-aligned policy. Issues and problem of foreign policy making since 1976 and Nigeria's pan-African role.

POL 415: International Law and Organization

(2 Units C: LH 30)

Learning Outcome

At the end of the course, the students should be able to:

1. explain the nature and objectives of international law;
2. state the development of international law;
3. identify the principles of international law;
4. highlight the procedure involved in international adjudication and dispute settlement;
5. explain limitations of international law in international politics.
6. discuss the institutions and processes of various international organisations; and



7. discuss the prospects and limitations of international organisations as important actors in the international system.

Course Contents

Dynamics of international system and the regulatory mechanisms of legal norms and principles. topics include the meaning of international law, objectives of international law. Self defence. Diplomatic immunity. Use of force in international relations, self-determination. International law and international relations.

Minimum Academic Standards

Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 18 Units per semester for students, there should be at least 18 academic staff including three professors in the department. Consequently, it is expected that staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects.

Non-teaching staff

Competent non-teaching staff (both senior and junior) that are computer literate are needed in the department in the ratio of one to every five lecturers. More importantly, the head of department and each professor need a computer literate secretary.

Physical Facilities

Spaces

The NUC recommends the following physical space requirement:

| | m ² |
|---|----------------|
| Professor's Office | - 18.50 |
| Head of Department's Office | - 18.50 |
| Tutorial Teaching Staff's Office | - 13.50 |
| Other Teaching Staff Space | - 7.00 |
| Technical Staff Space | - 7.00 |
| Secretarial Space | - 7.00 |
| Science Staff Research Laboratory | - 16.50 |
| Education Staff Research Laboratory | - 14.50 |
| Seminar Space/per student | - 1.85 |
| Drawing Office Space (A.O. Board) (Per Student) | - 4.60 |
| Drawing Office Space (A.I. Board) (Per Student) | - 3.70 |
| Laboratory Space | - 7.50 |

Equipment

To achieve the benchmark statements for any programme, there should be:

A minimum number of identifiable laboratories for each discipline which should be in accordance with the NUC recommended space requirements and, in addition, be reasonably equipped.

At least one mock parliamentary room for debates by students and symposia by lecturers is needed. This should be equipped with a mace, gavel, and other parliamentary materials for a



simulation of legislative process. There should also be air-conditioners in the lecturers' offices which should also be equipped with television sets, decoders and laptops.

Drawing and design/Instructional Education Technology studios, which should be well equipped and in accordance with the NUC recommended space requirements.

It is important that equipment should be acquired in sufficient number to enable adequate implementation of the benchmark statements as they relate to programmes in Education and Professional practice.

Library and Information Resources

Current basic text books, reference books, journals periodicals and other relevant textual and non-textual materials should be readily available in the library. Virtual and digital library with Wi-Fi is also needed.

Universities should also put in place, rich database and other electronic/digital library and information resources. In addition, well stock and current hardcopies of reference and other textual materials should be provided at the faculty level.

In any case, there should be internet ready workstations available in the library for least 25% of the total student enrolled in each academic programme.

B. Ed. Primary Education

Overview

B. Ed - Primary Education Programme is designed to address the paucity of primary school teachers in Nigeria. Recognising that Primary Education is the foundation on which all other educational attainments rest, it is specifically designed to produce teachers who are well groomed to deliver proper education to the Nigerian child.

Philosophy

The Philosophy of the programme is consistent with the Nigerian Philosophy of Education. Primary Education is fundamental to the success of all levels of education in Nigeria. The quality of learning young people are expected to acquire at this level is of critical importance for their future physical, emotional, intellectual and socio-cultural growth. It therefore becomes necessary to train the personnel who will affect the life the young children and equip them with skills which will enable them to develop to their fullest capacity as well as fulfil their civic responsibilities.

Objectives

The main objectives of the programme are to

1. produce teachers who have basic understanding of teaching and learning processes in primary schools;
2. train out teachers who have high level competence in using evaluative techniques and materials in such ways as to encourage the children with whom they work and to enhance their growth in meaningful ways;
3. produce teachers who with knowledge, skills and sensitivity to interact with young children their parents guidance community and organisation whose action affect children positively;
4. train teachers who have acquired competence in interpreting and implementing policies on primary education in the light of national philosophy and global expectation of education; and
5. turn out teachers who are able to implement and proffer solution to curriculum issues including innovations in primary education.

Unique Features of the programme

1. Specific teaching subjects are now added to the programme. This makes the graduate of B. Ed. – Primary Education an expert on issues of Primary Education as well as the teaching subject.
2. With the exposure of this graduate to some aspects of Special Education, he would be in a better position to initiate and promote inclusiveness.
3. With his training, the graduate would provide productive and efficient teaching at the primary school level.
4. There would be increased child friendly teaching and learning.
5. Digital literacy is also incorporated.

21st Century Skills

The graduates of this programme should be able to display and inculcate in pupils the following skills:

1. problem solving;
2. team work;
3. digital literacy;
4. creativity;
5. critical thinking;
6. appropriate communication skills;
7. media literacy;
8. digital citizenship and flexibility

Employability skills

The trained teacher would be able to

1. open and run an approved school. This makes him able to be self-employed as well as employ others;
2. serve in primary schools in public and private sectors;
3. provide an accurate and an appropriate model for behaviour for children in primary schools and where the need arises modify deviant behavior; and
4. serve as inspector and supervisor of schools at this level.

Admission and Graduation Requirements

Admission shall be offered to UTME and Direct Entry candidates for the duration of four (4) and three (3) years respectively.

4 Year Programme

In addition to acceptable UTME score, five Senior Secondary Certificate (SSC) (or its equivalent) to include a credit passes English Language and Mathematics, at not more than two sittings.

For Direct Entry Requirements, candidates shall hold the Nigeria Certificate in Education (**NCE**) with a minimum of merit level pass in addition to O'level credit passes in relevant

Direct Entry

Five Senior Secondary School Certificate SSC (or its equivalent) credit passes English Language, Mathematics any relevant subject and two of which must be in Advanced Level in Nigeria Certificate in Education (**NCE**) with a minimum of merit level pass and National Diploma with upper credit.

Graduation Requirement

For graduation, the candidate admitted through the UTME mode shall have registered for and pass 120 units during the 4year degree programme. He must have registered and passed all the compulsory courses specified for the programme.



Global Course Structure

100-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| PED 111 | Introduction to the Nigerian Child and Primary Education | 2 | C | 30 | - |
| PED 112 | Special Infant Abilities | 2 | C | 30 | - |
| PED 113 | Introduction to Special Needs Education | 2 | C | 30 | |
| PED 114 | Social Studies in Primary Education | 2 | C | 30 | |
| PED 115 | School library and ICT Services in Primary Education | 2 | C | 15 | 45 |
| | Total Units | 16 | | | |

200-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods/ (2units) | 2 | C | 30 | - |
| PED 211 | Theories of Child Development I | 2 | C | 30 | - |
| PED 212 | Music and Creative Arts in Primary Education | 2 | C | 30 | - |
| PED 213 | English Language in Primary Education | 2 | C | 30 | |
| PED 214 | Mathematics in Primary Education | 2 | C | 30 | - |
| PED 215 | Design and Production of instructional materials for Primary Education | 2 | C | 30 | |
| | Total Units | 16 | | | |

300-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | - |
| PED 311 | Theories of Child Development II | 2 | C | 30 | - |
| PED 312 | Science in Primary Education | 2 | C | 30 | |
| PED 313 | Studies in Primary Education Curriculum | 2 | C | 30 | - |



| | | | | | |
|---------|--|-----------|---|----|----|
| PED 314 | Introduction to Agric Science, Physical and Health Education for Primary Education | 2 | C | 15 | 45 |
| PED 315 | Primary School Administration, Supervision and Management | 2 | C | 30 | |
| | Total Units | 20 | | | |

400-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|-----|
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| EDU 400 | Project | 3 | C | | 135 |
| PED 411 | Planning, Organisation and Financing of Primary Education in Nigeria | 2 | C | 30 | - |
| PED 412 | Education Laws, Policies and Child's Rights in Childhood Education | 2 | C | 30 | - |
| PED 413 | Introduction to Children's Literature | 2 | C | 30 | |
| PED 414 | Issues and Problems in Primary Education (Seminar) | 2 | C | 30 | - |
| | Total Units | 14 | | | |

Note:

Students should take 20 units of compulsory courses of teaching subjects of choice as approved by the Departmental Board.

Course Contents and Learning Outcomes

GST 111: Communication in English (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing ,



Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyze the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyze the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Content

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;



4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviorist, cognitive and socio-cultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education

PED 111: Introduction to the Nigerian Child and Primary Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. narrate the history of primary education;
2. apply the history to the development of primary education in Nigeria;
3. identify the contributions of early philosophers of Primary Education;
4. appreciate the contributions of indigenous approach to primary education;
5. list the different ethnic groups in Nigeria and their cultural characteristics;
6. illustrate how family characteristics can influence the growing child and how to minimize the negative influences; and
7. discuss the differences in the traditional education of Nigerian children.

Course Contents

Philosophical foundations of Primary Education- Aristotle, Plato, J. J. Rousseau, Pestalozzi, Froebel, Montessori and Fafunwa. Exploration of the history of primary education in Nigeria. Free education in Nigeria. Universal basic education. Challenges facing primary education in the light of Education for All. Current theories and practice of Primary Education. Indigenous primary education in Nigeria.

Introduction to Sociological and Psychological Environments in early learning. Influence of the Nigerian society on the development and learning of the child. Effects of family size and other family characteristics. Socio-economic levels. Rural-urban dichotomy. Religion. Gender, health and nutrition on the child's development and learning. Disseminating information to the Nigerian child.

PED 112: Special Infant Abilities (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. identify pupils' special abilities;
2. build on the identified abilities; and
3. give an account of possible sources of distress in infants and ways of overcoming them.



Course Contents

Observation of children of different age grades. Identification of their abilities, peculiarities and differences. Particularization of their abilities in different locations and in company with different caregivers. Progression in emotional development. Social relations and adjustment. Development and processes of attachment

PED 113: Introduction to Special Needs Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. put inclusion into practice; and
2. identify, accommodate, assess and make referrals where need arises.

Course Contents

An overview of the field of special education in general. A panoramic view of the different areas of exceptionality. Educational practices, material and procedure currently acceptable in the area of Special Education. Identification and assessment of different types of special needs among children. Different types of impairments. Causes and possible remedy.

PED 114: Social Studies in Primary Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the process of socialization;
2. list the agents of socialization;
3. highlight sources of insecurity and the ways of keeping safe; and
4. differentiate between wholesome and unwholesome initiation practices.

Course Contents

Analysis of programmes and practices, investigations and trends in social studies. Criteria for planning and improving programmes in social investigations. Trends in individual social adjustments and problem resolution. The different social structures and levels in the society: home, school, peer group and other socialization agents. Traditional initiation practices and their influence on the child. Cultural differences/practices. Safety and security issues in the society.

PED 115: School Library and ICT Services in Primary Education (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept and importance of a school library;
2. improvise and organise school library resource materials where the need arises;
3. motivate the pupils to continually use the library;
4. appreciate the importance of ICT in teaching and learning process;
5. initiate a computer assisted instruction in Primary Education; and
6. show competence in computer skills.

Course Contents

Concepts of school library. Library resources. Organisation of school library. The role of teacher- librarian. Improvisation of library resources. Cataloguing and retrieval of materials in the library. Library rules and proper use of the library. Basic concepts of ICT. The Computer



as a system. Characteristics and classification of a computer. Processing and storage unit of a computer. Computer application in teaching basic skills in Primary Education. E-learning in classroom. Use of multimedia technology including power point presentation.

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.



Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyze and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. The Nigerian core curricula. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, meta-cognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

PED 211: Theories of Child Development I (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. discuss the process of conception;
2. list maternal factors and their effects on the child;
3. state the different prenatal stages and their corresponding development;
4. appreciate the effect of prenatal and perinatal development in the child's learning;



5. identify critical periods for different sensory developments;
6. define hyperactivity and discuss how to reap positive fruits from hyperactivity; and
7. highlight possible causes and remedies to school phobia.

Course Contents

Development and psychology of the child from infancy up to age 3; and from age 3 - 6 years: conception. Prenatal development. Maternal factors. Birth process. Abortions and prematurity. Other intra-uterine accidents. Growth and development of motor and basic learning processes. Critical period principle; Social learning theory. Bowlby's attachment theory. Attitude formation. Development of sensory organs and receptors. Problems and management of problems associated with infancy and toddlerhood. Hyperactivity and School phobia. Physical, mental and social development.

PED 212: Music and Creative Arts in Primary Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. initiate pupils to create by moulding, drawing, imitation and dramatization;
2. conceptualize themes for musical communication;
3. attempt indigenous and foreign dance steps; and
4. gain expertise in at least two musical instruments.

Course Contents

Methods of teaching Primary school pupils using cultural activities, preparing different types of local equipment. Concept of movement, play instrument, drama, drawing and moulding. Colour mixture, painting, designs and prints.

PED 213: English Language in Primary Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. recite and sing rhymes and song that appeal to Primary school children;
2. initiate, organize and obtain impromptu reports from children;
3. encourage formation of letters;
4. initiate reading by pronunciation of letter sounds;
5. give clues to verbal and non-verbal communication;
6. speak and write with minimal grammatical errors;
7. encourage the pupils to speak and write with minimal grammatical errors;
8. assist the pupils to write all types of letters appropriately;
9. initiate in the pupils appreciable increase in speed of reading and amount of materials understood from the material read; and
10. show expertise in teaching the different aspects of English language.

Course Contents

Base the content of the national English studies curriculum for Primary schools. Concentrate on perfecting the child's attempts at language and communication. Special emphases on; Speaking. Letter Recognition. Letter Formation. Reading. Writing. Listening and Total Communication. Verbal and Non-verbal communication skills. Talking and description of simple object; reciting of rhymes and songs. The four basic language skills Listening, speaking, reading, writing. Grammatical accuracy. Correct grammar. Phonological awareness. Comprehension. Method of teaching English language at the Primary school. Report and essay



writing. Comprehension. Lexis and Structure. Enlargement of vocabulary. Further practice on syntax and semantics. Idioms. Synonyms. Antonyms. Homophones. Proverbs and Registers.

PED 214: Mathematics in Primary Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. organize learning corners to promote sorting by colours and shapes;
2. initiate identification of numbers and symbols;
3. encourage pupils to count, do simple addition and subtraction using objects and number symbols;
4. solve basic mathematical problems;
5. show mastery of methods of teaching basic contents in Mathematics;
6. show mastery in solving problems in Primary Mathematics; and
7. explain the process involved with different problems in Mathematics.

Course Contents

Teach content of Basic Mathematics curriculum. Methods, principles and approaches in teaching specific topics (contents) in basic mathematics curriculum. Basic concept of arithmetic skills. Exploration and manipulation of numbers. Sorting by colours and shapes. Identification of numbers. Symbol. Counting. Simple addition and subtraction using objects and number symbols. Creative thinking and problem solving. Aspects of algebra, geometry and primary statistics. (The students should be able to handle all topics in the primary mathematics curriculum demonstrating the ability to teach the processes through logical presentation of their solutions).

PED 215 Design and Production of Instructional Materials for Primary Education **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, students should be able to:

1. produce and use different types of instructional materials;
2. organize and participate in micro-teaching; and
3. Show cooperation with other student teachers in the process.

Course contents

Importance of instructional materials for teaching and learning processes in primary school. Types; production and organisation of instructional materials. Individual/group production of instructional materials. Exhibition. Evaluation of students' finished work and Micro-teaching.

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building



Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; ZangoKartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and



Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics **(3 Units C: LH 45)**

Learning Outcomes

At the end of the course, students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences; and
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs.



Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS in data analysis. Reporting educational research.

PED 311: Theories of Child development II

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. appropriate the different tasks to different developmental stages;
2. analyze different behaviour disorders;
3. analyze behaviours and suggest strategies for behaviour modification;
4. define truancy and sources;
5. highlight sources of school refusal and ways of containing it; and
6. explain the development of cognitive styles and how to enhance appropriate cognitive styles.

Course Contents

Human growth and development for age 6-12 years. His physical, mental and social development. Learning activities. Developmental theories; Maturation, Conditioning, Psychoanalysis, Cognitive and Moral developmental theories. Behaviour modification. Cognitive styles and Learning problems. Problems associated with this ages and their management. Onset of delinquency.

PED 312: Science in Primary Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept of basic science and technology;
2. demonstrate simple experiment involving floating and sinking, heat, machines, light and sound;
3. elucidate methods of primary science and technology;
4. develop in the pupils initial interest in science and technology; and
5. produce simulated/improvised instructional materials for teaching basic science and technology concepts

Course Contents

Meaning and concept of Basic Science and Technology. Basic Science Theories, laws, processes and ethics. The place of and technology in childhood education. Methods of learning science and technology by children. Creativity and Reflective thinking. Simple hands-on and minds-on experiment in different concepts in Basic Science and Technology such as floating and sinking, heat, machines, light and sound. Exploration of the environment. Primary method of teaching science and technology.

Methodology of teaching Basic Science and Technology in Primary school. Method of scientific investigation and enquiry. Teaching different components of Basic Science and Technology using hands-on/minds-on inquiry approach. Simple experiment in basic science and technology concepts. Emphasise practical work, creative thinking and reflective thinking.



PED 313: Studies in Primary Education Curriculum**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. write proper and clear curriculum guides, models, lesson plans and lesson notes; and
2. identify and assess components of Primary Education curriculum that may need review.

Course Contents

The meaning and concepts of curriculum; components of curriculum; curriculum planning; development and evaluation in Primary Education. Historical development of primary school curriculum in Nigeria. Review and evaluation of existing curriculum models in different subjects in primary schools. Theories and implementation of primary school curriculum in Nigeria

PED 314: Introduction to Agricultural Science, Physical and Health Education in Primary Education (2 Units C: LH 15; PH 45)**Learning Outcomes**

At the end of the course, students to be able to

1. demonstrate ability to initiate and maintain a primary school farm;
2. explain the concept of animal husbandry;
3. differentiate crops into annual and perennial; modes of propagation;
4. explain crop diseases and treatment;
5. assist the pupils to enumerate and use the different farm tools appropriately;
6. demonstrate practical skill in organising and managing school sports;
7. giving first aid where necessary; and
8. teaching the different contents of physical and health education.

Course Contents

Meaning and simple agricultural practices. Simple farm tools. Types of farming. Types of agriculture and their benefits. Crop and their propagation. Animal husbandry. Development and maintenance of school farm. Crop diseases and farm maintenance.

Meaning, Philosophy and objectives of Physical Education. Place of Physical and Health Education in Primary Education. Causes and types of injury. First aid and first aid box. Common childhood diseases and measures of prevention. Nutrition. Fundamental movements. Rhythmic activities. Simple relays. Gymnastics (stunts and tumbling). Simple games. Organisation and administration of games and sports in primary schools. Safety. Principles of coaching. Games and sports for special needs children.

PED 315: Primary School administration, Supervision and Management (2 Units C: LH 30)**Learning Outcomes**

At the end of the course, students should be able to

1. administer pupils in groups;
2. plan and host a PTA/Board of Governors' meeting;
3. identify the roles of the different category of staff in the school; and
4. mention and show models of the relevant school records.

Course Contents

Principles of administration as applied to Primary schools. A study of organisational, professional and legal rules. Rights and responsibilities of a proprietor. Principal. Staff and



ancillary staff in public and private institutions. The role of the PTA. Funding the Primary institution. Security. Tenure and service conditions for staff. Primary schools on- the-spot study of themes specified by the supervisor. Organisation of primary science teaching and other subjects. Pupils' participation in games and teaching of number work.

EDU 401: Teaching Practice II

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

EDU 400: Project

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.



PED 411: Planning, Organisation and Financing of Primary Education in Nigeria (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. produce a feasibility study for siting an primary schools;
2. design a curriculum that is appropriate to the community;
3. show appropriate funding for the different departments proposed; and
4. discuss the proposed benefit of the school to the parents, ministry and the community.

Course Contents

Siting a functional primary school. Feasibility study assessment. Building types. Component departments and requirement. Staffing. Equipment and progression of school enrolment. Parent/ministry/community relations. Budgeting. Funding and disbursement of funds. Reputation and advertisement of the school.

PED 412: Education Laws, Policies and Child's Rights in Childhood Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. identify relevant laws and ordinances related to Primary Education;
2. identify and sustain the provision of child rights law; and
3. discuss the provision of National Policy on Education with respect to primary education.

Course Contents

Meaning of education laws and ordinances. Policies from colonial to present legislations for Primary Education. Analysis of national policy on education with respect to Primary Education. Child rights policies. Provisions and implementations and roles of related agencies.

PED 413: Introduction to Children's Literature (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. read and analyze children's books;
2. recommend literature materials according to themes and applicability;
3. differentiate children literature into its genres;
4. introduce children to appropriate models through literature; and
5. demonstrate appropriate teaching of children through children's literature.

Course Contents

A study of at least 5 books in children's literature; each representing an era (pre- colonial, colonial, post-colonial, 1969-the 1970s, contemporary times). Essence of Children's Literature. Contents. Styles. Standard for selecting materials for children (interests, needs, abilities of the different age level, gender and individual differences). Early exposure of children to literature. Strategies for teaching children literature. Graduation of literature according to developmental levels. Editing, illustrations and colours in children's literature.



PED 414: Issues and Problems in Primary Education (Seminar) (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. carry out independent study on contemporary issues in Primary Education;
2. present same as a research report or a position paper to an audience; and
3. cite and reference sources of information used appropriately.

Course Contents

Extensive library and social research in problems and solutions related to Primary Education. Theoretical basis of the proposed solution and the applicability of the proposed solution. Statement of a problem (developmental, health, physical, handicap, social, cultural, motivational and the like). Development and discussion of the problem. Proposal of practical solution. Presentation of seminar.

Note:

Use of local materials to design and produce instructional materials is emphasized in the courses

Minimum Academic Standard

Equipment

A Primary Education Teaching Laboratory comprising

1. Shopping corner;
2. Mathematics corner;
3. Science corner;
4. Nature and cultural corner;
5. Water play corner; and
6. Art and Creativity corner.

The items needed would depend on the demands of the corner and the topics to be learnt.

1. An outdoor games/sports facilities for pupils' physical activities.
2. An interactive Board, Classroom desks.
3. At least two adequately furnished offices; One for the Head of the programme and the other for support staff.

Staffing

Academic Staff

At least 4 core staff with a Ph.D degree in Primary Education among whom there must be at least one full time professor is required. One of them must be in the area of Human Growth and Development/Child Psychology. The programme must be administered by a staff not lower than a Senior Lecturer.

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials,



practicals and supervision of projects. The English/ Literature teacher should be trained as a Reading Clinician and Speech Therapist for remediation purposes.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate. At the least, a secretary, a clerical officer and a messenger/cleaner are the minimum administrative staff expected for the programme. **Technical Support Personnel**

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Library

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition well stock and current hardcopies of reference and other textual materials should be provided centrally at the level of the Faculty. A well network digital library should serve the entire university community. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources.

In any case, there should be internet ready workstations available in the library for least 25% of the total student enrolled in each academic programme.

The funding of the library should be in line with NUC guidelines.

Classroom, laboratories, workshops and offices

Classrooms

Lecture theatres and classrooms should be adequate in number, well-spaced and adequately ventilated with necessary public address system, projectors and other audio-visual aids.

Spaces

The NUC recommends the following physical space requirement:

| | m ² |
|---|----------------|
| Professor's Office | - 18.50 |
| Head of Department's Office | - 18.50 |
| Tutorial Teaching Staff's Office | - 13.50 |
| Other Teaching Staff Space | - 7.00 |
| Technical Staff Space | - 7.00 |
| Secretarial Space | - 7.00 |
| Science Staff Research Laboratory | - 16.50 |
| Education Staff Research Laboratory | - 14.50 |
| Seminar Space/per student | - 1.85 |
| Drawing Office Space (A.O. Board) (Per Student | - 4.60 |
| Drawing Office Space (A.I. Board) (Per Student) | - 3.70 |
| Laboratory Space | - 7.50 |



B. Ed. Social Studies and Civic Education

Overview

The B. Ed Social Studies and Civic Education Core Curriculum and Minimum Standards (CCMAS) is a new curriculum by National Universities Commission (NUC) for use in all Nigerian Universities for the training of pre-service social studies and civic education teachers. This CCMAS contains the 60 units of core courses in the cognate department usually under faculty or school/college of education as the case may be. The remaining credits that add up to 120 for graduation are to be drawn from the faculty, G S T and teaching subjects. This programme is organised to contain the course structure and the semester arrangements. The course content for each unit as well as expected learning outcomes. The main aim is to produce social studies and civic education teacher with competencies skills and attitudes required for the 21st century.

Philosophy

The philosophy of this programme is centred on the promotion of the study of Social Studies, civic education and its cognate subjects as academic disciplines in an effort to satisfy the dire need for qualified teachers for the effective implementation of the National Policy on Education at the post-primary school level.

Objectives

The objectives of the programme to which the philosophy is linked are therefore:

1. to expose the students to the various aspects of Education, Social Studies, civic education and the respective cognate subjects relevant to their preparation as post-primary school teachers;
2. to provide learning experiences which will enable students to be able to teach national values and civic education in Nigerian post-primary schools;
3. to produce students who are conversant with their physical, political and social environment, human activities and their interrelations;
4. Equip students with necessary skills, competencies, intellectual and moral training for a career as teachers; and
5. Prepare the graduates to assume responsibilities and leadership roles in ministries, education agencies and private education establishments.

Unique Features of the programme

Uniqueness of the programme include:

1. being a compound programme capable of producing teachers for both civic education and social studies;
2. developing global awareness and participation; and
3. inculcation of democratic and civic values.

Employability Skills

1. career as classroom teacher for social studies and civic education;
2. establish and run a private school;
3. conflict resolution consultant; and
4. social worker.

21st Century Skills

The 21st century skills to be acquired by the graduates include:

1. problem solving skills;



2. conflict resolution skills;
3. team work;
4. cooperation and collaboration;
5. interpersonal communication; and
6. creativity and innovation.

Admission and Graduation Requirements

4 Year Programme

In addition to acceptable UMTE scores, Five (5) Senior Secondary Certificate (SSC) (or its equivalent) credit passes including English Language, civic education and any other Three subject in Arts in not more than two sittings are required.

Direct Entry

A minimum of five credit passes in Senior Secondary School Certificate SSC, including English Language, civic education and any other subject and Two of which must be at the Advanced Level with merit in three (3) NCE courses. A university may consider any other qualification deemed equivalent to this.

Graduation Requirements

In addition to the general requirement for graduation in the university, candidates must offer and passed a minimum of 120 credits hours courses for the four-year programme and 90 credit hours of three years in case of Direct Entry candidates. Candidates must also complete and receive a pass grade in Teaching Practice (TP) and a research project report on a topic approved by the department.

Global Course Structure

100-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | |
| ESS 100 | Introduction to social studies | 2 | C | 30 | - |
| ESS 102 | Introduction to Nigerian social life and culture | 2 | C | 30 | - |
| ESS 112 | Introduction to Civic Education | 2 | C | 30 | - |
| ESS 115 | Socio-economic Environment in Nigeria: 2 Credits | 2 | C | 30 | - |
| ESS 116 | Introduction to Democracy and Democratic Values | 2 | C | 30 | - |
| ESS 117 | History of World Democracy | 3 | C | 45 | - |
| ESS 122 | Family base and Structure of Society | 2 | C | 30 | - |
| | Total | 21 | | | |



200-Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|---|--------------|---------------|-----------|-----------|
| GST 212 | Philosophy Logic and Human Existence | 2 | C | 30 | |
| ENT 211 | Entrepreneurship and innovation | 2 | C | 30 | |
| EDU 201 | Curriculum Delivery and General Teaching Methods. | 2 | C | 30 | |
| ESS 211 | Problems of Ethics and Value Education | 2 | C | 30 | - |
| ESS 212 | Social Studies Education and Patterns of Nation Building | 2 | C | 30 | - |
| ESS 213 | Social Issues and Problems in Education | 2 | C | 30 | - |
| ESS 221 | Nigeria Socio Political Institutions | 2 | C | 30 | - |
| ESS 223 | Teaching Social Studies and Civic Education in Nigerian Schools | 2 | C | 30 | - |
| ESS 224 | Democracy in Nigeria | 2 | C | 30 | - |
| ESS 225 | Citizenship | 2 | C | 30 | - |
| | Total | 20 | | | |

300-Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| GST 312 | Peace and conflict resolution | 2 | C | 30 | |
| ENT 312 | Venture creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | |
| ESS 312 | Politics, Power and Government in Nigeria | 2 | C | 30 | - |
| ESS 313 | Security and Law Related Education | 2 | C | 30 | - |
| ESS 321 | Nationalism and Patriotism in Nigeria | 2 | C | 30 | - |
| ESS 322 | Social Studies and Civic Education and Theories of Nation Building | 2 | C | 30 | - |
| ESS 323 | Teaching Methods in Civic and Social Studies Education | 2 | C | 30 | - |
| ESS 324 | Creating and Managing Resource Room for Civic and Social Studies Education | 2 | C | 15 | 45 |
| ESS 325 | Global Citizenship | 2 | C | 30 | - |
| | Total | 24 | | | |



400-Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|---|--------------|---------------|-----------|-----------|
| EDU 401 | Teaching Practice II | 3 | C | 30 | 135 |
| EDU 400 | Project | 3 | C | | 135 |
| ESS 411 | International Relations | 2 | C | 30 | - |
| ESS 413 | Emerging Social Issues as Priorities and Contents in Civic and Social Studies Education | 2 | C | 30 | - |
| ESS 421 | Social Life and Party Politics in Nigeria | 3 | C | 45 | - |
| ESS 422 | Nigeria in International Organisations | 2 | C | 30 | - |
| ESS 423 | Field Trip and Long Essay | 3 | C | 15 | 60 |
| ESS 424 | Global Development Agenda | 2 | C | 30 | - |
| ESS 425 | Challenges and Prospects for Teaching Civic Education in Secondary Schools | 2 | C | 30 | - |
| | Total | 21 | | | |

Course Contents and Learning Outcomes**GST 111: Communication in English****(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.



Learning Outcomes

At the end of the course, students should be able to:

1. analyze the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyze the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

**EDU 101: Introduction to teaching and foundations of Education
(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, learner to be able to:

1. discuss teaching as a profession;
2. explain Ethics of Teaching as a profession; and
3. discuss the foundations of education and their relevance to current practices.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent



development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education

ESS 100: Introduction to Social Studies

(2 Units C: LH 30)

Learning Outcomes

At the end of the course students should be able to:

1. explain the concept of social studies;
2. narrate the rationale for introducing social studies as a school subject; and
3. discuss the relation between social studies and social sciences.

Course Contents

Social studies as a course in Nigerian schools. Philosophy and the rationale for introducing social studies in Nigerian schools. General and specific objectives of social studies in Nigeria. Evolution, scope and sequence of social studies discipline. Relationship between social studies and social sciences. Social studies as vehicle for citizenship education. Current status of social studies. —as core subject at Basic level, as a theme in national values curriculum. Social studies as integrated subject. The three traditions of social studies (Dubey and Berth): --As reflective inquiry, as citizenship education, as social science.

ESS 102: Introduction to Nigerian Social Life and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. apply historiography in social studies;
2. explain the concept of culture;
3. identify similarities and differences between several cultures in Nigeria; and
4. discuss cross-cultural interactions in Nigeria especially marriage.

Course Contents

Use of historiography in social studies. Concept of culture, sub-culture and cultural identity. Cultural patterns in Nigeria. Social interactions between different cultures. Cultural changes and causal factors. Media and cultural transformations in Nigeria. Foreign culture and its effects on indigenous values. Social life in Nigerian cultures – similarities and differences. Cross-cultural marriages and its pros and cons. Media and cultural transformation in Nigeria. Foreign culture and its effects on indigenous values.

ESS 112: Introduction to Civic Education

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept of civic education;
2. differentiate between social studies and civic education; and
3. describe the relation between social studies and civic education

Course Contents

The concept of Civic Education. Relation between Social studies and Civic Education. Development of Civic Education as a school subject in Nigeria. Civic education as citizenship education in Nigeria. Objectives and Rationale for Civic Education. Scope of Civic Education. Civic education and its relation to national objectives. Civic education in other nations, -- Canada, United states, Ghana and South Africa.



ESS 115: Socio-economic Environment in Nigeria**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. describe man's socio-economic activities in Nigeria;
2. identify wants and needs and be able to make choice; and
3. discuss modern economic activities and transactions.

Course Contents

Introduction to man's economic activities (production and manufacturing). Man, and his needs and wants. Man, and his ability to make choice. Use of resources and spending money. Changes in man's socio-economic environment reasons for changes. Current trends in economic activities. E-transactions and monetary policies. Proud and other financial crimes. Financial regulatory agencies and their functions.

ESS 116: Introduction to Democracy and Democratic Values**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. to explain what is democracy and democratic values;
2. describe the practice of democracy; and
3. identify the prospect and challenges for democracy in Nigeria.

Course Contents

Concept of democracy. Democratic values. The practice of democracy in Nigeria. Voting and supremacy of votes in democracy. Voter education-concept, and objectives. Election and voting processes in Nigeria, challenges and ways forward. Voter apathy, causes, effects and remedies. Prospects and challenges for democracy in Nigeria

ESS 117: History of World Democracy**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. discuss origin of democracy in the world;
2. spread of democracy;
3. identify variations in democratic practices; and
4. discuss challenges in the practice of democracy

Course Contents

Origin of democracy. Spread of democracy in the world. Major democratic nations and the practice of democracy. Variations in the practice of democracy. Constitutional and non-constitutional democracy. Supremacy of the constitution. Rule of law. Written and un written constitution. Comparative study of Nigerian constitution. Pressure groups—meaning and functions. International challenges in democratic practices.

EES 122: Family base and Structure of Society**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. describe complex and simple relations in the family;
2. identify social institutions that are family based; and
3. modern changes affecting family bases and institutions.



Course Contents

Concept of family. Nature, types and structure of the family. Traditional and modern functions of the family. Problems of living among family. Family as a micro-society. Some social institutions that are family based. Changes in family-based institutions such like Chieftaincy and Emir ship. Causes of changes in family-based institutions--- education, successful career, wealth, character and philanthropy.

Level 200

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking ;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.



Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship. Entrepreneurship support institutions. Youth enterprise networks and Environmental and cultural barriers to entrepreneurship. Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should have been able to:

1. explain at an appropriate level of confidence the meaning and types of curricula;
2. describe the process of curriculum development; analyze and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise whenever necessary the
a. gifted;
7. manage classrooms under different conditions and address the needs of individual students, especially those with special needs, including; and
8. demonstrate skills in ICT, set up and manage on-line classes.

Course Contents

Definition and types of curriculum. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

ESS 211: Problems of Ethics and Value Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. define ethics and values;
2. identify processes of value formation; and
3. Classify values.



Course Contents

Concept of ethics and value education. Processes associated with value formation. Values classification. The role of education in harmonizing human and educational values. National values as subject in basic education. Values in the National policy on education and their manifestations in the curriculum. Role of values in National development. Role of social studies in Value inculcation.

ESS 212: Social Studies Education and Patterns of Nation Building (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. identify bases for nation building;
2. discuss processes for nation building; and
3. explain roles of social studies and civic in nation building.

Course Contents

Ideological basis of development pattern of life in urban and rural areas. Cooperation and conflict. Social attitudes of development; leadership, followership, and the consequences of these systems in development. Nation building in multicultural setting. Role of social studies and civic education in nation building. Theories of development and underdevelopment. Approaches to development: social, economic, political, educational and technological. Planning strategies for development. Plan implementation and problems.

ESS 213: Social Issues and Problems in Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. make analytic discussion of social groups and organisation;
2. identify social issues and problems, discuss their root cause and solutions; and
3. discuss social inequalities and their consequences.

Course Contents

Concept of social groups and organisation. Role of social groups in the society, -political, economic and social. Collective behaviours associated with some social groups, such as riots, thuggery problems; alcoholism, drug abuse. Social deviance and other issues such as inequity, gender, under-representation of minorities underutilization of skills and other. Rural and Urban developmental inequality in Nigeria. Social inequalities, dimensions and implications.

ESS 221: Nigeria Socio Political Institutions (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. identify different socio-political institutions;
2. discuss their relevance to society and nation building; and
3. explain the problems of socio -political groups in Nigeria.

Course Contents

Concept socio-political institutions. Different socio-political institutions in Nigeria—Religious, political, ethnic based, and sectional. Cultural influence on socio-political institution.



Dimensions of socio-political group activities. Contribution of socio-political institutions to nation building. Problems of socio-political groups in Nigeria.

ESS 223: Teaching Social Studies and Civic Education in Nigerian Schools (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. identify objectives of teaching: civic education at secondary school;
2. national values at basic education level; and
3. teaching techniques and strategies for basic and national values.

Course Contents

Objectives at basic level. Objectives of civic at secondary schools. Teaching strategies and techniques in social studies and civic education. Learning activities-----Field work, Group work, Enquiry activities, Teaching/learning aids in civic and social studies education, -----classification, types, uses, and sources.

ESS 224: Democracy in Nigeria (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept of democracy and its important ideas;
2. trace the history of democratic governance in Nigeria; and
3. discuss party politics and ideological basis.

Course Contents

Concept of democracy. Democracy and its important ideas. Features of democracy. History of democracy in Nigeria. Developments in Nigeria's democracy. Party politics and national interest. Problems of political parties in Nigeria. Ideological issues in Nigeria's democracy. constitutional issues in Nigerian democracy. The three tiers of government, federal, state, local government, roles, functions and powers.

ESS 225: Citizenship (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. explain who is a Nigerian;
2. identify processes of becoming a Nigerian; and
3. enumerate the duties and rights of a citizen in Nigeria.

Course Contents

Concept of a citizen. Processes for becoming a citizen. Rights and duties of a citizen in Nigeria. Dual citizenship, concept, process, pros and cons. Identities for a citizen, (NIN, Passport) Processes of becoming a citizen for foreign nationals. Withdrawal of citizenship, causes, process and implications.



Level 300

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organizations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised



resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, the students should have been able to demonstrate:

1. Knowledge of the subject matter;
2. the necessary Pedagogical skill;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics **(3 Units C: LH 45)**

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning, develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;



7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. Judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in data analysis. Reporting educational research.

ESS 312: Politics, Power and Government in Nigeria (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain concept of social order and its constituents;
2. deliberate forms of government; and
3. discuss relation between politics, power and government

Course Contents

Government, definition, origin, characteristics and functions. The study of politics, power and government. Forms of government: major generalization from political science. Study of social order and its constituents. Theories of government—Evolutionary theory, Devine theory, Social contract theory. Theory of government applied to Nigeria. Military government, features and analytical study of achievements and problems.

ESS 313: Security and Law Related Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain various concept related to security;
2. identify various legal concepts;
3. demonstrate awareness of security problems; and
4. develop coping strategies and protective measures against insecurity.

Course Contents

Meaning and concepts in security studies. Security personnel and types of services, environmental safety and security awareness. Emerging security challenges. Role of citizens and community leaders in the provision of security. Security issues in our schools, sources, and remedies. Nigerian laws on security, sources of Nigerian law. Citizens right to security. Rule of law in Nigeria.

ESS 321: Nationalism and Patriotism in Nigeria (2 Unites C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. identify early political organisations;
2. describe development of Political parties in Nigeria;
3. discuss some of the political crises in Nigeria; and



4. explain some causes and effects of military coups in Nigeria.

Contents

The indigenous political organizations in Nigeria. The growth and development of pre independence political parties in Nigeria. Goals and strategies of nationalists in pre-independent Nigeria. Achievements of nationalists in pre-independent Nigeria. Politics and crises in Nigeria 1960 – up to date. Military coups in post independent Nigeria, causes and effects. Conflict resolution among the rulers in Nigeria.

ESS 322: Social Studies and Civic Education and Theories of Nation Building (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. discuss theories of self-reliance;
2. social change as they influence nation building; and
3. discuss the roles of technology, religion, politics, peace and conflict in nation building

Course Contents

Meaning of self-reliance. Theories of self-reliance and development. Self-reliance and Nigerian development. Prospects for self-reliance in Nigeria. Factors against self-reliance in Nigeria leadership, attitudes, education, infrastructures, politics. Social change alienation and national development. Role of religion and institutions in nation building. Politics, political institutions and nation building. National unity, diversity and nation building. Factors against nation building. Values, technology and development education for peace and national development.

ESS 323: Teaching Methods in Civic and Social Studies Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. be familiar with the curricula for national values and civic education;
2. learn and apply various methods and techniques for teaching civic and social studies education;
3. correctly plan lessons for varying topics using varying teaching approach; and
4. evaluate learning outcomes in various domains using varying techniques.

Course Contents

Social studies and civic education in national values curriculum at basic education. Civic education curriculum for secondary school. Methods, and strategies for teaching civic education and national values lesson planning. Instructional, resources and lesson delivery. Measuring learning outcome in civic and social studies education--- domains and techniques.

ESS 324: Creating and Managing Resource Room for Civic and Social Studies Education (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. identify a resource room and its contents and functions;
2. enumerate how to improvise some of the resources;
3. demonstrate how to manage/maintain a resource room; and
4. create a prototype resource room.



Course Contents

Concept of resource room. Size and location of a resource room. Contents of a resource room. Storage. Acquisitions for resource room. Improvisation for resource room. Management/maintenance of a resource room. Using resource room. Creating a proto-type resource room-practicum.

ESS 325: Global Citizenship

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept of globalisation;
2. enumerate features of a global citizen; and
3. discuss problems and prospects of globalisation to Africa and Nigeria.

Course Contents

Concept of globalisation. Contemporary global system and its characteristics. Concept of global citizen. Features of globalisation and global citizen. Global citizenship and Africans, Nigerians – problems and prospects. Contemporary global issues - climate change, terrorism, covid and emerging diseases. population control, development agenda and trade.

Level 400

EDU 400: Project

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods. Statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;



5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

ESS 411: International Relations

(2 Units C) (LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept of political power and world power;
2. identify factors for becoming a world power;
3. identify some bilateral and other political co-operation involving Nigeria and their benefits; and
4. discuss role of social and civic education in posting international understanding.

Course Contents

Concept of political power. Politics, international politics and foreign policy. Parties involved in international interaction. International boundaries. Populations figures by nations, advantages of high and low population figures, strategies for using population to national advantages. Population census in Nigeria. Multinational corporations and organisations, activities, advantages and disadvantages to the nation. Conflict and conflict resolution in international interaction. Causes of conflict, territorial, ideology, economy and politics. Nigerian foreign policy objectives. Concept of world power factors for becoming world, or regional power. Nigeria in international politics and economic co-operation. Role of civic and social studies in pestering international understanding

ESS 413: Emerging Social Issues as Contents in Civic and Social Studies Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept of emerging issue;
2. identify some emerging issues in the school curriculum; and
3. recommend with justification the inclusion of some issues in the curriculum.

Course Contents

Concept of emerging social issues. Dimensions and manifestations of emerging issues. Some emerging issues in the Nigeria school curriculum. Security education, Human trafficking. Drug education. Manifestations, effects, and justifications for inclusion in social studies and civic education curriculum. Controversial issues in Nigeria, sources of controversy, reasons and effects.



ESS 421: Social Life and Party Politics in Nigeria**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. explain what is party politics;
2. identify some of past and present popular political parties;
3. discuss dimensions of political rivalry and its social impact; and
4. examine the roles of political parties in national unity and disunity.

Course Contents

Party politics in Nigeria. Major popular political parties in Nigeria from 1979 to date. Manifestos, activities, achievements. Influence of political parties on social life. Political rivalry and social life and development. Political parties and national unity. Party cross-carpeting in Nigerian politics ideological and other implications.

ESS 422: Nigeria in international organisations**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. explain the concept of international organisation;
2. enumerate the functions of ECOWAS and African Union;
3. discuss Nigeria's leadership role in ECOWAS;
4. narrate Nigeria's role African Union;
5. enumerate main functions of United Nation;
6. identify different arms of United Nation; and
7. deliberate the relation between Nigeria and the various arms of United Nation.

Course Contents

Concept of international organisations. Functions of international organisations. International organisations to which Nigeria belong such like UNO, OAU, ECOWAS and OPEC. ECOWAS and African Union as Regional bodies History, functions and objectives. Nigeria's leadership role in ECOWAS. Nigeria position in African Union. African union and other regional unions relations, interference and cooperation. Introduction to United Nations, Functions of United Nations and membership of United Nations. Arms of United Nation. Nigeria and the different arms of United Nations – benefits and challenges

ESS 423: Field Trip and Long Essay**(3 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of the course, students should be able to:

1. explore local environment;
2. examine physical phenomena;
3. explain observed conditions;
4. write a comprehensive field work report; and
5. be able to organise and carry out field work as a teacher.

Course Contents

The teacher is to organise field work using the following tips; preparations before going to the field. Activities at the field. Recapitulations after the field work. Reporting field work. A report in form of long essay by the students is to be submitted and used as a basis for assessment.



ESS 424: Global Development Agenda

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. explain what is global development agenda;
2. identify some global development agenda; and
3. discuss the impact of some agenda in Nigeria.

Course Contents

Concept of global development agenda. Sources of global development agenda. Major global development agenda. international integration and development. Nigeria and global development agenda such like MDG, SDG type, activity, achievement and problems.

ESS 425: Challenges and Prospects for Teaching Civic Education in Secondary Schools (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. discuss the relevance of civic education to Nigeria;
2. describe the prospects of teaching civic education in Nigeria;
3. identify some of the challenges in teaching civic education at secondary schools; and
4. suggest ways forward.

Course Contents

Review of civic education in Nigerian education system. Relevance of civic education to nation's goals and philosophy. The prospects in teaching civic to the nation and citizens, challenges in teaching civic education at secondary schools. Resource materials. Teachers and their training. Recognition as a core subject and others.

Minimum Academic Standards

As stated under the general resource requirements for Teaching & Learning.

Resources specific to the subject includes Resource rooms, Studio and Documentary centre/room. Each to contain relevant teaching and learning aides.

Resource room

Resource room should be equipped as follows;

- a) Cultural section. ---- local artifacts like drums, weapons, ornaments and clothing, terracotta heads and related items.
Both real objects and drawings can serve.
- b) Pictures, photo graphs and models of persons and places of social, political and civic relevance.
- c) Maps, Globes, and models, that are of local, national and international relevance.
- d) Studio; -- for electronic documents, events, and issues of relevance to the subject.
Computers at most one pc per two students.

Staffing

Academic and Non-Academic Staff

Academic staff for the take-off will require;

One professor/reader.

Two senior lecturers.

Four other ranks'

A departmental secretary, a clerical officer/typist, cleaners and resource room /studio attendants



B. Ed. Special Needs Education

Overview

The Special Needs Education programme recognizes the enormous task of teaching persons with physical, intellectual and behavioral challenges; as such the programme is a key component to ensuring healthy and thriving persons with needs so as to train them educationally, psychologically and socially. It teaches an all encompassing curriculum that trains its product to live up to the expectation of the 21st Century with teacher training capabilities in inclusive setting. It further exposes students to curriculum adaptation and mainstreaming in schools.

Philosophy

The Philosophy of Special Needs Education is the acquisition of functional knowledge and practical skills in dealing with individual differences inherent in students; mastery of American Sign Language, use of braille method of communication such that graduates of Special Education should acquire and maintain competences and appreciate that there is ability in disability.

Objectives

Special needs education is specifically planned to:

1. equip graduates with skills and competencies needed to function effectively as a graduate teachers of special needs education in conventional and special schools;
2. equip students with a broad and balanced foundation of special education knowledge and practical skills of dealing with special needs in all situations;
3. produce teachers who will strive to change societal negative attitudes towards persons with educational, mental and physical challenges;
4. sufficiently prepare graduates to functionally serve in schools that encourage inclusive learning environment;
5. produce graduates who can confidently work in health-related agencies;
6. enhance the productivity and relevance of special education to the society through functional orientation to parents and care givers;
7. produce competitive special education graduates who will protect and advocate for the rights of persons with special needs;
8. adequately prepare graduates to conduct teaching and research at appropriate level of education and pursue postgraduate studies.

Unique features of the Program

This programme is unique in the following aspects:

1. It is information and Communication driven and emphasizes on development of cognitive, psychomotor and affection skills;\
2. It is practically based to enhance effective and functional service delivery;
3. it handles intellectually challenged, students with learning disabilities, social challenges and a host of others whose presence in school system pose a threat to the peace of others such as persons with behavior challenges, emotional challenges;
4. it motivates learners to acquire positive attitude towards themselves and others;
5. it instill in the learners the enthusiasm to participating in community projects and programmes which will promote growth and progress;
6. it exposes graduates to exhibit acceptable social behaviours while interacting with others as well as exhibit acceptable behaviour by:

- i. appreciating the cultural diversity when interacting with special needs students, colleagues, and others;
- ii. showing a high sense of responsibility in accepting and performing assignments;
- iii. respecting the views of others while being tolerant of the challenges in training persons with special learning needs;
- iv. base their judgement on proper evaluation of issues and information available;
- v. attending staff meetings and other official functions always and punctually.

Employability Skills

The following skills are desirable from Graduates of the programme to fit in the 21st Century:

1. transformational skills and practices in teaching persons with challenges;
2. flexibility and contingency in teaching in all schools;
3. application of best functional and practical skills;
4. address the social, psychological and vocational needs of people with educational, physical and social challenges;
5. fairness, equity and tranquillity in decision-making;
6. swift in assessment and diagnosis in schools.
7. applying IT in teaching and learning

21st Century skills

Skills-Based Special Education programme is designed to induce these skills to graduates:

1. critical thinking;
2. creativity;
3. collaboration;
4. communication;
5. information literacy;
6. media literacy;
7. technology literacy;
8. flexibility and adaptability;
9. global and cultural awareness;
10. information literacy;
11. goal setting;
12. empathy and warmth;
13. genuineness and spontaneity; and
14. problem solving.

Admission and Graduation requirements

4 Year Programme

General University Requirements, Plus

1. Five (5) credits at G.C.E. 'O' Level, SSCE or NECO including English Language and Mathematics for the 4 - year (8-Semester) programme.
2. Six (6) credits at two sittings including English Language and three other humanities or social sciences and Science courses.

Direct Entry

1. N.C.E. with credit passes in Education and any other Arts or Social Sciences subject;
2. National Diploma at Credit level in Education and any other subject in Arts or Social Sciences or its equivalents.



Graduation Requirements

1. A full time student will normally be required to register for a maximum of 24 credit units in each semester;
2. A student shall pass a minimum of 130 credit units for the four year programme or 100 credit units for the three year programme including all the compulsory courses; and
3. A student must have obtained a minimum CGPA of 1.00.

Global Course Structure

100 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST112 | Nigerian Peoples and Culture | 2 | C | 30 | |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | |
| ESP 101 | Elements of Special Education | 2 | C | 30 | |
| ESP 102 | History of Special Education | 2 | C | 30 | |
| ESP 103 | Social psychology of Abnormalities | 2 | C | 30 | |
| | 3 Courses of 2 units each in relevant teaching areas of Arts, Sciences or Social Science making a total of 6 units | | | | |
| | Total Credit Units | 18 | | | |

200-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-------|--------|----|----|
| GST 211 | Nigerian Peoples and Culture | 2 | C | 30 | |
| GST 212 | Philosophy Logic and Human Existence | 2 | C | 30 | |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | |
| ESP 211 | Visually Challenged Methods | 2 | C | 15 | 45 |
| ESP 212 | Psychology of persons with special needs | 2 | C | 30 | |
| ESP 213 | Introduction to Inclusive Education | 2 | C | 30 | |
| ESP 214 | Curriculum Development and Instructional Methods for the Hearing Impaired | 2 | C | 30 | |
| | 4 Course of 2 units in in relevant teaching areas of Arts, Science or Social Science totalling to 8 credits | | | | |
| | Total Units | 20 | | | |

300-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---------------------------------|-------|--------|----|----|
| ENT 311 | Entrepreneurship and Innovation | 2 | C | 30 | |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| GST 312 | Peace and Conflict Resolutions | 2 | C | 30 | |



| | | | | | |
|---------|---|----|---|----|-----|
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics, | 3 | C | 45 | |
| ESP 311 | Clinical diagnostic teaching in Special Education | 2 | C | 15 | 45 |
| ESP 312 | Total Communication and Deaf Culture | 2 | C | 15 | 45 |
| ESP 313 | Audiology and aural rehabilitation | 2 | C | 15 | 45 |
| ESP 314 | Meeting and Nurturing Gifted learners | 2 | C | 30 | |
| ESP 315 | Anatomy of Human sense organs | 2 | C | 30 | |
| ESP 316 | Critical issues in Special Education | 2 | C | 30 | |
| ESP 317 | Individualized education programme | 2 | C | 30 | |
| | 1 Course of 2 units in relevant teaching areas in Arts, Science or Social Sciences. | | | | |
| | Total | 27 | | | |

400-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-------|--------|----|-----|
| EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| EDU 404 | Project | 3 | C | - | 135 |
| ESP 411 | Assessment and Diagnosis in Special Education | 2 | C | 15 | 45 |
| ESP 412 | Disadvantaged Groups in the Society | 2 | C | 30 | |
| ESP 413 | Therapy for behavior disorder | 2 | C | 30 | |
| ESP 414 | Special Education Administration | 2 | C | 30 | |
| ESP 415 | Professionalism and Skill Acquisition in Special Education | 2 | C | 30 | |
| ESP 416 | Social psychology of Abnormalities | 2 | C | 30 | |
| | 1 Courses of 2 units in relevant teaching area of Arts, Science or Social Science | | | | |
| | Total | 20 | | | |

Course Contents and Learning Outcomes

100-Level Courses

GST 111: Communication in English (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.



Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, and collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

EDU 101: Introduction to Teaching and Foundations of Education **(2 Units C: LH 30)**

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession.
2. raise and judge some ethical issues in education.
3. list the intellectual and practical competencies required by the teacher.
4. justify the need for education in the development of a nation.
5. give an account of the history of education from ancient times to the present day modern education in Nigeria.
6. present an overview of the national policy on education.
7. identify the stages of child and adolescent development.
8. state the behaviourist, cognitive and socio-cultural perspectives of learning.
9. enumerate historical and current developments in sociology of education.
9. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviorist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education

ESP 101: Elements of Special Education **(2 Units C: LH 30)**

Learning Outcomes

At the end of lectures in elements of Special Education, students should be able to:

1. define basic concepts in special education
2. describe nature, identification procedures and determine teaching materials and procedures
3. outline categorical approach to working with persons with special needs



4. describe acceptable process of instruction to persons with special needs
5. describe services available for persons with special needs
6. summarize the process of special instruction and services available to persons with special needs;

Course Contents

Concepts of Special Needs Education in general; approach to working with children who have special needs. Educational practices currently accepted in the field of special education in terms of nature, identification procedure, needs for teaching materials and procedures. Different kinds of instructional programmes and services available for the individuals that need special education.

ESP 102: History of Special Education (2 Units C: LH 30)

Learning Outcomes

At the end of lectures in History of Special Education, students should be able to:

1. trace the historical background of the special education
2. describe ancient civilization and medieval periods
3. outline antecedents and hall marks of development of modern practices in special education
4. trace the modern developmental practices in the united states
5. determine developments in special education development in nigeria
6. predict the future perspective in special education development in nigeria.

Course Contents

Approaches for people with special needs in Ancient Civilizations and Medieval Periods; Antecedents and hall marks of development of modern practices in special education; Development of modern special education practices in the United States; Development of modern special educational practices in Nigeria (pre - independence, post-independence); Current developments in special education development in Nigeria; Future perspective in special education development in Nigeria; Case Studies Of contributions to special education development.

ESP 103: Social Psychology of Abnormalities (2 Units C: LH 30)

Learning Outcomes

At the end of lectures in Social Psychology of Abnormalities, students should be able to:

1. describe the meaning and concept of normality and abnormalities;
2. identify the characteristics of normal and abnormal behaviours
3. state the psychological typology of abnormalities in humans;
4. outline the psychological approaches to the treatment of perceptions of abnormalities;
5. describe the procedure of assessment and treatment of abnormal behaviours.

Course Contents

Meaning and context normality and abnormality; Characteristics of normal and abnormal behaviours; Social - Psychological typologies of abnormalities in humans; Theoretical conceptions of perceptions of abnormalities in humans; Psychological approaches to the treatment of perceptions of abnormalities; Assessments and treatment of abnormal behaviours.



200-Level Courses

GST 211: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyses the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyses the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.



Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

EDU 201: Curriculum, Curriculum Delivery and Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum.
2. describe the process of curriculum development; analyses and critique the nigerian core curricula as guide to curricula delivery.
3. use different methods in the delivery of curriculum content.
4. identify local epistemologies and context and the use of ctca in the nigerian context.
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson.
6. identify and use learning resources and media and improvise, whenever necessary.
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted.
8. demonstrate skills in ict, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. The Nigerian core curricula. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

ESP 211: Visually Challenged Methods

(2 Units C: 15 LH, 45 PH)

Learning Outcomes

At the end of lectures in visually challenged Methods I, students should be able to:

1. practically compose braille language learning
2. explain curriculum issues involved in teaching the visually challenged learners
3. describe individualized instructional programme for the visually challenged;
4. describe curriculum modification for the physically challenged;
5. state school curricula adaptation;
6. outline stages in adapting the school management skills to suite the visually challenged.

Course Contents

Concept of Curriculum issues involved in teaching visually impaired students; principles of teaching visually handicapped children, introduction to braille, Individualized instructional programme (IEP) curriculum, school management, school plant and others. Others are issues on regular school curricula adaptation – English, Mathematics, Science, Social Science,



Creative Arts and others. process of teaching children with limited vision. Emphasis is laid on hands – on experiences and material adaptation in teaching all regular school subjects to a visually impaired child.

ESP 212: Psychology of Persons with Special Needs (2 Units C LH 30)

Learning Outcomes

At the end of lectures in Psychology of persons with special needs, students should be able to:

1. define personality, types and the way of thinking of persons with special needs
2. describe adjustment and how it relates to the personality of persons with special needs
3. develop a mind-set about the hearing impaired and how they assimilate information and
4. state the characteristics of hearing impaired and their social adjustment
5. outline the nature of visually impaired persons and how they learn
6. trace the thinking of gifted and identify areas of weaknesses in terms of relating with peers;
7. determine the overall challenges facing the special needs.

Course Contents

Personality issues on persons with special needs, factors affecting adjustment in the social world, how they think and giving example of the psychology of hearing impaired and how they think and relate. Personality of gifted and talented students, visually challenged, EBD learners and others. Characteristics so as to have an overall understanding of the learners and their challenges. Educational adaptations for all cohort of learners.

ESP 213 Introduction to Inclusive Education (2 Units C LH 30)

Learning Outcomes

By the end of lectures in Introduction to Inclusive Education, students should be able to:

1. describe inclusive education and its uses in this era of mainstreaming;
2. outline how the issue of inclusive education started;
3. state procedures for creating and managing an inclusive classroom;
4. describe the interdisciplinary collaboration in inclusive education;
5. explain research in inclusive learning environment.

Course Contents

Conceptual definitions of inclusive education as the most current education programme for educating children with special needs worldwide. Other issues include: historical and philosophical foundation of inclusive education, required teacher competences, procedure for creating and managing inclusive education, methodology in inclusive education, interdisciplinary collaboration in inclusive education and research in inclusive education.

ESP 214: Curriculum Development and Instructional Methods for the Hearing Impaired (2 Units C: LH 30)

Learning Outcomes

At the end of lectures in curriculum development and instructional method for the hearing impaired, students should be able to:

1. define curriculum and process of curriculum development
2. describe special adaptations for persons with special needs in core subject areas
3. explain various subjects taught to hearing challenged persons.
4. outline procedure for the development of individualized education programme.



Course Contents

Curriculum planning and special adaptations in teaching English, Mathematics, Social Studies, Sciences and the various subjects to hearing impaired from elementary to high school level. Curriculum adaptations for the hearing impaired with the application of IEP

300-Level Courses

ENT 311: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world;
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation).Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures).Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;



8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; ZangoKartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional



Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics **(3 Units C: LH 45)**

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments.
2. identify the different domains of learning; develop and use appropriate instruments for measuring each.
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data.
4. explain the meaning, aim, types, role and processes of research in educational settings.
5. acquire communication skills and skills in reporting of research
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences.
7. gain skills in the use of ibm-spss and other relevant packages in the analysis of data.
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS in educational data analysis. Reporting educational research.



ESP 311: Clinical -Diagnostic Teaching in Special Education (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the lectures in Clinical Diagnostic Teaching in Special Education, students should be able to:

1. describe the concept of clinical-diagnostic teaching;
2. identify principles of clinical teaching;
3. discover guidelines for the implementation of clinical teaching;
4. outline the procedures of clinical- diagnostic teaching;
5. identify specific clinical intervention procedures for reading, arithmetic and writing;
6. explain how persona-social skills affect learning among the special needs.

Course Contents

Definitions and concepts of clinical -diagnostic teaching; clinical - diagnostic teaching clients; Principles and general guidelines for clinical -diagnostic teaching; General procedures of clinical -diagnostic teaching; Specific clinical -diagnostic intervention procedures for teaching Reading, Arithmetic, Writing, Personal - social skills, and Social Competencies; Evaluating instruction in clinical - diagnostic teaching.

ESP 312: Total Communication and Deaf culture (2 Units C: LH 15; PH 45)

Learning outcomes

At the end of the lectures in Total communication and Deaf Culture, students should be able to:

1. define the context of total communication;
2. functionally identify american sign language components;
3. practice miming, gesture and non-manual features of sign language;
4. simultaneously communication hand alphabets, cued speech, auditory develop speech and signing'
5. practice total communication
6. define deaf culture and principles of deaf communication.

Course Contents

Meaning and context of Total Communication; Sign Language components (mime and gestures, non - manual features of sign language, localization, finger spelling); Sign dictionaries (methods of compiling signs, basic dictionaries and dictionaries of specific subjects, informants, notation signs); Simultaneous communication (hand alphabets, cued speech, hearing, auditory, naturally developed combinations of speech and signing); Total communication practice - within and without classroom. Deaf culture and principles of deaf communication.

ESP 313: Audiology and Aural Rehabilitation (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. describe the work of hearing aid;
2. state principles of hearing aid selection and usage;
3. outline techniques for aural and oral rehabilitation;
4. state rehabilitation of children with impaired hearing



5. state auditory training, speech; lip reading and others.

Course Contents

Hearing aids – their characteristics principles of hearing aid selection and use. Performances and maintenance of hearing aids. Techniques for aural and oral rehabilitation of children with impaired hearing (auditory training, speech/lip reading and others), further laboratory work.

ESP 314: Meeting and Nurturing Gifted Learners (2 Units C: LH 30)

Learning Outcomes

At the end of the lectures in meeting and nurturing gifted learners, students should be able to:

1. define the concept of gifted and talented
2. describe the identification procedure of persons with gifts
3. identify the i.q of gifted learners according to manifestation;
4. outline the personality of gifted learners
5. discover the different types of educational adaptations for the gifted
6. explain how curriculum modification of curriculum could enhance the learning strategy of gifted learners
7. identify different educational programmes for the gifted.

Course Contents

Gifted and talented children, Characteristics, Classification according to I.Q, Identification procedures; emotional Stability of the Gifted and Talented, Individualized education programmes for the Gifted, Educational adaptation for gifted and talented learners: Grade skipping, acceleration, grouping, magnet schools, specially schooling the gifted or special school for the gifted.

ESP 315: Anatomy of the human sense organs (2 Units C: LH 30)

Learning Outcomes

At the end of the course in Anatomy of the Sense Organs, students should be able to:

1. describe the anatomy the eyes
2. outline the structure and disorders of ear
3. describe how disorder in any one of them affects child development
4. state diseases of the ear and the eye
5. identify causes of hearing loss
6. state how German measles and meningitis affect one or both senses.

Course Contents

Anatomy of the eye and ears, how disorders in any of them could affect the child in his developmental milestone. It covers the different challenges of the ear, causes of hearing loss, from pinna to the outer, middle and inner ear. Anatomy of the eyes and diseases that cause loss of sight such as glaucoma, German Measles and others.

ESP 316: Critical Issues in Special Education (2 Units C: LH 30)

Learning Outcomes

At the end of lectures in Critical Issues in Special Education, students should be able to:

1. describe inclusive education with a focus on law and legal issues;
2. identify rights and policies concerning special needs persons;
3. define categorization and labelling of special needs persons



4. explain the concept of litigation and legislation concerning persons with special needs
5. describe the benefit of early intervention for children with special needs
6. discuss attitudes and attitude change in view of the scientific and technological innovations.

Course Contents

Inclusive education with a focus on law and legal issues, assistive technology, categorization, intervention, characteristics, advocacy, and educational implications/teaching strategies for individuals with exceptional learning needs;; Legislations and litigations concerning special need persons and issues; Rights and policies concerning special need persons; Transition and integration issues concerning special need people; Early intervention for children with special needs: Attitudes and attitude change scientific and technological innovations and others.

ESP 317: Individualized Education Programme (IEP) (2 Units C: LH 30)

Learning Outcomes

At the end of the lectures in Individualised Education Programme, students shall be able to:

1. identify the meaning of iep
2. discuss the process of implementing iep among learners with educational challenges
3. describe iep procedure of inviting parents into the programme for in put
4. define placement options for the slow learners and gifted;
5. narrate accelerated placement options in iep;
6. outline procedure of helping the slow learner overcome their challenges.

Course Contents

Students should be exposed meaning of IEP, how it is implement for persons with educational challenges and the different strategies of educating persons with special needs with each giving the required plan that addresses his/her challenges, the gifted given accelerated placement and the slow learner allowed to learn commensurate to their level of mental capability.

400 Level courses

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter
2. the necessary pedagogical skills
3. acquired understanding of child psychology
4. the needed attitude towards teaching
5. proper use of instructional facilities
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time.
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom,



as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education.
2. search and review literature pertinent to identified topical issues.
3. conceptualize and design a research study to address an identified problem.
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project.
5. plan and implement a scheme for selection of study sample.
6. determine statistical tools for analyzing data collected based on research objectives.
7. write a coherent report on research conducted.
8. cite and reference sources of information used in their research report.
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

ESP 411: Assessments and Diagnosis in Special Education (2 Units C: LH 30)

Learning Outcomes

At the end of lectures in Assessment and Diagnosis in Special Education, students should be able to:

1. explain formal and informal approaches to assessment;
2. describe assessment procedures and criteria for screening, assessing and diagnosing special needs
3. describe checklist and rating scale in special needs education;
4. explain assessment strategies and instructional procedures
5. outline different types of assessment techniques and how they fit in special education.

Course Contents

Informal and formal approaches in terms of the instruments, procedures criteria for screening, assessing, and diagnosing variety of special need conditions for personal - social, educational and vocational effectiveness: Uses of Checklists and Rating Scale in the identification of special needs children. It further covers assessment strategies and instructional procedures, curriculum and instruction alternatives, and program planning for the literacy development of students with reading and/or writing disabilities. tiered support systems and facilitates/provides appropriately focused and intensive literacy instruction for Mental Retardation, Visually impaired, Hearing impairment, Learning Disabilities, Physical Disabilities, Behaviour Disorders, Giftedness and Talents.



ESP 412: Disadvantaged Groups in the Society**(2 Units C: LH 30)****Learning Outcomes**

At the end of the lectures in this course, students should be able to:

1. describe the disadvantaged groups in the society;
2. identify general and specific characteristics of disadvantage groups;
3. state approaches to meeting needs of the disadvantage groups;
4. outline the functional procedure of meeting the needs of the disadvantage groups
5. discuss current approaches to rehabilitation in nigeria.

Course Contents

Definitional and conceptual issues; Categorizations and descriptions of disadvantaged groups; Causal factors, general and specific characteristics of disadvantaged groups (i.e. socially, economically, culturally, educationally, and others of disadvantaged societal groups); Impacts of disadvantaged groups on society; Approaches to meeting needs of disadvantaged groups (Government actions, NGO's, Community Action); Dynamics of relations between and within disadvantaged groups.

ESP 413: Therapy for Behaviour Disturbed**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course in Therapy for behaviour disturbed, students should be able to:

1. identify various therapeutic techniques in re-editing persons behavior
2. state procedure of identifying desirable and undesirable behavior
3. describe the characteristics of different behavior pattern of special needs
4. possess ability to solve major behavior challenges in children
5. practically undertake a study of a behavior of two students and report

Course Contents

The course is a practical oriented course. It involves consideration of the various therapeutic techniques employed in reediting of the various therapeutic techniques employed in remediating or helping children who are likely to exhibit various behaviour problems. Characteristics of children exhibiting various behaviour problems will also be examined.

ESP 414: Special Education Administration**(2 Units C: LH 30)****Learning Outcomes**

At the end of the lectures in this course, students should be able to:

1. describe special education administration;
2. identify principles of organisations and administration of public schools;
3. outline how political and professional factors affect the education of the special needs;
4. discuss the administration of special services, financial programme for the special needs;
5. practically describe how posting of teachers affect classroom delivery.

Course Contents

Organization and administration of public schools, principle and concept of organizational socio-economic, political and professional factors relating to the education of the handicapped. The course also focuses on administration of special service, programmes, placement, financial planning, teacher education and teacher posting for services.



ESP 415: Professionalism and Skill Acquisition in Special Educ (2 Units C: LH 30)

Learning outcome

At the end of the course, students should be able to:

1. demonstrate an understanding of the personal qualities, professional standards, qualifications, and credentials necessary for special educators.
2. show an understanding of the issues and trends regarding special education work environments.
3. to be conversant with the special education professional organizations, professional journals, and other sources of the knowledge base for special education.
4. articulate a personal philosophy and to demonstrate interest and enthusiasm regarding the education of children with disabilities.
5. describe the rationale for parent and student participation in the development of iep. relevant
6. establish an understanding of how the laws and policies integrate together to develop the individual family service plan, individual education plan, and the individual transition plan with least restrictive placement, related services, and modifications and accommodations in the classroom.
7. discuss the different approaches/accommodations in educational settings and for the importance of parent participation and community resources for development of life goals

Course Contents

Special education professionalism, essential stESP in an ecological model for special education leaders, and providing students with an ecological perspective for understanding special education programmes and practices and the myriad forces and factors that shape them. Students need to understand legal, ethical political, economic, socio-cultural and historic problems; trends and issues in special education; make sound professional judgments, reflect on one's own beliefs and teaching practices; be aware of professional organizations and responsibilities. Students should outline historical, philosophical, psychological, and social foundations of special education; value issues and the existence of codes of ethics in professional life, legislation and public policy as it affects children with disabilities and families to professional special education teachers responsibilities as advocates of children with disabilities being active members of nested national, state, and local professional special education; to engage in ethical behavior in relations with children, parents, other staff, other professionals serving the child, and the community at large.

ESP 415: Social Psychology of Abnormalities (2 Units C: LH 30)

Learning Outcomes

At the end of lectures in Social Psychology of Abnormalities, students should be able to:

1. describe the meaning and concept of normality and abnormalities;
2. identify the characteristics of normal and abnormal behaviours
3. state the psychological typology of abnormalities in humans;
4. outline the psychological approaches to the treatment of perceptions of abnormalities;
5. describe the procedure of assessment and treatment of abnormal behaviours.

Course Content

Meaning and context normality and abnormality; Characteristics of normal and abnormal behaviours; Social - Psychological typologies of abnormalities in humans; Theoretical conceptions of perceptions of abnormalities in humans; Psychological approaches to the treatment of perceptions of abnormalities; Assessments and treatment of abnormal



behaviours.

Minimum Academic Standard

Equipment

| S/NO | ITEM | DESCRIPTION | QTY REQUIRED |
|------|---|--|--------------|
| 1 | Desktop Computer | HP Desktop + Monitor 4GB/1 Terabyte Hard Disk | 4 |
| 2. | UPS | Ever good (650 Volts) | 4 |
| 3. | Laptop/mini speakers | HP 4GB/500GB Hard Disk | 6 |
| 4. | Printer | HP Laser Jet 2035 Model | 4 |
| 5 | Projector | Acer 3600 Luminous/ in Focus High-Tech Assistive device | 2 |
| 6. | Projector screen | 70 x 70 Inches | 4 |
| 7. | Projector Stand | Adjustable Low Tech Device | 4 |
| 8. | VGA cable | 20 Meters | 4 |
| 9. | Video camera/card | DVC for Simulation/ Intervention | 4 |
| 10 | Voltage stabilizer | 5,000 Watts for High Tech Assistive Devices | 4 |
| 11. | Deskjet Scanner | 3in 1 HP 2130 Model | 4 |
| 12. | Quantum Magnetic Body Analyzer | Quantum Magnetic Analyzer/ Massager for Diagnosis | 4 |
| 13. | Measuring Scale | Device for Weight and Height use with Quantum Analyzer | 4 |
| 14. | Modem/routers | Wireless Router/Internet Subscription | 2 |
| 15 | A set of software/DVDs | Assorted Software /DVDs For Assessment And Intervention | 4 |
| 16 | Tape Recorder | USB/TF Digital | 4 |
| 17 | Adaptors | Electric Surge Protectors | 4 |
| 18 | Pyramid Cone | Multi-Colors | 4 |
| 19 | Flash Cards/Charts | For Dyscalculia, Dyslexia, Dysgraphia, Aphasia | 4 |
| 20 | Music keyboard | Electric/DC for Therapy | 4 |
| 21 | Headphones | Head Phones With Microphone for Assessment and Intervention | 8 |
| 22 | High Tech Colour Printer | HP Laser Color Printer for Assessment and Diagnosis Material | 2 |
| 23. | Drawing Board/ T-Square | Standard Drawing Board for Demonstrations | 4 |
| 24 | Carton of Duplicating/ Cardboard Papers | Double a Papers Multicolour Malena Cardboard | 2 |
| 25 | Hard Cover Note Book | LOG Book for Students and Visitors | 2 |
| 26. | Set of Scissors | Small Sizes for Cutting Shapes | 4 |
| 27. | Plastic Ruler | One-Foot Length | 10 |
| 28 | Masking Cellotape | Large and Small Sizes | 4 |
| 29 | Assorted Toys | Different types and sizes | 20 |
| 30 | Set of Manipulators | Low Tech. Assistive Devices | 4 |
| 31 | Stapler/Punch | Heavy Duty Stapler | 2 |
| 32 | Lab Coat | Lab Technicians | 20 |
| 33. | Transportation (1) | Goods Delivery | All goods |



| | | | |
|----|---|---|---|
| 34 | Installations | Installation of Assistive Devices/Internet Facilities | |
| 35 | Training | 2 Weeks Training/ Workshop | |
| 36 | Atomic Absorption Spectrophotometer, basic Digital Display output rs-232,lcd ew28750-35 | | 2 |

Equipment

| S/NO | ITEM | HUMAN RESOURCE | QTY REQUIRED |
|------|---|---------------------|--------------|
| 1 | A-Z Manual Alphabet | | 4 |
| 2. | Perkins Brailier | | 5 |
| 3. | Index Everest Braille Embosser V5 | | 2 |
| 4. | Jaws Professional Single User License | | 2 |
| 5 | HP Desktop Computer With Monitor | | 10 |
| 6. | Abacus | | 5 |
| 7. | Talking Calculator | | 10 |
| 8. | Marburg Slates And Stylus | | 20 |
| 9. | Taylor Frame for Mathematics | | 10 |
| 10 | Mobility Guide Canes | | 20 |
| 11. | Installation | | |
| 12. | Training for two weeks | 2 person | |
| 13. | Cassettes | Professional | 50 |
| 14. | Flannel Board | | 10 |
| 15 | Display Board | | 10 |
| 16 | Braille Writing Stylus | | 20 |
| 17 | Braille Writing Frames | | 20 |
| 18 | Duxbury Braille Translator software,: | Single User | 2 |
| 19 | Omni page Scanning Software, | Single User License | 2 |
| 20 | Abacus | | 10 |
| 21 | Joy of Signing | 3 rd ED | 4 |
| 22 | Transportation (2) | | |
| 23. | Portable Screening Audiometer for Teaching and field work | | 2 |
| 24 | Otoscope | | 2 |
| 25 | Tympanometry | | 1 |
| 26. | Otoslips | | 2 |
| 27. | High Frequency Rattle | | 5 |
| 28 | Clinical Audiometer | | 1 |
| 29 | Hearing Aids Analyzer | | 1 |
| 30 | Speech Trainer | | 1 |
| 31 | Auditory Trainer | | 1 |
| 32 | LG Colour TV (14 inches) | | 7 |
| 33. | DVD Player | | 7 |
| 34 | Assorted Sigh Language CD Plates | | 14 |
| 35 | Digital Video Camera | | 1 |
| 36 | Sound Proof Room for Hearing Assessment | | 1 |



| | | | |
|----|---|--|-----|
| 37 | 5 Cubicle Areas for Individual Speech Training | | 1 |
| 38 | Body Worn Hearing Aids (BW) | | 5 |
| 39 | Behind the Ear Hearing Aids (BTE) | | 5 |
| 40 | In the Ear Hearing Aids (ITE) | | 5 |
| 41 | Battery Tester | | 5 |
| 42 | Bar Moulds | | 10 |
| 43 | Ear Tips | | 5 |
| 44 | LG TV 21" for Sign Language | | 1 |
| 45 | Cubarium Board and Cubes | | 50 |
| 46 | Portable Typewriters | | 10 |
| 47 | Mobility Cane (rigid) | | 25 |
| 48 | C60 Empty Cassettes | | 100 |
| 49 | C90 Empty Cassettes | | 100 |
| 50 | Tables With Drawers | | 30 |
| 51 | Back Chairs | | 40 |
| 52 | File Cabinet | | 4 |
| 53 | 8 seater Bus for Mobile Clinic (outreach services) | | |
| 54 | 8 seater Bus for conveying of staff | | |

Staffing

Academic Staffing

1. Atleast 70% of lecturers must be holders of PhD most of whom must be professionals in either Sign language or Braille.
2. 20% of the lecturers are expected to be at the professorial rank.
3. Other staff must have been enrolled in higher degrees.
4. All staff must have opportunity for staff development

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of departments and faculty offices. It is important to recruit very competent, computer literate senior staff.

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshops, are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Classroom, Laboratory, Workshop, and Offices

The following resources are needed to effectively teach the course units in this program:

1. Classrooms
2. Audiology laboratory
3. Braille Practical Room
4. Diagnosis laboratory
5. Offices – Lecturer I and above should not share offices; while professorial offices must be in-suite; and the HOD and Unit head offices must also be in-suite and have secretariat spaces that are adequately staffed.
6. Textbooks, Journals. Periodicals and others.



7. Computers and other IT's facilities

Spaces

The NUC recommends the following physical space requirement:

| | | m ² |
|---|---|----------------|
| Professor's Office | - | 18.50 |
| Head of Department's Office | - | 18.50 |
| Tutorial Teaching Staff's Office | - | 13.50 |
| Other Teaching Staff Space | - | 7.00 |
| Technical Staff Space | - | 7.00 |
| Secretarial Space | - | 7.00 |
| Practice Room Spaces (10 for Student practices) | - | 13.60 |
| Rehearsal Hall/Auditorium (large hall/Auditorium with chairs and proper sound Acoustics, well ventilated and illuminated) | | |

There shall be a minimum of:

1. Four (4) Standard Classrooms
2. Ten (10) Offices for Staff
3. Standard office for the Head of Department
4. One (1) Departmental Secretary's Office
5. Two (2) Administrative Staff Offices

Library

These are important resources and life ware of B.A. (Ed) Special Education. Therefore current basic textbooks, reference books, journals, periodicals and other relevant textual and non-textual materials should be readily made available in hand and soft copies as well as in the virtual library.



B. Sc. Ed. Sustainable Development Studies

Overview

Sustainable development is widely regarded as the most promising framework for addressing environmental and developmental challenges in the 21st century and beyond. These challenges include providing clean water and adequate sanitation, energy generation and supply, human health, food production and distribution, and the continuing threat to biodiversity. Public interest and awareness of these issues are steadily increasing. Still, there remains a need for future-focused, bold innovators who can apply their knowledge to tackle the world's most critical challenges and secure a sustainable future. Herein lies the potency of education towards achieving and ensuring the security of the future.

Philosophy

The philosophy of Bachelor of Science Education in Sustainable Development Studies Education is to offer the learners competencies and skills for self-reliance that encourages them to rise to the challenges of the environment and society and focus on studying principles and practices of sustainability in an interdisciplinary environment. The programme is also established to train a workforce that would enhance Nigerian human resources development, promote scholarship, and conduct research that would impact the African sub-region and the international system.

Objectives

The objectives of the Sustainable Development Studies Programme are to:

1. train teachers who could effectively teach topical sustainable development issues;
2. train youth admitted into the programme with saleable skills in various areas of sustainable development, sustainability, environmental sustainability;
3. offer instruction, training, and learning that will lead to the development of social, political, and development consciousness in individuals to contribute their quota to Nigeria's development needs and the world;
4. equip individuals with both teaching and sustainable development competencies that will help them impact acquired knowledge and skills in agriculture to youth in primary and secondary schools as well as youth NGOs, clubs and societies;
5. prepare students to acquire sound knowledge adequate in scope and content to function as development experts anywhere in the world;
6. prepare students for administrative, managerial and decision-making positions in both the public and private sectors locally and internationally;
7. expose students to rigorous intellectual training geared towards sharpening their analytical and problem-solving capabilities in developmentally related issues;
8. equip individuals with knowledge and skills in public relations activities essential for the improvement of the nation's economy sustainably;
9. produce individuals that develop beyond the first-degree level in any sustainable development studies education endeavours for the intention of specialization, and contribute to developing innovative environmental solutions and help build a sustainable society; and
10. produce researchers in sustainable development studies for improvement of allied organizations and industries for positive contributions to the nation's economy.



Unique features of the programme

Environmental awareness and attitude and willingness to learn about sustainable development, issues and challenges of SD.

1. coordination, management and business skills for holistic and interdisciplinary approaches incorporating economic, social and ecologic objectives.
2. entrepreneurial skills to seize the opportunities of low-carbon technologies.
3. Innovation skills to identify opportunities and create new strategies to respond to green challenges.
4. stem skills: a general understanding of the role of the science, technology, engineering and mathematics contribution to green economies and societies is currently missing from the lists.
5. analytical thinking skills: As business and industry move towards a genuinely sustainable model, it will require that the workforce at **all** levels can understand the thinking behind a closed-loop economy and how this differs from the traditional linear model of economic development
6. system thinking: Systems thinking in practice encourages exploring inter-relationships (context and connections), perspectives (each actor has their unique perception of the situation) and boundaries (agreeing on scope, scale and what might constitute an improvement). Systems thinking is instrumental in addressing complex problem situations.
7. setting up research: To address the global challenges today's world faces to manage the impact of human activity on the environment
8. evaluation and reflection: Ability to learn through reflecting on the experience and making informed judgement based assessment.

Employability Skills

This programme will lead to the development of the employability skills of the students. They will have the ability to;

1. deploy critical thinking and problem-solving skills in teaching sustainable development studies;
2. use skills acquired from courses learnt to solve day-to-day problems. For example, skills such as report writing, presentation and communication skills in the practice of sustainability;
3. access environmental and sustainability information;
4. function as sustainability and development advisors;
5. establish and effectively manage secondary schools;
6. acquire skills to set goals and capacity to develop, source and produce instructional materials and;
7. coordinate data and documentation for support of their sustainability projects and NGOs towards addressing 21st century national and international challenges.



21st Century Skills

The programme will lead to the development of the following 21st Century skills in the students.

1. critical thinking;
2. creativity;
3. collaboration;
4. communication;
5. information literacy;
6. media literacy;
7. technology literacy;
8. flexibility;
9. leadership;
10. initiative;
11. productivity; and
12. social skills.

Admission and Graduation Requirements

Admission Requirements

Admission into this programme will be by Unified Tertiary Matriculation Examination (UTME) or Direct Entry (DE) modes.

4 Year Programme

In addition to acceptable Unified Tertiary Matriculation Examination UMTE score, Five (5) Senior Secondary School Certificate (SSC) (or its equivalent) credit passes including English Language, Mathematics, and other three relevant subjects (from any Arts/ Social Science/Commercial or Science subjects) all of which must be at credit level at the same sitting or five credits at two sittings.

Direct Entry (DE)

Five Senior Secondary School Certificate SSC (or its equivalent) credit pass including English Language, Mathematics, any relevant subject and Two of which must be at the Advanced Level in any of the following:

- i. NCE with at least an overall pass at Merit and above in relevant Humanities/Social Science/ Sciences as a double major or combination with other teaching subjects.
- ii. OND/ND with at least an overall pass at Upper Credit level (CGPA of not less than 3.50) in Relevant Humanities/Social Science/ Sciences from a recognized Institution.
- iii. Advanced Level passes at Credit level in Arts/Social Science/ Sciences.

Graduation Requirements

To qualify for the B.Sc. Ed degree, students must attain the following:

- i. A minimum of 120 credit units
- ii. Minimum no. of years for graduation: Four (4) years
- iii. Candidates must pass all courses, including their project work, and pay all outstanding fees and fulfil other financial obligations where applicable.



Global Course Structure

100 Level

| Course Code | Course Title | Credit Units | Status | LH | PH |
|---------------------------|--|--------------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| SDS 111 | Humans, Society and development | 2 | C | 30 | - |
| SDS 113 | Introduction to Human Environment and Sustainable development | 2 | C | 30 | - |
| SDS 115 | Introduction to Environmental Science | 2 | C | 30 | - |
| SDS 116 | Introduction to Development | 2 | C | 30 | - |
| SDS 118 | Introduction to Environmental Sustainability | 2 | C | 15 | 45 |
| SDS 120 | Introduction to Population | 2 | C | 30 | - |
| | 3 Courses of 2 units each in relevant teaching areas of Arts, Sciences or Social Science | 6 | C | 90 | - |
| Total credit units | | 24 | | | |

200 Level

| Course Code | Course Title | Credit Units | Status | LH | PH |
|---------------------------|--|--------------|--------|----|----|
| GST 212 | Philosophy, Environment and Sustainable Development | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | - |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | - |
| SDS 209 | Development Theories | 2 | C | 30 | - |
| SDS 211 | Global Environmental Change | 2 | C | 30 | - |
| SDS 213 | Ecology of Natural Resources | 2 | C | 30 | - |
| SDS 214 | Environmental Economics | 2 | C | 30 | - |
| SDS 216 | Biodiversity Conservation and Management | 2 | C | 15 | 45 |
| SDS 218 | Perspectives on Sustainable Development | 2 | C | 30 | - |
| | 3 Courses of 2 units each in relevant teaching areas of Sciences or Social Science | 6 | C | 90 | - |
| Total credit units | | 24 | | | |



300 Level

| Course Code | Course Title | Credit Units | Status | LH | PH |
|---------------------------|--|--------------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| SDS 309 | Geography of Development and Underdevelopment | 2 | C | 30 | - |
| SDS 311 | Natural and Renewable Energy Resources | 2 | C | 30 | - |
| SDS 313 | Social Issues and Problems | 2 | C | 30 | - |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | - |
| SDS 314 | Migration, Mobilities and Sustainable Futures | 2 | C | 30 | - |
| SDS 316 | Circular Economy | 2 | C | 15 | 45 |
| | 2 Courses of 2 units each in relevant teaching areas of Arts, Sciences or Social Science | 4 | C | 60 | - |
| Total credit units | | 24 | | | |

400 Level

| Course Code | Course Title | Credit Units | Status | LH | PH |
|---------------------------|--|--------------|--------|----|-----|
| EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| EDU 400 | Project | 3 | C | - | 135 |
| SDS 409 | Poverty and Sustainability | 2 | C | 30 | - |
| SDS 411 | Social Institution and Development | 2 | C | 30 | - |
| SDS 412 | Environmental Ethics and Sustainable Development | 2 | C | 30 | - |
| | 2 Courses of 2 units each in relevant teaching areas of Arts, Sciences or Social Science | 4 | C | 60 | - |
| Total Credit Units | | 16 | | | |

Course Contents and Learning Outcomes

100 level

GST 111: Communication in English (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word-formation processes;



4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening and
7. write technical and straightforward reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation-building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justice and national development (law definition and classification. Judiciary and fundamental rights. Individual norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-



orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education

SDS 111: Humans, society and development (2 Units C: LH-30)

Learning Outcomes

At the end of the course, the students should be able to:

1. describe the nature of human society and its components;
2. list the functions and activities of humans as it relates to development;
3. establish a link between human activities relevant to ideas of growth, welfare and quality of life; and
4. present an overview of historical development processes in Nigeria since pre-colonial days.

Course Contents

Nature of humans. Evolution of society. Nature and development of human society. Components of society. Function and activities of humans in society. Meaning and nature of development. Multidimensional and inter-disciplinary nature of development. Relevance to the ideas of growth, welfare, equity and quality of life. Critique of the notion of developed/underdeveloped/developing nations. Examinations of the development process in Nigeria from pre-colonial to the present day. Analysis of development in post independent Nigeria.



SDS 113: Introduction to Human Environment and Sustainable development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the fundamental theories of human/ environment;
2. describe the influence of humans on the natural environment;
3. discuss how such influences affect sustainable environmental processes and
4. link the dimensions of humans socio-economic development as the basis for sustainable living.

Course Contents

Fundamental theories of human/environment. Determinism, possibilism and sustainable ethics. Influence of humans on landforms biodiversity and nature in general. Influence of humans on relief and climate. Human activities in the environment. Influence of human activities – settlement, agriculture and drainage. Hazards in the environment. Effect of human activities on sustainable environmental processes. Concept of sustainable development, sustainability. The dimensions of human's socio-economic development and sustainable futures. The basis for sustainable living.

SDS 115: Introduction to Environmental Science (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the essential elements matter;
2. enumerate the mode of interaction between earth and the energy systems;
3. describe the role of humans in the environment;
4. state the essential roles of the energy system;
5. describe the causes of environmental hazards like air pollution, erosion, drought and others; and
6. present an overview of the principle practices of environmental conservation.

Course Contents

What is environmental science. The Nature of the Environment . Basic elements of matters and composition. Composition mode of interaction. Environmental interactions, cycles and systems. Earth Sciences, formation and structure of the earth. The earth as a system – weathering, evolution of landforms, coasts, estuaries and sea levels. The energy system in the atmosphere, lithosphere and biosphere. Weathering and climate. Greenhouse effect and climate change. Soil, climate and land use. Ecosystem, wildlife species and habitat. The role of humans in the environment. Environmental hazards. Causes and prevention of air pollution and other hazards like erosion, drought, earthquakes, hurricanes and floods. Principle and practice of environmental conservation: Environmental management.

SDS 116: Introduction to Development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the particular flows of capital as our point of departure (such as large-scale land investments in food and biofuels;
2. describe investments in climate change adaptation and sustainable development, infrastructure, technology, urban development, health care and others);
3. assess the impact of inclusive development and



4. analyze the capital flows in close relation to flows of people/goods/ideas, focusing on transformations in livelihoods and capabilities.

Course Contents

Idea of inclusive development - total volume and diversity of over the last century. The emergence of new flows of capital. Emergence of flows of people/ and other mobilities (knowledge, goods and ideas). Global investments and migration (including repatriation) policies. Flows of capital as (such as large-scale land investments in food and biofuels and investments in climate change adaptation and sustainable development, infrastructure, technology, urban development, health care and others). Assessing the impact for inclusive development. Analysis of these capital flows in close relation to flows of people/goods/ideas, focusing on transformations in livelihoods and capabilities.

SDS 118: Introduction to Environmental Sustainability (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the concept of ecosystem;
2. discuss ecological equilibrium and anthropogenic processes of instability;
3. describe sustainable ecological practices;
4. enumerate human aspects of the sustainable environmental complex;
5. list the problems of resource development, practices and environmental sustainability and
6. analyze human activities affecting spatial sustainability.

Course Contents

Development and environment. Structure, function and management of the environment. Concept of an ecosystem and functions. Ecological equilibrium and anthropogenic processes of instability. Sustainable ecological practices. Stable environment – sustainable development. Human aspects of the sustainable environmental complex. Problems of resource development. Practices and environmental sustainability. Effect of human activities on spatial sustainability? Environmental problems associated with Agriculture. Problems with industrialization, Urbanization, and Transportation. Urbanization, waste and pollution problems. Environmental ecology stability. The course will involve forty-five hours of field experience in an appropriate/ relevant organisation.

SDS 120: Population (2 Units C : LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the issues bothering on nature and scope of population;
2. list the source of population data;
3. describe growth and components of the population, especially migration processes and consequences;
4. identify the push and pull factors in the population;
5. enumerate the advantages and disadvantages of push and pull factors;
6. discuss the structure, the distribution pattern of the Nigerian population and its implications and
7. examine the dimensions of population growth from the 1960s to the present.



Course Contents

Introduction to population. Nature and scope of population. Population data sources. Population growth and components. Patterns of migration-processes and consequences. Population dynamics. The push and pull factors. Effects push and pull factors are population. Advantages and disadvantages - focus on the Nigerian population structure, distribution pattern, and implications. The dimensions of population growth from 1960 to the present day. Implication of population growth for Nigeria's development. Population as blessing or curse? Environmental problems due to population growth. **Population** growth and its **implications** for global security. Population, development and environmental degradation in the developing world.

200 LEVEL

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;



6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world and
8. state the basic principles of e-commerce.

Course contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.



SDS 209: Development Theories**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence practical approaches and theories that dominate development thinking;
2. describe the process of sustainability with equitable human development;
3. use different approaches to inspire valuable insights; into certain limitations imposes;
4. identify gender approaches to and in development;
5. Identify gender approaches to and in development and
6. highlight neoliberalism and globalization as a development paradigm.

Course Contents

Major approaches, theories and current thinking about development in the past several decades - sustainable and equitable human development. In reviewing different theoretical paradigms, the basic understanding is that each theory is embedded in a particular historical and societal context that inspires valuable insights and imposes certain limitations, neoliberalism and globalization as a development paradigm; gender approaches to and in development; sustainable development and its critics; ethical approaches to development; complexity theory and development action.

SDS 211: Global Environmental Change**(2 Units C : LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. discuss the five theories related to environmental change;
2. explain at an appropriate level of confidence issues of biodiversity, catastrophic shifts, population theory, climate feedbacks and risk assessment;
3. identify, adopt, adapt and apply strategies counteracting adverse environmental effects and
4. describe the process leading to sustainable restoration and conservation of the quality and functioning of ecological systems.

Course Contents

The primary drivers of global environmental change are demographic and economic pressures related to human activity. Area distributions designated to urbanization, agriculture, and nature have consequences for soil, water, and atmosphere processes. Global environmental challenges that arise from these process changes are, for example, climate change, soil and water pollution, (ocean) acidification, nutrient enrichment and habitat fragmentation. These global challenges may, in turn, alter the dynamics in many aquatic and terrestrial ecosystems in terms of quality (levels of contamination, richness) and functioning (cycling of materials, nutrients, energy flows) levels of ecological organization (species, communities, ecosystems, landscapes). The five theories of environmental change (Biodiversity, Catastrophic shifts, Population Theory, Climate feedbacks and Risk assessment). The theories-problems combinations may change from one year to the other. Develop, adopt and apply strategies counteracting adverse environmental effects and leading to sustainable restoration and conservation of the quality and functioning of ecological systems.

SDS 213: Ecology of Natural Resources**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. explain the relationship between humans and nature;



2. discuss the principles of resources use and exploitation;
3. describe the protected ecosystems and landscapes, grasslands and grazing man's use of water forestry;
4. highlight agriculture systems and production;
5. list the sea and its minerals and biological resources, pollution;
6. assess the environmental limits of human's economic growth and
7. enumerate the importance of biodiversity and conservation as elements of natural resources.

Course Contents

Relationship between humans and nature. Principles of resources use and exploitation. Protected ecosystems and landscapes, grasslands and grazing. Human's use of water, forestry, agriculture systems and production. The sea and its minerals and biological resources. Pollution. Environmental limits of human's economic growth. Biological resources. Biodiversity and conservation as elements of natural resources. Natural environments of the future: adapting, conserving and restoring. International conventions and protocols on the preservation of natural resources. The course will involve forty-five hours of field experience in an appropriate/ relevant organisation.

SDS 214: Environmental Economics

(2 Units C : LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the basic concepts of environmental and resources economics;
2. discuss the biophysical limitation to economic growth as it relates to the Malthusian and ecological economic perspectives;
3. discuss the economics of environmental resources, public policies and cost benefit estimation of environmental damage;
4. describe the economics of sustainable development;
5. highlight the development problems of the developing world and
6. analyse the concept of sustainable development from an environmental economics perspective.

Course Contents

Introduction-overview of environmental and resources economics. The concept of resources and resources scarcity. Markets, efficiency, technology and alternative economic indicators of natural resource scarcity. Ecology and economics of nature. Fundamental of the economics of environmental resources. Biophysical limitation to economic growth - the Malthusian perspective. Biophysical limitation to economic growth – the neoclassical economic perspective. Biophysical limitation to economic growth – the ecological economic perspective. The economics of sustainable development. The economic theory of pollution control-the optimal level of pollution. The economics of environmental regulations-regulating the environment through judicial procedures. The economics of environmental regulations-pollution tax and markets for pollution permits. Global environmental pollution- acid rain, ozone depletion and global warming. The economic theory and measurement of environmental damage (benefit)-valuing the environment. Framework for assessing worthiness of an environmental project-cost benefit analysis. Population, development and environmental degradation in the developing world.



SDS 216: Biodiversity, Conservation and Management (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. critically engage with concepts and theory in biodiversity science and management from interdisciplinary perspectives;
2. describe by whom and by what space and territory is designated and governed for conservation over time;
3. critically assess the modes through which conservation builds and extends the power and describe in detail the factors that explain the emergence and performance of different types of governance;
4. appreciate the role of ethics, values and societal norms in producing culturally attuned and effective conservation interventions;
5. evaluate the implications of emergent technologies for the future of biodiversity science and management;
6. establish a conceptual linkage between biodiversity science and the socio-economic, political, cultural contexts within which management and policy decisions are made;
7. explain the strengths in conservation biogeography, governance and planning in global change and
8. highlight the market-based conservation efforts, including engagements with the enterprise.

Course Contents

Introduction to management of natural environment. Understanding biodiversity science. What is biodiversity conservation and its important. Biodiversity Conservation: Types, importance, and methods. Biodiversity, conservation and management. Geography of conservation. The socio-economic, political, cultural and institutional contexts within which management and policy decisions. Conservation biogeography, governance and planning, global. Market-based conservation, including engagements with enterprise and the transformative potential of new technologies. Natural environment of the future, adapting, conserving and restoration. Biodiversity conservation in Nigeria: Perception, challenges and possible remedies.

SDS 218: Perspectives on Sustainable Development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence an overview of different perspectives on sustainable development;
2. illustrate the complexity of sustainability challenges and of finding and implementing solutions to them;
3. discuss the concepts and various definitions of sustainable development;
4. describe some of the many different perspectives that can be taken on sustainable development;
5. highlight ethical and value perspective, economics perspective, governance perspective, innovation perspective, and interdisciplinary perspective and
6. identify personal perspective by reflecting on students' ambitions in integrating sustainability in their careers.

Course Contents

Environmental impacts of Development. Development and environmental degradation. Origins of sustainable development. The Ideology of sustainable development. Concepts and



definitions of sustainable development. Different perspectives on sustainable development - the system perspective, personal philosophy, ethical and value perspective. Different perspectives on sustainable development - economics perspective and governance perspective. Different perspectives on sustainable development – the interdisciplinary perspective and innovation perspective. Green development. Integrating sustainability into careers and lifestyles.

300 Level

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through_case_study_and_practical_approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;



5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: LH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. demonstrate knowledge of the subject matter;
2. exhibit the necessary Pedagogical skills;
3. convey acquired understanding of child psychology;
4. develop the needed attitude towards teaching;
5. elucidate proper use of instructional facilities;
6. apply knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time and
7. state effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.



EDU 302: Educational Measurements, Tests, Research Methods and Statistics (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in data analysis. Reporting educational research.

SDS 309: Geography of Development and Underdevelopment (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the geographic study of development worldwide at an appropriate level of confidence, with a particular emphasis on the Global South;
2. discuss the uneven nature of development; processes that link and differentiate various areas of the world;
3. link and differentiate various areas of the world and
4. describe the connections between development and the natural resource base; and the power relations inherent in development discourse.

Course Contents

Theories of development and underdevelopment. A geographic study of development worldwide, with a particular emphasis on the Global South. Historical perspectives on development and under-development. The geographic approach emphasizes the highly uneven nature of development. Processes that link and differentiate various world areas. Connections between development and the natural resource base. Power relations inherent in development discourse. Three main sections: an introduction to development theory; an investigation of various development themes. Explorations in development practice. Geography and Africa's underdevelopment.



SDS 311: Natural and Renewable Energy Resources**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. discuss the concept of natural resources and renewable energy, its sources, types and uses;
2. describe the deployment of natural resources and renewable energy for development;
3. define the relationship between renewable energy and climate change;
4. explain the critical issues in natural resource governance;
5. illustrate the connection between renewable energy management and sustainable development and
6. analyze the link between energy sustenance and climate change.

Course Contents

Energies and resources in the environment, types of energy, different sources of energy, energy development, the energy supply system, Energy use based on fossil fuels, which have limited reserves and are a key source of greenhouse gas emissions, energy supply systems, including fossil-fired power generation, renewable energy technologies (solar, wind, biomass, hydro), nuclear energy (fission and fusion), what is natural resources, types of natural resources, critical issues in natural resource governance, energy efficiency and the geopolitics of mining and petroleum development, environmental management and climate change, natural resource governance, energy sustenance and climate change.

SDS 313: Social Issues and Problems**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. explain the concept of social issues as it pertains to politics, governance, business and family;
2. discuss the issues arising from social interaction;
3. describe the problems of Society, contemporary problems of development;
4. highlight contemporary problems of development and
5. enumerate the solutions to social issues and development as it relates to human society.

Course Contents

Introduction to social issues and problem – definition and component. Social Problems: Elements, sources and types of social problems. Constructionist view of social issues and problems. Nature and history of social issues and problems. Common examples of social issues and problems. Politics, governance, business, family and problems arising from Social interaction. Problems of Society. Social issues and community interactions. Contemporary problems of development. Solutions to social issues and development as they relate to human society. Social issues that are affecting Nigeria.

SDS 314: Migration, Mobilities and Sustainable futures**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. discuss human migration and other forms of mobilities (such as shorter, circular journeys, business trips, tourism);
2. examine how these movements share complex and dynamic relations with other flows;



3. explain the patterns and experiences, causes and effects of these 'mobility bundles';
4. describe how the diverse forms of mobilities are framed, linked and managed in development policies, practices and discourses.
5. link the impact of COVID-19 in redistributing mobilities and
6. highlight the development opportunities or challenges across people, socio-economic domains, places and time.

Course Contents

Human migration and other forms of mobilities (such as shorter, circular journeys, business trips, tourism) examine how these movements share complex and dynamic relations with other flows (of goods, capital, resources, institutions, knowledge and development paradigms and others), framework/context of human mobility flow narrowly, 'politics of mobility (the patterns and experiences, causes and effects of these 'mobility bundles'), examination and reflection on how diverse mobilities are being framed, linked and managed in development policies, practices and discourses. Emphasis will be put on the impact of COVID-19 in redistributing mobilities, and in turn, development opportunities or challenges across people, socio-economic domains, places and time.

SDS 316: Circular Economy

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the concept of a circular economy, its origins, policy background, and goals;
2. describe the tools to evaluate the transition to a circular economy;
3. define the relationship between circular economy and sustainable development;
4. explain the production of materials and products at an appropriate level of confidence: energy, climate, and environment;
5. illustrate the transitioning to a circular economy (focusing on Systems Perspective (supply chain, value web) and
6. analyze the business perspective (business models) and society perspective (social, consumption, degrowth) in the circular economy.

Course Contents

Background on the concept of a circular economy. Its origins, policy background, and goals. Tools to evaluate the transition to a circular economy. The idea of the circular economy – history, definition and goals. Relationship between circular economy and sustainable development. Production of materials and products: energy, climate and environment. Transitioning to a circular economy (focusing on Systems Perspective (supply chain, value web). Business Perspective (business models) and Society perspective (social, consumption, degrowth). The course will involve forty-five hours of field experience in an appropriate/ relevant organisation.

400 LEVEL

EDU 401: Teaching Practice II

(3 Units C: LH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;



5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real-time and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

EDU 400: Project (3 Units C: LH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives.
7. Write a coherent report on research conducted;
8. cite and reference sources of information used in their research report and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a project supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

SDS 409: Poverty and Sustainability (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. analyze the causes and patterns of poverty;
2. explain at an appropriate level of confidence the meaning of the concept of poverty-related to sustainability;
3. define its nature and links with the state and capital and with the popularity;
4. link the social emphasis on the development (and persistence) of petty commodities production;
5. highlight its relationship with the so-called formal sectors in national aggregate production;
6. discuss its place and significance in national policies and development theory;
7. describe the relationship between poverty and sustainable development and
8. identify steps towards achieving SDG Goal-One, No Poverty.



Course Contents

Analysis of the causes and patterns of poverty. The formation of towns under colonialism, focusing on contemporary working poor. Nature of poverty and links with the state and capital and with the popularity. Social emphasis on the development (and persistence) of petty commodities production. Relationship with the so-called formal sectors in national aggregate production. The non-formal sector and its place in development. The place and significance in national policies and development theory. Linking poverty and environmental degradation. Relationship between poverty and sustainability. Challenges of sustainable development. Achieving SDG goal One – No poverty.

SDS 411: Social institutions and development

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. describe the role of the United Nations and its interventionist role;
2. examine some of the economic institutions such as IMF, IBRD, IFC, among others and
3. link these institutions to their contributions towards the improvement of the economic conditions of the world.

Course Content

Kinship system. Community organizations and social network. Social institution as a basis of identity, meaning and aspiration. Policy and challenges. Relationships between social and formal institutions at the international level. United Nation economic institutions such as the International Monetary Fund, International Bank for Reconstruction and Development, and International Finance Corporation. Contribution of the Institutions to the improvement of economic condition in the world.

SDS 412: Environment Ethics and Sustainable Development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. analyze three kinds of relationships from the perspective of sustainability: humans-humans, humans-animals, and humans-nature;
2. explain at an appropriate level of confidence how key concepts and methods of environmental philosophy are dealt with;
3. discuss the concepts of ethics of care concerning biodiversity and vulnerability, demographic transition;
4. link inter-and intra-generational (environmental) justice and environmental crises and
5. highlight what insights science and environmental philosophy can give to sustain life, future generations and a healthy ecosystem of planet Earth.

Course Contents

Philosophical reflection about sustainable development and the human-nature relationship starts with clarifying key concepts of environmental science. Sustainable development should at least encompass three dimensions: (1) the environment (conservation and preservation), (2) economy (growth vs steady-state), and (3) the social structure (equity, welfare) and will be studied from a philosophical viewpoint. This course aims at providing a philosophical reflection on sustainable development-related issues as part of environmental philosophy. The course will reflect on three kinds of relationships from sustainability: humans-humans, humans-animals, and humans-nature. During the course, key concepts and methods of environmental philosophy are dealt with. Concepts such as biodiversity and vulnerability, demographic transition and inter-and intra-generational (environmental) justice will be



explored. The emphasis of the course is normative deliberation on environmental crises and sustainable development. What insights can science and environmental philosophy give to sustain life, future generations and a healthy ecosystem of planet Earth?

Minimum Academic Standards

Equipment

At least 10 PCs for the departmental office.

At least 10 PCs for teaching students in a computer room with Internet facilities and laptops.

Each academic staff should have a PC in his / her office with Internet facilities.

Overhead and multimedia projectors.

Video recorder.

A DVD/video player.

A Television.

Senior lecturers and above should have telephone and GSM as part of working tools.

Staffing

(Academic and Non-Academic Staff)

A key to achieving success in the programme, is adequate resource allocation and appropriate utilization. The following areas are important and should to be supported in such a way as to make effective, any resource allocated to the Department.

Academic Staff

- The established staff/students ratio of 1:30 for education should be met.
- Training and retaining of academic staff and students should be pursued vigorously.
- All academic staff should have computing skills.
- 75% of the academic staff should possess PhDs.
- At least 20% of the academic staff should be professors/readers and 35 % senior
- A new department should be headed by a professor to have a good and solid foundation; such a professor could be on sabbatical.

Promotion should be strictly on merit, and that no promotion should be made beyond Lecturer I for those without PhDs.

The Department should aim at an equitable gender balance.

Non-Academic Staff

The Academic –Non-Academic staff ratio in the University should be 1: 2 maxima.

All administrative, secretarial and clerical staff should have computing skills.

Library

These are important resources and life wire of any programme. Therefore, current basic text books, reference books, journals periodicals and other relevant textual and non-textual materials should be readily available in the library. Virtual library is also needful. There is a need for a departmental library for each Sustainable Development Studies Department. Current and up-to-date related textbooks, and professional journals for Sustainable Development Studies. There should be evidence of adequate subscription to e-library resources at the University Library, Faculty library and/or Departmental library. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources.



Classroom, laboratories, workshops, and offices

Adequate class rooms and class room sizes should be provided to avoid overcrowding.

Resource room for the programme.

1. Adequate sitting arrangement should be provided.
2. More effective white board and other facilities such as public address system, flipchart, dusters and lighting should be provided.
3. A computer room should be provided.

Offices

Lecturers' Office should be well ventilated, illuminated and adequate in space

The Office should contain standard tables, chairs, bookshelves, file cabinets, fans/air conditioner depending on status.

Classrooms

There should be classrooms designated to the programme

The sizes of the classrooms/lecture rooms should not be smaller than those specified in the NUC minimum standard for classrooms.

Classrooms should be adequately furnished with chairs and tables.

The classroom should be well ventilated and illuminated

The classrooms should be well equipped with basic facilities

The NUC recommends the following physical space requirement:

m²

| | | |
|-------------------------------------|---|-------|
| Professor's Office | - | 18.50 |
| Head of Department's Office | - | 18.50 |
| Senior Lecturer's Office | - | 15.50 |
| Other Teaching Staff Space | - | 13.50 |
| Tutorial Teaching Staff's Office | - | 7.00 |
| Technical Staff Space | - | 7.00 |
| Secretarial Space | - | 7.00 |
| Science Staff Research Laboratory | - | 16.50 |
| Education Staff Research Laboratory | - | 14.50 |
| Seminar Space per student | - | 1.85 |
| Laboratory Space per student | - | 7.50 |



B. Technology Education

Overview

The Bachelor of Education in Technology Education degree is among the programmes offered and taught in tertiary institutions focused at imparting relevant knowledge, skills, attitude and values to students in various trades. Acquisition of the above attributes, enable students to acquire self-sufficiency and self-reliance thus making them to be useful to their society, community, and environment. They will also be employable in the world of work. The programme umbrellas five major trades which include Mechanical, Electrical/Electronics, Metal work, Woodwork and Building technology together with faculty courses like Education and General Studies.

Philosophy

The Philosophy of Technology education programme is to produce a complete development of the individual student teacher to be a committed and efficient breed of the programme for Nigerian Secondary Schools and Colleges; and also to produce high calibre professionals in the various trades endowed with analytical and critical knowledge of the major sectors in contemporary business world to influence the development of a virile economy.

Objectives

The objectives of the programme are to:

1. train teachers who can occupy teaching and leadership positions in Secondary Schools, Technical Colleges, Colleges of Education, Monotechnics, Polytechnics, Universities and Training Programmes in Industrial Establishments;
2. assist students in the Mechanical (Automobile) trades; Electrical/Electronic trades; Woodwork trades; Metal trades; and Building trades to become entrepreneurs;
3. produce graduates who can be self-reliant and self-employed in their various trades;
4. groom graduate teachers with understanding of the basic concepts, principles, theories and laws of technology education and its implications for the technological development of the nation;
5. produce graduate teachers to gain insights on the maintenance of industrial materials, tools, machines and facilities;
6. acquaint graduates with the acquisition of both physical and intellectual skills that will enable them develop into useful members of the society;
7. expose students to industrial applications of their subject knowledge;
8. disseminate information in technology and industrial education to the society;
9. develop necessary laboratory skills, positive values and attitudes for efficient discharge of their duty as teachers of technology education; and
10. enable students to acquire necessary teaching and practical skills and other aspects of methodology of teaching technology education.

Unique features of the programme

The unique features of the new programme are:

1. development of pragmatic innovative skills for effective teaching of technology education;
2. development of monitoring and evaluation mechanisms useful for performance enhancement in the trades of technology education;
3. development of basic core cognitive skills and attributes in specialised trade of technology education;



4. production of graduates in business of technology education products and services; and
5. Development of technology life styles through the process of moderating group norms.

Employability Skills

The employability skills of the programme include:

1. develop and maintain a workshop;
2. ability to develop and implement successfully, technology programme;
3. teaching essential technology knowledge;
4. to effectively embark on Technology counselling activities;
5. employment of digital knowledge in technology programme;
6. engagement in technology related activities;
7. development of interpersonal/managerial knowledge and skills;
8. acquisition of skills for improvisation;
9. competency skills in education research;
10. carrying out experiments/practical works in their relevant trades;
11. embarking on problem solving;
12. help develop skills in critical and creative thinking;
13. acquire skills for marketing/sales of the products;

21st Century Skills

Skills based on technology education program include the following:

1. digital literacy;
2. self-management;
3. interpersonal communication;
4. creativity and innovation;
5. decision making;
6. investigative skill;
7. advocacy for ethical values; and
8. team profession.

Admission and Graduation Requirements

The Basic Admission Requirements for Technology/Industrial Education are as follows:

4 Year Programme

In addition to acceptable UMTE scores, A minimum of five Senior Secondary Certificate (SSC) or (its equivalent) credit passes including English Language, Mathematics, Physics or Chemistry plus one of the following subjects: Applied electricity, Basic electronics, Woodwork, Building construction, Metal work, Automobile, Technical drawing and any other three science subjects at not more than two sittings.

City and Guilds Intermediate plus credit in Mathematics or Physics in West African Senior Secondary School Certificate (WASSSC)/Senior Secondary School Certificate (SSSC)/General Certificate of Education (GCE) or National Examination Council (NECO)/National Business and Technical Examinations Board (NABTEB).

- (i) National Technical Certificate in relevant Trade areas.
- (ii) West African Examination Council (WAEC) Technical Certificate in relevant Trade areas.
- (iii) Teachers' Grade II Certificate (TC II) with Credit or Merit Pass and in five (5) subjects which must include Mathematics, English Language and General Science.



Direct Entry (DE)

Five Senior Secondary Certificate SSC (or its equivalent) credit pass including English, two of which must be at the Advanced Level in any of the following:

1. A minimum of National Diploma (ND) (Engineering: Civil, Mechanical/Production; Electrical and Electronics; Building/Wood).
2. Distinction, Credit or Merit in Nigerian Certificate in Education (NCE) (Technical).
3. City and Guilds Final or Engineering Technicians Part II Certificate.
4. National Diploma in related Technology Education.

Graduation requirements

In addition to the general requirements for graduation at the University, students of the programme must offer and pass courses totaling minimum of 120 credit hours for the four years programme or minimum of 90 credit units in case of 3 years programme. Three (3) years for candidates with OND and NCE and two (2) years for candidates with HND.

Global Course Structure

100-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Cultures | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - |
| ITE 111 | Introduction to Industrial Technology Education | 2 | C | 30 | - |
| ITE 121 | Introduction to Automobile Technology | 2 | C | 15 | 45 |
| ITE 122 | Introduction to Building Technology | 2 | C | 15 | 45 |
| ITE 123 | Introduction to Electrical/Electronic Technology | 2 | C | 15 | 45 |
| ITE 124 | Introduction to Metal Work Technology | 2 | C | 15 | 45 |
| ITE 125 | Introduction to Wood Work Technology | 2 | C | 15 | 45 |
| | Total Units | 18 | | | |

200-Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | |
| EDU 201 | Curriculum and Teaching Methods/Strategies | 2 | C | 30 | - |
| ITE 211 | Automobile Engines | 2 | C | 15 | 45 |
| ITE 212 | Building Construction I | 2 | C | 15 | 45 |
| ITE 213 | Principles of Electricity | 2 | C | 15 | 45 |
| ITE 214 | Metal Work Technology | 2 | C | 15 | 45 |
| ITE 215 | Wood Work Technology | 2 | C | 15 | 45 |
| ITE 216 | Technical Drawing | 2 | C | 15 | 45 |
| ITE 221 | Land Surveying | 2 | C | 15 | 45 |
| | Total Units | 20 | | | |



300-Level

| Course Code | Course Title | Units | Status | LH | PH |
|--|---|-----------|--------|----|-----|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| EDU 302 | Research Method, Measurement and Statistics | 2 | C | 30 | - |
| ITE 311 | Methods of Teaching Industrial and Technology Education | 2 | C | 30 | - |
| ITE 312 | Occupational Analysis and Course Construction | 2 | C | 30 | - |
| ITE 313 | Research Methods in Vocational Education | 2 | C | 30 | - |
| Specialization courses | | | | | |
| Automobile Technology; | | | | | |
| AUT 311 | Automobile Workshop Practice | 2 | C | 15 | 45 |
| AUT 312 | Auto-shop Safety and High Way Code | 2 | C | 15 | 45 |
| AUT 321 | Automotive System | 2 | C | 15 | 45 |
| Electrical/Electronic Technology; | | | | | |
| EET 311 | Measuring Instrument and Testing | 2 | C | 15 | 45 |
| EET 312 | Circuit Theory | 2 | C | 15 | 45 |
| EET 321 | Electrical Installation | 2 | C | 15 | 45 |
| Metal Work Technology; | | | | | |
| MWT 311 | Metal Fabrication and Welding | 2 | C | 15 | 45 |
| MWT 312 | Machining Technology | 2 | C | 15 | 45 |
| MWT 321 | Welding and Foundry Processes I | 2 | C | 15 | 45 |
| Building Technology; | | | | | |
| BCT 311 | Building Construction II | 2 | C | 15 | 45 |
| BCT 312 | Concrete Technology/System Building | 2 | C | 15 | 45 |
| BCT 321 | Principles of Building Design | 2 | C | 15 | 45 |
| Woodwork Technology | | | | | |
| WWT 311 | Upholstery/Ornamental Wood Work | 2 | C | 15 | 45 |
| WWT 312 | Woodwork Practice | 2 | C | 15 | 45 |
| WWT 321 | Structural Fittings, Fixtures and Wood Finishes | 2 | C | 15 | 45 |
| ITE 321 | SIWES | 4 | C | | 180 |
| | TOTAL UNITS | 25 | | | |



400-Level

| Course Code | Course Title | Units | Status | LH | PH |
|--|---|--------------|---------------|-----------|-----------|
| EDU 400 | Project | 3 | C | - | 135 |
| EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| ITE 411 | Administration and Supervision of Vocational and Technology Education | 2 | C | 30 | - |
| ITE 412 | Seminar in Industrial Technology Education | 2 | C | 15 | 45 |
| ITE 413 | Vocational Guidance | 2 | C | 30 | - |
| ITE 414 | Emergent Problems in Industrial Technology Education | 2 | C | 30 | - |
| Specialization courses | | | | | |
| Automobile Technology; | | | | | |
| AUT 411 | Power Engines and Thermodynamics | 2 | C | 15 | 45 |
| AUT 421 | Fuel System/Diesel Engines | 2 | C | 15 | 45 |
| AUT 422 | Automobile Electrical Systems | 2 | C | 15 | 45 |
| AUT 423 | Workshop Practice | 2 | C | 15 | 45 |
| Building Technology; | | | | | |
| BCT 411 | Building Quantities and Services | 2 | C | 15 | 45 |
| BCT 421 | Building Construction and Site Practices and Maintenance | 2 | C | 15 | 45 |
| BCT 422 | Building Drawing | 2 | C | 15 | 45 |
| BCT 423 | Workshop Practice | 2 | C | 15 | 45 |
| Electrical/Electronic Technology; | | | | | |
| EET 411 | Electrical Power and Machines | 2 | C | 15 | 45 |
| EET 421 | Electronic Communications | 2 | C | 15 | 45 |
| EET 422 | Digital Electronics | 2 | C | 15 | 45 |
| EET 423 | Workshop Practice | 2 | C | 15 | 45 |
| Metalwork Technology; | | | | | |
| MWT 411 | Advanced Machining Technology | 2 | C | 15 | 45 |
| MWT 421 | Machine Design and Assembly | 2 | C | 15 | 45 |
| MWT 422 | Welding and Foundry Processes II | 2 | C | 15 | 45 |
| MWT 423 | Workshop Practice | 2 | C | 15 | 45 |
| Woodwork Technology; | | | | | |
| WWT 411 | Maintenance of Woodwork and Woodwork Equipment | 2 | C | 15 | 45 |
| WWT 421 | Wood Design and Construction | 2 | C | 15 | 45 |
| WWT 422 | Wood Machining | 2 | C | 15 | 45 |
| WWT 423 | Workshop Practice | 2 | C | 15 | 45 |
| Total Units | | 22 | | | |



Course Content and Learning Outcomes

100 LEVEL

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.



Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigerian people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigerian norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present-day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession, ethics of the teaching profession. Pedagogical content knowledge, intellectual and practical competencies required by the teacher. Link between education and development. Educational development and institutions, from ancient times to the present with particular reference to the evolution of modern education in Nigeria. Brief treatment of learning from the behaviorist, cognitive and sociocultural perspectives, child and adolescent development, learner characteristics, intelligence, creativity, motivation. Values in education, major tenets of Idealism, Realism, Neo-Thomism, Experimentalism and Existentialism and their applications in education. Sociological approaches to learning, social context and social structure and their roles in education.



ITE 111: Introduction to Industrial Technology Education (2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, the students should be able to:

1. describe the concept of vocational education;
2. state fully the philosophical, sociological and psychological perspectives and other current trends of industrial/technology education;
3. analyse the significance of vocational and technology including national manpower development of education;
4. differentiate between informal and formal education in education;
5. state clearly the policy making and organizational theory in vocational Education; and
6. describe extensively the guiding principles of technology and vocational education and the ways of solving them.

Course Contents

Examination of the philosophical. Sociological and psychological development of vocational education. Current-trends in Industrial Technical Education. The concept and philosophy of national policy on education and problems of implementation as they relate to industrial technical education. The importance of vocational education and national manpower development in the 6-3-3-4 system of education. Informal and formal education in technology. Policy making and organizational theory in vocational education. Principles of technology and vocational education in Nigeria and the approaches to solving them. Problems of Industrial Technology Education. Strategies towards solving the problems.

ITE 121: Introduction to Automobile Technology (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. describe automobile engine;
2. enumerate the various components of an engine and their functions;
3. differentiate between two stroke and four stroke engines;
4. describe the application of single cylinder engines;
5. identify the characteristics of multi-cylinder four stroke diesel engines;
6. state the basic principles of automobile engines;
7. enumerate the major power source of automobile engine; and
8. describe the process of transmission and compression including the preventive measures.

Course Contents

The basic principles of automobile engines. Its power sources. Transmission and compression. Prevention/precautionary measures. Qualities of transmission oil. Rationale and processes involved in removing transmission oil. Automobile engines. Main engine components; crankshaft, bearing, oil seal, piston and rings, connecting rod; combustion chamber, flywheel, cylinder block, spark plug. Main function of the above components. Classification of engines. Two-stroke engines. Petrol and diesel engines. Typical application of single cylinder. Two and four stroke petrol engines. Domestic standby generators. Motorcycle multi-cylinder of four stroke diesel engines.



ITE 122: Introduction to Building Technology (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. state the concept and development of design;
2. acquire fundamental knowledge of the principles of design;
3. list various forms of building materials;
4. enumerate the various constituents and properties as it relates to concrete and mortars;
5. outline the various structural detailing process;
6. state the reasons for the mixing of rocks, stones, soil and clay in building;
7. describe the production of wall materials;
8. embark on site construction and soil survey; and
9. state the process of hardcore consolidation.

Course Contents

Principles of design and foundation. Selection. Design concepts and development. Constituents and properties of concrete and mortars. Building materials - rocks, stones, soil and clay products. Structural detailing. Bonds, production of wall materials - doors, lintel, column beams, staircase, ceiling. Site construction. Soil survey. Classification of concrete. Section reinforcement of concrete. Damp proof courses. Hardcore. Floors. Material outposts.

ITE 123: Introduction to Electrical/Electronics Technology (2 Units C: LH 15; PH 45)

Learning Outcomes

Upon completion of this course, the students should be able to:

1. state basic electrical tools and their uses;
2. list the various colours and identification of electric field intensity;
3. describe circuits, units, dimensions and its uses;
4. differentiate between Atoms, conductors, insulator and semiconductors;
5. describe effectively the concepts of currents, E.M.F of a cell including ohms law and energy;
6. diagrammatically represent distribution circuits;
7. show the pictorial drawings of electrical and electronic symbols; and
8. state the functions of fuses, switch gear and metre.

Course Contents

Basic; Tools and their uses. Colours and identification of electric field intensity. Simple D.C. Circuits. Units. Dimensions and uses of dimensions. Atoms. Conductors. Semi-Conductors. Insulators. Concepts of current. E.M.F of a cell. Ohms law. Energy. Pictorial drawings of electrical and electronic symbols. Elementary diagrams including wiring diagrams of houses main. Fuses. Switch gear and metre and distribution circuits.

ITE 124: Introduction to Metal Work Technology (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. describe the nature of metal workshop.
2. state the basic workshop tools used for metal work.
3. describe briefly the process of measuring, cutting, filling, fitting and drilling as it relates to metal work.



4. state the general workshop safety rules and precautions in the use of metal working tools.
5. enumerate the types, principles and processing of metal materials.
6. list the characteristic and uses of metal materials.
7. describe the process of iron and steel production.
8. differentiate between ferrous and non-ferrous metal.

Course Contents

Basic Workshop, processes including measuring, cutting, filling, fitting and drilling. Career in metal work. General workshop safety rules and precautions in the use of metal working tools. Basics and their application. Types, principles and processing of metal materials. Characteristics and uses of metal materials. Derivation of metals; iron and steel production. Various forms of metals including ferrous, non-ferrous and alloy.

ITE 125: Introduction to Woodwork Technology (2 Units C: LH 15; PH 45)

Learning Outcomes

Upon completion of this course, the students should be able to;

1. state the various woodwork trades and tools.
2. describe the process of furniture making.
3. describe the procedure of using machine in woodwork practice.
4. state the process of handling wood workshop layout
5. determine wood workshops safety precautions.

Course Contents

Woodwork trades such as general woodwork. Carpentry and joinery. Furniture making and upholstery. Machine woodwork. Wood workshop layout. Work safety in the workshops and site. Woodwork tools. Wood as construction materials; tapes, structure. Processing of timber. Woodwork practice, measuring, marking out, sawing, planning, smoothening and joining.

200 LEVEL

GST 212: Philosophy, Logic And Human Existence (2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.



Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, Entrepreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course contents

Concept of Entrepreneurship (Entrepreneurship, Entrepreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum and Teaching Methods/Strategies

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curricula;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;



4. identify local epidemiologist and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the Outcomes of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students; especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

The curriculum. Selection of learning objectives. Outcomes and learning experiences. Organization and delivery of learning experiences. General teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, conceptual change, meta-cognition, argumentation, project-based learning, competency-based learning, thinking-based learning, and hybrid teaching. The lesson plan/note. Assessment of learning. Resources for teaching. Improvisation. General classroom management.

ITE 211: Automobile Engines

(2 Units C: LH 15 PH 45)

Learning Outcomes

Upon completion of the course, the students should be able to;

1. state the principles of automobile technology.
2. list the various forms of automobile engines
3. state the types and construction of vehicle chassis and engines.
4. state the arrangement of cylinder in automobile engines.
5. differentiate between petrol and diesel engines.
6. state the functions of the component parts of automobile engines.

Course Contents

The curriculum. Selection of learning objectives. Outcomes and learning experiences. Organization and delivery of learning experiences. General teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, conceptual change, culturo-techno-contextual approach (CTCA) argumentation, project-based learning, competency-based learning, thinking-based learning, and hybrid teaching. The lesson plan/note. Assessment of learning. Resources for teaching. Improvisation. General classroom management.

ITE 212: Building Construction I

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. state the general principles of building construction;
2. describe the process of site preparation and the various tools and surveying process involved;
3. state the elements to building of all types;
4. describe the forms of floors and roofs;
5. describe the drainage and external works including landscaping process;
6. state the various classes, uses and method of applying adhesives;
7. differentiate between Veneer and Veneering; and
8. state the place of machine in woodwork.



Course Contents

General Principles of building construction. Building construction tools. Site plan. Site preparation setting out elementary surveying. Foundation. DRC. Mass concrete. Wall and timber to trenches. Detailing of elements to building of all types - residential, industrial, commercial and other subsoil and condition. Non-bearing and load bearing walls. Types of floors and roofs. Drainage. External work and landscaping. Adhesives - classes, uses and methods of application. Veneer and Veneering - Types, processes and uses of veneers. Manufactured or man-made boards - Types, uses and methods of manufacture. Abrasive, making of abrasives. Wood Finishing - types of finishes. Use of sandy sealer and thinners as filler. Introduction to machines wood working. Types of woodwork machines. Uses, safety and operations of woodwork machines. Wood workshop practices - Measuring, marketing, testing, sawing, planning, chiseling.

ITE 213: Principles of Electricity

(2 Units C: LH 15; PH 45)

Learning Outcomes

Upon completion of this course, the students should be able to:

1. differentiate between ES and FM fields as it relates to electricity;
2. State the use of complex algebra in the solutions of AC Circuit;
3. describe in detail three phase AC systems;
4. determine the measurements of electric currents, voltage, frequency, power and resistances; and
5. differentiate between Bipolar and field effect transistor.

Course Contents

E.S and FM Fields: Electric Field intensity, potential and potential difference. Magnetic field intensity. Flux and flux density. Magnetic circuits inductors. DC Circuit Analysis. Alternating current, voltage, frequency, phase angle. Maximum RMS and average values of wave-forms. Inductive and capacitive reactance. Power in AC Circuit. Use of complex algebra in the solutions of AC Circuit. Resonance. Transformers and AC/DC machines. Principles of operation circuit models for transformers and machines. Three phase AC systems: Three phase balanced system. Delta/Star connections. Line and phase voltages and currents. Measurements electric currents, voltage, frequency, and power measurements. Measurement of resistances capacitance and inductance. Bipolar and field effect transistor - biasing diode characteristics. Diode rectification (single phase and three phase). Zenerdiode and its regulating characteristics.

ITE 214: Metal Work Technology

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. define measurement;
2. state the importance precision in measurement;
3. enumerate the uses of measurement instruments such as micrometer screw gauge, calipers, combination sets and others; and
4. describe work drawing and sketches using scribe, dividers, centre punch, forging tools, hand threading, soldering and blazing and sheet metal working.

Course Contents

Measurement. Importance precision in measurement. Use of instruments such as micrometer screw gauge, calipers, combination set and others. Also involved are work-layout. Use of scribe. Dividers and centre punch with regard to working drawings and sketches. Others are



forging tools. Blacksmith's forge. Hand threading. Riveting operations. Soldering and brazing and sheet metal working.

ITE 215: Wood Work Technology

(2 Units C: LH 15; PH 45)

Learning Outcomes

Upon completion of this course, the students should be able to:

1. describe wood processing via conversion and seasoning of timber;
2. enumerate the reasons for seasoning timber;
3. determine the moisture content of timber;
4. enumerate the preservative measures of timber; and
5. state the various types of nails and screws needed in woodwork.

Course Contents

Wood processing; conversion of timber. Seasoning of timber. Types or methods of timber seasoning with the merits and demerits of each. Reasons for the seasoning of timber. Methods of measuring the moisture content of timber. Calculation of classes, types of each and reasons for the study of defects in timber. Preservation of timber. Properties and types of preservatives. The various methods of timber preservation. Nails and screws in woodwork - various types and uses. Woodwork joint - classes, lengthening, angle, framing and widening joints. The various types of each of the classes. Uses and method of construction. Woodwork practice. Use of hand tools and work processes to construct woodwork joints.

ITE 216: Technical Drawing

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. describe pictorial, isometric and oblique drawings including their characteristics and general application;
2. state the principles of projections;
3. describe the concept and fundamental principle of perspective drawing; and
4. differentiate between isometric and orthographic projection.

Course Contents

Fundamental concepts of pictorial. Isometric. Oblique drawings. The characteristics and general application. Principles of projections. First and third angle projections. Projection of points, lines, plane and solids projection on auxiliary planes. Isometric and orthographic projection. Concept and fundamental principle of perspective drawing. Types of perspective drawing.

ITE 221: Land Surveying

(2 Units C: LH 15; PH 45)

Learning Outcomes

Upon completion of this course, the students should be able to:

1. define surveying;
2. enumerate the various surveying instruments and their uses;
3. state the advantages of land leveling in surveying; and
4. describe the application of modern digital surveying.

Course Contents

Introduction to land surveying types. Basic principles. Coordinate. Circumvention of obstacles. Erecting and dropping of perpendicular lines. Instruments. Contours and their uses. Field



codes and ethics. Applications. Use of mirror instruments. Random errors. Chain surveying. Bearing of lines. Triangulation. Land shaping and earthwork. Topographic surveys. Traversing. Theodolite traversing. Plane table surveying. Compass survey. Booking and plotting. Leveling - Geodetic leveling errors and their adjustment. Substance heightening. Self-adjusting and electromagnetic methods. Introduction to photogrammetry. Application of modern digital surveying. Computation of areas and volumes for cutting and back filling.

300 LEVEL

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zangon Kataf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organisations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;



6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organisations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Research Methods, Measurements and Statistics (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and judgments;



2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course Contents

Meaning of research, research designs. Problem identification, background and study justification. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Reporting in educational context. Ethical considerations (political, economic religious and cultural) in research. The use of computers in educational research, use of SPSS in data analysis. Reliability and validity of instruments. Domains of learning and taxonomy of cognitive Outcomes.

ITE 311: Methods of Teaching Industrial and Technology Education (2 Units C: LH 30)

Learning Outcomes

Upon completion of this course, the students, should be able to:

1. state the varieties of teaching methods that can be employed in the effective teaching of Industrial/Technology education;
2. determine the most effective method that can be used in teaching Industrial/Technology Education;
3. differentiate between the various methods;
4. state clearly the merits and demerits of each of the methods; and
5. identify the most effective method to be employed.

Course Contents

Meaning of teaching. Qualities of Technology teacher. Tasks of technology teacher. Teaching methods with emphasis on demonstration, discussion, project method, field trips and assignment methods. Merits and demerits of the methods. Questioning and strategic handling of student's questions and answers. The utilization of instruments in school and laboratories. Use of Teaching materials and their importance. Improvisation - meaning and advantages and disadvantages. Process/techniques of improvisation.

ITE 312: Occupational Analysis and Course Construction (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. state the meaning and aims of occupational analysis;
2. describe the application of occupational analysis in manpower planning, curriculum development, career counseling, inventory keeping and facility management;
3. determine the roles of NUC, NCCE, and NBTE in Occupational Analysis and Course Construction;



4. identify information sources, method of collection and application and value in the society; and
5. identify manpower production constraints and improvement strategies.

Course Contents

Occupation analysis; meaning and aims. The application of occupation analysis. Manpower planning. Curriculum development. Career counseling. Specification writing. Inventory keeping. Facility management. Concepts of policy. Curriculum. Programme and course of study. Formulation in occupational education. Roles of National agencies - NUC, NCCE, and NBTE. Job. Job analysis. Functions of job analysis. Task. Task analysis. Stages of task analysis. Task listing and detailing. making details of tasks of jobs of occupation in industrial technology areas of the students. Task identification. Selection and sequencing. Information sources. Methods of collection and application and value in the society. Manpower production constraints and improvement strategies. Course construction methods. Guiding factors with the application of occupation analysis. Explanation of occupation in terms of dwelling in building or land, seizure of an area by the military, activity as leisure or hobby, and economic activity to earn a living. Classification of occupation; primary or extractive, secondary or manufacturing, commercial service and direct or personal services. Characteristics of occupation; natural ability, training for skills, capital as a factor of production. Class or status. Occupation disease. Technology trends or changes. Certification.

ITE 313: Research Methods in Vocational Education (2 Units C: LH 30)

Learning Outcomes

Upon the completion of this course, the students, should be able to:

1. state the various types of researches in vocational education and the procedures involved;
2. conduct research effectively in the programme;
3. get acquainted with the basic statistical tools used in the conduct of research in Industrial Technology Education; and
4. determine the relevance of research methods in Vocational Education.

Course Contents

Meaning of research method. Various types of researches. Research procedures in technology and vocational education. Emphasis on characteristics of research. Problems identification. hypothesis formulation. Research designs. Instrumentation. Sample and sampling techniques. Review of literature. Procedure for writing research report. Basic statistical tools and techniques for analyzing research data. General problem of research in Industrial Technology Education.

Specialization courses

Automobile Technology;

AUT 311: Automobile Workshop Practice (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. state the various caring practices associated with automobile engines;
2. describe how the automobile engines looks like;
3. identify the frame and suspension systems of automobile engine;
4. acquire the knowledge of the use of computer in identifying automotive engineering problems; and



5. state the process of body work techniques of automobile.

Course Contents

Introduction to Automobile Workshop Practice: The cooling, lubricating, ignition and fuel supply systems. Valves and valve train design. Operating mechanism and valve timing. Engine cylinder block and head design. Pistons and connecting rods. Crankshaft and engine balancing. The automobile; body, chassis and engine design. Frame and suspension systems. Steering, braking and transmission systems. Drive shafts, differentials and axles. Analysis and design algorithms. Programs for computer treatment of automotive engineering problems. Body work techniques: wheel balancing and alignment routine maintenance. Fault finding techniques and rectification procedures. Test and performance analysis of auto systems. Theory and practical works on engines. Other auto systems, wheel balancing and alignment. Body work technique. Fault finding techniques and routine maintenance.

AUT 312: Auto-shop Safety and Highway Codes (2 Units C: LH 15 PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. determine the fundamentals of automobile shop safety;
2. identify road signs and highway codes;
3. identify electrical signals when in motion; and
4. get acquainted with road communication and courtesy.

Course Contents

Fundamentals of automobile shop safety to include good and safe auto jacks, free air movement control of used engine oil and the shop floor. Road signs and highway codes. Attending manual and electrical signals when driving. Proper over taking and parking. Road communication and courtesy.

AUT 321: Automotive Systems (2 Units C: LH 15 PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. enumerate the principles of automotive technology;
2. identify the various types of automobile engines;
3. describe the operational process of steering and suspension system of clutch and gear box; and
4. identify the various forms of ignition engines.

Course Contents

Principles of automotive technology. Various types of automobile engines. Types of ignition engines. Models of breaking. Steering and suspension system. Clutch, gear box and its operating system. Its functions. Entropy calculations and fuel ratios. Nature of electricity. Electrical units. Resistance and calculations. Farm machinery used for tillage, plough, harrows, cultivators. Adjustment maintenance and repair of farm tractors and equipment. Farm power transmission system.



Electrical/Electronic Technology;

EET 311: Measuring Instrument and Testing

(2 Units C: LH 15; PH 45)

Learning Outcomes

Upon the completion of the course, the students, should be able to:

1. identify measuring instruments and materials in Electrical and Electronics;
2. acquire the knowledge of testing of an installation and reasons behind it;
3. identify the functionalities of a transformer;
4. mention the various basic electrical instruments including their merits and demerits;
5. describe the uses of valve and transistor testers;
6. state the reasons for testing an installation;
7. enumerate the equipment used for measuring electrical and non-electrical quantities; and
8. describe DC circuit analysis and frequency phase angle.

Course Contents

The course is designed to equip the student in Electrical and Electronics measuring instrument and materials. E.S. and FM fields. Electric field intensity. Potential and potential differences. Magnetic field of force and intensity. DC Circuit Analysis. Frequency phase angle, maximum r.m.s and average values of wave forms. Inductive and capacities reactance. Power in AC Circuit. Use of complex algebra in solution transformer and others. Use of meters: ammeters, voltmeters, C.R.O and signal generators pattern generator. Circuit symbols: component identification, potentiometer and wheat-stone bridge, Bridge methods to measure inductance, capacitance and resistance. Reasons for measuring. Error analysis and equipment reliability. The basic type of ammeters, ohmmeters and wattmeters. Basic electrical indicating instruments. Type of equipment for measuring electrical and non-electrical quantities. Monitoring and control processes and operations - moving coil and moving iron instruments. Rectifier or bridge and analogue instruments. Valve and transistor testers. Principles of construction and operation. Other electronics instruments, practical application of all the above listed instruments in electrical-electronics circuits, C.R.O. Transducers and signal sources. Measuring Instruments, examples, Amper meter, Volt meter, Ohm meter, Kilo-Watt hour meter or Energy Meter, Multi meter and others. Operation and Application of Measuring Instruments, Advantages and disadvantages. Testing of an Installation: Reasons for testing an installation, types of testing, example, polarity test, Earth or leakage test, Test of Installation, Resistance between Conductors, Test of Insulation Resistance to earth and continuity test.

EET 312: Circuit Theory

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. perform DC Circuit Calculations;
2. differentiate between AC Circuit and RLC Circuit;
3. handle connections of wires effectively;
4. state ohm's law and describe its application to electricity; and
5. describe series and parallel resonance.

Course Contents

D.C Circuit calculations - series, parallel, series - parallel circuit calculations. Kirchlofts laws. Wheatstone and side wire bridges. A.C Circuits single wave form and characteristics. frequency, period, cycle, phase, average and effective (rms) values. Complex algebra and eclectic vectors definition. Conversation between polar and rectangular forms. Addition,



subtraction, division and multiplication of vectors. A.C. Circuits: inductive, capacitive and RLC circuit. Ohm's law for A.C. circuits- series; parallel and series parallel A.C. circuits. Resonance - series and parallel Resonance. Poly phase circuits: delta Y connections.

EET 321: Electrical Installation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. effectively design and handle installation of consumer circuit for public and industrial buildings;
2. handle the process of lighting;
3. adequately handle the distribution of electricity of the consumer;
4. state the balancing of loads process;
5. handle domestic and industrial circuit designs and interpretation of blue print for consumer circuits; and
6. quantify the cost of materials for all types of installation works.

Course Contents

Design and installation of consumer circuits for public and industrial buildings. Some standard electrical terms control and protection for the consumer switching; semi enclosed rewired fuse, cartridge fuse. High Breaking Capacity (HBC) fuse. Electric Lighting; tungsten filament lamp; types of tungsten filament lamps and their uses; carbon filament lamps, gas filled lamps and others. Variations in voltages. Fluorescent lighting. Distribution of electricity to the consumer. Balancing of loads. The service intake position. Installed demand. Maximum demand. Basics of tariff - features of tariff, types of tariffs. Domestic and industrial circuit designs. Interpretation of blue prints for consumers circuits. Installation of electric bells, alarm system, public address systems and traffic lights. Estimating procedures and assessing the quantity and cost of materials for all types of installation works. Generation, transmission and distribution of electricity.

Metalwork Technology;

MWT 311: Metal Fabrication and Welding

(2 Units C: LH 15; PH 45)

Learning Outcomes

Upon completion of this course, the students should be able to:

1. handle metal fabrication and welding;
2. state the welding safety and sheet metal/fabrication;
3. identify the various welding materials; and
4. embark on metal construction work of different types.

Course Contents

Introduction to metal fabrication and welding which will cover all areas of welding. Welding safety. Sheet metal/fabrication. Welding materials. Tools. Equipment. Acetylene. Arc. Brazing. Soldering and others. Practical project is required in welding, fabrication, joints, soldering and others. Metal construction of different types. Process of folding irons during welding into different shapes.



MWT 312: Machining Technology**(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, the students should be able to:

1. identify the various types of tools, their construction speeds and method of work to be done;
2. state the methods of joining and fabricating metals;
3. mention the various controls and maintenance operations;
4. describe machine controls and maintenance process;
5. discuss welding process; and
6. describe in detail the methods of work at tool holding and motion transmission principles.

Course Contents

Technical information on types of tools. Construction speeds. Methods of work at tool holding. Motion transmission principles. Laboratory experience includes machine alignment test. Machine controls and maintenance. Methods of joining. Fabricating metals. Welding process. Types of welding. Smoothing of welding joints. Use of file (manual and electrical types).

MWT 321: Welding and Foundry Processes I**(2 Units C: LH 15 PH 45)****Learning Outcomes**

At the end of this course, the students should be able to:

1. state the various foundry tools, equipment, materials and finishing in fabrication;
2. identify the uses of foundry tools, equipment and materials;
3. describe joints and types of joints and its operational system as it relates to welding; and
4. discuss the process of machine shop safety and operational rules in welding and metal casting processes.

Course Contents

The course covers machine shop safety. Operational rules in welding. Foundry. Fabrication. Metal casting processes. Foundry tools. Equipment. Materials and finishing in fabrication. Tools used in welding and fabrication process. Joints in welding - types of joints and its operational system. Moulds used in fabrication. Patterns and its manufacturing.

Building Technology;**BCT 311: Building Construction II****(2 Units C: LH 15 PH 45)****Learning Outcomes**

Upon the completion of the course, the students should be able to:

1. appreciate the form and design of structural elements in buildings;
2. determine the types, functions, materials and methods of bridging openings in doors and windows;
3. identify the types, construction of form-work and junction of form-work in lintels;
4. identify the advantages and disadvantages of steel and timber form-work;
5. determine the procedures and precautions in form-work construction and striking out; and
6. determine the formation and dismantling of scaffolds without damage.

Course Contents

The course is designed to enable the students to appreciate the form and design of structural elements in buildings, including computation of forces and framed structures; determining



moments and shearing force; the basic principles of design of re-inforced concrete structures. Openings in building doors and windows, types, functions, materials and methods of bridging openings. Lintels. Types and construction of form-work. Junction of form-work. Requirement in form-work. Advantages and disadvantages of steel and timber form-work. Construction of form-work for different structures. Procedures and precautions in form-work. Construction and striking out. Time and method of striking out form-work. Scaffolds - types, components, materials use for construction. Erection and dismantling of scaffolds. Safety precautions guiding the erection. Use of dismantling of scaffolds. Hoisting equipment types elevators, forklift, mobile and stationary frame. Types operation and situation where each type can be used on site.

BCT 312: Concrete Technology/System Building (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the students, should be able to:

1. state the properties and functions of concrete types;
2. identify concreting machines and equipment;
3. determine concreting operations and structures; and
4. determine concreting systems and system building.

Course Contents

Concrete types properties and functions. Concreting materials - cement, aggregate, water, steel bars, timber, metal and mixtures abilities, use and methods of production. Concreting tools: trowels, spade/shovels, rammers, tampers, gauge box, head-pans hammers. Concreting machines and equipment - weigh-batching machine, concrete-mixers, compacting/vibrating machines, bar bending machines. Concreting operations - batching, mixing, placing, compacting, finishing and curing, form working. Concrete structures - foundation, floor slabs, beams, lintels, slabs columns. Concreting systems - reinforced concrete, pre-stress concrete, mass concrete. System Building - industrialized building with pre-fabrication based on production and assembling of precast concrete for mass building production. Construction and expansion joints.

BCT 321: Principles of Building Design (2 Units C: LH 15 PH 45)

Learning Outcomes

Upon the completion of this course, the students should be able to:

1. design and construct building foundations;
2. identify possible factors to be considered when designing and selecting foundation types;
3. identify the regulations guiding the inclined angle of private and public stairways; and
4. design the roof types of buildings.

Course Contents

Foundation principles of design and construction of foundations. Factors to be considered when designing and selecting foundation types - nature or type of soil, types of building, function of building and others. Stairs - types design and construction. Regulations guiding the inclined angle of private and public stairways. Design of the riser and going using the formula $G+2R = 550\text{mm to }700$. Method of stairway drawing and construction. Roof types. Function and methods of roof design to determine the type, components shape and span of roof. Choice of roof covering materials and their characteristics. Roof framework, drainage system and roof finishes. Bending moment, shear force, forces of different type, calculation and application.



Woodwork Technology

WWT 311: Upholstery/Ornamental Woodwork (2 Units C LH 15; PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. handle furniture upholstery;
2. determine furniture designing and re-designing for upholstery;
3. identify tools used in upholstery work;
4. determine the type of upholstery cover materials;
5. state the importance of upholstery for human comfort; and
6. acquire the knowledge and skills that will help them in the construction of simple upholstered furniture.

Course Contents

Furniture upholstery. Furniture covering and recovering. Practical work on the techniques of furniture designing and re-designing for upholstery. Tools used in upholstery work. The techniques of sorting installation, stuffing, trimming, sewing, blind stitching and fabric selection. Emphasis on the design to cover upholstery materials, equipment and tools, techniques of furniture covering and overall relation between carpentry and upholstering. The importance of upholstering for human comfort. Necessary knowledge and skills that enable them to teach and undertake the construction of simple upholstered furniture. Machine controls and maintenance.

WWT 312: Woodwork Practice (2 Units C: LH 15; PH 45)

Learning Outcomes

Upon the completion of this course, the students should be able to:

1. acquire the knowledge of woodshop layouts;
2. identify the wood workshop safety - precaution measures and reasons for safety;
3. determine the uses of woodwork tools, equipment and materials for the work;
4. embark upon the construction of woodwork items; and
5. enumerate the various equipment and materials used in carrying out marking out processes during woodwork.

Course Contents

Acquaintance/general knowledge of wood shop layouts. Supporting structure for storage/instruction. Workbenches and installed machines/equipment all coded and functions indicated. Wood workshop safety - precaution measures and reasons for safety. Use of woodwork tools, equipment and materials to carryout work processes like measuring, marking out, testing, cutting and planning. Making of different classes/types of woodwork joints. Construction of woodwork items of articles by each student.

WWT 321: Structural Fittings, Fixtures and Wood Finishes (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify the multi-purpose wood tool;
2. identify Nigerian timber and their characteristics;
3. embark on wood processing, conversion and seasoning of timber;
4. identify defects in timber;



5. determine the classes, types and uses of adhesives; and
6. determine the processes of wood preservation.

Course Contents

Multi-purpose wood tool. Nigerian timber and their characteristics, wood processing, conversion and seasoning of timber. Defects in timber, classes and types. Adhesives - classes, types and uses. Preservation of wood - preservatives, types veneer and veneering, manufactured or man-made boards. Abrasives - sand/glass papering of timber. Wood finishes and finishes - types, uses and application.

ITE 321: SIWES (4 Units C: PH 180)

Learning Outcomes

Upon the completion of this course, the standards, should be able to:

1. compare classwork with real-life working experience in their various areas of specialization;
2. determine their level of competence;
3. assess themselves; and
4. interact with experts thus making them to gain extra knowledge outside the school environment.

Course Contents

Supervised Industrial Work Experience Scheme. Emphasis is placed on practical and real-life working experience for the students in their various areas of specialization. Students are to be engaged with employers during the duration of the programme and are supervised intermittently by supervisors sent by the university.

400 LEVEL

EDU 400: Project (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives; and
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and executive of well-conceptualized research and presenting a written report on the study conducted.



EDU 401: Teaching Practice II**(3 Units C: PH 135)****Learning Outcomes**

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

**ITE 411: Administration and Supervision of Vocational and Technology Education
(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students, should be able to:

1. state the structure and methods of organizing vocational education;
2. determine the roles NCCE, NBTE and NERDC in the organization process;
3. state the resources, safety measures and process of administration records in vocational and Technology Education; and
4. enumerate the various safety measures during Administration and supervision of vocational and Technology Education.

Course Contents

Meaning of administration and supervision. Forms/styles. The structure and methods of organizing vocational education in Nigeria. Level of organization, national, regional, local institutional agencies concerned with the organization of vocational education, examples; NCCE, NBTE and NERDC and others. Organization of infrastructural and instructional resources, safety measures and administration of records. Effect of administration and supervision on the Technology education programme control of the effects.

**ITE 412: Seminar in Industrial Technology Education
(2 Units C: LH 15 PH 45)****Learning Outcomes**

Upon the completion of this course, the students should be able to:

1. gather experience in the collection of information;
2. write and present papers on topics in vocational and technical education in Nigeria; and
3. discuss freely in the classroom under the supervision of a resource person or professionals.



Course Contents

Through participation in this course, it is expected that the students will gain experience in collecting information, writing and presenting papers or discussions on various topic vocational and technical education in Nigeria. The course is meant to stimulation active student's participation in class discussion, analysis of speeches by resource person or professional articles in Newspaper, magazines and journals.

ITE 413: Vocational Guidance (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students, should be able to:

1. state the meaning, purpose, functions and principles of vocational guidance;
2. list the types of counseling services;
3. enumerate the various guidance tools and techniques; and
4. understand the need for their career choice.

Course Contents

Meaning, purpose, functions and principles of education and vocational guidance. Guidance within education - helping students to solve personal and educational problems. Types of counseling services. Counseling in groups. Guidance tools and techniques. Consideration of technical workshop practices in the various areas of specialization in Industrial Technology Education. Career options for the Industrial Technology Education graduates.

ITE 414: Emergent Problems in Industrial Technology Education (2 Units C: LH 30)

Learning Outcomes

Upon the completion of this course, the students, should be able to:

1. identify industrial technology education needs;
2. state reasons why people look down on industrial technology education;
3. state the merits of industrial technology education to the society;
4. identify factors affecting the choice of industrial technology education in Nigeria; and
5. identify the implications of unemployment and its challenges to industrial technology education institutions.

Course Contents

Industrial technology education needs. Why people look down on industrial technology education. Advantages of industrial technology to the society. Factors affecting the choice of industrial technology education in Nigeria. Demand driven technology of the industries. Unemployment; implications and challenges to industrial technology education institutions. Possible strategies towards solving the problems.

Specialization courses

Automobile Technology

AUT 411: Power Engines and Thermodynamics (2 Units C: LH 15 PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. see the need of visitation to power stations and workshops in automobile;



2. identify the application and uses of high-power tools and materials to repair and produce automotive engines;
3. state and describe the various forms of energy; and
4. describe the processes of heat conversion.

Course Contents

Visitation to power stations and workshops in automobile i.e., where cars and lorries are repaired and manufactured as well as their power systems. Application and uses of high-power tools and materials to repair and produce or manufacture automotive engines.

Explaining the mathematical treatment of the relation of heat to mechanical and other forms of energy. Heat laws. Application of the laws.

AUT 421: Fuel System/Diesel Engines (2 Units C: LH 15 PH 45)

Learning Outcomes

At the end of this course, the students, should be able to:

1. state the fundamentals, operating principles and construction of various forms of petrol and related fuel engines;
2. describe the process of lubrication, cooling, charging and starting injection pumps; and
3. identify the changing and starting maintenance of fuel injection pumps.

Course Contents

A study of the fundamentals, operating principles. Construction of the various types of petrol engines and related fuel. Lubrication. Cooling. Charging. Starting. Maintenance and testing procedures of fuel injection pumps.

AUT 422: Automobile Electrical Systems (2 Units C: LH 15 PH 45)

Learning Outcomes

Upon the completion of this course, the students, should be able to:

1. classify light system;
2. state the purposes and uses of battery;
3. state the other characteristics surrounding battery;
4. state the function of ignition system; and
5. describe Air conditioning.

Course Contents

Light system classification. Storage battery. Purpose of battery. Chemical in battery. Battery construction. Chemical activities in battery. Connecting cells. Battery rating. Battery efficiency. Variation in terminals voltage. Functions of cranking motor. Basic motor principles. Motor construction. Drive arrangement. Initial drive. Overrunning clutch. Cranking - motor controls. The Ignition System: functions of ignition system. Ignition distributor. Spark plugs. Secondary wiring of ignition coils. Spark-advance mechanism. Relays. Light indicating device. Air conditioning: automobile air conditioner. Compressor, condenser. Expansion valve. Evaporation.

AUT 423: Workshop Practice (2 Units C: LH 15 PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. state the method used in machine shop practice;
2. list the various safety precautions in machine shop;



3. state the among the arrangement of tools and equipment after use; and
4. enumerate the care and maintenance of machines.

Course Contents

Principles and practice of school workshop practice on machines in workshop. Method used in machine shop practice. Safety and safety precautions. Care and maintenance of machines in automobile workshop. Position of machines in school workshop. Arrangement of tools and equipment. Positioning and handling. Names and precautions in tools management and others.

Building Technology

BCT 411: Building Quantities and Services

(2 Units C: LH 15 PH 45)

Learning Outcomes

Upon the completion of this course, the students, should be able to:

1. state the building quantities that is bill of quantities before contracting it out;
2. make architectural design of the building;
3. state estimation of quantities of materials for the structure;
4. differentiate between abstracting and billing;
5. write a proposal and prepare bill of quantities; and
6. estimate cement aggregates during wall tilling.

Course Contents

Introduction to building quantities. Contract and contracting - parties involved and procedures. Building drawing. Specification and schedules of architectural symbols. Use and relationship in bill of quantities. Introduction to standard method of measurement. Evaluation and method of taking off. Setting-out. Order of dimension. Side load, squaring. Abstracting and billing. Estimation of quantities of materials - cement aggregates. Timber (wood/wall tiles) and others. Tenders and tendering. Proposal writing. Specification drafting. Current format and terms used in building quantities. Preparation of bill of quantities.

BCT 421: Building Construction Practices and Maintenance **(2 Units C: LH 15 PH 45)**

Learning Outcomes

At the end of this course, the students should be able to:

1. handle final finishing of a structure with the right materials;
2. handle landscaping of the site with aesthetic materials;
3. control the drainage system of the site of any building structure; and
4. effectively handle electrical installation works materials and symbols.

Course Contents

Building finishes and finishing, types, materials, properties, classes - in-situ and precast. Methods of laying finishes. Defects of various finishing. Landscaping, laying of kerbs and external building finishing work. Water and gas sources/services and their piping system. Plumbing and the materials. Drainage system - principles, test materials, term and installation. Plumbing and sanitary wares and appliances. Waste disposal through underground tanks septic tank, soak-away pit and other connection and maintenance. Sewage and sewer systems public waste disposal method. Sewage methods - separate, partially combined and combined sewage disposal system, advantage and disadvantages of each. Electrical installation work materials and symbols. Writing system - circuit in surface, conduit and trunking. Electrical



lighting and power devices types, uses and installation/fixing. Electrical safety and precautionary measures.

BCT 422: Building Drawing

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course students are expected to:

1. enumerate various building drawing materials;
2. determine Choice of Scales;
3. handle building plans;
4. interpret building elevations;
5. describe foundation and basement process;
6. state the sectional details of building plans;
7. describe the floor plans of a building;
8. state the rare bungalow appearance of a building; and
9. enumerate the various building materials and their functions.

Course Contents

Drawing instruments. Paper size. Freehand sketching and visualization. Line work and lettering. Fundamental concepts of pictorial, isometric and oblique drawings. Characteristics and applications. Geometrical construction such as, angle, polygons, ellipse, parabola, hyperbola and others. Building conventions and design. Scale production. Site plans and floor plans. Elevations. Front, sides and rear of bungalows. Foundation and basement. Sectional details. Schedules of roof plans. Door and windows and finishing.

BCT 423: Workshop Practice

(2 Units C: LH 15; PH 45)

Learning Outcomes

Upon the completion of this course, the students should be able to:

1. mix the materials properly for better blocks and bricks moulding;
2. handle the structure with quality paints, PVC pipes, wires for wiring and woods;
3. construct a structure or moulding of blocks or bricks as a project work; and
4. design and produce a project effectively.

Course Contents

Material Preparation - moulding of bricks and blocks laying models of bricks and block walls in different bonds and shapes Setting out of buildings using 3:4:5 method or builder square method. Preparing moulds for precast concrete items Painting surface with emulsion, glossy or tex-cote paint applying with brushes or rollers. Preparing and connecting PVC pipes for water supply or installing and connecting sanitary wares. Wiring one lighting and power point with correct connection at the joint box. Preparing wood article after wood shop practice of sawing, planning, making joints, assembling, and finishing. Concluding the course with a design and produce a project from any one or combination of the above. Note that the above will depend on availability of facilities and other option areas could assist through borrowing of the relevant practical course.

Electrical/Electronics Technology

EET 411: Electrical Power and Machines

(2 Units C: LH 15 PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. construct a generating plant;



2. state the process of transmission parameters and selection of transmission voltages;
3. handle the design and construction of over-head lines;
4. state the process of transmission line transportation;
5. identify mechanical damage and procedure of rectifying it; and
6. handle the process of calculating droppage of voltage in distribution systems.

Course Contents

General layout of electricity generation, transmission and distribution of power. Generation: Hydro-electric, thermal, gas turbine, windmill, solar and nuclear plants.

Transmission: transmission parameters and selection of transmission voltages. Over-headlines: line design and construction, calculation of line tension, sag span. Pole height, support position and others. Transportation of transmission lines. Tower: tower structure, foundation and erection. Poles: wood and concrete poles, planting and guying of poles. Pole structure forces on guys and struts. Sub-station layout, bus bar system, sub distribution layout. MVLV distributions and booster transformers, tap changers, switch gears, underground cables. Insulation sheeting and armoring materials for underground cables. Construction and laying methods. Protection against mechanical damage. Corrosion and oil drainage in vertical cables. Distribution: distribution systems-radial and ring main. Effect of supply voltage on size of distributors and feeders. Calculation of voltage drops in distribution systems. Fumology - lightening-causes and remedies.

EET 421: Electronic Communications

(2 Units C: LH 30 PH 90)

Learning Outcomes

Upon the completion of this course, the students should be able to:

1. describe the process communication and Telecommunication systems;
2. state modulation process;
3. describe the basic elements for radio communication, production, transmission and receivers; and
4. consult a television and its working process.

Course Contents

Introduction to communication. Basic requirements of telecommunication system. Modulation; Frequency Modulation (FM), Amplitude Modulation (AM). Advantages of frequency modulation over amplitude modulation. Line transmission system. Basic elements for radio communication. Production of radio waves. Types of radio waves. Characteristics of radio waves. Radio receivers - detector input receiver, tune radio - frequency receiver, super-heterodyne receiver. FM Receivers. Television (TV); television transmission, television channels, principles, of picture formation, TV scanning, aspect ratio, interlaced scanning, faults associated with synchronization.

EET 422: Digital Electronics

(2 Units C: LH 15 PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. describe types of electronics and how it differs from the non-digital types;
2. differentiate between Timers and pulse circuits;
3. describe both microphones and microcomputers; and
4. state clearly the place of computer electronics in the 21st century.



Course Contents

Digital Systems: Binary System of Numbers. Logic Gates: Machine Logic, AND/NAND Gates, OR/NOR Gates, NOT Gate (or Inverter), EX-OR Gate and others. (DTL), Complimentary Metal-Oxide Semiconductor (CMOS) and others. Digital Systems: Timers and Pulse Circuits. Digital Systems: Arithmetic and Memory Circuits. Microprocessors and microcomputers. Personal and distributed computing. Compact-Disc systems. Computer electronics and the future.

EET 423: Workshop Practice

(2 Units C: LH 15 PH 45)

Learning Outcomes

At the end of this course, the students, should be able to:

1. state the caring procedures of materials and equipment in the electrical/electronic workshop;
2. determine the arrangement of workshop equipment and materials;
3. monitor the careful wage of the materials and equipment in the workshop; and
4. describe the process of positioning and handling of Electrical Electronic Workshop.

Course Contents

Principles and practice of school workshop practice on equipment and instruments in the workshop. Method used in machine shop practice. Safety and precautions. Care and maintenance of instruments in electrical/electronic laboratory. Arrangement of instructions and equipment - positioning and handling. Possible problems associated with practical work. Suggestions for workshop practice improvement.

Metalwork Technology

MWT 411: Advanced Machining Technology

(2 Units C: LH 15 PH 45)

Learning Outcomes

Upon the completion of this course, the students should be able to:

1. direct on the proper use power machines;
2. identify the components parts of power machines;
3. state the types, parts, operations, maintenance and safety of power machines; and
4. differentiate between milling and shaping power machines.

Course Contents

This course is designed to provide greater knowledge and skills in the use of power machines for varying operations. It includes parts operations, turning taper. Cutting screw threads on the lathe. To be treated also are the different types of lathes as found in school shops and industry. Other power machines include the milling or shaping machines used in industry. Instruction should include their types. Parts. Operations. Maintenance. Safety rules.

MWT 421: Machine Design and Assembly

(2 Units C: LH 15 PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. state the forms of machines and their functions;
2. describe the production processes of shaft, boring and reaming;
3. state the Gear and gearing process, gear limits, fits and tolerance process of grinding machine and its surface;
4. describe the shaping machines and shaping operation; and
5. state the safety in measurements while using tolerance.



Course Contents

Total review of precision. Measuring instruments. Advance machining technology involving the production processes of shaft. Boring and reaming. Cutting of key way and spline. Completed parts and milling operations. Shaping machines and shaping operation. Grinding machines and machines surface. Gear and gearing process. Gear limits. Fits and tolerance process. Safety in measurements while using tolerance.

MWT 422: Welding and Foundry Process II

(2 Units C: LH 15 PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. state the metal casting equipment;
2. list methods of production of patterns including core and gating system;
3. describe the process of metal melting process;
4. enumerate the various methods and models of welding;
5. describe the techniques process involved in welding;
6. state the tools and safety of welding; and
7. state the precautions to be taken in welding and foundry machines.

Course Contents

Welding process. Foundry process. Material and equipment used for metal casting industry. Methods of production of patterns. Core and gating system. Metal melting. Purring and casting. Finishing processes. Safety equipment and procedure. Welding methods and models. Joints in welding and fabrication. Techniques in welding. Welding tools and safety. Arrangement of welding and foundry tools. Precautions in welding and foundry machines and others.

MWT 423: Workshop Practice

(2 Units C: LH 15 PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. state safety and safety precautions in metal work machines;
2. enumerate the care and maintenance of machines in metal work workshop;
3. state the process of metalwork tools and equipment arrangement in the workshop;
4. state the precautions in tools management; and
5. describe the process of tools and equipment arrangement.

Course Contents

Principles and practice of school workshop practice on machines in workshop. Method used in machine shop practice. Safety and safety precautions. Care and maintenance of machines in metalwork workshop. Position of machines in school workshop. Arrangement of tools and equipment - positioning and handling. Names and precautions in tools management and others.



Woodwork Technology

WT 411: Maintenance of Woodwork and Woodwork Equipment (2 Units C: LH 15 PH 45)

Learning Outcomes

Upon the completion of this course, the students should be able to:

1. state the safety regulation in machine wood working workshop;
2. list the different types of woodworking machines;
3. state the components parts of woodworking machine; and
4. state adequate maintenance tasks.

Course Contents

Meaning of maintenance. Relevance of maintenance of workshop equipment. Emphasis on safety regulation in machine wood working workshop. Requirements of different types of woodworking machines and their component parts. Changing of bells. Cutter plates. Related maintenance tasks.

WWT 421: Wood Design and Construction (2 Units C: LH 15 PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. design a woodwork product;
2. describe the various stages involved in planning and construction design;
3. design and draw woodwork with working drawing and preparation;
4. design and construct carcasses, types and methods; and
5. state the types, components, materials, framework and covering of roof.

Course Contents

Design of a wood work product - Design fundamentals. Stages. Planning and construction of design. Drawing and design in wood work with working drawing and preparation. Design and construction of carcasses. Types and methods. Doors. Windows. Chairs. Tables. Form-work. Arch centres. Cupboards. Wood staircase. Wood floors. Design and construction of roof - types. Components. Materials. Roof framework and roof covering.

WWT 422: Wood Machining (2 Units C: LH 15 PH 45)

Learning Outcomes

At the end of this course, the students, should be able to:

1. state the uses of personnel protective devices and precaution in wood machine safety;
2. explain the guide surrounding the use of the wood work machines;
3. mention the uses and operations of wood lathe and band saw machine; and
4. describe the use of portable power tool or equipment for all woodwork operations.

Course Contents

Wood machine safety - uses of personnel protective devices and precaution. Guiding use of machine safety devices such as push stick. Machine guards. Principles and operations of wood work machines such as circular saving. Surface planer. Thickness. Sanding and drilling machines. Uses and operations of wood lathe. Band saw machine. Use of portable power tool or equipment for all woodwork operations.

WWT 423: Workshop Practice (2 Units C: LH 30 PH 90)



Learning Outcomes

Upon the completion of this course, the students should be able to:

1. state the various facilities used for wood workshop practice;
2. carryout wood work processes;
3. list the purchasing or procuring materials for production; and
4. construct a structure applying woodwork knowledge.

Course Contents

Exposing the students to the facilities available for wood workshop practices - tools, machine/equipment; Materials - wood, adhesive, nails, screws, wood fittings, woodwork processes. Students carrying out wood work processes such as; measurement, marking out, testing, cutting, planning, making joints, assembling of work pieces by the use of adhesive, fasteners (nails and screws of various sizes). the construction of woodwork joints with the application of various types of joints to different items or areas of woodwork. Estimation of materials for woodwork articles or projects. Purchasing or procuring materials for production, Exposing the students with the sizes of woodwork items like tables, beds, doors, windows, arch centers, stair case, chairs, book, roof and the types, shelves. The course should be concluded with a project in any of the above items or others to be decided by the student. Sequences of operations should be prepared by the students on the procedures, facilities followed in the preparation of the project.

Minimum Academic Standards

Staffing

(Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 15 Units per semester for students and a minimum of 3 full-time equivalent of staff, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects.

NOTE: In the recruitment procedures, the universities should ensure that specialists in the various trades that make up the programme are adequately attended to or considered for effective accomplishment of the vision and mission of the programme.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate. The ratios are as given below:

1. Senior non-teaching (administrative and secretarial) staff should constitute 3.4% of the total student population.
2. Senior secretarial staff should constitute not more than 40% of the total senior administrative staff
3. Junior staff should constitute 20% of the total student population

Technical Support Personnel/Sport science demonstrators

The services of technical support staff, which are indispensable in the proper running of laboratories, studios and practical classes are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also



to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Library

Universities should leverage on available technology to put in place rich databases and other electronic/digital library (E- library) and information resources. In addition, well stocked and current hardcopies of reference and other textual materials should be provided centrally at the level of the University library, Faculty library and/or Departmental library. A well networked digital library should serve the entire university community. Availability of wireless facilities (Wi-Fi) with adequate bandwidth should enhance access to these electronic resources. In any case, there should be internet ready workstations available in the library for at least 25% of the total student enrolled in the programme.

Classroom, laboratories, workshops, and offices

Spaces

The NUC recommends the following physical space requirement:

| | m² |
|-------------------------------------|----------------------|
| Professor's Office | - 18.50 |
| Head of Department's Office | - 18.50 |
| Senior Lecturer's Office | - 15.50 |
| Other Teaching Staff Space | - 13.50 |
| Tutorial Teaching Staff's Office | - 7.00 |
| Technical Staff Space | - 7.00 |
| Secretarial Space | - 7.00 |
| Science Staff Research Laboratory | - 16.50 |
| Education Staff Research Laboratory | - 14.50 |
| Seminar Space per student | - 1.85 |
| Laboratory Space per student | - 7.50 |

Laboratories/Studios/Workshops/Clinics for the Programme

The following laboratories, studios, clinics and workshops are very much needed for the effective teaching of the programme

1. Electrical/Electronic Laboratories.
2. Mechanical/Automobile Laboratories.
3. Mechanical Workshop tools/equipment.
4. Metal work laboratories.
5. Woodwork laboratories.
6. Drawing/Graphic Rooms.
7. Improvisation laboratories/rooms.
8. Studio for Computer Aided Instruction.
9. Clinic for each of the options/trades.

List of Equipment and Tools

The following are some equipment/tools useful in the teaching of Technology Education programme.

1. Carpenters' Try Square
2. Wood smoothing metallic plane
3. Assembly mallet hammer
4. Tenon saw
5. Drill bits (set)
6. Long nose pliers
7. Saw blade



8. Insulated cutter
9. Sand papers
10. Table shear cutter
11. Beveled joiners hammer
12. Smoothing grinding stone
13. Electric smoothing plane
14. Clamps
15. Multipurpose circular saw
16. Long nose pliers
17. Bench drill machine.
18. Bench grinding machine
19. Metal jack planes and metal smooth planes
20. Steel rules
21. Wood chisel
22. Coping saw and blade
23. Metal cutter plier
24. Wood hacksaw
25. L - shape metal rule
26. Flat screw driver
27. Claw hammer
28. Mallet hammer
29. Soldering iron
30. Saw machine
31. Planning machine
32. Jig saw
33. Drilling machine
34. Band saw machine
35. Universal woodworking machine
36. Wheel spanner
37. Box twist drill
38. Vice
39. Top board (Glue)
40. Bar
41. Ratchet
42. Ear muff
43. Safety boots
44. Venier callipers
45. Safety glows
46. Amplifiers
47. Nose mask
48. Ac testers
49. Junction box
50. Insulation tape
51. Electrical soldering iron
52. Adaptor
53. Regulated DC power supply
54. Multimer
55. Meters
56. Ammeter
57. Straight flat nose plier
58. Semi circular arch.
59. Suspension bridge



60. Jack
61. Three hinged arch (assorted)
62. Shear force
63. Comprehensive crushing machine
64. Vibrating table
65. Slump test
66. Concrete mould
67. Bending moment
68. Sieve analysis
69. Triaxial testing machine
70. Penetrometer
71. Oedometer
72. Computer (Different types).
73. Digital multimeter (Assorted).
74. Antenna Demonstrator
75. Micro wave trainer
76. Digital communication Training system.
77. Signal counter.
78. Multifunction process module
79. Resistor load Bank (Variable)
80. Resistance box
81. Electric watt meter
82. DC Ammeter
83. Resistance box
84. Cage rotor induction motor.
85. Work bench
86. Oxygen Acetylene Gas welding equipment set with cylinder
87. Arc welding machine
88. Wheel balancing equipment
89. Battery charger
90. Engine Diagnostic Equipment
91. Standing Grinding machine
92. Drill sets
93. Hand Drilling machines
94. Riveting machine/Gun
95. Die stock/Die/Taps
96. Circular sawing machine
97. Band sawing machine
98. Multipurpose woodwork machine
99. Electric spraying Gun
100. Grinding stone
101. Electric sanding machine
102. Ladder (wooden type)
103. Electrical benches with sockets and lamp holders
104. First Aid box
105. Climbing Belt for Ladder
106. Batter, (12v/56Amp)
107. Hand Drilling machine
108. Set of Electrical screwdrivers
109. Engineering pliers
110. Soldering iron
111. Vero boards



- 112. Soldering lead
- 113. Galvanometer
- 114. Digital Multimeter
- 115. Others



B.A. Ed. Yorùbá

Overview

The Bachelor of Education Yorùbá Language/Literature degree programme is structured to train students to acquire sound and relevant concepts, knowledge and skills which will promote the development of positive attitude needed to excel in their profession in a changing society such as ours. The pedagogical components of the programme are offered in the Faculty of Education which will give students of this programme good understanding of both oral and written genres in Yorùbá language. In any human society, the centrality of the language to the value system, culture and general world-views of the people can never be overemphasized.

Philosophy

The philosophy is premised upon creating a conducive teaching and learning community, imparting appropriate skills, knowledge, behaviour and attitudes; advancing the frontiers of knowledge that are relevant to national and global development, and engendering a sense of commitment and dedication to service, which is pivotal to the teaching profession.

Objectives

The objectives of the programme are to train teachers who are motivated and highly skilled in the teaching profession and can compete favourably in the world of work. The programme seeks to:

1. train Yorùbá teachers both at undergraduate;
2. produce teachers and educators with a solid background in the concept, knowledge and understanding of education and teaching, as well as the application and use of such knowledge for general improvement of themselves and mankind;
3. ensure the educational growth and development of students in the Yorùbá education programme;
4. train curriculum specialists with high level competence in the use of evaluative techniques and materials so as to promote meaningful learning outcomes;
5. carry out research and dissemination of research findings on issues related to the Yorùbá programme;
6. build the right calibre of dedicated professional Yorùbá teachers in sufficient quantity and quality to meet the national needs and contribute to the achievement of the national curriculum objectives of education at the secondary school level; and
7. turn out Yorùbá teachers with a solid background in the concept, knowledge and use of relevant skills and professional abilities.

Unique Features of the programme

The unique features of the programme are:

1. integration of technology in the delivery process making it more contemporary and aligned with the global movement of the increasing usage of technology in education.
2. laying a strong emphasis on the scientific and comparative study of the different dialects of Yorùbá language and also on the literary, sociological, comparative and phenomenological analysis of the different Yorùbá written and oral literature.

Employability Skills

The Graduates of B.A. Yorùbá Education are equipped for a wide variety of professions

1. teaching;



2. public service;
3. social works;
4. administration;
5. the mass media and
6. are well equipped to be self-employed outside the classroom such as translators and professional masters of ceremonies.

21st Century Skills

21st century skills emphasised in the delivery of the programme are

1. problem-solving;
2. team work/collaboration;
3. digital literacy;
4. information technology;
5. creativity/Innovation;
6. adaptability;
7. citizenship/patriotism;
8. translation entrepreneurial skills; and
9. literary appreciation skills.

Admission and Graduation Requirements

Admission Requirements

Four-year Programme

In addition to appropriate UTME score, five Senior Secondary Certificate (SSC) (or its equivalent) to include a credit passes English Language, at not more than two sittings. The UTME subject must include French.

In addition to acceptable UMTE scores, Requirements for students seeking admission into the four-year B. A. Honors degree in Education Yorùbá five Senior Secondary Certificate (SSC) (or its equivalent) in not more than two sittings are those for entry into the University and the Faculty of Arts. The qualifying subjects must include credit passes in the discipline in which the student hopes to specialize with any other four related subjects including English Language. Credit in English Literature is compulsory for admission into any language-related course.

Direct Entry Mode

Five Senior Secondary School Certificate SSC (or its equivalent) credit pass including English, two of which must be at the Advanced Level in the following:

Candidates with two merit passes in relevant subjects at NCE A/L/diploma levels from recognized institutions are qualified for the B. Ed. Yorùbá programme.

At least, two merit passes at the NCE level in relevant or principal subjects including the subject to be studied.

Candidates seeking admission to a 3-year degree program Direct Entry must possess advanced level passes in the discipline and one other relevant subject.

Graduation Requirements

The minimum requirement for the award of degree of B. A. Ed. Yorùbá under the 4-year degree program is the satisfactory completion of not less than 120 units. Direct Entry students must satisfactorily complete 90 units.



Other prescribed university core courses must be passed. Two teaching practice sessions must be undertaken during two long vacation periods for Parts II and III students.

3 years are required for Direct entry candidates

4 years are required for UME candidates.

Global Course Structure

100 Level

| Course Code | Course title | Units | Status | LH | PH |
|-------------|---|-----------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian People and Culture | 2 | C | 30 | |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | |
| YED 101 | Introduction to writing and Communication Skill in Yorùbá | 2 | C | 30 | - |
| ALL 101 | Introduction to Yorùbá People, Language and Culture | 3 | C | 45 | |
| ALL 102 | Introduction to the History of Yorùbá People | 3 | C | 45 | |
| ALL 103 | Advanced Comprehension and Composition | 3 | C | 45 | |
| ALL 104 | Orthography of Yorùbá Language | 2 | C | 30 | |
| ALL 105 | Introduction to Linguistics 1 | 2 | C | 30 | |
| | | 21 | | | |

200 Level

| Course Code | Course Title | Units | Status | LH | PH |
|-------------|--|-----------|--------|----|----|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | |
| EDU 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 | - |
| FAC 201 | Digital Humanities: Application of Computers to the Arts | 2 | C | 30 | |
| YED 201 | Yorùbá Language Method | 2 | C | 30 | -- |
| ALL 201 | Survey of Yorùbá Literature | 3 | C | 45 | |
| ALL 202 | Phonology of Yorùbá Language | 2 | C | 30 | |
| ALL 203 | Morphology of Yorùbá Language | 2 | C | 30 | |
| ALL 204 | Syntax of Yorùbá Language | 2 | C | 30 | |
| | | 19 | | | |



300 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|--|--------------|---------------|-----------|-----------|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | | 135 |
| EDU 302 | Educational Measurements, Tests, Research Methods and Statistics | 3 | C | 45 | |
| YED 301 | Yorùbá Reading Skills and Research Method | 2 | C | 30 | |
| FAC 301 | Research Methods in the Arts | 2 | C | 30 | |
| FAC 302 | Theories in the Arts and Humanities | 2 | C | 30 | |
| ALL 301 | Phonology of Yorùbá Language 1 | 2 | C | 30 | |
| ALL 303 | Syntax of Yorùbá Language 11 | 2 | C | 30 | |
| ALL 306 | Yorùba in Broadcasting and Advertising | 2 | C | 15 | 45 |
| ALL 308 | Yorùba Literary History, Theory and Criticism | 2 | C | 30 | |
| | | 23 | | | |

400 Level

| Course Code | Course Title | Units | Status | LH | PH |
|--------------------|---|--------------|---------------|-----------|-----------|
| EDU 401 | Teaching Practice II | 3 | C | | 135 |
| EDU 400 | Project | 3 | C | | 135 |
| YED 401 | Introduction to Applied Linguistics in Yorùbá | 2 | C | 30 | - |
| ALL 401 | Issues in Yorùbá Phonology | 2 | C | 30 | |
| ALL 402 | Culture of the Yorùbá People | 3 | C | 45 | |
| ALL 403 | Issues in Yorùbá Syntax | 2 | C | 30 | |
| ALL 404 | Introduction to Yorùbá Traditional Music | 2 | C | 30 | - |
| ALL 404 | Introduction to Yorùbá Traditional Music | 2 | C | 30 | - |
| ALL 406 | Contemporary Yorùbá Poetry | 2 | C | 30 | |
| ALL 407 | Creative Writing in Yorùbá Language | 2 | C | 30 | - |
| | | 23 | | | |



Course Content and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH45)

Learning Outcomes

At the end of the course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-



reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

YED 101: Introduction to Writing and Communication Skills in Yorùbá (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. discuss Yorùbá orthographic rules with reference to word merger and division, spelling, punctuation and others;
2. explain trends in modern Yorùbá usage and common errors of usage;
3. discuss the principles of effective oral communication as well as the relation between language and writing in the context of emerging technological developments; and
4. identify different types of writing systems, the functions of writing and the relation between language and literacy.



Course Contents

Focus is on the orthographic rules, word division, merger, spelling, punctuation, paragraphing and others. It highlights orthography through the medium of essay writing, reading and comprehension, dictation of complex words, sentences and passages in Yorùbá. Examination of trends in modern usage of Yorùbá Language. Survey of common errors of usage, discussion of the principles of effective and oral communication in the Language. The course further introduce students to the relation between language and writing and to situate this in the context of the needs of a developing technological and literate society. This will be done by examining a variety of topics including relationship between spoken and written languages, an examination of different types of writing systems, the functions of writing and the relation between language and literacy.

ALL 101 Introduction to Yorùbá People, Language and Culture (3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to

1. describe the people of the target language (their culture and language);
2. read and write in the standard orthography of the language; and
3. explain the thoughts and beliefs of the people.

Course Contents

The people, their Language and culture. Thoughts and beliefs. Their origin and theories about their origin. Migration theory and oral history. Their relationship to other peoples in Nigeria and Africa. The language of the people. Introduction to the orthography and the history of the orthography. History of the development of the language. Its classification: genetic, typological and aerial; and scholarship in the language, literature and culture over the years.

ALL 102: Introduction to the History of the People (3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. access adequate information about the origin of the people, migration issues, kingship related issues among others;
2. explain in details the rise and fall of the major kingdoms;
3. analyse the historical data from both oral and written sources; and
4. discuss the trends of scholarship in the language, literature and culture.

Course Contents

The oral and written history of the people with the various historical sources, the social, economic, political, administrative, diplomatic and military history. The history of the people with particular reference to the rise and fall of the major kingdoms. The inter-tribal wars and the advent of colonialism. History of notable towns with emphasis on critical examination of historical data from both oral and written sources.

ALL 103: Advanced Comprehension and Composition I (3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. read and demonstrate good comprehension of text in the language; and
2. read and write composition in splendid Yorùbá language with standard orthography.



Course Contents

Latest version of the orthography. Composition with emphasis on spelling, punctuation, organization, and language use. Comprehension exercises; different types of composition- narrative, explanatory, argumentative, dialogue, letter writing and others. Comprehension exercises and oral delivery in the language.

ALL 104: Orthography of Yorùbá Language

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. evaluate various controversies about orthography of the target language;
2. discuss the efforts of missionaries, linguists and regional governments in developing orthography of the language; and
3. read and write in current orthography.

Course Contents

The principles and practice in orthography development. Types of Orthographies. Survey of orthography of Yorùbá language. Efforts of the missionaries, linguists, professional and academic associations and regional governments in developing orthography for Yorùbá languages. Challenges of orthography designs in the age of information communication technology (ICT).

ALL 105: Introduction to Linguistics I

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the meaning and usefulness of linguistics;
2. classify the scope and types of linguistics; and
3. apply the knowledge of linguistic science to the study of the Yorùbá language.

Course Contents

Explanation on what Linguistics is about, its aims and scope. Descriptive, historical and comparative, sociolinguistics and applied linguistics. Application of linguistics to language teaching, book publishing, machine translation, telecommunication, speech pathology and audiology; Nature of language and its relation to animal communication and other artificial forms of communication, as well as its relationships to culture. Language, its structure, its nature; and relation to animal language, and culture.

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and



8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. explain the concepts and theories of entrepreneurship, , opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Entrepreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.



EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

FAC 201: Digital Humanities: Application of Computer to the Arts (2 Units C: LH 30)

Learning Outcomes

Digital humanities, also known as humanities computing, is an interface between computing and the disciplines in the Arts/Humanities. It is methodological by nature and interdisciplinary in scope, using the techniques of data analysis and digital representation to traditional questions in the humanities and social sciences. It exposes the student to the application of Computer in the various programmes in the Arts discipline. Furthermore, it focuses on the entrepreneurial, research, publishing, networking and the application of various tools and the new media.

YED 201: Yorùbá Language Method (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. explain the philosophy and aims of teaching Yorùbá;
2. state at least seven objectives of teaching Yorùbá;
3. describe the National Secondary School Yorùbá Curriculum;
4. draw a specific lesson plan in Yorùbá language; and
5. demonstrate individually the teaching of specific Yorùbá language concept.

Course Contents

Philosophy, Aims and objectives of teaching Yorùbá in schools. A critical view of the National Secondary School Yorùbá Curriculum. Preparation for teaching; Teacher's entry behaviour,



Previous knowledge, Performance objective and Lesson plan writing, Instructional materials, facilities and methods for teaching Yorùbá, Teaching of key concepts in Yorùbá. Evaluation of Yorùbá language lessons, Micro-teaching sessions.

ALL 201: Survey of the Literature in the Language

(3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to

1. recognize various imaginative literatures of the Yorùbá Language;
2. classify various imaginative literatures of the Yorùbá Language; and
3. appreciate various imaginative literatures of the Yorùbá Language starting from oral literature to written literature.

Course Contents

This is a literary survey of written works in the Yorùbá Language: prose, poetry and drama- History of written literature from the earliest beginning to the present day with emphasis on how the Yorùbá language was written, the roles of missions, early newspapers, the nationalists, cultural groups and regional governments' involvement. Selected literary works in prose, poetry and drama and discussion on the characteristic features of each genre, e. g, plot construct, setting, narrative techniques, characterization, use of language and themes.

ALL 202: Phonology of Yorùbá Language I

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. describe the production of sounds in the Language;
2. identify the phonological processes of the Language; and
3. analyse and categorise the phonemes.

Course Contents

Elementary phonetic description and phonetic classification of the sounds of the language; the articulatory and distinctive feature characteristics of the phonemes of the language; an examination of their patterns of occurrence; distribution; and discussion of contraction; assimilation and features like tone, stress and intonation.

ALL 203: Morphology of Yorùbá Language

(2 Units C LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. identify word formation processes in the Yorùbá language; and
2. give detailed and systematic description of the structure of the language.

Course Contents

A morphological description of the language; structure and forms of words; morphemes, its identification and classification; types of morphemes; morphological processes-affixation, reduplication, compounding; emphatic and non-emphatic pronouns; and word formation processes in the Language.

ALL 204: Syntax of Yorùbá Language I

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. identify the word classes or parts of speech of the language;



2. classify types of sentences in the language; and
3. analyse the sentence structure of the language.

Course Contents

Introduction to the word classes of the language. Nouns. Verbs. Qualifiers; adjectives, prepositions. Adverbs and adverbials among others. The sentence and its parts or constituents. Grammatical functions of the sentence parts. Different sentence types; declarative sentence. Interrogative. Imperative. Focus construction and grammatical analysis.

GST 312: Peace and Conflict Resolution (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kataf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;



6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to

1. demonstrate knowledge of the subject matter;
2. exhibit the necessary Pedagogical skills;
3. convey acquired understanding of child psychology;
4. develop the needed attitude towards teaching;
5. elucidate proper use of instructional facilities; and
6. understand the significance of individual differences of children and how to assist them

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics **(3 Units C: LH 45)**

Learning Outcomes

At the end of the course, students should be able to

1. measure and assess learning outcomes and use the results in decision making and judgments;



2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data;
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in data analysis. Reporting educational research.

YED 301: Yorùbá Reading Skills and Research Methodology (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. develop competence on the nature and research designs of Yorùbá language;
2. understand research project and methods of research project design, methods of data collection appropriate to the different fields of Yorùbá, and literature inquiry;
3. know how relevant data will serve as example for critical evaluation and how to use alternative methods of presentation; and
4. demonstrate a good knowledge of the basic principles of knowledge gathering process, presentation and writing in areas like choosing a research topic, literature review, function and formulation of hypothesis, collection and analysis of data, documentation and preparation of research report in the area of Yorùbá studies.

Course Contents

Focus on the nature and research designs of Yorùbá language. Introduction to research project and methods of research project design. Methods of data collection appropriate to the different fields of Yorùbá language, and literature inquiry will be introduced and how relevant data will serve as example for critical evaluation. Alternative methods of presentation of results will be discussed. Emphasis should be given to the basic principles of knowledge gathering process, presentation and writing. Additional areas include choosing a research topic, literature review, function and formulation of hypothesis, collection and analysis of data, documentation and preparation of research report in the area of Yorùbá studies.



FAC 301: Research Methods in the Arts**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. explain the meaning, usefulness and characteristics of research methods;
2. enumerate the types and approaches to research in the Arts;
3. identify the essential variables in research methods, such as research problem, formulation of objectives, sampling techniques among others;
4. engage in field works to collect appropriate data;
5. formulate good research proposal;
6. conduct original research /Long essay at the final year; and
7. write a report of the long essay devoid of plagiarism and other ethical issues.

Course Contents

This course covers meaning and characteristics of research, a study of research methods, types of research in the Arts, approaches to research, research problem, research proposal, techniques of data collection, analysis and interpretation. It also covers criteria for determining good data and the use of library resources, archives, internet, audio visual aids, field works, interview, questionnaire, observation and focus-group techniques and others. Emphasis should be placed on research report, report writing, language of academic report, organisation, originality of research, authenticity, ethical issues, plagiarism, documentation and editing.

FAC 302: Theories in the Arts and Humanities**(2 Units C: LH 30)****Course Contents**

This course centres on in-depth analyses of the diversity of the theories employed by researchers in the arts and humanities: namely, social integrative theory, gender theory, interculturality theory, liberation theory and others. Theoretical underpinnings are the essential foundation of humanities scholarship. These will build students' capacity to evaluate the merits of scholarly work and arrive at theories best suited to inform their own research.

ALL 301: Phonology of Yorùbá Language II**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. analyse the phonological processes in the language; and
2. apply the knowledge acquired in the sound system of the language to more issues on the phonology of the language.

Course Contents

Examination of the phonological processes in the languages. Syllable structure. Assimilation. Nasalisation. Epenthesis. Vowel harmony. Vowel elision. Tonal processes. Reduplication and loan words. Introduction of phonological theories. Distinctive feature theory. Complementary distribution. Generative phonology. Autosegmental and optimality theory.

ALL 303: Syntax of Yorùbá Language II**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. identify the major sentence types in the language; and



2. analyse sentence structure of the language within the transformational- generative theory.

Course Contents

Application of the transformational– generative theory to the analysis of the sentences of the language. Major sentence types in the language: declarative, interrogative. Imperative. Focus construction as well as their grammatical analysis.

ALL 306: Yorùbá in Broadcasting and Advertising (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students should be able to

1. display relevant skills as freelance translators, broadcasters/ advertisers among others and be able to create jobs for others; and
2. work in public or private media house, fashion industry, entertainment industry and others.

Course Contents

Mass communication in Yorùbá language. Meaning of mass communication. Concepts in mass communication. Journalism. Broadcasting. News item. Print media. Electronic media. Social media and other. The broadcasting aspect is both a theory and practical course to prepare the student for jobs in broadcasting, print and electronic media either as freelance broadcaster or serving in public or private media houses. Identification of the special features of the language of broadcasting in the language. Exploration and preparation of studio scripts for continuity announcers, presenters and producers. Translation and interpretation techniques. Use of language in broadcasting; auditioning; dressing, comportment and others. An in-depth analysis of the development of advertising in the language. Analysis of the distinguishing composition of original advertisement for various commodities in the Nigerian markets.

ALL 308: Yorùbá Literary History, Theory and Criticism (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. explain the meaning, history and advent of literary theories in Yorùbá literature;
2. differentiate between traditional form of literary criticism and modern form;
3. identify and classify kinds of theories relevant to Yorùbá creative works; and
4. apply some of the theories to selected texts- poetry, drama and novel.

Course Contents

Literary history among the Africans before the advent of colonisation as related to oral poetry. Traditional drama and prose forms. Types of literary criticism in the pre-colonial era – pre-performance criticism, communal editing, post-performance criticism and others. Modern criticism and the use of theories. Meaning of theory in literary criticism. Theories and anti-theories in Yorùbá literature. Classification of theories. The advantages and disadvantages of adopting foreign theories in analysing African literature and contextualisation of foreign theories. Classical, western and marxist theories of literature; as they relate to the prose, poetry and drama. Application of selected theories literature to Yorùbá literature. Indigenous theories such as post colonialism, nativism and cultural theories.



EDU 401: Teaching Practice II**(3 Units C: PH 135)****Learning Outcomes**

At the end of the course, students should be able to

1. demonstrate knowledge of the subject matter;
2. exhibit the necessary pedagogical skills;
3. convey proper and effective use of instructional facilities;
4. elucidate proper handling of difference in the learning ability and capability of different students; and
5. demonstrate a wide variety of skills and techniques that will be used to keep students organized, orderly, focused, attentive, on task, and academically productive in class.

Course Contents

Teaching practice is a key component of the undergraduate teacher training programme. It is during this period that the student teacher gets to translate the skills and theory learnt into reality through actual classroom teaching. Teaching practice is the vital component of teacher education and training because it provides student teachers with an opportunity to learn from their experience in the work place.

EDU 400: Project**(3 Units C: PH 135)****Learning Outcomes**

At the end of the course, students should be able to

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

YED 401 : Introduction to Applied Linguistics in Yorùbá**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. demonstrate knowledge and understanding of the concept of applied linguistics in practical usage and non-linguistic purpose;
2. explain how applied linguistics relates to language planning, language teaching and language testing; and
3. understand the nature of language, language policy and planning, first language and second language acquisition.



Course Contents

Attention should be given to the issues of how, when and where general linguistics can be applied both for practical uses and to non-linguistics purpose/fields. Such uses include language teaching and language testing, language standardization, planning and development, translation, and more. Aspect of the nature of Yorùbá language study, then first and second language acquisition, language policy and planning study should be emphasized. Studies in applied linguistics shall focus on the use of language in university academic contexts, intercultural communication, translation and advertising.

ALL 401: Issues in Yorùbá Phonology (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. demonstrate a clear understanding of the phonological rules and the sound patterns of the language; and
2. apply the phonological rules in the analysis of the language.

Course Contents

Current and relevant issues in the phonology of the language. Tones. Vowel harmony. Assimilation and contraction. Syllable nasals. Diphthongisation. Intonation. The functions of tone reduplication. Loan words and coalescence).

ALL 402: The Culture of Yorùbá People (3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should be able to

1. understand the culture, tradition, thoughts and belief of the people;
2. discuss the social, material and other cultural institutions of the Language; and
3. imbibe the good values of the culture.

Course Contents

A survey of the culture of the people in the widest sense of the word culture. Conceptualisation of culture. Importance of culture among the people. Characteristics of culture. Kinds of culture: tangible and intangible culture. Cultural diversity. Language and culture. Social and material culture. Cultural institutions. Kinship, traditional institutions, marriage, child-bearing and rearing, death and funeral rites. Guilds of hunters, drummers, healers, the cults. Government and administration. Land tenure. Administration of justice. Social system and the role of Obas, Chiefs/Mogajis; elders and family heads. An in-depth study of the thought and belief of the people. Structure of Yorùbá religion. God in Yorùbá belief. Divinities, their origin, nature and role in the belief system. Creation myths. Ancestors. The priests in traditional belief. African festivals. Forms of worship. Place of magic in Yorùbá religion.

ALL 403: Issues in Yorùbá Syntax (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to

1. explain the current and relevant issues in the syntax of the Language; and
2. appreciate and analyse the set of rules, processes that govern the sentence structure in the Language.



Course Contents

Relevant issues in the syntax of the language; lexical and phrasal categories; tense; aspects; vowel and their relationships. Ideophones. Pronominalization. Relativization. Reflexivization. Nominalization. Focus construction; adjectives as verbs).

ALL 404: Introduction to Yorùbá Traditional Music

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. appreciate and explain the benefits of traditional Yorùbá music in the past and in the modern times;
2. classify various kinds of traditional music and their features;
3. explain the structure of àpàlà music;
4. list festival music in traditional Yorùbá society;
5. describe the use of the Yorùbá language in traditional music;
6. list the ensemble or instruments used in traditional music, and
7. compose, at least, one or two music type to prepare him/herself for self-employment.

Course contents

The forms of Yorùbá music. Functions and importance of traditional music. The characteristics of the traditional music. Classification of traditional music. Structures of selected music. Thematic contents. Use of language in Yorùbá music. Drums and drumming methods. Instrumentations. Songs and dances. Traditional music and modernity. Traditional music in the age of globalisation and technology.

ALL 405: Contemporary Yorùbá Prose Fiction

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. identify the characteristics of contemporary prose fiction;
2. discuss the historical development of the novel in the Yorùbá language;
3. classify the contemporary Yorùbá novels;
4. describe the characteristics of Yorùbá social and historical novel;
5. explain the features of realism in modern Yorùbá novels;
6. narrate the content and form of Yorùbá crime novel, and
7. apply selected literary theories to analyse some novels in the Yorùbá language.

Course contents

Meaning of contemporary Yorùbá prose fiction. Usefulness and functions of Yorùbá prose fiction. Types of Yorùbá prose fiction. Myths, Legends, Folktales, Chain-folktales and other. The Yorùbá novel. Characteristics of contemporary Yorùbá novel. Classification of Yorùbá novel. Historical development of Yorùbá novel. Novels before Fágúnwà, Fágúnwà novels. Novels in Fágúnwà's tradition. Modern novels. Kinds of contemporary Yorùbá novels: social, political historical, feminist, children novel; novels on disabled children, crime, detective and thrillers and analysis of specific works of selected novelists such as J.F. Qdunjò, Akinwumi Isq̄la, Olu Owolabi, Afolabi Olabimtan, Bamiji Ojo, Adebayo Faleti, Èṣò Oluborode, Gbenro, Lawuyi Ogunniran Oladipo Yemitan, Jibola Abiodun, Olalere Adeyemi, Adagbada Kemi, Bolanle Adekeye, among others.



ALL 406: Contemporary Yorùbá Poetry**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. identify different forms of modern poetry; and
2. analyse selected oral and written poetry texts.

Course Contents

A critical appreciation of contemporary poetry in the language with particular reference to the works of selected poets noting their moral, religious, entertainment, commercial and socio-political functions. A consideration of oral performance of these poems on radio; television as well as their recording on disc, cassettes, phones and video tapes.

ALL 407: Creative Writing in Yorùbá Language**(2 Units C: LH 30)****Learning Outcomes**

At the end of the Course, the learner should be able to:

1. explain the meaning of creative writing;
2. discuss the features of imaginative writing as different from other academic writings;
3. classify types of creative writings;
4. explain the structure of poems, prose and play writings;
5. stimulate the creative potentials of students in writing literary texts in the Yoruba language;
6. practise the writing of play, poem and novel, and
7. become authors leading to self-employment.

Course contents

Writing literary texts in indigenous languages. Features of imaginative writing with specific reference to poetry, drama and prose. Plot construct. Setting. Characters and characterisation. Narrative techniques. Conflict and point of view. Use of language and the organic whole. Composition and writing of poems. Writing stories for mass media in Yorùbá language. Drama serial writing for radio and television. Source of materials for creative writing. Writing detective novels. Historical novels. Children literature. Novels and play writing on disabled people. Writing war plays and novels. Writing Philosophical poems. Creative writing for peace and national unity. Visitation to notable Yorùbá creative writers, both of English and Yorùbá languages.

Minimum Academic Standards**Resource Requirements for Teaching and Learning**

1. Academic and Non-Academic Staff
2. Academic and Non-Academic Space
3. Academic and Administrative
4. Library and Information Resources
5. A functional Language Laboratory
6. A material culture gallery
7. A state-of-the-Art Audio-visual Laboratory for archiving oral and visual literary resources
8. A Micro-teaching Unit.



Staffing

Academic Staff

The guideline on staff/student ratio of 1:30 for Arts programmes shall apply in this programme. However, there should be a minimum of six full-time Staff for the commencement of the programme. There should be a reasonable number of Staff, of not less than 70%, with PhD degrees, as well as sufficient professional experience where necessary. With a minimum load of 15 Units per semester for students and a minimum of six full-time equivalents of staff in the programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

Staff-Mix by Rank should be 20:35:45, for Professor/Reader, Senior Lecturer and Lecturer I and below respectively.

Academic Support Personnel

Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practical and field works.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the Departments and Faculty offices. It is important to recruit very competent senior staff members that are computer literate.

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios, are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Physical Facilities

Spaces

The NUC recommends the following physical space requirement:

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|----------------------------------|---|----------------|
| Professor's Office | - | 18.50 |
| Head of Department's Office | - | 18.50 |
| Tutorial Teaching Staff's Office | - | 13.50 |
| Other Teaching Staff Space | - | 7.00 |
| Technical Staff Space | - | 7.00 |
| Secretarial Space | - | 7.00 |
| Seminar Space/per student | - | 1.85 |
| Laboratory Space | - | 7.50 |

Library

There must be adequate library facilities to cater for the needs of staff and students in the programme. These include current journals, handbooks, textbooks, manuals, codes of practice, standards and specifications in sufficient numbers. Most importantly, there shall be provision for ICT-based access to electronic resources and the information super highway.

**Classrooms, Language Laboratory/Phonetics Equipment Required (Digital)
Workshops and Offices**

1. Four classrooms
2. One Language Laboratory equipped with tapes, recorders, videos, films, Projectors, computers, Headphones, Transcription Charts, Interactive board and adequate Internet connectivity
3. One Reading Room equipped with eye-span trainer, reading accelerators, reading films, Computer filled with E-resources and effective WiFi
4. Professorial offices and offices for others.

