**RIVERS STATE UNIVERSITY**

**NKPOLU-OROWORUKWO**

**PORT HARCOURT**



**B.Ed GUIDANCE AND COUNSELLING**

**STUDENT HANDBOOK**

**2025-2030**

**RIVERS STATE UNIVERSITY**

**FACULTY OF EDUCATION**

**DEPARTMENT OF GUIDANCE AND COUNSELLING**

**Mission Statement of the University**

To produce highly skilled manpower that will address the social, cultural, economic and health needs of the people in the Niger Delta region in particular, Nigeria and global environment in general.

**Vision Statement of the University**

The vision is to support and sustain human capacity development that will solve practical and peculiar challenging problems of the Niger Delta region in particular, Nigeria and global environment.

**Motto:** The motto of Rivers State University is” Excellence and Creativity”.

**Principal Officers of the University**

1. Vice-Chancellor

Prof. Isaac Zeb-Obipi

1. Deputy Vice-Chancellor Administration

Prof. Victor Akujuru

1. Deputy Vice-Chancellor Academic

Prof Valentine Benjamin Omubo-Pepple

1. Registrar

Mrs Ibimonia Biobele Sotonye Harry

1. Librarian

Dr Juliet C. Alex-Nmecha

1. Ag. Bursar

Dr. Gift Onyinye Eke

**Academic Staff of the Department of Guidance and Counselling**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **NAME OF ACADEMIC STAFF** | **STATUS** | **AREA OF SPECIALIZATION** | **QUALIFICATION** | **RANK** |
| 1 | Prof C. W. Agi  (HOD) | Fulltime | Guidance and Counselling | B.Ed. (Ibadan), M.Ed. (UNIPORT), Ph.D. (UNICAL). | Professor |
| 2 | Prof. M.D. Eremie | Fulltime | Counselling Psychology | B.Sc. (Wisconsin); MA & ED.D. (Texas) | Professor |
| 3 | Prof D. I. Dimkpa | Fulltime | Guidance and Counselling | NCE (ABU), B.Ed. (UNIPORT), M.Ed. & Ph.D. (Ilorin) | Professor |
| 4 | Dr M. G. Kennedy | Fulltime | Guidance and Counselling | N.C.E. (Ibadan), B.Ed. (Ibadan), M.Ed. (RSU), Ph.D. (UNIPORT) | Senior Lecturer |
| 5 | Dr. Mercy Chukwu | Fulltime | Educational Psychology | B.Sc. (Ed.), M.Ed. (UNIPORT), Ph.D. (IAUE) | Senior Lecturer |
| 6 | Dr C. A. Otakpo | Fulltime | Guidance and Counselling | B.Ed. (IAUE), M.Ed. & Ph.D. (RSU) | Lecturer I |
| 7 | Dr. P.E. Agbor | Fulltime | Guidance and  Counselling | HND, PGDE (UNICAL), M.Ed, PhD (UNICAL) | Lecturer I |
| 8 | Dr. I. John-Nelson | Fulltime | Guidance and Counselling | B.Sc. (UYO), PGDE (UNIPORT), M.Ed.& | Lecturer I |
| 9 | Dr R. N. Ukoima | Fulltime | Guidance and Counselling | B.Ed. (Ibadan), M.Ed. & Ph.D. (RSU) | Lecturer II |
| 10 | Dr. P. M. Ogonda | Fulltime | Educational Psychology | B.Sc. (RSU), M.Ed. (IAUOE), PhD | Lecturer II |
| 11 | Dr. N. A. Egwurugwu | Fulltime | Educational Psychology | B.Ed.& M.Ed. PhD (IAUE) | Lecturer II |
| 12 | Dr I. Johnwill- Macdonald | Fulltime | Educational Psychology | B.Sc. (Ed.), M.Ed. & Ph.D. (UNIPORT) | Lecturer II |
| 13 | Dr S. N. Ahaikwo | Fulltime | Educational Psychology | B.Sc. (Ed.), M.Ed. (UNIPORT), Ph.D. (IAUE) | Lecturer II |
| 14 | Dr. M. Onisoya | Fulltime | Guidance and Counselling | ND & HND (RIVPOLY), PGDE (UNIPORT), M.Ed. & Ph.D. (IAUE) | Lecturer II |
| 15 | Dr T. T. Adubo | Fulltime | Educational Psychology | B.Sc. Marketing Education; M.Ed. & Ph.D. (IAUE) | Lecturer II |
| 16 | Dr. C. A. Dimkpa | Fulltime | Guidance and Counselling | B.Sc. (ASU). M.Ed. PhD (UNIPORT) | Lecturer II |
| 17 | Dr. E. Wokoma | Fulltime | Guidance and Counselling | B.Sc/Ed. (RSU), M.Ed. (RSU), Ph.D. (RSU) | Lecturer II |
| 18 | Dr. C. Umukoro | Fulltime | Educational Psychology | B.Sc. M.Ed., PhD (UNIPORT) | Lecturer II |
| 19 | Dr. E. Ben-Eke | Fulltime | Educational  Psychology | B.Ed. (IACE), PGDE (Ibadan), M.Ed., PhD (IAUE) | Lecturer II |
| 20 | Miss. F. C. Wobeh | Fulltime | Guidance and Counselling | B.Ed. (IAUE); M.Ed. (RSU) | Assistant Lecturer |
| 21 | Miss. C. O. Wike | Fulltime | Guidance and Counselling | B.Sc. (Ed.), M.Ed (UNIPORT) | Assistant Lecturer |
| 22 | Mrs. V. V. Sota | Fulltime | Guidance and Counselling | B.A. (Hons.), PGD (UNIPORT), LLB (NOUN), M.Ed. (RSU) | Assistant Lecturer |
| 23 | Mrs. J. Echeonwu | Fulltime | Educational Psychology | B.Ed. (Ibadan), M.Ed. (UNIPORT) | Assistant Lecturer |
| 24 | Mr. H. O. Clement | Fulltime | Educational Psychology | N.C.E. (Kaduna), B.Ed.& M.Ed. (IAUE) | Assistant Lecturer |
| 25 | Miss. E. L. Onu | Fulltime | Guidance and Counselling | B.Sc. (Ed.), PGDE & M.Ed. (RSU) | Assistant Lecturer |

**NON ACADEMIC STAFF**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **NAME OF STAFF** | **STATUS** | **AREA OF SPECIALIZATION** | **QUALIFICATION** | **RANK** |
| 1 | S. N. Amadi | Fulltime | Finance and Banking | B.Sc Finance and Banking (UNIPORT) | Admin. Officer I |
| 2. | E.O. Wagbara | Fulltime | Accounting | B.Sc Accounting | Admin. Officer II |
| 3. | A.V.I. Moro | Fulltime | Secretarial Administration | B.Sc Secretarial Administration | Principal Confidential Secretary |

**B.Ed GUIDANCE AND COUNSELLING**

**Overview**

Guidance is a continuous process of helping individuals (students, employees, or anyone in need) make appropriate educational, vocational, personal, and social choices. it involves offering advice, information, and direction based on an individual’s needs, abilities and interests to assist them in reaching their full potential. while Counselling is a professional, confidential, and interactive process where trained counsellors help individuals understand and resolve emotional, psychological, behavioral or personal issues. it emphasizes self-understanding, personal growth, and problem-solving skills, leading to healthier mental well-being and decision-making.

**Philosophy**

In line with the National Policy on Education, the department of Guidance and Counselling is premised on the fact that education, by its nature, is aimed at maximizing the creative potentials and skills of the individual by self-fulfilment and the general development of the society. It’s therefore designed to help young people in schools to realize the said objectives by acquiring skills and attitudes to cope with their educational, vocational and socio-psychological challenges.

**Objectives of the Programme**

The specific objectives of the programme are to:

1. Train emotionally adjusted graduates with the right frame of mind and good sense of judgement utilizing their skills and competencies to contribute positively to the development of the human race
2. Produce graduates that will assist students at all levels to develop skills and attitudes individually and in groups in order to solve their academic, vocational, and social psychological problems.
3. Enable graduates of the programme to utilize the acquired knowledge, skills, attitudes and values to assist people in non-school settings to handle their social-psychological challenges
4. Prepare counsellors that will assist students, parents and teachers by creating career awareness and guiding them in career choices depending on individual abilities, interests and available career opportunities.
5. Equip students with skills to identify and counsel special needs persons (those with special needs, unique talents and disabilities), their parents and teachers, as well as refer those in need of special assistance to relevant professionals.
6. Prepare counsellors that will assist educational curriculum planners design curricula in line with the learners’ developmental stages, special aptitudes, and the world of work.
7. Produce graduates that can serve as functional professionals to provide mental health services (through counselling) in school and non-school settings like hospitals, work environments, marriage and family settings, corrective centres, military and paramilitary establishments, IDP camps, to mention a few; and
8. Produce graduates that will be self-employed through the establishment of Private Counselling Centres in order to contribute to national development.

**Unique Features of the Programme**

The following are the unique features of the programme:

1. The curriculum seeks to prepare counsellors/teachers who will function in schools as well as non-school settings, hence counsellor educators are encouraged to allow their students do their practicum exercises in both school and non-school settings; and also engage in teaching practice exercise to acquire teaching skills to justify the inclusion of a teaching subject in the programme.

1. The syllabus emphasizes the use and mastery of modern technology (synchronous and asynchronous communication) in counselling. Tele-counselling, use of social media, emails and other forms of online counselling approaches are stressed; and

1. The programme also stresses the use of practical as against only theoretical approaches in the counsellor education programme, hence the emphasis on the acquisition of skills in the use of psychological tests and other procedures for vocational, personal-social and academic counselling (CCMAS, 2022).

**Career Opportunities**

A graduate of Educational Psychology, Guidance and Counselling has a variety of career opportunities which include the following:

1. Educational Institutions
2. Government Ministries and Agencies at Federal, State and Local Levels
3. Community service centres, family support programmes, leadership and citizenship training centres
4. Industries
5. Entrepreneurship
6. Consultancy

**Employability Skills**

To meet advanced training in all aspects of the programme, Educational Psychology, Guidance and counselling, graduates counsellors/teachers are adequately groomed to:

1. Graduates of this programme shall possess skills (online counselling skills, digital literacy and flexibility, ability to think outside the box and others) that will make them employable in educational institutions at all levels as guidance counsellors, career masters, teachers of counselling, graduate assistants, to mention a few.
2. Graduates should also be able to work in non-school settings as career counsellors, marriage and family counsellors, radio/television/online counsellors, HIV/AIDS counsellors, and mental health counsellors, among others.
3. They will also turn out to be self-employed or even as employers of labour (counsellor entrepreneurs), due to exposure to and acquisition of other skills like the use of technology in counselling and psychotherapy (tele-counselling), advocacy skills, decision-making and goal-setting skills, time management skills, among others.

**21st Century Skills**

The 21th century skills include:

1. Creativity and innovation: the ability to create new ways of thinking and solve problems by being innovative;
2. Critical thinking and problem-solving: the capacity to apply higher-order thinking to new problems and issues;
3. Communication: the capacity to communicate effectively in various forms and contexts for a wide range of purpose;
4. Collaboration: the ability to work in teams to effectively generate, share and use ideas;
5. Information Literacy: the faculty to access, evaluate, synthesize and share information from multi-specialty/inter-disciplinary sources;
6. Technology usage: the skill to identify appropriate technology tools and use them efficiently, ethically, and effectively;
7. Career/life Skills: the ability to become independent and self-directed learners.

**ADMISSION REQUIREMENTS**

**University Admission by Unified Tertiary Matriculation Examination (UTME)**

Admission into the Bachelor of Education degree is normally through the Unified Tertiary Matriculation Examination (UTME). Candidates must satisfy both the University and the Faculty/Departmental requirements.

**University Requirements**

**Admission through Unified Tertiary Matriculation Examination (UTME)**

The minimum admission requirement for the first year of a Bachelor’s Degree programme shall be five (5) subjects (including English Language and Mathematics) obtained at credit level at SSCE/NECO/GCE/NABTEB ‘0’ level examinations or their equivalents, in not more than two (2) sittings.

The relevant subjects shall include English Language, Mathematics Government/History, Literature in English/Commerce and Christian Religious Knowledge/Islamic Religious Knowledge/Biology. The other subjects shall be as indicated in section B1. Such candidates shall be admitted into year one (1) of the degree programme.

In addition, Faculty and Departmental requirement(s) shall be satisfied, with respect to O’level/UTME subjects combinations.

Furthermore, students must obtain:

1. An acceptable score in the Unified Tertiary Matriculation Examination (UTME) conducted by the Joint Admission and Matriculation Board (JAMB), not below the national minimum cut-off point for Universities for that particular year in question.
2. An acceptable weighted average score from the JAMB and the University screening exercise, as determined by the University on yearly basis.
3. An acceptable score in the University Pre-degree Programme plus JAMB minimum cut-off point for Universities for that particular year in question.

**Admission by Direct Entry**

(a) **Admission to Year II of the degree programme**

(i) holders of OND/ND, UD/NCE certificates in Educational Psychology, Guidance and Counselling and other relevant area in Arts, Science or Social Science courses are eligible for admission to Year II of the 4-year degree programme in addition to five credits in WAEC/GCE ‘0’ level including English Language and Mathematics and three (3) other subjects from those indicated below (B. 1(a), at not more than two (2) sittings:

(ii) **Admission to Year III of the degree programme**

Holders of Degree/HND relevant in Educational Psychology, Guidance and Counselling certificate or related area are eligible for admission to year III or of the 4-year degree programme, provided that such candidates also satisfy’ the UTME requirements.

**FACULTY/DEPARTMENTAL REQUIREMENTS**

**Admission through UTME**

(a) Credit-level or better passes at the SSCE/NECO/GCE/ NABTEB ‘0’ level Examination in a minimum of five subjects including Mathematics, English Language and any other relevant subjects like Government/History, Literature in English/Commerce and Christian Religious Knowledge/Islamic Religious Knowledge/Biology, Economics/Agric Science and Civil Education.

(b) Equivalent passes at ‘0’ level in other recognized examinations in Nigeria and elsewhere may be considered by the Department, subject to approval by the University Admissions Committee.

(c) UTME subjects are English Language and Mathematics and any three of these subjects Government/History, Literature in English/Commerce and Christian Religious Knowledge/IslamicReligious Knowledge/Biology, Economics/Agric Science and Civil Education

**Admission by Direct Entry**

**Admission to Year II of the Degree Programme**

1. Direct Entry applicants should possess five credit passes in the SSCE (GCE or equivalent) examination at least two of which shall be at the Advanced Level provided that subjects are not counted at both levels of the examination. Credit passes at the Ordinary Level must include English language and Mathematics; and Advanced Level must include any other three subjects of Government/History, Literature in English/Commerce and Christian Religious Knowledge/Islamic Religious Knowledge/Biology, Economics/Agric Science and Civil Education
2. Candidates who possess at least Upper Credit in the Ordinary National Diploma (OND) or the National Diploma (ND) in Educational Psychology, Guidance and Counselling or other relevant courses in Arts, Science or Social Science courses from recognized institutions may be admitted into the second year of the degree programme, provided such candidates also satisfy the requirements for admission through UME.
3. Holders of HND in related course or related areas. In addition to the above, such candidates must also satisfy the UTME requirements

**Graduation requirements**

Total minimum credit required for graduation is 120 and 90 for students admitted through UTME and Direct Entry admissions respectively. In order to graduate, a student should pass all compulsory courses. One semester will normally be devoted to Student’s Industrial Training (SIWES).

**Table 1: Year 1 First Semester**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/No. | Course Code | Course Title | | Unit | Status | LH | PH |
| 1 | GST 111 | Communication in English | | 2 | C | 15 | 45 |
| 2 | EDU 101 | Introduction to Teaching and Foundations of Education | | 2 | C | 30 | - |
| 3 | GCE 101 | Introduction to Guidance and Counselling | | 2 | C | 30 | - |
| 4 | GCE 103 | Introduction to Psychology | | 2 | C | 30 | - |
| 5 | RSU-GCE105 | Professional Ethics and Responsibilities in Counselling | | 2 | C | 30 | - |
| 6 | RSU-GCE 107 | Developmental Guidance | | 2 | C | 30 | - |
| 7 | RSU-GCE111 | Introduction to Special Needs and Inclusive Education | | 2 | C | 30 | - |
| **Students are expected to offer two courses from the under-listed Elective Courses. Choice of Course must be maintained from year 1 to final year.** | | | | | | | |
| 8 | BIO 101 | | Basic Biology I | 3 | E | 30 | 45 |
| 9 | BIO 103 | | Practical Biology 1 | 1 | E | - | 45 |
| **Total** | | | | **18** |  |  |  |
| 10 | POL 101 | | Introduction to Political Science | 2 | E | 30 | - |
| 11 | POL 103 | | Nigerian Constitutional Development | 2 | E | 30 | - |
| **Total** | | | | **18** |  |  |  |
| 12 | ECO 101 | | Principles of Economics I | 2 | E | 30 | - |
| 13 | ACC 111 | | Introduction to Financial Accounting (Principles of Accounting) | 3 | E | 45 | - |
| **Total** | | | | **19** |  |  |  |
| 14 | AED 141 | | Introduction to Agricultural Occupations | 2 | E | 30 | - |
| 15 | AED 127 | | Biodiversity & Environment | 2 | E | 30 | - |
| **Total** | | | | **18** |  |  |  |

**Table 2: Year 1 Second Semester**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/No. | Course Code | | Course Title | | Unit | Status | LH | PH |
| 1 | GST 112 | | Nigeria Peoples and Culture | | 2 | C | 30 | - |
| 2 | GCE 102 | | Principles and techniques of guidance and Counselling | | 2 | C | 30 | - |
| 3 | RSU-GCE 106 | | Development of Exceptional Child | | 2 | C | 30 | - |
| 4 | RSU-GCE 104 | | Guidance and counselling in Primary School and Community | | 2 | C | 30 | - |
| 5 | RSU-GCE108 | | Psychology of motivation and Adjustment | | 2 | C | 30 | - |
| 6 | RSU-EDU 162 | | Human Kinetics and Skills Development | | 2 | C | 15 | 45 |
| **Students are expected to offer two courses from the under-listed Elective Courses.** | | | | | | | | |
| 7 | BIO 102 | Basic Biology II | | | 3 | E | 45 | - |
| 8 | BIO 108 | Practical Biology II | | | 1 | E | - | 45 |
| **Total** | | | | | **16** |  |  |  |
| 9 | POL 102 | Political Economy | | | 2 | E | 30 | - |
| 10 | POL 106 | Introduction to African Politics | | | 2 | E | 30 | - |
| **Total** | | | | | **16** |  |  |  |
| 11 | ECO 102 | Principles of Economics II | | | 2 | E | 30 | - |
| 12 | ECO 106 | Introduction to Money & Banking | | | 2 | E | 30 | - |
| **Total** | | | | | **16** |  |  |  |
| 13 | AED 142 | | | Introduction to Vocational Agriculture Education | 2 | E | 30 | - |
| 14 | AED 112 | | | Soils and Fertilizers | 3 | E | 45 | - |
| **Total** | | | | | **17** |  |  |  |

**Table 3: Year 2 First Semester**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | Course Code | Course Title | Unit | Status | LH | PH |
| 1 | EDU 201 | Curriculum, curriculum delivery and General teaching method | 2 | C | 30 | - |
| 2 | ENT 223 | Entrepreneurship and innovation | 2 | C | 30 | - |
| 3 | GCE 203 | Counselling for Special needs | 2 | C | 30 | - |
| 4 | GCE 205 | Theories Of Counselling | 2 | C | 30 | - |
| 5 | RSU-GCE 209 | Online and Phone Counselling | 2 | C | 30 | - |
| 6 | RSG-GCE 213 | Introduction to Braille Reading and Writing | 2 | C | 30 | - |
| **Students are expected to offer two courses from the under-listed Elective Courses.** | | | | | | |
| 7 | BIO 241 | Invertebrate Zoology 1 | 2 | E | 30 | - |
| 8 | MCB 201 | Introductory Microbiology 1 | 2 | E | 30 | - |
| **Total** | | | **16** |  |  |  |
| 9 | POL 221 | Introduction to International Relations | 2 | E | 30 | - |
| 10 | POL 241 | Introduction to Public Administration | 2 | E | 30 | - |
| **Total** | | | **16** |  |  |  |
| 11 | ECO 201 | Introductory Microeconomic Theory I | 2 | E | 30 | - |
| 12 | ECO 203 | Introductory Macroeconomic Theory I | 2 | E | 30 | - |
| **Total** | | | **16** |  |  |  |
| 13 | AED 221 | Farm Animal Production | 3 | E | 45 | - |
| 14 | AED 231 | Fish Capture, Culture and Preservation | 3 | E | 45 | - |
| **Total** | | | **18** |  |  |  |

**Table 4: Year 2 Second Semester**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Course code | Course title | | Unit | Status | LH | PH |
| 1 | GST 212 | Philosophy, logic and Human Existence | | 2 | C | 30 | - |
| 2 | GCE 202 | Adolescence psychology and teenage counselling | | 2 | C | 30 | - |
| 3 | RSU-GCE 202 | Human Growth and Development Psychology of Learning | | 2 | C | 30 | - |
| 4 | GCE 204 | Psychological testing in counselling | | 2 | C | 15 | 45 |
| 5 | RSU-GCE 208 | Supervised practicum in guidance and counselling | | 3 | C | 30 | 45 |
| 6 | RSU-GCE 210 | Evaluation and Appraisal of Guidance and Counselling programmes | | 2 | C | 30 | - |
| **Students are expected to offer two courses from the under-listed Elective Courses.** | | | | | | | |
| 7 | AEB 242 | Invertebrate Zoology II | | 2 | E | 30 | - |
| 8 | AEB 214 | Limnology & Aquatic Biology | | 2 | E | 30 | - |
| **Total** | | | | **17** |  |  |  |
| 9 | POL 214 | | Foundations of Political Economy | 2 | E | 30 | - |
| 10 | POL 254 | | Introduction to Local Government | 2 | E | 30 | - |
| **Total** | | | | **17** |  |  |  |
| 11 | ECO 252 | | Urban & Regional Economics | 2 | E | 30 | - |
| 12 | ECO 232 | | Economic Development & Growth Theories | 2 | E | 30 | - |
| **Total** | | | | **17** |  |  |  |
| 13 | AED 214 | | Introduction to School Farm Technology | 2 | E | 30 | - |
| 14 | AED 242 | | Agricultural Marketing | 2 | E | 30 | - |
| **Total** | | | | **17** |  |  |  |

**Table 5: Year 2 SIWES (long vacation)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | Course Code | Course Title | Unit | Status | LH | PH |
| 1 | RSU-GCE 271 | Students Industrial Works Experience Scheme (SIWES) | 9 | C | - | 405 |
|  | **Total** | | **9** |  |  |  |

**Table 6: Year 3 First Semester**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | Course Code | Course Title | Unit | Status | LH | PH |
| 1 | EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| 2 | GCE 301 | Practicum in Guidance and Counselling | 2 | C | 15 | 45 |
| 3 | GCE 303 | Career counselling, job analysis and job evaluation | 2 | C | 15 | 45 |
| 4 | GCE 305 | Management and counselling of the Aged | 2 | C | 15 | 45 |
| 5 | RSU-GCE 307 | Working with Parents of Children with Special Needs | 2 | C | 30 | - |
| 6 | RSU-GCE 311 | Supervised practicum laboratory work/preparation for counselling interview/technique | 3 | C | 30 | 45 |
| **Students are expected to offer two courses from the under-listed Elective Courses.** | | | | | | |
| 7 | BIO 211 | General Ecology | 2 | E | 30 | - |
| 8 | BIO 221 | Introductory Genetics | 2 | E | 30 | - |
| **Total** | | | **18** |  |  |  |
| 9 | POL 361 | Politics of Development & Underdevelopment | 2 | E | 30 | - |
| 10 | POL 315 | Political Economy of Peasant Societies | 3 | E | 45 | - |
| **Total** | | | **19** |  |  |  |
| 11 | ECO 311 | Intermediate Microeconomics I | 2 | E | 30 | - |
| 12 | ECO 321 | Introductory Econometrics I | 2 | E | 30 | - |
| **Total** | | | **18** |  |  |  |
| 13 | AED 311 | Field Crop II | 2 | E | 30 | - |
| 14 | AED 325 | Farm Business Management | 3 | E | 45 | - |
| **Total** | | | **19** |  |  |  |

**Table 7: Year 3 Second Semester**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | Course Code | Course Title | Unit | Status | LH | PH |
| 1 | EDU 302 | Educational measurement, tests, research methods and statistics | 3 | C | 45 | - |
| 2 | GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| 3 | ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| 4 | GCE 302 | Organization of Guidance and Counselling in Schools and Non-school Setting | 2 | C | 30 | - |
| 5 | GCE 304 | Marriage/family counselling and child guidance | 2 | C | 15 | 45 |
| 6 | GCE 306 | Rehabilitative and Pastoral Counselling | 2 | C | 15 | 45 |
| **Students are expected to offer two courses from the under-listed Elective Courses.** | | | | | | |
| **7** | PSB 264 | Structure and Adaptation in Seed plants | 3 | E | 45 | - |
| 8 | PSB 266 | Seedless Plants and their resources | 3 | E | 45 | - |
| **Total** | | | **19** |  |  |  |
| 9 | POL 332 | Comparative Federalism | 2 | E | 30 | - |
| 10 | POL 334 | Political Behaviour | 2 | E | 30 | - |
| **Total** | | | **17** |  |  |  |
| 11 | ECO 332 | Economics of Development/Planning II | 2 | E | 30 | - |
| 12 | ECO 362 | Financial Institutions | 2 | E | 30 | - |
| **Total** | | | **17** |  |  |  |
| 13 | AED 315 | Food & Industrial Crop Production | 2 | E | 30 | - |
| 14 | AED 312 | School Farm Machinery & Maintenance | 2 | E | 30 | - |
|  |  | **Total** | **17** |  |  |  |

**Table 8: Year 4 First Semester**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | Course Code | Course Title | Unit | Status | LH | PH |
| 1 | EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| 2 | GCE 401 | Practicum in Guidance and Counselling II | 3 | C | - | 135 |
| 3 | GCE 403 | Counselling in Special Settings | 2 | C | 15 | 45 |
| 4 | GCE 405 | Introduction to Culture and Psychopathology | 2 | C | 30 | - |
| 5 | RSU-GCE 401 | Seminar | 2 | C | - | 90 |
| 6 | RSU-GCE 407 | Abnormal psychology and Diagnostic Counselling | 2 | C | 30 | - |
| 7 | RSU-GCE 431 | Theories of Personality and Social Development | 2 | C | 30 | - |
| **Total** | | | **16** |  |  |  |

**Table 9: Year 4 Second Semester**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | Course Code | Course Title | Unit | Status | LH | PH |
| 1 | EDU 400 | Project | 3 | C | - | 135 |
| 2 | GCE 404 | Group Dynamics | 2 | C | 30 | - |
| 3 | GCE 402 | Behaviour Modification | 2 | C | 30 | - |
| 4 | RSU-GCE 408 | Psychology of Stress Management Deviant Behaviour and Addictive Behaviour in Counselling | 3 | C | 45 | - |
| 5 | RSU-GCE 410 | Vocational Development and Careers Information | 2 | C | 45 | - |
| 6 | RSU-GCE 406 | Method of Psychotherapy and physiological psychology | 2 | C | 15 | 45 |
|  | RSU-GCE 404 | Multicultural Issues in Counselling: New Approaches to Diversity | 2 | C | 30 | - |
| **Total** | | | **16** |  |  |  |

**Level 100: First Semester**

**GST 111: Communication in English. (2 Units C: LH 30)**

**Learning Outcomes**

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

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

**Course Contents**

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

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

**Learning Outcomes**

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

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

**Course Contents**

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

**GCE 101: Introduction to Guidance and Counselling (2 Units C: LH 30)**

**Learning Outcomes**

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

1. explain the nature, objectives and history of guidance and counselling;
2. state the importance of guidance and counselling;
3. discuss the characteristics and functions of the guidance counsellor; and
4. describe the organization of guidance services in the school system.

**Course Contents**

An introductory course in the nature, aims and objectives of guidance and counselling. History of guidance and counselling in the United States and Nigeria. Methods of guidance and counselling in the Nigerian educational system. Broad categories of guidance and counselling services. The need for guidance and counselling in schools. An examination of students’ needs and problems (biological and environmental). The characteristics and functions of the guidance and counsellor. Organization of the school guidance programme. Steps in conducting a school counselling session. A discussion of the relationship between counselling and other helping professions.

**GCE 103: Introduction to Psychology (2 Units C: LH 30)**

**Learning Outcomes**

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

1. discuss the nature and scope of the field of psychology;
2. examine how psychology can be regarded as a science;
3. trace the historical development of psychology;
4. show the relationship between psychology, counselling and education; and
5. explain the concepts of sensation and perception

**Course Contents**

An examination of the nature of psychology. The goals of psychology. The scope and subfields of psychology. Psychology as a science. The historical development of psychology. The schools of psychology. Ethical principles of psychologists. General characteristics of sensation. The concept and process of perception. The nature and characteristics of motivation and personality. Relationship between psychology, education and counselling.

**RSU-GCE 105: Professional Ethics and Responsibilities in Counselling**

**(2 Units C: LH 30)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with good professional ethics in counseling that will shapen the mind of the individual. To produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Ethics in counselling are suggested standards of conduct based on professional values and moral decision-making. Counsellors should not impose their values on the client. They are not expected to compromise professional standard of practice. Counsellors should offer the highest level of service and refer clients to appropriate agencies when cases are beyond their competence.

Ethics in counselling guide professional counsellors and ensures that they are committed to promoting the values, dignity, potential and uniqueness of every client that seek their services. Counsellors have the duty to care for clients and ensure by nature of the profession that they act in the best interest of their clients and promoting client’s self-awareness. Counselor who contravenes with professional codes can be sued by their clients.

**Objectives:**

The Objectives of the course are to:

1. discuss the history and philosophy of the counselling profession;
2. explain the professional roles, functions and relationships with other human service providers;
3. describe ethical issues related to technological competence and use of technology in counselling;
4. analyse an overview of professional organizations, primarily American Counselling Association including membership benefits, activities, services to members and current emphasis;
5. review professional credentialing, including certification, licensure, accreditation practices, and accreditation policy on these issues;
6. state public and private policy processes, including the role of the professional counsellor in advocating on behalf of the profession;
7. explain comprehensive review of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counselling;
8. list counsellors’ roles in social justice and advocacy; introduce cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and ethical issues therein;
9. mention student self-awareness and the importance of appropriate professional boundaries; and
10. discuss the importance of research, the use of research to improve counselling effectiveness, and difficulties in conducting research in the counselling profession.

**Learning Outcomes**

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

1. discuss the history and philosophy of the counselling profession;

1. explain the professional roles, functions and relationships with other human service providers;
2. describe ethical issues related to technological competence and use of technology in counselling;
3. analyse an overview of professional organizations, primarily American Counselling Association including membership benefits, activities, services to members and current emphasis;
4. review professional credentialing, including certification, licensure, accreditation practices, and accreditation policy on these issues;
5. state public and private policy processes, including the role of the professional counsellor in advocating on behalf of the profession;
6. explain comprehensive review of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counselling;
7. list counsellors’ roles in social justice and advocacy; introduce cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and ethical issues therein;
8. mention student self-awareness and the importance of appropriate professional boundaries; and
9. discuss the importance of research, the use of research to improve counselling effectiveness, and difficulties in conducting research in the counselling profession.

**Course Contents**

History and philosophy of the counselling Profession; Professional roles, functions and relationships with other human service providers; Ethical issues related to technological competence and use of technology in counselling; Overview of professional organizations, primarily American Counselling Association including membership benefits; Activities and services to members and current emphasis; Professional credentialing, including certification, licensure, accreditation practices, and accreditation policy on these issues; Public and private policy processes; Role of the professional counsellor in advocating on behalf of the profession; Comprehensive review of ethical standards of ACA and related entities; Applications of ethical and legal considerations in professional counselling; Counsellors’ roles in social justice and advocacy; Cultural self-awareness; The nature of biases and prejudices; Processes of intentional and unintentional oppression and discrimination, and ethical issues therein; Student self-awareness and the importance of appropriate professional boundaries; Importance of research, and the use of research to improve counselling effectiveness; Difficulties in conducting research in the counselling profession.

**Minimum Standard**

Counselling Laboratory. Ethical codes and written guidelines are the basis for helping counsellors know what to do at a new situation.

**RSU-GCE 107: Developmental Guidance (2 Units C: LH 30)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with the right frame of mind and a good knowledge in Developmental Guidance that will help in curbing deviant behaviours and social vices, help graduates to have self-awareness to cope with the challenges of maturing children. To produce graduates with enough skills that will help them progress to the next stage of life, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Developmental guidance is the help given to maturing children to enable them grow properly and develop positive behaviours. Developmental guidance is a stage by stage guidance given to a child to enable him/her acquire their developmental tasks. The child who does not successfully achieve the developmental task at any given stage may find it difficult to progress into the next stage. This may lead to maladjustment. Developmental guidance demarcate different tasks to be achieved of the nursery, primary, junior secondary school, senior secondary and tertiary levels.

The ability to get the right guidance at the right time is an essential ingredient in the development of the child. The general purpose of developmental guidance is to help students develop basic life skills.

**Objectives:**

The Objectives of the course are to:

1. explain the meaning of developmental guidance;
2. identify the personal, social and emotional guidance needs of primary school children;
3. list the problems of adjustment and learning;
4. enumerate the roles and responsibilities of the school personnel in the administration of guidance programme;
5. discuss the personnel interrelationship with developmental guidance services;
6. analyse the counselling process in Elementary school;
7. state the meaning of group counselling;
8. mention the role of the teacher and developmental group counselling;
9. Identify the role of the Elementary school counsellor in consultation with parents; and
10. enumerate the collaborative efforts of parents, teachers and counsellors in guidance services delivery in the primary school.

**Learning Outcomes**

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

1. explain the meaning of developmental guidance;

1. identify the personal, social and emotional guidance needs of primary school children;
2. list the problems of adjustment and learning;
3. enumerate the roles and responsibilities of the school personnel in the administration of guidance programme;
4. discuss the personnel interrelationship with developmental guidance services;
5. analyse the counselling process in Elementary school;
6. state the meaning of group counselling;
7. mention the role of the teacher and developmental group counselling;
8. Identify the role of the Elementary school counsellor in consultation with parents; and
9. enumerate the collaborative efforts of parents, teachers and counsellors in guidance services delivery in the primary school.

**Course Contents**

Overview of developmental guidance; Educational guidance needs of children; The social guidance needs of a primary school child; The emotional guidance needs of a primary school child; Personal guidance needs of a primary school child; Understanding human behaviour; Problems of adjustment and learning; Role and responsibility of the school personnel in the administration of guidance programme; Personnel interrelationship with developmental guidance services; The counselling process in Elementary school; Group counselling; The teacher and developmental group counselling; The Elementary school counsellor; Consultation with parents; The collaborative efforts of parents, teachers and counsellors in guidance services delivery in the primary school.

**Minimum Academic Standard**

A good Counselling laboratory. Guidance and Counselling Services are carried out through personal and group counselling to understand human behaviours.

**RSU-GCE 111: Introduction to Special Needs and Inclusive Education (2 Units LH 30)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with the right information of children with special needs, identifying their strength and weakness to create equity and equality with learners with diverse challenges This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

The philosophy of inclusive education promotes the idea that students with disabilities are just as competent as students without disabilities. Inclusion means making space for all types of students to learn side-by-side in school programme. The idea is to bring all students together in one classroom and community, regardless of their strength or weaknesses. It is intended to create equality and equity. Inclusive education is important to achieve high quality education for all. This course is intended to provide basic knowledge of inclusive education and skills required in helping learners with diverse challenges.

**Objectives:**

The Objectives of the course are to:

1. define Special Needs and Inclusive Education;
2. examine the historical development of Special Education, with reference to Ancient/present times in Nigeria;
3. analyse the Global concept of Special Education, Policy and Programme implementation;
4. explain the educational adaptation for Special Needs;
5. discuss mainstreaming and inclusion policies;
6. describe the causes and prevention of disabilities;
7. examine intervention, empathy and remediation towards disabilities;
8. analyse social beliefs and attitudes of various cultures towards disabilities;
9. discuss the elites and the disabled in Nigeria; and
10. explain the problems of mainstreaming and handicapped children.

**Learning Outcomes**

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

1. define Special Needs and Inclusive Education;

1. examine the historical development of Special Education, with reference to Ancient/present times in Nigeria;
2. analyse the Global concept of Special Education, Policy and Programme implementation;
3. explain the educational adaptation for Special Needs;
4. discuss mainstreaming and inclusion policies;
5. describe the causes and prevention of disabilities;
6. examine intervention, empathy and remediation towards disabilities;
7. analyse social beliefs and attitudes of various cultures towards disabilities;
8. discuss the elites and the disabled in Nigeria; and
9. explain the problems of mainstreaming and handicapped children.

**Course Contents**

Definition and concept of Special Needs and Inclusive Education; Historical development of Special Education, with reference to Ancient/present times in Nigeria; Global concept of Special Education; Policy and Programme implementation; Educational adaptation for Special Needs; Mainstreaming and inclusion policies; Causes and prevention of disabilities; Intervention, empathy and remediation towards disabilities; Social beliefs and attitude of various cultures towards disabilities; Elites and the disabled in Nigeria; Problems of mainstreaming and handicapped children.

**Minimum Academic Standard**

Government centres for children with special needs. Knowing and identifying children with special needs for easy remediation

**BIO 101: Basic Biology 1 (3 units)**

Cell and tissue types in plants and animals, fine structure and physiology of the cells, Meiosis and the molecular basis heredity. Protein synthesis. The organisms in its environment. Principles of ecology; tropic levels and food chains. Organisms/environment interactions.

**BIO 103: Practical Biology (1 units)**

Understanding the parts and operations of a microscope; compound microscope, stereo dissecting microscope. The cell unit of protoplasm, cell division-mitosis and meiosis. Classification of plants and animal tissues. DNA structure and function, mutations in mitotic and meiotic systems. Ecological equipment and uses, population studies (plants and animals), communities and ecosystems. Biomes.

**POL 101: Introduction to Political Science (2Units)**

This course introduces students to the nature of politics and how it is played. It emphasizes the issues of political discourse and practice. It also introduces students to the language and basic concepts of politics. The student is later introduced to the methods of political science.

**POL 103: Nigerian Constitutional Development (2Units)**

The student is taken through the development of Nigerian constitutional development in a chronological and sequential order. In this course emphasis is on topics like the colonization, the Richard’s Constitution, the Mcpherson Constitution, the Littleton Constitution, the Independence Constitution, the Republican Constitution and the 1979 Constitution.

**ECO101: Principles of Economics (2Units)**

An introduction to microeconomics and the nature of economic science, Evolution of Economic Science, microeconomic foundations, the methodology of economics, major a reason of specialization in economics, stressing historical development of ideas, major findings in the various areas of specialization, current issues of interest and probable future developments. Basic Tools of theoretical Analysis, Scarcity and Production possibilities, Elements of Supply and Demand, market Mechanism and Resource allocation, Elasticity analysis and Applications, Public finance, International trade.

**ACC111: Introduction to Financial Accounting (Principles of Accounting) (2Units)**

The nature, scope, and purpose of accounting; the role of accountants, the accounting function sand relevance to the information system of the organization, historical background of accounting. Books of original entry;Source documents and their uses, subsidiary books; meaning, types and preparation; sales day book, purchases day book, returns inwards day book, returns outward day book and journal proper; classification, recording and summary of business transactions. The accounting equation, double entry principle– the theory and mechanics of double-entry book-keeping:-books of accounts, including cashbook, ledgers, petty cashbook and imprest system, posting of entries in the subsidiary books to the ledger, the trial balance, meaning and purpose of the trial balance, errors affecting the trial balance, errors not affecting the trial balance; correction of errors and the uses of suspense accounts. Final accounts of sole traders including adjustment for: provision for depreciation, provision for bad debts, accruals, and pre-payments. Classification of expenditure between capital and revenue. Bank reconciliation statement and adjustment of the cashbook.

**Level 100: Second Semester**

**GST 112: Nigeria peoples and culture (2 Units C: LH 30)**

**Learning Outcomes**

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

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

**Course Contents**

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

**GCE 102: Principles and Techniques of Guidance and Counselling (2 Units C: LH 30)**

**Learning Outcomes**

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

1. explain the basic principles of guidance and counselling;
2. identify the basic techniques of guidance and counselling;
3. examine the stages of counselling; and

4. demonstrate a practical counselling session.

**Course Contents**

An overview of the introductory concepts like principles, techniques and skills of counselling. History of techniques of guidance and counselling. Stages of a typical counselling situation such as referral, diagnosis (building of rapport, identification needs), therapy, termination, follow-up. Techniques associated with Freudian and Neo-Freudian theories. Techniques associated with Rational-emotive theory. Techniques associated with Client-centred therapy. Techniques derived from Logotherapy. Techniques derived from Pastoral counselling. Techniques derived from other counselling theories. The use of interviews/ interactions with learners, parents, and school administrators. Importance of techniques and skills in counselling.

**RSU-GCE 103: Development of the Exceptional Child. (2 Units C: LH 30)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with the right frame of mind and a good sense of direction and good judgement; initiate programmes that will help in curbing deviant behaviours and social vices, help graduates to assist people living with disability to cope with the challenges of exceptional children. To produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Exceptional children differ from the norm, either above or below, in physical attributes or learning ability to such an extent that they need specialized educational services to benefit fully from school opportunities. Exceptional children is a term more often used in the special education and include children whose performance is superior and who require enrichment of curriculum and more challenging instruction in order to achieve their maximum potential, as well as those with learning difficulties, psychical or sensory impairments or behaviour problems that require modification of education regimen in order to help them learn. When there is a degree of variation in psychical, intellectual, social or emotional qualities, these individuals are categorized as “special children”. Exceptional child deviates so significantly from normal growth and development physically, intellectually, emotionally, and socially that he cannot benefit from a typical education.

**Objectives**

The Objectives of the course are to:

1. define the meaning and concept of exceptional children;
2. discuss various categories/types of exceptional children, including above and below average children.;
3. discuss the cognitive, physical, social, and emotional characteristics of exceptional children;
4. analyse the developmental and emotional needs of exceptional children;
5. identify the protocols, typical and atypical/ exceptional development of a child;
6. describe the Legal requirements, intervention strategies and teaching methods; programmes designed to meet the needs of the exceptional children;
7. discuss the individuals with disability Act, and individualized family service plan;
8. explain the research based on practices related to inclusion, teaming and collaboration, and accommodation and adaptations; and

state the impact of disability on a young child’s learning process.

**Learning Outcomes**

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

1. define the meaning and concept of exceptional children;
2. discuss various categories/types of exceptional children, including above and below average children.;
3. discuss the cognitive, physical, social, and emotional characteristics of exceptional children;
4. analyse the developmental and emotional needs of exceptional children;
5. identify the protocols, typical and atypical/ exceptional development of a child;
6. describe the Legal requirements, intervention strategies and teaching methods; programmes designed to meet the needs of the exceptional children;
7. discuss the individuals with disability Act, and individualized family service plan;
8. explain the research based on practices related to inclusion, teaming and collaboration, and accommodation and adaptations; and
9. state the impact of disability on a young child’s learning process.

**Course Contents**

Introduction and definition of exceptional child; Categories/Types of exceptional children; Children with exceptional cognitive, physical, social, and emotional characteristics; Analysis of developmental and emotional needs imposed by exceptionality; Identification protocols; Typical and atypical exceptional development of a child; Legal requirements; Intervention strategies and teaching methods; Programmes designed to meet the needs of exceptional children; Individuals with disability Act; Individualized family service plan; Research based on practices related to inclusion; Teaming and collaboration; Accommodation and adaptations; Impact of disability on a young child’s learning process.

**Minimum Academic Standards**

Centres for children with special needs. Opportunities centres for exceptionally gifted children to develop at their own pace.

**RSU-GCE106: Guidance and Counselling in Primary Schools and Community**

**(2 Units C: LH 30)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with the right frame of mind and a good sense of direction and good judgement; initiate programmes that will help in curbing deviant behaviours and social vices, help graduates to assist primary schools and communities. To produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

School guidance and counselling services are geared towards helping students know themselves, the world around them and to make optimal decision for enhanced future for all. Guidance and Counselling is the process of helping individual (learners) to discover and develop their educational, vocational and psychological potentials and thereby to achieve an optimal level of personal happiness and social usefulness. Effective advice, and counselling should help to improve the self-image of the primary pupils and facilitate achievement in life task. Counselling at the primary school helps to shape the learner’s behaviour and also instill enough discipline in them. Proper guidance helps pupils to achieve their goals, well guided and counselled student know what to do and how to do things and get the best.

**Objectives:**

The Objectives of the course are to:

1. identify the key concept of guidance and counselling and enumerate the principles of guidance in primary education;
2. describe the method of organization and administration of guidance and counselling;
3. analyse the purpose, scope and personnel of the guidance programme;
4. examine the roles of the school counsellors and their identity;
5. list the guidance needs of children in the primary school;
6. identify the social and emotional guidance needs of children in the primary school;
7. differentiate between social guidance needs and the emotional guidance needs;
8. analyse the behavioural problems of children in the primary school;
9. explain how primary school children can understand themselves better and develop a positive self-image; and
10. discuss the collaborative efforts of parents, teachers, community stakeholders and counsellors in guidance services delivery at the primary school.

**Learning Outcomes**

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

1. identify the key concept of guidance and counselling and enumerate the principles of guidance in primary education;

1. describe the method of organization and administration of guidance and counselling;
2. analyse the purpose, scope and personnel of the guidance programme;
3. examine the roles of the school counsellors and their identity;
4. list the guidance needs of children in the primary school;
5. identify the social and emotional guidance needs of children in the primary school;
6. differentiate between social guidance needs and the emotional guidance needs;
7. analyse the behavioural problems of children in the primary school;
8. explain how primary school children can understand themselves better and develop a positive self-image; and
9. discuss the collaborative efforts of parents, teachers, community stakeholders and counsellors in guidance services delivery at the primary school.

**Course Contents**

Concept and definition of guidance and counselling; Principles of guidance in primary education; Method of organization and administration of guidance and counselling; Purpose and scope of guidance and counselling; Personnel of the guidance programme; Roles of the school counsellors and their identity; Guidance needs of children in the primary school; Social and emotional needs of children in the primary school; Behavioural problems of children in the primary school; Primary school children gaining a better understanding of themselves; Developing a positive self-image; Collaborative efforts of parents and teachers; Collaborative efforts of the counsellors and community stakeholders in guidance services delivery in the primary school.

**Minimum Academic Standard**

A well-equipped Counselling Services Unit. Activities that will develop children’s competences and potentials to enhance effectiveness of their learning and improve functioning.

**RSU-GCE 108: Psychology of Motivation and Adjustment (2 Units C: LH 30)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with the right frame of mind and a good sense of direction and good judgement; initiate programmes that will help in motivating students to adjust to it’s environment, thereby maintaining equilibrium and also produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Motivation is the force that guides behaviour motivation and also be defined as the psychological process that gives behaviour purpose and direction. It is the force that motivates people to act and seek a particular goal. Psychology of motivation is the study of how biological psychological and environmental factors facilitate motivation. How the body and the brain contribute to motivation. It also includes how material incentives can facilitate motivation. Adjustment refers to a process whereby an individual varies his/her behavior to achieve harmony with oneself and his environment with the aim to maintain the state of equilibrium and usefulness. Common adjustment mechanism are compensation, identification, rationalization, negativism, day dreaming, regression repression and projection. Types of motivation are; intrinsic and extrinsic motivations. When students are motivated they learn more and they adjust well in their school environment.

**Objectives:**

The Objectives of the course are to:

1. define the meaning of motivation and adjustment;
2. examine the impact of motivation and adjustment on classroom atmosphere and personality of the student;
3. discuss issues related to underachievement and examination fear;
4. analyse the methods of teaching;
5. explain issues related to adjustment;
6. highlight how students can develop proper attitudes related to the teaching profession and later life adjustment;
7. describe how the psychology of adjustment will help the student acquire increased self- methods of teaching; Issues related to adjustment; knowledge and personal freedom;
8. ascertain how the psychology of adjustment student acquire personal accountability and the ability to effect positive personal change;
9. identify the theoretical examination of growth and its application to real life situations;
10. discuss personality and self, stress disorders and happiness, thinking and feeling; and
11. explain the importance of values and beliefs, financial planning and personal relationship.

**Learning Outcomes**

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

1. define the meaning of motivation and adjustment;

1. examine the impact of motivation and adjustment on classroom atmosphere and personality of the student;
2. discuss issues related to underachievement and examination fear;
3. analyse the methods of teaching;
4. explain issues related to adjustment;
5. highlight how students can develop proper attitudes related to the teaching profession and later life adjustment;
6. describe how the psychology of adjustment will help the student acquire increased self- methods of teaching; Issues related to adjustment; knowledge and personal freedom;
7. ascertain how the psychology of adjustment student acquire personal accountability and the ability to effect positive personal change;
8. identify the theoretical examination of growth and its application to real life situations;
9. discuss personality and self, stress disorders and happiness, thinking and feeling; and
10. explain the importance of values and beliefs, financial planning and personal relationship.

**Course Contents**

Meaning of motivation and adjustment; Impact of motivation and adjustment on classroom atmosphere and personality of the student; Issues related to under achievement and examination fear; Methods of teaching; Issues related to adjustment; Development of proper attitudes related to the teaching profession and later life adjustment; Psychology of adjustment and its ability to acquire personal accountability; Ability to effect positive personal change; Theoretical examination of growth and its application to real life situations; Personality and self; Stress disorders and happiness, thinking and feeling; Importance of values and beliefs; Importance of financial planning and personal relationship.

**Minimum Academic Standard**

A good Counselling laboratory and classrooms. Motivating factors against adjustment and testing competences to show evidence of possible adjustment through motivating factors.

**RSU-EDU 162: Human Kinetics and Skills Development (2 units LH 15, PH 45)**

**Senate approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with the right frame of mind in sports and health education, which will foster their wellbeing and enhance good living and also produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Physical education can be defined as the education that deals with the all-round development of an individual through carefully selected physical activities. Activities are carefully selected according to the child’s age needs, sex, body weight. Physical education classes teach the health benefits of regular exercise and healthy food choices along with the risks of inactivity and poor diet. Physical and health education can be defined as the acquisition of skills and knowledge necessary to help the development of the body and mind leading to intellectual development. Physical education is designed to teach the students the skills knowledge and attitude necessary for healthy lifestyle.

**Objectives**

1. Explain skills and techniques of swimming
2. Elaborate front crawl and backstroke
3. Differentiate between butterfly and breast stroke
4. State the skills and techniques of track and field events
5. Discuss sprint and relay baton

**Learning outcomes**

1. Explain skills and techniques of swimming
2. Elaborate front crawl and backstroke
3. Differentiate between butterfly and breast stroke
4. State the skills and techniques of track and field events
5. Discuss sprint and relay baton

**Course content**

Skills and techniques of swimming – front crawl, backstroke, butterfly and breast stroke. Water Safety skills, etc.

Skills and techniques of track and field, sprint, relay baton exchange, etc.

**Minimum Academic Standard**

Adequate sports complex for various games like, football, basketball, handball, tennis, gymnastics and swimming to develop individuals skills and talents.

**BIO 108: Practical Biology II (2 units)**

Structure of flowering plants, functions of flowering plants, classification of Plants and Animals System/types of classification; the diversity of animal life, the invertebrate, the vertebrates; Biological measurement; Scientific equipment, Ecological equipment.

**POL 112: Political Economy (2 Units)**

Basic definitions and concepts. The primitive society; the slave-owning, feudal and colonial systems. The capitalist, socialist and mixed systems: modes of commodity production, labour relations and distribution of wealth. The political and economic structure of Nigeria; the public and private sectors; the agricultural, industrial and oil sectors. National Development planning in Nigeria, the economic role of Nigerian government; expenditures and revenues; fiscal policies; revenue generation and allocation. Human resources development and utilization in Nigeria. Techno-economic infrastructure and unemployment in Nigeria and in developed and developing economies. International trade; balance of payments; the World bank, IMF, and Nigeria. ECOWAS and economic integration. Multinational economic organizations; OPEC. Imperialist and neo-colonial systems. Nigerian political economy of development.

**POL 106: Introduction to African Politics (2 Units)**

This course focuses on implantation of the State of Africa via colonialism. Nationalist demands for independence; post independent politics especially the emergence of the one-party state; collapse of the immediate post-independence regimes and the rise of military rule; fresh waves of democratization in the Africa in the 1990’s to the present.

**ECO102: Principles of Macroeconomics II (2 Units)**

An introduction to macroeconomic theories; macroeconomic concepts and Goals, National Income Estimation, Aggregate Supply and Demand, Consumption and Saving, Investment Determinants, Multiplier Analysis, Unemployment and Inflation, Money and Banking System, International Economics, Balance of payment adjustment mechanism, Economic growth and planning.

**AED 112: Soil and fertilizers (3 units)**

Soils and Fertilizers (3 units)

Soil genesis, morphology and classification. Origin of soils, characteristics of soils – texture, structure, consistence, colour, water and soil PH. Fertilizers – organic and inorganic and their different forms. Nutrient requirements of different plants – macro and micro-nutrient elements.

**Level 200: First Semester**

**EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods**

**(2 Units C: LH 30)**

**Learning Outcomes**

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

1. explain at an appropriate level of confidence the meaning and types of curriculum;

2. describe the process of curriculum development;

3. analyse and critique the Nigerian Curriculum/curricula as a guide to curricula

delivery;

4. use different methods in the delivery of curriculum content justify the need for

education in the development of a nation;

5. identify local epistemologies and context and the use of CTCA in the Nigerian

context;

6. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;

7. identify and use learning resources and media and improvise, whenever necessary;

8. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and

9. demonstrate skills in ICT, set up and manage online classes.

**Course Contents**

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

**ENT 223: Entrepreneurship and Innovations (2 Units C: LH 30)**

**Learning Outcomes**

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

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

**Course Contents**

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

**GCE 203: Counselling for Special Needs People. (2 Units C: LH 30)**

**Learning Outcomes**

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

1. explain the nature and categories of special needs people;
2. discuss the psychological challenges of children with disabilities;
3. describe the counselling and educational interventions to be used with gifted children; and
4. examine the role of counselling in the rehabilitation of people with disabilities.

**Course Contents**

A study of the nature and categories of special needs people. Brief history of special needs education. Psychological needs of the gifted and talented children. Counselling needs of children with intellectual and learning disabilities. Counselling needs of children with physical and health impairments. Counselling needs of children with emotional and behaviour disorders. Counselling needs of children with speech and language impairments. Counselling needs of children with visual impairments. Counselling needs of children with auditory impairments. Counselling parents and family members of children with disabilities as well as their teachers/ caregivers. The special educational, vocational and personal-social needs of children with disabilities and their gifted counterparts and the place of guidance and counselling in fostering stable growth and development in the teaching and learning situation.

**GCE 205: Theories of Counselling (2 Units C: LH 30)**

**Learning Outcomes**

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

1. explain the concept and types of counselling theories;
2. differentiate between directive and non-directive counselling approaches;
3. state the merits and pitfalls of each of the theories; and
4. examine the place of theories in the counselling practice.

**Course Contents**

Meaning, qualities and functions of a theory. Need for and bases of theory in the counselling practice. Concept and types of counselling theories. Nature, techniques, strengths, weaknesses and application of Freud’s psychoanalytic theory. Individual psychology theory of Alfred Adler. Behavioural theories of counselling. Client-centred therapy by Carl Rogers. Rational-emotive therapy by Ellis. Gestalt therapy by Perls. Existential theories (including Logotherapy). Eclectic approaches. Some African approaches like the network and spiritual therapies. The merits and pitfalls of each of the theories/approaches. place of theories in counselling practice.

**RSU-GCE 209: Online/Telephone Counselling. (2 Units C: LH 30)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with good skills in computer and telephones that will aid in counseling or reaching out to people in the distant world. To produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Online and phone counselling simply means online therapy. This is any form of counselling that is conducted over the internet. This could be via email or via a messaging service/video chat that allows the counsellor to talk to the clientin real-time. Online and telephone counselling is very effective like having a face-to-face counselling session. During Covid-19, many counsellors used predominantly online or telephone counselling to reach their clients. To meet the needs of the fast growing technological world, online and phone counselling must be appreciated by counsellor, hence its importance. Methods of online counselling include; video counselling, phone chat/online chat, email counselling and zoom especially for group counselling.

**Objectives:**

The Objectives of the course are to:

1. understand the concept, advantages and disadvantages of online/telephone counselling;
2. apply various theories used in online/telephone counselling;
3. develop skills in conducting effective online/telephone counselling sessions;
4. explore ethical and legal considerations in online/telephone counselling;
5. identify challenges and limitations of online/telephone counselling and strategies for addressing them;
6. develop a plan for managing crises and emergencies in online/telephone counselling;
7. determine ways of dealing with technical issues and interruptions in online/telephone counselling;
8. examine issues associated with lack of nonverbal cues in online/telephone counselling;
9. develop strategies for marketing and promoting online/telephone counselling services;
10. demonstrate ability in conducting intake and assessment in an online/telephone setting; and
11. discuss the methods of managing documentation and maintaining confidentiality in online/telephone counselling;

**Learning Outcomes**

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

1. understand the concept, advantages and disadvantages of online/telephone counselling;

1. apply various theories used in online/telephone counselling;
2. develop skills in conducting effective online/telephone counselling sessions;
3. explore ethical and legal considerations in online/telephone counselling;
4. identify challenges and limitations of online/telephone counselling and strategies for addressing them;
5. develop a plan for managing crises and emergencies in online/telephone counselling;
6. determine ways of dealing with technical issues and interruptions in online/telephone counselling;
7. examine issues associated with lack of nonverbal cues in online/telephone counselling;
8. develop strategies for marketing and promoting online/telephone counselling services;
9. demonstrate ability in conducting intake and assessment in an online/telephone setting; and
10. discuss the methods of managing documentation and maintaining confidentiality in online/telephone counselling;

**Course Contents**

Definition and history of online/telephone counselling; Advantages and disadvantages of online/telephone counselling; Ethical and legal considerations of online/telephone counselling; Cognitive-behavioural therapy (CBT) in online/telephone counselling; Psychodynamic therapy in online/telephone counselling; Humanistic and existential therapies in online/telephone counselling; Building rapport and establishing trust in an online/telephone setting; Active listening and communication skills in online/telephone counselling; Goal setting and problem-solving in online/telephone counselling; Managing crises and emergencies in an online/telephone setting; Dealing with technical issues and interruptions in online/telephone counselling; Addressing the lack of nonverbal cues in online/telephone counselling; Marketing and promoting online/telephone counselling services; Conducting intake and assessment in an online/telephone setting; Managing documentation and maintaining confidentiality in online/telephone counselling;

**Minimum Academic Standard**

Computers, mobile phones and active internet connection.

**RSU/GCE 213: Introduction to Braille Reading and Writing (2 Units C: LH 30)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates that have the knowledge of Braille reading and writing in order to assist people with special needs in the society. To produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Braille is a universally accepted system of writing used by blind persons and consisting of a code of 63 characters each made up of one to six raised dots arranged in a six position matrix or call. Braille code enables blind and partially sighted people to read and write through touch. Braille is a system of reading and writing in a specific language including English.

**Objectives:**

The Objectives of the course are to:

1. teach students the braille system of the newly blinded to braille system of communication;
2. demonstrate the ability to work through the braille system primers to develop proficiency in reading and writing of Grade 2 braille;
3. develop the ability to use the Perkins Brailler; and
4. determine the ability to transcribe from print to braille and
5. determine the ability to transcribe from braille to print.

**Learning Outcomes**

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

1. teach students the braille system of the newly blinded to braille system of communication;

1. demonstrate the ability to work through the braille system primers to develop proficiency in reading and writing of Grade 2 braille;
2. develop the ability to use the Perkins Brailler; and
3. determine the ability to transcribe from print to braille and
4. determine the ability to transcribe from braille to print.

**Course Contents**

The braille system of the newly blinded to braille system of communication; Working through the braille system primers in order to develop proficiency in reading and writing of Grade 2 braille; Developing use of the Perkins Brailler; Transcribing from print to braille and from braille to print.

**Minimum Academic Standards**

Mechanical note-taker, the jot a Dot Braille, Embossers and Electronic notetakers.

**BIO 241/ AEB 241: Invertebrate Zoology 1** **(2units)**

Systematic and general functional biology of the following, Protozoa, Porifera, Cnidaria, Ctenophora, Rotifera, Bryozoa, Plathyhelminthes and Nematoda; with emphasis on the relationship between structure and function of named species.

**BIO 262/MCB 201: Introductory Micro Biology 1** **(2units)**

Scope, History and development of Microbology; Branches of Microbiology; General characteristics of micro-organisms; Comparative biology of bacteria; fungi, viruses, algae and protozoa. Microbial growth and reproduction; culture and culture media.

**POL 221: Introduction to International Relations (2Units)**

The organization of the international society. Theory of international relations linkage politics, theory of coalition and Alliances, Balance, Theory, Impact of the emergence of the third world.

**POL 241: Introduction to Public Administration. (2Units)**

The rationale of administrations. The ecology of administration. The politics of administration. The administrative actor, delegation, administrative audit and control of elements of administrative law.

**ECO 201: Introductory Microeconomic Theory I (2Units)**

Nature and Methodology of Microeconomics, Equilibrium and Disequilibrium Concepts, Partial and General Equilibrium Analysis, Demand and Supply Theory, Theory of Consumer Behavior: Utility and Preference Functions, Indifference Curve Analysis, Substitution and Income Effects, Theory of Production and Costs.

**ECO 203: Introductory Macroeconomic Theory l (2Units)**

Meaning and Concept of Macroeconomics, Macroeconomic Goals, National Income Accounting Framework, The Classical System, The Keynesian System, Income determination models. Macroeconomic aggregates; savings, investment, consumption, Multiplier concept.

**AED 231: Fish Capture, Culture and Preservation (3 units)**

Classification of sea foods. Artisanal and improved fisheries capture methods. Importance of fish and the fishing industry in Nigeria. Conditions necessary for sitting a fish pond. Pond construction, culture and management practices. Harvesting, processing, storage and marketing of fish and fisheries products

**Level 200: Second Semester**

**GST 212: Philosophy, Logic and Human Existence (2 Units C: LH 30)**

**Learning Outcomes**

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

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

**Course Contents**

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

**GCE 202: Adolescence Psychology and Teenage Counselling (2 Units C: LH 30)**

**Learning Outcomes**

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

1. discuss the nature and scope of adolescence psychology;
2. explain the usefulness of the course to the study of counselling;
3. show the relationship between adolescence psychology and teenage counselling;
4. examine the nature and components of teenage counselling;
5. state the needs and problems of teenagers and their effects on their behaviour; and
6. discuss the different counselling strategies used in resolving teenage problems.

**Course Contents**

Nature, scope and relevance of adolescence psychology. The science of adolescent development. Biological and cognitive development. Social, emotional and personality development. Moral development. Gender and sexuality issues among adolescents. The contexts of adolescent development- family, peer group, schools, culture, work and careers. Problems associated with adolescent development. Adolescents’ psychological needs for adjustment and the facilitative role of guidance and counselling in the teaching and learning situation. The needs and problems of teenagers and the various psychological approaches to their resolution. The characteristics of teenagers as relating to their behavioural patterns. Different approaches to teenage counselling.

**GCE 204: Psychological Testing in Counselling. (2 Units C: LH 15, PH 45)**

**Learning Outcomes**

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

1. explain the concept and types of testing in counselling;
2. discuss how to score, interpret and communicate test results to clients;
3. differentiate between ability tests and personality inventories;
4. practically demonstrate the use of tests in educational, vocational and personal-social counselling; and
5. discuss the development of indigenous tests by some Nigerian scholars and organisations.

**Course Contents**

The concept, types and purpose of tests. History of testing. Psychometric properties of a test. Individual and group tests. Nature and types of intelligence tests. Psychological issues in ability testing. Self-report personality inventories. Measuring interests and attitudes. Nature and evaluation of projective techniques. Ethical and social considerations in testing. Strengths and limitations of testing. Use of testing in counselling. Testing techniques and methods of communicating test results to clients. Practical demonstration of the use of different psychological tests in relation to educational, vocational and personal-social aspects of counselling.

**RSU-GCE 202 Human Growth and Developmental Psychology of Learning**

**(2 Units C: LH 30)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with the right knowledge of growth and development which will enable them observe the biological changes their body, and also to produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Growth is defined as an irreversible constant increase in size and development is defined as growth in psychomotor capacity. Both processes are highly dependent on genetic nutrition and environmental factors. Also, growth refers to the biological changes that are observed as people grow from babies to adults. In other words, growth describes the process of young organisms growing larger in appearance.

Psychology of learning is a field of science that encompasses theories about him psychology relates to the way people learn. All students are different, so it is important to understand how best to teach them. Some learning theories are behavioural learning theory, cognitive learning theory, constructive learning theory, social learning theory and experiential learning theory, learning content should suit learners are and development.

**Objectives:**

The Objectives of the course are to:

1. explain the concept of Human Growth and Developmental Psychology of learning;

1. state the stages of growth;
2. describe the stages of development;
3. review factors affecting growth and development;
4. examine the importance of Human Growth and Developmental Psychology of learning;
5. state the application of the theories of learning;
6. identify some theories of Human Growth and Development- Sigmund Freud; Jean Piaget; Erik Erikson’s theory of psychosocial development; Kohlberg’s theory of moral development; Bowlby’s attachment theory;
7. develop interest in Human Growth and Developmental Psychology;
8. explain the scope and nature of Developmental Psychology;
9. examine principles of Development (Development from childhood to adulthood);
10. apply the principles of development to the learning process and the classroom as a social system

**Learning Outcomes**

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

1. explain the concept of Human Growth and Developmental Psychology of learning;

1. state the stages of growth;
2. describe the stages of development;
3. review factors affecting growth and development;
4. examine the importance of Human Growth and Developmental Psychology of learning;
5. state the application of the theories of learning;
6. identify some theories of Human Growth and Development- Sigmund Freud; Jean Piaget; Erik Erikson’s theory of psychosocial development; Kohlberg’s theory of moral development; Bowlby’s attachment theory;
7. develop interest in Human Growth and Developmental Psychology;
8. explain the scope and nature of Developmental Psychology;
9. examine principles of Development (Development from childhood to adulthood);
10. apply the principles of development to the learning process and the classroom as a social system

**Course Contents**

Concept of Human Growth and Development and Psychology of learning; Stages of growth; Stages of development; Factors affecting growth and development; Importance of Human Growth and Developmental Psychology of learning; Application of the theories of learning; Theories of Human Growth and Development- Sigmund Freud; Jean Piaget; Erik Erikson’s theory of psychosocial development; Kohlberg’s theory of moral development; Bowlby’s attachment theory; Development of interest in Human Growth and Developmental Psychology; Scope and nature of Developmental Psychology; principles of Development (Development from childhood to adulthood); Principles of Development (Development from childhood to adulthood); Application of the principles of development to the learning process and the classroom as a social system.

**Minimum Academic Standard**

A well-equipped School clinics. Developmental stages of human and theories of growth and development and its application.

**RSU-GCE 208 Supervised Practicum in Guidance and Counselling (3 Units LH 30 LH 45)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with good counseling skills, that will be used to contribute positively to the society. To produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Counseling practicum is a component of counselor education programme where the theories, procedures, skills and principles learned by students. Counselor are put into practice under the supervision of an experienced, qualified and professional counselor educator. It is supervised experience in which counseling theory is applied to practice and it provides graduate students experiences in counseling with diverse client in one-to-one interactions. Typically, these interactions are recorded on audio tape, and afterwards, students receive feedback from their course supervisor and peers through individual and group class meetings. The practice of skills in school and clinical settings is considered a necessary condition to develop professional competencies. Counseling practicum is an integral part of the counselor education curriculum and therefore requires careful planning, implementation and evaluation.

**Objectives:**

The Objectives of the course are to:

1. discuss the importance of Supervised practicum in guidance and counselling;
2. explain the different theoretical viewpoints in practical counselling;
3. highlight on practical ways of establishing counselling relationship (assist counsellor trainees in acquiring broad knowledge to be efficient and effective);
4. demonstrate different skills and techniques used in practical counselling (actual training) in school and non-school settings;
5. develop interest in a supervised practicum in guidance and counselling;
6. apply effective counselling skills and techniques for behaviour modification and assist students in full adjustment to their environment.

**Learning Outcomes:**

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

1. discuss the importance of Supervised practicum in guidance and counselling;

1. explain the different theoretical viewpoints in practical counselling;
2. highlight on practical ways of establishing counselling relationship (assist counsellor trainees in acquiring broad knowledge to be efficient and effective);
3. demonstrate different skills and techniques used in practical counselling (actual training) in school and non-school settings;
4. develop interest in a supervised practicum in guidance and counselling;
5. apply effective counselling skills and techniques for behaviour modification and assist students in full adjustment to their environment.

**Course Contents**

Importance of Supervised practicum in guidance and counselling; Theoretical viewpoints in practical counselling; Practical ways of establishing counselling relationship (assist counsellor trainees in acquiring broad knowledge to be efficient and effective); Skills and techniques used in practical counselling (actual training) in school and non-school settings; development of interest in Supervised practicum in guidance and counselling; Effective counselling skills and techniques for behaviour modification and assist students proper adjustment in their environment.

**Minimum Academic Standard**

School settings with counselling labs and offices

**RSU-GCE 210: Evaluation and Appraisal of Guidance and Counselling Programme.**

**(2 Units C: LH 30)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with the right information to mould their future and analyzing their behaviours. To produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Guidance and Counselling is an important educational tool in shaping the orientation in a child by his/her peers. Hence the need for school counselors to assist the child in moulding their future through counseling therapy. Evaluation in guidance and counseling refers to the measures used to assess the effectiveness of guidance and counseling programme. Evaluation of guidance and counseling programme not only helps in developing effective and meaningful guidance and counseling programme but also helps counselors to enhance their skills. Appraisal services involve a teacher counselor collecting, analyzing and using a variety of objective data that can enhance better understanding of the students.

**Objectives:**

The Objectives of the course are to:

1. describe the nature and meaning of assessment
2. discuss the importance of Evaluation and Appraisal of Guidance and Counselling programme
3. develop skills associated with assessment and evaluation employed in guidance and counselling.
4. explain the basic concepts of standardised and non-standardised testing and other assessment techniques;
5. identify the concept and uses of reliability and validity;
6. discuss social, ethical and cultural factors associated with the use and interpretation of assessment and evaluation measures;
7. explain the concepts of general tests used in counselling;
8. examine characteristics of tests used in counselling;
9. discuss the relevance of formal and informal tests in guidance and counselling;
10. develop interest in the use of psychological tests in counselling relationships; and
11. apply appropriate tests to different psychological problems for effective functioning.

**Learning Outcomes:**

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

1. describe the nature and meaning of assessment

1. discuss the importance of Evaluation and Appraisal of Guidance and Counselling programme
2. develop skills associated with assessment and evaluation employed in guidance and counselling.
3. explain the basic concepts of standardised and non-standardised testing and other assessment techniques;
4. identify the concept and uses of reliability and validity;
5. discuss social, ethical and cultural factors associated with the use and interpretation of assessment and evaluation measures;
6. explain the concepts of general tests used in counselling;
7. examine characteristics of tests used in counselling;
8. discuss the relevance of formal and informal tests in guidance and counselling;
9. develop interest in the use of psychological tests in counselling relationships; and
10. apply appropriate tests to different psychological problems for effective functioning.

**Course Contents**

Nature and meaning of assessment; Importance of Evaluation and Appraisal of Guidance and Counselling programme; Skills associated with assessment and evaluation employed in guidance and counselling; Basic concepts of standardised and non-standardised testing and other assessment techniques; Concept and uses of reliability and validity; Social, ethical and cultural factors associated with the use and interpretation of assessment and evaluation measures; Concept of general tests used in counselling; Characteristics of tests used in counselling; Relevance of formal and informal tests in guidance and counselling; Interest in the use of psychological test in counselling relationships; Application of appropriate tests for different psychological problems for effective functioning.

**Minimum Academic Standard**

Psychological testing instruments, standardized and non standardized test and its application in school and non school settings.

**BIO 202/AEB 242: Invertebrate Zoology II** **(2units)**

Systematic and general functional biology of the following: Annelida, Arthropods, (classification insects and a general survey of insect orders with representative species: Anatomy (external and internal) and physiology of insects, Growth and Metamorphosis of insects. Laboratory and fields exercises covering the above and also collecting, mounting and presentation of insects) Mollusca, Echinodermata, Hemichordae, Urochordata, Cephalochordata, with emphasis on the relationship between structure and function in named species.

**AEB 214 Limnology and Aquatic Biology**  **(2units)**

Evolution of rivers and lakes of tropical Africa. Distribution: origin, forms and classification of lakes and rivers. Morphometry of lakes; shore line and shore development, area, depth, river, its flow and discharge. Physical and chemical properties of freshwater and seawater. Comparative flora and fauna of fresh water and marine ecosystems.

**POL 214: Foundations of Political Economy (2Units)**

Relationship between politics and economies. Economics and determinants of politics. Class analysis and political power relations. Production and politics with emphasis on the material basis of political action.

**POL 254: Introduction to Local Government (2Units)**

Theory, principles and forms of local government. Decentralization, delegation, decentralization principles. Local government mechanism for community mobilization and development at the grass roots.

**ECO252: Urban and Regional Economic (2Units)**

Theories of urbanization, Urbanization benefits, and challenges: Housing; transportation; rural urban migration; development of slums and shanties. Industrial clustering, economies of scale; structural unemployment and need retraining; gender issues; education facilities, water supply and sanitation, public waste management; healthcare; crime and re-orientation, civil society and democratization.

**ECO 232 Economic Development and Growth Theories (2 Units)**

Definition and characteristics of development and under-development, measuring economic development, distinction between economic growth and development, theories of development-traditional theories, Ricardian and Marxian theories, Schumpeterian and Harrod-Domar, Obstacles to development and strategies to overcome them. Dualism, balanced and unbalanced growth, trade and development, Nigerian’s practical approaches to industrialization and development, role of multinational and foreign direct investment etc.

**AED 242: Agricultural Marketing (2 Units)**

The importance of marketing in agricultural production and other off-farm occupations. Marketing channels in farm and off-farm occupations. The distribution network for agricultural produce. Advertisement, weights and measures, processing and preservation as essential ingredients in agricultural marketing. The business climate and agricultural marketing and entrepreneurship. The challenges in marketing agricultural produce in Nigeria. Fiscal policies, laws, agric produce price determination, farm-gate price and consumer protection in Nigeria.

**RSU/GCE 271: Students Industrial Works Experience Scheme (SIWES)**

**(2 Units C: LH 405)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with the right skills and works to survive the challenges posed to them by the society. To produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview:**

The Students Industrial Work Experience Scheme (SIWES) is the accepted training programme, which is part of the approved Minimum Academic Standard in the various degree programmes for all Nigerian Universities. The scheme is aimed at bridging the existing gap between theory and practice of Sciences, Agriculture, Medical Sciences (including Nursing), Engineering and Technology, Management, and Information and Communication Technology and other professional educational programmes in the Nigerian tertiary institutions. It is aimed at exposing students to machines and equipment, professional work methods and ways of safeguarding the work areas and workers in industries, offices, laboratories, hospitals and other organizations.

**Objectives:**

1. To provide an avenue for students in the Nigerian universities to acquire industrial skills and experience during their course of study;
2. To prepare students for the work situation they are likely to meet after graduation;
3. To expose the students to work methods and techniques in handling equipment and machinery that may not be available in their universities;
4. To allow the transition phase from school to the world of working environment easier and facilitate students’ contact for later job placements;
5. To provide students with an opportunity to apply their theoretical knowledge in real work situation thereby bridging the gap between theory and practice.

**Learning outcomes**

1. To provide an avenue for students in the Nigerian universities to acquire industrial skills and experience during their course of study;
2. To prepare students for the work situation they are likely to meet after graduation;
3. To expose the students to work methods and techniques in handling equipment and machinery that may not be available in their universities;
4. To allow the transition phase from school to the world of working environment easier and facilitate students’ contact for later job placements;
5. To provide students with an opportunity to apply their theoretical knowledge in real work situation thereby bridging the gap between theory and practice.

**Course content**

The Students Industrial Work Experience Scheme (SIWES) is a skills training programme designed to expose and prepare students of universities and other tertiary institutions for the Industrial work situation they are likely to meet after graduation. It is also a planned and structured programme based on stated and specific career objectives which are geared towards developing the occupational competencies of participants.

**Minimum Academic Standard**

work areas like industries, offices, laboratories, hospitals and other organizations.

**Level 300: First Semester**

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

**Learning Outcomes**

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

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;

6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and

7. effective classroom management skills.

**Course Contents**

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

**GCE 301: Practicum in Guidance and Counselling I (2 Units C: LH 15, PH 45)**

**Learning Outcomes**

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

1. explore the meaning and role of practicum in counsellor education;
2. demonstrate how to apply principles and techniques of guidance and counselling in a clinical setting;
3. discuss the different skills that can be used in clinical settings within and outside the school setting;
4. examine how to organize individual and group activities during practicum exercises.

**Course Contents**

Concept of counselling practicum. Preparations for counselling practicum exercise. The counselling interview. Techniques and skills in counselling. Record keeping and report-writing. Use of psychological tests in counselling practicum. Conducting group activities (career days and others) during practicum exercises. Supervision in counselling practicum exercises. Ethical issues in counselling practicum exercises. Different practicum sites and how to make visits and interviews with personnel in various counselling settings such as primary, secondary and tertiary institutions, juvenile courts, remand homes, and welfare offices, especially at the second phase.

**GCE 303: Career Counselling, Job Analysis and Job Evaluation**

**(2 Units C: LH 15, PH 45)**

**Learning Outcomes**

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

1. examine the different career-related concepts and their uses in career counselling;

2. explore the nature and components of career guidance and counselling;

3. examine the basic theories of vocational development, choice and career patterns;

4. discuss the role of guidance and counselling in facilitating career decision-making;

5. examine the nature, importance and categories of jobs;

6. discuss the types and sources of occupational information in the vocational

development of the child; and

7. explain the nature, purpose and components of job analysis and job evaluation.

**Course Contents**

The nature and purpose of career and career-related concepts like vocation, occupation, profession, job. Factors influencing career choice. An overview of the basic theories of vocational development, choice and career patterns. Ginzberg’s developmental theory. Donald Super’s theory of vocational development. John Holland’s personality theory. African counterparts like Bakare, Akinboye and Denga. The implications of the theories for vocational development and choice in the Nigerian setting. The role of guidance and counselling in facilitating decision-making about selection, placement and academic pursuits. An introduction to the study of the nature of jobs, their demands on workers and methods of determining their relative importance. Various types and sources of occupational information in the vocational development of the child. The nature, purpose and components of job analysis and job evaluation.

**GCE 305: Management and Counselling of the Elderly/Aged (2 Units C: LH 30)**

**Learning Outcomes**

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

1. examine the concepts of ageing, geriatric psychology and counselling;
2. explain ‘ageism’ and ‘elder abuse’ and show their effect on older adults’ self-concept;
3. discuss successful ageing and the physical and mental health of older adults and their management;
4. outline the theories of ageing and longevity and their pitfalls;
5. differentiate between institutional and home-based management of the elderly; and
6. explain grief counselling, retirement Planning and counselling

**Course Contents**

The concept and forms of ageing. The nature and scope of geriatric psychology and counselling. The career and functions of the geriatric counsellor. The concept and manifestations of ageism. Nature, forms of and risk factors in elder abuse as well as management of victims of elder abuse. Physical and mental health challenges of older adults. Concept and components of successful ageing. Theories of ageing and longevity. Retirement planning and counselling. Management (institutional and home-based) strategies for the adjustment and care of the aged. Death and dying education. Grief counselling.

**RSU-GCE 307: Working with Parents of Children with Special Needs (3 Units C: LH45)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with the right frame of mind and a good sense of direction and good judgement to assist people living with disability to cope with the challenges of exceptional children. To produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Special needs education is education for students with disabilities. The first step in establishing strong relationships with families of children with special needs is to spend time discussing and learning the challenges faced by parents and the children. The counselor or professional should facilitate collaboration with the family (parents) of the child. The counselor must honour and respect cultural, ethnic, spiritual and socio-economic beliefs and values of the people. The professionals and parents must share unbiased and honest information with family members about the child conditions. The professionals with the parents should design and implement services that are accessible, culturally and linguistically respectful, responsive and based on family identified needs

**Objectives:**

The Objectives of the course are to:

1. examine the background knowledge on various issues and problems of parents of Special Needs Children;
2. highlight the various support services available to parents of children with special needs;
3. discuss the information on early identification and intervention by parents of children with special needs;
4. explain the various emotional and psychological stages parents of children with special needs pass through;
5. analyse the various reactions of such parents;
6. identify the impact of children with special needs on the family;
7. differentiate various types of parents with Special Needs;
8. discuss the various identification strategies for parents of children with exceptionalities from birth; and
9. identify a family with a child having special needs, visit and work with the family and submit a report.

**Learning Outcomes**

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

1. examine the background knowledge on various issues and problems of parents of Special Needs Children;
2. highlight the various support services available to parents of children with special needs;
3. discuss the information on early identification and intervention by parents of children with special needs;
4. explain the various emotional and psychological stages parents of children with special needs pass through;
5. analyse the various reactions of such parents;
6. identify the impact of children with special needs on the family;
7. differentiate various types of parents with Special Needs;
8. discuss the various identification strategies for parents of children with exceptionalities from birth; and
9. identify a family with a child having special needs, visit and work with the family and submit a report.

**Course Contents**

Background knowledge on various issues and problems of parents of Special Needs Children; Support services available to parents of children with special needs; Information on early identification and intervention by parents of children with special needs; Various emotional and psychological stages parents of children with special needs pass through; Various reactions of such parents; Impact of children with special needs on the family; Different types of parents with Special Needs; Various identification strategies for parents of children with exceptionalities from birth; Identification of families with a child having special needs, visit and work with the family and submit a report.

**Minimum Academic Standard**

homes of the elderly. Identifying aged and the elderly with special attention to their needs and ways of rendering services to them.

**RSU-GCE 311: Supervised Practicum Laboratory Work/preparation for Counselling interview/technique (3 Units C: LH; PH 135)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with which are exposed to practical counseling, that will be beneficial to the society and the world at large. To produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Laboratory practicum is a short internship in a collaborating lab or institution where clinical practice takes place. The students either observes events or participates in activities under supervision. The students submits reports to the supervisor on critical issues and comments on her lab practicum activities. The practicum laboratory internship option is recommended for undergraduate students with a pre-med orientation or for graduate students who plan to get involved in human or animal experiments during the course of their thesis.

**Objectives:**

The Objectives of the course are to:

1. understand the requirements for practicum;
2. demonstrate professional conduct during practicum;
3. understand the concept of supervision;
4. aware of procedure skills, intake interview, goal-setting techniques and outcome management, intervention strategies and termination;
5. demonstrate proficiency in conducting time-limited psychotherapy with individuals, couples and groups;
6. develop awareness of legal/ethical issues in Nigerian culture;
7. respond appropriately to crisis/work and work in situations with clients;

. 8 evaluate the needs of clients and provide effective interventions;

develop and demonstrate understanding of their roles and responsibilities to clients;

10 demonstrate the ability to work with diversified client populations;

11 understand the termination procedure in the interview session; and

12 write a report on the practicum experience.

**Learning Outcomes**

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

1. understand the requirements for practicum;

1. demonstrate professional conduct during practicum;
2. understand the concept of supervision;
3. aware of procedure skills, intake interview, goal-setting techniques and outcome management, intervention strategies and termination;
4. demonstrate proficiency in conducting time-limited psychotherapy with individuals, couples and groups;
5. develop awareness of legal/ethical issues in Nigerian culture;
6. respond appropriately to crisis/work and work in situations with clients;

. 8 evaluate the needs of clients and provide effective interventions;

develop and demonstrate understanding of their roles and responsibilities to clients;

10 demonstrate the ability to work with diversified client populations;

11 understand the termination procedure in the interview session; and

12 write a report on the practicum experience.

**Course Contents**

The requirements for practicum. Professional conduct during practicum; Concept of supervision; Procedure for developing skills; Intake interview, Goal setting techniques. Intervention strategies and termination; Proficiency in conducting time-limited psychotherapy with individuals, couples and groups; Awareness of legal/ethical issues in Nigerian culture; Appropriate response to crisis/work and work in situations with clients; The needs of clients and provide effective interventions; Roles and responsibilities to clients; Working with diversified client populations; The termination procedure in the interview; Writing a report of the practicum experience.

**Minimum Academic Standard**

Guidance and Counselling in clinical settings; observation and recording behaviour, micro counseling in individual and group settings, collecting and organizing information, cases studies and reports.

**BIO 211: General Ecology** **(2units)**

Basic ecological principles; Definitions and Measurement of environment parameters; Concepts of Ecosystem, Energy flow, Trophic levels, food web, productivity; construction of food webs, energy budgets, and energy flow charts; population ecology, population parameters and their measurement; population by density dependent and density independent factors; practical work includes field trips and laboratory study.

**BIO 221: Introductory Genetics** **(2units)**

Mendelism and Mendelian Laws; Phenotype and Genotype Environment/interactions; Chromosome structure and function; Variation in gene expression; Gene Action; Multiple Alleles; Multiple factors; Mutation, (Gene and Chromosome); Extra-chromosomal inheritance; sex determination; introduction to population genetics.

**POL 361: Politics of Development and Underdevelopment (2 Units)**

A systematic and theoretical study of the political and socioeconomic context of the problems of development and underdevelopment; dependency and international and internal economic structures; analysis of profound change;

agents of change and constraints and problems contingent on rapid socio-economic change, with specific reference to post-colonial African states but also comparison with Latin American and Asian countries among others.

**POL 315: Political Economy of Peasant Societies. (3Units)**

Meaning of peasant and peasant society in Nigeria and other African countries. The impact of colonialism and expansion of markets, current dement strategies in the rural sector, the challenges of political disenfranchisement of the peasantry; the downward ad upward social mobility of the peasantry; conditions for effective mobilization the peasantry for development.

**ECO311: Intermediate Microeconomics I (2Units)**

More advanced and mathematical treatment of microeconomic theory within corporation of linear programming, advanced price and output determination under perfect competition, oligopoly, monopoly; Exchange theory, Offer curves and Contract curves, Introduction to Capital Theory and types of Production Functions, Factor Pricing and allocation of resources, Dynamic Cobweb Models, Theory of Distribution and Welfare Economics.

**ECO 321: Introduction to Econometrics I (2 Units)**

Definition, scope, nature and division of econometrics, the structure and model; functional forms and statistical terms, simple and multiple regression models, tests of significance; serial correlation and heteroscedacity, multicolinearity dummy variables autoregressive and lag models.

**Level 300: Second Semester**

**EDU 302: Educational Measurements, Tests, Research Methods and Statistics**

**(3 Units C: LH 45)**

**Learning Outcomes**

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

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

**Course Contents**

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

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

**Learning Outcomes**

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

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

**Course Contents**

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

**ENT 312: Venture Creation (2 Units C: LH 30)**

**Learning Outcomes**

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

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

**Course Contents**

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

**GCE 302: Organisation and Administration of Guidance and Counselling in School**

**(2 Units C: LH 30)**

**Learning Outcomes**

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

1. explain the strategies for establishing a school guidance programme;
2. state the roles of different school personnel in the organization of guidance and counselling;
3. discuss the requirements for and models of organizing the school guidance programme and the likely challenges to be faced; and
4. appraise the provision for guidance and counselling in the National Policy on Education.

**Course Contents**

An introduction to the organization of school guidance. Objectives of the school guidance programme. Various personnel within the school guidance programme. Models for organising the school guidance programme. Requirements for organising the school guidance programme. Issues and problems in organising the school guidance. Initiating and developing the school guidance. Selection criteria, control and supervision as well as the use of para-professionals and other support personnel. Issues and problems in the organization of the school guidance programme. An appraisal of the National Policy on Education’s provision for guidance and counselling. The requirements for a school guidance programme challenges faced in organising same. Evaluation of the school guidance programme.

**GCE 304: Marital/Family Counselling and Child Guidance (2 Units C: LH 15, PH 45)**

**Learning Outcomes**

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

1. outline the nature and complexities of sex in and outside the marital union;
2. discuss the different forms and theories of marriage;
3. examine the forms and causes of conflict in marriage and the role of counselling in resolving the same;
4. examine the concept of family counselling and differentiate it from couples or marriage counselling;
5. discuss the consequences of unhealthy family relations on children’s mental, emotional, and social development;
6. outline the steps and stages in family therapy and identify strategies for working with single-parent families, blended families, culturally diverse families, and victims of domestic violence and child abuse; and
7. state the legal, ethical and professional issues in family therapy.

**Course Contents**

An overview of the nature and complexities of sex, in and outside the marital union. The different forms and theories of marriage. Forms and causes of conflict in marriage. Youths and marriage. Different approaches to be adopted in marriage counselling. An examination of the concept and forms of family counselling. The steps and stages in family therapy. Strategies for working with single-parent families, blended families, culturally diverse families; domestic violence and child abuse. An exploration of the influence of family relations on children’s mental, emotional, and social development. Personality disturbances originating from childhood as a result of dysfunctional patterns of parent-parent and parent-child interactions are explored as well as relevant family therapies. The legal, ethical and professional issues in family therapy.

**GCE 306: Rehabilitative and Pastoral Counselling. (2 Units C: LH 15, PH 45)**

**Learning Outcomes**

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

1. examine the nature of rehabilitative counselling and the foundations of rehabilitation counselling;
2. state the role and functions of the rehabilitation counsellor;
3. explain the use of psychological evaluations in assisting clients in vocational rehabilitation planning;
4. explore community resources useful in helping in the rehabilitation of people with disabilities;
5. define pastoral counselling, listing out its advantages and limitations;
6. discuss the role of religion and spirituality in counselling;
7. state the nature of problems that require pastoral counselling; and
8. identify the forms and techniques of pastoral counselling.

**Course Contents**

Introduction to rehabilitative counselling. Foundations of rehabilitation counselling. Role and functions of the rehabilitation counsellor. The vocational rehabilitation process. An exploration of locating and utilizing community resources in helping the rehabilitation client. Vocational appraisal in rehabilitation. The measurement principles and instruments frequently employed by rehabilitation counsellors. The application of test results for persons with disabilities together with a general understanding of human behaviour. The role of religion and spirituality in assisting the emotionally conflicted to resolve their problems. The nature of problems requiring pastoral counselling. Forms and techniques of pastoral counselling, their advantages and limitations in the rehabilitation process.

**PSB 264: Structure and Adaptation in Seed Plants** **(3units)**

The origin, structure and chemical composition of plant cell types. Simple and complex tissue. Adaptations of seed plants to special habitats; hydrophytes, halophyte and xerophytes. The groups of plants in spermatophyte; Gymnosperm and Angiosperms. The characteristics (especially their structures and process). A comparative account of the spermatophytes.

**PSB 266: Seedless Plants and their Resources** **(3units)**

Classification of the main groups of seedless plants. Reproductive patterns and structure of representative species. General ecology, distributive patterns and evolutionary relationships of Algae, Bryophytes and Pteridophytes, significance and uses of algae, Bryophytes and Pteridophytes. Use of seedless plant in scientific industries.

**POL 332: Comparative Federalism (2Units)**

The genesis of political dynamics of comparative federal systems, with particular reference to such countries as U.S.A, Switzerland, Canada, Germany, India and Nigeria.

**POL 334: Political Behaviour (2Units)**

The study and measurements of various determinants of political behaviour; political socialization, political culture, political participation and apathy. Electoral behaviour, public opinion and political communication.

**ECO 332: Economic Development/Planning II (2 Units)**

Human capital approach to development, development in a world economy, models of trade and development, the vent, dualistic and unequal exchange approaches, trade policy, openness vsautarcky, the use of external resources.

**ECO362: Financial Institutions (2Units)**

Definition and functions of money, commercial banking, non-banking financial institutions, balance sheets of banking institutions, high powered money, monetary policy, international monetary system, Nigerian banking system, money and capital markets.

**Level 400: First Semester**

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

**Learning Outcomes**

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

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

**Course Contents**

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

**GCE 401: Practicum in Guidance and Counselling II. (3 Units C: PH 135)**

**Learning Outcomes**

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

1. demonstrate the procedures and techniques of counselling;
2. practically demonstrate the use of tests in counselling practicum;
3. organize individual and group activities during a career day programme;
4. apply theoretical knowledge in practical counselling sessions in and outside the school setting; and
5. examine and apply ethical standards in the counselling practice.

**Course Contents**

This is a practical course involving students going out to have a field experience. An extension of clinical experience to the field (school and non-school settings). Supervision of practicum students in primary and secondary school settings. Looking through students’ reports of specific group/individual activities of specific problems. Supervision of students’ designs and implementation of counselling strategies. Visits to schools to watch students’ career days/ career conferences. Reading through and marking of students’ logbooks and diaries. Students conduct counselling sessions in selected sites on various problems stemming from vocational, educational and personal-social areas. Students are placed at an agency/institution under the supervision of a university coordinator and an approved onsite practitioner.

**GCE 403: Counselling in Special Settings. (2 Units C: LH 15, PH 45)**

**Learning Outcomes**

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

1. state the need for counselling in non-school settings;
2. explain the psychological challenges of people in marriage and family settings, the workplace, hospitals, military and paramilitary settings, corrective centres;
3. identify ways of preventing the psychological problems associated with those settings; and
4. discuss counselling strategies appropriate for use in those settings.

**Course Contents**

An introduction to various non-school settings where counselling can be greatly needed. Need for counselling in non-school settings. Counselling in marriage and family settings. Counselling in the workplace. Counselling in the hospital setting- cases of HIV/AIDS, rape and abortion, terminal illnesses and others. Counselling needs of personnel in military and paramilitary settings and their family members. Counselling in corrective centres and rehabilitation camps. Counselling in IDP camps and refugee centres. Counselling in sports settings. Counselling in religious settings. The psychological challenges experienced in those settings and the relevant counselling skills to apply.

**GCE 405: Introduction to Culture and Psychopathology. (2 Units C: LH 30)**

**Learning Outcomes**

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

1. examine the concepts of culture and psychopathology, and the use of culture in defining normality and abnormality;
2. discuss the cultural differences in the behavioural patterns of people;
3. explain the common forms of psychopathology and their cultural implications; and
4. discuss the management of mental disorders in cultural settings.

**Course Contents**

An examination of the concepts of ‘culture’ and ‘psychopathology’. The use of culture in defining normality and abnormality. Theories of culture and psychopathology. Traditional beliefs about causation of psychopathology. Cultural differences in the behavioural patterns of people. Common forms of psychopathology and their causes. Cultural implications of abnormal patterns of behaviour. Management of mental disorders in traditional settings. Everyday psychopathology among school children. Effects of mental disorders on school adjustment and performance.

**RSU-GCE 401: Seminar (2 units PH 90)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with good knowledge of research that will be used to proffer solutions to situations or challenges in the world.To produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

A seminar is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted.

**Objectives**

1. Identify how the seminar subject relates to the lectures that preceded it
2. Create a brief summary of a seminar
3. State the key points in seminar presentation
4. Clarify your understanding of the topic
5. Discuss seminar topics extensively

**Learning outcomes**

1. Identify how the seminar subject relates to the lectures that preceded it
2. Create a brief summary of a seminar
3. State the key points in seminar presentation
4. Clarify your understanding of the topic
5. Discuss seminar topics extensively

**Course content**

Presentation and discussion of various topics in Educational Psychology, Guidance and Counselling. The student is expected to prepare, present a paper and participate in a seminar in the year.

**Minimum Academic Standard**

Children from various geo-political zone. Exposing students to Presentation and discussion of various topics in Educational Psychology, Guidance and Counselling.

**RSU-GCE 407: Abnormal Psychology and Diagnostic Counselling (2 Units C: LH 30)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with the right frame of mind and a good sense of direction and good judgement, after knowing about Emotions and disorders which will help in curbing deviant behaviours and social vices, To produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Abnormal Psychology is the study of unusual patterns of behaviour, emotions and mental disorder. There are different disorder which include anxiety disorders, personality disorders, mood disorder, Schizophrenia, substances use disorder, somatoform disorder, sleep disorder, eating disorders, paranoid disorder, organic mental disorder, obsessive compulsive disorder and post traumatic stress disorder. These maladaptive behaviour could be influence by environmental factors especially the use of alcohol or drugs. Assessing clients symptoms to make an accurate diagnosis is very important counseling skills.

The fifth edition of the Diagnotic and Statistical manual (DSM-5) as published by the American Psychiatric Association is a manual which contains the diagnostic criteria for a wide range of mental health concerns, including substance use disorder. This book is a must-own for every professional counselor.

**Objectives:**

The Objectives of the course are to:

1. define terms such as Abnormality, Abnormal Psychology and Diagnostic Counselling

2. explain abnormality and classification of abnormal disorders: personality disorders, anxiety and mood disorders, dissociative and eating disorders;

3. examine the categories/types of abnormal disorders: anxiety, phobia, mania, obsessive compulsive disorder, depression, schizophrenia, amnesia, multiple personality;

4. assist the client in dealing with the causes of abnormal disturbances naturally;

5. distinguish between normal and abnormal behaviour patterns;

6. demonstrate understanding of aetiology, symptoms, and diagnosis;

7. explore and understand clinical counselling in psychopathology as to re-shape or re-direct self-defeating thoughts and actions;

8. utilise DSM5TR in clinical settings; and

9. discuss seven approaches to the study of abnormal psychology: biological,

psychodynamic, behavioural, cognitive, humanistic, socio-cultural and diathesis-stress.

**Learning Outcomes**

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

1. define terms such as Abnormality, Abnormal Psychology and Diagnostic Counselling

2. explain abnormality and classification of abnormal disorders: personality disorders, anxiety and mood disorders, dissociative and eating disorders;

3. examine the categories/types of abnormal disorders: anxiety, phobia, mania, obsessive compulsive disorder, depression, schizophrenia, amnesia, multiple personality;

4. assist the client in dealing with the causes of abnormal disturbances naturally;

5. distinguish between normal and abnormal behaviour patterns;

6. demonstrate understanding of aetiology, symptoms, and diagnosis;

7. explore and understand clinical counselling in psychopathology as to re-shape or re-direct self-defeating thoughts and actions;

8. utilise DSM5TR in clinical settings; and

9. discuss seven approaches to the study of abnormal psychology: biological,

psychodynamic, behavioural, cognitive, humanistic, socio-cultural and diathesis-stress.

**Course Contents**

Concept of Abnormality, Abnormal Psychology and Diagnostic Counselling. Classification of abnormal disorders. Personality disorders. Anxiety and mood disorders. Dissociative and eating disorders. Categories and types of disorders: Anxiety disorders. Phobic disorders. Manic disorders. Obsessive-compulsive disorders. Depression. Schizophrenic disorders. Amnesia. Multiple personality disorder. Natural method of treatment of abnormal disorder. Assessment and treatment requirement of abnormal behaviours. Modalities of the various disorders, as outlined by DSM5TR. Clinical counselling in psychopathology to reshape/redirect self-defeating thoughts. Seven approaches to the study of abnormal psychology: biological, psychodynamic, behavioural, cognitive, humanistic, socio-cultural and diathesis-stress.

**Minimum Academic Standard**

Clinical psychology and clinical pictures of human development disorders such as those associated with childhood and adolescence.

**RSU-GCE 431 Theories of Personality and Social Development (2 Units C: LH 30)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with knowledge of theories that will be applied in counseling sessions and also produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Theories of personality seek to explain how personality forms how it changes, and the impact it has on behavior. Personality psychology is the focus of some of the best known psychology is the focus of some of the best known psychology theories by a number of famous thinkers including Sigmund Freud and Erik Erikson. These theories attempt to tackle a specific area of personality while others attempt to explain personality much more broadly.

Biological theories of personality, suggest that genetics are responsible for personality. Behavioural theories of personality suggest that personality is a result of social interaction between individuals and the environment. Behavioral theorists study observable and measurable behaviours rejecting theories that take internal thoughts, moods, and feelings play a part as these cannot be measured. Psychodynamic theories of personality by Sigmund Freud emphasize on the influence of unconscious mind and childhood experiences on personality. Freud believed the three components of personality were the id, ego and superego. The humanist theories emphasize the importance of free will and individual experience in the development of personality. Trait theories of personality believed that personality is made up of number of broad traits. A trait is essentially the psychological “blueprint” that informs behavioural patterns.

**Objectives:**

The Objectives of the course are to:

1. explain the concept of personality theory and social development;
2. discuss the importance of theories of personality and social development;
3. examine determinants of personality;
4. explain different theories of personality (Psychoanalytic, Humanistic; Behaviourist; Trait perspective; Cognitive;
5. highlight the relevance of theories of personality to social development;
6. develop interest in theories of personality and social development; and
7. apply relevant theories in curbing some psychological problems during counselling interview relationship.

**Learning Outcomes:**

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

1. explain the concept of personality theory and social development;

1. discuss the importance of theories of personality and social development;
2. examine determinants of personality;
3. explain different theories of personality (Psychoanalytic, Humanistic; Behaviourist; Trait perspective; Cognitive;
4. highlight the relevance of theories of personality to social development;
5. develop interest in theories of personality and social development; and
6. apply relevant theories in curbing some psychological problems during counselling interview relationship.

**Course Contents**

Concept of personality theory and social development; Importance of theories of personality and social development; Determinants of personality; Theories of personality (Psychoanalytic theory; Humanistic; Behaviourist; Trait perspective; Cognitive; Existentialism; Relevance of theories of personality to social development; Development of interest in theories of personality and social development; Application of relevant theories in curbing some psychological problems during counselling interview relationship;

**Minimum Academic Standard**

Practicum experiences. An examination of the applicability of these theories in the field of Guidance and Counselling.

**Level 400: Second Semester**

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

**Learning Outcomes**

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

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

**Course Contents**

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

**GCE 404: Group Dynamics. (2 Units C: LH 30)**

**Learning Outcomes**

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

1. examine the structure and functioning of groups and their influences on the behaviour of individual members;
2. discuss how to apply the principles of group dynamics to group counselling practice; and
3. explain the usefulness of studying social behaviour from both interpersonal and intergroup perspectives.

**Course Contents**

A study of the structure, types and functioning of groups. Influences of groups on the behaviour of individual members. An application of the principles of group dynamics to group counselling practice. Group guidance and group counselling. Features and misconceptions of group guidance. Goals of group counselling. Group counselling techniques. Merits and demerits of group counselling. Group procedures for initiating counselling sessions. The usefulness of studying social behaviour from both interpersonal and intergroup perspectives. Evaluation of group procedures.

**GCE 402: Behaviour Modification. (2 Units C: LH 30)**

**Learning Outcomes**

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

1. define behaviour modification and state its basic principles and assumptions;
2. explain the use of clinical and experimental methods of studying and changing behaviour;
3. examine the application of the scientific approach of methodological behaviourism to behaviour change; and
4. differentiate between operant and classical conditioning approaches as well as other (indigenous) approaches and apply them in behaviour modification sessions.

**Course Contents**

Background to behaviour modification. History of behaviour modification. Foundations of behaviour modification. Basic principles, assumptions and applications of the use of clinical and experimental methods of studying and changing behaviour. Classical conditioning model. Operant conditioning model. The social learning model. An application of the scientific approach to behaviour modification. Modern approaches to behaviour modification. The application of behaviour modification. Nature, characteristics and types of reinforcement. Behaviour change programmes.

**RSU-GCE 408: Psychology of Stress Management of Deviant Behaviour and Addictive Behaviour in counselling (2 Units C: LH 30)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with information about stress and stress management. To produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Stress management means to reduce the negative impacts caused by stress and to improve a person’s physical and mental well-being. Stress management could refer to the range of techniques, strategies and therapies designed to help people control their stress. Students are exposed to various levels of stress due to academic activities. The need to develop awareness of how to effectively cope with stress. Stressors have a major influence upon mood, our sense of well-being, behaviour and health.

**Objectives:**

The Objectives of the course are to:

1. examine the meaning and concept of stress;

2 analyse the basic principles of stress management strategies;

3. recognize stress triggers and how to manage clients’ situations;

4. develop proactive responses to understanding stressful situations;

5. identify stress-coping skills to assist clients;

6. assist clients in learning how to manage stress through lifestyle adjustments using

behaviour modification, Rational Emotive Behaviour Technique (REBT) and stress

management technique;

7. assist stressed workers to improve on their work skills and performance to avoid high employee turnover; and

8. ascertain how to encourage clients to achieve overall better physical, psychological and emotional outlook.

**Learning Outcomes**

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

1. examine the meaning and concept of stress;

2 analyse the basic principles of stress management strategies;

3. recognize stress triggers and how to manage clients’ situations;

4. develop proactive responses to understanding stressful situations;

5. identify stress-coping skills to assist clients;

6. assist clients in learning how to manage stress through lifestyle adjustments using

behaviour modification, Rational Emotive Behaviour Technique (REBT) and stress

management technique;

7. assist stressed workers to improve on their work skills and performance to avoid high employee turnover; and

8. ascertain how to encourage clients to achieve overall better physical, psychological and emotional outlook.

**Course Contents**

Meaning and concept of stress; Basic principles of stress management strategies; Stress triggers and how to manage clients’ situations; Proactive responses to understanding stressful situations; Signs and symptoms of stress; Stress coping skills to assist client; Management of stress through lifestyle adjustments; Use of behaviour modification; Reduction of the number of stressors; Alternation of clients’ irrational belief system using (REBT); Control of stress through behaviour modification techniques in learning theories; Stress management training modules in reduction of daily stress triggers.

**Minimum Academic Standard**

Students are exposed to various levels of stress due to academic activities. manage stress through lifestyle adjustments using behaviour modification, Rational Emotive Behaviour Technique (REBT) and stress management technique

**RSU-GCE 404: Vocational Development and Career Information (2 Units C: LH 30)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates make good decisions in career and their vocational choices. To produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Vocational Guidance means the assistance given to an individual in solving problems related to vocational planning and to occupational choice and profess with due regard for the individuals characteristics and their relation to occupational opportunities. This guidance is beneficial for the individual as well as to the society. It will help an individual by providing assistance in solving problems relating to choice of career, occupational change and adjustments. Vocational Guidance is an aspect of guidance, having focus on the problems relating to vocational life. Guidance service are, therefore, a constellation of service concerned with educational, vocational, personal, social or health aspect.

**Objectives:**

The Objectives of the course are to:

1. explain the meaning of vocational development and career information;
2. discuss the theories of career development;
3. describe learning experiences in terms of instrumental learning, associative learning experiences;
4. analyse career guidance in Primary school, Junior Secondary School, and Senior Secondary School;
5. explain career guidance and counselling in Higher Education;
6. examine occupational classification and career information;
7. discuss the decision-making process in career development; and
8. describe occupational development in Nigeria and abroad.

**Learning Outcomes**

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

1. explain the meaning of vocational development and career information;

1. discuss the theories of career development;
2. describe learning experiences in terms of instrumental learning, associative learning experiences;
3. analyse career guidance in Primary school, Junior Secondary School, and Senior Secondary School;
4. explain career guidance and counselling in Higher Education;
5. examine occupational classification and career information;
6. discuss the decision-making process in career development; and
7. describe occupational development in Nigeria and abroad.

**Course Contents**

Theories of career development, such as trait and factor, decision theories, social learning theory (Krumbottz, Mitchell & Gelatt), Learning experiences – Instrumental learning, Associative learning experiences, Ginzberg and Associates, Ann Roe, Holland’s theory, David Tiedeman and Donald Super; Career Guidance in Primary School; Career Guidance in the Junior Secondary School; Career Guidance in the Senior Secondary School; Career Guidance and Counselling in Higher Education; Occupational classification; the decision-making process in career development; Occupational information; Occupational information in micro and macro-economic sectors; The decision-making process in career development; Occupational information in Nigeria and abroad.

**Minimum Academic Standard**

Vocational and educational institutions in the state e.g Secondary Schools, commercial and technical colleges, industrial and commercial sites.

**RSU-GCE 206: Method of Psychotherapy and Physiological Psychology (3 Units C: LH 45)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with the right frame of mind and a good sense of direction and good judgement; initiate programmes that will help in curbing deviant behaviours and social vices relating to mental-health issues. To produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

Psychology which is also known as counselling talk-therapy, is a method of dealing with variety of mental-health issues through sessions with a mental health professional. In general, these psychotherapy sessions are used to help individuals or groups learn how to better take control of their own lives with the application of healthy coping skills

**Objectives:**

The Objectives of the course are to:

1. explain the meaning of psychotherapy and physiological psychology;
2. describe types of psychotherapy;
3. discuss the concept of the brain cells and nerve pathways;
4. examine theories of psychophysiology and physiological psychology;
5. mention the techniques in physiological psychology and neurobiological basis of learning, memory and abnormal issues;
6. describe the concept of neural anatomy, and analyse sensory and motor systems;
7. explain learning and memory;
8. discuss cognition, emotion and sleep;
9. explain psychological disorders and the relationship of the mind with psychological disorders;
10. Explain Addiction, Autism and Schizophrenia;
11. Examine physiological psychology and treatment modalities, such as talk therapy; and
12. Discuss basic understanding and habits for good health, emotional control techniques and development of positive self-control.

**Learning Outcomes**

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

1. explain the meaning of psychotherapy and physiological psychology;

1. describe types of psychotherapy;
2. discuss the concept of the brain cells and nerve pathways;
3. examine theories of psychophysiology and physiological psychology;
4. mention the techniques in physiological psychology and neurobiological basis of learning, memory and abnormal issues;
5. describe the concept of neural anatomy, and analyse sensory and motor systems;
6. explain learning and memory;
7. discuss cognition, emotion and sleep;
8. explain psychological disorders and the relationship of the mind with psychological disorders;
9. Explain Addiction, Autism and Schizophrenia;
10. Examine physiological psychology and treatment modalities, such as talk therapy; and
11. Discuss basic understanding and habits for good health, emotional control techniques and development of positive self-control.

**Course Contents**

Concept of Psychotherapy and Physiological Psychology. Types of psychotherapy. Concept of the brain cells and nerve pathways. Theories of psychophysiology and physiological psychology. Techniques in physiological psychology and neurobiological basis of learning, memory and abnormal issues. Neural anatomy. Sensory and motor systems. Learning and memory. Cognition, emotion and sleep. Psychological disorders. The relationship of the mind with psychological disorders: Addiction. Autism. Schizophrenia. Physiological psychology and treatment modalities Basic understanding and habits for good health. Good social interaction skills. Emotional control techniques. Development of positive self-control. Use of talking therapy in solving problems. Method of helping clients deal with their self-defeating problems.

**Minimum Academic Standard**

Guidance and Counselling sessions to create an environment that allows students/clients to actively pursue the mental and emotional healing they need.

**RSU-GCE 404: Multicultural Counselling in a Multicultural Society (2 Units C: LH 30)**

**Senate Approved Relevance**

The philosophy of the programs of Educational Psychology, Guidance and Counselling is to produce graduates with good relationship with others and fully knowing differences among individuals and also to produce graduates with enough skills to help them gain insight into the real world and will channel their abilities, wisdom, knowledge and understanding towards contributing positively to the development of the entire human race. This is in line with the university vision to produce graduates who can contribute to the transformation of society through knowledge, innovation and creativity.

**Overview**

The counsellor lives in a diverse society. Multicultural counselling is a type of counseling where the therapist addresses the struggles of a client whose race, gender, socio-economic background. Integrating multicultural perspectives in guidance and counselling is very crucial. Multicultural counselling seeks to understand how cultural and identity issue impact an individual’s mental health and how those factors might influence a client’s relationship in the counseling process. Multicultural counseling is a term used to describe a specific type of counselling practice that acknowledges how various aspects of client’s cultural identity influence their bahaviour and mental health. It is about appreciating that individuals are not all the same and that their personal background, their ethnicity, race and their cultural context is an important component of who they are.

**Objectives:**

The Objectives of the course are to:

1. understand the definition and history of multicultural counselling;
2. identify the theoretical frameworks for multicultural counselling;
3. determine the cultural identity development and its impact on counselling;
4. understand the privilege, power, and oppression;
5. analyse ways of recognizing and addressing personal biases and stereotypes;
6. demonstrate the ability to cultivate cultural humility in counselling;
7. examine communication styles and cultural differences;
8. discuss ways of developing cultural competence in counselling; Strategies for building trust and rapport in intercultural counselling relationships;
9. explain ways of addressing power differentials in counselling relationships;
10. analyse the impact of systemic oppression on clients; Advocacy and social justice in counselling;
11. develop skills for working with clients from different ethnic, racial, and cultural backgrounds; and
12. demonstrate the ability to work with LGBTQ+ clients; and clients with disabilities.

**Learning Outcomes**

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

1. understand the definition and history of multicultural counselling;
2. identify the theoretical frameworks for multicultural counselling;
3. determine the cultural identity development and its impact on counselling;
4. understand the privilege, power, and oppression;
5. analyse ways of recognizing and addressing personal biases and stereotypes;
6. demonstrate the ability to cultivate cultural humility in counselling;
7. examine communication styles and cultural differences;
8. discuss ways of developing cultural competence in counselling; Strategies for building trust and rapport in intercultural counselling relationships;
9. explain ways of addressing power differentials in counselling relationships;
10. analyse the impact of systemic oppression on clients; Advocacy and social justice in counselling;
11. develop skills for working with clients from different ethnic, racial, and cultural backgrounds; and
12. demonstrate the ability to work with LGBTQ+ clients; and clients with disabilities.

**Course Contents**

Definition and history of multicultural counselling; Theoretical frameworks for multicultural counselling; Cultural identity development and its impact on counselling; Understanding privilege, power, and oppression; Recognizing and addressing personal biases and stereotypes;

Cultivating cultural humility in counselling; Communication styles and cultural differences; Developing cultural competence in counselling; Strategies for building trust and rapport in intercultural counselling relationships; Addressing power differentials in counselling relationships; Understanding the impact of systemic oppression on clients; Advocacy and social justice in counselling; Working with clients from different ethnic, racial, and cultural backgrounds; Working with LGBTQ+ clients; Working with clients with disabilities.

**Minimum Academic Standard**

Mixed students having different cultural practices.

**Staffing**

The personnel requirements for the programme should reflect students’ population and the variety of activities to be performed in the classrooms, studios, laboratories and workshops. The ratios should conform to the NUC minimum guidelines on staff/student ratio of 1:15.

**Academic Staff**

The point of entry for each of the recognized academic positions should reflect appropriate academic qualifications, and experience in both teaching and professional practice. Details of the requirements for the various positions are indicated below:

**1. Academic Support Personnel**

Teaching Assistant/Demonstrators are recommended to assist lecturers in the conduct of tutorials, practicals and fieldwork.

**2. Administrative Support Personnel**

The services of the administrative support staff are indispensable in the proper administration of the departments. These will normally include confidential secretaries, clerical officers, typists, messengers and cleaners. It is important to recruit very competent senior personnel who are technology savvy.

**3. Technical Support Personnel**

The technical support personnel shall consist of technical officers and technologists. It is important to recruit very competent senior technical staff to maintain teaching and research equipment.

**Library**

A Departmental and or Faculty Library with local, national and international journals, current books.

Apart from the Faculty and Main University Library, a Department of Guidance and Counselling should be provided with fully equipped library and GIS Laboratory with computers and Internet connectivity and current reference books, periodicals, journals and audio-visual materials. The Department should ensure that updated literatures (soft and hard copies) in all fields of Guidance and Counselling and related disciplines are in the libraries (University and Faculty or Departmental Libraries).

**Classroom, Laboratories, Clinics, Workshops and Office Space**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Space** | **Use** | **Minimum (m2)** |
| 1 | Professors Office | Academic | 24 |
| 2 | Head of Department | Administration | 24 |
| 3 | Senior Lecturer | Academic | 20 |
| 4 | Lecturer | Academic | 16 |
| 5 | Assistant Lecturer | Academic | 12 |
| 6 | Senior Technical Staff | Technical | 12 |
| 7 | Senior Administrative Staff | Administration | 12 |
| 8 | Junior Technical Staff | Technical | 10 |
| 9 | Junior Administrative Staff | Administration | 10 |
| 10 | Lecture Space | Students | 75 |
| 11 | Seminar Space | Students | 30 |
| 12 | Laboratory Space | Students | 30 |
| 13 | Library | Students | 35 |
| 14 | Social Space | Students | 40 |
| 15 | Storage Space | Students | 30 |

**List of Reviewers (Guidance and Counselling, RSU)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **NAME OF ACADEMIC STAFF** | **STATUS** | **AREA OF SPECIALIZATION** | **QUALIFICATION** | **RANK** |
| 1 | Prof C. W. Agi  (HOD) | Fulltime | Guidance and Counselling | B.Ed. (Ibadan), M.Ed. (UNIPORT), Ph.D. (UNICAL). | Professor |
| 2 | Prof. M.D. Eremie | Fulltime | Counselling Psychology | B.Sc. (Wisconsin); MA & ED.D. (Texas) | Professor |
| 3 | Prof D. I. Dimkpa | Fulltime | Guidance and Counselling | NCE (ABU), B.Ed. (UNIPORT), M.Ed. & Ph.D. (Ilorin) | Professor |
| 4 | Dr M. G. Kennedy | Fulltime | Guidance and Counselling | N.C.E. (Ibadan), B.Ed. (Ibadan), M.Ed. (RSU), Ph.D. (UNIPORT) | Senior Lecturer |
| 5 | Dr. Mercy Chukwu | Fulltime | Educational Psychology | B.Sc. (Ed.), M.Ed. (UNIPORT), Ph.D. (IAUE) | Senior Lecturer |
| 6 | Dr C. A. Otakpo | Fulltime | Guidance and Counselling | B.Ed. (IAUE), M.Ed. & Ph.D. (RSU) | Lecturer I |
| 7 | Dr. P.E. Agbor | Fulltime | Guidance and  Counselling | HND, PGDE (UNICAL), M.Ed, PhD (UNICAL) | Lecturer I |
| 8 | Dr. I. John-Nelson | Fulltime | Guidance and Counselling | B.Sc. (UYO), PGDE (UNIPORT), M.Ed.& | Lecturer I |
| 9 | Dr R. N. Ukoima | Fulltime | Guidance and Counselling | B.Ed. (Ibadan), M.Ed. & Ph.D. (RSU) | Lecturer II |
| 10 | Dr. P. M. Ogonda | Fulltime | Educational Psychology | B.Sc. (RSU), M.Ed. (IAUOE), PhD | Lecturer II |
| 11 | Dr. N. A. Egwurugwu | Fulltime | Educational Psychology | B.Ed.& M.Ed. PhD (IAUE) | Lecturer II |
| 12 | Dr I. Johnwill- Macdonald | Fulltime | Educational Psychology | B.Sc. (Ed.), M.Ed. & Ph.D. (UNIPORT) | Lecturer II |
| 13 | Dr S. N. Ahaikwo | Fulltime | Educational Psychology | B.Sc. (Ed.), M.Ed. (UNIPORT), Ph.D. (IAUE) | Lecturer II |
| 14 | Dr. M. Onisoya | Fulltime | Guidance and Counselling | ND & HND (RIVPOLY), PGDE (UNIPORT), M.Ed. & Ph.D. (IAUE) | Lecturer II |
| 15 | Dr T. T. Adubo | Fulltime | Educational Psychology | B.Sc. Marketing Education; M.Ed. & Ph.D. (IAUE) | Lecturer II |
| 16 | Dr. C. A. Dimkpa | Fulltime | Guidance and Counselling | B.Sc. (ASU). M.Ed. PhD (UNIPORT) | Lecturer II |
| 17 | Dr. E. Wokoma | Fulltime | Guidance and Counselling | B.Sc/Ed. (RSU), M.Ed. (RSU), Ph.D. (RSU) | Lecturer II |
| 18 | Dr. C. Umukoro | Fulltime | Educational Psychology | B.Sc. M.Ed., PhD (UNIPORT) | Lecturer II |
| 19 | Dr. E. Ben-Eke | Fulltime | Educational  Psychology | B.Ed. (IACE), PGDE (Ibadan), M.Ed., PhD (IAUE) | Lecturer II |
| 20 | Miss. F. C. Wobeh | Fulltime | Guidance and Counselling | B.Ed. (IAUE); M.Ed. (RSU) | Assistant Lecturer |
| 21 | Miss. C. O. Wike | Fulltime | Guidance and Counselling | B.Sc. (Ed.), M.Ed (UNIPORT) | Assistant Lecturer |
| 22 | Mrs. V. V. Sota | Fulltime | Guidance and Counselling | B.A. (Hons.), PGD (UNIPORT), LLB (NOUN), M.Ed. (RSU) | Assistant Lecturer |
| 23 | Mrs. J. Echeonwu | Fulltime | Educational Psychology | B.Ed. (Ibadan), M.Ed. (UNIPORT) | Assistant Lecturer |
| 24 | Mr. H. O. Clement | Fulltime | Educational Psychology | N.C.E. (Kaduna), B.Ed.& M.Ed. (IAUE) | Assistant Lecturer |
| 25 | Miss. E. L. Onu | Fulltime | Guidance and Counselling | B.Sc. (Ed.), PGDE & M.Ed. (RSU) | Assistant Lecturer |