

FEDERAL REPUBLIC OF NIGERIA



NATIONAL COMMISSION FOR COLLEGES OF EDUCATION ABUJA

NIGERIA CERTIFICATE IN EDUCATION MINIMUM STANDARDS FOR ADULT, NON-FORMAL AND SPECIAL EDUCATION

2012 Edition



TETF PROJECT, 2012

FEDERAL REPUBLIC OF NIGERIA



NATIONAL COMMISSION FOR COLLEGES OF EDUCATION

**NIGERIA CERTIFICATE IN EDUCATION
MINIMUM STANDARDS
FOR
ADULT AND NON-FORMAL EDUCATION**

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FOREWORD

The National Commission for Colleges of Education, NCCE, was established by an Act in 1989 as the third leg of the tripod of excellence in the supervision of tertiary education in Nigeria. Its mandate includes, inter alia, the laying down of Minimum Standards for all programmes of teacher education and accrediting their certificates and other academic awards. Since its inception, my Ministry has been pursuing very doggedly and supporting the Commission's goals of **quality assurance**. We shall not relent in our match towards the realization of the set goals of producing quality teachers for our rapidly expanding basic education sector.

In response to the transformation agenda of the present administration and the widespread criticism that the existing NCE programme is tunnel visioned, the NCCE has revised and updated the existing **NCE Minimum Standards** documents. New programmes have been added to address the existing teacher needs at the basic education level.

The new programmes are now more focused toward the attainment of **Education for All (EFA)** demands and **the Millennium Development Goals (MDGs)**. In addition to the existing two subjects' combination in NCE programme, which is suited for the preparation of the B.Sc. (Ed)/B.A (Ed) degree programmes, the new Minimum Standards document is now targeted at producing specialist teachers for:

- (i) Pre-Primary Education or Early Childhood & Care Education,
- (ii) Primary Education,
- (iii) Junior Secondary Education,
- (iv) Adult and Non-Formal Education,
- (v) Special Needs Education.

Thus, for those who are aspiring to go further, the new programmes are suited for B.Ed degrees. The new programmes are level specific. This simply means that we are beginning to prepare specialized teachers for each of the five levels of basic education listed above.

In view of the fundamental changes in teacher education that the above new programmes represent, an **Implementation Framework** to guide NCE-awarding institutions has been produced to accompany the revised and expanded Minimum Standards documents. The Framework sets standards for curriculum practice. It provides the background that has informed the development of the new teacher education programmes and also gives practical guidelines as to what is expected to be done by administrators, teachers and students in the process of implementing the curriculum. It is believed that this, along with other innovative ideas that have been woven in, will ensure that there is uniformity in practice across all the NCE-awarding institutions.

I commend the efforts of NCCE in its timely response to challenges and its bid to raise the quality of our pre-service teachers.

I congratulate the Executive Secretary and his staff for accomplishing this national assignment.


Prof. (Mrs.) Ruqayyatu A. Rufa'I, OON
Honourable Minister of Education
Federal Republic of Nigeria

February, 2013

INTRODUCTION

In the last five years, the NCCE has been involved in a number of activities (including conferences, workshops, critiquing sessions, etc.) to address the discrepancy between teacher certified qualifications and the quality of their on-the-job performance. It has become clear that a major part of the problem has been an observed dislocation of the existing NCE programme from its service sector.

The mandate of the teacher training programme at the NCE level, which is the recognized minimum teaching qualification in Nigeria, is to produce quality teachers for the Basic Education sub-sector. The Basic Education sub-sector encompasses the following categories of education:

- (i) Pre-Primary Education or Early Childhood & Care Education,
- (ii) Primary Education,
- (iii) Junior Secondary Education,
- (iv) Adult and Non-Formal Education,
- (v) Special Needs Education.

Each of these categories of education has an approved national curriculum which is distinctive and extensive in addition to those of the Senior Secondary Education (which remain content specific). Thus, if the NCE is to remain relevant to the sub-sector it is intended to serve, it must do more than it is presently doing. It must prepare teachers with knowledge and skills required to teach effectively at the different levels and areas of the basic education programme, without being oblivious of the needs for higher education of the beneficiaries. The new Minimum Standards document is the output of the thinking in this regard.

The emergent Minimum Standards documents, especially those for the Vocational and Technical education programmes, are accompanied with Curriculum Implementation Guidelines to assist institutions and especially the educators, in the implementation of the new ideas.

While the debates on the focus of the new Minimum Standards document were going on, the Commission was also engaged in a number of related activities. A separate group was engaged in the review of the methods of instruction. Another looked at how to provide an enabling child/learner friendly environment for our teachers and yet another reviewed the minimum professional standards for teacher educators.

The minimum standards for teacher educators define the minimum the educators should know and be able to do as well as their expected minimum dispositions towards their work, if they are to remain/progress in their career.

The need to review our system of evaluation to align with the new thinking was also recognized. Therefore, a new instrument, **Quality Assurance Toolkit**, that would address institutional evaluation as well as the needs of educators in the performance of their tasks, has been developed and circulated.

The revised Minimum Standards document has taken cognizance of these developments and has thus been expanded to meet the identified needs. It has also taken the advantage of the review exercise to update the minimum contents, using those provided in the Basic Education Curriculum. The document retains the present 2-subject combinations to allow for the preparation of would-be teachers in the senior secondary school and as entry qualification into the B.Sc. (Ed)/B.A (Ed) programmes.

As can be inferred, considerable hard work has gone into these various documents and particularly, into the putting together of all these into the revised Minimum Standards documents.

I wish to acknowledge the contributions of our Development Partners. The COL and DFID, through the ESSPIN programme provided the initial impetus, technical assistance as well as materials that aided the development of the new Quality Assurance Toolkit. The Commonwealth of Learning (COL) also, assisted the Commission in mainstreaming the principles and methods of child-friendly schools into the NCE curriculum as well as built capacities of teacher educators in ICT. UNICEF must be commended for its assistance in the development of the curriculum for Early Childhood Care and Education (ECCE).

I also acknowledge the efforts of the Academic Programmes Department of the NCCE, which coordinated the various activities that led to the emergence of the revised NCE Minimum Standards documents for Colleges of Education and their sister institutions. In particular, I commend all those who contributed to the planning, writing, debating and critiquing of the documents. I should also thank the FCE (T) Potiskum that served as a guinea pig during the trial-testing stage of the Quality Assurance/ Accreditation Instrument.

Special thanks are also due to the Provost of FCE Zaria where the final review workshops for the new Minimum Standards for NCE and Pre-NCE programmes were held.

The production of these new Minimum Standards documents would not have been possible without the assistance of TET fund. This intervention is very much appreciated.

Finally, I appreciate the efforts of the Federal Government of Nigeria through the Honourable Minister of Education, **Prof. (Mrs.) Ruqayyatu A. Rufa’I, OON** for providing the much needed ‘Federal Might’ for the transformation of the education sector.

It is my fervent hope that all teacher training institutions for the Basic Education sub-sector will avail themselves with the opportunities offered by this revised **NCE Minimum Standards document**. With the provision of this document, the NCCE would henceforth be guided in its assignment, as the Commission goes round the Colleges of Education to ensure quality delivery and accreditation of our institutions and programmes.



Prof. M. I. Junaid
Executive Secretary
National Commission for Colleges of Education

February, 2013

ACKNOWLEDGMENT

The development and publication of this Specialist NCE Minimum Standards Document would not have been possible without the support and contributions of a number of individuals and organizations. The restructuring process, which entails a series of activities including experts meeting, stakeholders' consultative workshop and critique workshops were supported by funds provided by the Federal Government of Nigeria in our regular capital projects. The Department would like to acknowledge the importance of this support.

The Department would also like to acknowledge the contributions of the numerous resource persons who participated at the various stages of the restructuring process, and commend them for job well done. In the same vein, we acknowledge the support of the Provost of the Colleges of Education who either participated personally in the activities that culminated into this edition of the Specialist NCE Minimum Standards or sponsored their staff to make presentations and inputs during the development and critique exercise.

Finally, the Department would like to appreciate the efforts and support of the Management of the Commission under the leadership of the Executive Secretary, Prof. M.I. Junaid who provided us with academic leadership for restructuring and expanding NCE Minimum Standards in line with basic education programmes.



Dr. A.Y. Abdulkareem
Ag. Director
Academic Programmes Department

February, 2012

CURRICULUM FOR NCE ADULT AND NON-FORMAL EDUCATION PROGRAMME (DOUBLE MAJOR)

A. Philosophy

It is common knowledge that a good proportion of the Nigerian population is illiterate. This population is known to underutilize its talents and abilities. The nation cannot achieve its development aspirations if large group of her citizen remains illiterate. Consequently, there is the need for functional and responsive Adult and Non-formal Education programmes and trained personnel to tap this latent human capital for national development.

B. Objectives

The objectives of the programme are to:

1. produce dedicated and skilled facilitators of adult learners;
2. prepare facilitators with in-depth knowledge of emerging contemporary issues related to Adult and Non-formal education;
3. train facilitators with the right attitude to Adult and Non-formal Education;
4. produce facilitators that are able to guide and support learners to acquire relevant knowledge, skills, attitudes and values necessary for living;
5. produce facilitators who should be able to mobilize communities for education and development; and
6. provide opportunity for further education in Adult and Non-formal Education.

C. Admission Requirements

- a. A Senior Secondary School Certificate (SSCE/WAEC/NECO/NTC/NBC or GCE 'O' Level with credit passes in 4 subjects (including English and Mathematics) in not more than two sittings. Two of the credits must be relevant to the course the candidate wishes to offer.
- b. A Grade II Teachers' Certificate (TC II) with credit or merit in four subjects, two of which must be relevant to the course the candidate wishes to offer.
- c. Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad.
- d. All candidates wishing to be considered for admission must enroll for and write the selection examination organized by an accredited body such as JAMB.
- e. Successful candidates in the Pre-NCE final examinations would be required to regularize their admission with JAMB examination
- f. Colleges have the latitude to administer additional tests for selection of their candidates

D. Facilities Required

Adult and Non-Formal Education programmes require the following facilities:

1. Audio equipment (radio, tape recorders, CDS, etc)
2. Visual (Flash cards, Pictures, Charts)
3. Audio-Visual (Television, filmstrips)
4. Resource Room to house students projects, assignments, models of vehicles, models of animals
5. Computer Room (e-resources)
6. Library: There should be a School Library to house books and journals in the various areas of Adult and Non-Formal Education
7. Facilities for Learner Generated Materials (LGM)
8. Extra-Mural Centres and Literacy Centres
9. Vocational Centres, Lecture rooms, offices, toilets

E. Structure

There should be a school to house Adult and Non-Formal Education in the Colleges. There should be three academic departments in the School. These are:

- Adult Education
- Community Development and Extension Services
- Open and Distance Learning

F. Human Resources

(a) Dean's Office

- Dean, Personal Secretary to the Dean, Secretarial Staff
- School Academic Secretary
- One Administrative Officer

(b) Each Department of Adult and Non-Formal Education should have:

- HOD who is not below Senior Lecturer and must have Masters Degree in Adult and Non-Formal Education
- A Secretary and Secretarial Staff
- 1 Chief Lecturer
- 1 Principal Lecturer
- 2 Senior Lecturers
- 8 Lecturers (I, II and III)
- 2 Assistant Lecturers
- 2 Support Staff (a messenger and a cleaner)

Subject Combinations

The Adult and Non Formal Education should be offered as Double Major.

Graduation Requirement

Minimum Credit for graduation is 117/118 while the maximum is 126

LIST OF COURSES

100 LEVELS

FIRST SEMESTER

Adult and Non-formal Education Compulsory Courses

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
ANF 111	History of Adult and Non-formal Education	2	Compulsory
ANF 112	Psychology of learning in Adult and Non-formal Education	2	Compulsory
ANF 113	Principles and Practice of Adult and Non-formal Education	2	Compulsory
ANF 114	Extension Education	2	Compulsory
ANF 115	Teaching English in Adult and Non-formal Education I	2	Compulsory
ANF 116	Teaching of Mathematics in Adult and Non-formal Education I	2	Compulsory
ANF 118	Life Skills	1	Compulsory
ANF 119	Adult Education for Special Need Groups	1	Compulsory

Elective ANF Courses:

Each student is to register one of the following Electives:

ANF 117A	Introduction to Vocational/Technical Education	2	Elective
ANF 117B	Library and Information Services in Adult and Non-formal Education	2	Elective

Compulsory Education Courses

Each student is to register one of the Electives below

EDU 112	Educational Psychology	2	Compulsory
EDU 113	Principles and Methods of Teaching	2	Compulsory

General Studies Education Courses

Each student is to register all listed courses below as compulsory

GSE 111	General English I	1	Compulsory
GSE 112	Introduction to Library Studies	1	Compulsory
GSE 113	Basic General Mathematics I	1	Compulsory
	Total	22	

**100 LEVELS
SECOND SEMESTER
Adult and Non-formal Education
Compulsory Courses**

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
ANF 121	Introduction to Literacy Education	1	Compulsory
ANF 122	Philosophy of Adult and Non-formal Education	2	Compulsory
ANF 123	Language Issues in Adult and Non-formal Education I	2	Compulsory
ANF 124	Sociology of Adult and Non-formal Education	1	Compulsory
ANF 125	Community Health and Environment Education	1	Compulsory
ANF 127	Introduction to Curriculum for Girl-Child and Adolescent Girls	1	Compulsory
ANF 129	Introduction to Life Long Learning	1	Compulsory

Elective Adult and Non-formal Education Courses

Each student is to register one of the courses stated below

ANF 126	Peace Education	2	Elective
ANF 128	HIV/AIDS Education	2	Elective

Compulsory Education Courses

EDU 122	Introduction to Teacher Education	2	Compulsory
EDU 124	Theory and Practice of Child Friendly School	2	Compulsory
EDU 125	Education Psychology II	2	Compulsory

Elective Education Courses

Each student is to register one of the courses listed below

EDU 121	Sociology of Education	2	Elective
EDU 123	Philosophy of Education	2	Elective

General Studies Education

All the courses are Compulsory

GSE 121	General English II	1	Compulsory
GSE 122	Basic General Mathamatics II	1	Compulsory
GSE 123	Introduction to Computer Studies I	1	Compulsory
GSE 124	FLEHI – Family Life and Emerging Health Issues	1	Compulsory
	Total	23	

**200 LEVELS
FIRST SEMESTER
Compulsory Adult and Non-formal Education Courses**

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
ANF 211	Management of Adult and Non-formal Education	2	Compulsory
ANF 212	Teaching of English in Adult and Non-formal Education	2	Compulsory
ANF 213	Teaching of Mathematics in Adult and Non-formal Education	2	Compulsory
ANF 214	Curriculum Development in Adult and Non-formal Education	2	Compulsory
ANF215	Social Studies and Citizenship Education in Adult and Non-formal Education I	2	Compulsory
ANF 216	Social Welfare and Vocational Education	2	Compulsory
ANF 218	Business Education in Adult and Non-formal Education I	2	Compulsory

Elective Adult and Non-formal Education Courses

Each student should register one of the courses listed below

ANF 217	Home Economics in Adult and Non-formal Education	2	Elective
ANF 219	Agricultural Education in Adult and Non-formal Education	2	Elective

Compulsory Education Courses

EDU 211	Practicum in Classroom Management and Organization	1	Compulsory
EDU 212	Educational Technology: Theory and Practice	2	Compulsory
EDU 213	MICRO Teaching Theory	1	Compulsory

General Studies Education

All the Courses are Compulsory

GSE 211	General English III	1	Compulsory
GSE 212	Basic General Mathematics II	1	Compulsory
GSE 213	Introduction to Computer Studies II	1	Compulsory
	Total	23	

**200 LEVELS
SECOND SEMESTER
Compulsory Adult and Non-formal Education Courses**

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
ANF 221	Contemporary Issues in Adult and Non-formal Education	2	Compulsory
ANF 222	Introduction to Curriculum for Out of School Boys and Children in Quranic Schools	2	Compulsory
ANF 223	Introduction to Basic Statistics	2	Compulsory
ANF 224	Materials Development in Adult and Non-formal Education	2	Compulsory
ANF 225	Field Education	2	Compulsory
ANF 226	Methods of Teaching Adult and Non-formal Education	2	Compulsory
ANF 229	Integrated Science in Adult and Non-formal Education	2	Compulsory

Elective Adult and Non-formal Education Courses.

Each student should register one of the listed courses below.

ANF 227	Computer Appreciation and Application	2	Elective
ANF 228	Entrepreneurship Education	2	Elective

Compulsory Education Courses

EDU 223	Micro-Teaching Practicum	1	Compulsory
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Elective Education Courses

Each student should register one of the listed courses below

EDU 221	Curriculum Studies I	1	Elective
EDU 224	Educational Administration, Planning and Supervision	2	Elective

General Studies Education

All the courses are Compulsory

GSE 221	General English IV	1	Compulsory
GSE 222	Basic General Mathematics IV	1	Compulsory
GSE 223	Citizenship Education	1	Compulsory
GSE 224	Entrepreneurship	1	Compulsory
	Total	22/23	

**300 LEVELS
FIRST SEMESTER**

EDU 311	Teaching Practice	6 C	Compulsory
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**300 LEVELS
SECOND SEMESTER
Compulsory Adult and Non-formal Education Courses**

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
ANF 321	Rural and Community Development	2	Compulsory
ANF 322	Evaluation in Adult and Non-formal Education	2	Compulsory
ANF 323	Open and Distance Learning (ODL)	2	Compulsory
ANF 324	Social Studies and Citizenship Education II	2	Compulsory
ANF 326	Business Education in Adult and Non-formal Education	2	Compulsory

Elective Adult and Non-formal Education Courses

Each student should register one course from the Electives below

ANF 325	Home Economics in Adult and Non-formal Education	2	Elective
ANF 327	Agricultural Education in Adult and Non-formal Education	2	Elective

Compulsory Education Courses

EDU 321	Curriculum Studies	1	Compulsory
EDU 323	Research Project	2	Compulsory
EDU 326	Introduction to Theory and Practice of Guidance and Counseling	2	Compulsory

General Studies Education Courses

All the Courses are Compulsory

GSE 321	General English V	1	Compulsory
GSE 222	Basic General Mathematics V	1	Compulsory
GSE 323	Science and Technology in Society	1	Compulsory
GSE 324	Political Economy	1	Compulsory
	Total	21	

100 LEVEL 1ST SEMESTER

ANF 111 HISTORY OF ADULT AND NON-FORMAL EDUCATION (2 Credits) C

The Course is designed to acquaint the learners with the historical development of Adult and Non-Forman Education in Nigeria and its international antecedents.

Methodologies: Lecture, Discussion, Questioning, Brainstorming, Project, Excursion.

- Origin, growth and development of Adult and Non-Formal Education
- Traditional Education
- Islamic Adult & non-formal education
- Adult and Non-Formal Education during the colonial era in Nigeria.
- Post-colonial adult education to include all Nigerian and UN initiatives for the eradication of illiteracy
- Nation and international Adult and Non-formal Education NGO or Civil societies
- Evolution of Adult and Non-Formal Education in the National Policy on Education
- National Commission for Mass Literacy, Adult and Non-Formal Education
- State agencies and their contributions to Adult and Non-Formal Education
- Nigerian Individual contributions to Adult & Non-Formal Education.
- Adult education and Human Rights (Marginalized Group)
- Report on available community project/craft on Adult and Non-Formal Education embracing self reliance.

ANF 112: PSYCHOLOGY OF LEARNING IN ADULT AND NON-FORMAL EDUCATION (2 Credits) C

The course is expected to expose learners to the psychological knowledge of adults with regards to their individual nature, interests, abilities and home background for decision making.

Methodologies: Lecture, Inquiry, Explanation, Discussion, Project, etc.

- Concept, goals and methods of psychology of adult learning
 - Characteristics of Adult and Non-Formal learners
 - Guiding principles of adult learning
 - Motivational techniques in adult learning
 - Motivating adult learners towards self reliance
 - Transfer of learning
 - Indigenous ways of knowledge acquisition
 - Major stages of human development
 - - Childhood
 - Adolescence

- Adulthood
- Factors enhancing/inhibiting participation in adult learning
- Adult learning styles
 - Concept, models, patterns, styles, and implications of adult learning styles
- Facilitating adult learning-concepts and principles
- Facilitating adult learning-effective communication, holistic approach, etc.
- Guidance and Counseling needs of adult learners

ANF 113 PRINCIPLES AND PRACTICE OF ADULT AND NON-FORMAL EDUCATION (2Credits) C

To expose the learners to the various former methods and techniques of Adult and Non-Formal Education.

Methodologies: Lecture, Demonstration, Questioning, Tutorial, Project.

- Meaning, Concepts, scope, forms and characteristics of adult and non-formal education
- Comparism between adult education and Non-forma, formal and informal education
- Indigenous content of Adult and Non-Formal Education
- Nature of Adult and Non-Formal Education Curriculum
- Planning, organization and administration of Adult and Non-Formal Education.
- Financing Adult and Non-Formal Education
- Programmes of Adult and Non-Formal Education
- Methods and Techniques in Adult teaching
 - Each One Teach One or Fund the Teaching of One
 - Conventional classroom method
 - REFLECT method
 - Learners generated method
 - Real Literacy material method, etc.
- Andragogy and Andragogical principles
- Differences between Andragogy and Pedagogy.
- Environment of Adult and Non-Formal Education
- ICT and Adult and Non-Formal Education
- Evaluation and Assessment Techniques in Adult and Non-Formal Education
- Establishing and sustaining Adult and Non-Formal Education centre.
- Issues and problems of Adult and Non-Formal Education.

ANF114 EXTENSION EDUCATION (2 Credit) C

- (i) The course is designed to acquaint learners with the techniques of diffusion of innovations in extension programme.
- (ii) The course is expected to orientate the students on the principles of extension service.

Methodologies: Role play, Demonstration, Pilot, Project, Lecture.

- Meaning of Extension and Extension Education
- Philosophical foundation of extension education in Nigeria
- Objectives of Extension Education
- History of extension movement worldwide
- Organization and administration of general extension as it applies to education in Nigeria
- The roles of tertiary institution in providing general extension services.
- The role of Adult education in Extension Service Delivery;
- Qualities and Roles of Extension Agents
- Methods of Extension Work
- Communication Principles, Process and Methods for Extension Work.

**ANF 115 TEACHING OF ENGLISH IN ADULT AND NON-FORMAL EDUCATION I
(2 Credits) C**

- (i) The course is expected to expose students to the various methods of teaching different aspects of English Language in Adult and Non – Formal Education.
- (ii) To acquaint the students with the problems associated with teaching language skills and Adult and Non-Formal Education.

Methodologies: Lecture, Brainstorming, Group, Discussion, Questioning, etc.

- Use of various methods to teach: alphabets-word, approach, alphabetization, phonetic, Reflect methods, etc.
- Teaching words, sentences and paragraphs.
- Teaching reading and writing.
- Problems of effective reading
- Silent and voice reading, merits and demerits
 - Passages from a primer
 - Merits and demerits
- Teaching of syntax
- Teaching of semantics
- Teaching of Composition and letters
 - Narratives, descriptive, argumentative, minutes of meetings.
- Teaching of letter writing
 - Formal letters
 - Semi formal letters
 - Informal letters
 - Addressing envelopes, etc
- Teaching concepts of records and record keeping in English Language-marriage, births, sales, etc.
- Teaching of poster designing and writing notices, memos
- Teaching of simple report writing and minutes of meeting
- Practicum

- Social debate
- Simple project writing

ANF 116 TEACHING OF MATHEMATICS IN ADULT AND NON-FORMAL EDUCATION I (2 Credits) C

The course is designed to conscientize the students with the basic mathematical concepts and computing everyday arithmetic.

Methodologies: Group, Peer, Lecture, Computer – Assisted Introduction, Demonstration

- Concepts of teaching and teaching methods
- Types of teaching methods for Mathematics
 - Group method
 - Peer method
 - Lecture method
 - Computer Assisted Instruction (CAI) Method, etc.
- Practical ways of teaching Mathematical concepts in non-formal curriculum for basic education:
 - Number and Numeration (counting, writing, reading, basic operations)
 - Everyday Arithmetic I
 - Ratio
 - Proportions
 - Rates
 - daily reckoner
 - Everyday Arithmetic II
 - interest
 - percentages
 - buying and selling
 - profit and loss
- Practical and descriptive geometry (plane shapes- Polygons, two and three dimensional shapes)
- Measurement (time, money, weight, length, capacity, area)
- Simple algebraic processes/word problems
- Everyday statistics and probability-mean, mode, throwing of dice, tossing of coins, playing of cards, etc.
- Simple Trigonometry

ANF117A INTRODUCTION TO VOCATIONAL/TECHNICAL EDUCATION (2 Credits) E

- (i) To equip the learners with the existing job opportunities in the field of Agric, Business and Home Economics.
- (ii) To develop appreciation of good workmanship in learners.
- (iii) To help learners develop attitude towards a particular profession.

Methodologies: Lecture, Demonstration, Discussions, Project, Excursion, etc.

- The Concept of Vocational and Technical Education.
- History of Vocational and Technical Education in Nigeria.
- General Objectives of Vocational and Technical Education.
- Principles and practice of Vocational Education
- Areas of Vocational Education - Home Economics, Agriculture, Business, etc.
- Areas of Technical Education- metalwork, bricklaying, woodwork, plumbing, electrical, etc.
- Career Opportunities in Home Economics, Business Education, Agricultural Education and Technical Education.
- Review of different Vocational activities - handicraft, tie and dye, knitting and leather works, road-side mechanic, etc.
- Management of Vocational /Technical centres.
- Challenges faced in the management of Vocational/Technical centre
- Problems and prospects of Vocational and Technical Education (VTE) in Nigeria.

ANF 117B LIBRARY AND INFORMATION SERVICES IN ADULT AND NON-FORMAL EDUCATION (2 Credits)E

To acquaint the learners with the importance of Library information and communication services in Adult and Non-Formal Education.

Methodologies: Lecture, Group, Discussion, Stimulatory Explanation, etc.

- Meaning of library and information services
- Historical background to information service in Adult and non-formal Education.
- Public enlightenment campaign and rural newspapers
- The concept of rural reading rooms
- Mobile libraries in Nigeria
- Management of rural libraries
- Challenges of information and other education resources including personnel in the rural areas.
- Internet and GSM access and use among neo-literates in the rural areas
- Radio circles and reading materials among the neo-literates

ANF 118 LIFE SKILLS (1 Credit) C

The course is designed to equip learners with necessary skills for personal and interpersonal relationship.

Methodologies: Lecture, Role – Play, Demonstration, Explanation, Questioning, Discussion, etc.

- Concept of Life skills: definition and examples
- Communicating with people
- Team Work
- Decision Making

- Taking responsibility for ones actions
- Identification of individual differences between people
- Respecting others
- Conflict resolution
- Solving problems and real life dilemmas
- Proper management emotions
- Being an active citizen

ANF 119 ADULT EDUCATION FOR SPECIAL NEED GROUPS (1 Credit) C

To introduce the students to special needs groups, its meaning, philosophy and categories as part and parcel of Adult and Non-Formal Education.

Methodologies: Lecture, Discussion, Discovery, Project, Learning by Doing, etc.

- Definitions/Concepts in Special Needs Education.
- Philosophy and National Policy on Special Needs Education
- Historical background of Special Needs Education in developed countries.
- Historical background of special Needs education in developing countries with particular reference to Nigeria
- Categories and characteristics of Special Needs Persons
- Causes of Special Needs Conditions
- Prevention of Special needs conditions
- Cultural beliefs and attitudes of society towards special Needs condition
- Effects of Special Needs conditions on the individual
- Effects of Special Needs condition on the family
- Effects of Special Needs condition on the society
- Provisions for adult and non-formal basic vocational skills for special Needs persons.
- Concepts of classroom dynamics for Special Needs group
- Communication skills for Adult and Non-Formal Education for persons with Special Needs (the blind)
 - Practicals in:
 - Braille alphabetical notations
 - Simple and compound word signs
 - Use of slate and stylus
- Communication skills for Adults and Non-formal Education for persons with Special Needs (the Deaf)
 - Practicals in:
 - Sign numbers/figures
 - Sign and finger spelling of objects in the classroom/home
- Basic counseling techniques for special needs
 - Rehabilitation
 - Job placement
 - Recreation

100 LEVEL 2nd SEMESTER

ANF 121 INTRODUCTION TO LITERACY EDUCATION (1 Credits) C

The course is designed to enable students acquire the necessary skills and methods for teaching reading writing and numeration in Adult and Non-Formal Education Programmes.

Methodologies: Lecture, Discussion, Questioning, Group, Project etc.

- Concepts and meaning of literacy
- Brief History of literacy education in Nigeria
- Levels and types of literacy
- Roles of Agencies of literacy in Nigeria
 - NMEC
 - State Agencies
- Roles of Agencies of literacy in Nigeria
 - NGOs eg. NOGLASS, Nigerian Baptist Convention, University Village Association (UNIVA), International Development Partner (IDP) like UNICEF, UNESCO, UNDP, Action Aid, etc.
- Methods of Literacy Teaching
 - Synthetic method
 - Analytical method
 - Eclectic method, etc.
- Approaches of literacy delivery
 - Primer based approach classroom method
 - Real literacy method
 - Learners generated method
 - Each One Teach One or Fund the Teaching of One
 - REFLECT method, etc.
- Organization and Management of Adult and Non-Formal Education programme
- Recruitment and Training of Facilitators.
 - Minimum qualification in relation to policy
 - Induction courses,
 - Qualities of a good facilitator, etc.
- Literacy and empowerment
- Assessment and Evaluation of literacy programme
- Issues and challenges of literacy education in Nigeria.

ANF 122: PHILOSOPHY OF ADULT AND NON-FORMAL EDUCATION (2 Credits) C

The course is expected to provide the students with indepth knowledge of Adult and Non-Formal Education Programmes and the contemporary issues in the philosophy of Adult and Non-Formal Education.

Methodologies: Lecture, Group, Project, Brainstorming, Narration, etc.

- Meaning of philosophy of Adult and Non-Formal Education
- Goals of Adult and Non-Formal Education

- Branches of philosophy of Adult and Non-Formal Education
 - Metaphysics
 - Epistemology
 - Ethics
 - Logic
 - Aesthetic
- Influence of Eurocentric philosophy (Western philosophy) on Adult and Non-Formal Education.

Influence of other philosophies:

 - Liberation
 - Conscientization
 - Progressivism
 - humanism
 - Behaviourism
 - Critical philosophy
 - Eclectism
- Influence of African philosophies on Adult and Non-Formal Education.
 - Naturalism
 - Spirituality
 - Morality
 - Communalism
- Further trends in contemporary African philosophy.
 - Ethnophilosophy:- views express in written texts and oral literature – Mbiti, Kagame, etc.
 - Nationalist – ideological philosophy - reflecting vital issues in the culture of traditional Africans – Nkrumah, Nyerere, Kaunda, etc.
 - Professional philosophy – works of Africans trained in Western philosophy – Peter Bodunrin, J. A. Akinpelu, etc.
- Ethical issues in Adult and Non-Formal Education:
 - Integrity
 - Honesty
 - Values
 - Justice, etc
- Freedom principles in Adult and Non-Formal Education as contained in the works of
 - Knowles
 - Illich
 - Freire, etc.
- Egalitarian Principles
 - Equal opportunity
 - Access to education
 - Gender equality
- Application of philosophical thoughts into businesses
 - Self business
 - Public business
 - Community projects

**ANF 123 LANGUAGE ISSUES IN ADULT AND NON-FORMAL EDUCATION
(2 Credits) C**

- (i) To expose learners to the methods of teaching English Language in Adult and Non-Formal Education.
- (ii) To acquaint the students with the problems associated with teaching language skills in Adult and Non-Formal Education.

Methodologies: Lecture, Inquiry, Discussion, Project, Demonstration.

- Categorization of language and dialectical issues
- Differences in dialects in the immediate environment
- Importance of tone marks, phonics and orthography in one major language of immediate environment.
- Methods of teaching letters in language of immediate environment
 - Alphabetization method
 - Syllabic method
 - Vowel and consonant method
 - Word approach method
 - REFLECT method, etc.
- Vowels, and consonants in language of immediate environment
- Comparison and analysis of methods of teaching letters
- Application of each method on the available primers
- Teaching of words, sentences and paragraphs in language of immediate environment.
- Emerging issues in methods of teaching language.
 - teach sentence before words
 - teach words before alphabets etc.
 - Teaching of some peculiar issues in language of immediate environment e.g. nasal vowels, words with double vowels, past and modern orthographies, etc.
 - Borrowed words
 - Teaching and application of paragraphs in language of immediate environment.
- Teaching letter writing in language of immediate environment
- Facilitating reading of available primers.
- Teaching use of language to keep records of births, marriages, sales, etc.

**ANF 124 SOCIOLOGY OF ADULT AND NON-FORMAL EDUCATION
(1 Credits) C**

- (i) To expose the learners to various agents of socialization.
- (ii) To equip the learners with procedures for social change and strategies for manipulating barriers to participating in Adult and Non-Formal Education Programme.

Methodologies: Lecture, Discussion, Explanation, Excursion and Story-telling.

- Nature and scope of Sociology of education
- Sociological concepts as they affect Adult and Non-Formal Education
- Culture, social change and Adult and Non-Formal Education

- Consequences of social change for Adult and Non-Formal Education
- Norms, values, status and roles of adults in society
- Socialization
 - Concepts
 - Types
 - agencies
- Social institutions and Adult and Non-Formal Education
- Perceptions of the society on literates/illiterates
 - Cultural perception
 - Social perception
 - Self perception
- Family and inter-generational literacy
- Developing positive attitude towards Adult and Non-Formal Education
 - Government
 - Society
 - individuals
- Concept of aging in adult learning.
- Strategies of motivating learners in Adult and Non-Formal Education.
- Strategies for sensitising community for Adult and Non-Formal Education.
- The role of Adult and Non-Formal Education in promoting religious tolerance, national consciousness and integration
- The role of community leaders in fostering Adult and Non-Formal Education.
- Faith based groups and Adult and Non-Formal Education in Nigeria.
- Societal practices inhibiting the practice of Adult Education.
- Community participation in Adult and Non-Formal Education.
- Adult and Non-Formal Education for community empowerment.

ANF125

**COMMUNITY HEALTH AND ENVIRONMENTAL EDUCATION
(1 Credit) C**

The course is designed to expose the learners to the basic hygiene and environmental issues and how to mobilize communities in tackling current health issues.

Methodologies: Lecture, Project, Excursion, Role-Play, Dramatization.

- Meaning of health and community health.
- Primary Health Care concepts and systems in Nigeria.
- Communicable and non-communicable diseases.
- Preventive and curative diseases/medicine.
- Teaching and learning about community health issues in Adult and Non-Formal Education settings.
- Current health issues such as STIs, STDs, HIV/AIDS, etc.
- Planned counselling and HIV/AIDS
- Health and poverty
- The meaning and principles of environmental education
- Sanitation, personal hygiene and water supply issues in the community

- Environmental degradation and hazards: nature, types, effects and control measures in the community
- Mobilisation roles of adult educators in the promotion of good health and environmental sustainability
- Waste to wealth initiatives for income generation.

ANF 126

PEACE EDUCATION

(2 Credits) E

- (i) To make learners appreciate the importance of peace in the society.
- (ii) To acquaint the learners with the causes and methods of conflict resolutions.

Methodologies: Lecture, Demonstration, Discussion, Project, Inquiry.

- Concept of peace and peace education
- Causes of conflicts at home, village, community, etc.
- Problems associated with conflicts
- Peace maintenance at home, village, community, etc.
- Benefits of peace at home, village, community, etc.
- Conflicts resolution methods:
 - cultural method
 - roundtable method
 - arbitration
 - religious intervention
 - alternative disputes resolution
 - Courts, etc.
- Causes and solutions to conflicts in Adult and Non-Formal Education centres.
- Implications of conflicts on centre management in Adult and Non-Formal Education.
- Conflicts in policy directives and methods of solving them
- Conflicts in learners' needs in Adult and Non-Formal Education
 - Identification of learners' needs
 - Factors responsible
 - Implication on learners
 - Possible solutions
- Past and current trends in conflict resolutions in Nigeria
 - Identification of past trends
 - Resolution methods used.
 - Current trends in conflict resolution in Nigeria
- Apathy and conflict
 - Definition of apathy
 - Ills of apathy on society at home, office, community, etc.
 - Methods of resolving conflict
- Case studies and simulation in conflict resolution in community.

ANF 127 INTRODUCTION TO GIRL-CHILD AND ADOLESCENT GIRL CURRICULUM (1 Credit) C

The course is designed to expose the learners to the needs for educating the Girl-Child and Adolescent girls.

Methodologies: Lecture, Discussion, Project, Demonstration, Group.

- Concept of Girl-Child and adolescent girl
- Reasons for dropping out from school.
- Objectives of the curriculum.
- Structure of the curriculum - entry point, number of years (duration) contact hours per level, etc.
- Methodology in teaching- participatory, child-centred, etc.
- Content analysis of the curriculum.
- Developing Lesson plan
- Development of instructional materials
- Micro-teaching

ANF 128: HIV/AIDS EDUCATION (2 Credits) E

The course is expected to acquaint the learners with the mode of transmission and preventive measures of HIV/AIDS and how to stop stigmatization of people living with HIV/AIDS.

Methodologies: Lecture, Discussion, Project, Demonstrations, Group.

- Meaning of Sexually Transmitted Diseases (STDs)-HIV/AIDS
- Modes of transmission of HIV/AIDS
- Symptoms of HIV/AIDS
- Preventive and control measures against HIV/AIDS
- Care and support for people living with HIV/AIDS (PLWHA), Children orphaned by AIDS.
- Voluntary Counseling and Testing (VCT): meaning, process and merits and demerits.

- Stigmatization and discrimination
- Affected and infected persons.
- Roles of:
 - National Action Committee on AIDS (NACA)
 - State Action Committee on AIDS (SACA)
 - NGOs FBOs, CBOs, etc.
- Strategies of forming of NGOs to combat AIDS/AIDS

ANF 129: INTRODUCTION TO LIFE LONG LEARNING (1 Credit) C

The course is designed to prepare the learners with conceptual meaning of lifelong learning; its importance and how it relates with other components in Adult and Non-Formal Education.

Methodologies: Lecture, Discussion, Project, Brainstorming, Role – Play, etc.

- Meaning and scope of Life Long Learning.
- African beliefs in Life Long Learning.
- Explanation on related concepts
 - recurrent learning,
 - education permanent,
 - continuing education, etc
- Distinction between Life Long Education and the following.
 - education Permanente
 - continuing education
 - recurrent learners
 - Lifelong learning, etc.
- Distinction between:
 - Extension education,
 - Education for belongingness, etc.
- Practices of Lifelong Education
- Merits and demerits of Lifelong Education
- Illustration of the relationship among the variants
 - Formal and Non-Formal Education
 - Formal and Adult Education
 - Adult and Informal Education
- Mainstreaming Issues
 - Non-Formal to Formal
 - Formal to Non-formal
- Emerging Issues in Long Life Learning
 - e-learning
 - Open University
 - Literacy Initiatives for Empowerment (LIFE)
- Ways of assessing Life Long Learning
 - Impact assessment on community, individuals, homes, etc
- Business opportunities and Life Long Learning
- African perspective on Life Long Learning
- Life Long Learning and self actualization.

200 LEVEL 1st SEMESTER

ANF 211 MANAGEMENT OF ADULT AND NON-FORMAL EDUCATION (2 Credits) C

- (i) The course is designed to expose learners to the principles and theories of management and administration of Adult and Non-Formal Education.
- (ii) To help learners appreciate the roles and contribution of various agencies to the management of ANFE programmes.

Methodologies: Lecture, Group, Project, Discussion, Inquiry.

- Verbs and persons in English Language 1st person, 2nd person and 3rd person in singular and plural forms.
- use of articles “ ‘the’, ‘a’ and ‘an’ ”
- Continuous writing.
 - Letter writing (friendly, official and applications)
 - Advance composition.
- Challenges in the teaching of English in Adult and Non-Formal Education
- Methods of teaching post literacy English Language
 - project method,
 - demonstration method,
 - Learners generated method, etc.
- Methods of asking and answering questions in English Language
- Motivational methods of assessing learners in English Language
- Flexible strategies in teaching learners’ felt needs in English Language.
- Use of English Language for commercial transactions, buying and selling, banking, translation, etc.
- Micro-teaching.

ANF 213 TEACHING OF MATHEMATICS IN ADULT AND NON-FORMAL EDUCATION II (2 Credits) C

- (i) The course is designed to expose learners to the various instructional materials used for teaching basic education.
- (ii) To acquaint the learners to the various challenges in the teaching of Maths in ANFE programmes.

Methodologies: Lecture, Group, Project, Inquiry, Demonstration.

- Identifying different types of local resource materials
- Developing/production of different instructional materials using the identified resource materials for the teaching of:
 - Numbers and numeration (numbers and simple operations)
 - Geometrical shapes
 - Simple arithmetic (Profit and loss, percentages, etc.)
 - Everyday statistics (averages and probability)
 - Simple trigonometry
- Teaching mathematics topics listed in the curriculum for Basic Education using the improvised instructional materials.
 - Number and numeration
 - Practical and Descriptive geometry
 - Everyday Arithmetic
 - Simple Trigonometry
 - Everyday statistics and simple probability etc.
- Micro-teaching topics:
 - Number and numeration
 - Practical and Descriptive geometry
 - Everyday Arithmetic

- Simple Trigonometry
- Everyday statistics and simple probability etc.
- Challenges in the teaching of mathematics in Adult and Non-Formal Education.

ANF214 CURRICULUM DEVELOPMENT IN ADULT AND NON-FORMAL EDUCATION (2 Credits) C

The course is designed to conscientize the learners with differences between curriculum development in Adult and Non-Formal Education.

Methodologies: Lecture, Discussion, Questioning, Project, Discovery, etc.

- Meaning and scope of curriculum in Adult & Non-Formal Education
- Basic curriculum concepts
- Meaning of programme development and curriculum development
- Relationship and differences between curriculum development and programme development
- Structure of programme development in curriculum
- Approaches to curriculum development and types of curriculum
- Needs assessment in developing Adult and Non-Formal Education curriculum;
 - language
 - occupation
 - environment, etc.
- Factors influencing the development of Adult and Non-Formal Education curriculum
- Changing trends/innovations in curriculum development
- Content analysis of basic and post literacy curricula
- HIV/AIDS curriculum
- Evaluation techniques in Adult and Non-Formal Education curriculum.
- Case studies of basic literacy curriculum for Adult & Non-formal Education
- Case studies of post literacy curriculum of Adult and Non-Formal Education.
- Case studies of Girl-Child education curriculum
- Case studies of curriculum for out-of-school-boys education
- Case study of any other country Adult and Non-Formal Education curriculum
- Designing a curriculum for Adult and Non-Formal Education programme.

ANF 215 - SOCIAL STUDIES AND CITIZENSHIP EDUCATION IN ADULT AND NON-FORMAL EDUCATION I (2 Credits) C

To expose learners to the socio-political nature of Nigeria and the history, structure and civic responsibilities of the citizens.

Methodologies: Field trip, Role – play, discussion, project, Brainstorming.

- Concept of social studies and citizenship education
 - The meaning and scope of social studies in Adult and Non-Formal Education.
 - Relationship between social studies and Adult and Non-Formal Education.
 - Objectives and goals of social studies and citizenship education in Adult and Non-Formal Education
- Nigerian Society:
 - The family – family types, composition, social relationship and responsibilities.
 - The community – definition, function and composition,
 - Role differentiations between family and community.
 - Family and community values for self reliance and sustainable development.
 - The society - role of traditional and modern societies and their socio-cultural activities.
- The Nigerian nation and symbols of national unity
 - The Flag,
 - the Coat of Arms,
 - National Anthem and Pledge,
 - N.Y.S.C., Unity schools and other special federal government institutions as symbols of national unity.
- Introduction to Nigerian Constitution,
 - A brief history of constitutional development in Nigeria
 - Analysis of the Nigerian constitution
 - Fundamental Human Rights within Nigerian constitution.
- Geo-political structures of Nigeria
 - Geo-political zones,
 - States,
 - Local government areas.
- The Nigerian Government
 - Structures and functions of
 - Federal
 - State
 - Local governments/ward/unit
 - Relationship between the Federal, State and Local Governments
 - Strength and weakness of geo-political structure of Nigeria
- The Nigerian Political System
 - A brief history of party and party politics in Nigeria
 - Current political parties in Nigeria – structure and weaknesses.
- Functions of Nigerian arms of government and their relationships.
 - The Executive
 - The Legislative
 - The Judiciary.
- Rights and priviledges of citizens,
 - Definitions of rights and privileges,
 - Different rights - general rights, survival rights, development rights, protecting and participation rights, rights of child and women.
- Civic responsibilities
 - Paying taxes and types,
 - Maintaining/observing law and order

- Work ethics – developing positive attitude to national services
- Role of enforcement agents in maintaining law and order
 - The Armed forces,
 - The Police,
 - The Civil Defence Corps,
 - Custom and Immigration, etc.
- Role of Non-Governmental Organization in maintaining law and order.

ANF 216 SOCIAL WELFARE AND VOCATIONAL EDUCATION (2 Credits) C

- To acquaint the learner with strategic and ways of helping those who are disadvantaged, deprived or socially marginalized in the society.
- To expose the learner to various rights/obligation of the Nigerian Youth.
- To equip the learner with major skill and ability on how to analyze and synthesis social problems and provide appropriate solution to it.
- To equip the learner with methods and typology of youth development programmes.

Methodologies: Lecture, Demonstration, Discussion, Project, Excursion and Pilot Study.

- Nature and scope of social welfare;
- Analysis of social problems and social policies in Nigeria;
- Concept of youth and youth work
- Objectives of Youth Work Activities; Youth Organizations in Nigeria;
- Youth Participation in Literacy and Community Development Programmes
- Nigerian National Youth Policy
- The role of youths in national Development
- Youth empowerment programmes
- Basic Methods of Organizing Youth Development Programmes;
- Community Based Rehabilitation Concepts and Practices
- Social Inequality and Adult and Non-Formal Education.

ANF 217: HOME ECONOMICS IN ADULT AND NON-FORMAL EDUCATION I (2 Credit) E

To expose students to the appropriate vocation training in adult and non-formal education and to make them more useful to themselves. Communities and the Country.

Methodologies: Demonstration, Explanation, Lecture, Role – Play, Simulation & Individualization.

- The concept of home economics; objectives of home economics education;
- Scope of home economics education:
- Foods and Nutrition, Clothing and textiles, home management and child development.

- Personal hygiene.
- Water, sources and purification.
- Energy.
- Food and food preservation.
- Nutrition - nutrients, adequate diet, malnutrition, under nutrition and obesity.
- Sewing- application of different kinds of stitches, seams, fastening in construction of simple household materials e.g. apron, handkerchief etc.
- Care and maintenance of the home.
- Child development - immunization, clothing, weaning diet, care of the baby etc.
- Types of family – nuclear, extended and their roles , family tree etc.
- Problems in family relationships.
- Home preparation of indigenous abrasives;
- Control and eradication of household pests.

ANF: 218 BUSINESS EDUCATION IN ADULT AND NON-FORMAL EDUCATION (2 Credit) E

- To expose the learners to the concept of business education and trace the historical development of Business Education in Nigeria.
- Learners should be able to appreciate the importance of record keeping.

Methodologies: Lecture, Demonstrate, Role-Play, Project, Discussion, Modeling, Excursion.

- The concept of business education
- Philosophy and historical background of Business Education with particular reference to Nigeria
- The objectives of business education in Adult and Non-Formal Education
 - Short term objectives
 - Medium term objectives
 - Long term objectives
- Areas of business education;
 - marketing, accounting, management, and secretarial studies etc
- Description of a model office, its equipment and their uses
- Categories of personnel to man business offices
- Importance of Record keeping and different methods of keeping records-
 - The computers,
 - Book keeping,
 - Invoice,
 - Ledgers
 - Cash – receipts books etc
- The concepts of banking and banking transactions
 - Types of Banking Transactions
 - on-line transactions,
 - e-banking,
 - opening of account

- deposit/withdrawals of cash
 - loans, etc
- Business management: concepts and types:-
- e-business,
 - cooperatives,
- insurance,
 - import and export trade, etc.
- The concept of marketing and distribution process,
- Different marketing strategies used in business management
- Evaluation and assessment techniques in business education

**ANF – 219 – AGRICULTURAL EDUCATION IN ADULT AND NON-FORMAL
EDUCATION I (2Credit) E**

This course is exposing students to the origin of Integrated Science and to understand the relevant of Science to adult and non-formal education.

Methodologies: Discussion, Demonstration, Lecture and Inquiry.

- The concept of agricultural education;
 - Definition and examples
 - Scope of agricultural education
- Objectives of agricultural education;
- Principles and practice of agricultural education;
- Scope of agricultural education in Adult and Non-Formal Education:
- Agricultural practices
 - Animal production
 - Horticulture
 - Agronomy
 - Vegetable production
 - Pomology
 - livestock production.
 - General principles of poultry and livestock management in Nigeria
 - Types of poultry and livestock
 - Rabbitry
 - Poultry
 - Cattle
 - Goatry
 - Piggery,
 - Aquaculture etc.
- Using poultry and livestock production for self empowerment and sustainable development.
- Types of farming;
 - Arable farming;
 - Ley farming

- Mixed farming
- Pastoral farming
- Continuous cropping
- Types of soil and their characteristics.
 - Clay soil
 - Loamy soil
 - Sandy soil etc
- Erosion and types
- Factors influencing farming
 - Climate
 - Topography
 - Soil and government policy
 - Land tenure system, etc.
- The role of horticultural products in community development
- Types of horticultural products in the community
 - Orange
 - Banana
 - Mangoes etc
- Nutritional values of the horticultural products for healthy development
- Preservation of horticultural products in the community
 - Methods of preservation
- Using horticultural products for self empowerment and self reliance

200 LEVEL 2nd SEMESTER

ANF 221 CONTEMPORARY ISSUES IN ADULT AND NON-FORMAL EDUCATION (2 Credit) C

- To familiarize students with the special grouped and difference agencies in Adult and Non-Formal Education.
- To expose students to issues of ICT, HIV/AIDS and roles of NGO's in Adult and Non-Formal Education.

Methodologies: Lecture, Discussion, Project, Demonstration, Guest talk.

- Government policies and funding of Adult and Non-Formal Education
- Special groups in Adult and Non-Formal Education
 - women,
 - girl-child
 - adolescent
 - out-of-school-youths
 - Nomads
 - Migrants
 - Street children
 - Prisoners, etc.
- Universal Basic Education (UBE) and Adult and Non-Formal Education;
 - the Millennium Development Goals (MDGs),

- Education For All (EFA),
- National Economic Empowerment and Development Strategy (NEEDS),
- States Economic Empowerment and Development Strategy (SEEDS),
- Local Economic Empowerment and Development Strategy (LEEDS).
- New Partnership for African Development (NEPAD).
- Impact of Information and Communication Technology (ICTs) and Adult and Non-Formal Education
- Problems of Mass Literacy Campaigns
 - language issue,
 - staffing and remuneration,
 - facilities and instructional materials and equipment
- The role of the NGOs in Adult and Non-Formal Education.
- Issues of HIV/AIDS
 - Social stigma
 - Spread
 - Effects on labour force
 - Effects on orphans as household heads, etc.
- Intersectoral collaboration in Adult and Non-Formal Education
- Presentation on topical and contemporary issues in Adult and Non-Formal Education.
- Other emergent issue in Adult and Non-Formal Education, social consequences of HIV/AIDS, social stigma and HIV/AIDS spread, effects of HIV/AIDS on the labour force and orphans as household heads

ANF 222

INTRODUCTION TO CURRICULUM FOR OUT-OF-SCHOOL BOYS AND CHILDREN IN QUR'ANIC SCHOOLS (2 Credits) C

- (i) To equip the learners with the concept and characteristics of out – of – school boys in the context of Quranic School Children and Youths.
- (ii) To equip the learners with the guidelines on structures and mythologies involved in developing structures and mythologies involved in Developing the traditional Quranic Curriculum in ANFE

Methodologies: Demonstrations, Questioning, Participatory, Lecture, Demonstration.

- The concept of out-of-school boys,
- The concept of Qur'anic school children and youth.
- Characteristics of out-of-school Boys,
- Reasons for dropping out, etc
- Characteristics of the traditional Qur'anic school children and youth,
- Operational structure of Qur'anic schools
- Advantages of the integration of the Qur'anic schools with formal education.
- Objectives of the Qur'anic and formal education curricula.
- Structures of the two curricula:
 - entry points,
 - number of years (duration of programme),

- number of contact hours per stage, etc.
- Methodology in teaching
 - participatory,
 - child-centred, etc.
- Content analysis of the two curricula
- Lesson plan, instructional material development and micro teaching.
- Guidelines for mainstreaming

ANF 223 INTRODUCTION TO BASIC STATISTICS (2 Credits) C

- (i) To provide learners with the Basic knowledge of statistical analysis.
- (ii) To give the learners the ability to collect and distribute data.
- (iii) To give the learners with the essentials necessary for decision making.

Methodologies: Lecture, Questioning, Brainstorming, Inquiry, Discussion.

- Definition of Statistics
 - Descriptive
 - Inferential
- Data collection and organization
- Descriptive Statistics
- Measures of Central Tendency
 - Mean, Median, Mode
- Graphs
 - Histogram, Bar Chart, Pie Chart, Cumulative frequency graph
- Measures of Variability
 - Range, Mean Deviation, Standard Deviation, Variance
 - Uses of measure of central tendency and variability
- Inferential Statistics
 - Sample
 - Sampling techniques
 - Normal distribution
 - Probability
 - Hypotheses and hypothesis testing in adult and non-formal education

ANF 224 COMPUTER APPRECIATION AND APPLICATION (2 Credits) C

- (i) The course is designed to give students a broad understanding of some of the basic knowledge needed in computer usage.
- (ii) To equip the learners with the procedures for data processing techniques, website typology, etc.
- (iii) To expose the learners to relevant experiences in computer appreciation.

Methodologies: Lecture, Demonstration, Discussion, Project, Reflect.

- Concepts and objectives of instructional materials

Methodologies: Lecture, Demonstration, Excursion, Role-Play, Project.

- Distinction between methods, techniques and approaches.
- Andragogy versus pedagogy.
- Highlights of andragogical principles.
- Literacy methods
 - Analytic methods
 - Synthetic method
 - Eclectic method
 - Conscientisation method, etc.
- REFLECT.
- Demonstration method,
- Dramatisation method,
- Discussion.
- Role playing.
- Modelling.
- Project.
- Visitation.
- Excursion or field trip.
- Guest talk.
- Debate.
- Narration, etc.
- Comparing the efficacy and effectiveness of the methods.
- Assessment and evaluation techniques.
- Preparation of scheme of work, and lesson plan,
- Preparation of record of work, keeping and use of attendance register.

ANF 227 COMPUTER APPRECIATION AND APPLICATION (2 Credits) E

- Definition of Computer
 - Manual operations
 - Computerized (Automated) Operations:
- Uses of Computer in Society,
- Types of Computer:
 - Mainframes, Mini Computers, Desktop Computers, Laptops, Palmtop/Tablets, etc
- Parts/Components of Computer
 - Monitor, Central Processing Unit, Keyboard, Mouse
- Computer Peripheral (Input/output) Devices
 - Printer, Scanner, Digital Cameras, UPS, Stabilizer, Flash drive, CD/DVD
- Types of Soft wares
 - Operating Systems- Window 98, Windows 2000, Windows NT, Window XP, Vista, UNIX, Java
 - Application Softwares
 - Word processing – Ms-Word, Word Perfect, etc
 - Spread sheets - Excel, Fox-pro, Lotus 123,

- Database Management Dbase IV, Access,
- Graphics Corel-Draw, Page Maker, Auto-Cad etc
- Practice using the Computer
 - Type letters, Reports, Enrolment data, Staff information, games and simulation.
- Meaning of Internet, Internet Browsing, Types of Web sites, Opening and Closing Web Sites
- e-mail, opening personal e-mail address
- Computer virus: Types & Sources
- Practice: Sending e-mails, Yahoo and Hotmail Web-sites
- Searching for information on the web using search engine - Google, Yahoo

ANF 228 ENTREPRENEURSHIP EDUCATION (2 Credits) E

- The course is expected to acquaint the students with the steps involved in identifying, developing and starting up business both at micro and macro levels.
- To expose learners to the role of different agencies in entrepreneurship education.

Methodologies: Excursion, Lecture, Project, Brainstorming, Demonstration.

- Definitions- Small and Medium Scale Enterprise (SME);
- Profile of an entrepreneur;
- Characteristics of an entrepreneur;
- Steps in following up on an enterprise (testing the waters, talking to experts learning what one needs to know etc);
- Identifying viable businesses;
- Developing Business proposals;
- Steps in starting up a business;
- Micro/Macro-finance; Networking and Cooperatives;
- The role of:
 - National Directorate of Employment (NDE),
 - National Poverty Eradication Programme (NAPEP),
 - Small and Medium Enterprises Development Agency of Nigeria (SMEDAN)
 - Visit to successful Medium and Small Scale Enterprises.

ANF 229 INTEGRATED SCIENCE IN ADULT AND NON-FORMAL EDUCATION (2 Credits) C

This course is exposing students to the origin of Integrated Science and to understand the relevant of Science to adult and non-formal education.

Methodologies: Discussion, Demonstration, Lecture and Inquiry.

- The Concept of Integrated Science
 - (i) The history and philosophy of Integrated Science

- (ii) The general objectives of Integrated Science and with reference to Adult and Non-formal Education.
- The Science Process Skills (Observation, Measurement, Communicating, Data Collection, Designing, Experimenting, Reporting, Formulating, Hypothesizing, Generalizing, predicting, etc).
- Ethics of Science and Scientific Attitudes
- Science and the Environment
 - (a) Air:
 - (i) Determining qualitative and quantitative components
 - (ii) Properties of Air
 - (iii) Importance of Oxygen and Carbon IV Oxide to living thing.
 - (b) Water:
 - (i) Sources
 - (ii) Water cycle
 - (iii) Purification of water
 - (iv) Importance of water to life
 - (v) Water as a solvent
 - (c) Weather:
 - (i) Description of the element of weather (temperature, humidity, wind, rain etc.
 - (ii) The use of weather recording instruments (thermometer, rainguage, windvane, barometer, hygrometer etc).
 - (d) Soil:
 - (i) Mineral skeleton of the soil (soil texture, soil profile, organic and organic components of soil, etc).
 - (ii) Formation of soil (in the light of climate and weathering and influence of man and time etc).
 - (iii) Effect of Bush burning and indiscriminate use of fertilizer on soil.

300 LEVELS 1ST SEMESTER

TEACHING PRACTICE

(6Credits)C

300 LEVELS 2ND SEMESTER

ANF 321 RURAL AND COMMUNITY DEVELOPMENT (2 Credits) C

To provide the learners with Rural and Community Development process and to mobilize the Community to plan, execute successful Community Development Programme.

Methodologies: Role play, Project, Discussion, Brainstorming and Lecture Methods.

- The meaning and concepts of rural and community development
- Types of communities
- Concepts in community development
 - stakeholders,
 - opinion leaders,
 - CDAs,
 - CBOs,
 - community leaders, etc.
- Distinctions between rural and community development;
- Principles and methods of community development;
- Identification and analysis of stakeholders in community development;
- Agents of community development
 - age grade,
 - town unions,
 -
 - community banks/micro finance institutions, etc.
- Needs assessment in community development;
- Approaches to community development
 - self-help,
 - matching grant, etc.
- Conflict resolution in communities;
- Participation and involvement in community development;
- Mobilisation and organisation for community development;
- Problems in community development;
- Relationship between community development and Adult and Non-Formal Education;
- Evaluation of community development programmes;
- Role of community development in national development;
- Field work and analysis of case studies in community development;
- Term paper

ANF 322 EVALUATION IN ADULT AND NON-FORMAL EDUCATION (2 Credits) C

To provide the learner with conceptual meaning of evaluation, its processes essential tools in evaluating Adult and Non-Formal Education Programmes.

Methodologies: Lecture, Project, Discussion, Question and Explanation.

- Meaning and scope of evaluation in Adult and Non-Formal Education
- Types of evaluation
- Purpose of evaluation
- Components of evaluation
 - planning,
 - implementation and evaluation
- Importance of Evaluation
- Evaluation processes
 - Teacher-made test
 - Standardised e.g. Monitoring Learning Achievement (MLA)
- Monitoring of Adult and Non-Formal Education programmes and Instructional materials and equipment
- Impact assessment of Adult and Non-Formal Education programme
- Quality Assurance of Adult and Non-Formal Education
- Actors in the evaluation process
 - the learners,
 - the facilitators
 - the community,
 - Supervisors
 - Programme specialist
 - Evaluation specialist,
- Essential tools for Monitoring, Assessment and Evaluation
- Practical construction of tools and instruments of evaluation
 - questionnaire
 - interview guide
 - observation guide
 - test, etc.
- Focus group work and observation
- Marking strategies in Adult and Non-Formal Education
- Implications of evaluation and assessment in Adult and Non-Formal Education
- Problems encountered in the evaluation of learners in Adult and Non-Formal Education and possible solutions
- Examination ethics
- Evaluation of an income generation activity in a community, identifying its weaknesses and strengths.

ANF 323

OPEN DISTANCE LEARNING (ODL)

(2 Credits) C

- To provide learners with an in-depth knowledge in certain open Distance Learning forms and Programmes.
- To develop appreciation of theories and philosophy of Open Distance Learning

- To equip the learners with knowledge and roles of stakeholders in Open Distance Learning.

Methodologies: Self-directed, publication, project and Seminars/Workshop.

- Concept of Open Distance Learning (ODL),
- Forms of Open Distance Learning
 - correspondence,
 - independent studies,
 - self-directed learning,
 - e-learning,
 - open learning,
 - distance education.
- Theories and philosophy of ODL.
- Models of ODL,
- Course designing and development in ODL,
- Delivery methods in ODL,
 - Media, Internet
 - Correspondence, assignment, etc.
- Roles of stakeholders in ODL
 - Private individuals
 - Corporate bodies
 - International Development Partners, etc.
- Roles of study centres and support services for learners in ODL.
- Case studies in ODL, National Teachers Institute (NTI), National Open University of Nigeria (NOUN).

ANF 324 - SOCIAL STUDIES AND CITIZENSHIP EDUCATION IN ADULT AND NON-FORMAL EDUCATION II (2 Credits) C

To introduce to the learners the Socio – Economic system, the importance of resources in National Development and Nigeria and its regional and international relation and other development partners.

Methodologies: Lecture, Discussion, Project, Brainstorm and Field Trips Methods.

- Nigeria Government Economic Strategies
 - Meaning, Scope and objectives of Economic Empowerment and Development Strategy (NEEDS),
 - Meaning, Scope and objectives of States Economic Empowerment and Development Strategy (SEEDS)
 - Meaning, Scopes and Objectives of Local Economic Empowerment and Development Strategy (LEEDS) programmes for national development and self empowerment.
- Natural Resources:
 - Types of natural resources,
 - Importance of resources to national development.
 - Management of the resources and effects of the natural resources on the environment

- Utilizing natural resources for self empowerment and sustainable development.
- Finance Institutions: Banks and Banking in Nigeria
 - Functions of banks;
 - Importance of banking for self empowerment
 - Equipment used in banks (calculator, computer, e-banking: ‘what it is?’ advantages and disadvantages
 - Using e-banking for self empowerment
- Cooperatives – Cooperative Societies
 - Meaning, importance and advantages.
 - Using cooperative societies for self empowerment
- Transport and communication system - Types, advantages and disadvantages.
 - Using transport and communication system for self-empowerment and sustainable development.
- Nigeria and wider society
 - Nigeria in the West African Sub-region, ECOWAS and Nigeria’s roles emphasizing on formation, structure and functions of ECOWAS and the roles of ECOWAS in promoting economic and political integration in the sub-region.
- Nigeria and wider society (contd.)
 - Nigeria in Africa – Africa Union (AU) Formation, structure and functions. New Partnership for African Development (NEPAD) – functions and Nigeria’s role.
- International Organisations,
 - U.N.O. (United Nations Organisation):- Formation, Function, Organs and Specialised Agencies. i.e. UNDP, UNESCO, UNICEF Action Aid, etc.
 - The roles of UNESCO and UNICEF in Nigeria, particularly in the promotion of Adult and Non-Formal Education.
- Issues in Social studies and Citizenship Education:-
 - Social behaviour – moral development-forms of moral development and effects of good moral behaviour on individual and community.
 - Anti social behaviours – types, causes and effects on individual and society.
- Traditional Practices: meaning and concepts of traditional practices from the perspective of the learners and local community.
 - Female Genital Mutilation (FGM) meaning and consequences.
 - Inheritance practices in Nigeria
 - Widowhood practices in Nigeria, problems and solution.
 - Gender roles and Gender Gaps, meaning, causes; and way of closing gaps.
- Approaches to teaching of Social Studies and Citizenship Education in Adult and Non-Formal Education institutions
 - Use of simulation,
 - Games,
 - Discussion,
 - Field trips,
 - Use of conferences and seminars

NOTE: Practical demonstration of the approaches should be emphasized in the classroom.

ANF 325 HOME ECONOMICS IN ADULT AND NON-FORMAL EDUCATION II (2 Credits) C

To prepare the learners with foods preparation techniques in homes, and dietary patterns in babies and how to prepare garment using sewing machine.

Methodologies: Demonstration, Project, Explanation, Role Play and Group methods.

- Meal preparation and cooking for low, middle and high income families.
- Preparation and cooking of weaning diets for babies
- Preparation and cooking of diet for diabetics
- Pasteurization of milk/yoghurt preparation
- Developing simple basic clothing patterns for men, women and children.
- Construction of simple garments using sewing machine.
- Construction of simple garments using knitting and crocheting machines.

ANF: 326 BUSINESS EDUCATION IN ADULT AND NON-FORMAL EDUCATION II (2 Credits) C

- The course is designed to expose students to the concept of business communication, capital market and auditing practices.
- To acquaint students with skills acquisition in Business Education relevant to Adult and Non-Formal Education.

Methodologies: Demonstration, Field trip, Project, Lecture, Role-Play.

- Business communication
 - letter writing,
 - front office functions and techniques,
 - Face-to-face/personnel contact etc
- Characteristics of a good business communication
- Business ethics and effect on business transactions
- Principles and practices of Business law
- Techniques of e-Learning for business education
- Capital Market
 - Stocks
 - Shares
 - Debentures
 - Bonds
- Auditing practices
 - Internal auditing
 - External auditing
- Skill acquisition in business,
 - woodwork,
 - Metal work
 - Bricklaying
 - Plumbing
 - Building

- Photography etc.
- Entrepreneurship as product of business education
 - Small scale enterprise
 - Medium scale enterprise
- Techniques of business Management
- Issues and challenges of business education.

ANF 327

**AGRICULTURAL EDUCATION IN ADULT AND
NON-FORMAL EDUCATION II (2 Credits) E**

To acquaint the learners with methods in (and management, fish, poultry and animal production. Also to prepare the learners in tackling issues in storage and preservation of agricultural products.

Methodologies: Field trip, Group, and Lecture Methods.

- Land preparation for farming
 - Methods of preparing land for farming including their advantages and disadvantages
 - Tools for land preparation.
- Preservation and storage of agricultural products
 - Storage and preservation
 - Problems of preservation and storage of agricultural products
- Principles of animal nutrition and Animal Health
- Types and breeds of livestock
- Techniques of animal breeding
- Fish farming;
 - Type of fish and method of fish production
 - Problems of fish farming - land and water issues
 - Factors for selecting the best fish to farm:
 - Role of veterinary doctors in fish farming
- Methods and techniques of poultry production
 - Methods and techniques in poultry production
 - Types of poultry diseases
 - Control of poultry diseases
 - Poultry feed production
- Principles and methods of animal feed formulation
- Production of the different horticultural crops.
 - Oranges, Banana, Mangoes, Guava, etc.
- Agricultural products as sources of revenue.

CURRICULUM FOR NCE SPECIAL NEEDS EDUCATION PROGRAMME

1.0 PHILOSOPHY

In every classroom there are learners who have more problems and difficulties in learning, or who cannot learn to their optimum level from the teaching – learning processes that go on in the regular or ordinary schools as a result of one form of exceptionality or the other. Such learners include those who may be hearing impaired, visually impaired, physical and health impaired, intellectually disabled, learning disabled, behavior disordered, etc, or gifted and talented. These learners’ problems and special needs ought to be recognised, understood, and appropriate educational arrangements made to meet their special educational needs and to remediate their problems. The National Policy on Education (NPE 2004) has provided the mandate for this by calling for an equalization of educational opportunities for all learners - their physical, mental or sensory disabilities notwithstanding. The NPE recognizes also the special place of the gifted and talented for whom it directs that educational provisions commensurate with their superior potentials be made in the interest of the nation’s economic and technological development. All of these necessitate the inclusion of Special Education in our Educational System.

2.0 OBJECTIVES

- i) To provide the special education student-teacher with a broad knowledge of categories of exceptionalities in Special Education.
- ii) To provide the student-teacher with the skills needed for screening, identifying, assessing and evaluating special needs in children.
- iii) To equip the student-teacher with necessary preliminary skills for teaching learners of all categories of exceptionalities.
- iv) To provide the student-teacher with in-depth, intellectual and professional skills and knowledge needed for working with children in one or two different areas of exceptionalities.

3.0 ADMISSION REQUIREMENTS

i. General

- (a) A Senior Secondary School Certificate (SSC) or GCE ‘O’ Level with Credit Level passes in 4 subjects including English Language and Mathematics at not more than two sittings.
- (b) A Grade II Teacher’s Certificate (TC II) with credit or merit in four subjects, including English and Mathematics.
- (c) For candidates wishing to offer courses in Vocational and Technical Education, RSA or City and Guilds Intermediate Certificate, the Federal Craft Training Certificate with credit/merit in at least five subjects including English and Mathematics are acceptable qualifications.

- (d) All candidates (including Pre-NCE Students) wishing to be considered for admission must enrol for and pass the selection examination organised by JAMB.
- (e) It should be noted that colleges may in addition to all of the above, administer further selection tests and or interviews for some courses.

ii. Additional

Experience in working with children with special educational needs would be an added advantage.

4.0 MODE OF TEACHING

Lectures, tutorials, seminars, practicum, clinical practices and discussions.

5.0 GRADUATION REQUIREMENT

The minimum number of credit units required for graduation are as follows:

Education	-	28
General Studies	-	18
Teaching Practice	-	06
Special Education	-	36
Teaching Subject	-	<u>32</u>
Total		<u>120</u>

Depending on the Teaching subject the student is offering the total minimum credit units required for graduation could be between 120 and 126. This is because some teaching subjects require a minimum of more than 28 credit units.

6.0 TEACHING PRACTICE

Teaching Practice carries 6 credit units and it is to be handled by the School of Special Education. The time for teaching practice would be the first semester of year **III**.

7.0 PROJECT

Project is to be written by students in the final year and it carries 2 credit units. Students are free to do their project in General Education, Special Education or Teaching Subject.

8.0 SUBJECT COMBINATION

Special Education can be combined with Early Childhood Care and Education (ECCE), Adult and Non-formal Education (ANF), Primary Education Studies (PES) or any teaching subject offered at the Junior Secondary School Level.

9.0 PERSONNEL

i) Academic Staff

A Minimum of Bachelors Degree in Special Education with at least second class Lower Division. A minimum of seven (7) lecturers in each Department of Special Education is required.

ii) Support Staff

a) Each Department requires one typist, one clerical officer, one messenger and a departmental secretary.

- b) **Brailleists:** It is very important to have an adequate number of Brailleists to give the necessary support services to both the department and learners with visual impairment.
- c) **Sign Language interpreters:** These are also needed in adequate numbers depending on the population of hearing impaired students to provide the required services.
- d) **Audiology technicians/speech therapists:** These are needed to support the audiologist in diagnosing hearing loss and speech defects in the rehabilitation of learners with hearing impairment.
- e) **Earmould Technicians:** These staff are vital in the manufacturing of earmoulds for prospective hearing aid users.
- f) **Eye Screening/Low Vision Technician:** These support staff assist academic staff in eye screening and the use of low vision aids.
- g) **Diagnostic Technicians:** The technicians liaise with academic staff in the Departments to use diagnostic tools in assessing and in providing remedial/rehabilitative services for children with learning disabilities and mild intellectual disabilities.
- h) **Physiotherapist:** These Staff are expected to provide physiotherapy services including maintenance of physiotherapy equipment.

10.0 FACILITIES

For proper training of the NCE Special Education teachers, the following facilities should be provided:

General

- i) **Classrooms**
Good working spaces, good and purpose-built classrooms and a prosthetized environment are required. Two lecture theatres for the School of Special Education, and at least one classroom capable of accommodating 200 students should be available at all times for each of the departments in the School of Special Education.
- ii) **Staff Offices**
Each Academic Staff should have a comfortably furnished office to himself/herself. There should also be offices for support staff (e.g. brailleists sign interpreters, typists, clerks) with relevant equipment, tools and materials.
- iii) **Books in the Library**
There should be enough books to cover all the areas of Special Education, and on the whole, books in the library should be in the ratio of one student to ten books. Virtual Libraries should be provided and students encouraged to use them.

(a) Resources for Education of the Hearing Impaired

(i) Audiology Clinic

For training teachers for learners with hearing impairment, a well equipped and well maintained Audiology clinic and a speech and language laboratory are very essential. Student-teachers need to have practical experiences on how to use these facilities to assess hearing loss and to speech-train hearing impaired pupils.

(ii) Earmould Production Workshop Laboratory

A well equipped Earmould Production Laboratory with instruments, materials and trained technicians for the production should be provided.

(b) Resources for Education of the Visual Impaired

(i) Braille Centre/Resource Room

A Braille centre with functioning Braille machines in the ratio of, at least, one to three students is the minimum requirement. Where possible a Braille library for students with visual impairment should be made available. In addition, computer assisted Braille production equipment should be provided.

(ii) Library Resources

A tape library should be provided for those visually impaired students and staff whose perceptual preference is listening. This may also necessitate the provision of a recording studio for that purpose. Tape recorders especially those that are designed specifically for the visually impaired like the APH Four-track recorders should be provided. Adequate numbers of commercial typewriters to facilitate the learning and acquisition of typewriting skills by student-teachers in the Department of Education for the visually impaired should be provided. Portable typewriters for visually impaired students, in the ratio of one typewriter to two students, should be provided.

(iii) Mobility Canes

Different types of mobility canes and other equipment for mobility instructions are very necessary.

(iv) Eye Screening Centre/Low Vision Clinic

Facilities for eye tests and vision screening as well as low vision aids should be available to give student-teachers some practice and clinical training in these assessment areas. They are also to provide valuable services to the community, as well as being used for research purposes.

(c) Resources for Education of Learners with Other Special Needs

(i) Learners Assessment and Diagnostic Centre

A learner assessment diagnostic centre is very necessary. This centre should house an evaluation and assessment unit which will carry out the function of assessing, diagnosis and evaluating the learning, social and psychological needs, as well as the progress of the learners referred to the centre. This entails the procurement of different diagnostic test (instruments) and of engaging professionally qualified staff to man these. The centre should have adequate

facilities and qualified personnel to provide remedial services for children who need them. The centre would also involve parents in the education of their children and as well, attend to their (parents') needs.

(ii) Gymnasium and Physiotherapy Laboratory

For adequate training of teachers for children with physical disability, a good gymnasium with well adapted equipment, as well as a physiotherapy laboratory with assorted physiotherapy equipment are imperative. The centre would also involve parents in the education of their children and attend to their needs.

(iii) Demonstration School

There is need for the establishment of a comprehensive special education school admitting learners in all the major categories of exceptionalities – the intellectually disabled, the visually impaired, the hearing impaired, the physical and health impaired etc., each category in its own department or compartment. This will provide the needed opportunities for observations, clinical studies, skill acquisition and practicum for both student-teachers and staff and make for more professional training of the teachers.

(iv) Resource Centre for Learners with Specific Learning Problems

A Resource Centre to produce, adapt and improvise teaching and learning materials for learners with specific learning/problem should be in place. Trained Technician should be employed.

(v) Rehabilitation Workshop

There should be a Rehabilitation Workshop well equipped with various vocational items for the practical training and experience needed by student-teachers. The workshop should be provided with materials/equipment in such vocations as tailoring, Hairdressing, Cloth Weaving, Information and Communication Technology (ICT), Cane work, Tie and Dye, etc. Student-teachers should be trained in various vocations available and are to transfer skills acquired to other children especially those with special Needs who may not benefit maximally from serious academic work.

For the centre to remain functional, at least three artisans in various vocations available therein should be recruited to complement the services of the lecturers in the Department of Rehabilitation Educations.

11.0 DEPARTMENTS

The following Departments are available in the School of Special Education:

- 1) Department of Education for the Gifted and Talented.
- 2) Department of Education for Learners with Hearing Impairment.
- 3) Department of Education for Learners with Learning Disabilities.
- 4) Department of Education for Learners with Intellectual Disabilities.

- 5) Department of Education for Learners with Visual Impairment.
- 6) Department of Rehabilitation Education.
- 7) Department of Education for Learners with Physical and Health Impairment.
- 8) Department of Education for Learners with Behaviour Disorders

12.0 RECOMMENDATIONS

Any College of Education wishing to introduce a School of Special Needs Education must be guided by these Minimum Standards. However, Colleges of Education may not establish all the Departments at the same time, but may start with one or two departments to serve the needs of the immediate environment.

13.0

SUMMARY OF COURSES

100 LEVEL – 1ST SEMESTER

Course Code	Course Title	Credit(s)	Status
SPC 111	Introduction and Concepts in Special Needs Education	3	Compulsory
SPC 112	Social Psychology of Handicaps	2	Compulsory
SPC 113	Communication approaches for learners with special needs.	1	Compulsory
SPC 114	Basic Anatomy & Physiology of the human body	2	Compulsory
	Total Credits	8	

100 LEVEL – 2ND SEMESTER

Course Code	Course Title	Credit(s)	Status
SPC 121	ICT for learners with special needs	2	Compulsory
SPC 122	Instructional Strategies in Special Needs Education	1	Compulsory
SPC 123	Early Childhood Care and Education Education for Children with Special Educational Needs	2	Compulsory
SPC 124	Counseling in Special Needs Education	1	Compulsory
SPC 125	Rehabilitation in Special Needs Education	1	Compulsory
	Total Credits	7	

YEAR ONE
CORE COURSES IN SPECIAL EDUCATION

All 100 Level students are to take all the core courses listed in the 1st and 2nd Semesters of year 1 irrespective of whatever Specialization area they intend to offer.

COURSE OUTLINE

SPC 111 INTRODUCTION TO AND CONCEPTS IN SPECIAL NEEDS EDUCATION

(3 Credits) C

- The Meaning, Nature and scope of philosophy of Education.
- The Relevance of Philosophy of Education to Special Needs Education.
- Definition of:
 - Segregation
 - Integration / mainstreaming
 - Normalization
 - Inclusion or Inclusive education

- The Concepts of Special Education and Special Needs Education.
- A brief historical development of Special (needs) Education with particular reference to Nigeria. The Nigerian Policy on Education (NPE) and Special Needs Education.
- The concepts and definitions of disorder, impairment, disability and handicap.
- Terminologies, classifications and labeling.
- Types of special educational needs / disability conditions – causes, characteristics and prevention.
- Brief introduction to the educational implications of the special needs conditions:
 - Giftedness and talentedness.
 - Hearing Impairment.
 - Visual impairment.
 - Learning disabilities.
 - Physical and Health impairments.
 - Intellectual (mental) Disability.
 - Behaviour Disorders.
- Alternative placements in Special Education needs Delivery such as:
 - Special Schools
 - Special classes in Regular Schools.
 - Resource Room assistance / teaching
 - In-class special assistance in regular classrooms.
 - Hospital and 'Home' classes, etc

- SPC 112: SOCIAL PSYCHOLOGY OF HANDICAPS (2 Credits) C**
- The Meaning, Nature and scope of sociology of Education
 - Socialization concepts, types and agencies
 - The child, the school, group dynamics
 - The concept of social change; Education as a change agent in Nigeria
 - Social aspects of disability
 - Personality development in the disabled.
 - Society's attitude towards the disabled particularly the deaf, blind, intellectually disabled and the physically disabled.
 - Attitude change, agents of attitude change.
 - Implications/impacts of disability and handicap on: the disabled person, family, society and community.
- SPC 113: COMMUNICATION APPROACHES FOR LEARNERS WITH SPECIAL NEEDS (1Credit) C**
- Introduction Braille Reading and Writing.
 - Introduction to Total Communication.
 - Introduction to typewriting
 - Introduction to orientation and Mobility
- SPC 114: BASIC ANATOMY AND PHYSIOLOGY OF THE HUMAN BODY (2 Credits) C**
- Introduction to Anatomy and Physiology of Human Body.
 - Anatomy and Physiology of the Eye.
 - Anatomy and Physiology of the Ear.
 - Anatomy and Physiology of the Speech Organs.
 - Disordered Functions of Human Organs-the brain, eye, ear, muscular and skeletal systems and speech organs, etc.
- SPC 121 ICT FOR LEARNERS WITH SPECIAL NEEDS (2 Credits) C**
- Identification and application of various equipment and materials in Special Needs Education.
 - Improvisation and Fabrication of these equipments and materials.
 - Basic Maintenance of Equipments and Materials.
 - Basic Skills in the use of ICT.
 - Importance of ICT in Special Needs Education.
 - Use of ICT for various categories of Special Needs Children.
- SPC 122 INSTRUCTIONAL STRATEGIES (1 Credit) C**
- General Principles of Teaching.
 - Introduction to Teaching children with Special Needs.
 - Behavioral approaches to teaching learners with Special Needs (e.g. task analysis, diagnostic – prescriptive teaching).
 - Basic Instructional Strategies for teaching, learning with the various categories of Special Needs.
 - Organization and Management of classrooms for inclusive education.

SPC 123 EARLY CHILDHOOD CARE AND EDUCATION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS. (2 Credits) C

- Introduction to the philosophy of pre-primary Education
- Nature, purpose and types of pre-primary Education in Nigeria
- Early identification of preprimary children with Special Education Needs.
- Educational needs of Pre-School children with Special Needs.
- Transition from home to School immature behaviours, resistance to separation, teachers, social workers; parents' and other relevant professionals.
- Early teaching and learning techniques - Stimulation skills (e.g. use of crackers, moving toys, flash lights, squeaky toys, water and sand play etc).

SPC 124 COUNSELING SERVICES IN SPECIAL NEEDS EDUCATION (1 Credit)

- Introduction to Guidance and Counseling.
- Guidance Needs of Learners with Special Needs (e.g. health, vocational, educational, job and career, family relationship etc.)
- Counseling of families with Special Needs, learners.
- Community involvement in the education of learners with Special Needs – provision and access to community resources.

SPC 125 REHABILITATION OF PERSONS WITH SPECIAL NEEDS (1 Credit) C

- Introduction to Rehabilitation Services.
- Educational Rehabilitation
- Vocational Rehabilitation
- Daily Living Skills.
- Introduction to Community living
- Adapted Physical Education for Special Needs Learners.

DEPARTMENT OF EDUCATION FOR THE GIFTED AND TALENTED

1. PHILOSOPHY

In every school, there are children who cannot learn to their optimum level from the teaching learning processes that go on in the ordinary schools due to one form of exceptionality or the other. Such children include the gifted and talented that approaches the teaching-learning situation with learning rates and learning styles different from those of the average children. These children's problems and special needs though not readily obvious ought to be recognized, understood and appropriate educational arrangements made to challenge their interests and mediate their special needs cognitively and psychosocially. The National Policy on Education (NPE) has mandated that equal educational opportunities be given to all children irrespective of their differences. The NPE has also recognised the special place the gifted and talented occupy in the national development as future scientists, original creators and able and efficient functionaries; hence it directs that educational provisions commensurate with their superior potentials be made in the interest of the nation's economic and technological development. All these necessitate the inclusion of education for the gifted and talented in Nations educational system.

2. OBJECTIVES

- i) To provide the student-teacher with a general knowledge of the characteristics of the gifted and talented.
- ii) To equip the student-teacher with necessary preliminary skills for assisting the gifted and talented to achieve optimal level of development through appropriate teaching-learning processes.
- iii) To provide the student-teacher with the skills needed for screening, identifying and evaluating special needs of gifted and talented children.
- iv) To provide the student-teacher with in-depth intellectual, professional techniques (approaches) and knowledge needed for working with different degrees of gifted and talented children.

**SUMMARY OF COURSES
YEAR I CORE COURSES**

COURSE CODE	COURSE TITLE	CREDITS	STATUS
YEAR II - FIRST SEMESTER			
SGT 211	Introduction to concepts and Education of Gifted and Talented learners	2	C
SGT 212	Measurement of Intelligence	1	C
SGT 213	Educational approaches in gifted education programme I	2	C
SGT 214	Early Childhood Care and Education of the gifted and talented	1	C
SGT 215	Minority populations in the gifted and talented	1	E
TOTAL		7	
YEAR II - SECOND SEMESTER			
SGT 221	Curriculum Development for gifted education programmes	2	C
SGT 222	Administration of gifted education programmes	1	E
SGT 223	Identification Approaches in Gifted Education Programmes	2	C
SGT 224	Educational Approaches II (instructional strategies)	2	C
SGT 225	Assessment and Evaluation in gifted Education programmes	2	C
TOTAL		9	
YEAR III - FIRST SEMESTER			
SGT 300	Teaching Practice	6	C

YEAR III - SECOND SEMESTER			
SGT 321	Specific Methods for Teaching Science and Mathematics to Gifted Learners	2	C
SGT 322	Specific Methods for Teaching Creativity and Creative Arts to Gifted Learners	2	C
SGT 323	Specific methods for teaching Social Science and Language Arts to Gifted Learners	1	E
SGT 324	Counseling Services in gifted Education Programmes	2	C
SGT 325	Seminars on Contemporary Issues	1	E
TOTAL		8	

SUMMARY

YEAR	COMPULSORY MAJOR	ELECTIVE	TOTAL
Year I	15	-	15
Year II	14	2	16
Year III	6	2	8
TOTAL	35	4	39

Total number of units available	-	39
Total number of compulsory units	-	35
Minimum number of units required for graduation	-	36

SGT 211 INTRODUCTIONS TO CONCEPTS AND EDUCATION OF GIFTED AND TALENTED LEARNERS

(2 CREDITS) C

- Historical consideration
- Characteristics of gifted, talented and creative individuals
- Types (areas) of giftedness
- Identification methods
- Prevalence, incidence and classification of giftedness for educational purposes
- Case histories of John Stuart Mill, Albert Einstein, Thomas A.A. Edison, Alele Williams, Wole Soyinka, Philip Emeagwali, Chinua Achebe.
- Varieties of special educational settings and provisions (special schools, integrated and inclusive system).
- Advantages and disadvantages of special educational settings and provisions for gifted and talented individuals.
- Learning styles of gifted and talented individuals
- Learning rates of gifted and talented individuals
- Motivational characteristics of gifted and talented individuals
- The gifted in the Basic Educational System

SGT 212 MEASUREMENT OF INTELLIGENCE (1 CREDIT) C

- The nature and definition of intelligence
- Theories of intellectual development – genetic, environmental, and developmental views (Eysenck, Galton, Guilford, Binnet, Watson, Piaget);
- Measurement of intelligence
- Types of tests – Stanford–Binnet, Weschler, Hands-on-task test,
- I.Q. scores and giftedness, talentedness and creativity
- Practicum (two weeks)

SGT 213 EDUCATIONAL APPROACHES IN GIFTED PROGRAMMES I (2 CREDITS) C

The processes of educating the gifted through:

- Acceleration:
 - a) Grade skipping/advanced placement/double promotion
 - b) Curriculum Compacting
 - c) Curriculum telescoping
 - d) Week-end and holiday courses
- Enrichment:
 - a) advanced reading assignments
 - b) projects
 - c) independent studies
 - d) experimentation
 - e) problem-seeking and problem solving approaches
 - f) attachment to mentors and accomplished experts
 - g) ability grouping by subject aptitude
 - h) contractual approaches
 - i) collaborative teaching/learning

- j) open school/class approach
- k) special school approach
- l) Computer Aided Learning

SGT 214: EARLY CHILDHOOD CARE AND EDUCATION OF THE GIFTED AND TALENTED (1) CREDIT

- Goals of pre-school education
- Identification of the pre-school gifted and talented children
- Methods of nurturing the pre-school gifted and talented child e.g. provision of enriched learning environment (toys, reading materials, and other play materials) early admission into school.
- Parental roles in nurturing the pre-school gifted and talented child

SGT 215: MINORITY POPULATIONS IN THE GIFTED AND TALENTED (1 CREDIT) E

- Extra characteristics of minority populations of gifted and talented learners
- The gifted handicapped
- The gifted underachievers
- The gifted and talented school dropouts
- Gifted girls and women
- Gifted learners in non-school settings
- The Geniuses

SECOND SEMESTER

SGT 221 CURRICULUM DEVELOPMENT FOR GIFTED EDUCATION PROGRAMMES (2 CREDITS) C

- Basic principles of curriculum development
- Curriculum planning and organisation for the pre-school, primary school, Junior Secondary School gifted programmes.
- Flexibility:- Individualization of programmes and group activities
- Curriculum adaptation for Enrichment
- Curriculum adaptations for acceleration
- Enrichment and the open class/school approach

SGT 222 ADMINISTRATION OF GIFTED EDUCATION PROGRAMMES (1 CREDIT) E

- The National Policy on Education and the gifted and talented
- Admission procedures; placement alternatives (integration, special schooling etc); class programme management (acceleration, enrichment, bibliotherapy groupings).
- Assessment and supervision of instruction
- Funding and management of resources
- Support services for gifted educational programmes e.g. Resource Room programme, Computer Assisted programme.

SGT 223 IDENTIFICATION APPROACHES IN GIFTED EDUCATION PROGRAMME (2 CREDITS) C

- Intelligence testing
- Creativity testing
- Testing for task commitment and motivation
- Academic achievement testing: above level methods, aptitude tests, etc.
- Personality testing
- Multiple criteria approach
- Revolving door identification
- Prognosis – Meaning and purpose of prognosis
 - obtaining data from several sources
 - Interpreting prognostic data.
 - Two weeks Practicum(Acquaintance and Practical use of Psychological Instruments).

SGT 224 EDUCATIONAL APPROACHES II (INSTRUCTIONAL STRATEGIES) (2 CREDITS) C

- Stimulating productive thinking skills e.g. deductive and inductive thinking strategies.
- Projects: discovery and experimentation method
- Brain-storming
- Mentorships and apprenticeships
- Individualized Educational Programme (IEP)
- Team Teaching (Thematic and Concentric approaches)
- Computer modeling
 - Principles of programmed instruction
 - Forms of Programmed Instruction
 - Basic Instructional components

SGT 225 ASSESSMENT AND EVALUATION IN GIFTED EDUCATION PROGRAMMES (2 CREDITS) C

- Principles of assessment and evaluation
- Different methods of assessment and evaluation of gifted learners:-
 - Criterion-referenced and domain-referenced tests
 - Curriculum embedded tests, practical demonstration or evaluation of products and portfolios
 - Aptitude testing
- Evaluation of the programme i.e. assessment of:-
 - Planning and execution of instructions
 - Instructional materials
 - Teacher qualities
 - Teaching environment

YEAR THREE - FIRST SEMESTER

SGT 300 TEACHING PRACTICE (6 CREDITS) C

SECOND SEMESTER

**SGT 321 SPECIFIC METHODS FOR TEACHING SCIENCES AND
MATHEMATICS TO GIFTED LEARNERS (2 CREDITS) C**

- Problem-posing and problem-solving approaches
- Discovery/inquiry approach
- Skills in scientific research and experimentation
- Procedures for reporting scientific research and experimentation
- Independent studies and projects
- Advance placements (for mathematics), competitions-local/international e.g. mathematics Olympiads, JETS club competitions, etc. Junior Engineering and Technology Students
- Application of mathematics and science knowledge/skills in solving real life problems.
- Innovations and modifications of existing tools and machines

**SGT 322 SPECIFIC METHODS FOR TEACHING CREATIVITY AND CREATIVE
ARTS TO GIFTED LEARNERS (2 CREDITS) C**

- Actual creations and innovations, real life performances, demonstrations, productions for real audiences.
- Modification of real objects, expansion of ideas, tackling real problems (social, economic, leadership etc) and coming up with answers and alternatives, posing imaginary problems and proposing solutions/answers and alternatives, carrying out real projects/researches and reporting, writing and producing own plays, music, poems and directing their performance, practices in art appreciation and critique, practices in mounting exhibitions and performances, brain-storming, open-ended story approach.

**SGT 323 SPECIFIC METHODS FOR TEACHING SOCIAL SCIENCES AND
LANGUAGE ARTS TO GIFTED LEARNERS (2 CREDITS) E**

- **Principles of teaching social science subjects**
 - Facilitating the content area for extensive knowledge acquisition, elaboration and projection.
 - Teaching the creative utility value and innovations in the social science subjects
 - Brainstorming and debating techniques in social science subjects
 - Teaching for cross cultural and interdisciplinary issues
 - Teaching for creative leadership skills in the social science
- **Principles of teaching language arts**
 - Principles and objectives of language arts
 - Linguistics for gifted learners
 - Methodologies of teaching accelerated linguistics appreciation

DEPARTMENT OF EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES

1. PHILOSOPHY

The realization that a good number of learners in the schools cannot cope with the ordinary classroom challenges, and the fact that the “normal” classroom teacher is not able to cater for the special needs of these learners who may be Learning Disabled has necessitated the establishment of the department of the education of learners with learning disabilities to train teachers as resource persons who will be responsible for; identification, assessment, diagnosis and remediation, as well as to teach in the regular classroom for those who have teaching subjects.

2. OBJECTIVES

In training teachers to teach learners with learning disabilities the Department focuses on seven objectives, viz: To produce teachers that will be able to:

- i. Teach learners with learning disabilities
- ii. Identify learners with learning disabilities in the regular classroom
- iii. Identify specific needs of learners with learning disabilities
- iv. Plan remedial programmes for learners with learning disabilities in the regular classroom in line with their areas of deficiency.
- v. Expose regular teachers to simple methods that can be used to cater for the needs of learners with learning disabilities in the regular classroom.
- vi. Help schools and communities to set up Resource Rooms and Clinics for teaching learners with learning disabilities.
- vii. Prepare follow-up programmes for learners with learning disabilities in inclusive setting in the immediate environment.

It is hoped that at the end of the 3-year NCE programme, students trained in the Department would have been equipped with the necessary knowledge, skills and attitude to fulfill the above objectives.

3. MODE OF TEACHING

Lectures, tutorials, demonstrations, practicum (observation, case studies of individual learners with learning disabilities).

NOTE:

In Year One – First Semester, all students offer 8 credits Core Courses in Special Education.

**SUMMARY OF COURSES
YEAR I
CORE COURSES**

YEAR II

COURSE CODE	COURSE TITLE	CREDITS	STATUS
	YEAR II - FIRST SEMESTER		
SLD 211	Disorders of learning	2	Compulsory
SLD 212	Diagnostic Techniques	2	Compulsory
SLD 213	Introduction to reading and reading instruction for learners with learning disabilities.	2	Compulsory
SLD 214	Language and Speech Correction I	1	Compulsory
		7	
	YEAR II - SECOND SEMESTER		
SLD 221	Diagnostic and Remedial Mathematics	2	Compulsory
SLD 222	Diagnostic and Remedial Reading	2	Compulsory
SLD 223	Disorders of Writing	1	Compulsory
SLD 224	Language and speech corrections II	2	Compulsory
		6	
	YEAR III - FIRST SEMESTER		
	TEACHING PRACTICE	6	Compulsory
	YEAR III - SECOND SEMESTER		
SLD 321	Services, administration & Placement alternatives for learners with learning disabilities.	2	Compulsory
SLD 322	Vocational Education for the Learner with learning disabilities.	1	Elective
SLD 323	Sensori-motor perceptual development	1	Elective
SLD 324	Principles of curriculum planning and programmes for learners with learning disabilities	1	Elective
SLD 325	Seminars	1	Elective
		6	

SUMMARY

YEAR	COMPULSORY MAJOR	ELECTIVE	TOTAL
YEAR 1	15	-	15
YEAR 2	14	-	14
YEAR 3	2	3	5
TOTAL	31	3	34

Total number of units available	-	34
Total number of compulsory units	-	31
Total number of units required for graduation	-	34

YEAR TWO - FIRST SEMESTER

SLD 211 DISORDERS OF LEARNING (2 CREDITS) C

- Disorders of reading, writing and computational skills in Mathematics
- Disorders of language: auditory, verbal and non-verbal
- Disorders of thinking and concept formation

SLD 212 DIAGNOSTIC TECHNIQUES (2 CREDIT) C

- Concept of Referral, Screening, Identification and Diagnosis
- Purpose of diagnosis
- Essential steps in the diagnostic process
- Obtaining data for diagnosis: case history, interview, clinical observation
- Informal testing and standardized or formal testing
- Interpreting test scores
- Use of tests results for educational and remedial purposes
- Implication of using foreign standardized and local tests in Nigeria

**SLD 213 INTRODUCTION TO READING AND READING INSTRUCTION FOR
LEARNERS WITH LEARNING DISABILITIES (2 CREDITS) C**

- Nature of reading process
- Reading instruction
- Purpose of teaching reading
- Common reading problems in the classroom
- Reading readiness and child development
- How children learn to read
- Literature based methods of teaching reading
- Mechanics and skills of teaching reading
- Advantages and disadvantages of some methods of teaching reading.

214 LANGUAGE AND SPEECH CORRECTIONS I (2 CREDIT) C

- Concepts of language and speech
- Anatomy and physiology of the speech organs

- Language and speech development in children (the normal pattern and process)
- The structure of language
- Language perception, production and acquisition
- Language and thinking
- Language/speech delay
- Language/speech disorders

YEAR II SECOND SEMESTER

SLD 221 DIAGNOSTIC AND REMEDIAL MATHEMATICS (2 CREDITS) C

- Concept of Diagnosis, Remediation and Mathematics
- Goals and objectives of mathematics
- Types of mathematic problems and errors
- Causes of poor performance in mathematics
- Techniques for teaching mathematics
- The place of games/activities in the teaching of mathematics
- Motivation in teaching of mathematics
- Flexibility in using instructional approaches
- Remediation of mathematics problems

SLD 222 DIAGNOSTIC AND REMEDIAL READING (2 CREDITS) C

- Concept of Reading and Reading Disability
- Factors responsible for reading problems
- Effect of reading disorders on learning
- Identification of learners with Reading Disabilities
- Diagnosis of reading disorders
- Selecting and designing remedial programmes
- Developing instructional materials for remediation

SLD 223 DISORDERS OF WRITING (1 CREDITS) C

- Concept and types of writing disorders
- Identification of writing disorders
- Causes of writing problems
- Handwriting styles – manuscripts and cursive
- Intervention strategies for handwriting problems

SLD 224 LANGUAGE AND SPEECH CORRECTIONS II (2 Credit) C

- Defective language and speech
- Assessment of language and speech
- Language characteristics of learners with learning disability
- Information processing and language behaviours
- Intervention programmes
- Adolescence and language intervention
- Some specific problems: laryngoectomy, voice disorders, aphasia, etc.

YEAR THREE – FIRST SEMESTER

SLD 300 TEACHING PRACTICE (6 CREDITS) C

SECOND SEMESTER

**SLD 321 SERVICES, ADMINISTRATION AND PLACEMENT ALTERNATIVES
FOR LEARNERS WITH DISABILITIES (2 CREDITS) C**

- Concept of Services, Administration and Placement Alternatives for learners with disabilities
- Educational services available to the L-D child viz; resources room, itinerant teacher services; day-withdrawal, individualized educational programme (IEP) in mainstream setting, home bound instructions.
- Assessment, evaluation and placement procedure
- Case notes and case reviews
- Working with parents and other professionals e.g. educational psychologists, health workers and regular classroom teachers.

**SLD 322 VOCATIONAL EDUCATION FOR LEARNERS WITH LEARNING
DISABILITIES (1 CREDITS) E**

- The concept and meaning of career education and vocational education
- Life-centred career education
- Phases of career education
- Goals of career education
- Focal points of career education
- The need for vocational education for learners with disability Academic Vs vocational priorities
- The range of occupational roles
- Model programmes for career preparation

SLD: 323: SENSORI-MOTOR PERCEPTUAL DEVELOPMENT (1 Credit) E

- Concept of sensory motor perceptual development
- Theories of perceptual motor development
- Integration of sensory perceptions
- Teaching strategies and intervention

**SLD 324 PRINCIPLES OF CURRICULUM PLANNING AND PROGRAMMES
FOR LEARNERS WITH LEARNING DISABILITIES (1 CREDIT) E**

- Basic concepts in curriculum planning
- General curriculum and children with learning disabilities
- Curriculum adaptation in basic skills of mathematics reading and writing
- Programme remediation sequences
- Principles of curriculum adaptation of IEP

SLD 325 SEMINARS (1 CREDIT) E

- Discussion of issues, ideas and current special educational practices as they affect learning disabilities.

DEPARTMENT OF EDUCATION FOR LEARNERS WITH HEARING IMPAIRMENT

1. PHILOSOPHY

The curriculum for the education of learners with hearing impairment at the NCE level is a very important instrument for fulfilling in part, the current objectives of Special Education in the National Policy on Education which stipulates that equal educational opportunities be provided for all children, their sensory, physical, intellectual and other conditions notwithstanding.

The philosophy for education of learners with Hearing Impairment is based on the national objectives of education as stated in Section 1 of the National Policy on Education (NPE, 2004). The Universal Basic Education (UBE) which requires all Nigerian children of school age to go to school is an added impetus for making provisions for the education of learners with hearing impairment. It is expected that, children with hearing impairment will benefit maximally and actualize the issue of equal opportunities as stipulated in the UBE programme.

2. OBJECTIVES

In line with section 10, sub-section 95 of the National Policy on Education, the objectives of the Department are as follows:

- i. To produce well trained and skilled teachers who will be able to teach learners with hearing impairment.
- ii. To impart the requisite knowledge, skills, abilities and teaching competencies to student-teachers for the purpose of assessing and detecting hearing disorders in children and ameliorating their attendant learning and social problems.
- iii. In meeting the above objectives, the Department will structure the curriculum on the following components:-
 - a) Courses in Audiology and general orientation on anatomy and physiology of the ear.
 - b) Courses in Speech and Language Development, Diagnosis and Therapy
 - c) Methodology
 - d) Total communication
 - e) Teaching practice

3. MODE OF TEACHING

Through lectures, tutorials, practicum, demonstrations and microteaching

**SUMMARY OF COURSES
YEAR I
CORE COURSES**

COURSE CODE	COURSE TITLE	CREDITS	STATUS
	YEAR II - FIRST SEMESTER		
SHI 211	Basic Principles of Audiology	2	Compulsory
SHI 212	Speech Diagnosis and Therapy	2	Compulsory
SHI 213	Auditory Training and Speech/ lip Reading	2	Elective
SHI 214	Total Communication	2	Compulsory
		8	
	YEAR II - SECOND SEMESTER		
SHI 221	Introduction to Audiometry	2	Compulsory
SHI 222	Teaching Mathematics to learners with Hearing Impairment.	2	Compulsory
SHI 223	Teaching Language to learners with Hearing Impairment	2	Compulsory
SHI 224	Teaching Social Studies to learners with Hearing Impairment.	2	Compulsory
SHI 225	Teaching Science to learners with Hearing Impairment.	2	Compulsory
		10	
	YEAR III - FIRST SEMESTER		
SHI 300	Teaching Practice	6	Compulsory
	YEAR III - SECOND SEMESTER		
SHI 321	Principles and Practice of Audiometry	2	Compulsory
SHI 322	Advanced Speech Therapy	2	Compulsory
SHI 323	Vocational Rehabilitation for Learners with hearing impairment	1	Elective
SHI 324	Seminars	1	Elective
		6	

SUMMARY

YEAR	COMPULSORY MAJOR	ELECTIVE	TOTAL
Year I	15	-	15
Year II	16	2	18
Year III	4	2	6
TOTAL	35	4	39

Total number of units available	-	39
Total number of compulsory units	-	35
Total number of units required for graduation	-	36

YEAR TWO - FIRST SEMESTER

SHI 211 BASIC PRINCIPLES OF AUDIOLOGY (2 CREDITS) C

- Anatomy and physiology of the ear
- Intensive study of the nature, abnormalities and diseases of the auditory mechanism.
- Elementary treatment and prevention of hearing disorders.
- Simple classroom screening tests.

SHI 212 SPEECH DIAGNOSIS AND THERAPY (2 CREDITS) C

- Concept of speech diagnosis and therapy
- Functions of a speech therapist
- Phonetic nature of speech
- Causes, diagnosis and treatment of speech disorders
- Techniques of teaching and developing speech in learners with hearing impairment.
- Effects of hearing impairment on speech development and reception
- Clinical experience on speech diagnosis
- Repairs and Maintenance of speech training and diagnostic equipment

SHI 213 AUDITORY TRAINING AND SPEECH/LIP READING (2 CREDITS) E

- Definition and meaning of auditory training
- Components of auditory training
- Benefits of auditory training
- Concepts of Lip/Speech reading
- Methods of teaching Lip/Speech reading skills: Muller, Nitcher, Weller, Auditory global, multi-sensory approach etc.
- Types and uses of amplification devices in teaching auditory training and Lip/Speech reading.

SHI 214 TOTAL COMMUNICATION (2 CREDITS) C

- Simple instructions through Signed English
- Interpreting the Basal Reader Series, songs, poems and dialogue, etc.

YEAR TWO - SECOND SEMESTER

SHI 221 INTRODUCTION TO AUDIOMETRY (2 CREDITS) C

- Rudiments of Physics of sound
- Acoustics and psycho-acoustics of sound
- Features of the Audiometer
- Introduction to pure-tone testing procedures and methods of speech audiometry
- Plotting of Audiograms
- Alternative methods of measuring hearing through tuning fork, conversational voice method, the coin click, watch tick, etc.
- Repairs and Maintenance of audiological equipment

- SHI 222 TEACHING MATHEMATICS TO LEARNERS WITH HEARING IMPAIRMENT (2 CREDITS) C**
- Teaching of selected concepts in Mathematics: Notation, Numeration, place value, addition, subtraction, division, multiplication and mensuration (shapes, volume, etc).
 - Methods of teaching Mathematics: Play method, rhymes, games and other problem solving methods.
 - Preparation of Teaching Aids in Elementary Mathematics
- SHI 223 TEACHING LANGUAGE TO LEARNERS WITH HEARING IMPAIRMENT (2 CREDIT) C**
- Methods of Teaching Language, Strategies for teaching various language skills, e.g. Analytical method (Fitz Gerald Key method) and the Natural method.
 - Parental roles in language development
 - Designing language training kits for learners with hearing impairment
 - Definition of reading
 - Nature and major elements of reading
 - Reading skills
 - Approaches to teaching reading
 - Instructional materials
 - Evaluation/Assessment in Reading
- SHI 224 TEACHING SOCIAL STUDIES TO LEARNERS WITH HEARING IMPAIRMENT (2 CREDITS) C**
- Social Studies: Definition, Historical background
 - Objectives of Teaching Social Studies to learners with hearing impairment
 - Methods and strategies for teaching Social Studies
 - Family, neighbourhood, community and cultural diversity
 - Societal institutions: Educational, Religious, Political, etc.
 - Citizenship, Human rights and Obligations
 - National identity
 - Concepts of Nationhood, State, Political socialization, Leadership, followership
 - Deaf community and culture
 - Forms of government: Autocracy, Democracy, Unitary, Federation, etc.
 - Electoral system
- SHI 225 TEACHING SCIENCE TO LEARNERS WITH HEARING IMPAIRMENT (2 CREDITS) C**
- Exploring the Environment – Air, Water, Living and non-living things, plants, animals, germination of seeds.
 - Adaptation of curriculum/media of communication
 - Basic skills in science – collection of data by observation and experimentation, questionnaire, interview, analysis of data, reporting and drawing inferences and conclusions.

- Improvisation of teaching aids
- Conduct of simple experiments: Purification of water, soil classification, etc.

YEAR THREE - FIRST SEMESTER

SHI 300 TEACHING PRACTICE (6 CREDITS) C

YEAR THREE - SECOND SEMESTER

SHI 321 PRINCIPLES AND PRACTICE OF AUDIOMETRY (2 CREDITS) C

- Air and bone conduction tests
- Making and interpreting audiograms – Normal audiogram, conductive audiogram, sensori – neural audiogram, mixed and noise induced audiograms.
- Speech Audiometry and interpretation of results
- Oral/Aural Rehabilitation procedures – Amplification and dispensing of hearing aids.
- Repairs and Maintenance of audiological equipment

Note: Practicum in the Audiology clinic is required, using the audiometer, otoscope and tympanometer.

SHI 322 ADVANCE SPEECH THERAPY (2 Credits) C

- Therapy for articulation problems – omission, addition, substitution
- Therapy for voice disorders – dysphonia, aphonia
- Therapy for delayed speech
- Therapy for stuttering/Stammering (primary and secondary approaches)
- Therapy for aphasia, Cleft palate, Cluttering, Cerebral Palsy, Slurring, etc.
- Repairs and Maintenance of speech training and diagnostic equipment.

SHI 323 VOCATIONAL REHABILITATION FOR LEARNERS WITH HEARING IMPAIRMENT (1 CREDITS) E

- Concept of Rehabilitation
- Types of rehabilitation: educational, medical, vocational, aural
- Rationale for vocational rehabilitation
- Steps in vocational rehabilitation
- Uses of vocational interest inventories
- Assessment for placement into appropriate vocations
- Introduction of learners to basic tools for different vocations
- Practice of skills in vocation like carpentry, masonry, shoe-making, barbing, poultry keeping tie and dye

NOTE: the course is a practical Hand-on-tools, programme to be carried out in a workshop setting. Resource persons are to be adequately involved.

SHI 324 SEMINARS (1 CREDITS) E

- Discussion of topical contemporary issues on the education of learners with hearing impairment and production of a written report.

DEPARTMENT OF EDUCATION FOR LEARNERS WITH INTELLECTUAL DISABILITIES (SID)

1. PHILOSOPHY

The National Policy on Education (1981) (revised 2004) and the Universal Basic Education (UBE) advocate equal educational opportunities for all Nigerian children irrespective of any limitations. Consequent upon this development, there is a need to develop a curriculum to produce teachers and other types of personnel who may be involved in the education and care of learners with intellectual disabilities (SID).

Training the learners with intellectual disabilities as much as possible to lead independent life is the essence for making educational provisions for them.

2. OBJECTIVES

- i. To produce special education teachers for learners with intellectual disabilities.
- ii. To provide the student-teachers with appropriate knowledge, skills and attitude needed for screening, identifying, assessing and evaluating the special needs of the intellectually disabled in order to provide appropriate teaching for them.
- iii. To equip the student-teachers with necessary preliminary skills for assisting the intellectually disabled live independent life as much as possible.

3. MODE OF TEACHING

Lectures, tutorials, demonstrations, practicum (observations, case studies of individuals/small groups of intellectually disabled learners).

**SUMMARY OF COURSES
YEAR I
CORE COURSES**

YEAR II

COURSE CODE	COURSE TITLE	CREDITS	STATUS
YEAR II – FIRST SEMESTER			
SID 211	Introduction to reading and writing	1	Compulsory
SID 212	Introduction to speech and language disorders	1	Elective
SID 213	Learning problems of the intellectually disabled	1	Compulsory
SID 214	Art Therapy	1	Elective
SID 215	Arithmetic Methods	2	Compulsory
		6	
YEAR II - SECOND SEMESTER			
SID 221	Speech and Language corrections	2	Compulsory
SID 222	Diagnosics Techniques	2	Compulsory
SID 223	Programmed instruction	1	Elective
SID 224	Play Therapy	1	Elective
SID 225	Daily Living Skills	2	Compulsory

SID 226	Reading and Writing Methods	2	Compulsory
		10	
YEAR III - FIRST SEMESTER			
SID 300	Teaching Practice	6	Compulsory
YEAR III - SECOND SEMESTER			
SID 321	Diagnostic and Remedial Arithmetic	2	Compulsory
SID 322	Organisation and curriculum development for learners with Intellectual Disabilities (ID)	2	Compulsory
SID 323	Diagnostic and Remedial Reading	1	Compulsory
SID 324	Vocational Education for Learners with Intellectual Disabilities	1	Elective
SID 325	Seminars	1	Elective
		7	

SUMMARY

YEAR	COMPULSORY MAJOR	ELECTIVE	TOTAL
Year I	15	-	15
Year II	12	4	16
Year III	5	2	7
TOTAL	32	6	38

Total number of units available	-	38
Total number of compulsory units	-	32
Minimum units required for graduation	-	36

YEAR ONE - FIRST SEMESTER

All students complete the core courses in Special Education

YEAR TWO - FIRST SEMESTER

SID 211 INTRODUCTION TO READING AND WRITING (1 CREDIT) C

- Definitions of reading and writing
- The nature and the processes of reading and writing
- Factors affecting the acquisition of reading and writing skills
- The principles of perceptual motor training

SID 212 SPEECH AND LANGUAGE DISORDERS (1 CREDIT) E

- Definition of the terms: speech and language
- Normal speech and language development
- Nature and types of speech and language disorders
- Speech training techniques

SID 213 LEARNING PROBLEMS OF LEARNERS WITH INTELLECTUAL DISABILITIES (1 CREDIT) C

- Theories of learning: Watson, Piaget, Bruner, Thorndike, Eysank, Bijou
- Factors affecting learning
- The implications of intellectual disabilities on learning
- Informal techniques of assessing learning of person with intellectual disabilities.

SID 214 ART THERAPY (1 CREDIT) E

- Definition of art therapy
- The roles of art therapy in teaching learners with intellectual disabilities
- Types of art activities and materials suitable for teaching each
- Classification of learners with Intellectual Disabilities.

SID 215 ARITHMETIC METHODS (2 CREDITS) C

- Strategies for teaching arithmetic concepts to learners with intellectual disabilities
- Numbers and numerals
- Fundamental operations of addition (add more), subtraction (take away), multiplication (make big) and division (share).
- Measurement of sizes, weights, distances, volumes, use of money, basic ideas of time, use of calendar—days in the week, weeks in months, months in the year.

YEAR TWO - SECOND SEMESTER

SID 221 SPEECH AND LANGUAGE CORRECTIONS (2 CREDITS) C

- Anatomy of speech organs
- Speech production
- The communication process and speech mechanisms
- Normal speech and language development
- Defects of speech and language commonly found in persons with intellectual disabilities, such as:
 - defects of articulation;
 - voice disturbance,
 - stuttering,
 - speech and impaired hearing
- Strategies for correcting defects of speech and language
- Stimulating language development in learners with intellectual disabilities

SID 222 DIAGNOSTIC TECHNIQUES (2 CREDITS) C

- Different types of tests: formal and informal, norm-referenced and criterion-referenced tests, anecdotal records, observational records, case histories and birth records.
- Methods of test construction (especially informal teacher made tests)
- Uses of test results for educational and other remedial purposes

- Case studies of individuals or small groups of learners with intellectual disabilities by student teachers.
- School visits and observations

SID 223 PROGRAMMED INSTRUCTION (1 CREDIT) E

- Principles of programmed instructions
- Forms of programmed learning
- Basic instructional components in programmed learning
- Task Analysis
- Procedure for selecting instructional materials for learners with intellectual disabilities
- Development of programmed materials for learners with intellectual disabilities
- Advantages and disadvantages of programmed instruction to learners with intellectual disabilities.

SID 224 PLAY THERAPY (1 CREDIT) C

- Nature of play
- Roles of play in the education and training of learners with intellectual disabilities
- Aspects of play activities
- Kinds of play suitable for learners with intellectual disabilities
- Play materials for learners with intellectual disabilities
- Rhythms, dance and music in teaching and training learners with intellectual disabilities.

SID 225 DAILY LIVING SKILLS (2 CREDITS) C

- Teaching sensor-motor skills
- Teaching Self hygiene: Full concept of body awareness, self care, grooming, etc.
- Teaching social skills and social competence
- Teaching family and community living skills
- Training to seek and maintain appropriate occupations and jobs for different categories of persons with intellectual disabilities
- Coping with environment.

SID 226 READING AND WRITING METHODS (2 CREDITS) C

- Appraisal of reading readiness
- Classroom approaches to teaching reading
- Other approaches – programmed reading, Peabody Rebus programme
- Formal and informal assessment of reading and writing
- Identification of reading and writing problems
- Strategies for correcting reading and writing problem
- Strategies for teaching different writing styles to learners with intellectual disabilities.

YEAR THREE - FIRST SEMESTER

SID 300 **TEACHING PRACTICE** **(6 CREDITS) C**

YEAR THREE - SECOND SEMESTER

SID 321 **DIAGNOSTIC AND REMEDIAL ARITHMETIC** **(2 CREDITS) C**

- Different Arithmetic Diagnostic tests e.g. Schonell etc.
- Implications of using foreign Arithmetic diagnostic tests on Nigerian learners
- Types of arithmetic difficulties and errors found among learners with intellectual disabilities
- Methods of teaching arithmetic e.g. Montessori approach, etc.
- Flexibility of using instructional approaches
- Using record keeping activities to teach Arithmetic to the intellectual disabilities

SID 322 **ORGANISATION AND CURRICULUM DEVELOPMENT FOR LEARNERS WITH INTELLECTUAL DISABILITIES** **(2 CREDITS) C**

- Educational classification of learners with intellectual disabilities for placement in programmes.
- Principles of classroom organization for learners with intellectual disabilities.
- Class management and discipline – small and large groupings, multiple activity centres, class control, collaborative teaching.
- Behaviour modification approach to remediate Intellectual deficiencies.

SID 323 **DIAGNOSTIC AND REMEDIAL READING** **(2 CREDITS) C**

- Types of diagnostic instruments for assessing reading readiness and reading attainment.
- Causes of reading failures among learners with Intellectual disabilities
- Methods of remediating reading problems of learners with Intellectual Disabilities.
- Implication of using foreign instruments on Nigeria learners

SID 324 **VOCATIONAL EDUCATION FOR LEARNERS WITH INTELLECTUAL DISABILITIES** **(1 CREDIT) E**

- The concept and meaning of career education and Vocational Education
- The need for Vocational Education for learners with intellectual disabilities
- Organisation and safety measures in the workshop
- Classification and uses of basic tools and materials for different vocations and occupations
- Practice of Skills e.g. carpentry, masonry, shoe-making, tailoring, baking, poultry keeping, Hair dressing, etc.
- Design and construction of simple tools for rehabilitation purposes by the students

SID 325 **SEMINARS** **(2 CREDIT) C**

- Discussion of current/topical issues in special education with emphasis on intellectual disabilities and the production of written reports.

DEPARTMENT OF EDUCATION FOR LEARNERS WITH VISUAL IMPAIRMENT

1. PHILOSOPHY

The National Policy on Education (2004) has identified learners with visual impairment as a category among learners with special needs who may not benefit maximally from regular classroom instruction without adaptation/modification of curriculum and learning environment. Consequently, it mandates, among other things the training of teachers and other supportive staff for easy access to education for these learners.

2. OBJECTIVES

- i. To provide the student-teacher with indepth intellectual and professional skills for working with learners with visual impairment.
- ii. To expose the student-teacher to current approaches in teaching learners with visual impairment all subjects in basic education, and to equip them with the skills to use in doing this and to improvise adapted teaching aids/assistive technologies.
- iii. To expose the student-teacher to the basic principles and practical skills of orientation and mobility which are fundamental to general rehabilitation of learners with visual impairment.
- iv. To equip the student-teacher with effective and functional skills in teaching daily living activities (DLA) to learners with visual impairment.
- v. To acquaint the student-teacher with the needs and techniques for working with the parents of learners with visual impairment.
- vi. To equip the student-teacher with the skills of reading and writing different types of Braille codes.
- viii. To prepare the student-teacher for teaching in both inclusive and non-inclusive settings.

**SUMMARY OF COURSES
YEAR I
CORE COURSES**

YEAR II

COURSE CODE	COURSE TITLE YEAR II – FIRST SEMESTER	CREDITS	STATUS
SVI 211	Typewriting	1	Compulsory
SVI 212	Introduction to Reading	1	Elective
SVI 213	Methodology of educating learners with visual impairment.	2	Compulsory
SVI 214	Abacus	2	Compulsory
SVI 215	Communication procedures for learners with visual impairment.	1	Compulsory
SVI 216	Use of Taylor’s Frame	1	Elective
		8	
	YEAR II - SECOND SEMESTER		
SVI 221	Braille Mathematical code	2	Compulsory
SVI 222	Orientation and Mobility Techniques	2	Compulsory
SVI 223	Daily Living Skills	2	Compulsory
SVI 224	ICTs for learners with visual impairment	2	Elective
SVI 225	Low Vision	2	Compulsory
		10	
	YEAR III - FIRST SEMESTER		
SVI 300	Teaching Practice	6	Compulsory
	YEAR III - SECOND SEMESTER		
SVI 321	Rehabilitation of learners with visual impairment.	2	Compulsory
SVI 322	Advanced Braille Codes	2	Compulsory
SVI 323	Advanced Mobility Techniques	1	Compulsory
SVI 324	Seminar	1	Compulsory
		6	

SUMMARY

YEAR	COMPULSORY MAJOR	ELECTIVE	TOTAL
Year I	15	-	15
Year II	12	4	16
Year III	5	1	6
TOTAL	32	5	37

Total number of units available	-	37
Total number of compulsory units	-	32
Minimum units required for graduation-	-	36

YEAR TWO – FIRST SEMESTER

SVI 211 TYPEWRITING (1 CREDITS) C

- Typewriting familiarization
- Typing from manuscript
- Typing Memoranda
- Typing personal and business letters
- Typing simple ruled and unruled tabulations
- Techniques of simple machine maintenance

SVI 212 INTRODUCTION TO READING (1 CREDIT) E

- Definitions of ‘Reading’
- What we do when we read
- Reading as one of the Language Skills
- Reading as the Interpretation of print or Braille
- Reading Readiness Skills
- **Classes of Reading**
 - Basic Reading
 - Functional Reading
 - Recreational Reading
- **Importance of Reading**
 - Personal values
 - Social values
- **Some Approaches to Reading**
 - Language Experience Approach
 - Individualized Approach
 - Basal Reader Approach
 - Linguistic Approach

- **Factors in Reading Ability**
 - General Maturity
 - Level of General Intelligence
 - Abilities of visual and auditory discrimination and word recognition
 - Environmental factors in reading ability
 - Emotional attitudes or interest, individual application and confidence

SVI 213 METHODS OF EDUCATING LEARNERS WITH VISUAL IMPAIRMENT (2 CREDITS) C

- **Introduction to instructional strategies**
- **Teaching Adapted subjects:-**
 - Arts subjects
 - Social Science subjects
 - Science, Technology and Mathematics (STM)
- **Teaching Unique Curriculum Areas**
 - Braille, Orientation and Mobility, Listening skills, Daily living skills, Adapted Physical Education, etc.
- **Instructional materials and adaptation**

SVI 214 Abacus (2 CREDITS) C

- Origin of Abacus
- Kinds of Abacus
- Parts of Abacus
- Abacus beads value
- **Abacus beads manipulation**
 - Setting of numbers
 - Clearing of numbers
- **Addition of Numbers**
 - Single whole numbers
 - Double whole numbers
 - Decimal numbers
- **Subtraction of Numbers**
 - Single whole numbers
 - Double whole numbers
 - Decimal numbers
- **Multiplication of Numbers**
 - Single whole numbers
 - Double whole numbers

- Power sign, Arabic and literal exponent, power sign with negative and fraction exponent.
- Factorial sign; logarithm with and without Arabic and/or literal base; sign for per thousand; sign for antilog.
- Spatial arrangement used with addition, subtraction, division and multiplication
- Spatial arrangement used with short and long division

SVI 222 ORIENTATION AND MOBILITY TECHNIQUES (2 CREDITS) C

- Basic Mobility concepts and Terminologies
- Concept Development
- Concepts formation
- Classification of Concepts
- Body Concept (body image)
- Spatial Concepts in relation to movement and other related activities
- Environmental Concepts
- Compass Direction
- Left and right Concepts
- Body concept in Orientation and Mobility
- Introduction to sighted Guide Techniques
- Pre-Cane Skills
 - Use and development of other sensory modalities in Orientation and Mobility
 - Brief history of Mobility techniques and purposes
 - Room familiarization: different rooms/halls
 - Use of Protective techniques in in-door movements
 - Solicitation and approaching persons with visual impairment
 - Trailing techniques
 - Recovery of dropped objects
- **Cane Skills**
 - Laterality and directionality in relation to movement and other people
 - Techniques used for narrow passages, doorways, stairs up and down, escalator, etc.
 - Brief history of long cane techniques
 - Cane Technique: touch techniques, diagonal technique
 - Use of cane in indoors and outdoors, stairs, narrow passages, crowded places, etc.
- **Problems of independent travel in Nigeria**

SVI 223 DAILY LIVING SKILLS (2 CREDITS) C

- **Concept of activities of daily living**
 - Definition of Daily Living Skills
 - Reasons for its inclusion in the school curriculum for learners with Visual Impairment.

- **Skills required for daily living**
 - Concept development, communication skills
 - Social and Emotional skills, career and vocational skills
 - Motor skills, Orientation and mobility skills

- **Skills Learners with Visual Impairment need to master**
 - Table etiquette – include orientation to table setting
 - Placement/positions of glass and plates, handling of napkins, conversation, voice level etc.
 - Eating skills: such as finger feeding, use of cutlery and sometimes basic chewing motions etc.
 - Hygiene, personal grooming – Organisation and clothing care such as:
 - Use of soaps, powder and towels, management of pubertal problems feminine hygiene.
 - Use of deodorants, care of the teeth
 - Organisation of toiletries, cosmetics, clothing and personal belonging etc.
 - Food preparation, House care, child care, sewing skills
 - Minor household maintenance, time telling, telephone use
 - Money management/shopping.

SVI 224 ICTs FOR LEARNERS WITH VISUAL IMPAIRMENT (1 CREDIT) E

- Definition of ICT
- Medium for recording information: Magnetic Disc, Optic Disc, CD, Flash memory.
- Technology for Communication: Radio, Television Microphone, Camera, Loud speakers, Telephone.
- Computing Machines: Personal computers, Servers, Main frames, Network storage, etc.
- Personal hardwares: Mobile phones and personal devices
- Softwares application (JAWS)
- Online Softwares Services: Internet Services: Tele Conference, Audio conference, Video conference and DLS, JAWS

SVI 225 LOW VISION (2 CREDITS) C

- Definition of low vision, classification of low vision
- Types of visual losses – central visual loss, peripheral visual loss
- Hemianopia, diffused vision
- Principles of visibility – illumination, contrast, glare, size
- Sequential development of vision, awareness of light, object perception localization.
- Spotting, tracing , tracking, following and scanning
- Diseases/Refractive errors that affect functional use of the eye: albinism, diabetes mellitus, glaucoma, myopia, hyperopia, astigmatism.
- Retinopathy of the premature infant (retrolental fibroplasias – (RLF), retinitis pigmentosa etc.

SVI 323**ADVANCED MOBILITY TECHNIQUES****(1 CREDIT) C**

- Route familiarization and application of other sensory modalities to traverse routes
- Other methods in route familiarization – trailing, use of land marks, clues and cues etc.
- Direction taking and use of related cues
- Simple route travels – residential areas, departmental areas of Colleges and its environment.
- Road crossing – simple crossing by detouring, “T” Junctions, complex irregular road junction etc.
- Using public transport and public places
- Traffic lights, zebra and pedestrian crossings
- Approaching squares, roundabouts and similar complex road structures
- Introduction to mobility maps
- Use of standard and local symbols for mapping
- Introduction to other mobility techniques
- Environmental organization: Basic factors of structure of roads and buildings
- Recreational centres, bus terminus, railway terminus and related situations.

SVI 324**SEMINARS****(1 CREDIT) E**

- Presentation of papers on current and topical issues in special education with emphasis on education of learners with visual impairment.

DEPARTMENT OF EDUCATION FOR LEARNERS WITH PHYSICAL AND HEALTH IMPAIRMENT

1. PHILOSOPHY

The physically/health impaired are part of the Nigerian school-going population for whom the National Policy on Education (NPE 2004), directs that equal educational opportunities be provided (“their physical, mental, psychological and emotional disabilities notwithstanding”). To actualize this, however, some adaptations and modifications of the curriculum as well as special provisions, especially the production of specialist teachers must be considered. This has necessitated the development of programmes for the Education of Learners with Physical and Health Impairment.

2. OBJECTIVES

The general aims and objectives of the department will be to:

- i) Produce teachers with the necessary competence and skills to educate and train learners with different forms of physical and health impairments;
- ii) Produce teachers who can play major roles in the rehabilitation process of learners with physical and health impairments along with other professionals.
- iii) Produce teachers who can provide enabling environment that should motivate learners with Physical and Health Impairment to live to their optimum capacity.

SUMMARY OF COURSES YEAR I CORE COURSES

YEAR II

COURSE CODE	COURSE TITLE	CREDITS	STATUS
YEAR II – FIRST SEMESTER			
SPH 211	Introduction to the Education and Training of Learners with Physical and Health Impairment.	3	Compulsory
SPH 212	Elementary Human Anatomy	2	Compulsory
SPH 213	Elementary Human Physiology	2	Compulsory
SPH 214	Physiotherapy I	2	Compulsory
		9	
YEAR TWO - SECOND SEMESTER			
SPH 221	Personal Health Management of Learners with Physical and Health Impairment	2	Compulsory
SPH 222	Mobility constraints of learners with physical and health impairment	1	Elective
SPH 223	Physiotherapy II	2	Compulsory
SPH 224	Vocational Guidance of learners with physical and health impairment	1	Compulsory

SPH 225	Adapted Physical Education for Learners with Physical and Health Impairment	2	Compulsory
		8	
YEAR THREE - FIRST SEMESTER			
	TEACHING PRACTICE	6	Compulsory
YEAR THREE - SECOND SEMESTER			
SPH 321	Physiotherapy III	1	Compulsory
SPH 322	Health counseling for Learners with Physical and Health Impairment.	1	Elective
SPH 323	Seminar	1	Elective
		3	

SUMMARY

YEAR	COMPULSORY	ELECTIVE	TOTAL
Year I	15	-	15
Year II	16	1	17
Year III	1	2	3
TOTAL	32	3	35

Total number of units available	-	35
Total number of compulsory units	-	32
Minimum units required for graduation	-	34

COURSE CONTENTS

SECOND SEMESTER – YEAR II

SPH 211 INTRODUCTION TO THE EDUCATION AND TRAINING OF LEARNERS WITH PHYSICAL AND HEALTH IMPAIRMENT

(3 CREDITS) C

- The concept of Physical Disability and Health Disability, Physical Disablement and Health Disablement.
- Types and causes of major physical and health impairments (orthopedic, neurological, genetic, medical), e.g. cerebral palsy, spina bifida, amputations including congenital amputations, bone and muscle degenerative cases, leukemia, epilepsy.
- Identification of learners with physical and health impairments.
- Implications of physical and health impairments on the education of the affected learners.
- Basic provisions for the education of physically and health impaired learners in schools, hospitals and homes with reference to accessibility to teaching environment.

- Multi-disciplinary approach to the education, care and training of learners with physical and health impairment.

SPH 212 ELEMENTARY HUMAN ANATOMY (2 CREDITS) C

- The muscular system
- The skeletal system
- The nervous system
- The urino-genital system
- Different types of joints and their locations in the body (articulations)
- Structure and make-up of limbs (fore and hind)
- The role of muscles, bones and joints in movement
- Problems of the human anatomy and their effects.

SPH 213 ELEMENTARY HUMAN PHYSIOLOGY (2 CREDITS) C

- Functions of different organs e.g. the heart, brain and spinal cord, lungs and kidneys
- Different types of body movements e.g. movement of parts of the body (flexion, extension, abduction, etc. movement of the whole body from place to place (translocation movement).
- Importance of movements and exercises to human beings
- Importance of diet, body formation, growth and functioning
- Disordered functions of human physiology and their implications.

SPH 214 PHYSIOTHERAPY I (2 CREDITS) C

- Abnormalities of movement
- Applied anatomy and physiology of movements
- The process of physiotherapy
- Knowledge and skills needed in physiotherapy
- Practical activities in physiotherapy
- Types of equipment and mobility aids and their uses
- Training the physically impaired for independent living through Activities of Daily Living (ADL).

YEAR TWO - SECOND SEMESTER

SPH 221 PERSONAL HEALTH MANAGEMENT OF LEARNERS WITH PHYSICAL AND HEALTH IMPAIRMENT (2 CREDITS) C

- Meaning of Personal Health
- Understanding the Normal Personal Health Signs
- Developing Health Related Physical Fitness.
- Personal Health Care of Learners with Physical and Health Impairment.
- Care of the Parts of the Body
- Enhancing the Health Status of Learners with Physical and Health Impairment
- Exercises, Relaxation, Rest and Sleep

- SPH 222 MOBILITY CONSTRAINTS OF LEARNERS WITH PHYSICAL AND HEALTH IMPAIRMENT (1 CREDIT) E**
- Identification of Architectural barriers in school buildings, homes, public buildings and public facilities.
 - Teaching how to use public transportation, roads and other public facilities such as public toilets, telephones, markets and shopping centres etc.
 - Specially adapted facilities, entrances, parking areas, transportation reserved for the physically impaired.
 - Repairs and Maintenance of facilities/equipment
 - Public awareness of the rights of people with physical and health impairment to the use of community facilities.
- SPH 223 PHYSIOTHERAPY II (2 CREDIT) C**
- Recognition of deformities of Upper and Lower Limbs and Spine
 - Amputations
 - Re-Education on Standing and Walking activities
 - Prosthetics and Orthotics
 - Disturbances of normal physiology
 - Disturbances of afferent information
 - Pathological changes
 - Psychological aspects of rehabilitation of the physically disabled
- SPH 224 VOCATIONAL GUIDANCE FOR LEARNERS WITH PHYSICAL AND HEALTH IMPAIRMENT (1 CREDIT) C**
- The meaning of Vocational Guidance
 - The Process of Vocational Guidance
 - The place of Vocational Guidance in the vocational rehabilitation of learners with physical and health impairment.
 - Society's attitude towards the disabled and strategies for overcoming the general attitudes.
- SPH 225 ADAPTED PHYSICAL EDUCATION FOR LEARNERS WITH PHYSICAL AND HEALTH IMPAIRMENT (2 CREDITS) C**
- The concepts of physical education and adapted physical education
 - Objectives of adapted physical education
 - The components of physical fitness
 - General effects of exercise on Learners with Physical and Health Impairment
 - Orthopedic impairment – nature and types
 - Common physical impairment among learners and recommended exercises e.g.
 - Kyphosis
 - Lordosis
 - Scoliosis
 - Bowleggedness (acremogoly)

YEAR THREE - FIRST SEMESTER

TEACHING PRACTICE (6 Credits) C

YEAR THREE - SECOND SEMESTER

SPH 321 PHYSIOTHERAPY III (1 CREDIT) C

- Kinesiology in Rehabilitation
- Head and Spinal Cord injuries
- Specific Medical conditions (Spina Bifida, Cerebral palsy, Hemiplegia, Poliomyelitis etc.)
- Practical/Clinical Experience
- Educational implications of the above conditions on the affected

SPH 322 HEALTH COUNSELLING FOR LEARNERS WITH PHYSICAL AND HEALTH IMPAIRMENT (1 CREDIT) E

- Concept of health counseling
- Types and approaches in health counseling
- Health and Physical impairment requiring counseling
- Counselling parents, teachers and care givers on the health conditions of persons with physical and health impairment.

SPH 323 SEMINAR (1 CREDIT) E

- Discussions, Paper presentations and submission of individual and group seminars on topical issues on the education of learners with physical, health and neurological impairments.

DEPARTMENT OF REHABILITATION EDUCATION

1. PHILOSOPHY

The logical culmination of the education and training of people with disabilities and others with different forms of special educational needs is Rehabilitation, that is, settling into the mainstream of society as a contributory member of it, and capable of enjoying as much of its benefits as possible. People with different forms of disabilities/special needs may not be able to do this without special forms of education and training. This has necessitated the establishment of a Department of Rehabilitation Education to produce teachers and other professionals who will function in the rehabilitation of these set of people.

2. OBJECTIVES

- i. To produce specially trained personnel to handle different aspects of the rehabilitation of people with disabilities/special needs.
- ii. To produce personnel who can teach/work in the different rehabilitation centres in the country.
- iii. To produce teachers who can handle aspects of vocational education and social work in the different special schools in the country.
- iv. To produce community based rehabilitation workers and other personnel who can serve as social workers, welfare officers and rehabilitation officers
- v. To run such other customized short courses to retrain, re-orient and rehabilitate adults who suddenly become disabled after having settled into chosen careers.

SUMMARY OF COURSES

YEAR I

CORE COURSES

YEAR II

COURSE CODE	COURSE TITLE	CREDITS	STATUS
YEAR TWO - FIRST SEMESTER			
SRE 211	Independent living and Basic Work Skills Training	2	Compulsory
SRE 212	Introduction to Vocational Rehabilitation	2	Compulsory
SRE 213	Workshop Practice	2	Compulsory
SRE 214	Physical Exercise, Recreation and Rehabilitation	1	Elective
SRE 215	Supervision and Administration of rehabilitation Centres	1	Elective
	Total	8	

YEAR TWO - SECOND SEMESTER			
SRE 221	Introduction to Social Work	2	Compulsory
SRE 222	Orientation and Mobility Techniques	1	Compulsory
SRE 223	Braille Reading and Writing	2	Compulsory
SRE 224	Total Communication	1	Compulsory
SRE 225	Physiotherapy	1	Compulsory
SRE 226	Rehabilitation of Learners with Visual Impairment	1	Compulsory
	Total	8	

YEAR THREE - FIRST SEMESTER			
	Teaching Practice	6	Compulsory

YEAR THREE - SECOND SEMESTER			
SRE 321	Typewriting	1	Elective
SRE 322	Basic Audiology and Speech therapy	2	Compulsory
SRE 323	Counseling Needs of Adventitiously Disabled Adults	1	Compulsory
SRE 324	Basic literacy and numeracy for Adults with Disability	2	Compulsory
SRE 325	Rehabilitation of the Elderly	1	Elective
SRE 326	Seminar	1	Elective
	Total	9	

SUMMARY

Rehabilitation Education

YEAR	COMPULSORY MAJOR	ELECTIVE	TOTAL
Year I	15	-	15
Year II	14	2	16

Year III	5	3	8
TOTAL	34	6	39

Total number of units available	-	39
Total number of compulsory units	-	34
Minimum units required for graduation-	-	36

COURSE DESCRIPTION

YEAR ONE - FIRST SEMESTER

All students take all the compulsory core courses in special education.

YEAR TWO - FIRST SEMESTER

SRE 211 INDEPENDENT LIVING AND BASIC WORK-SKILLS TRAINING (2 CREDITS) C

- Definition of independent living
- General objectives of independent living
- Steps in independent living skills training
- Importance of personal independence and privacy
- The importance of work to independent living
- Basic work skills – job search, application, attending job interviews
- Staying on the job – adhering to work ethics e.g. the importance of regular attendance, punctuality, performance to full capability, co-operation with co-workers, obedience to seniors and higher authorities/managers.
- Managing wages and/or stipends – budgeting for needs and necessities – food, transport, housing.
- Managing leisure time
- Family life and communal living

SRE 212 INTRODUCTION TO VOCATIONAL REHABILITATION (2 CREDITS) C

- Rationale for vocational rehabilitation
- Steps in Vocational Rehabilitation training
- Assessment (appraisals) for placements into suitable vocations (medical, physical, psychological, training or educational skills).
- Uses of Vocational Interest Inventories, their advantages and limitations
- Job search, location and placement of the persons with disabilities/rehabilitee
- Follow-up assessment and adjustment of the persons with disabilities/rehabilitees on the job.

SRE 213 WORKSHOP PRACTICE (2 CREDITS) C

- Organisation and safety measures in the workshop
- Classification and use of basic tools and materials for different vocations/occupations
- Practice of skills/vocations like carpentry, masonry, shoe-making, tailoring, baking, poultry keeping.
- Construction and improvisation of basic teaching aids like crutches and other prosthetics, abacus, Taylor's frame, visual apparatus, using different materials – wood, glass, paper or metals.
- Design and construction of simple tools for rehabilitative purposes by the student-teachers.

Note: This should be a practical, hand-on-tools course to be done in any of the nearby rehabilitation centres in the country, or in an appropriate workshop setting.

SRE 214 PHYSICAL EXERCISE, RECREATION AND REHABILITATION (1CREDIT) E

- The general importance of physical fitness and physical exercises
- The principles of recreation
- The essence of physical exercises and recreation for people with disabilities
- Adapting physical exercises and games for the different disability groups – the Physically and Health Impaired, Visually Impaired, Hearing Impaired, Intellectually disabled.
- Adapting and modifying/improvising indigenous games for the different classes of persons with disabilities.

SRE 215 SUPERVISION AND ADMINISTRATION OF REHABILITATION CENTRES (1 CREDITS) E

- General principles of supervision and administration
- The special considerations that go into Special Needs/Rehabilitation Centres administration, e.g. Type and nature of the clients, their individual and group special needs
- Sources of funds and level of funding
- Inter-disciplinary relationships and co-operation (e.g. with government agencies and ministries, NGOs and voluntary agencies)
- Enforcing rules, regulations and discipline
- Safety precautions and measures – installation of safety devices; appropriate safety facilities, equipment and materials.

YEAR TWO - SECOND SEMESTER

SRE 221 INTRODUCTION TO SOCIAL WORK (2 CREDITS) C

- An over-view of social services and social work
- Agencies of social works

- Teaching how to overcome topography of the environment, architectural barriers in school buildings, homes, public buildings and other barriers in the community. e.g. transportation, toilets, public telephones, markets, shopping centres etc.

**SRE 226 REHABILITATION OF LEARNERS WITH VISUAL IMPAIRMENT
(1 CREDIT) C**

- Historical development of rehabilitation for learners with visual impairment
- Steps in rehabilitation process
- Blindness and its effects: Implications for multi-phase rehabilitation programme
- Principal agents of rehabilitation: Rehabilitation Counsellor, Rehabilitation Centre, The Ophthalmologist and many others
- The family and Social environment
- Types of workshops
- Avenues of employment for the visually impaired: open employment, Agriculture, self employment, sheltered workshops.
- Prevailing standards and consequent problems of rehabilitation of learners with visual impairment in Nigeria.
- Community Based Rehabilitation (CBR) programme for learners with visual impairment.

SRE 321 TYPEWRITING (1 CREDIT) E

- Basic rules and concepts in typewriting
- Typewriting from manuscripts
- Typing of memoranda, personal and business letters
- Typing of ruled and unruled tabulations
- Maintenance of typewriters
- Introduction to computer (JAWS) components and functions

SRE 322: BASIC AUDIOLOGY AND SPEECH THERAPY (2 CREDITS) C

- Definition of Audiology, Audiological terms and Concepts.
- Anatomy and physiology of the auditory system.
- Types, causes and symptoms of hearing impairment.
- Simple treatment and prevention of hearing impairment
- Formal/Informal procedures for identification of hearing impairment.
- Referrals to specialists.
- Concepts of speech / auditory training
- Approaches in speech / Lip reading (the Niche, Muller and Wake methods)
- Amplification for learners with hearing impairment.

**SRE 323: COUNSELING NEEDS OF ADVENTITIOUSLY DISABLED ADULTS
(1 CREDIT) C**

- Introduction – Definition of counselling
- Reasons for counseling Adventitiously Disabled Adults.
- Basic Concepts of guidance, Counseling, habilitation and rehabilitation.
- Techniques and Skills of Counselling Adventitiously disabled Adults.
- Vocational Counselling for Adventitiously disabled Adults.
- Career Adjustment / Counselling.
- Process leading to open employment – job search, application, attending job interviews and remaining in employment.

**SRE 324: BASIC LITERACY AND NUMERACY FOR ADULTS WITH
DISABILITY (2 CREDITS) C**

- Literacy Skills for disabled adults
- Definition of Literacy and Numeracy skills
- Basic concepts of numbers and numerals
- Teaching different ways of identifying numbers and numerals (e.g. using street numbers, sizes of dresses, articles).
- Using different approaches to teach the fundamental operations of addition, subtraction, division and multiplication (e.g. buying and selling, paying, giving and receiving change)
- Simple measurement of weights and the importance of these in everyday life e.g. sizes of dresses, shoes, measures of food stuff to be cooked.
- Identification of shapes, sizes and colours, sorting and grouping materials.
- Formal and informal ways of measuring weights and volumes.

SRE 325: REHABILITATION OF THE ELDERLY (1 CREDIT) E

- Introduction to gerontology (the aging process)
- Psychological effects of aging
- Anatomical, physical and physiological limitations of the elderly
- The physical and rehabilitation needs of the elderly
- Counselling needs of adults and the elderly
- Play materials suitable for the Intellectual disabilities and elderly persons.
- Play activities suitable for the Intellectual disabilities and elderly persons.

SRE 326 SEMINAR (1 CREDIT) E

- Discussions, presentation of papers and submission of individual seminar papers on topical issues on rehabilitation/education of learners with hearing impairment or other related areas in Special Education.

SELECTED GENERAL EDUCATION COURSES FOR SPECIAL EDUCATION STUDENTS

YEAR 1 SEMESTER 1

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
EDU 111	History of Education in Nigeria	1	Compulsory
EDU 112	Educational Psychology	2	Compulsory
EDU 113	Principles and Method of Teaching	2	Compulsory
		5	

YEAR 1 SEMESTER 2

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
EDU 122	Introduction to Teacher Education	2	Compulsory
EDU 123	Philosophy of Education	2	Compulsory
EDU 124	Theory and Practice of Child Friendly School	2	Compulsory
		6	

YEAR 2 SEMESTER 1

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
EDU 211	Practicum in classroom Manager	1	Compulsory
EDU 212	Educational Technology	2	Compulsory
EDU 213	Micro Teaching Theory	1	Compulsory
EDU 214	Introduction to Research Methods	2	Compulsory
		6	

YEAR 2 SEMESTER 2

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
EDU 221	Curriculum Studies	1	Compulsory
EDU 222	Measurement and Evaluation	2	Compulsory
EDU 223	Micro Teaching Practicum	1	Compulsory
EDU 224	Educational Administration, Planning and Supervision	2	Compulsory
		6	

YEAR 3 SEMESTER 1

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
EDU 311	Teaching Practice	6	Compulsory

YEAR 3 SEMESTER 2

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
EDU 322	Adolescent Psychology	1	Elective
EDU 323	Research Project	2	Compulsory
EDU 324	Introduction to Theory and Practice of Guidance and Counseling	1	Compulsory
		4	

SUMMARY

Total Number of Units	-	28
Number of Compulsory Units	-	27
Number of Electives	-	1
Number of Unit require for graduation	-	28

(See General Education Minimum Standards)