



**WESLEY UNIVERSITY ONDO**  
**COLLEGE OF EDUCATION**

**PROPOSED PROSPECTUS**

**UNDERGRADUATE DEGREE PROGRAMMES**

**2023-2026**

## **Table of Contents**

General Information

Early Childhood and Primary Education

Special Education (Deaf Education)

Geography and Environmental Education

Christian Religious Studies Education

Library and Information Science Education

## GENERAL INFORMATION

### MISSION OF UNIVERSITY:

Wesley University Ondo, Ondo State Nigeria is dedicated to the training of its students to become professionally competent and confident graduates with exquisite dexterity. It provides enabling environment for effective teaching and research in cutting-edge disciplines of all human endeavours for sustainable development. Consequently, the curricular involve intensive teaching and extensive practical training in innovation technology. The University is faith-based and thus passionate about instilling moral regeneration and godly character through Christian faith into all students. The research objectives are also made to be relevant to the needs of industries that will ensure prompt delivery of well-tested and technically optimized protocols to sensitized and confident graduates; the training of self-reliant and competent graduates capable of working on their own instead of the current dependence on government employment constitute the focal points of the University.

### Grading System

The University shall ensure the use of common assessment scale and grading system for all courses taught throughout the University. The grading system shall be as indicated in the table below:

Percentage Scores	Letter Grade	Quality Point	Level of Achievement
70 – 100	A	5	Excellent
60 – 69	B	4	Very good
50 – 59	C	3	Good
45 – 49	D	2	Satisfactory
40 – 44	E	1	Fair
0 - 39	F	0	Fail

Cumulative grade Point Average (CGPA) which is an important assessment parameter is used to determine the level of the final pass grade obtained by a student in all programmes in the university as follows:

Percentage Scores	Letter Grade
4.50 – 5.00	1 <sup>st</sup> Class Honours
3.50 – 4.49	2 <sup>nd</sup> Class Honours Upper Division
2.40 – 3.49	2 <sup>nd</sup> Class Honours Lower Division
1.50 – 2.39	3 <sup>rd</sup> Class Honours

## Eligibility to write Examination

- i. Only candidates who have registered for courses are eligible to take the Semester examinations.
- ii. In order to qualify to sit for an examination, a student must have attended a minimum of 70% of the lectures.
- i. To be qualified to take an examination, a student must have paid 100% of the prescribed fees at the beginning of the First Semester during the registration period. Any student that is unable to make full payment at the prescribed period must seek the approval of the Registrar for part-payment of the fees which may not be less than 50% of prescribed fees. Half payment should be made before the end of the period for late registration for the First Semester while full payment should be made before the end of registration for the Second Semester.

## 3.6 Academic Standing

### 3.6.1 Good Academic Standing

To be in good standing, a student must maintain a cumulative grade-point average (CGPA) of not less than 1.00 at the end of any session during his/her study in the University.

### 3.6.2 Probation

A student whose CGPA is below 1.00 at the end of a particular semester of study, goes on probation the following semester.

### 3.6.3 Withdrawal

A student would be required to withdraw from the University if:

- (i) He/she maintains a Cumulative Grade Point Average (CGPA) that is **Below** 1.00 for two consecutive semesters.
- (ii) He/she has spent the maximum period of study allowed for his/her programme of study and still has one or more courses outstanding.

## 3.7 Termination of Studentship

A student may have his/her studentship terminated and be required to withdraw from the University if he/she fails to register for the required minimum number of courses/units of instruction for two consecutive semesters without approval.

## 3.8 Semester Examination

Each course shall normally be completed and examined at the end of each semester in which it is offered. The examination shall be conducted as prescribed by Senate.

### **3.9 Dissatisfaction with Examination Result**

- i. A student who is dissatisfied with the result of an examination affecting him/her may request for a review by submission of an application to the Senate through the Principal Assistant Registrar (Academic) of the university within three (3) weeks of release of the said result.
- ii. The Senate of the university has the full prerogative to, or not to, effect any amendment of the said result after the cross examination of it.
- ii. Any student with frivolous, ill motivated or speculative complaint(s) on result(s) shall be sanctioned.

### **4.00 Transfer**

Any student who seeks transfer from the university to another is free to do so. Request for transcript for this and any other relevant purpose should be directed to the Admission officer on fulfillment of every necessary requirement.

## **4.0 EXAMINATION REGULATIONS AND GUIDELINES**

### **4.1 Appointment of Examiners**

- ii. University examiners for degree programmes shall be appointed by the Senate on the recommendation of the appropriate College Board through the Committee Deans and Directors.
- iii. University examiners shall be appointed annually at the first meeting of Senate provided that subsequent additional appointments may be processed through the Committee of Deans and Directors.

### **4.2. Control of University examinations**

- i. The Senate shall have control and general direction of all university examinations and shall determine any matter relating to the organization of examinations.
- ii. The Committee of Deans and Directors shall be responsible for the details of organization and administrative arrangements for university examinations.
- iii. University examinations shall be conducted by Departmental Boards of Examiners appointed at the first meeting of Senate on the recommendation of the College Board.
- iv. The Head of Department, as Chief examiner, shall make arrangements for the invigilation of examinations in the Department, while the General Studies Unit makes arrangement for the invigilation of compulsory Special Electives (CSC 111 & 112, GNS 111, 112, 113, 114, 211, 212, 213 and 214).
- v. Each examination room shall have a minimum of two invigilators, one of whom shall be designated senior invigilator.

- vi. Names of invigilators on all campuses for all examinations shall be forwarded to the Provosts of the Colleges and copies of such lists forwarded to the Registrar and Deputy Registrar, Academic Affairs.

### **4.3 Eligibility to write Examination**

- i. Only candidates who have registered for courses are eligible to take the Semester examinations.
- ii. In order to qualify to sit for an examination, a student must have attended a minimum of 70% of the lectures.
- iv. To be qualified to take an examination, a student must have paid 100% of the prescribed fees at the beginning of the First Semester during the registration period. Any student that is unable to make full payment at the prescribed period must seek the approval of the Registrar for part-payment of the fees which may not be less than 50% of prescribed fees. Half payment should be made before the end of the period for late registration for the First Semester while full payment should be made before the end of registration for the Second Semester.

### **4.4 Examination Time-Table**

- i. The Sub-Committee on Examination Time Table shall make available the Semester Teaching and Examination Time-Tables at the beginning of each semester to guide students in the selection of courses.
- ii. The Academic Affairs Unit shall re-circulate the examination time-Table for all courses at least 4 weeks before the examination date to avail students the opportunity of submitting complaints on clashes. All clashes are submitted to the Head of Department who shall remit same to the Examination time-table committee.
- iii. The final time-table shall be displayed on all notice-boards two weeks before the examination after which there shall be no adjustment without the permission of the Registrar.
- iv. The time and venue for each examination shall be strictly adhered to and when it is absolutely necessary to rescheduled an examination, the Head of Department will do so after due consultation with the Provost and such a change shall be published giving the affected candidates a minimum of 48 hours' notice of the change.

### **4.5 Invigilation Arrangement**

- i. It is misconduct for an invigilator to arrive late to the venue of an examination. It is the responsibility of the Head of Department and Chief Examiner to ensure that all invigilators are aware of their responsibility.

- ii. One hour before an examination, all examination hall shall be vacated and prepared for the examination. Candidates shall be checked into examination halls by invigilators who will determine the sitting arrangement of candidates.
- iii. No student without an identity card will be allowed into an examination hall.
- iv. Checking-in of candidates into the examination hall shall commence 30 minutes before commencement of an examination.
- v. Candidates who arrive late shall not be allowed extra time except in special circumstances such as instances of unresolved clashes of which the candidate had duly notified the Chief Examiner in writing.
- vi. In case a candidate has to leave the examination room temporarily, he shall be accompanied by an invigilator.
- vii. Invigilators shall maintain vigilance throughout the examination period and at no time will an examination hall be without an invigilator.
- viii. Until the time when candidates are allowed to leave the examination hall at the end of the examination, no copy of the examination question paper shall be removed from the examination hall. If for any reason a candidate has to leave the examination hall one or two hours into the examination for a three hour paper, he shall hand over both the answer script and examination question paper to the invigilator before leaving.
- ix. Invigilators shall complete attendance sheets in duplicate and the signed sheets shall be considered as the final list of candidates in the examination. One copy will be forwarded to the Registrar while the other copy will be enclosed in the envelope containing the answer script.
- x. At the end of an examination, candidates shall hand over their answer scripts to the invigilator who shall check the candidates' answer scripts against the attendance list to ensure that the scripts are complete. The invigilator shall then seal the envelope containing the answer scripts together with copies of the relevant question paper and a copy of the attendance sheets and deliver them to the Examination Officer.
- xi. Where an examination malpractice is committed, the candidate involved shall be required to make a statement by completing the required examination malpractice form. The candidate shall however be allowed to complete the examination. Under no circumstances shall an invigilator seize a candidate's answer script, tear answer script or forcibly eject a candidate from an examination hall. Where a candidate's behavior constitutes a breach of the peace, the security official on duty shall intervene.
- xii. Where a candidate falls ill in an examination hall, the invigilator shall contact the medical officer on duty for immediate medical attention. Telephone numbers of the security and medical personnel shall be made available to all invigilators.
- xiii. Reports on all examination malpractices shall be sent to the Registrar by the Chief Invigilator. The Registrar shall forward such report to the Vice-Chancellor within 24

hours who in turn shall forward same to the disciplinary committee for thorough investigation and recommendations.

- xiv. All cases of examination malpractices shall be concluded within two months of the conclusion of the semester examination.
- xv. The signed report of the Central Examination Malpractices Investigation Panel be forwarded to the Vice-Chancellor who as chairman of Senate may take action and report same to Senate.

#### **4.6 Absence from Examination**

1. Any Student who fails to register for courses during the semester without permission shall be scored zero (0F) in 15 units which is the minimum number of units required for registration for full-timer students.
2. Candidates who registered for courses, attended classes, and took the required tests but failed to take the semester examination without permission should be given continuous assessment grade on each of the affected courses but a grade of zero (0) in the examination.
3. When a student falls ill before and examination, he is under obligation to send a medical report countersigned by the medical doctor of the university Health Centre not later than one week after the examination to the Chief Examiner. Cases of submission of medical reports outside this period shall be considered on their merit.
4. A candidate applying for leave of absence on medical grounds must forward his application through his head of Department to the College Board. The medical report must be countersigned by the medical doctor at the University Health Centre.
5. Absence from examination other than on medical grounds may be considered on its own merit.
6. A candidate who is permitted to discontinue with an examination by the medical officer on health grounds shall not be penalized and shall be allowed to take the examination at the next available opportunity.

#### **4.7 Guidelines for the Procession of Results**

1. Course Lecturers shall collect sealed package of answer scripts from the Examination Officer within 24 hours of completion of examination.
2. Computed grades must be submitted to the Departmental Examination Committee for consideration within two weeks after the completion of the last examination paper.
3. The Departmental Examination Committee comprising the following membership shall meet within three weeks after examination.
  - a. Head of Department - Chairman
  - b. University Examiners as approved by Senate for the Department.



4. The College Board shall meet to consider recommendations from the Departmental Examination Committee four (4) weeks after examinations.
5. The grades of students from other Departments including grade for Special Electives shall be forwarded through the Head of Department within two days of the meeting of the Departmental Examination Committee.
6. The Committee of Deans and Directors shall meet to consider the recommendations from the College Board which shall be presented by Heads of Departments and Departmental Examination Officers. Such meeting(s) shall be held within four weeks of the completion of the Semester Examination.
7. Matters arising shall be provided on all cases requiring explanation such as cases of students with no results in some or all courses, students with zero (F0) in some courses as well as students who registered for less than 15 Units and students who registered for less than 15 Units on leave of absence or with no registration information.
8. All presentations of results shall include the master mark sheet, reflecting grades, pass list by name, the summary of results and key to courses.
9. Semester results shall be ready for the consideration of Senate not later than six weeks after the completion of the last paper.

#### 4.8 Examination Related Offences and Corresponding Penalties as approved by Senate

S/n	OFFENCES	PENALTIES
1.	Possession of examination answer booklet(s) prior to the examination	Suspension for one (1) Semester
2	Possession of valid question papers prior to the examination period (leakage)	Dismissal
3	Impersonation and hire of examination mercenaries	Dismissal
4	Smuggling out question paper while the examination is in progress	Zero (0F) in course + Suspension for two (2) Semester
5	Smuggling in prepared answers on handkerchief, examination stationery, part of the body, scraps of paper etc.	Zero (0F) in course + Suspension for two (2) Semester
6	Exchange of answer sheet between students	Zero (0F) in course + Suspension for two (2) Semester
7	Exchange of question papers on which answers have been written by students	Zero (0F) in course + Suspension for two (2) Semester
8	Copying from notes, scraps of papers, prepared answers textbooks, handsets and fellow students	Zero (0F) in course + Suspension for two (2) Semester
9	Possession of handsets in the examination hall	Suspension for two (1) Semester

10	Aiding, abetting and spying on another candidate during examination	Zero (0F) in course
11	Submission of answer script with different handwritings	Dismissal
12	Submission of script without student's registration on the attendance list	Zero (0F) in course
13	Refusal of students to submit answer script at the end of the examination	Zero (0F) in course + Suspension for two (1) Semester
14	Tampering with other students' answer scripts (mischievous handling, hiding, tearing etc)	Zero (0F) in course + Suspension for two (2) Semester
15	Refusal to complete the examination malpractices form after involvement in malpractice	Zero (0F) in course + Suspension for two (2) Semester
16	Insubordination/failure to obey invigilators' instructions during examination	Zero (0F) in course+ Suspension for one (1) Semester
17	Refusal to appear before the Examination Malpractices Panel after two (2) invitations	Dismissal
18	Assault/battery/harassment of invigilators	Dismissal
19	Assault/battery/harassment of co-students for non-cooperation in examination malpractices	Dismissal
20	Sitting within a close range of a place where implicating material is found	Strong warning

## 5.0 DEPARTMENTAL ADMINISTRATION

### 5.1 General Administration of the Department/Programmes

The Head of Department directs and coordinates the academic and administrative activities of the Department and he/she is responsible to the Provost of the College. The Department disseminates information emanating from Senate, University and College Board meetings at Departmental meetings chaired by the Head of Department. Regular Departmental meetings are held to ensure that every staff member is part of the decision making process. At such meetings, decisions are taken and duties/responsibilities are shared among the members to ensure that the goals of the programmes and that of the Department are realized.

### 5.2 Students' Welfare

The welfare of students is of importance to the Department. Apart from the University Counseling Unit that handles cases requiring student counseling, the Department operates Staff/Students interactive forum where students are properly guided on all aspects of their academic development. Every student is also allocated a staff adviser, who handles all aspects of students' academic development. Students with complex cases bothering on emotional and physical problems are referred to the Student Affairs Unit of the University for appropriate counseling while those that have health problems are handled by the University Health Centre. Indigent and brilliant students are also recommended to the appropriate University Committee for consideration for University scholarships.

### **5.3 Handling of Academic Grievances**

The Department has in place a robust system of handling academic grievances of students. These students are required to contact the Head of Department and after initial counseling are advised to write officially through the Head of Department to appropriate units of the University. Apart from endorsing such letters, the HOD also monitors such students' requests to ensure appropriate responses from units concerned.

### **5.4 Student Academic Advising**

At the beginning of every session, all students in the Department are attached to academic staff of the Department as Staff Advisers. The Staff Advisers are required to counsel the students on all aspect of their academic work including courses to be registered for, registration for carry over courses and attendance at lectures.

## **6.0 DEPARTMENT/ PROGRAMME CURRICULUM**

### **PROGRAMME STRUCTURE**

#### **FIRST YEAR**

This consists of the introductory courses aimed at providing the link between the course of study, education and the new orientations of the more advanced course from the second year. The elements of the respective programmes are introduced from the holistic perspective course of study and education. Further practical work is also introduced to provide a basic training in techniques used in the subject.

#### **SECOND YEAR**

The second year course is aimed at presenting the general theories and models of the various cause of study and the impact on mankind. The organizations of society as well as the major world problems of the physical, human environment and education are looked into. The elementary techniques in the study of the various programmes and education are also introduced in this year, to increase students' awareness and understanding of the concepts and techniques, and to acquaint students with more examples/illustrations of the subjects.

#### **THIRD YEAR**

The third year courses present the various systematic in various programmes and disciplines as it relates to education. Attention is given to statistical, laboratory and field techniques in the related disciplines. Each systematic branch of the subject deals with the major theories, models and concepts; the methodology and techniques available in the field. The field studies, teaching practice are mandatory for the specified periods during this year. Students are examined based on field notebooks and on essays presenting a report of a chosen aspect of the project carried out in the field.

#### **FOURTH YEAR**

The fourth year courses are essentially applied/advanced aspects of the various special options. These may be treated in the form of student seminars, group field projects. Students are also expected to submit the research project started at the end of the fourth year. The general aim is to give the students a broad based education for the degree but at the same time providing them with the specialized knowledge and skills to equip them for employment at the managerial or supervisory level.

# Early Childhood and Primary Education Curriculum

## **PHILOSOPHY**

The philosophy of early childhood and primary education, is to demonstrate intellectual curiosity and rigor in students. This will enable the students to manifest competency and creativity in learning and observing cultural sensitivity and awareness. Knowledge of child growth and development will take the center stage. Appropriate practice in curriculum implementation partnerships among the home will be encouraged. School and community; Reflective, research-based practice; Field-oriented service and community outreach will be pursued as policy.

## **OBJECTIVES:**

The aims and objectives of the programme among others is to enable our graduates to have broad based knowledge of the early childhood and primary education. The following specific objectives of the programme. At the end of the programme our graduates will be able to:

1. Apply knowledge of child growth and development to curriculum design and implementation.
2. Provide developmentally appropriate programmes for all areas/domains of a child's development through an integrated approach.
3. Demonstrate an appreciation for diversity by providing multicultural, no stereotyping materials and instructional practices to enhance children's self-concept and self-esteem, support the integrity of the child's family, and enhance the child's learning process.
4. Develop and implement integrated learning experiences in curriculum content areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement through projects, learning centres, and playful activities that reflect children's interest, abilities, and learning styles.
5. Use arithmetic assessment as an interactive process to adapt curriculum to match the developmental and special needs of children, to communicate with the child's family, and to evaluate programme effectiveness.
6. Design programmes for a wide range of developmental interests and abilities including children in the inclusive environment.
7. Provide effective ways and strategies of communicating with students, parents or families, colleagues, other professionals and agencies, and the community.
8. Apply knowledge of children, curriculum practice, assessment, and professional code of conduct over time with children of diverse ages, abilities, cultures and family structures.

## **Admission Requirements for Early Childhood/Primary Education**

The Entrance Examination is conducted by JAMB. In addition to attaining required standard in Entrance Examination, candidates must satisfy the general University as well as specific Faculty requirements.

For Early Childhood and Primary Education programme, candidates must have at least five credit passes at not more than two sittings including English Language and Mathematics. Those credits could be in the Arts, Sciences and Social Sciences. The department accept General Certificate of Education (GCE) 'O' level, West African School Certificate or Senior Secondary Certificate Examination (SSCE), National Examination Council (NECO) or National Business and Technical Education Board (NABTEB).

### **Admission by Direct Entry**

Candidates must possess one of the following qualifications:

1. Two passes at the Principal or Advanced Level with GCE O' Level approved equivalent credit passes in three other subjects at not more than two sittings.
2. Three passes at the Principal or Advanced Level with GCE. O' Level approved equivalent credit passes in two other subjects at not more than two sittings; (Passes at the Principal or Advanced Level may be obtained at the G.C.E. A' Level, HSC. or IJMB).
3. At least three merits in related subjects from recognised Colleges of Education in Nigeria.
4. At least seven points in Interim Joint Matriculation Board (IJMB, A level) and Joint Universities Preliminary Examinations Board (JUPEB) from a recognised institutions.

**100 LEVEL COURSES**

<b>S/N</b>	<b>Course Code</b>	<b>Course title</b>	<b>Credit unit</b>
1	GNS 101	Use of English I	2C
2	EDU 111	Introduction to teaching profession, princ. & pract. of edu.	2C
3	EDU 117	Education for Healthy living & national development	2C
4	ECP 101	Human growth and the educational process	2C
5	ECP 103	Child observation and the context of learning field Experience	2C
6	ECP 105	Introduction to assessment and portfolio in Early Childhood and Primary education	2C
7	ECP 107	Teaching Social Studies for Early Childhood/Primary Teachers	2C
8	*ECP 109	Early Childhood and Child Psychology	2C
9	*ECP 111	Introduction to early childhood education	2C
10	*ECP 113	Introduction to Physical and Health Education in Early Childhood and Primary education	2E
11	*ECP 115	Mathematics in Early Childhood Education	2C
12	*ECP 117	Science in Early Childhood Education	2C
		<b>Total No of credit units</b>	<b>24 credits</b>
1	GNS 108	Use of library, Study Skills and ICT	2C
2	EDU 112	Introduction to Educational Foundations	2C
3	ECP 102	Primary Education Mathematics for teachers	2C
4	ECP 104	Nutrition and Healthy Living in Early Childhood	2E

		and Primary education	
5	ECP 106	Reflective Teaching and Seminar	2C
6	ECP 108	Teaching Basic Grammar for Primary Education	2C
7	*ECP 110	Play and Creativity in early childhood	2C
8	*ECP 112	Music and Movement in Early years	2C
9	*ECP 114	Traditional Childhood Rearing Practices in Africa	2C
10	*ECP 116	Introduction to Agricultural Science in Early Childhood and Primary education I	2E
11	*ECP 118	Supervised Teaching in Primary Education	2C
12	*ECP 120	Family Education in Early Childhood and Primary Education	2C
		<b>Total No of credit units</b>	<b>24 credits</b>

## 200 Level

Required courses for education major:

S/N	Course Code	Course title	Credit Unit
1	EDU 201	Sociology & Psychology of Education	2C
2	EDU 203	Subject Methodology 1	2C
3	EDU 211	Introduction to Educational Management	2C
4	EDU 213	Educational Technology	2C
5	ECP 201	Meeting the needs of diverse learners/special needs Observation	2C
6	ECP 203	Micro Teaching-Application of curriculum and instruction Field Experience	2E
7	ECP 205	School, families and society-Internships with families and communi	2C
8	ECP 207	Teaching Basic Mathematics for Primary Education	2C

9	*ECP 209	History and Philosophy of Early Childhood and Primary Education	2C
10	*ECP 211	The Teaching of Values in Early Childhood and Primary Education	2C
11	*ECP 213	English Language in Early Childhood and Primary Education	2C
		<b>Total No of credit units</b>	<b>22 credits</b>
1	GNS 208	Education Management	2R
2	EDU 212	Educational Psychology	2C
3	EDU 222	History and philosophy of education: global Perspective	2C
4	EDU 214	Micro Teaching	2C
5	ECP 202	Curriculum models, planning and implementation in early Childhood and primary classrooms	2C
6	ECP 204	Child Policy Issues	2C
7	ECP 206	Methods and Materials for Early Childhood and Primary Education	2C
8	ECP 208	Teaching Integrated Science for Primary Education	2C
9	*ECP 210	Contemporary issues in early childhood Education	2C
10	*ECP 212	Methods of Teaching Reading in Early Childhood and Primary	2C
11	*ECP 214	Methods of Teaching Mathematics in Early Childhood	2C
		<b>Total No of credit units</b>	<b>22 credits</b>

### 300 Level

S/N	Course Code	Course title	Credit Unit
1	GNS 307	Politics and Inter-Governmental Relations	1R



2	GNS 311	Innovative Technology Application in Social Sciences and Management	1R
3	EDU 301	Educational Measurement & Evaluation	2C
4	EDU 303	Teaching Practice I	2C
5	EDU 305	Evolution of National Educ. Policy & dev. of Edu in Nig	2C
6	EDU 321	Curriculum and Instruction 1	2C
7	ECP 301	Curriculum Integration: Science, Math and Technology	2C
8	ECP 303	Curriculum, instruction and assessment in early childhood and primary	2E
9	*ECP 305	Research in Early Childhood Education	2C
10	*ECP 307	Theories and Practice in Early Childhood Education	2C
11	ECP 311	Language, Literature and Literacy in early childhood/primary education	2C
		<b>Total No of credit units</b>	<b>20 credits</b>
1	EDU 302	ICT in Education	2C
2	EDU 304	Educational Research, Methods and statistics	2C
3	EDU 312	Subject Methodology II	2C
4	*ECP 302	Guidance and Counselling in Early Childhood and Primary Ed	2C
5	ECP 304	Development and Theories of Curriculum in Early Childhood Education	2C
6	ECP 306	Creating learning environment	2C
7	ECP 308	Administration and Organization of Pre-primary and Primary Education/Seminar/internships	2C
8	*ECP 310	Research model in Early Childhood and Primary Education	2C
9	*ECP 312	Introduction to Agricultural Science in Early Childhood and Primary education II	2E
10	*ECP 314	Social psychology of instruction in Early Childhood and Primary	2C

		Education	
		<b>Total No of credit units</b>	<b>20 credits</b>

#### 400 Level Candidates

S/N	Course Code	Course title	Credit unit
1	EDU 401	Teaching Practice II	4C
2	EDU 411	Curriculum & Instruction II (Practicum)	2C
3	EDU 413	Guidance and Counselling	2C
4	ECP 407	Language, Literacy and Literature 11	2C
5	ECP 409	Action Research for Teachers	3C
6	ECP 499	Research project	6C
		<b>Total No of credit units</b>	<b>19 credits</b>
1	EDU 412	Developmental Psychology	2C
2	EDU 422	Special Education	2C
3	*ECP 402	Adult Education in Early Childhood and Primary Education	2C
4	*ECP 404	Design and Production of learning Materials for Primary Edu	2C
5	ECP 406	Portfolio and Reflective practice	3C
6	ECP 408	Early childhood Projects in Nigeria and other countries	2C
7	ECP 496	Practical Approach to Teaching Integrated Science in Nigeria and other countries of the world	2C
8	ECP 498	Clinical practice in Early Childhood Classrooms	4C
		<b>Total No of credit units</b>	<b>19 credits</b>

## **Early Childhood/Primary Education - Course Description**

### **ECP 101: Human Growth and the Educational Process**

This course provides an introduction to the general principles of lifelong human growth and development and their relationship to the educational process. An emphasis will be placed on physical, social, intellectual, and emotional development and their interaction with educational variables.

### **ECP 102: Early Childhood and Primary Mathematics for Teachers**

The course is designed to expose participants to the rudiments of mathematics at pre-primary and primary schools. The mathematical topics include: Whole numbers, measurement units, fractions, equations and formulae, data representation and analysis, basic two dimensional geometry, rounding and significant figures, estimation, decimals, percentages, proportions, analytic geometry, negative numbers, exponents and radicals, compass and straight edge, congruence and similarity, three dimensional geometry, rational numbers, patterns and relations and functions, slopes and trigonometry, statistics.

### **ECP 103: Child Observation and the Context of Learning-Field Experience**

This course provides candidates an opportunity to develop observational skills in three settings: early childhood, elementary, and middle school. Through the guided field experience, candidates examine how curriculum, instruction, and the learning context change as children and youth develop. The course is linked to the other courses in the semester

### **ECP 104: Nutrition and Healthy Living in Early Childhood and Primary education**

This course offer students the opportunity to study all the nutritional diets that make a healthy living, the components of balance diet, the classes of food and nutrients. The nutritional needs of children, the nutritional requirements of different ages: infants, adolescents, adults and pregnant women.

### **ECP 105: Introduction to Assessment and Portfolio in Early Childhood and Primary Education**

This course builds upon prior knowledge of observation to help candidates extend learning to all students and situations. There is an emphasis on utilizing appropriate evaluation techniques, age, and subject appropriate instructional strategies. Specifically, students will be given opportunities to understand the strengths and weaknesses of various methodologies used to assess young children.

### **ECP 106: Reflective Teaching and Seminar**

Course includes a systematic analysis of issues and effective teaching strategies in early childhood and primary education. This course is designed to help the participants understand the importance of

interest and self-direction in learning. It will enable you to plan learning activities which will encourage children to work with concentration and involvement. In addition, this course is to provide knowledge and experience in curriculum development through the design and implementation of interdisciplinary themes (units). Classes will include presentations by the instructor, group discussions, and involvement of participants in the design, implementation, and evaluation of grade-level units. Topics include: rationale and framework, integration of content, teaching strategies, and evaluation. In light of this, participants will be encouraged to incorporate multiple subject areas while addressing the skill development needs of students in their classes

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The course will involve analysis of the nature of value, the process by which values are acquired and changed, the implications of these matters for matters for curriculum and teaching methods.

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The purpose of this course is to survey fundamental concepts and issues in the field of adult education and higher education within the current digital context. Students will examine a variety of literature and engage in discussions that allow an exploration of broad topics in adult education and higher education. Potential topics include, but are not limited to, the adult learner, theories of adult learning,

contexts, problems and issues in adult education, self-study as an adult learner, and digital technology. The course will take a constructivist orientation to adult learning and will challenge

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Use of local materials to design and produce instrumental materials is emphasized in the courses.

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This course will focus on a relevant and appropriate research topic, the design and methodology and the implementation. This research study focuses on qualitative research study.

## **COURSE DESCRIPTION**

### **ECP 101 Human Growth and the Educational Process**

This course provides an introduction to the general principles of lifelong human growth and development and their relationship to the educational process. An emphasis will be placed on physical, social, intellectual, and emotional development and their interaction with educational variables.

### **ECP 102: Early Childhood and Primary Mathematics for Teachers**

The course is designed to expose participants to the rudiments of mathematics at pre-primary and primary schools. The mathematical topics include: Whole numbers, measurement units, fractions, equations and formulae, data representation and analysis, basic two dimensional geometry, rounding and significant figures, estimation, decimals, percentages, proportions, analytic geometry, negative numbers, exponents and radicals, compass and straight edge, congruence and similarity, three dimensional geometry, rational numbers, patterns and relations and functions, slopes and trigonometry, statistics.

### **ECP 103: Child Observation and the Context of Learning-Field Experience**

This course provides candidates an opportunity to develop observational skills in three settings: early childhood, elementary, and middle school. Through the guided field experience, candidates examine how

curriculum, instruction, and the learning context change as children and youth develop. The course is linked to the other courses in the semester

### **ECP 104: Nutrition and Healthy Living in Early Childhood and Primary education**

This course offer students the opportunity to study all the nutritional diets that make a healthy living, the components of balance diet, the classes of food and nutrients. The nutritional needs of children, the nutritional requirements of different ages: infants, adolescents, adults and pregnant women.

### **ECP 105: Introduction to Assessment and Portfolioin Early Childhood and Primary Education**

This course builds upon prior knowledge of observation to help candidates extend learning to all students and situations. There is an emphasis on utilizing appropriate evaluation techniques, age, and subject appropriate instructional strategies. Specifically, students will be given opportunities to understand the strengths and weaknesses of various methodologies used to assess young children.

### **ECP 106: Reflective Teaching and Seminar**

Course includes a systematic analysis of issues and effective teaching strategies in early childhood and primary education. This course is designed to help the participants understand the importance of interest and self-direction in learning. It will enable you to plan learning activities which will encourage children to work with concentration and involvement. In addition, this course is to provide knowledge and

experience in curriculum development through the design and implementation of interdisciplinary themes (units). Classes will include presentations by the instructor, group discussions, and involvement of participants in the design, implementation, and evaluation of grade-level units. Topics include: rationale and framework, integration of content, teaching strategies, and evaluation. In light of this, participants will be encouraged to incorporate multiple subject areas while addressing the skill development needs of students in their classes

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**LIST OF EXISTING ACADEMIC STAFF FOR THE PROGRAMME**

<b>NAME OF ACADEMIC STAFF</b>	<b>AREA OF SPECIALIZATION</b>	<b>DISCIPLINE</b>	<b>QUALIFICATION</b>
Prof. Esther Abiola Oduolowu	<b>Special education</b>	<b>Early Childhood</b>	PhD
Ajayi Hannah Olubunmi	<b>Special education</b>	<b>Early Childhood</b>	PhD
Dr. Okewole Johnson Oludele	<b>Special education</b>	<b>Early Childhood</b>	PhD
Dr. Awolere	<b>Special education</b>	<b>Early Childhood</b>	PhD
Dr. Iroegbu Victoria I.	<b>Special education</b>	<b>Early Childhood</b>	PhD
Dr. (Mrs). G.C. Ilori	<b>Special education</b>	<b>Early Childhood</b>	PhD
Gbenga Akanmu Taiwo	<b>Special education</b>	<b>Early Childhood</b>	PhD
Olumuyiwa A. Ajayi	<b>Special education</b>	<b>Early Childhood</b>	PhD

**LIST OF EXISTING NON-ACADEMIC STAFF FOR THE PROGRAMME**

<b>NAME</b>	<b>QUALIFI CATION</b>	<b>RANK</b>
OKE OLORUNTOBA	Bsc. Bus. ADMIN	Assistant Registrar
UNUIGBOJE MAGDALENE	HND SEC. ADMIN	Confidential secretary
Mrs. C. Nwankwo	B. A Theatre Art	Higher Executive Officer
AKINKUADE FEYISAYO	Bsc. Pol. Sc.	Admin Officer

## **B. Ed Special Education (Deaf Education)**

### **PHILOSOPHY OF THE PROGRAMME:**

Philosophy of Deaf Education Programme (B. Ed) is to provide a balanced opportunity for Secondary School Leavers who are deaf, hard-of-hearing children to pursue a degree irrespective of the health challenges. This is accomplished through a number of contextual frame work such as Oralism. This is a philosophy that the education of the deaf students should be conducted through and should promote the use of spoken language. This philosophy utilizes a variety approaches including lip reading and speech training. Bilingual sign languages is the source of communication while total communication is a combination of signs language and speech. Deaf Education should be culturally sustained through Perennialism, Essentialism, Progressivism and reconstructionalism. This will be entrenched through pedagogies and ethos in a bilingual deaf education and a vibrant signing community.

### **AIMS AND OBJECTIVES OF THE PROGRAMME:**

The primary objectives of B. Ed Deaf Education include the following:

- i. To enhance the lives and prospects of deaf children in their educational career.
- ii. Without deaf schools, educating deaf children becomes more costly both in the short term with limitations in human and other recourses and in the long term with educational differences. Hence, the choice is clear: with schools and programmes for the deaf, society benefits with more productive and contributing deaf adults.

- iii. To promote bilingual deaf education in a truly inclusive approach that uses native sign language and written languages to teach all subjects.
- iv. To promote a fully signing environment which create conducive environment and allows the deaf learners to participate in all aspects of learning from teachers, peers and community members in and out of the classrooms both direct and indirect (Incidental Learning).
- v. To foster the academic, social and personal growth with the wellbeing of the deaf person.
- vi. To ensure bilingual accessibility and oralism in the academic and social environment.
- vii. This will ultimately fill the gap between able and physically challenged students in the society.
- viii. It also aims at providing detailed information about varied aspects of the child's development.
- ix. It will serve as guidance to develop parent's skills in the treatment and education of their children especially deaf children.
- x. To develop all the skills and make a competent person for the Nation.
- xi. To promote the general welfare of deaf, deaf-blind and hard-of-hearing people and cooperate with organizations having similar objectives and aims.
- xii. To carry out and promote research on bilingual approach in education of deaf children.
- xiii. To train persons in sign linguistics and other related courses in deaf education curriculum.

## ADMISSION REQUIREMENTS

### **4 – Year Degree Programme: Unified Tertiary Matriculation Examination (UTME)**

- i. Five (5) Credit level passes in the SSCE/NECO/GCE (O/L) including English Language and Mathematics in not more than two sittings
- ii. An acceptable score in UTME is required.

### **3 – Year Degree Program: Direct Entry (DE)**

- i. At least two passes in GCE Advanced level with Five (5) Credit Level passes in relevant subjects in the SSCE/NECO/GCE (O/L) including English Language and Mathematics.
- ii. A Pass in two principal subjects at the NCE level/ A/L plus five subjects at credit level in GCE, SSCE and NECO including English and Mathematics.
- iii. A Three – Year Diploma in Related Courses recognized by the University plus five credits at the SSCE/NECO/GCE (O/L) ‘O’ Level including English Language and Mathematics.

## LIST OF COURSES

### 100 LEVEL COURSES

Course Code	Course Title	Units	Status
DEP-111	Introduction to Deaf Studies	3	C
DEP-112	Sign Language & Sign Systems	3	C
SOC-111	Introduction to Sociology	3	C

SN	COURSE CODE	COURSE TITLE
<b>A.</b>	General	Courses
1.	GNS 111	Communication in English I
2.	GNS 112	Use of English
3.	GNS 113	Philosophy and Logic



4.	GNS 212	Nigeria Peoples and Culture
5.	GNS 213	History and Philosophy of Science
<b>B. Core</b>		<b>Educational Courses</b>
1.	EDU 111	Introduction to Teaching Profession
2.	EDU 112	Foundations of Education
3.	EDU 113	Human Growth and Development

### C. Required Courses

	COURSE CODE	COURSE TITLE
1.	SPE 110	Introduction to Special Education
2.	SPE 112	Anatomy and Physiology of Sensory Organs as they relate to Special Education
3.	SPE 113	Programmes and Services in Special Education
4.	SPE 114	Identification and Assessment of Various Handicapping Conditions
5.	SPE 115	Practicum (Observations/Educational visits to Special Schools and Institutions)
6.	SPE 111	Psychology and Education of Exceptional Children

### Elective Outside the College ( Select 2 Courses in First Semester and 1 Course in Second Semester (12 Credits).

1.	SOC 111	Introduction to Sociology	4
2.	BIO 111	General Biology	4

3	PSY 113	Introduction to psychology	4
4	PSY 115	History of psychology	4
		TOTAL CREDIT UNITS	4

200 LEVEL {Min, Credits: 38 DE 48, Max credits 48}			
<b>A.</b>	<b>General</b>	<b>Courses</b>	
1.	GNS 111	Communication in English I {DE Only}	
2.	GNS 113	Philosophy and Logic{DE Only}	
3.	GNS 112	Use of English	
4.	GNS 212	Nigerian Peoples and Culture{DE Only}	
5.	GNS 113	History and Philosophy of Sciences{DE Only}	
6.	GNS 211	Introduction to Computer	
7.	GNS 222	Peace Studies and Conflict Resolution	
8.	EPS 211	Entrepreneurial Studies I	
<b>B.</b>	<b>Core</b>	<b>Educational Courses</b>	
1.	EDU 211	Philosophy of Education	
2.	EDU 212	Psychology of Education	
3	EDU 213	Sociology of Education	
4	EDU 224	Introduction to Computer	
5	EDU 225	Curriculum theory and Instruction	
6	EDU 244	Reading and Study skills II	
<b>C.</b>		<b>Core Courses</b>	
1	SPE 211	Philosophy and Education of exceptional children	

<b>D.</b>		<b>B.SC.ED DEAF EDUCATION COURSES</b>
1.	DEP 211	Introduction to Educational Sign Language Interpreter I
2.	DEP 212	American Sign Language (ASL) I
3.	DEP 213	Language/Communication Disorders in Children
4.	DEP 214	Channels and Barriers in Communication
5.	DEP 221	Total Communication Philosophy
6.	DEP 231	Finger spelling
7.	DEP 232	Simultaneous Communication/Interpreting
8.	DEP 233	Translation I
9.	DEP 234	Advanced Sign Language and Finger spelling I
		TOTAL CREDIT UNITS

### 300 LEVEL

<b>300 LEVEL Min 46 Credits Max 48}}</b>		
<b>A.</b>	<b>Faculty of Education Core Courses {Total: 18 Credits}</b>	
1.	EDU 310	Teaching Practice/Internship
2.	EDU 311	Test and Measurement
3.	EDU 312	ICT in Education
4.	EDU 321	Educational Technology
5.	EDU 322	Method Courses 1
6.	EDU 323	Curriculum and Instruction
7.	EPI 311	Entrepreneurial Studies

<b>B.</b>		<b>Departmental Core Courses</b>
1.	SPE 310	Ethical issues in Special Needs Education
2.	SPE 312	<b>Disability, Policy, and Law</b>
3.	SPE 313	<b>Disability and Health, Race, Class, Gender, and throu</b> <b>Life-course</b>
<b>C.</b>		<b>B.SC.ED.DEAF EDUCATIOIN AND SIGN LAN</b> <b>INTERPRETATION (DSL) COURSES</b>
1.	DEP 314	Interactive Interpreting I
2.	DEP 315	Socio-linguistic for the ASL
3.	DEP 316	Introduction to Educational Sign Language Interpreter II
4.	DEP 335	Advanced Sign Language and Finger spelling II
5.	DEP 332	Methods in Total Communication
6.	DEP 342	Interpreting Laboratory
7.	DEP 343	Interpreting and Ethical Conducts
8.	DEP 344	Application of Total Communication
		TOTAL CREDIT UNITS

### 400 LEVEL

	400 LEVEL { Min, 38 Max 48}	
A.	College of Education Core Courses{Total: 17 Credits}	
1.	EDU 410	Research Project
2.	EDU 411	Teaching Practice II/Internship II
3.	EDU 412	Research Method and Statistics

4.	EDU 421	Curriculum and Instruction II
5.	EDU 422	Method Courses II
6.	EDU 423	Guidance and Counselling
<b>B.</b>		<b>Departmental Core Courses</b>
1.	SPE 420	Advanced Seminar and Research in Special Education
2.	SPE 421	Vocational Planning for Persons with Special Needs
3.	SPE 432	Society and Persons with Special Needs
4.	SPE 433	Working with Parents of Persons with Special Needs
5.	SPE 424	Contemporary Issues in Special Needs Education Administration
<b>C.</b>		<b>B.SC.ED. DEAF EDUCATION AND LANGUAGE INTERPRETATION (DSL) COURSE</b>
1	DEP 415	Complex Stories/Signs
2.	DEP 416	Speech/Lip reading Training
3.	DEP 430	Practical Audio-visual Practice & Instructions (S)
4.	DEP 431	Effective Interpretation in Various Settings
5.	DEP 432	Theories of Interpretation
6.	DEP 433	Advanced Mathematical Concepts, Numbers and
7.	DEP 434	Research Techniques in Sign Language Interpretation
		<b>TOTAL CREDIT UNITS</b>

## **COURSE DESCRIPTION**

### **DEP -111 Introduction to Deaf Studies** **CREDITS: 3**

This is an introductory survey to the field of Deaf Studies that highlights cutting edge concepts and theories at use in this field. The course will show how deaf people and sign languages are integral aspects of human diversity and how societies have responded to this diversity across different social, temporal, and cultural moments and movements.

### **DEP 112 Sign Language & Sign Systems** **CREDITS: 3**

An introduction to the major features of languages and to the structure, use, and variation in the sign languages and sign systems commonly used in the United States. The course will cover four major topics: (1) Language: The nature and definition of languages, the uniqueness of language, and contrasts between language and other forms of communication; (2) Language and Culture: The role of language in human society, with special focus on language acquisition, language identity, and bilingualism; (3) American Sign Language Structure: A survey of the major features of the linguistic structure of ASL. Topics are: Phonology: the structure of the physical signals; Morphology: the basic structure and composition of meaningful units of ASL; Syntax: word order and nonmanual syntactic signals in ASL sentences; (4) Language Variation: Language variation and language contact in the deaf

community, including discussions of contact varieties of signing and systems for representing English.

**SOC-111 Introduction to Sociology**                      CREDITS: 3

Sociology attempts to understand how societies function. The course explores how social forces influence our lives and our chances for success. It also examines social groups, the relationships among social groups, and the ways groups get and maintain power.

**GNS 111 Communication in English I**      2 Credits

The Use of English and Communication Skills I course exposes students to the following titles: Effective communication and writing in English, language skills, writing of essays, sentence construction, outlines and paragraphs, grammatical units, grammatical usage, registers, mechanics of writing, collection and organization of materials and logical presentation, punctuation.

**GNS 112 Use of English**      2 Credits

Use of English has aims similar to GST101. The aims are to expose students to the functions and rules of English in order that they may be able to communicate effectively using the language in diverse social and academic settings. To achieve these broad aims, GST102 will: introduce students to diverse writing skills in English; give students broad-based knowledge of the phonological forms of the language; expose students to diverse speaking enabling skills relevant to the language; and give them the grammatical rules and usage of English, logical presentation of papers, phonetics, instruction on lexis, art of public speaking and oral communication, figure of speech, précis, report writing.

**GNS 113 Philosophy and Logic**      2 Credits

This course is a general introduction to Philosophy and Logic. The course will cover topics such as the nature and scope of Philosophy, the traditional and special fields of philosophy. We shall look at the different conceptions of the term 'Philosophy'. After this, selected problems in the major branches of philosophy, namely, epistemology, metaphysics, ethics and logic, will be discussed. In epistemology, we shall attempt to define and discuss epistemology as a theory of knowledge and also look at the major theories of truth. In metaphysics, we shall define metaphysics, discuss the two theories of reality, the problem of universals in particular and the problem of substances and quality. In ethics, we shall define ethics, discuss the scope of ethics and practical moral problems. We shall look at a number of theories that are required in making correct moral judgments. Finally, we shall attempt a definition of logic in the strict, technical and professional sense and evaluate arguments and critical thinking which are indispensable to national development.

### **GNS 122 Nigeria Peoples and Culture      2 Credits**

This course treat the Nigerian's perception of his world, culture areas of Nigeria and their characteristics, evolution of Nigeria as a political unit, concept of functional education, social justice, individual and national development, norms and values and moral obligations of citizens.

### **GNS 123 History and Philosophy of Science      2 Credits**

History and Philosophy of Science is an effort to explain the nature of scientific enquiry and assess how reasonable or justified science is or should be from various philosophical viewpoints. The course examines the history of various branches of natural sciences, their contributions to human development, problems being encountered as a result of scientific progress and the way out. This course helps students to understand and appreciate the evolution of science, its classification and its contradictions. The course also helps students to understand the context



in which scientific discoveries are made, the people behind them and their applications. The course also helps students to identify and define key scientific concepts and classifications.

**EDU 111 Introduction to Teaching Profession      2 Credits**

This course exposes students to topics such as introduction and definitions of Teaching and Professionalism, Teacher Training Programme, Qualities of Ideal Teacher, The personal development of the teacher as well as agencies and organizations that have any influence on education. It will also include acquisition of knowledge about ethical conduct for professional teacher. A study of educational development and institutions from ancient times to the present with particular reference to the evolution of modern education in Nigeria.

**EDU 121 Foundations of Education              2 Credits**

This course introduces the Nigerian educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, and experiences in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education.

**EDU 112 Human Growth and Development      2 Credits**

An introductory course on the cause and consequences of the development of the child, from conception to childhood. Different developmental theories are discussed as they relate to human development in infancy, babyhood and childhood. Students are exposed to different ways of handling children in schools and homes

**SPE 110 Introduction to Special Education      2 Credits**

The course is an overview of the field of Special Education in general rather than a categorical approach of working with children who are disabled. The content area covers educational practices currently accepted in the field of Special Education in terms of nature, identification procedure, needs for teaching materials and procedures. The course also introduces students to the kind of instructional programmes and services available for the individuals that need Special Education.

**SPE 112 Anatomy and Physiology of Sensory Organs as they relate to Special Education 2 Credits**

The course focuses on the visual and auditory apparatus, the eye and the ear and the peripheral and the central nervous system. The parts and their functions are discussed. The various problems that can result from inadequate functioning of each part is also discussed.

**SPE 113 Programmes and Services in Special Education 2 Credits**

The development of Special Needs Education services overseas and in Nigeria. An examination of the special needs of exceptional children in Nigeria and of the role of the special education in meeting these needs.

**SPE 114 Identification and Assessment of Various Handicapping Conditions 2 Credits**

The course is designed to familiarize the students with simple methods of identification techniques of the various disabilities among children. They are acquainted with simple assessment methods which enable them design educational intervention packages for remediation of these disabilities among children.

### **SPE 115 Practicum 2 Credits**

The course involves observation/ educational visit and observe the practical activities in either special or inclusive institutions as well as clinics/hospitals. It provides the students with opportunity for detail observation and evaluation of special schools facilities, staffing, recreation/instructional facilities. The various categories of exceptionalities will be identified and case study report will be written as well as writing of a comprehensive report on practicum experiences.

### **SPE 121: Psychology and Education of Exceptional Children 4 Credits**

This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice.

### **General Courses for 200 Level**

#### **GNS 111 Communication in English I (DE) 2 Credits**

The Use of English and Communication Skills I course exposes students to the following titles: study skills, language skills, grammatical units, grammatical usage, registers, effective writing skills and mechanics of writing.

**GNS 112 Use of English (DE)      2 Credits**

Use of English has aims similar to GST101. The aims are to expose students to the functions and rules of English in order that they may be able to communicate effectively using the language in diverse social and academic settings. To achieve these broad aims, GST102 will: introduce students to diverse writing skills in English; give students broad-based knowledge of the phonological forms of the language; expose students to diverse speaking enabling skills relevant to the language; and give them the grammatical rules and usage of English.

**GNS 113 Philosophy and Logic (DE)      2 Credits**

This course is a general introduction to Philosophy and Logic. The course will cover topics such as the nature and scope of Philosophy, the traditional and special fields of philosophy. We shall look at the different conceptions of the term 'Philosophy'. After this, selected problems in the major branches of philosophy, namely, epistemology, metaphysics, ethics and logic, will be discussed. In epistemology, we shall attempt to define and discuss epistemology as a theory of knowledge and also look at the major theories of truth. In metaphysics, we shall define metaphysics, discuss the two theories of reality, the problem of universals in particular and the problem of substances and quality. In ethics, we shall define ethics, discuss the scope of ethics and practical moral problems. We shall look at a number of theories that are required in making correct moral judgments. Finally, we shall attempt a definition of logic in the strict, technical and professional sense and evaluate arguments and critical thinking which are indispensable to national development.

**GNS 122 Nigeria Peoples and Culture (DE)      2 Credits**

This course treat the Nigerian's perception of his world, culture areas of Nigeria and their characteristics, evolution of Nigeria as a political unit,

concept of functional education, social justice, individual and national development, norms and values and moral obligations of citizens.

### **GNS 123 History and Philosophy of Science (DE)      2 Credits**

History and Philosophy of Science is an effort to explain the nature of scientific enquiry and assess how reasonable or justified science is or should be from various philosophical viewpoints. The course examines the history of various branches of natural sciences, their contributions to human development, problems being encountered as a result of scientific progress and the way out. This course helps students to understand and appreciate the evolution of science, its classification and its contradictions. The course also helps students to understand the context in which scientific discoveries are made, the people behind them and their applications. The course also helps students to identify and define key scientific concepts and classifications.

### **GNS 211 Introduction to Computer      2 Credits**

Modern day computers classification, digital, analog and hybrid computers. The microcomputers, hardware, input, processing and output units. software diskettes. Binary numbers, memory ratings bits, nibbles and bytes. Programming language, machine language, high level and low level languages, characteristics and examples. Programme statement: input, processing and output statements; controls in output statements. Other programme statement; assignment, declarative, repetitive top and transfer of control statements. Examples of simple programmes. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Again, topics include computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures. Computer networking: definition, advantages and network technologies, e-mails, websites, browsing. Upon

completion, students should be able to demonstrate an understanding of the role and functions of computers and use the computer to solve problems. Students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language.

### **GNS 222 Peace Studies and Conflict Resolution 2 Credits**

Basic concepts in peace studies and conflict resolution. Peace as a vehicle of unity and development conflict issues. Types of conflict e.g. Ethnic/Religious/Political/Economic. Root causes of conflict and violence in Africa. Indigene/settler phenomenon. Peace building studies and conflict resolution. Elements of peace studies and conflict resolution. Developing a culture of peace, peace meditation and peace keeping. Alternate Dispute Resolution (ADR). Dialogue/arbitration in conflict resolution. Role of international organizations in conflict resolution e.g. ECOWAS, OAU, UN, etc.

### **EPS 201 Entrepreneurial Studies I 2 Credits**

Entrepreneurship in theory: The Course content consist of entrepreneurial development and small business management. The Nature of entrepreneurial functions and small business, opportunities, forms of business, staff, marketing and the new venture; determining capital requirements, raising capital; financial planning and management; starting a new business, feasibility studies; innovation; legal issues, insurance and environmental considerations possible in Nigeria,, execution and control. Financial statements and record keeping for small business. It will also expose the students to possible problems and solutions in the entrepreneurship activities.

**EDU 201 Philosophy of Education 2 Credits**

This course introduces students to the basic elements of educational philosophy so as to appreciate and place value for education. During this course, students will learn about very interesting concepts such as metaphysics, axiology, logic, freedom, epistemology, idealism, realism etc.

**EDU 202 Sociology of Education 2 Credits**

This course will introduce the students to the Nature and Scope of Sociology of Education, Education and Sociology, Socialization of the Family and School, Socialization Education, Culture and Personality, Family and Education, Education and Social Stratification Stability and Change, Education and Culture Charge, The Sociology of Teaching Social Relations in the Classroom, Teacher and Curriculum, Teacher and Examination, Social Class and Educational Attainment, Education and Social Values, Home and Social Values, and Social Functions of Education and the spirit of inquiries.

**EDU 211 Educational Administration 2 Credits**

The course takes students through the meaning and basic concepts in educational administration, the development of administration, leadership in educational institutions, supervision of instruction, educational law and control of education in Nigeria, organization of ministries of education, the functions of the state ministry of education, the functions of the State Primary Education Board (SPEB) and other boards of education in Nigeria, school plant, mapping and maintenance and planning of school plant. So also, the course take you through school records, the school time-table, school budget, discipline and the school community relationship.

**EDU 212 Educational Psychology 2 Credits**

This course will introduce students to what Psychologists refer to as Learning.. Psychology of Learning is to give students a general background to psychology of learning and to illustrate key areas in which it can be applied in a practical way during the teaching-learning process in particular and in learning situations in general. The course expose students to concepts and principles of psychology, discusses the meaning and scope of psychology, branches of psychology; learning theories, transfer of learning and motivation in learning, definitions of learning, what is meant by Human Learning, learning process, factors affecting learning and their corresponding implications for human learning, transfer of learning and important factors in human learning that teachers must know.

**SPE 210 Philosophy and Education of exceptional children  
2 Credits**

An overview of the foundations of rehabilitation services. Historical development philosophical and ethical considerations are structural cornerstones to be understood and impact of legislation on the profession and people with handicaps and its implications for the future direction of rehabilitation services in Nigeria.

**DEP 211 Introduction to Educational Sign Language Interpreter I 2 Credits**

This course introduces students to mastery of parameters of sign language (handshape, positioning, orientation and grammatical structures of signs). Students are equally exposed to basic signs in alphabet, numerals and vocabularies. Examining issues associated with the art of interpreting including the ethical conducts.



**DEP 212      American Sign Language (ASL) I**  
**2 Credits**

The purpose of this course is to enable students to begin to acquire proficiency in American Sign Language through a linguistic, communicative, and cultural approach. Emphasis is placed on the development of receptive and expressive signing skills and on the acquisition of the fundamentals of applied grammar. An exposure to the deaf and hard of hearing culture will be presented and students are expected to participate in the community.

**DEP 213      Language/Communication Disorders in Children**  
**2 Credits**

Description of language and language disorder in children stages of language development. Traditional and current assessment and intervention procedures for children with language disorders associated with different etiological factors. The course also exposes students to definition of communication disorders, types, classification and causes of communication disorders in children. It also presents the effect of such disorders on the afflicted child.

**DEP 214      Channels and Barriers in Communication**  
**2 Credits**

The course examines the definition of communication and analyses the channels in communication process as it relates to a child with hearing impairment. Types, problems associated with communication process with the deaf are examined. Tips for mastery expressive and receptive communication are discussed. Advantages and disadvantages of these channels of communication are discussed.

**DEP 221      Total Communication Philosophy**  
**2 Credits**

This course deals with understanding the communication modalities as contained in the spectrum of total approach. Examining the philosophical positions of the manualist and oralist schools of thoughts. Their advantages and disadvantages. Intensifying and evaluating effort at developing the indigenous sign language for the deaf.

**DEP 231      Finger spelling**  
**2 Credits**

Avails the students to the art of Rochester method. Acquisition of numerous sign language vocabularies, simple stories and finger-spelling them.

**DEP 232      Simultaneous Communication/Interpreting**  
**2 Credits**

An introduction to consecutive sign language interpreting (sign and voice), primary emphasis includes a theoretical analysis of the interpreting process, reinforcement of pre-requisite language, and development of the higher level of skills. The art of signing and talking with the deaf. Encouragement of amplification system in communication. Mastery of manual alphabet, numerals, finger spelling and building, simple sentence construction, expressive and receptive sign language, simultaneous communication method.

**DEP 233      Translation I**  
**2 Credits**

An introduction to various transliterating systems: Pidgin Signed English (PSE), Signing Exact English (SEE), and other coding systems. Students

gain the ability to discriminate between ASL interpretations and varying degrees of English transliterations. Students learn to distinguish the appropriate context for utilizing each signed system.

**DEP 234      Advanced Sign Language and Finger spelling      I**  
**2 Credits**

Focuses on manual dexterity, techniques in expressive lexical output, receptive continuity, the use of ASL number systems, foreign phrases, and topical terminology. Improve both receptive and expressive finger spelling. More practice using American sign language. American sign language variants, idiomatic expression using gestures and pantomimes. Grammar and structure of American sign language, finger-spelling of disyllabic vocabularies, sentence transformation and decoding of American sign language. Short and medium stories decoding and expression. Exposition and association with deaf people.

**EDU 300 Teaching Practice/Internship I      4 Credits**

A good teacher education programme must seek to assist the individual teacher to grow and develop as a person, provide him with the necessary skills and professional abilities that will help him become an effective teacher". The type of teacher education under discussion can only be provided through several strategies, one of which is Student Teaching Practice (STP). The practical teaching programme is the teaching practice. This exposes the teacher trainee to the rudiments of teaching. The duration of this varies from one institution to another. The National Policy on Education (Federal Republic of Nigeria- FRN, 2014) stipulates that the duration should be a minimum of 12 weeks. Some institutions divided this into two, with minimum of 6 weeks each while some take it in a single stretch of a minimum of 12 weeks, The National Open University of Nigeria adopted a style of two teaching practice for first

degree programme in education. This is in line with the National Universities Commission.

### **EDU 301 Test and Measurement 2 Credits**

This course aims to give students an understanding of the fundamental principles of educational measurement and evaluation and how these could be applied in the assessment of students learning outcomes and classroom achievements, give students an overview of educational measurement and evaluation, outline the educational objectives and their taxonomies, give the practical functions of tests in education, explain how to measure educational outcomes in cognitive, affective and psychomotor domains, explain the various types of tests and their uses, introduce students to test reliability and validity and explain quality control in marking system.

### **EDU 302 ICT in Education 2 Credits**

This course prepares students in understanding the history of computers, functional components of computers, characteristics of a computer, problem solving, flow charts, Algorithm. Computer programming. Introduction to Basic programming language and computer application.

### **EDU 311 Educational Technology 2 Credits**

This course introduces students to the meaning of Educational Technology, Instructional Technology, History of Educational Technology, Historical Development of Educational Technology in Nigeria, The Communication Process, Definition of Terms, Systems Approach, Factors or Methods, Media Selection, Time and Evaluation, The Place of Information and Communication Technology in Distance Education, Educational Resource Centres (ERC), Techniques of Instructional Media Production, Improvisation, Lettering, Production of

Audio Media, Production of Visual and Audio Visual Media, Photography and Instructional System Design and Development.

**EDU 312 Method Courses 1            2 Credits**

The disciplines that make up the General methods of Teaching are many and they include: The Teacher and the child, Lesson Plan Preparation, Various types of Teaching Method, The Art of Classroom Management, Question and Questioning Techniques, Test and Examinations, Marking and Assignments, Method of Study and the use of Audio-Visual Aids. Issues related to the art of microteaching will also be examined.

**EDU 321 Curriculum and Instruction    2 Credits**

This course introduces students to the Basic Concepts in Curriculum, History of Curriculum Development in Nigeria. A study of the theories and principles of curriculum planning, development, implementation and evaluation, An Introduction to Curriculum Development Process and design. It will also include the theoretical issues concerning curriculum plus and minus for individuals with special needs.

**EPI 301 Entrepreneurial Studies II        2 Credits**

Entrepreneurship in practice: The opportunity, forms of business, staffing, marketing and the new venture; determining capital requirements, raising capital; financial planning and management; starting a new business; feasibility studies; innovation; legal issues; insurance and environmental considerations possible in Nigeria.

**SPE 310            Ethical issues in Special Needs Education  
2 Credits**

This course explores ethical issues of human value development, decision making, basic principles of health care, the nature of rights, confidentiality and management of health care information, professional gate keeping as a function of role fidelity, autonomy and paternalism,

justice and the allocation of scarce resources, withholding and withdrawing life support, euthanasia, abortion, AIDS and health care practice, genetic science, and trans-cultural health. Students will work in teams to create presentations from these various topics for their colleagues. This is a highly interactive program of instruction and requires student be actively engaged in the learning process.

**SPE 312      Disability, Policy, and Law                      2 Credits**

Explores the major laws and policies relevant to people with disabilities. Provides an overview of the historical, political, legal, socio-cultural and economic forces that shape policy and legislation.

**SPE 313      Disability and Health, Race, Class, Gender, and  
through the Life-course**

2 Credits

Invites students to engage in a critical dialogue around disability, race, class and gender through an intersectional and interdisciplinary frame of analysis. Examines the construction and circulation of knowledge about bodies, health, medicine and impairment from a disability studies perspective. Provides an overview of varying approaches to the study of disability through the life course from early childhood to adulthood and aging.

**DEP 314      Interactive Interpreting  
2 Credits**

Practical demonstration of the art of interpreting using a speaker and the interpreter. Applying the principles in interpreting. Learning an advanced

vocabularies using same for classroom practice. More practices using long stories.

**DEP 315      Socio-linguistic for the ASL  
2 Credits**

This course engages students in conversational expression of feelings, ideas, and opinions in ASL. Social interaction patterns within deaf culture. Demonstrate understanding on social interaction patterns and present information and ideas to an audients through expressive American Sign Language.

**DEP 316      Introduction to Educational Sign Language  
Interpreter II 2 Credits**

This course introduces students to mastery of parameters of sign language (handshape, positioning, orientation and grammatical structures of signs). Students are equally exposed to basic signs in alphabet, numerals and vocabularies. Examining issues associated with the art of interpreting including the ethical conducts.

**DEP 335      Advanced Sign Language and Finger spelling  
2 Credits**

Focuses on manual dexterity, techniques in expressive lexical output, receptive continuity, the use of ASL number systems, foreign phrases, and topical terminology. Improve both receptive and expressive finger spelling. More practice using American sign language. American sign language variants, idiomatic expression using gestures and pantomimes. Grammar and structure of American sign language, finger-spelling of disyllabic vocabularies, sentence transformation and decoding of American sign language. Short and medium stories decoding and expression. Exposition and association with deaf people.

**DEP 332      Methods in Total Communication**  
**2 Credits**

This course introduces the student to the curriculum issues involved in teaching hearing impaired students such as principles of teaching hearing handicapped children, individual instructional programme (IEP) curriculum, school management, school plant, etc. furthermore, the course covers regular school curricula adaptation – English, Mathematics, Science, Social Studies, Creative Arts, etc. and how each of these is taught to a child with limited hearing. Emphasis is laid on hands – on experiences and material adaptation in teaching all regular school subjects to a child with hearing impairment.

**DEP 342      Interpreting Laboratory**  
**2 Credits**

An opportunity for advanced level interpreting students to gain work experience, practical application of the role of professional service providers, and an introduction to the duties and responsibilities of interpreters in the community. The student will be under the observation and supervision of experienced professional interpreters. This course will address specific vocabulary and ethical factors in a variety of interpreting settings.

**DEP 343      Interpreting and Ethical Conducts**  
**2 Credits**

Role play using practical demonstration of situation requiring interpreting services.

Identifying and correcting basic errors in the art of interpreting. Examination of the code of conduct guiding interpreting. The interpreters' rights and privileges. The role of the hearing impaired during the interpreting session is equally discussed.



**DEP 344      Application of Total Communication  
2 Credits**

The course examines the application of each communication modalities as contained in the spectrum of total approach. Factors that led to the upsurge of total communication worldwide are considered. Scenario from crude signs to formal standardized sign language are considered.

**EDU 400 Research Project 6 Credits**

Through the provision of this course, students are encouraged to go into a fairly rigorous and systematic search for answers to research questions/hypotheses in the form of thesis writing called Project. The course offers students the opportunity to try out their knowledge and skills in research methods and statistics in a defined problem area, usually in their area of specialization. The project is supervised by a lecturer in the student's area of specialization.

**EDU 401 Teaching Practice/ Internship II**

A good teacher education programme must seek to assist the individual teacher to grow and develop as a person, provide him with the necessary skills and professional abilities that will help him become an effective teacher". The type of teacher education under discussion can only be provided through several strategies, one of which is Student Teaching Practice (STP). Therefore, the concept of STP is deeply rooted in the drive towards the education and training of competent and professional teachers. The purpose of this unit is to discuss the meaning, the rationale, goal and general objectives of STP as well as define some technical terms students will come across during the exercise. Students will be required to demonstrate the art of practical teaching in the classroom for specific period of time and being supervised and field experience in a

different setting built upon previous experience in a rehabilitation facility in the community.

### **EDU 411 Curriculum and Instruction II 4 Credits**

This course introduces students to the Basic Concepts in Curriculum, History of Curriculum Development in Nigeria, Curriculum Development in a Developing Nation like Nigeria and an Introduction to Curriculum Development Process Planning and design. It will also include the theoretical issues concerning curriculum plus and minus for individuals with special needs.

### **EDU 412 Method Courses II 2 Credits**

The course exposes students to the implication of various teaching methods in different subjects under different situations. Students will also be exposed to techniques of handling learners with special needs in the classroom including the use of I.E.P. It also includes practical demonstration of the art of teaching to a supposed population of students. Emphasis will be on skill development.

### **EDU 402 Research Method and Statistics 2 Credits**

This course introduce students to the fundamental elements of research methods in education, explain the concepts and processes of educational research, discuss the different types of research, identify researchable problems in education, demonstrate skills in literature review, formulate research questions and hypotheses, explain the different types of research designs, differentiate between population and samples, apply the different methods of data collection, compare the different methods of data collection, discuss the properties of a good instrument, organize and present data using different methods, demonstrate proficiency in the use of descriptive statistics, use inferential statistics to test hypotheses,

explain the steps in testing hypotheses, and write reports of research projects.

### **EDU 413 Guidance and Counselling      2 Credits**

Nature of Guidance and Counselling, Principles of Guidance and Counselling, Historical Development of Guidance and Counselling, Developmental Problems of Guidance and Counselling, Functions of the School Counsellor, Functions of the Major Stakeholders in Guidance and Counselling, Organization of Guidance Services, Records and Record Keeping in School, Guidance Programme, Process and Techniques in Counselling, Techniques of Counselling, Group Dynamic Process in Counselling, Continuous Assessment in Schools, Historical and Theoretical Development of Vocational Guidance, Collection, Planning and Dissemination of Career Information. It also includes guidance services for special populations.

### **SPE 410      Advanced Seminar and Research in Special needs Education      2 Credits**

This course is designed to encourage in-depth examination of contemporary and sensitive issues in the training and education of all categories of handicapped children. Additional research issues such as design, methodology, applicability with exceptional children, active analysis and critique, specialized knowledge and skills required to conduct complex and studies and investigation of exceptionalities will be treated as well. The course will run through first and second semesters.

### **SPE 411      Vocational Planning for Persons with Special Needs      2 Credits**

Procedures and techniques used in vocational planning for the handicapped including; and introduction to rehabilitation services, the

rehabilitation process, an overview of disabling disorders, vocational approach to rehabilitation in Nigeria and practical work.

**SPE 412      Society and Persons with Special Needs**  
**2 Credits**

The course examines the society disabled persons interactions and proceeds to x-ray the society” role in creating, alleviating handicaps for persons with disability. Specifically, the course covers issues of status of the disabled, adjustment to disability, attitude and attitude change towards the disabled, emotions of pity, sympathy and empathy towards the disabled, volunteerism/advocacy, and integration/inclusion

**SPE 413      Working with Parents of Persons with Special Needs**  
**2 Credits**

Teaching simple assessment, instructional and therapeutic techniques. Organizing parent workshop and supportive sessions. This must involve some practice of parent counseling. Students will also learn about marriage contract, parental reactions, and educational programmes for different categories of children with special needs in the family.

**SPE 414 Contemporary Issues in Special Needs Education and Administration**

**2 Credits**

This course is designed to expose the students to necessary information about 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 services, programmes, financial planning, teacher education and teacher posting for services.

**DEP 415      Complex Stories/Signs**  
**2 Credits**

This course presents sample of stories from different aspects of life (discipline). Vocabularies are extracted from these stories and sign language presented for practice. It also examines difficult vocabularies from various disciplines and attempt to present or develop its signs.

**DEP 416      Speech/Lip reading Training**  
**2 Credits**

Helping the hearing impaired improve/develop his speech ability. Using variety of English words to teach lip reading to the deaf child through imitation and modeling theory. Also learning about speech and speech disorders in children.

**DEP 430      Practical Audio-visual Practice & Instructions (Sign Lab) 2 Credits**

Using the sign language laboratory or exposure to practical audio-visual films/clips and learning more sign language communication modalities. Giving and gaining instructions in sign through the audio-visual materials (equipments).

**DEP 431      Effective Interpretation in Various Settings**

**2 Credits**This course furthers vocabulary and skill development in Contact Signing for various settings: educational, legal, medical, and performance. This course serves to advance transliterating skills.

**DEP 432      Theories of Interpretation**  
**2 Credits**

Introduces basic theories, principles and practices of interpreting, with emphasis on the role and responsibilities of the interpreter, environments in which interpreters will be involved, and assessments within the

profession. Professionalism in interpreting is stressed, especially through the observance of ethical standards

**DEP 433      Advanced Mathematical Concepts, Numbers and Signs      2 Credits**

Students are exposed to concepts and words in mathematics including the ways in which these concepts are used and signed. Theories and assumptions including the principles that explain these assumptions are presented.

**DEP 434      Research Techniques in Sign Language Interpretation      2 Credits**

Techniques and problems associated Sign Language Interpretation. Emphasis on measurement, descriptive statistics, and the principles of experimental design in Sign Language Interpretation

**LIST OF EXISTING ACADEMIC STAFF FOR THE PROGRAMME**

<b>NAME OF ACADEMIC STAFF</b>	<b>OF</b>	<b>AREA OF SPECIALIZATION</b>	<b>DISCIPLINE</b>	<b>QUALIFICATION</b>	<b>RANK</b>
1. Professor Illemikan	Isaiah	Deaf Education	Deaf Edu.	Ph. D	Prof
2. Olufemi Fakolade.	Aremu	Special Education	Special Ed.	Ph. D	Prof.
3. Ajobiwe Ifeoma	Antonia	Special Education	Special Ed.	Ph. D	Senior Lecturer
4. Dr. Olusola Akiduite	Adediran	Special Education	Special Ed.	Ph. D	Senior Lecturer
5. Mrs. C.G. Ilori		Special Education	Special Ed.	Ph. D	Senior Lecturer
6. Mr Ojogwu	Patrick N.	Special Education	Special Ed	PhD	Senior Lecturer
7. Azanor Ovie	Friday	Special Education	Special Ed.	M. Ed	Lecturer I
8. Mrs Bamidele	Faith N.	Special Education	Special Ed.	P.h D	Lecturer I

9. Ajayi Emmanuel Olutunji	Special Education	Special Ed.	M. Ed	Lecturer II
	Special Education	Special Ed.	M. Ed	Lecturer II

**LIST OF EXISTING NON-ACADEMIC STAFF FOR THE PROGRAMME**

S/N	NAME	QUALIFICATION	RANK
1	Ogunlade Anuoluwapo	B.Ed	Admin Officer II
2.	Ayodele Abayomi Emmanuel	HND Sec. Studies	Personal Secretary I
3.	Oladipupo Oladoja	B.Ed	Interpreter
4.	Faruq Salam	NCE Education	Interpreter
5	Olaniyi Temitope	B.Sc	Admin Officer



## **B.Sc. GEOGRAPHY AND ENVIRONMENTAL EDUCATION PROGRAMME**

### **PHILOSOPHY**

The philosophy underlying the degree programme is to produce a crop of graduates equipped with appropriate knowledge to make effective contributions to the development of Nigeria, Africa and the global community having been exposed to a broad foundation of knowledge in the field of Social Sciences in general and in the various sub-fields of Geography and environmental education in particular.

#### **Objectives**

**The objectives of this programme are to:**

- (i) instil in students a sound knowledge of Geography and environmental education, an appreciation of its applications in different socio-cultural contexts and to involve the students in an intellectually stimulating and satisfying experience of learning and studying the workings of society.
- (ii) provide students with broad and well balanced knowledge of geographical theories in education and methods.
- (iii) cultivate in students the ability to apply their geographical knowledge and skills to the understanding and solution of societal problems in Nigeria and elsewhere.
- (iv) provide students with relevant knowledge and skill base from which they can proceed to further studies in special areas of Geography or multi-disciplinary areas involving Geography and environmental education.
- (v) instil in students an appreciation of the importance of Geography in spatial and environmental contexts.
- (vi) develop in students a range of useful competencies in public, private or self-employment.

## **Structure of the Programme**

The department provides a four-year programme of courses leading to the award of B.Sc. Honours Degree in (B.ed) Geography and environmental education

## **ADMISSION REQUIREMENT**

### **2.2.1. U.M.E. CANDIDATES**

For admission into the first degree programme in Geography and environmental education, a candidate must have the Senior Secondary School Certificate (SSCE) or its equivalents with credit level passes in five (5) subjects: English Language, Mathematics and Geography to form the core subjects, with credit in any two other relevant science, social science or humanities subjects at not more than two sittings. The candidate must also earn an acceptable score in the Unified Tertiary Matriculation Examination (UTME).

### **2.2.2 DIRECT ENTRY CANDIDATES:**

Candidates seeking admission by direct entry into the 200 level Geography and environmental education programme must have Advanced Level passes in at least two (2) of the subjects which must include Geography, in addition to credit level passes in five of the subjects listed in 3.2.1 above at SSCE or its equivalents. Candidates with ND/NCE and approved equivalents in relevant fields with at least a lower credit may be considered for direct entry into the programme. Candidate with acceptable pass in the

WESLEYUNI Foundation Programme are also eligible for admission into the 200 level, provided they possess the requisite qualification for entry into the 100 level of the programme.

### 2.2.3

## **B.SC. (E.d) GEOGRAPHY AND ENVIRONMENTAL EDUCATION CURRICULUM**

### **100 LEVEL COURSES FIRST SEMESTER**

<b>Course Code</b>	<b>Couse Title</b>	<b>Units</b>	<b>Status</b>
GEO 110	Introduction to Physical Geography I	2	C
GEO 111	Introduction to Human Geography I	2	C
GEO 112	Introduction to Practical Geography	3	C
EDU 103	Introduction to teaching profession	2	C
GEO 114	Introduction to Environmental Science	2	R
MAT 111	Introductory Mathematics 1	3	R
GNS 111	Use of English I	2	R
GNS 112	The Use of Library	2	R
EDU 101	Foundations of Education	3	C
CSC 111	Introduction to computer	2	C
	<b>TOTAL</b>	<b>23</b>	

**100 LEVEL COURSES SECOND SEMESTER**

<b>Course Code</b>	<b>Couse Title</b>	<b>Units</b>	<b>Status</b>
GEO 120	Introduction to Physical Geography II	2	C
GEO 121	Introduction to Human Geography II	2	C
GEO 122	Introduction to Remote Sensing and GIS	3	C
GEO 123	Elementary Land Survey	3	C
MAT 121	Introductory Mathematics II	3	R
GNS 121	Use of English	2	C
GNS 122	Philosophy and logic	2	C
EDU 102	First aid and safety education	2	C
SOC 122	Introduction to Sociology II	3	E
	<b>TOTAL</b>	<b>22</b>	

**200 LEVEL COURSES FIRST SEMESTER**

<b>Course Code</b>	<b>Couse Title</b>	<b>Units</b>	<b>Status</b>
GEO 210	Quantitative Techniques in	3	C

	Geography		
GEO 211	Climatology	2	C
GEO 212	Cartographic Methods	2	C
EDU 203	Special Education	3	C
GEO 214	Hydrology	2	E
GEO 215	Settlement Geography	2	E
EDU 201	Philosophy of Education	2	R
ENT 211	Introduction to Entrepreneurship Skills	2	R
ESM 211	Land Economics 1	2	C
EDU 205	Gender issues	2	C
	<b>TOTAL</b>	<b>22</b>	

### 200 LEVEL COURSES SECOND SEMESTER

<b>Course Code</b>	<b>Couse Title</b>	<b>Units</b>	<b>Status</b>
GEO 220	Geomorphology	2	C
GEO 221	Biogeography	2	C
GEO 222	History of Geographic Thought	2	C

GOG 223	Principles of Geographic Information System (GIS)	3	C
EDU 202	Sociology of Education	2	C
GEO 225	Population Geography	2	E
GEO 226	Environmental Hazards	2	E
EDU 204	Teaching practice I	3	C
EDU 200	Vocational methods	2	C
EDU 206	Educational psychology	2	C
	<b>TOTAL</b>	<b>22</b>	

### 300 LEVEL COURSES FIRST SEMESTER

<b>Course Code</b>	<b>Couse Title</b>	<b>Units</b>	<b>Status</b>
GEO 310	Field and Laboratory Techniques in Geography	3	C
GEO 311	Soil Geography	3	C
GEO 312	Economic Geography	2	C
EDU 301	Curriculum and Instruction	2	C
GEO 314	Regional Geography of Africa	3	C
GEO 315	Vegetation Studies	3	E

GEO 316	Urban Geography	3	E
EDU 305	Educational Technology	2	C
	<b>TOTAL</b>	<b>21</b>	

### 300 LEVEL COURSES SECOND SEMESTER

<b>Course Code</b>	<b>Course Title</b>	<b>Units</b>	<b>Status</b>
EDU 300	Vocational methods II	3	C
EDU 302	ICT in Education	2	C
EDU 304	Teaching practice II	6	C
EDU 306	Research methods and statistics	2	C
EDU 308	Adult education	2	C
GEO 317	Rural Geography	3	E
	<b>TOTAL</b>	<b>18</b>	

### 400 LEVEL COURSES FIRST SEMESTER

<b>Course Code</b>	<b>Course Title</b>	<b>Units</b>	
GEO 410	Systematic Geography of Nigeria I	3	C
GEO 411	Contemporary Philosophy & Methods in Geography	3	C

GEO 413	The Developing World	3	C
GEO 415	Demography	3	C
GEO 417	Water Resources Management	3	C
EDU 405	Guidance and counseling	2	C
ENT 411	Practice of Entrepreneurship	2	C
GEO 419	Regional Development Planning	2	E
	<b>TOTAL</b>	<b>21</b>	

#### **400 LEVEL COURSES SECOND SEMESTER**

<b>Course Code</b>	<b>Couse Title</b>	<b>Units</b>	<b>Status</b>
EDU 402	Test and measurement	2	C
EDU 404	Principles of Education management	3	C
EDU 498	Research Project	6	C
GEO 422	The Developed World	3	C
GEO 424	Recreation and Tourism	2	C
GEO 425	Environmental Impact Assessment	2	E
GEO 427	Environmental Institution & Regulation	2	E
	<b>TOTAL</b>	<b>20</b>	



## **COURSE DESCRIPTION**

### **GEO 110: INTRODUCTION TO PHYSICAL GEOGRAPHY I**

- i. The meaning, position and role of physical Geography,
- ii. The distribution of land and sea,
- iii. The main constituents of the earth, elementary plate tectonics,
- iv. Internal structure of the earth,
- v. Faults and folding,
- vi. The relief of the earth's surface,
- vii. The ocean water: composition, physical properties and circulation of ocean.

### **GEO 120: INTRODUCTION TO PHYSICAL GEOGRAPHY II**

- i. Elements and control of weather and climate,
- ii. Composition and structure of the atmosphere,
- iii. Evaporation, condensation and clouds,
- iv. Radiation and heating of the earth-atmosphere system,
- v. World pressure and wind belts
- vi. World climate,
- vii. Man's impact and response to climate and weather conditions.

**GEO 111: INTRODUCTION TO HUMAN GEOGRAPHY I (2C)**

- i. Geography: its nature and dualism in geography
- ii. Approaches to study human geography
- iii. Basic concepts in human geography
- iv. Sub-divisions of human geography
- v. Population: meaning, structure, spatial distribution and density
- vi. Factors affecting distribution of population and resource relationship.
- vii. Primary activities
- viii. Secondary activities
- ix. Tertiary and quaternary activities.

**GEO 121: INTRODUCTION TO HUMAN GEOGRAPHY II (2C)**

- i. The concept of resources – meaning and types
- ii. Global distribution of resources
- iii. Relationship between resources and tertiary activities

- iv. Impact of human activities on the environment at varying levels of technology
- v. Effect of human activities at different levels of population densities
- vi. Movement of people and goods
- vii. Movement of energy
- viii. Diffusion of information and ideas
- ix. Globalisation- meaning and geographical perspective
- x. Globalization and development

### **GEO 112: INTRODUCTION TO PRACTICAL GEOGRAPHY (3C)**

- i. Roles of practical work in Geography,
- ii. Map reading and interpretation,
- iii. Scale: types and importance as tools of map reading and interpretation.
- iv. Map reproduction, measurement of distance and area on map.  
Cross section and measurement of gradient.
- v. Grid reference, direction and bearing.
- vi. Recognition of relief forms and cultural features on maps and their spatial analysis.

- vii. Analysis of human phenomenon (population, settlements, communication networks and land uses).
- viii. Representation of geographic data (bar graph, line graphs, isotherms, choropleth, dot and flow maps, pie charts etc).

### **EDU 103 INTRODUCTION TO TEACHING PROFESSION (2C)**

- i. Introduction to Teacher's role in communities and nation building,
- ii. Professionalization of teaching,
- iii. Ethnics of teaching,
- iv. Unionism and other professional in Education.

### **GEO 114: INTRODUCTION TO ENVIRONMENTAL SCIENCE (2R)**

- i. Overview and introduction,
- ii. Multidisciplinary nature of environmental science: relationship to other sciences and disciplines,
- iii. Interconnectedness,
- iv. Natural Resources: types, uses and problems of exploitation,
- v. Ecosystems: energy, food chain, anthropogenic impacts on the ecosystem,

- vi. Biodiversity and its conservation: why we conserve, types of conservation, sacred sites around the world, endangered species, etc,
- vii. Environmental pollution: definition, types, causes, control measures and impacts on the ecosystem,
- viii. Social issues in the environment: inequality, social justice, poverty, food security and anthropogenic age,
- ix. Human population and the environment,
- x. Urbanization and its attendant consequences.

## **GEO 122: INTRODUCTION TO REMOTE SENSING AND GIS (3C)**

- i. History and development of GIS
- ii. Introduction to computer application – software and hardware
- iii. Components of GIS: hardware, software, data, procedures and people
- iv. Types and sources of data in GIS
- v. Data conversion in GIS – scanning, digitizing, map geo-referencing
- vi. Data representation in GIS vector and raster

- vii. Overview of remote sensing: meaning and components
- viii. Classification of remote sensing and the electromagnetic spectrum
- ix. Remote sensing systems – i. camera and photographic system ii. thermal and scanning system
- x. Radar and microwave system;
- xi. Image processing.

### **GEO 123: ELEMENTARY LAND SURVEY (3C)**

- i. Definition of land surveying and uses of land surveying,
- ii. Surveying instruments, types and methods of surveying,
- iii. Simple measurement of distances, directions and slope gradients.
- iv. Basic principles of surveying,
- v. Chain surveying – traversing and triangulation,
- vi. Booking chain survey measurements,
- vii. Plotting chain survey measurements,
- viii. Obstruction to chaining, compass traversing and elimination of error of closure,
- ix. Levelling.

**GEO 210: QUANTITATIVE TECHNIQUES IN GEOGRAPHY  
(3C)**

- i. Role of quantification in Geography,
- ii. Chi-square and student T-Test,
- iii. Analysis of variance (ANOVA),
- iv. Simple and multiple regressions,
- v. Correlation: Pearson Product Moment Correlation Coefficient, Spearman' Rank Correlation Coefficient and Point Biserial Correlation,
- vi. Model building processes and types: gravity models, entropy maximizing model etc,
- vii. Introduction to SPSS.

**GEO 220: GEOMORPHOLOGY (2C)**

- i. Overview and introduction,
- ii. Historical background: ancients, early modern and modern geomorphologists,
- iii. Davisian geomorphology: cycle of erosion and its application, theory of grade, peneplains and its variants,
- iv. Rocks : types, properties and uses,
- v. Weathering and mass movement,

- vi. Impacts of humid tropical weathering,
- vii. Aeolian geomorphology- process and forms,
- viii. Glacial geomorphology- process and forms.

### **GEO 211: CLIMATOLOGY (2C)**

- i. Nature and scope of climatology,
- ii. Atmosphere: composition and structure of the atmosphere,
- iii. The general circulation of the atmosphere scales and laws of motion, forces that drive the
- iv. Atmosphere, major features and models of the circulation,
- v. Weather producing systems- air masses and fronts, frontal depression, tropical systems,
- vi. Climatic classification and global systems of climate,
- vii. Man's influence on the atmosphere.

### **GEO 212: CARTOGRAPHIC METHODS (2C)**

- i. Introduction - meaning and historical development;
- ii. Maps - definition, types and uses,
- iii. Map elements,
- iv. Map scale and conversion;
- v. Drafting techniques and instruments;



- vi. The cartographic process;
- vii. Map design and symbolization;
- viii. Construction of statistical maps and diagrams;
- ix. The coordinate systems and map projections.

### **EDU 203: SPECIAL EDUCATION (3C)**

- i. General introduction to the field of special education; definition, foundations and personnel.
- ii. Education implications of giftedness, emotional disturbance, sensory and neurological impairment.
- iii. Causes of exceptionalities and coping strategies in the classroom.

### **GEO 221: INTRODUCTION TO BIOGEOGRAPHY (2C)**

- i. Definition, scope and purpose of biogeography,
- ii. Historical development of biogeography,
- iii. Development of biogeography in Nigeria,
- iv. Nature and characteristics of ecosystems,
- v. Ecosystem concepts and geographical principles,
- vi. Energy flow and cycling of materials in ecosystems,
- vii. The nitrogen cycle,
- viii. Factors of plant distribution,

- ix. Ecological succession and climax,
- x. Principles of limiting factors,
- xi. Major biomes of the world,
- xii. Principles and practice of conservation.

### **GEO 222: HISTORY OF GEOGRAPHIC THOUGHT (2C)**

- i. Nature of geographic thought,
- ii. Ancient geographic thought of the earth and the atmosphere,
- iii. The makers of ancient Geography,
- iv. Geography in the middle ages by the western Christians,
- v. Geography in the middle ages by the medieval Muslims,
- vi. Geographical thought during the age of discovery,
- vii. Foundations of modern geography,
- viii. Contributions of Humboldt and Ritter to modern geography,
- ix. The early schools of modern geography,
- x. Development and philosophy of geography in Nigeria.

### **GEO 214: HYDROLOGY (2E)**

- i. Definition and Scope: branches and development of the discipline,

- ii. Hydrological cycle: importance, properties and occurrence of water,
- iii. Human impact on the water cycle,
- iv. Precipitation: introduction, forms, measurement, variations in distribution and interpretation of precipitation data,
- v. Water loss: evaporation, evapotranspiration, interception, infiltration,
- vi. Groundwater: origin and occurrence, storage, movement and quality, types of aquifers,
- vii. Stream-flow and hydrographs: unit hydrographs and separation of hydrographs, integrated
- viii. Water resource management: river basin development, Dublin principle.

## **GEO 215: SETTLEMENT GEOGRAPHY (2E)**

- i. Settlement types and patterns.
- ii. Factors of settlement origin and growth
- iii. Pre-industrial and industrial cities
- iv. Urbanization- Concepts and meaning
- v. Planned rural and urban settlements
- vi. Problems associated with the growth of urban areas

- vii. Rural labour force and population distribution
- viii. Rural society and organization
- ix. Settlement Hierarchy in developed and developing countries
- x. Rural-urban fringe and relationships
- xi. Framework for rural development
- xii. Rural development strategies- prospects and constraints.

### **GEO 223: PRINCIPLES OF GEOGRAPHIC INFORMATION SYSTEM (GIS) (3C)**

- i. Building geo-database – meaning and processes
- ii. Errors types and correction in geo-database
- iii. Geoprocessing in GIS – meaning and types – intersection, selection, query, overlay.
- iv. Usefulness of geo-processing
- v. Methods of geographic data collection; remote sensing – air photo, satellite imagery; GPS, census and survey methods, other digital sources, records containing attribute data,
- vi. Geocoding
- vii. Design and implementation of GIS

viii. Applications of GIS – Land-use and land cover change, urban and disaster management studies, resource inventory and management

### **GEO 226: ENVIRONMENTAL HAZARDS (2E)**

- i. Introduction: scope and content
- ii. Key Concepts – Hazards, Disaster, Vulnerability, Resilience, etc.
- iii. Types of Environmental Hazards – an overview
- iv. Consequences of Environmental Hazards
- v. Natural hazards – Atmospheric – e.g. high wind speeds
- vi. Natural hazards – Hydrologic e.g. floods, etc.
- vii. Natural hazards – Geologic e.g. earthquake, Mass Movement (Landslide, Mudslides, Avalanches), volcanic eruption etc.
- viii. Natural hazards – Biologic e.g. disease epidemic
- ix. Human-made hazards – e.g. civil disorder, war, conflicts, Motor accidents, industrial pollution, etc.
- x. Human-Natural hazards e.g. land degradation, desertification, erosion, etc.
- xi. Environmental hazards and human intervention

### **EDU 200: VOCATIONAL METHODS (2C)**

- i. Introduction to the various strategies of teaching of different course.
- ii. Provision and use of instructional materials for teaching/learning process.
- iii. Micro-teaching and the use of audio-visual materials.

### **EDU 202: SOCIOLOGY OF EDUCATION (2C)**

#### **EDU 202: Sociology of Education (2C)**

- i. Origin and definition of social foundation as an agent of social change.
- ii. Role of the family and other institutions of the society.
- iii. Importance of democracy in education
- iv. Effect of traditional education as an agent of social change

### **EDU 204: TEACHING PRACTICE I (3C)**

- i. Practical implementation of teaching/learning strategies in the classroom as applied to the subject area. Students are expected to spend six weeks teaching in relevant schools

### **EDU 206: EDUCATIONAL PSYCHOLOGY (2C)**

- i. Introduction to fundamental issues in educational psychology
- ii. meaning of psychology, individual differences in the classroom, socialization social aspects of the classroom, and forms of social behaviour, for example play, social cooperation, communication, and competition co-operation, aggression, prejudice and friendship and heterosexual relationship, sociometry, emotions, discipline in the classroom, intelligence and creativity.

### **GEO 310: FIELD AND LABORATORY TECHNIQUES IN GEOGRAPHY (3C)**

- i. Overview of the roles of field and laboratory techniques in Geography,
- ii. Field techniques in human and physical geography as sample collection, analysis and interpretation,
- iii. Laboratory techniques in physical Geography will be discussed: Biogeography analysis; Measurement of vegetation characteristics, Climatological parameters and their measurements, Geomorphology and hydrology; channel pattern and characteristics, measurement of fluvial processes,
- iv. Soil survey, profile analysis and determination of soil parameters,
- v. Water analysis and measurement of water discharge,

- vi. Rainfall measurement and analysis,
- vii. Nearest neighbour analysis,
- viii. Field work – use of GPS for data capturing and spatial techniques.

**GEO 311: SOIL GEOGRAPHY (3C)**

- i. Importance and composition of soil.
- ii. Soil characteristics (physical, chemical and biological).
- iii. Factors affecting soil formation.
- iv. Processes of soil formation.
- v. Soil profile.
- vi. Soil classification.
- vii. Soil degradation and conservation.

**GEO 312: ECONOMIC GEOGRAPHY (3C)**

- i. Scope and content of economic geography.
- ii. Supply and demand of goods and services on geographical basis
- iii. Concept of Land and its importance in production
- iv. Labour, its determinant and significance in production
- v. Economics of scale and economic rent
- vi. Analysis of transportation networks
- vii. Land use theories
- viii. Factors of location of primary activities



- ix. Factors of location of secondary activities
- x. Factors of location of tertiary activities
- xi. Transportation and trading activities
- xii. Minerals and mining

### **EDU 301 CURRICULUM AND INSTRUCTION (2C)**

- i. Fundamental concepts of curriculum development; objectives, contents, learning opportunities and evaluation.
- ii. Knowledge and skills on curriculum development; curriculum and individual differences: Motivation retention, transfer of learning.
- iii. Curriculum models and agencies of curriculum development.

### **GEO 314: REGIONAL GEOGRAPHY OF AFRICA (3C)**

- i. General Geography of Africa with reference to peoples, culture, and political history
- ii. African landscape physical environment, climate and vegetation
- iii. Agriculture
- iv. Population -growth, distribution and movements

- v. Natural resources and their spatial distribution
- vi. Transportation systems- advantages and importance
- vii. Industrialization
- viii. Regional cooperation and integrations

### **GEO 315: VEGETATION STUDIES (3E)**

- i. Evolution of Plants,
- ii. Factors of plant distribution,
- iii. Environmental factors affecting vegetation,
- iv. Climax and succession of vegetation,
- v. Patterns of plant distribution,
- vi. Methods of vegetation analysis,
- vii. Ecology of selected plant communities,
- viii. Vegetation of Nigeria.

### **GEO 316: URBAN GEOGRAPHY (3E)**

- i. Meaning and scope of urban geography
- ii. Approaches to the study of urban geography

- iii. Urban demographic and land use patterns – social area analysis and Alonso’s bid rent theory
- iv. Spatial structure of urbanization: central place theory and growth pole theory
- v. Urban systems and urban development processes in Nigeria
- vi. Urban problems – housing, slums, transportation and unemployment

### **EDU 300: EDUCATIONAL METHODS II (3C)**

- i. Introduction The focus is to provide wide range of experiences in the area of the course of study.
- ii. Scope: Teaching approaches and resources including all laboratory apparatus, field trips and community resources in education.

### **EDU 302: ICT IN EDUCATION (2C)**

- i. Introduction on the application of the principles of information and computer technology to education;
- ii. Understanding the development of modern ICT and its effects on educational programme and storage devices;
- iii. Challenges of ICT in the teaching learning process.

**EDU 304: TEACHING PRACTICE II (6C)**

- i. Understanding the practical implementation of teaching/learning strategies in the classroom as applied to the subject area.
- ii. Students are expected to teach for six weeks in a school, participating in all activities assigned to them in the school.

**EDU 305 EDUCATIONAL TECHNOLOGY (2C)**

- i. The course offers an eclectic approach to the design process application and effects of technique in the teaching learning situation.
- ii. It is designed to broaden student teachers' knowledge on the systemic production, effective use and evaluation of inexpensive and local instructional materials for instructional purpose.
- iii. The theoretical foundations of educational technology are also examined.

**EDU 306: RESEARCH METHODS AND STATISTICS (2C)**

- i. The course surveys briefly the purpose and scope of Adult education the psychology of the adult learner and his peculiarities,

- ii. methods of teaching adults and functional literacy.
- iii. It also examines issues in social work and community development.
- iv. Role of quantification in Geography,
- v. Chi-square and student T-Test,
- vi. Analysis of variance (ANOVA),
- vii. Simple and multiple regressions,
- viii. Correlation: Pearson Product Moment Correlation Coefficient, Spearman' Rank Correlation Coefficient and Point Biserial Correlation,
- ix. Model building processes and types: gravity models, entropy maximizing model etc,
- x. Introduction to SPSS.

### **EDU 306: ADULT EDUCATION (2C)**

- i. The course surveys briefly the purpose and scope of Adult education the psychology of the adult learner and his peculiarities,
- ii. Methods of teaching adults and functional literacy.
- iii. It also examines issues in social work and community development.

**GEO 317: RURAL GEOGRAPHY (3E)**

- i. Principles of human settlements
- ii. Rural land use
- iii. Characteristics of rural population
- iv. Rural central places and marketing systems
- v. Rural transformation
- vi. Land reforms and impact on the rural areas
- vii. Rural development strategies

**EDU 402: Tests and Measurement**

- i. Basic concepts of test, measurement, assessment and evaluation.
- ii. An experience in test construction, administration, analysis and interpretation.
- iii. Tools for the interpretation of test scores, norms and interpretation of test scores.

**EDU 404 Principles of Educational Management (2C)**

- i. A study of the concepts of management; Its evolution and trends.
- ii. Behaviour theories and the application of new management techniques in educational Contemporary issues in the

management of education in Nigeria (educational funding, conflict management).

### **EDU 405: Guidance and Counseling (2C)**

- i. Introductory course in the nature, aims, objectives theories and methods of guidance and counseling in the Nigerian Education Systems.
- ii. An examination of students' needs and problems - biological and environmental and the importance of guidance and counseling as probable measure of placement, orientation and evaluation, and tools for cumulative records, test and inventories and their uses.

### **EDU 498: RESEARCH PROJECT (6C)**

- i. Application of research method and data processing course
- ii. Exposure at EDU 303 is required for this course
- iii. Approximately 10,000 word research essay/dissertation based on field and/or research work on an aspect of geography and carried out under the supervision of a member of staff.

### **GEO 410: SYSTEMATIC GEOGRAPHY OF NIGERIA I (3C)**

- i. General introduction to human Geography of Nigeria
- ii. Growth and distribution of population
- iii. Natural resources base: Agricultural production, Mineral resource base and industrialization
- iv. Transport development, city and community regions
- v. Migration flows
- vi. Urban systems modernisation and development strategies.

**GEO 411: CONTEMPORARY PHILOSOPHY AND METHODOLOGY IN GEOGRAPHY (3C)**

- i. Recent definitions of geography,
- ii. Scientific approach to geographic research,
- iii. The methods of science,
- iv. Quantification in geography,
- v. Classification in geography,
- vi. Theories and models in geography,
- vii. Systems analysis in geography,
- viii. Paradigm shifts in geography,
- ix. The future of Geography and Geography of the future.

**GEO 424: THE DEVELOPED WORLD (3C)**

- i. Differences between developed world and developing world
- ii. Distribution of income and standard of living in developed world



- iii. Socio-economic framework of the capitalist and centrally planned states
- iv. Historical evolution of the developed economies
- v. Geographical factors of the economy of Western Europe, USA
- vi. Growth and performance in Agriculture, manufacturing and services
- vii. International trade and implications on the world economy
- viii. Globalization.

### **GEO 422: THE DEVELOPING WORLD (3C)**

- i. Nature of under-development in the Third-World.
- ii. Poverty and income distribution
- iii. Production systems and links with the international economy
- iv. Geographical distribution of natural resources
- v. Link between human resources and technology development
- vi. Agricultural production
- vii. Industrialization
- viii. Education and manpower development
- ix. Population problems
- x. International trade
- xi. Spatial pattern of development
- xii. Multinational companies and foreign investment.

**GEO 415: DEMOGRAPHY (3C)**

- i. Aims and scope of demography,
- ii. Sources and methods of data collection in demography,
- iii. Methods of analysing demographic data,
- iv. Theories and concepts in demography,
- v. Demographic indices, projections and estimations,
- vi. Demography and human development.

**GEO 417: WATER RESOURCES MANAGEMENT (3C)**

- vii. Water as a resource,
- viii. Underground water, water regime, water supply system,
- ix. Water uses (quantity, quality and characteristics), Irrigation, water power and fisheries,
- x. Water crisis and appropriate pricing of water,
- xi. Planning for water resources development strategies (case studies and group projects),
- xii. Water management and river basin development in Nigeria,
- xiii. Water laws

**GEO 424: RECREATION AND TOURISM (2C)**

- i. Background to and rationale for recreation planning,

- ii. Study of the content of recreational and tourist facilities and the impact on the planning process,
- iii. Federal and state government policies and plans for recreational and tourism.
- iv. Exploitation of recreation tourism potential in Nigeria,
- v. Comparison of recreation and tourism planning in the USA with several developing countries, especially Nigeria,
- vi. Modern recreation and tourist centre plans,
- vii. Recreation and tourism in the 21<sup>st</sup> century,
- viii. Case studies for indigenous recreation and management of existing recreation and tourist attractions like Ikogosi warm spring, Yankari Game Reserves, Audu Balo Zoo in Kano, University of Ibadan Zoological Garden and other beach and hinterland resorts.

**GEO 425: ENVIRONMENTAL IMPACT ASSESSMENT AND AUDITING (2E)**

- i. Introduction, scope and content of EIA,
- ii. The concept of determinism and possibilism,
- iii. Human activities in urban and rural regions,
- iv. Environmental Impact Laws in Nigeria,
- v. Social and Environment Implications of Industrial Pollution,
- vi. Oil exploration hazards,

- vii. Methods of impacts assessments,
- viii. Classification of impacts,
- ix. Definition of environmental variables,
- x. Methods of auditing.

### **GEO 427: ENVIRONMENTAL REGULATIONS AND INSTITUTIONS (2E)**

- i. The purpose of this course is to show how history and policy have shaped institutions and regulations as they pertain to natural resources and the environment. This course addresses the premise that environmental land managers need to understand the legal context of their work.
- ii. This course provides an introductory overview of Nigeria's public policy, institutions and regulations pertaining to the environment and natural resources.
- iii. The course will also focus on the development of environmental legislation at both the federal, state and local levels of government and how they are administered and implemented.

### **ACADEMIC STAFF LIST**

<b>S/ N</b>	<b>NAME OF ACADE MIC STAFF</b>	<b>AREA OF SPECIALIZA TION</b>	<b>DISCIPL INE</b>	<b>QUALIFICA TION</b>	<b>RANK</b>

<b>1</b>	Prof Sunday Samuel Obeka	Geography and Environmenta l	Geograph y and Planning	Ph.D. (Geography) M.Sc. (Geography) B.Sc. (Geography) N.C.E	Professor
<b>2</b>	Prof. M.A. ADETU NJI	Transportatio n Geography	Geograph y	Ph.D. (Geography) M.Sc. (Geography) B.Sc. (Geography) N.C.E	Professor/ HOD
<b>3</b>	Dr. S. A. OLATU NJI	Cartography and GIS	Urban and Regional Planning	Ph.D. Cartography M.Sc. Urban and Regional Planning B.Sc. Urban and Regional Planning,	Associate Professor
<b>4</b>	Dr. Olayiwol a M.A	Transportatio n and Remote Sensing	Geograph y and Planning	Ph.D. (Geography) M.Sc. (Geography) B.Edu. (Geography) N.C.E	Associate Professor
<b>5</b>	Dr.Tijani	Tourism	Geograph	Ph.D.	

	N.O.	Geography	y and Planning	(Geography) M.Sc. (Geography) B.Sc. (Geography) P.G.D.E	Associate Professor
7	Dr. Adeniyi L.A	Environmental Management	Geography and Planning	Ph.D. Urban and Regional Planning, M.Sc. Urban and Regional Planning B.Sc. Geography	Senior Lecturer

S/ N	NAME OF ACADEMIC STAFF	AREA OF SPECIALIZATION	DISCIPLINE	QUALIFICATION	RANK
8	Dr. Oyeniya Samson	Geography education	Geography and Planning	Ph.D. Education, M.Ed. Geography Education B.Ed. Geography Education N.C.E	Lecturer I
9	TPL. Oladipupo S.A	Urban planning	Urban planning	M.Sc. Urban and Regional Planning B.Sc. Urban and Regional Planning.	Lecturer II
10	Mr. Caleb OBEKA	Rural Geography	Geography and Planning	B.Sc. Geography	Graduate Assistant

**NON ACADEMIC STAFF LIST**

<b>S/N</b>	<b>NAME OF STAFF</b>	<b>DESIGNATION</b>	<b>QUALIFICATION</b>
<b>1</b>	Mrs. Nnena Oji	College Officer	B.Sc
<b>2</b>	Mrs. Richard, E.F	Personal Secretary I	B.Sc
<b>3</b>	Mr. K.O. Aina	Technologist	HND



## **CHRISTIAN RELIGIOUS STUDIES EDUCATION PROGRAMME**

### **B.A. Ed. Christian Religious Studies**

#### **PHILOSOPHY OF PROGRAMME**

##### **1.0 Philosophy**

The philosophy of the programme is based on the need to undertake critical and objective academic inquiry of Christian religious phenomena for the purpose of discovering, disseminating and preserving Christian religious truth. This is geared towards production of worthy citizens capable of discharging divine and societal responsibilities in a multi-faith global society.

##### **1.1 Objectives**

- (i) To produce graduates worthy in character and learning as agents of advancing peace and harmony in a religiously pluralistic Nigerian society
- (ii) To be a centre of excellence for character molding and result-oriented learning in a peaceful environment.
- (iii) To develop interactive, innovative and effective teaching methods in Christian Religious Studies

#### **2.0 ADMISSION REQUIREMENTS**

(i) **Unified Tertiary Matriculation Examination (UTME) Requirements**

Candidates must have 5 (five) subjects at credit level in GCE, WAEC, NECO or its equivalent at one sitting or 6 'O' Level subjects at two sittings to include English Language, Christian Religious Studies (CRS) and any other subjects in Arts or Social Sciences.

(ii) **Direct Entry Requirements**

In addition to the 'O' Level requirements the candidates must have either of the under listed:

(a) Two 'A' Level passes (A-E) in GCE, WAEC or London/Cambridge GCE to include Religious Studies or C.R.S. and one other subject in Arts or Social Sciences.

(b) Diploma in Religious Studies obtained from recognized institutions.

(c) NCE with, at least, merit in Religious Studies or Christian Religious Studies.

**2.1 Academic Programmes**

**3.0 COURSE REQUIREMENTS**

For a candidate to qualify for the award of B.A. Ed. Degree in Christian Religious Studies, he or she shall be required to take a combination of compulsory, required and elective courses.

The terms used in describing the various categories of courses are defined as follows:-

- (a) **Compulsory (C):** This is a course that a student must take and pass.
  
- (b) **Required (R):** This is a course which a student must take and may not necessarily pass, but must score at least, 30%.
  
- (c) **Elective (E):** A course, which a student may take in order to complete his or her required number of units for the award of B.A. Ed. Degree.
  
- (d) **Pre-requisite:** A course which must be taken before a similar course is taken at a higher level.

#### **4.0 Course Assessment and Examination**

- (i) A student shall register for a minimum of 30 units and may not register for more than 36 units in a session.
- (ii) At the 100 level, a student shall register for 5 units under the General Studies Programme. At 200 level, 5 units and at 300 level 3 units. The courses include GES 101- “The use of English”. By the time a student completes his or her degree, he or she must have obtained a total number of 13 units from the General Studies Programme. All GES courses are compulsory for all students. These courses must be taken and passed by every student before the degree is awarded.
- (iii) A degree shall be awarded with honours provided a student has obtained a cumulative weighted grade point average (CGPA) that is not less than 1.5 and has satisfied other minimum honours requirements.
- (iv) For the award of a pass degree, a student must obtain a minimum of 120 units including compulsory, required and elective courses prescribed by the Department.

## **5.0 Graduation Requirement**

- (i) 4-Year Programme (UME)
- (ii) 3-Year Programme (Direct Entry)

<b>4-Year Programme</b>	<b>Internal</b>	<b>Education</b>	<b>GNS</b>	<b>B</b>
100 Level	12	13	5	-
200Level	20	7	5	2
300 – 400 Levels	48	12	4	4
	80	32	14	6

<b>3-Year Programme</b>	<b>Internal</b>	<b>Education</b>	<b>GNS</b>	<b>Balance</b>	<b>Total Units</b>
200 Level	20	5	5	-	30
300 Level	24	5	5	4	34
400 Level	24	5	4	3	33
	68	15	14	7	97

In addition, all students must satisfy the specified College and Programme requirements.

**Units and Courses Required for B.Ed. (Christian Religious Studies as a teaching course)**

<b>4-Year Programme</b>	<b>Internal</b>	<b>B.A. Ed. &amp; Education</b>	<b>GNS</b>	<b>Total Units</b>
100 Level	8	16	5	30
200Level	15	12	5	30
300 – 400 Levels	21	39	4	60
	44	67	14	120

<b>3-Year Programme</b>	<b>Internal</b>	<b>Education</b>	<b>GNS</b>	<b>Total Units</b>
200 Level	12	12	5	29
300 Level	12	18	5	35
400 Level	12	18	4	34
	36	48	14	98

## 6.0 LIST OF COURSES

<b>Course Code</b>	<b>Course Title</b>	<b>Units</b>	<b>Status</b>
RCS 111	The Formative Period of Israelite History	2	R
RCS 121	The Synoptic Gospels	2	C
RES 121	Attitudes Towards Other Religions	3	E
RCS 122	The Church in the Apostolic Age	2	R
RCS 123	Introduction to Christian Theology	3	E
RCS 124	Introduction to Christian Ethics and Human Values	2	E
RCS 211	Critical Introduction to the Old Testament	2	C
RCS 212	Introduction to Greek Grammar	3	R
RCS 213	History and Doctrine of the Early Church	2	C
RCS 214	Old Testament Background	3	E
RES 214	Introduction to the Study of Sociology	3	C
RES 223	Introduction to Philosophy of Religion	2	R

RCS 221	Critical Introduction to the New Testament	2	C
RCS 222	Greek Grammar and Syntax	3	R
RCS 223	Introduction to Hebrew Grammar	3	R
RCS 224	Introduction to Systematic Theology	3	E
RCS 225	Introduction to Pentateuch with Emphasis on Genesis	3	E
RCS 226	New Testament Background	3	E
RCS 311	Hebrew Grammar and Syntax	3	R
RCS 312	The Religion of Israel and Judah	2	C
RCS 313	Exegesis of St. John's Gospel	3	C
RCS 314	African Church Fathers	3	E
RCS 315	Christian Ethical Issues in Contemporary African Society	2	C
RCS 316	Soteriology	2	R
RCS 321	Ancient Prophets in Israel	2	R
RCS 322	Messianic Concept and Figure	3	E
RCS 323	The Reformation	2	R



RCS 324	Studies in the Epistles I	2	R
RCS 325	Gospel According to St. Matthew	3	R
RCS 326	The Church in the Middle Ages	3	E
RCS 411	Theology of the Old Testament	2	C
RCS 412	Literature and Theology of St. Luke's Gospel	3	C
RCS 413	Expansion of Christianity in West Africa Up to 1914	3	R
RCS 414	Clinical Theology	3	E
RCS 415	Ecclesiology	3	E
RCS 416	Biblical Hermeneutics and Exegesis	3	E
RCS 421	Hebrew Exegesis	3	R
RCS 422	New Testament Theology	2	R
RCS 423	Christian Theology in Africa	3	E
RCS 424	History of Indigenous Churches in West Africa	2	R
RCS 425	Studies in the Epistles II	3	E
RCS 426	Pentecostal and Charismatic Christianity in	3	E

	Nigeria		
RCS 427	Poetical Books of the Old Testament	3	E
RCS 429	Long Essay	6	C

Course Code	Course Title	Units	Status
RCS 111	The Formative Period of Israelite History.	2	R
RCS 121	The Synoptic Gospels	2	C
CRS 115	General Introduction to the Study of Religion	3	C
CRS 112	Religions Development in the 7 <sup>th</sup> Century Semitic World.	2	R
CRS 124	Introduction to Christian Ethics and Human Values	2	R
GNS 111	Use of English	3	C
GNS 114	Science and Mankind	3	C
GNS 115	Agriculture, Renewable Natural Resources	2	C

	and Animal Husbandry and Health		
RCS 211	Critical Introduction to the Old Testament	2	C
RCS 213	History and Doctrine of the Early Church	2	C
RCS 221	Critical Introduction to the New Testament	2	C
CRS 212	Comparable Themes in Major Religions in Nigeria.	2	R*
CRS 215	A Survey of African Indigenous Religion	2	C
CRS 223	Theistic Arguments	3	R
GNS 211	Use of English II	3	C
RCS 312	The Religion of Israel and Judah	2	C
RCS 315	Christian Ethical Issues in Contemporary African Society	2	C
RCS 324	Studies in the Epistles I	2	R
RCS 325	Gospel According to St. Matthew	3	R
CRS 313	Research Methods in Religious Studies.	2	R
CRS 323	God and Modern Man.	2	R
CRS 326	Interaction of Religions in Nigeria.	2	R

GNS 311	Introduction to Entrepreneurial Skills	2	C
RCS 412	Literature and Theology of St. Luke's Gospel.	3	C
RCS 413	Expansion of Christianity in West Africa up to 1914	3	R
CRS 412	Theological Themes common to Major Religions.	3	R *
CRS 423	Studies in Theodicy	2	C

### 6.5 List of General Studies Courses

Course Code	Course Title	Units	Status
GNS 111	Use of English	3	C
GNS 114	Science and Mankind	3	C
GNS 115	Agriculture, Renewable Natural Resources and Animal Husbandry and Health	2	C
GNS 211	Use of English II	3	C
GNS 311	Introduction to Entrepreneurial Skills	2	C

COURSE CODE	COURSE DESCRIPTIONS	HRS	UNITS	STATU
<b>CRS 112</b>	<p><b>Religions Development in the 7<sup>th</sup> Century Semitic World:</b></p> <p>A description of Judaism, Christianity in its various forms, Zoroastrianism and associated sects, primal religions in the Semitic world and its environs in the early 7<sup>th</sup> century, the rise and impact of Islam.</p>	<b>30</b>	<b>2</b>	<b>R</b>
<b>CRS 113</b>	<p><b>Social Anthropology and Religion:</b></p> <p>The aims and methods of anthropology; anthropological theories of religion; the structure and functions of religion; religious and social institutions in pre-literate societies; implications for modern African society.</p>	<b>30</b>	<b>2</b>	<b>R</b>
<b>CRS</b>	<b>Religio-Ethical Issues in Medical Practice</b>	<b>45</b>	<b>3</b>	<b>E</b>

<b>114</b>	An examination of the conflicts of values in making medical decision and choices by doctors and patients. Other issues such as infanticide, abortion, euthanasia, patients' right to refuse a particular kind of treatment, truth-telling in medicine and experiment on human beings will be examined.			
<b>CRS 115</b>	<b>General Introduction to the Study of Religion:</b> Etymology, definition and theories of the origin of religion; approaches to the study, its purposes and difficulties.	<b>30</b>	<b>2</b>	<b>C</b>
<b>CRS 121</b>	<b>Attitudes Towards Other Religions:</b> An examination of the factors determining relations among various religious adherents; the encounter of world religions; variety of attitudes towards other religions such as rationalism romanticism, relativism, exclusivism, dialectic, re-conception, tolerance and dialogue.	<b>45</b>	<b>3</b>	<b>E</b>
<b>CRS 122</b>	<b>Introduction to Religious Ethics:</b> Definition of Religious Ethics, its Features ,Theories, Agents, Agencies and methods of articulating religious ethics in the Nigerian Society.	<b>30</b>	<b>2</b>	<b>R</b>

<b>CRS 123</b>	<p><b>Introduction to Selected Asian Religions</b></p> <p>The course introduces students to selected Asian religions: including Hinduism, Buddhism, Shintoism, Confucianism, Taoism and Jainism. Attention will be paid to their impacts on Asian culture and civilization.</p>	<b>45</b>	<b>3</b>	<b>E</b>
<b>RCS 111</b>	<p><b>The Formative Period of Israelite History:</b></p> <p>The history of Israel from the call of Abraham to her period of servitude in Egypt, the period of Exodus and the final settlement in the land of Canaan, paying particular attention to the formation of the amphictyonic league, the role of Judges as leaders, as well as the link between the exodus event and liberation theology.</p>	<b>30</b>	<b>2</b>	<b>R</b>
<b>RCS 121</b>	<p><b>The Synoptic Gospels:</b></p> <p>The birth of the Synoptic Gospels, the nature of their history, their relatedness to John's Gospel, the Synoptic Problem and the current proposed solutions and the place of the synoptics in the New Testament studies.</p>	<b>30</b>	<b>2</b>	<b>C</b>

CRS 212	<p><b>Comparable Themes in Major Religions in Nigeria</b></p> <p>Phenomenological study of comparable themes in Christian and Moslem Scriptures such as God, angels, religious texts, prophets, salvation and eschatology.</p>	30	2	R *
CRS 213	<p><b>Introduction to Comparative Religion:</b></p> <p>An examination of the concept, objectives, approaches, advantages and challenges of comparative study of religions. Attention will be paid to similarities and differences in the major religions in Nigeria.</p>	30	2	R
CRS 214	<p><b>Introduction to Sociology of Religion:</b></p> <p>The relationship between religion and society; sociological theories of religion; functions of religion; measures of religiosity; religious crises; prevention, management and resolution.</p>	45	3	C
	<p><b>A Survey of African Indigenous Religion:</b></p>			



CRS 215	General African World-views on the physical and spiritual realms; belief in Supreme Being, divinities, spirits and ancestors; the origin and nature of man; and the religious significance of rites of passage.	30	2	C
CRS 221	<b>African Indigenous Religion and Culture:</b> The meaning of culture; relationship between African culture and African Indigenous Religion, and their mutual influence.	45	3	C
CRS 223	<b>Introduction to Philosophy of Religion:</b> Definition and task of Philosophy of Religion, the legacy of Greece in Philosophy of Religion and the main objections raised against religion, especially empiricism.	30	2	R
CRS 225	<b>Introduction to African Indigenous Religion and Science:</b> The interface between African Indigenous Religion and Science; impact of modern science on African Indigenous Religion.	45	3	E
	<b>Inter-Religious Relations in the 7th and 9th Centuries:</b>			

CRS 226	A study of inter-religious relations among Jews, Christians, Muslims and Zoroastrians from the 7 <sup>th</sup> to 9 <sup>th</sup> Century; its implications for contemporary pluralistic Nigerian society.	45	3	E
CRS 227	<p><b>History, Theology and Philosophy of Hinduism:</b></p> <p>A study of the history, theology and philosophy of Hinduism; its impacts on the culture and development of Indian society.</p>	45	3	E
RCS 211	<p><b>Critical Introduction to the Old Testament:</b></p> <p>The Bible as a unique document; the nature of Old Testament History and the critical problems unsolved in the study of the Old Testament and some proposed solutions; the types of literatures contained in the Old Testament</p>	30	2	C
RCS 213	<p><b>History and Doctrine of the Early Church:</b></p> <p>The process involved in the formation of Christian thought; the organization of the Church and Church-State relations; the major doctrinal controversies in early Christianity up to the 7<sup>th</sup> Century; the role of early Christian Centres in Africa in the development of Christian thoughts, as well as the effects of the controversies on African</p>	30	2	C

	Christianity			
<b>RCS 221</b>	<p><b>Critical Introduction to the New Testament</b></p> <p>The formation of the New Testament, the types of literature contained in it, its canon, some of the critical issues in New Testament Studies, as well as theological insight into its interpretation.</p>	<b>30</b>	<b>2</b>	<b>C</b>
<b>CRS 311</b>	<p><b>The Spirit World of Africans</b></p> <p>African belief in divinities, spirits, ancestors, life after death and mysterious powers; the practice of magic and medicine.</p>	<b>30</b>	<b>2</b>	<b>R</b>
<b>CRS 312</b>	<p><b>Basic Practices of Major Religions in Nigeria:</b></p> <p>A comparative examination of selected religious practices such as initiation, prayer, fasting, and oath taking, inheritance, marriage, naming and burial rites in the major religions in Nigeria.</p>	<b>30</b>	<b>2</b>	<b>R*</b>
<b>CRS 313</b>	<p><b>Research Methods in Religious Studies:</b></p> <p>A study of empirical and non-empirical methods of research and documentations in the study of disciplines in Religious Studies while attention is paid to peculiarities in the ethics of research in</p>	<b>30</b>	<b>2</b>	<b>R</b>

	Religious Studies.			
CRS 314	<p><b>Religious Contacts in West Africa:History and Institutions:</b></p> <p>Initial contacts between Christianity and Islam in North Africa, African Religion and Islam in West Africa, The influence of trans-Sahara and Atlantic trade on the rise and fall of West African States; Islam and Christianity in West Africa; Interrelationship of institutions such as places of worship, festivals, education, religious functionaries and religious orders.</p>	45	3	C
CRS 315	<p><b>Religion and Social Change:</b></p> <p>The contribution of religion to social change, its problems and prospects in Nigeria.</p>	30	2	R
CRS 316	<p><b>Yoruba Religion:</b></p> <p>The people, the religion and the resilience of their influence in Cuba, Brazil, etc., Saints versus Orisa, important concepts e.g. Ori/Eleda, relationship between Olodumare and Orisa; ancestral spirits and mysterious powers.</p>	45	3	E

CRS 317	<p><b>Mystics in Religion:</b></p> <p>The meaning, origin and development of mysticism in major religions in Nigeria, the life and works of some prominent mystics will be examined.</p>	45	3	E
CRS 318	<p><b>Religions of China: Taoism and Buddhism</b></p> <p>China's traditional Religion; its history, legend and appeal. The historical Buddha, development of Buddhism, its teachings, practices, major branches and appeal today</p>	45	3	E
CRS 319	<p><b>A Study of Traditions in Major Religions</b></p> <p>Examination of traditions in the major Religions in Nigeria and their implications for Inter-Religious Relations and Dialogue in multi-faith Nigeria.</p>	45	3	E
CRS 321	<p><b>Human Personality and Values:</b></p> <p>An examination of the meaning of human personality and values respectively, interplay between personality and value; their pitfalls and prospects with reference to the Nigerian situation.</p>	30	2	R

CRS 322	<p><b>History of Religions:</b></p> <p>Examinations of trends in historical development of religion from axial, middle and modern ages to the development of new religions.</p>	45	3	E
CRS 323	<p><b>Theistic Arguments:</b></p> <p>Theistic hypotheses, discussion of the present day problems of God and modern man, godlessness and theism, belief systems e.g. resurrection and afterlife, miracles as well as religion and science.</p>	30	2	R
CRS 324	<p><b>Religious Relations and Radicalism:</b></p> <p>Relations among African peoples before and after independent period; pluralist society and competitive sharing; theories and practices of religious freedom; modern radical religious movements, fanaticism and religious conflicts in Nigeria and suggested solutions.</p>	45	3	E
CRS 325	<p><b>Psychology of Religion:</b></p> <p>Psychological approaches to the study of religion; forms of beliefs and behaviour, religious experiences, conversion experience, ecstasies, transcendental experience, dogmatism, conversion methods and techniques; use of religious symbols,</p>	30	2	R

	development of religious thinking.			
<b>CRS 326</b>	<p><b>Interaction of Religions in Nigeria:</b></p> <p>The concept of interaction; purpose; guidelines and problems; consequences of interaction of religions such as coexistence, conflict, cross-fertilization, syncretism, ambivalence, adaptation, compromise, etc. concrete examples of interaction among adherents of African Indigenous Religion, Christianity and Islam will be examined, as well as the prospect of religious interaction in Nigeria.</p>	<b>30</b>	<b>2</b>	<b>R</b>
<b>CRS 327</b>	<p><b>Religious Ethics and Public Policy:</b></p> <p>An analysis of existing social, political and economic conceptions of order and the re-interpretation of such within the context of religious ethical values. Attention will be paid to past and present Nigerian public policies.</p>	<b>45</b>	<b>3</b>	<b>E</b>
<b>CRS 328</b>	<p><b>Religion and Social Conflict:</b></p> <p>An examination of the interplay between religion and social conflicts: space and land ownership, ethnic conflicts, gender difference, marital disputes and stereotypes in Nigerian society.</p>	<b>45</b>	<b>3</b>	<b>E</b>

<b>CRS 329</b>	<b>Music in Religion:</b> A study of objectives, types, features and effect of music in religion.	<b>45</b>	<b>3</b>	<b>E</b>
<b>RCS 312</b>	<b>The Religion of Israel and Judah:</b> The rise of the Monarchy in its historical context, paying particular attention to north-south division of the state of Israel. The history down to the Exile and to the rise of the classical prophets with reference to Amos, Isaiah, Micah and Hosea.	<b>30</b>	<b>2</b>	<b>C</b> ·
<b>RCS 324</b>	<b>Studies in the Epistles I:</b> The theology, textual criticism, exegesis and the message of the Epistle to the Romans for the Contemporary Church in Africa, with <b>prescribed texts in Greek and English.</b>	<b>30</b>	<b>2</b>	<b>R</b>
<b>RCS 325</b>	<b>Gospel According to St. Matthew:</b> The origin and setting of the Gospel according to St. Matthew; the place of the Gospel in the Early Church; the Matthean historical Jesus, its missionary motifs and the relevance of the teachings of Matthew to the Church in Africa.	<b>45</b>	<b>3</b>	<b>R</b>
	<b>God and Cultic Practices in African Indigenous Religion:</b>			



CRS 411	Attributes of God; cults of God; meaning and purposes of worship; sacred places, objects and times; Cultic functionaries; some ritual practices such as purification, covenant making, prayers; sacrifices and indigenous festivals.	30	2	R
CRS 412	<p><b>Theological Themes common to Major Religions:</b></p> <p>A comparative examination of theological themes common to major religions of the world: Monotheism, Faith and works, Salvation, Predestination, Freewill and life after death.</p>	45	3	R *
CRS 413	<p><b>Comparative Ethics in a Pluralistic Society:</b></p> <p>A Comparative study of Christian, Islamic and African Indigenous Religion ethics; ethical implications for corporate existence in a pluralistic society.</p>	30	2	R
CRS 414	<p><b>Principles and Methods of Religious Dialogue</b></p> <p>An examination of the meaning, purpose, types, principles, methods, practices and agents of religious dialogue.</p>	30	2	R
	<b>New Religious Movements in Nigeria:</b>			

<b>CRS 415</b>	The emergence and spread of new religious movements, types and functions in the society; identification and classification of old and contemporary religious movements.	<b>45</b>	<b>3</b>	<b>E</b>
<b>CRS 416</b>	<b>Medicine and Magic in African Indigenous Religion:</b> The concepts of health, disease and its causes; diagnosis and treatment; efficacy of medicine in relation to divinities and witchcraft; healing and rehabilitation; the nature of magic, differences between magic and medicine as well as their roles in contemporary Africa.	<b>45</b>	<b>3</b>	<b>E</b>
<b>CRS 417</b>	<b>African Indigenous Religion and Conflict Resolution:</b> Traditional concepts of conflict and conflict resolution; evaluation of the impact of sanctions and taboos in conflict prevention and management.	<b>45</b>	<b>3</b>	<b>E</b>
<b>CRS 421</b>	<b>Religion and the Nigerian Nation:</b> The relationship between religion and Nigerian nation; religious policy in Nigeria; The impact of religion on social economy and politics, nation	<b>45</b>	<b>3</b>	<b>E</b>

	building; and International relations.			
<b>CRS 422</b>	<p><b>Contemporary Religious Groups in Nigeria:</b></p> <p>The origins, development, purpose and impact of the following Religious groups in Nigeria: Arusha, Ijo Orunmila, Godianism, Christian Association of Nigeria (CAN), CPFN/PFN, OAIC, YMCA/YWCA, Nigeria Supreme Council for Islamic Affairs (NSCIA), YOMBAS, FOMWAN, NASFAT, QUAREEB; and FOCULARE Movement.</p>	<b>45</b>	<b>3</b>	<b>E</b>
<b>CRS 423</b>	<p><b>Studies in Theodicy</b></p> <p>The various definitions of evil, types of evil, versions of the problems and types of responses, various types of theodicy, and how both the theist and atheist can approach the problem of evil objectively.</p>	<b>30</b>	<b>2</b>	<b>C</b>
<b>CRS 424</b>	<p><b>African Indigenous Religion and Development:</b></p> <p>Examination of the African indigenous concept of development in comparison with the modern concept of development. the role of African</p>	<b>45</b>	<b>3</b>	<b>E</b>

	indigenous Religion in contemporary social, economic and political development in Africa.			
<b>CRS 425</b>	<b>History of Religions in East and South Africa:</b>  A survey of the emergence of Christianity and Islam in East and South Africa; their contacts and interactions with other religions.	<b>45</b>	<b>3</b>	<b>E</b>
<b>CRS 429</b>	Long Essay		<b>6</b>	<b>R</b>
<b>RCS 412</b>	<b>Literature and Theology of St. Luke's Gospel:</b>  The origin of the Gospel of St. Luke, a critical analysis of the literature and theology of the Gospel, the major characteristics and themes of St. Luke, and its significance for African Christianity today, with prescribed texts in Greek and English.	<b>45</b>	<b>3</b>	<b>C</b>
<b>RCS 413</b>	<b>Expansion of Christianity in West Africa up to 1914:</b> A study of the efforts made at Christianizing West Africa; the relationship between colonial and local authorities and mission organizations, the expansion of Christianity and Missionary polices in West Africa.	<b>45</b>	<b>3</b>	<b>R</b>

COURSE CODE	COURSE DESCRIPTIONS	HRS.	UNIT S	STATUS
<b>RCS 111</b>	<p><b>The Formative Period of Israelite History:</b></p> <p>The history of Israel from the call of Abraham to her period of servitude in Egypt, the period of Exodus and the final settlement in the land of Canaan, paying particular attention to the formation of the amphityonic league, the role of Judges as leaders, as well as the link between the exodus event and liberation theology.</p>	<b>30</b>	<b>2</b>	<b>R</b>
<b>RCS 121</b>	<p><b>The Synoptic Gospels:</b></p> <p>The birth of the Synoptic Gospels, the nature of their history, their relatedness to John's Gospel, the Synoptic Problem and the current proposed solutions and the place of the synoptics in the New Testament studies.</p>	<b>30</b>	<b>2</b>	<b>C</b>

<b>RCS 122</b>	<p><b>The Church in the Apostolic Age:</b></p> <p>The Development of Christianity from the first to the Middle of the second century Christian Era, with emphasis on issues such as the hierarchical structure, episcopacy and leadership. It also examines some challenges it poses on the contemporary Church in Nigeria.</p>	<b>30</b>	<b>2</b>	<b>R</b>
<b>RCS 123</b>	<p><b>Introduction to Christian Theology</b></p> <p>The course will undertake a general introduction to Christian theology, its nature and its relationship to philosophy and the methods of theology.</p>	<b>45</b>	<b>3</b>	<b>E</b>
<b>RCS 124</b>	<p><b>Introduction to Christian Ethics and Human Values:</b></p> <p>This course examines the concept of Ethics generally. Sources of Christian ethics, ethics and social customs, moral theology, conscience, gratitude, principle of double effect, situation ethics and Jesus Ethics. Furthermore, an examination into the meaning of human personality and values, social values, African ethics and family values, will be considered respectively,</p>	<b>30</b>	<b>2</b>	

	interplay between personality and value; their pitfalls and prospects with reference to the Nigerian situation			
<b>RES 121</b>	<b>Attitudes Towards Other Religions:</b>  An examination of the factors determining relations among various religious adherents; the encounter of world religions; variety of attitudes towards other religions such as rationalism romanticism, relativism, exclusivism, dialectic, re-conception, tolerance and dialogue.	<b>45</b>	<b>3</b>	<b>E</b>
<b>RES 115</b>	<b>General Introduction to the Study of Religion:</b>  Etymology, definition and theories of the origin of religion; approaches to the study, its purposes and difficulties.	<b>30</b>	<b>2</b>	<b>C</b>
<b>RES 112</b>	<b>Religions Development in the 7<sup>th</sup> Century Semitic World:</b>  A description of Judaism, Christianity in its various forms, Zoroastrianism and associated sects, primal religions in the Semitic world and its environs in the early 7 <sup>th</sup> century, the rise and impact of Islam.	<b>30</b>	<b>2</b>	<b>R</b>

<b>RCS 211</b>	<p><b>Critical Introduction to the Old Testament:</b></p> <p>The Bible as a unique document; the nature of Old Testament History and the critical problems unsolved in the study of the Old Testament and some proposed solutions; the types of literatures contained in the Old Testament</p>	<b>30</b>	<b>2</b>	<b>C</b>
<b>RCS 212</b>	<p><b>Introduction to Greek Grammar:</b></p> <p>The Greek alphabet, lexicography, the basic grammar of the New Testament, with intensive exercises in grammar and translation of English sentences into Greek and Greek sentences into English.</p>	<b>45</b>	<b>3</b>	<b>R</b>
<b>RCS 213</b>	<p><b>History and Doctrine of the Early Church:</b></p> <p>The process involved in the formation of Christian thought; the organization of the Church and Church-State relations; the major doctrinal controversies in early Christianity up to the 7<sup>th</sup> Century; the role of early Christian Centres in Africa in the development of Christian thoughts, as well as the effects of the controversies on</p>	<b>30</b>	<b>2</b>	<b>C</b>



	African Christianity			
<b>RCS 214</b>	<p><b>Old Testament Background:</b></p> <p>The peoples of the Old Testament, the Ancient Near Eastern world, ancient myths of creation and legal codes, and archaeological discoveries of the Old Testament period.</p>	<b>45</b>	<b>3</b>	<b>C</b>
<b>RES 214</b>	<p><b>Introduction to Sociology of Religion:</b></p> <p>The relationship between religion and society; sociological theories of religion; functions of religion; measures of religiosity; religious crises; prevention, management and resolution.</p>	<b>45</b>	<b>3</b>	<b>C</b>
<b>RES 223</b>	<p><b>Introduction to Philosophy of Religion:</b></p> <p>Definition and task of Philosophy of Religion, the legacy of Greece in Philosophy of Religion and the main objections raised against religion, especially empiricism.</p>	<b>30</b>	<b>2</b>	<b>R</b>

<b>RCS 221</b>	<p><b>Critical Introduction to the New Testament</b></p> <p>The formation of the New Testament, the types of literature contained in it, its canon, some of the critical issues in New Testament Studies, as well as theological insight into its interpretation.</p>	<b>30</b>	<b>2</b>	<b>C</b>
<b>RCS 222</b>	<p><b>Greek Grammar and Syntax:</b></p> <p>Review of the Greek Grammar, morphology through the various declensions, with extensive translation from New Testament Greek to English and vice versa.</p> <p>Prescribed Text: Gospel According to St. Mark.</p>	<b>45</b>	<b>3</b>	<b>R</b>
<b>RCS 223</b>	<p><b>Introduction to Hebrew Grammar:</b></p> <p>A brief survey of the nature and peculiarity of the Hebrew language in contrast to other Semitic languages. Hebrew alphabet, vowels, transliteration of Hebrew letters to English and vice versa, translation of selected Biblical Hebrew texts to English and vice versa.</p>	<b>45</b>	<b>3</b>	<b>R</b>

<b>RCS 224</b>	<p><b>Introduction to Systematic Theology:</b></p> <p>The nature, sources, scope and functions of Systematic Theology. The theoretical framework for doing theology will be illustrated with the treatment of some of its major themes and emphasis on prolegomena, bibliology and the study of God</p>	<b>45</b>	<b>3</b>	<b>E</b>
<b>RCS 225</b>	<p><b>Introduction to Pentateuch with Emphasis on Genesis:</b></p> <p>The place of the Pentateuchal Corpus (<i>Torah</i>) within the Old Testament, the nature and authorship of Genesis, its writings, the literary and historical criticism in the light of the documentary hypothesis with special emphasis on the theological, historical and cultural relevance of the book of Genesis in the African context.</p>	<b>45</b>	<b>3</b>	<b>E</b>
<b>RCS 226</b>	<p><b>New Testament Background:</b></p> <p>The history and literature of the inter-testamental period; the religious, social, political, geographical and archeological backgrounds of the New Testament.</p>	<b>45</b>	<b>3</b>	<b>E</b>

<b>RES 212</b>	<p><b>Comparable Themes in Major Religions in Nigeria</b></p> <p>Phenomenological study of comparable themes such as God, angels, religious texts, prophets, salvation and eschatology in major Religions in Nigeria.</p>	<b>30</b>	<b>2</b>	<b>R*</b>
<b>RES 215</b>	<p><b>A Survey of African Indigenous Religion:</b></p> <p>General African World-views on the physical and spiritual realms; belief in Supreme Being, divinities, spirits and ancestors; the origin and nature of man; and the religious significance of rites of passage.</p>	<b>30</b>	<b>2</b>	<b>C</b>
<b>RES 223</b>	<p><b>Introduction to Philosophy of Religion:</b></p> <p>Definition and task of Philosophy of Religion, the legacy of Greece in Philosophy of Religion and the main objections raised against religion, especially</p>	<b>45</b>	<b>3</b>	<b>R</b>

	empiricism.			
<b>RCS 311</b>	<p><b>Hebrew Grammar and Syntax:</b></p> <p>The various Hebrew conjugations, grammar and syntax, translation of selected prose and poetry materials from <i>Biblia Hebraica Stuttgartensia</i> to English.</p>	<b>45</b>	<b>3</b>	<b>R</b>
<b>RCS 312</b>	<p><b>The Religion of Israel and Judah:</b></p> <p>The rise of the Monarchy in its historical context, paying particular attention to north-south divisions of the states of Israel. The history down to the Exile and to the rise of the classical prophets with reference to Amos, Isaiah, Micah and Hosea.</p>	<b>30</b>	<b>2</b>	<b>C</b>
<b>RCS 313</b>	<p><b>Exegesis of St. John's Gospel:</b></p> <p>The origin, literature and theology of the Gospel according to St. John; the exegesis and textual criticism of the gospel, with prescribed texts in Greek and English, the importance of St John's Gospel for Contemporary Society in Africa.</p>	<b>30</b>	<b>2</b>	<b>C</b>

<b>RCS 314</b>	<p><b>African Church Fathers:</b></p> <p>The history of selected African Church Fathers; their impact on selected doctrines of the Church, the examination of their writings from the period of Clement of Alexandria to Augustine of Hippo..</p>	<b>45</b>	<b>3</b>	<b>E</b>
<b>RCS 315</b>	<p><b>Christian Ethical Issues in Contemporary African Society:</b></p> <p>Christian ethics against the background of secular theories of morality; issues in relating Christian ethics to contemporary African societies, such as selfhood and community, sex, abortion, Gay practices, HIV/AIDS, euthanasia, suicide, family, pre-marital sex, divorce, racism, ethnicity, wealth and poverty; Christian attitudes to war, violence and civil authority. African Christian responses to ethical issues</p>	<b>30</b>	<b>2</b>	<b>C</b>
<b>RCS 316</b>	<p><b>Soteriology:</b></p> <p>A survey of the Christian doctrine of atonement and the works of the Holy Spirit. Special attention will be given to ongoing debates on the doctrines of election, and the</p>	<b>30</b>	<b>2</b>	<b>R</b>

	gifts of the Holy Spirit.			
<b>RCS 321</b>	<p><b>Ancient Prophets in Israel:</b></p> <p>The history of the rise of prophets including their stages of development, their functions during the period of monarchy from its institution to the exile, laying emphasis on their roles as religious thinkers, political activists and social reformers.</p>	<b>30</b>	<b>2</b>	<b>R</b>
<b>RCS 322</b>	<p><b>Messianic Concept and Figure:</b></p> <p>The circumstances from which the Biblical Messianic expectation arose, the various Judaic concepts and designations of the Messiah within their literary and historical contexts, pointing out their diachronic and synchronic elements. The mysterious and human figure of the Messiah, his responsibilities and eschatological hope of the prophecies about him.</p>	<b>45</b>	<b>3</b>	<b>E</b>
<b>RCS 323</b>	<p><b>The Reformation:</b></p> <p>The history of the Reformation; the factors which gave rise to it, the Reformation in Europe, the Counter-Reformation and its</p>	<b>30</b>	<b>2</b>	<b>R</b>

	implication for the Church in Africa.			
<b>RCS 324</b>	<b>Studies in the Epistles I:</b> The theology, textual criticism, exegesis and the message of the Epistle to the Romans for the Contemporary Church in Africa, with prescribed texts in Greek and English.	<b>30</b>	<b>2</b>	<b>R</b>
<b>RCS 325</b>	<b>Gospel According to St. Matthew:</b> The origin and setting of the Gospel according to St. Matthew; the place of the Gospel in the Early Church; the Matthean historical Jesus, its missionary motifs and the relevance of the teachings of Matthew to the Church in Africa.	<b>45</b>	<b>3</b>	<b>R</b>
<b>RCS 326</b>	<b>The Church in the Middle Age:</b> The events that transpired during the Middle Age of the Church, especially the relationship between the Church and the State in the decline of political powers in Rome and the rise of the Papacy. It also examines the contributions of the church to	<b>45</b>	<b>3</b>	<b>E</b>



	the rise of scholasticism.			
<b>RES 312</b>	<p><b>Basic Practices of Major Religions in Nigeria:</b></p> <p>A comparative examination of selected religious practices such as initiation, prayer, fasting, and oath taking, inheritance, marriage, naming and burial rites in the major religions in Nigeria.</p>	<b>30</b>	<b>2</b>	<b>R *</b>
<b>RES 313</b>	<p><b>Research Methods in Religious Studies:</b></p> <p>A study of empirical and non-empirical methods of research and documentations in the study of disciplines in Religious Studies while attention is paid to peculiarities in the ethics of research in Religious Studies.</p>	<b>30</b>	<b>2</b>	<b>R</b>
<b>RES 323</b>	<p><b>Theistic Arguments:</b></p> <p>Theistic hypotheses, discussion of the present day problems of God and modern man, godlessness and theism, belief systems e.g. resurrection and afterlife,</p>	<b>30</b>	<b>2</b>	<b>R</b>

	miracles as well as religion and science.			
<b>RES 326</b>	<p><b>Interaction of Religions in Nigeria:</b></p> <p>The concept of interaction; purpose; guidelines and problems; consequences of interaction of religions such as coexistence, conflict, cross-fertilization, syncretism, ambivalence, adaptation, compromise, etc. concrete examples of interaction among adherents of African Indigenous Religion, Christianity and Islam will be examined, as well as the prospect of religious interaction in Nigeria.</p>	<b>30</b>	<b>2</b>	<b>R</b>
<b>RCS 411</b>	<p><b>Theology of the Old Testament:</b></p> <p>The theology of the Old Testament, with particular focus on themes such as God, the Council of YHWH, Creation, Election, Covenant, Holiness, Salvation, the Remnant, Kingship and Messiah; Drawing illustrations from the African worldview.</p>	<b>30</b>	<b>2</b>	<b>C</b>

<b>RCS 412</b>	<b>Literature and Theology of St. Luke's Gospel:</b>  The origin of the Gospel of St. Luke, a critical analysis of the literature and theology of the Gospel, the major characteristics and themes of St. Luke, and its significance for African Christianity today, with prescribed texts in Greek and English.	<b>45</b>	<b>3</b>	<b>C</b>
<b>RCS 413</b>	<b>Expansion of Christianity in West Africa up to 1914:</b> A study of the efforts made at Christianizing West Africa; the relationship between colonial and local authorities and mission organizations, the expansion of Christianity and Missionary polices in West Africa.	<b>45</b>	<b>3</b>	<b>R</b>
<b>RCS 414</b>	<b>Clinical Theology:</b>  The theory and practice of Christian Counseling; the concept of the whole man; societal problems arising from adolescence, marriages, HIV and AIDS, psychiatry, drug addiction; children and adult delinquency, occultism and poverty in Africa.	<b>45</b>	<b>3</b>	<b>E</b>

<b>RCS 415</b>	<p><b>Ecclesiology:</b></p> <p>The course will examine the Christian doctrine of the Church and the last things (Eschatology). It will give attention to the meaning and nature of the Church, its membership and mission on earth as well as the debates on the events of the last days. Tribulation and Millennium.</p>	<b>45</b>	<b>3</b>	<b>E</b>
<b>RCS 416</b>	<p><b>Biblical Hermeneutics and Exegesis:</b></p> <p>Methods of scientifically deriving theological import from the Biblical Corpus through exegetical principles of the hermeneutical circle and parameters for drawing a teaching from the Scriptures enunciated with Biblical exemplars.</p>	<b>45</b>	<b>3</b>	<b>E</b>
<b>RCS 421</b>	<p><b>Hebrew Exegesis:</b></p> <p>Exegesis of selected books from the prose and poetry sections of the <i>Biblia Hebraica Stuttgartensia</i>; relationship between scholarship and biblical literary structure vis-à-vis Christian understanding of scripture. The set texts include: Ex. 1-24 or 25-34, Deut. 1-11 and alternative Ps. 1-20.</p>	<b>45</b>	<b>3</b>	<b>R</b>

<b>RCS 422</b>	<b>New Testament Theology:</b> Major themes in New Testament Theology, with emphasis on the Gospels and the Pauline Epistles and their relevance to contemporary life in Africa.	<b>30</b>	<b>2</b>	<b>R</b>
<b>RCS 423</b>	<b>Christian Theology in Africa:</b> The variety of theological perspectives in Africa, concentrating on the themes of creation, salvation and eschatology in African theological writings.	<b>45</b>	<b>3</b>	<b>E</b>
<b>RCS 424</b>	<b>History of Indigenous Churches in West Africa:</b> The rise and expansion of indigenous churches in West Africa from nineteenth century; also how these churches have both influenced and enriched Christianity with their own peculiarities.	<b>30</b>	<b>2</b>	<b>R</b>
<b>RCS 425</b>	<b>Studies in the Epistles II:</b> The Origin, literature and theology of any of the following Epistles: Ephesians, the Pastoral letters, the Epistles of John or Hebrew, relating the exegesis to the life of the Church in Africa, with prescribed texts	<b>45</b>	<b>3</b>	<b>E</b>

	in Greek and English.			
<b>RCS 426</b>	<p><b>Pentecostal and Charismatic Christianity in Nigeria:</b></p> <p>The historical origins of Pentecostalism and Charismatic Christianity as global Movements, the distinctive characteristics, laying particular emphasis on selected Pentecostal and Charismatic Movements in Nigeria.</p>	<b>45</b>	<b>3</b>	<b>E</b>
<b>RCS 427</b>	<p><b>Poetical Books of the Old Testament:</b></p> <p>Critical evaluation of one of these poetical books: Job, Psalms or Proverbs, taking cognisance of their relevance to contemporary socio-religious contexts in Africa.</p>	<b>45</b>	<b>3</b>	<b>E</b>
<b>RES 412</b>	<p><b>Theological Themes common to Major Religions:</b></p> <p>Acomparative examination of theological themes common to major religions of the world: Monotheism, Faith and works, Salvation, Predestination, Freewill and Life</p>	<b>45</b>	<b>3</b>	<b>R *</b>

	after Death, the place of philosophy and local culture and the understanding of God's unity.			
<b>RES 423</b>	<p><b>Studies in Theodicy</b></p> <p>The various definitions of evil, types of evil, versions of the problems and types of responses, various types of theodicy, and how both the theist and atheist can approach the problem of evil objectively.</p>	<b>30</b>	<b>2</b>	<b>C</b>

**ACADEMIC STAFF**

<b>S/N</b>	<b>Academic Staff</b>	<b>Qualifications</b>	<b>Status</b>
1	Ven. Ayodele A. Atowoju	Dip Th. B.A (Hons), M.A, Ph.D.	Professor
2	Very Rev. Doherty K. Fagbiye	Dip. RS, Dip.Th., B.A.(Hons), M.A, Ph.D.	Snr. Lecturer
3	Very Rev. O. O. Berekiah	ND, Dip. Th., Dip. Rs., M.A., Ph.D.	Snr. Lecturer
4	Very Rev. Dr. Samuel C. Nwankwo	Dip.Th., B.A.(Hons), M.A, Ph.D	Lecturer I
5	Very Rev. Dr. Emmanuel Adetunji	Dip.Th, B.A (Hons), M.A, Ph.D.	Lecturer I
6	Very Rev. U. M	Dip.Th, Dip.Rs, B.A. M.A	Lecturer I



	Ugorie,	PhD.	
7	Very Rev. Raphael A. Idialu.	Dip.Th , Dip.RS, B.A (Hons), M.A., MA,PhD.	Lecturer I
8	Very Rev. Olufikayo K. Oyelade	NCE, Dip. Th., Dip Rs., B.A, M.A, M. Sc., PhD.	Lecturer I
9	Very Rev. N. C. Ubani	Dip.Th, B.A. M.A, PhD.	Lecturer II
10	Very Rev. Dr. Joseph O. Odunuga.	Dip.Th. , B.Sc , B.Th., M.A, M.Sc, PhD	Lecturer II
11	Very Rev. Dr. Ohaeri.N Ndubuwa.	Dip.Th.,, B.A. (Hons), P.G.D.E , M.A, PhD	Lecturer II
12	Very Rev. Dr. Anyanwu Peter Chukwuemeka	Dip. Th(Ukwulag), B.A. (Hon), M.A, Rel. Ph.D.(Missiology), Ph.D.(O.T)	Lecturer II
13	Very Rev. Bamidele A. Adedeji.	Dip.Th. Dip.RS, B.A Hons., M.A.	Ass. Lecturer

### ADMINISTRATIVE STAFF

S/N	Admin. Staff	Qualifications	Status	Area of Specialization
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1	The Very Rev'd Oluwaseun Peter Olanrewaju	Dip Th., Dip RS, BSc.	Executive Admin. Officer I	Computer Science
2.	Mrs Elaigwu Merit Mariam	SSCE	Snr Clerical Officer	Secretarial Studies
3.	The Rev. Victoria E. John-Efiong (Mrs)	Dip. RS, B.Th., M.A.	Admin. Officer II	Biblical Studies (Old Testament)
4.	Mrs. B. F. Akinrinlola	OND, HND.	PS II	Office Technology and Management
5.	Mrs Elizabeth Oladiran	B. Sc.	Admin Officer II	Office Technology and Management

## **Bachelor of Library and Information Science Education (BLISE)**

### **Duration of Course**

Four academic sessions (eight semesters)

### **Philosophy of the Programme**

The programme is intended to provide students with intellectual and professional skills which will enable them carry out their functions confidently and effectively in the field of library and information Science and as well make them adaptable to the changing situations in the nation and in the profession.

### **Objectives of the Programme**

Objectives of the programme specifically include the following:

- (a) to train personnel for professional work in various types of libraries;
- (b) inculcate basic skills in information technology application; and
- (c) in-depth knowledge in education and the subsidiary subjects offered in the programme.

### **4. Admission Requirements**

**(a) Unified Tertiary Matriculation Examination (UTME)  
Candidates**

The UME candidates applying for the BLISE Degree Programme in Library, Archival and Information Studies are expected to satisfy the University

and the Faculty of Education requirements. In addition to passing the Unified Tertiary Matriculation Examinations (UTME), candidates must have, at least, five credits in GCE, WASCE, NECO, SSCE including English Language at one sitting or six credits at two sittings. A minimum of D7 in Mathematics is also necessary.(i) NCE and ND holders applying for admission to the BLIS Degree Programme are expected to satisfy the University of Ibadan entry requirements.

**(b) Direct Entry**

- (i) NCE and ND holders applying for admission to the BLIS Degree Programme are expected to satisfy the University of Ibadan entry requirements.
- (ii) Candidates holding the Diploma in Library Studies of the University of Ibadan or any other recognized institution or any other recognized qualification in Library Studies, Information Science or Archival Studies may be admitted to the degree programme at the 200 Level provided they have obtained five subjects at credit pass in the GCE, WASCE, NECO, SSCE or have passed five subjects including English Language and Mathematics with Merit at the Teacher's Grade II Certificate obtained before 1981.

**(iii) Mode of Instruction and Categorization of Courses**

- (a) Instructions shall be by lectures, practicum and industrial attachment.

Candidates will be required to take approved combination of courses based on the recommendation of the Faculty Board of Education and as approved by the Senate. The approved combination of courses for the BLIS Degree comprises compulsory, required and elective courses in LIS, foundation

courses in Education and General Studies courses. Courses from one academic discipline must be taken from another faculty. The discipline selected should be approved by the Department.

(b) **The courses are categorized as follows:**

- (i) **Compulsory:** Courses which a student must take and pass with a minimum of 40%.
- (ii) **Required:** Courses which a student must take and pass with minimum of 30%.
- (iii) **Elective:** Courses which a student can take in order to make up the required additional units for the award of the degree.
- (iv) All courses are to be examined during the semester in which they are taught.
- (v) Continuous assessment is regarded as part of course examinations, but marks scored shall not constitute more than 30% of the total marks for the course.
- (vi) The total number of units taken along with the grades obtained in each course shall be recorded for the purpose of calculating the Cumulative Grade Point Average (CGPA).
- (vii) The number of course units to be taken for a degree shall not be less

than 153 units for UTME consisting of 99 units of LARIS courses and 54 units of others; and for Direct Entry, 123 units consisting of 81 units of LARIS courses and 42 units of other courses.



6

**REGULATIONS**

To be awarded the Degree of Bachelor of Library and Information Studies, candidates must satisfy the following departmental requirements:

**100 Level**

- (a)     **Compulsory:** LIS 101, LIS 103, LIS 104                     \_             9 Units
- (b)     **Required:** LIS 113, LIS 115, LIS 117                     \_             9 Units
- (c)     **Elective:** LIS 118
- (d)     Candidates are to offer 9 units from one academic teaching subject taken in education (from one programme only).
- (e)     Candidates are to offer 6 units from GES courses taken at 100 level, GES 101 and one other GES course.
- (f)     Candidates are to offer 6 units from two Faculty courses taken at 100 level: TEE 102 and GCE 101.
- (g)     Total number of LARIS courses is 18 units.

Candidates are expected to select their courses in consultation with their departmental advisers.

**200 LEVEL UTME**

- (a) **Compulsory:** LIS 202, LIS 206 - 6 Units
- (b) **Required:** LIS 211, LIS 212, LIS 213, LIS 214 - 12 Units
- (c) **Elective:** LIS 203, LIS 219, LIS 227 or LIS 228
- (d) Candidates are to offer 9 units from one academic teaching subject taken in education (from one programme only).

- (e) Candidates are to take 3 units from the Faculty course taken at 200 level - GCE 203.
- (f) Candidates are to take 3 units from the GES course taken at 200 level (GES 102 or 104).
- (g) Total number of LARIS courses is 18 units.

### 200 LEVEL DIRECT ENTRY

- (a) **Compulsory:** LIS 202, LIS 206                                  \_                  6 Units
- (b) **Required:** LIS 211, LIS 212, LIS 213                                  \_                  9 Units
- (c) **Electives:** LIS 101, LIS 102, LIS 103, LIS 104, LIS 118, LIS 203, LIS 227
- (d) Candidates must obtain 9 units from subject background.
- (e) Candidates must obtain 3 units from Faculty course (GCE 101).
- (f) Candidates must obtain 6 units from General Studies courses – GES 101 and 105.
- (h) Total number of LARIS courses is 15 Units.

### 300 LEVEL

- (a) **Compulsory:** LIS 302, LIS 303, LIS 304, LIS 305, LIS 308    \_    15 Units
- (b) **Required:** LIS 311, LIS 312, LIS 313, LIS 314                                  \_                  12 Units
- (c) **Elective:** LIS 321, LIS 322, LIS 324 and one out of LIS 315, LIS 316, LIS 317.
- (d) Candidates must obtain 9 units from the teaching subject taken outside the Faculty. This must be the same subsidiary subject taken from other faculties at 100 and 200 levels.

- (e) Candidates admitted through Direct Entry are to take 3 units of GES (GES 104) and 3 units of Faculty courses in addition (GCE 203).
- (f) Total number of LARIS courses is 27 Units.
- (g) Total number of units to be taken at the 300 level by Direct Entry students is 42 units.

8

BACHELOR OF LIBRARY AND INFORMATION STUDIES (BLIS)

**400 LEVEL**

- |            |   |   |         |
|------------|---|---|---------|
| <b>(a)</b> | <b>Compulsory:</b> LIS 401 (6 Units), LIS 403 | - | 9 Units |
| <b>(b)</b> | <b>Required:</b> LIS 411, LIS 412             | - | 6 Units |
| <b>(c)</b> | <b>Elective:</b> LIS 406                      |   |         |
| <b>(d)</b> | Total number of LARIS courses is 15 Units.    |   |         |

**SUBSIDIARY/BACKGROUND SUBJECTS FROM OTHER COLLES**

The background subjects to be taken from the Faculties of Arts, the Social Sciences, Science and Agriculture are:

English and Literary studies

Christian Religious Studies

Linguistics (Yoruba)

French

Political Science

Sociology

Economics

Geography

Mathematics

Physics

Chemistry

Computer Science

Courses in any department of the Faculty of Agriculture.

10

Course	CORE COURSES	Status	Unit	Teaching	Practical
LIS 101	<b>Introduction to Library and Information Studies.</b> The nature and characteristics of information; information and society; history of libraries- digital, virtual and electronic libraries; principles of information science; archives and records management concept; basics of publishing; visits to libraries, information centres, archives and publishing houses, national and international library associations; library development in Nigeria; career and professional issues.	C	3	45	-

	characteristics of information; information and society; history of libraries- digital, virtual and electronic libraries; principles of information science; archives and records management concept; basics of publishing; visits to libraries, information centres, archives and publishing houses, national and international library associations; library development in Nigeria; career and professional issues.	C	3	45	-
LIS 103	<b>Information and communication technology use in the Library:</b> Word processing, software packages, Internet surfing and downloading information; microform technology; practical exercise on CDROM technology; practical hands-on; overhead	182			

LIS 104	<p>uction to spreadsheet.</p> <p><b>Introduction to Information Science</b>Theories of information science, information as a commodity; information policy; selection; storage and dissemination; natural</p>	C	3	45	-
LIS 113	<p>and artificial language; evaluation of information needs and sources; information in decision making and problem solving in 21<sup>st</sup> century.</p> <p><b>Reference Sources and Services</b> Information needs and use; basic reference sources and services; information resources in various disciplines; reference work; online search</p>	R	3	45	-
LIS 115	<p>ing and use of electronic sources; introduction to information literacy, information seeking behaviour theory.</p> <p><b>Information User</b>Various information users, their characteristics and their needs, information seeking behaviour, community analysis; user education; environmental</p>	R	3	45	-

LIS 117	and information agencies on meeting users' needs. <b>Archives and Records Management</b> History of archives; theory of archive management; archival practice;	S R	B	45	-
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12

	challenges in the 21 <sup>st</sup> century; practical sessions; registry management-				
LIS 118	definition of record and records management; records storage equipment; records filing system; records disposition. <b>Introduction to Book Publishing</b> Book publishing and book trade; introduction to electronic/desktop publishing; intellectual property rights;		R	3	45
LIS 129	copyrights; basic skills in print negotiation; introduction to estimation and costing; introduction to organizational management. <b>Book Distribution and Sales</b> Book publishing in Africa and Nigeria in particular; books for various categories of readers; the multinational publishers;	E	3	45	

TEE 101	<p>indigenous publishing; governments and individual publishers; bookselling and bookshops, the problems of distribution relations between authors, publishers and booksellers.</p> <p><b>History of Education</b></p> <p>A study of educational development and institutions from ancient times to the present with particular</p>	C	3	45	
	<p>reference to the present evolution of modern education in Nigeria</p>				

	187				13
GCE 101 -	<b>Psychological Foundation of Education</b>	C	3	45	
	Application of psychological principles to clarify the nature, conditions, outcomes and evaluation of learning and retention; psychology and the improvement of the learner, the teacher, the curriculum process and teaching effectiveness.				
LIS 202	<b>Organization of Knowledge</b>	C	3	45	
	Types of information careers; parts of information careers consulted in cataloguing; definition of cataloguing and classification; Introduction to descriptive cataloguing; cataloguing codes; Anglo-American cataloguing codes (AACR2); description and use; body of the description; headings; importance of cataloguing and classification in organization of knowledge; classification schemes- general characteristics and importance in the				
	187				

	188				
14					
LIS 206	<b>Introduction to Preservation and Conservation</b> Definitions and terminology;	C	3	45	
	history of preservation and conservation; history of writing and recording media; characteristics of paper and materials; the agents of deterioration; preventive conservation; cleaning methods; disaster prevention and recovery; planning and implementing a preservation programme.				
LIS 211	<b>Information Literacy</b> Definition of information literacy;	R	3	45	
	importance of information literacy; characteristics and types of information; information sources; information access tools; search strategies; information literacy skills; Internet as information provider, copyright issues; citation patterns; evaluation of information sources.				
LIS 212	<b>Introduction to Knowledge Management</b>	R	3	45	-
	Definition of knowledge management; importance of knowledge management in an organizational setting; processes, theories and practices, techniques and				
	188				

	189				15
LIS 219	of oral history and tradition; IKS in agricultural, health practice etc; Information needs of rural people; role of libraries and information centres, repackaging, creating database of IKS. <b>Children's Literature</b>		R	3	45
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LIS 203	<del>Definitions, characteristics of children's</del> literature; children's literature and oral tradition; genres of children's literature; children's imaginative literature; folk and fairy tales; realistic stories; poetry and drama; story hours; reading promotion; clubs, societies; electronic sources of literature. <b>Telecommunication and Networking</b>	R	3	45	-
LIS 227	Data communications; theory and systems structure; principles of communication; transmission media; data control protocols; basic principles of networking; network components and technologies; network architecture and topologies. <b>Information Service to Target Groups</b>	R	3	45	
	189				

IS 228	<p><b>Desktop Publishing</b></p> <p>Application of types of desktop publishing software packages, producing publications from manuscripts to camera ready stage practical.</p>	R	3	30	
GCE 203	<p><b>Basic Statistics in Educational Practice</b></p> <p>The nature and concept of behavioural statistics and its use in education; descriptive statistics in educational practice including the use of rules of</p>	C	3	45	-
IS 302	<p>summation frequency distribution, measures of central tendency, dispersion, correlation and regression coefficient; the normal curve and skewed distributions; test scales and norms and the use of statistics in handling composite scores including term statistics in validity and reliability of psycho-educational assessment practices.</p> <p><b>Organization of Knowledge II</b></p> <p>Detailed descriptive cataloguing rules; cataloguing of monographic publications; cataloguing of non- book materials; the</p>	C	3	45	-

	Library of Congress Subject Headings (LSCH): description and use; added entries; Library of Congress Classification (LC): history, characteristics and use; use of ICT in organization of knowledge.				
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<p>LIS 303</p>	<p>consortium buildings; organization of library materials; practicals in organization of knowledge with LSCH and LC.</p> <p><b>Application of Software Packages in Libraries, Archives and Information Centres</b></p> <p>Automation of library functions; library software packages; application of packages to the serials. acquisition, circulation, cataloguing, reference services. Overview of practice in national and international automated bibliographic systems; challenges in developing countries, hands-on practice on CDS/ISIS and two packages.</p>	<p>C</p>	<p>3</p>	<p>30</p>	<p>15</p>
<p>LIS 304</p>	<p><b>Collection Management</b></p> <p>Collection development policies; acquisition of library materials; selection tools; consortial; collection development using electronic media; serials subscription and management; open</p>	<p>C</p>	<p>3</p>	<p>45</p>	<p>-</p>



LIS 305	consortium; grey literature. <b>Introduction to Research Methods</b> Definition of research; type of research; research methodologies; data collection instruments; use of statistics in informatio n management; measure of central tendency and dispersion; correlation	C	3	45	-
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18

LIS 308	and regression analysis; tests of significance using chi-square; use of SPSS software; information resources in library and information science research; writing a research proposal. <b>Industrial Practice I</b> Attachment to any relevant library, archives and information organization for 3 months (12 weeks) 2 <sup>nd</sup> semester.	C	3		45
LIS 311	<b>Information Repackaging and Community Information Services</b>	R	3		45
	Information in support of millennium development goals; community needs analysis; digitization; principles of information repackaging; sources of infor-				

LIS 312	<p>mation for repackaging; use of media in repackaging information, consolidation of information; information repackaging for rural communities; case studies.</p> <p><b>Marketing of Library and Information Products and Services</b></p> <p>Definition of marketing; marketing environment; overview of marketing services; information marketing processes; different types of information</p>	R	3	45	
	<p>products and services; information consumers behaviour; pricing model; issues and problems in library and information marketing in Nigeria public</p>				

LIS 313	<p>relations and advocacy.</p> <p><b>School Libraries and Media Resource Centres</b></p> <p>Functions of school libraries and media centres; types of learning resources, the new media and electronic resources; personnel and services; information literacy; development of children's classroom and school library collections;</p>	R	3	45	-
LIS 314	<p>organization of resources, biographies, drama, prose and fiction collections; developing children's interest in reading; exhibitions display and book talk; story and library hours, facilities and infrastructures; collaboration with other libraries.</p> <p><b>Academic, Special, Public and National Libraries</b></p> <p>Origin and concepts of academic, special and national and public libraries; history and development; organization, staffing and financing, problems of libraries in Nigeria; relationship to other informa-</p>	R	3		

LIS 315	<p>routines.</p> <p><b>Subject Information Sources in Science and Technology</b></p> <p>Basic information sources and services in the relevant subjects; information needs relevant information system; the state of the discipline in Nigeria; agencies and stakeholders in Nigeria and Africa</p>	E	3	45	
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LIS 316	<p>compilation of a bibliography.</p> <p><b>Subject Information Sources in the Social Science</b></p> <p>Basic information sources and services in the relevant subjects; information needs relevant information system; the state of the discipline in Nigeria; agencies and stakeholders in Nigeria</p>	E	3	45	-
LIS 317	<p>and Africa; compilation of a bibliography.</p> <p><b>Subject Information in Humanities</b></p> <p>Basic information sources and services in the relevant subjects; information needs relevant information system; the state of the discipline in Nigeria; agencies and stakeholders in Nigeria and Africa; compilation of a bibliography</p>	E	3	45	-
LIS 321	<p><b>Legal Issues in Information</b></p> <p>Law and the society; freedom of expression; right of privacy; defamation; copyright intellectual property rights; information and information containers; acquisition policies, access policies and regulations; fees for information;</p>	E	3	45	-

LIS 322	<p>government policies on access to information; legislations governing documentation and access; ethical issues in information work.</p> <p><b>Book Indexing and Editing</b></p> <p>Concept of indexing and abstracting; types of indexes; functions of a book</p>	E	3	45	
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	index; indexing language and types; process of indexing a book for publication; computer application to book indexing, indexing and editorial procedure; book indexing software;				
LIS 401	vocabulary control in book indexing; thesaurus in book indexing; proof-reading the index of a book; practical indexing – manual and computer-aided <b>Research Project</b> Survey, writing up and submission of a project on library, archives, publishing and information science.	C	3	45	
LIS 403	<b>Management of Library and Information Centres</b> Types of libraries – academic, public, national school and special libraries	C	3	45	
	and information centres; planning, decision making and controlling; work motivation, job satisfaction, job stress, conflict management, organizational				



LIS 411	<p>culture and communication; staffing and finances, financing, library routines.</p> <p><b>Indexing and Abstracting</b> R</p> <p>Indexing theories and principles, pre- and post-Coordinate indexes Thesaurus, construction; manuals and computer generated indexes, indexing and abstracting services including electronic data base construction; evaluation of</p>	3	45		
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22

LIS 412	<p>indexes and abstracts; practical application.</p> <p><b>Entrepreneurship in Library, Archival and Information Science</b></p> <p>Entrepreneurship theory and practice; staffing/marketing the new venture; determining capital requirements, writing business plans, business options, options, openings and possibilities for</p>	R	3	45	-
	<p>self employment, employment creation; requirements for establishing and managing enterprises, business plan project; introduction to small business start-up; identifying business opportunities.</p>				

**ACADEMIC STAFF**

<b>S/N</b>	<b>Name</b>	<b>Area of Specialisation</b>	<b>Qualification</b>	<b>Status</b>
1	Dr. P.O. Olajojo	Library and Information Science	PhD	Associate Professor
2	Dr. O.D. Bakare	Information Science	PhD	Snr. Lecturer
3	Dr. G.O. Quadri	Library and Information Science	PhD	Snr. Lecturer
4	Dr. O.T. Oyewo	Library and Information Science	PhD	Lecturer I
5	Dr. M.O. Aborisade	Library and Information Science	PhD	Lecturer II
6	Mrs. C.A. Amori	Library and Information Science	M.LIS	Assistant Lecturer
7	Mr. S.O. Obadare	Library and Information Science	M. LIS	Assistant Lecturer
8	Mrs. C.Y.	Library and Information Science	B. LIS	Graduate Assistance

**ADMINISTRATIVE STAFF**

<b>S/N</b>	<b>Name</b>	<b>Qualifications</b>	<b>Designation</b>
1	Mr. J. O. Erhabor	BLIS.	Librarian II
2.	Mr. B.V. Anike	Dip Lib Mgt	Snr Lib Ass
3.	Mrs. B. F. Akinrinlola	OND, HND.	PS II
4.	Miss O. Aro	NCE	Computer operator