



VERITAS UNIVERSITY, ABUJA
(The Catholic University of Nigeria)

STUDENT HANDBOOK

DEPARTMENT OF EDUCATIONAL FOUNDATIONS
COLLEGE OF EDUCATION

UNDERGRADUATE PROGRAMMES

2019-----2024

FOREWORD

The Department of Educational foundations is one of the three Departments of the College of Education, Veritas University Abuja. The overall objective of the Department is to produce high quality, greatly motivated teachers, Educational Managers, Counselors and Librarians, for Schools and other Educational Institutions in Nigeria and other parts of the world. The Department also conducts research on the impact of Education on the social, economic, political and cultural development of Nigeria. Currently, the Department runs three academic programmes, namely: B.Ed Educational Management, B.Ed Guidance and Counselling and Bachelor of Library and Information Science (B.L.I.S).

The Department is pleased to present the second issue of the Students' Information Handbook, which contains general and specific information and regulations to guide our current and intending students as well as the general public regarding the following:

- Admission Requirements in the Department
- Registration Requirements
- General Studies, Compulsory, Specialization and Elective Courses
- Lecture Attendance Procedures
- Student Assessment Procedures
- Course Content and Description and
- Examinations

It is hoped that students will take time to carefully study this important document in order to be adequately informed and appropriately prepared to make a success of their stay in Veritas University.

Thank you.

Dr Mrs. Stella Nkechi Emechebe

Head of Department

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1. GENERAL INFORMATION

1.1 About the University: Veritas University, Abuja (VUNA) is the Catholic University of Nigeria. VUNA was established by the Catholic Bishops' Conference of Nigeria (CBCN) and was granted provisional license by the National Universities Commission (NUC) in 2007. The University commenced academic activities in 2008/2009 academic session at its take-off site in Obehie, Abia State. The University was established to provide qualitative tertiary education in Nigeria. The establishment of Veritas University Abuja is seen as a gift to the entire Catholic community in Nigeria, the Nigerian nation and the world at large. Going by track records of academic excellence, the University was formally granted permanent license of operation by the National Universities Commission in 2015.

1.1.1 Vision:

To be an academic community founded on Catholic principles and committed to a culture of excellence that will make the University rank among the best in the world.

1.1.2 Mission:

To provide students with an integral and holistic formation that combines academic and professional training with physical, moral, spiritual, social and cultural formation in line with the Social Teachings of the Catholic Church.

1.2 About the College of Education:

The College of Education came to be as scheduled in the second phase of the development of Veritas University Abuja according to the academic brief proposed for the first five years. The establishment of the College of Education was approved by the Veritas University Senate following a resolution passed at its 32nd Regular Meeting held on January 31, 2013. While the processes of the take-off were still being pursued, on 20th September, 2014, some of the Rev. Sisters at the orientation organized by the African Sisters' Education Collaborative (ASEC) indicated their intention to pursue programmes in education. This encouraged the Vice Chancellor to announce the immediate take-off of the College of Education to the senate of 25th September, 2014. In October 2014, the College admitted and started lectures with the first group of religious sisters under the African Sisters' Education Collaborative (ASEC). The National Universities' Commission (NUC) carried out Resource Verification of some proposed programmes and approved the establishment of the College among others in the university. However, in 2017, some programmes in the college namely: Educational Management in department of Educational Foundations and English Education in Social Science Education got full accreditation. Other programmes in the college, such as, Economic Education, Physics and Chemistry Education got Full accreditation in 2018.

1.2.1 Philosophy:

The Philosophy of the College of Education is derived from the National philosophy of Education in Nigeria based on the following general aspirations of Nigeria as contained in **section 1 Paragraph 3 of the National policy on Education (2004)**

- (a) A free and democratic society
- (b) A just and egalitarian society
- (c) A united, strong and self-reliant nation
- (d) A great and dynamic economy
- (e) A land of bright and full opportunities for all citizens

The Philosophy of the College is therefore, to enhance the preparation, training and development of teachers with the following profiles:

- i. Respect for the worth and dignity of the individual.
- ii. Faith in man's ability to make rational decisions.
- iii. Moral and spiritual values in inter-personal and human relations.
- iv. Respect for the dignity of labour and promotion of the emotional, physical and psychological health of all people.
- v. Shared responsibility for the common good of society.
- vi. The inculcation of national consciousness and national unity.
- vii. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian Society.
- viii. The training of the mind in the understanding of the world around and the acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of his society.

2.0 THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS

2.1 History of the Department

The Department of Educational Foundations was established in the 2014/2015 Academic Session along side Arts and Social Science Education and Science Education. The Department started with Two Degree Programmes: B. Ed Educational Management and B. Ed Guidance and Counselling and later Bachelor of Library and Information Science. The rationale for the establishment of the Department is to train Teachers, Educational Managers, Counsellors and Librarians that will provide effective and efficient management of schools and other Educational Institutions. In addition, it aims at preparing students to be able to undertake the functions of teachers, managers counsellors and Librarians, in order to give academic and personal guidance to students and others in need of such, within the educational system. In 2017, Educational Management programme of the Department was granted full Accreditation by NUC. The programme graduated the first set of under graduates in 2017/2018 session.

The establishment of post graduate programme of the Department was approved by the University Senate through a resolution passed on 78th meeting of Senate held on Thursday February 1, 2018, to run a Masters Degree in Educational Management programme. It is hoped that the Masters Degree programme in Educational Management would take off in 2019/2020 session.

2.1.1 Philosophy

The philosophy of the Department is to pursue the fundamental principles of training conscientious teachers, Educational Managers, Counsellors and Librarians, for the Educational Sector of Nigeria. In addition, the Department strives to enhance:

- (a) The development of the intellectual capacities of individuals to understand and appreciate their environments.
- (b) The acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.
- (c) The acquisition of an objective view of the local and external environments while playing the traditional roles of the universities, namely:
 - (i) Teaching
 - (ii) Research
 - (iii) Dissemination of existing and new information
 - (iv) Pursuance of service to the community
 - (v) Being a storehouse of knowledge.

2.1.2 Objectives of The Department of Educational Foundations

The Department of Educational Foundations works towards achieving the following Objectives:

- 1) To produce prospective teachers, educational managers, counselors and Librarians, with proper leadership qualities based on Catholic orientation.

- 2) To produce teachers with the knowledge, skills and attitudes which will enable them to contribute to the growth and development of their communities in particular and the nation in general
- 3) To produce teachers who have sound mastery of their subject areas and the ability to impart such knowledge to their students
- 4) To equip teachers with a mastery of problem solving skills and to enhance the skills of teachers in the use of new technologies.
- 5) To produce highly committed, motivated, conscientious and efficient classroom teachers for our educational system.
- 6) To produce teachers, managers, counselors and librarians with strong moral values, self-reliance and entrepreneurial capabilities for the social and economic benefit of the students and the Nigerian society.
- 7) To help teachers to fit into the social life of the community and society at large and enhance their commitment to national objectives
- 8) To provide teachers, managers, counselors and Librarians with the intellectual and professional background, adequate for their alignment and to make them adaptable to any changing situation, not only in the life of their country but in the wide world.
- 9) To encourage the spirit of enquiry and creativity in teachers, educational managers, counselors and librarians.

2.2 Admission Requirements

2.2.1 Modes of Admission

Candidates may be admitted into the undergraduate degree programmes of the Department in any of the following three ways:

- i. Through the Unified Tertiary Matriculation Examination (UTME)
- ii. By Direct Entry
- iii. Through Inter-University Transfer

- i. Unified Tertiary Matriculation Examination (UTME) Entry Mode

Candidates seeking admission through the Unified Tertiary Matriculation Examination (UTME) into 100-level of the four-year programme leading to the award of Bachelor of Education (B.Ed), should possess a minimum of:

- (a) Five credit passes in the relevant subjects including English Language and Mathematics in the Senior Secondary Certificate Examinations (NECO/WAEC/GCE).
- (b) Grade II Teachers Certificate with credit or merit passes in at least five subjects, including English Language and Mathematics
- (c) National Teaching Certificate (NTC), with credit passes in five subjects relevant to their chosen course and obtained at not more than two sittings.

In addition, the University further screens all candidates for admission into its degree programmes.

ii. Direct Entry Mode

Candidates seeking Direct Entry admission to the 200-level degree programme should possess, in addition to the minimum of five credit passes in SSCE at the GCE/WAEC/NECO-conducted examinations, any of the following:

- Advanced Level GCE in two relevant subjects.
- Interim Joint Matriculation Board (IJMB) Examination in relevant subjects
- Nigeria Certificate in Education (NCE) in relevant subjects in addition to Education
- National Diploma (ND) Upper Credit in subjects applied for or related field
- Higher National Diploma (HND) Lower Credit in related field
- First degree in a related area from a recognized University

Results at 'O' level and 'A' level must be attained at not more than two sittings.

Candidates with two equivalent subjects at the Nigeria Certificate of Education (NCE) or a National Diploma (ND) certificate from an approved university, college of technology, or polytechnic with the minimum grade of Merit may be accepted if they have satisfied all other University Matriculation Requirements.

All direct entry students must do all 200 level courses of their programme. They must also take 100 level courses of the programme which they did not offer in their previous programme.

iii. Inter-University Transfer

The minimum requirement for transfer into the department is CGPA of 1.5 from previous institutions. Candidates wishing to transfer from another university into the Department must obtain and fill the Inter-University Transfer form from the University's Admissions Office. An application for admission to the University through inter-university transfer will be considered only if the Department is satisfied that the candidate has met the minimum academic requirements for admission to the programmes applied for. All inter-university transfer candidates will normally be admitted into 200 level irrespective of their attainment in their former institution. Such students must take all 200 level courses of their programme.

2.2.2 Exemption/Waiver of courses

Direct entry and inter-university transfer students may be exempted from taking GES 100 level courses on presentation of evidence and/or transcript to show that they have taken and passed the said courses.

3.0 Course Credit System

The University operates a “course credit system”. This is a quantitative system of organizing the curriculum in which subject areas are broken down into examinable units. Courses are assigned weights called credits. E.g.-Two Credit Units means two hours of lecture a week per semester. Students earn credits accordingly for satisfactorily passing of courses at the end of the semester. Students’ scores are assigned grades and grade points.

3.1 Techniques of Student Assessment

Grade Points (GP), Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)

To arrive at the final grade, the evaluation must be a continuous process consisting of some or all of the following where applicable:

- (i) Intra-semester examination or exercises
- (ii) Assignments and/or presentations
- (iii) Seminar papers
- (iv) Role plays
- (v) End of semester examination

A letter grade and numerical point are awarded to each student based on his/her total scores on all the evaluation criteria. The final marks scored by a student and the corresponding letter grades and the numerical points are clearly indicated. The following are possible final marks and their corresponding letter grades and grade points:

Table 1 Marks scored, Corresponding Grades and Numerical Points

Marks%	Letter Grade	Grade Point (GP)
70 -100	A	5
60 – 69	B	4
50 – 59	C	3
45 – 49	D	2
0 - 44	F	0

The grade point (**GP**) is derived from the actual percentage raw score for a given course. The raw score is converted into a letter grade and grade point. For example, a score of 60 attracts the letter B whose grade point is 4.

The grade point average (**GPA**) is the indices for reporting students’ performance in course evaluation. It is achieved by calculating the weighted grades earned in the courses taken during the semester. The grade point obtained in each course is multiplied by the number of credit units assigned to that course and then summing up these and dividing them by the total number of credit units registered for the semester.

GPA== Sum of credit units for a course corresponding GP gained

Sum of credit units registered

From the second semester of study in the University, the Cumulative Grade Point Average (**CGPA**) is the form taken by students' performance report. The **CGPA** is the up-to-date Mean of grade points earned by a student from semester to semester.

$$\text{CGPA} = \frac{\text{Sum of GP gained at all levels}}{\text{Sum of Credit Registered at all levels}} = \frac{\text{CTGP}}{\text{CTCR (Cumulative Total Credit Registered)}}$$

3.2 Degree Classifications

Classes of degree are to be awarded depending on the CGPA obtained. The classes of degrees awarded are:

Table 2: Classes of Degree

CGPA	CLASS OF DEGREE
4.50 – 5.00	First Class
3.50 – 4.49	Second Class (Upper Division)
2.40 – 3.49	Second Class (Lower Division)
1.50 – 2.39	Third Class
Less than 1.5	Fail

3.3 Probation and Withdrawal

Following the guidelines on grading and degree classification based on a 5 point scale, the CGPA shall be used as a guide for advising probation and/or withdrawal of students.

3.3.1 Probation:

A student whose CGPA is below 1.5 at the end of a particular session shall earn **probation** for one academic session.

3.3.2 Withdrawal:

A student whose CGPA is below 1.5 at the end of probation shall be required to **withdraw from the university**.

3.3.3 Early attrition:

Where a student has demonstrated poor performance with CGPA of less than 1.5 in the first and second semesters of 100 level, the student should be advised to **withdraw** from the programme. The student may then be considered for a change of programme within the university.

3.4 COURSE REGISTRATION

3.4.1 Procedures for Students' Registration

At the beginning of every semester, all students are required to follow procedures by the Examination and Records Unit of the Registry and register on-line and manually for all their courses for that semester. A student is not fully registered for an academic session unless and until these online and manual procedures have been completed within a prescribed period.

Any student who fails to register within four weeks of the beginning of the session shall not be allowed to register for that session any more. For the candidate admitted to 100 level of study, or through Direct Entry into 200 level who fails to register by the period stipulated in the admission letter, will be deemed to have declined his/her admission. Any student who is absent for the two semesters of a session, shall be deemed to have voluntarily withdrawn from the university and shall forfeit the benefit of taking any examinations in any semester of that session. In addition, such a student shall be re-admitted in a subsequent session only with the approval of senate.

3.4.2 Students on probation:

A student is asked to register and repeat failed courses at the next available opportunity before registering for current courses provided the total number of credit units does not exceed 24 for the semester. The credit units attempted and the Grade Points earned at **ALL** attempts shall count towards the CGPA.

3.4.3 Excess Credit Units

Final year students can apply to senate through their Head of Department and Dean to carry an excess of 6 credit unit if that will facilitate their graduation within a given academic session by completing the 'Excess credit unit' form.

3.4.4 Level/Personal Academic Advisers

Every level of study is assigned an academic adviser in the Department. Advisers are expected to be conversant with each student in the level and be able to advise them on course registration as well as mentor their progress through the years. Students should therefore feel free to approach their level advisers when necessary.

3.4.5 Attendance to classes

While students are free to choose their programme of study, they are bound to attain 75% attendance to course lessons for their programmes. Therefore, if for any reason a student has to be absent from class, he/she is advised to obtain permission and a signed exit form by the Head of Department who shall in turn inform the course lecturers.

4.0 Examinations

Regulations governing the conduct of Continuous Assessment and Semester Examinations are reviewed from time to time as necessary.

4.1 Examination Board

The Department has a Departmental Board which consists of all course lecturers and chief technologists in the Department. The Board deliberates and makes recommendations to the College Board on all matters relating to academic programmes of the Department. There is also a Departmental Board of Examiners consisting of all course lecturers of the Department. Departmental Board of Examiners deliberates and makes recommendations to the College Board on all matters relating to examinations. The Head of Department chairs the two Boards.

4.2 Regulations Guiding the Conduct of Examinations

4.2.1 Requirements for taking examinations

In order to be admitted to the university examination, the student MUST:

- Have duly registered for the course
- Follow the approved course of study for a prescribed period
- Have paid all prescribed fees by senate as and when required
- Satisfy 75% attendance at lectures
- Comply with any additional requirements approved by senate from time to time.

4.2.2 Continuous Assessment Regulation

Continuous Assessment (CA) is conducted regularly. It carries a weight of 40% of the semester's examination.

4.3 Organization of Examination

- The Department of Educational Foundations is responsible for the organization and conducting examination for all courses taught in the Department.
- The Department's Examination Officer is responsible for preparing timetable, arranging for and ensuring invigilation, and other requirements necessary for conducting all examinations in the department. The responsibility for supervision of examinations shall rest with the Head of Department as the chief examiner for the Department.
- Scheduling of Examination procedure is done in conjunction with the office of Director of Academic Planning and Quality Assurance.

Course examinations shall be scheduled at the end of the semester in which the teaching of the course is completed and on dates approved by senate. If the university, for unavoidable reasons, is obliged to postpone an examination, the Registrar, in consultation with Deans of affected Colleges and the Director of Academic Planning shall re-schedule such examinations.

4.4 Duration of Examinations

- The duration for writing examinations shall normally be between two-three hours depending on the credit units of the Course. For a 2 Credit unit, the duration is 2 hours, while a 3 credit unit is 3 hours.

4.5 Examination Timetable

The Director of Academic Planning and Quality Assurance shall compile and publish a draft timetable for all university examinations at least four weeks before the commencement of each examination and a final timetable not later than two weeks before the commencement of the examinations.

4.6 Setting and Administration of Examination Questions

- Each lecturer teaching a course shall submit questions to the Head of Department at least two weeks to the examination date.
- The Head of Department will in turn arrange for the moderation of questions.
- The Head of Department shall ensure that all results of the courses examined are collated by all the examiners of the courses and submitted along with answer scripts, attendance register and marking scheme(s) two weeks after the examination as approved by senate.
- The Head of Department shall be held responsible for any lapses arising from teaching, examination, preparation and submission of results as and when due as approved by senate.

4.7 Invigilation of Examination

For each examination, there shall be a chief invigilator provided he/she is not the course lecturer of the said course. The Course Lecturer shall be available as an Assistant Examiner.

4.7.1 Duties of invigilators

The Chief Invigilator shall

- Collect examination answer booklets and question papers from the Head of department.
- Maintain an attendance register which shall be completed and lodged with the Head of Department at the end of the examination.
- Receive from invigilators, report on any misconduct observed or suspected and in turn report the same to the Head of Department after the examination.
- **Ensure that:**
 - i. Within the first 30 minutes of the examination, no candidate leaves the examination hall except on cases of emergency.
 - ii. After the first 60 minutes of the examination, no candidate enters the examination hall.
 - iii. During the last 15 minutes of the examination, no candidate leaves the examination hall.

4.8 Administration and Conduct of Examination

- a. Students shall be at the examination venue at least 30 minutes before the advertised time for the examination. Students **MUST BE PROPERLY DRESSED** before entering the examination hall.
- b. Students must produce their identity card on entry to every examination and display them conspicuously throughout the duration of the examination. It shall be the duty of invigilator(s) to ensure that students write their names, registration number and other required information in the attendance register.
- c. Students must also produce Examination card on entry into the Examination Hall.
- d. Students shall complete all information required of them in the answer booklets including continuation sheets
- e. The scripts of students who leave examination hall during emergency must be retrieved by the invigilator before the student leaves the Hall.
- f. The invigilator shall arrange the answer scripts in labeled envelopes and submit same to the Chief Examiner or Course Coordinator not later than 30 minutes after the completion of the examination. It shall be the responsibility of the Chief Examiner or Course Coordinator to collect and confirm the number of scripts received from the Chief Invigilator.

4.9 External Examiners

External examiners are invited in the final year of each programme to assess final year courses and projects to certify the overall performance of the graduating students as well as the quality of facilities and teaching.

4.10 Extenuating circumstances

Veritas University operates as an academic family. Whatever you may be going through, be reassured that there is support within the university in the Student Affairs Unit of the registry, the Counselling Unit, your course Adviser or lecturer, your Head of Department or the University Chaplain.

During your stay in VUNA, your academic performance may be adversely affected by illness (physical or psychological), accident, bereavement or other personal circumstances. The university may be able to take this into consideration when assessing your overall performance during the semester or academic year.

To merit such a consideration, you will need to complete the Extenuating Circumstances form which can be obtained from the Academic Affairs Unit of the Registry and forwarded through your Head of Department, through the Dean of the college to the Registrar.

These forms should be submitted, along with relevant supporting documents, e.g. Medical Certificate, Court Summons, and so on, as soon as possible but in advance of Departmental Examination Board to ensure that they are taken into consideration before your results are approved. All matters discussed are treated with the strictest confidence.

4.11 Examination Misconduct

In Veritas University, Examination Misconduct is defined as any action or inaction of any student and/or staff before, during and after an examination capable of undermining or compromising the integrity or sanctity of an examination.

4.11.1 Procedure for Handling Examination Misconduct

Examination misconduct may occur, before, during or after an examination or be observed by the lecturer while marking the examination scripts. When such a situation occurs, the following shall be the procedure:

1. The student(s) involved shall be made to complete and sign the Examination misconduct form stating his/her own version of the case. Thereafter, the student is allowed to continue to write that examination using another answer booklet. The form should be counter-signed by a student witness (if available). In a case where the student refuses to sign the misconduct form, the invigilator shall fill his/her portion of the form and note the refusal of the student.
2. The invigilator or lecturer who caught the student in action or noticed the irregularity during the marking of scripts shall report in writing by filling the prescribed Examinations Misconduct Form provided by the Examination Office of the University. He/she shall also retrieve the answer booklets from the affected candidate(s).
3. The form(s) and a covering memorandum from the chief invigilator, the alleged offender's scripts and other relevant documents and materials shall be stapled together and forwarded to the Head of Department who shall investigate the matter at the Department Board of Examiners. Thereafter, the report shall be forwarded with all evidence to the Dean of the College to be considered by the College Board of examiners. After this, a report shall be forwarded to the Vice-Chancellor who shall thereafter direct the registrar to forward the materials to the Examinations Misconduct Committee
4. The queries, along with the written defense of the offender(s), the Examination Misconduct forms, the chief invigilator's memorandum, the answer scripts and all other related documents shall be presented to the Examinations Misconduct committee by the Registrar for consideration.
5. The Examination results of the offending candidate(s) shall automatically be deferred until the case is disposed of by the Examinations Misconduct Committee of the University.
6. The Examinations Misconduct Committee shall scrutinize all the evidence relating to the offender(s) as forwarded to it by the Registrar. In a situation where a prima facie case of Examination Misconduct is established, the student(s) shall be invited for oral evidence.

7. Thereafter, the Examinations Misconduct Committee shall consider the gravity of the offence and make appropriate recommendations on sanction to Senate through the Vice-Chancellor.
8. The Registrar shall convey, in writing, the penalty imposed by Senate to the student(s). The letter shall clearly state the offence and the prescribed punishment.
9. The student(s) on receipt of the letter from the registrar shall, if he/she so wishes appeal to the Council through the Vice-Chancellor within 14 days of the receipt of the letter of sanction.
10. On detecting any Examination Malpractice or Misconduct, no officer of the University in charge of the conduct of the examination has the right to confiscate the student's answer script; such an action shall be considered a disciplinary offence.
11. On no account shall a member of the Examinations Misconduct Committee sit in a case he/she has an interest or is involved in any way. In all cases, all members of the Examinations Misconduct Committee shall sign an 'interest Declaration form' prior to the sitting of the Committee.
12. All cases of reported Examination Misconduct shall be disposed of within 6 weeks and a report made to Senate.

4.11.2 Sanctions For Examination Misconduct

Table 3: Examination Misconduct Offenses and Prescribed Punishment

S/No	Description of conduct	Deductible points	Recommended Sanctions
1.	Failing to sign an examination misconduct form when caught cheating in an examination	40	Cancellation of the paper and rustication for 28 days.
2.	Obstructing any invigilator or any other official in the performance of his/her duties thereby causing damage.	50	Cancellation of paper and suspension for ONE semester.
3.	Impersonation (writing examination for another)	100	The candidate and the impersonator shall be expelled. Where the impersonator is not a student; he/she shall be handed over to the police.
4.	Destroying evidence/exhibits by chewing or by any other means or an attempt to do same	30	Cancellation of the paper and suspension for one academic semester
5.	Use of scripts other than those designated for an examination.	40	Cancellation of paper and suspension for ONE academic semester.

6.	Bringing into the examination hall any unauthorized materials/gadgets relevant to the examination being taken.	50	Cancellation of paper and suspension for ONE academic semester.
7.	Copying from another student in the examination hall	10	Cancellation of the paper of the person caught copying and the student who abates, a written reprimand
8.	Presentation of identical responses to the same question by two or more students even in cancellation	20	Cancellation of the paper and written reprimand to the parties
9.	All forms of verbal communication during examinations (passing paper and dropping papers, consciously or unconsciously).	10	Cancellation of paper and written reprimand to all the parties
10	Appearance of different handwritten in a student's script(s)	40	Cancellation of the paper and suspension for ONE semester
11.	Smuggling of examination paper and answer script out of the examination hall	50	Cancellation of the paper suspension for ONE academic semester in the first instance and expulsion in the second instance
12.	Reading of notes/textbooks in the convenience during the examination or under any guise	20	Cancelation of the paper and suspension for ONE academic semester.
13.	Falsification of test or examination mark/grades	100	Expulsion.
14.	Plagiarism in examination, seminar paper or project.	50	Cancelation of the paper, written reprimand and suspension for ONE semester
15.	Conniving with lecturer, staff of the department, invigilator and others to obtain examination questions prior to any test or examination.	50	Suspension for two academic semesters where a prima facie case is established.

4.12 Graduation Requirements

For any student to qualify for a degree in the Department, the student must satisfy the following conditions:

- a. For a four year Education Degree Course, a minimum of **150** credit units shall be required for graduation,
- b. For a direct three year course, a minimum of **120** credit units shall be required for graduation.

- c. Students of the Department shall be registered with the Teachers' Registration Council of Nigeria after completing their course of study and be inducted by the Council.

Specifically, students must:

- i) Attain up to 75% attendance for every particular course.
- ii) Effectively participate in the tutorial in his/her discipline.
- iii) Take the continuous assessment which forms 40% of the final course score
- iv) Participate in Teaching Practice/Practicum which must be graded and form part of the degree assessment.
- v) Undertake a properly supervised and graded project.
- vi) Take and pass the end of course examination which is 60% of the final course evaluation.
- vii) Be found worthy in character.
- viii) Any other condition as articulated from time to time by the Department and approved by Senate.

5.0 PROGRAMME STRUCTURE OF THE DEPARTMENT

5.1 General Studies

The University requires all students to take General Studies courses (GES) as stipulated in this section.

5.1.1 Goal

The goal of the General Studies programme (GES) is to produce well-rounded, morally and intellectually capable graduates with vision and entrepreneurial skills in an environment of peace and social cohesion.

5.1.2 Objectives

The objectives of the General Studies programme consist of the following:

- a. Emphasizing strong moral values, self-reliance and the development of the students' entrepreneurial capabilities for the social and economic benefit of the graduates and the Nigerian society.
- b. Acquisition, development and inculcation of the proper value-orientation for the survival of the individual and society.
- c. The development of intellectual capacities of individuals to understand, appreciate and promote peaceful co-existence.
- d. Production of graduates with a broad knowledge of the Nigerian Nation and people with a view to inculcating in them mutual understanding and patriotism.
- e. Exposing graduates of Veritas University to the rudiments of ICT, computer literacy and ability to live usefully in this ICT age.
- f. Preparing students for a post university life with opportunities for job creation and entrepreneurial skills.
- g. Production of graduates capable of communicating effectively

Table 4. Detailed Course Structure for GES**100 Level First Semester**

GES 111	Communication in English I	2
GES 115	History and Philosophy of Science	2
GES 131	Nigerian Peoples and Culture	2
GES 121	Use of Library, Study Skills and ICT	2

Second Semester

GES 122	Communication in English II	2
GES 112	Logic, Philosophy and Human Existence	2
GES 124	Communication in French	2
GES 142	Community Service	1
THG 172	Introduction to Church History	2

200 Level First Semester

GES 221	Peace Studies and Conflict Resolution	2
GES 223	Entrepreneurship and Innovation	2
THG 271	Basic Spiritual Theology	2

Second Semester

GES 212	Business Creation and Growth	2
THG 272	Social Teaching of the Church	2

5.1.3 Course Description**GES 111 Communication in English I****(2 credit units)**

The course is designed to impart the communication skills in the medium of English. Emphasis is on introducing students to English for Academic purposes and specifically focuses on: Listening and Note taking; Speaking skills (sounds of English, stress, intonation and rhythm); Reading Skills and strategies such as skimming and scanning, SQ3R, KWL, CATAPULT, THIEVES, etc); and essentials of English grammar. The concentration of this course is equipping students to develop appropriate language skills necessary for academic purposes.

GES 115 History and Philosophy of Science**(2 credit units)**

Scientific evolution of man: the history of science, classification; scientific methods and the various areas of science and technology. Science and the environment: environmental effects of chemical plastics, textiles, waste and other material, chemical and radioactive hazards; elements of environmental studies; terrestrial and cosmic life; ecology and types of habitat: climate and vegetation; Energy resources: fossil fuels, nuclear energy and renewable energy resources; the Nigerian energy reserves. Characteristics of living

things; cell and tissue biology; biochemistry and cellular metabolism; taxonomy of living things; Engineering technology and socio-economic development of Nigeria; the effect of adequate and stable electric power supply and satellite communication technology on the technological development of Nigeria; The interaction between science and technology; Social and ethical implications of advances in science and technology; automated industrial plants; satellite technology; space technology; genetic engineering technology; weapons of mass destruction (WMD); health education.

GES 113 Nigerian Peoples and Cultures (2 credit units)

Study of the Nigerian history, culture and arts in pre-colonial times, Nigerian's perception of his/her world; culture areas of Nigeria and their characteristics; evolution of Nigeria as a political unit, indigene/settler phenomenon; concepts of trade; economies of self-reliance, social justice, individual and national development, norms and values, negative attributes and conducts (cultism and related vices); reorientation of moral and national values; moral obligations of citizens and environmental problems. The course should emphasis some aspects of Nigerian political economy as critical in understanding Nigerian peoples and cultures.

GES 121 Use of Library, Study Skills, and ICT (2 credit units)

Brief history of libraries; library and education, university libraries and other types of libraries; types of library materials, using library resources including e-learning, e-materials, etc. Understanding library catalogues (card, OPAC, etc.) and classification; copyrights and its implications, database resources, bibliographic citations and referencing; Study skills. Development of modern ICT, hardware technology, software technology, input devices, storage devices, output devices, communication and internet services, word processing skills (typing, etc.); Hands on practice using Microsoft Word, Excel and Power Point.

GES 122: Communication in English II (2 credit units)

This is a continuation of GES1011 (English and Communication Skills 1) that introduced students to the rudiments of English for academic purposes. The focus of this course is academic writing and information literacy skills. Broadly, the course covers the use of English for academic discourse, use of library skills with particular reference to information literacy skills for academic success. The use of English component seeks to equip students with the linguistic conventions and skills suitable for academic writing such as fundamentals of English language grammar related to the sentence; writing – planning, assembling and organizing outlines, unity, coherence, context, originality, mechanical accuracy, paragraph development, forms of writing including but not limited to narration, description, argumentation, exposition, summary, correspondences, speech writing, etc.

GES 112: Logic, Philosophy and Human Existence (2 credit units)

A brief survey of the main branches of Philosophy Symbolic Logic Special symbols in symbolic Logic-conjunction, negation, affirmation, disjunction, equivalent and conditional statements law of tort. The method of deduction using rules of inference and bi-conditionals qualification theory. Types of discourse, Nature or arguments, Validity and soundness; Techniques for evaluating arguments; Distinction between inductive and deductive inferences; etc. (Illustrations will be taken from familiar texts, Including literature materials, Novels, Law reports and newspaper publications).

GES 124: Communication in French: (2 credit units)

This course is designed to acquaint the students with the basic functional French. The course targets the acquisition of oral competence in everyday language needs within their immediate environment with a view to introducing them to higher linguistic tasks. Reading and writing will be introduced gradually and at the appropriate time to enable learners approach basic formal and informal texts. Grammar will be introduced and treated as necessary for communicative tasks.

GES 142: Community Service 1 (1 credit unit)

Civil works beneficial to the University community and its environs, including but not limited to farming, road building and maintenance, landscaping, planting of flowers and hedges, grass-cutting and general cleaning of the campus and its environs, concreting and laying of seating and footpath slabs.

THG 172: Introduction to Church History (2 credit units)

Medieval Church history covers the Middle age period which gave birth to scholasticism and humanism. These two movements are important to any attempt to understand the development of history of theology in this period and the religious and intellectual factors that led to the Reformation. This is a period between the Dark Ages and the 16th Century. However the Reformation and Counter Reformation period is purposely included in order to bring the period to its logical conclusion to the contemporary era, and to the Second Vatican Council

GES 221: Peace Studies and Conflict Resolution (2 credit units)

Basic Concepts in peace studies and conflict resolution, Peace as vehicle of unity and development, Conflict issues, Types of conflict, e.g. Ethnic/religious/political/economic conflicts, Root causes of conflicts and violence in Africa, Indigene/settler phenomenon, Peace – building, Management of conflict and security. Elements of peace studies and conflict resolution, Developing a culture of peace, Peace mediation and peace-keeping, Alternative Dispute Resolution (ADR). Dialogue/arbitration in conflict resolution, Role of international organizations in conflict resolution, e.g. ECOWAS, African Union, United Nations.

GES 223: Entrepreneurship and Innovation (2 credit units)

The focus of the two semester course on Entrepreneurship---Entrepreneurial Studies 1 and 11 is on examining entrepreneurship theories and fostering the practice of entrepreneurship among students, leading to self-employment and job creation after graduation. In the first segment of the course, the students learn conceptually about being an entrepreneur in Nigeria. The first half of the semester will be devoted to studying the following topics: Basic concepts of entrepreneurship, Business risks and profits, historical role of entrepreneurship in industrial and socioeconomic development of the society, entrepreneurship theories and types of entrepreneurs. Others are: the personal and interpersonal characteristics and behavioural traits of entrepreneurs, personal traits required for successful performance as an entrepreneur, entrepreneurship role demands and problems of succession in entrepreneurial enterprises. The second half of the semester will focus on learning how to conduct a market a market survey and consumer research for identifying and evaluating new business opportunities, setting up a business organization and keeping of basic business/accounting records, developing a business plan and identifying sources of financing. The problems of financing and managing growth in entrepreneurial firms will be focused.

THG 271: Basic Spiritual Theology (2 credit units)

The course aims to lead the students into the nature of the spiritual life in a way that gives meaning and purpose to the spiritual exercises they perform. It studies the nature of theology as a systematic reflection on the meaning and content of Christian revelation and faith; various theological disciplines and their interconnectedness; meaning of spirituality; different aspects of spirituality – Biblical, Liturgical, Pastoral and African; rise and development of monasticism and modern Spirituality; overview of the history of Christian Spirituality; Christian virtues and universal application of charity, chastity, poverty and obedience, spiritual retreats.

GES 212: Business Creation and Growth (2 credit units)

The focus of this course is on fostering the practice of entrepreneurship among student participants. The students will learn how to identify and evaluate new business opportunities in the manufacturing and service industries in Nigeria, and how to start and manage a small or medium-sized business venture. Topics to be covered include: Identifying and evaluating new business opportunities; Conducting a feasibility study; Starting a new business venture from the scratch; Acquiring an existing business; Successful business planning: (1) Formulating a business plan, (2) Developing business strategies in the manufacturing industry; (3) Developing business strategies in the service industries; (4) Implementing business strategies; and (5) Evaluating business strategies. Every student enrolled in this course will be expected to participate in a group to do a feasibility study and then develop a detailed business plan for starting, owning, and managing a small or medium –sized business enterprise.

THG 272: Social Teaching of the Church (2 credit units)

The course aims at acquainting the students with the fundamental and essentials of Catholic Social Teachings. It addresses contemporary issues of society for the common good of all God's people. Consideration is given to the human person, dignity and development, fundamental human rights and responsibilities.

5.2 CORE/COMPULSORY EDUCATION COURSES.

The following Courses are "Core" to Education and, in addition to General Courses, Specialization/Pre-requisite and Elective courses, these are to be taken for successful completion of programmes in the Department.

Core/Compulsory Courses are courses students must take and pass before graduation. Pre-requisite courses are those that students must take and pass before moving to higher level courses. Specialization courses are those specific courses in the specialized subject areas; while Electives are courses students take based on their areas of specialization and interest.

Table 5. Detailed Course Structure for Core/Compulsory Education Courses.

100 Level First Semester

EDU 111	Introduction to Teaching Profession	2
EDU 121	Foundations of Education(History and Sociology of Education)	2

100 Level Second Semester

EDU 112	Educational Psychology 1 (Developmental Psychology)	2
EDU 122	Philosophy of Education	2

200 Level First Semester

EDU 201	Educational Psychology II (Human Growth & Development)	2
EDU 203	Curriculum Theory and Instruction I	2

200 Level Second Semester

EDU 208	Educational Administration	2
EDU 204	Curriculum Development Theory and Instruction II	2
EDU 206	Subject Teaching Methodology I (According to specialization)	2
EDU 202	Elements of Special education	2

300 Level First Semester

EDU 300	Teaching Practice I	3
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EDU 303	Subject Methods II (According to specialization)	2
EDU 301	Tests and Measurements	2
EDU 305	Educational Technology	2

300 Level Second Semester

EDU 306	Research Methods and Statistics	2
EDU 302	ICT in Education	2
EDU 304	Data Processing and Computer Usage	2

400 Level First Semester

EDU 400	Teaching Practice II/Practicum	3
EDU 403	Subject Methods III (According to specialization)	2
EDU 401	Guidance and Counselling	2

400 Level Second Semester

EDU 404	Research Project	6
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5.2.1 Course Description For Core Compulsory Education Courses

EDU 111: Introduction to the Teaching Profession: (2 credit units)

The course provides awareness and basic information about teacher's roll in communities and nation building, professionalization of teaching, ethics of teaching, unionism and other professionals in education.

EDU 121: Foundations of Education: (2 credit units)

A study of the educational development and institutions from ancient times to the present with particular reference to the evolution of modern education in Nigeria. An introduction to major sociological and philosophical ideas, which have influence on educational development.

EDU 112 Developmental Psychology: (2 credit units)

Growth and Development, Introduction to child growth and development with emphasis on Prenatal, postnatal, adolescents physical, cognitive (Piaget's theory), emotional, social and personality development.

EDU 122 Philosophy of Education: (2 credit units)

An introduction to major philosophical ideas which have influenced Educational thought and practice

EDU 213: Educational Administration: (2 credit units)

An over-view of the basic principles, goals and functions of management in Education – concept of Educational Administration, the Nigerian Education System, school records and recordkeeping, leadership and communication in School.

EDU 204 Curriculum Theory and Instruction 1: (2 credit units)

Fundamental concepts of curriculum development to include objectives, contents, learning opportunities and evaluation. Knowledge and skills on Curriculum Development.

EDU 201 Educational Psychology (Human Growth & Development) (2 credit Units)

Theories and conditions of learning and teaching, with emphasis on individual differences: Motivation; retention, transfer of learning etc.

EDU 203 Curriculum Development and Instruction 11: (2 credit units)

A critical analysis of curriculum in terms of their relevance and National goals. Relationship between curriculum and instruction in terms of objectives specification, selection of learning experiences, learning materials, methods and media of instruction, and evaluation. An overview of curriculum innovation in a subject matter area with particular reference to Nigerian experience.

EDU 202: Elements of Special Education (2 credit units)

The classification and etiology of handicapping conditions are studied with a view to provision of an educational programme for various types of exceptional

**EDU 303: Subject Methods, Micro Teaching and school visits
(2 credit units)**

Exposure of students to pedagogy of the programme during which students develop methods to enable them teach skill and non-skill subjects/topics. Micro teaching is executed.

EDU 300 Teaching Practice: (3 credit Units)

Practical implementation of teaching/learning strategies in the classroom as applied to the subject area.

EDU 303 Subject Methodology II: (2 credit units)

Drawing from the students' field experience in teaching practice, the course covers the principles and theories of teaching and learning as they impact on modern methods of teaching. These are aligned to the Specialized skills in order to choose appropriate methods for delivering lessons in the most effective way. The contact lessons are inter-laced with micro-teaching exercises

EDU 301 Tests and Measurement: (3 credit units)
An experience in test construction, administration, analysis and interpretation

EDU 306 Research Methods and Statistics: (2 credit units)
An experience in problem identification; types, design, data gathering, processing, analyzing, interpreting and reporting in educational context. The use of statistics and computer as tools in educational research should be emphasized.

EDU 302 ICT in Education: (3credit units)
An application of the principles of information and computer technology to education.

EDU 400 Teaching Practice: (2 credit units)
Drawing from the students' field experience in teaching practice, the course evaluates the principles and theories of teaching and learning as they impact on modern methods of the special subject areas. These are aligned to the skills that will help students choose appropriate methods for delivering lessons in the most effective way. Possible solutions to challenges encountered in Teaching Practice will be proffered.

EDU 402: Guidance & Counselling: (3 credit units)
Students are introduced to the basic theories, principles and practice in guidance and counselling. Study of the tools and techniques of counselling in schools, colleges, and universities, as well as, the private sectors.

EDU 305 Educational Technology: (3 credit units)
The nature of A.V. aids. Conditions for using A.V. materials. General principles for selection and utilization of instructional materials. Characteristics of A.V. materials. Communication Theories. The nature and principles of effective classroom communication. Cone of experience. Instructional communication Models. Types of A. V. aids- projected and non-projected. Producing instructional materials- laboratory-over-head projector ,opaque, slide, filmstrip, reel-to-reel, tape recorder, record-player, 6mm motion picture and over-head projectors. ICT in teaching and learning process (multimedia presentation).Utilization of ICT in distance learning programme, synchronous and asynchronous. Effective use and evaluation of inexpensive and local instructional materials for instructional purpose.

EDU 304 Data Processing, and Computer Usage: (2 credit units)
An experience in problem identification; types, design, data gathering, processing, analyzing, interpreting and reporting in educational context. The use of statistics and computer as tools in educational research should be emphasized.

EDU 404 Research Project (6 credit units)

An application of research methods and data processing course to field experience under the guidance of the Faculty members. Exposure at EDU 3121 is required for this course.

5.3 ACADEMIC PROGRAMMES AND DEGREES OFFERED IN THE DEPARTMENT

The following degrees and academic teaching subjects are offered in the Department leading to the award of B.Ed. (Educational Management), B.Ed. (Guidance and Counselling) and BLIS (Bachelor of Library and Information Science), as a major, combined with specialized disciplines as follows:

5.4 BACHELOR OF EDUCATION/GUIDANCE AND COUNSELLING (B. Ed Guidance and Counselling)

5.4.1 Philosophy

The Philosophy of Guidance and Counselling is derived from the National philosophy of Education in Nigeria. In addition, the GCE programme will model itself after programmes of other great Catholic Institutions with due cognizance of the Nigerian milieu so as to achieve the desired results.

5.4.2 Aims/Objectives

The aims and objectives of the course are as follows:

- a. To provide a wide background in education as a field of study and a basic tool for giving adequate educational guidance to clients.
- b. To expose students to studies in educational psychology and other related disciplines which will enable them adequately perform their functions of guidance counsellors.
- c. To generally prepare students to be able to undertake the functions of teacher/counsellors in order to give academic career and social personal guidance to learners and others in need of such within the educational system.
- d. To emphasize strong moral values, self-reliance and the development of the students' entrepreneurial capabilities for the social and economic benefit of the graduates and the Nigerian society.

**Table 6 . Detailed Course Structure for B. Ed Guidance & Counselling
100 Level First Semester**

Course Code	Course title	Credit Units
General Courses		
GES 111	Communication in English 1	2
GES 115	History and Philosophy of Science	2
GES 131	Nigerian Peoples and Culture	2
GES 121	Use of Library, Study Skills and ICT	2
Core Courses		

EDU 111	Introduction to teaching Profession	2
EDU 121	Foundations of Education (History and Sociology of Education)	2
Specialization		
GCE 111	Introduction to Guidance and Counselling	2
GCE 113	Development of Guidance and Counselling	2
GCE 121	Principles and Techniques of Guidance and Counselling	2
ELECTIVES: Take 3 courses from relevant teaching areas outside the College. From Arts, Science or Social Sciences		6
TOTAL		24

100 Level Second Semester

Course Code	Course Title	Credit Units
General Courses		
GES 122	Communication in English 11	2
GES 112	Logic, Philosophy and Human Existence	2
GES 142	Community Service	1
GES 124	Communication in French	2
THG 172	Introduction to Church History	2
Core Courses		
EDU 112	Educational Psychology (Developmental Psychology)	2
EDU 122	Philosophy of Education	2
Specialization		
GCE 112	Biological Psychology	2
GCE 114	Introduction to Psychology	2
GCE 106	Test in Counselling and Techniques	2
ELECTIVES: Take 3 courses in relevant teaching area outside the College, as in first semester		6
TOTAL		24

200 Level First Semester

General Courses		
Course Code	Course Title	Credit Units
GES 221	Peace Studies and Conflict Resolution	2

GES 223	Entrepreneurship and Innovation	2
THG 271	Basic Spiritual Theology	2
Core Courses		
EDU 201	Educational Psychology (Human Growth and Development)	2
EDU 203	Curriculum Development, Theory and Instruction I	2
Specialization		
GCE 211	Adolescence Psychology and Guidance and Counselling	3
GCE 213	Counselling for special needs	2
GCE 221	Theories of counselling	2
ELECTIVES	Take 3 courses in relevant teaching area from any of Arts, Science, or social science as in 100 Level	6
Total		22

200 Level Second Semester

General Courses		
Course Code	Course Title	Credit Units
GES 212	Business Creation and Growth	2
THG 272	Social Teaching of the Church	2
Core Courses		
EDU 202	Elements of Special Education	2
EDU 208	Educational Administration	2
EDU 204	Curriculum Development, Theory and Instruction II	2
EDU 206	Subject Teaching Methodology 1 (According to specialization)	2
Specialization		
GCE 222	Programme Development and Evaluation in Counseling	2
GCE 232	Method of Psychotherapy	2
GCE 214	Personality And Social Development	2
ELECTIVES: Take 3 Courses in relevant teaching Area outside the College, as in 100 level		6
TOTAL		22

300 Level First Semester

Core Courses		
EDU 300	Teaching Practice 1	2
EDU 301	Tests and Measurements	2
EDU 303	Subject Teaching Methodology II	2
EDU 305	Educational Technology	2
Specialization		
GCE 311	Organization of Guidance and Counselling in Schools	2
GCE 313	Occupational information, job analysis and job evaluation	2
GCE 315	Abnormal psychology & Career Guidance and Counselling	2
GCE 307	Practicum in Guidance and Counselling I	2
ELECTIVE: Take 3 courses in relevant teaching area outside the college , as in 100 and 200 levels		6
TOTAL		22

300 Level Second Semester

Core Courses		
EDU 302	ICT in Education	2
EDU 306	Research Methods and Statistics	2
EDU 304	Data Processing and Computer Usage	2
Specialization		
GCE 322	Family Counselling and Child Guidance	2
GCE 332	Teenage Counselling	2
GCE 342	Rehabilitative Counselling	2
GCE 314	Sex and marital counselling	2
Teaching Subject: Take 3 courses in relevant teaching area outside the college , as in first semester		6
		20

400 Level First Semester

Core Courses		
EDU 431	Subject Teaching Methodology III (According to Specialisation)	2
Specialization		
GCE 413	Practicum in Guidance and Counselling II	6
GCE 415	Psychology of Deviant Behaviour	2
GCE 417	Introduction to Culture and Psychopathology	2
ELECTIVES	Take three courses in relevant teaching area outside the college as in 100, 200 and 300 levels	6
Total		18

400 Level Second Semester

Core Courses		
EDU 400	Practicum	3
EDU 404	Research Project	6
Specialization		
GCE 422	Conflict and Conflict Resolution in Work places	2
GCE 424	Group dynamics	2
GCE 412	Behaviour Modification	2
ELECTIVES	Take three courses in a chosen area outside of the college as in 100,200,and 300 levels	6
Total		21

COURSE DESCRIPTION

GCE 111 Introduction to Guidance and Counselling: (2 credit units)

Introductory course in the nature, aims, objectives, theories and methods of guidance and counselling in the Nigerian educational system. An examination of students' needs and problems - biological and environmental, and the importance of guidance and counselling as probable measures for coping with them; such aspects of counselling and guidance –vocational, placement, orientation and evaluation, and tools for cumulative records, tests and inventories and their uses.

GCE 113 Development of Guidance and Counselling: (2 credit units)

A study of the psychological basis of guidance and counselling. A discussion of test and non-test techniques including the use of psychological tests and observation.

GCE 121: Principles and Techniques of Guidance and Counselling: (2 credit units)

An overview of the meaning, history and basic principles and techniques of guidance and counselling. The stages of counselling, interviews, interactions with the learners, his parents, school and administrators. Its importance and problems in Nigeria and other countries. Stages of a typical counselling situation e.g. referral; diagnosis(building of rapport, identification needs); therapy; termination; follow-up

GCE 114: Introduction to Psychology: (2 credit units)

The course enables undergraduate to have a general introductory knowledge of the concept of psychology. The course of historical development of psychology will be discussed. The relationship of psychology with education will be discussed.

**GCE 106 : Testing in Counselling & techniques in Continuous assessment
(2 credit units)**

The concept of testing is explained. Testing as a means of gathering solid information about individual strengths and limitation; and as guide to assisting him/her in the resolution of his/her problems are discussed. Testing techniques and method of communicating test result to clients are explored. Also nature and role of continuous assessment in diagnostic and prescriptive management are discussed.

GCE 112: Biological Psychology

Introductory course to biological bases of human behaviour. The role of the central nervous system and the hormones in human behaviour is highlighted. The effect of other biological system of behaviour will be explored. The relevance of this course to education will be highlighted.

GCE 211 Adolescence Psychology and Guidance and Counselling:

(2 credit units)

An examination of the maturational, physical, emotional and intellectual problems associated with the development in adolescence, their psychological needs for adjustment and facilitative role of guidance and counselling in teaching and learning situation.

GCE 213: Counselling for Special Needs:

(2 credit units)

A study of the special problems and needs of the handicapped and gifted children and the place of guidance and counselling in fostering stable growth and development in teaching and learning situation in particular.

GCE 221: Theories of Counselling

This course introduces the students to theoretical framework and its importance as means that guides provision of counselling services. It exposes the students to different approaches to counselling.

GCE 214: Personality Development and Social Adjustment:(2 credit units)

The nature of the persona logical characteristics of individuals, their differences and social adjustment/maladjustment and the implications for teaching and learning situation. A few of the theories of personality such as those by Freud, Sullivan, Murray, Jury, Alder, Rogers, Fromm are examined. Simple approaches to the measurement of personality can be introduced. An emphasis on the interventional role of guidance and counselling when and where necessary.

GCE 222: Programme development and evaluation in counselling

The concept of the programme are explained. Survey of some counselling oriented programmes and main characteristics of programmes are discussed. Essentials of programme development are explored. Procedure of evaluating programme are outlined.

GCE 232: Method of psychotherapy

This is an introductory course to various psychological processes for handling deep emotional problems. The principles underlying each method are explored and their corresponding techniques discussed. Advantages and limitations of each method are identified.

GCE 212: Laboratory Work: Preparation for Counselling

This is a practical course on procedures for counselling and interviewing. It aims at exploring and demonstrating the skills utilized in effective counselling and interviewing. Emphasis is on counselling activity.

GCE 311: Organisation of Guidance and Counselling in Schools: (2 credit units)

An examination of guidance and counselling programme and models, their selection criteria, control and supervision; use of paraprofessional and other support personnel; appraisal of National Policy on Educational Provision for guidance and counselling.

**GCE 315: Abnormal Psychology & Career Guidance and Counselling:
(2 credit units)**

Abnormal Psychology: An introduction to the concept of abnormality, its causes, patterns and methods of therapy. Common abnormal behaviours observed among children and implication for career counselling. The educational implication of the course. Basic theories of vocational development, choice and career patterns e.g. Super's Roe's Holland's and Ginsberg's definition of Career, Occupation, Vocation, Job and profession from cognitive and the psychomotor domains. Study of the theoretical bases and approaches of counselling– psychoanalytic, client-centred; behavioural, rational; emotive and eclectic

**GCE 313: Occupational Information, Job Analysis and Job Evaluation:
(2 credit units)**

An introduction to the study of the nature of jobs, their demands on workers and methods of determining their relative importance. Various sources of occupational information at both the primary, post primary level of occupational information in the vocational development of the child will be explored

GCE 307: Practicum in Guidance and Counselling: (2 credit units)

An application of principles and techniques of guidance and counselling in a clinical setting. Skill in observation, interviewing and cumulative record-keeping. visits and Interviews with personnel in various counselling setting such as elementary, secondary and tertiary schools, juvenile courts, remand homes, and welfare offices to be carried out. An extension of the clinical experience to field experience culminating in specific group/individual study of specific problems; the designs and implementation of counselling strategies. Students conduct counselling sessions in selected sites on various problems stemming from vocation, educational and personal psychological areas.

GCE 332: Teenage Counselling: (2 credit units)

An exploration of the nature and forms of the needs and problems of teenagers and a survey of the various psychological approaches to their resolution. A knowledge of the characteristics of teenagers is a fundamental tool for appreciating behavioural pattern.

GCE 342: Rehabilitative Counselling (2 credit units)

The course focuses on trauma, its manifestations and effects on individuals, groups of persons, communities and society at large. Emphases is on the characteristics and behaviours of traumatized persons and their counselling needs. The course also involves in-depth study of counselling methods or strategies appropriate for traumatized persons or groups.

GCE 322: Family Counselling and Child Guidance

The course covers the pre-marital interactions and post-marital interactions between the man and the woman. The effects of parents on children and vice versa as well as the strategies for the psychological, emotional and personality disturbance originating from childhood as a result of dysfunctional patterns of parents-parent and parent child interaction are explored including family and marital therapies.

GCE 314: Sex and Marital Counselling: (2 credit units)

This comprises an introduction to sex and sexuality in inter-sexual relationship as well as concepts of marriage, family life, marital adjustments, separation and divorce and family health issues.

GCE 413: Practicum in Guidance and Counselling II (6 credit units)

An extension of clinical experience to field counselling services culminating to specific group/individual study of specific problems; the designs and implementation of counselling strategies. Students conduct counselling sessions in selected sites on various problems stemming from vocational, educational and personal psychological areas for a minimum of 60 hours usually over a semester. Assessment is by the supervising officer and also by Lecturer from the department of Educational Counselling. Written reports are expected from the supervisor. Students are also expected to submit a type written report of their experiences during the internship.

GCE 415: Psychology of Deviant Behaviour: (2 credit units)

The concept of deviant behaviour and its identifying characteristics. Some common forms of deviant behaviour and their causes, common forms of deviant behaviours found among Nigerian school children. Effects of deviant behaviour on school performance. Methods of handling deviant behaviour among children.

GCE 417: Introduction to Culture and Psychopathology

The concepts of culture and psychopathology. The use of culture in defining normality and abnormality. Culture differences in behavioural patterns of people. Common forms of psychopathology their cultural implication are discussed. Everyday psychopathology among school children, their effects on school adjustment would be explored.

GCE 422: Group Dynamics: (2 credit units)

A study of the structure and functioning of groups and the influences of these on the behaviour of individual members. An application of the principles of group dynamics to group counselling. The course also exposes students to the usefulness of studying social behaviour from both interpersonal and intergroup perspectives.

GCE 424: Conflict and Conflict Resolution in Work Places: (2 credit units)

A study of the nature of conflict, its various forms and how it can be resolved in work places. Sources of conflicts, effects of conflicts between the employer and employee will be discussed. Typical examples of conflicts in Nigerian workplaces will be on focus.

GCE 412: Behavioural Modification: (2 credit units)

The study of psychological techniques of shaping behaviour, applying principles of successive approximation, schedules of reinforcement to desired specific behavioural goals by guidance and counselling. An introduction to the basic principles, assumptions and applications of the use of clinical and experimental methods of studying and changing behaviour. An application of the scientific approach of methodological behaviourism to behaviour change. Discussions will range from the application of the principles of operant conditioning or classical conditioning to the more broadly based clinical approaches of Dandure and Lazarus.

Table 7: List of Academic Staff for Guidance & Counselling and Their Disciplines

N/S	Name of Academic Staff	Discipline	Highest Qualification	Designation
1.	Prof. Uzoechi	Science Education/Research Method	PhD	Visiting Professor
2.	Prof. Gabriel Egbe	English Language	PhD	Professor
3.	Prof. J. Y. Maisamari	Guidance & Counselling	PhD	Professor on Sabbatical
4.	Prof. Orjia P.	Guidance & Counselling	PhD	Visiting Professor
5	Dr. Anthonia Onuora	Guidance and Counselling	Ph.D	Associate Professor on Sabbatical
5.	Dr. Mrs. Emechebe Nkechi Stella	Educational Administration & Planning	PhD	Associate Prof.
6.	Rev. Fr. Dr. Bakwaph Peter K.	Educational Administration & Planning	PhD	Senior Lecturer
7.	Rev. Fr. Dr. Amadi Anothony CSSP	Educational Administration & Planning	PhD	Senior Lecturer
8.	Rev. Sr. Dr. Amaefule Marcella IHM	Educational Administration & Planning	PhD	Senior Lecturer
9.	Rev. Sr. Dr. Chika Eze	Psychology	PhD	Senior Lecturer
10.	Dr. Francis Ojo	Test & Measurement	PhD	Lecturer I
11.	Dr. Bitris Christiana	English Education	PhD	Lecturer I
12.	Dr. Mgbemere Nene Anyanwu	Adult Education	PhD	Lecturer I
13.	Dr. Enem Uchenna	Guidance & Counselling	PhD	Lecturer I
14.	Dr. Ogunlade B.	Education Technology	PhD	Lecturer II
15.	Dr. Iyala Felix	Educational Administration	PhD	Lecturer II
16.	Rev. Fr. Dr. Bahago Samaila B.	Guidance & Counselling	PhD	Lecturer II
17.	Mr. Emmanuel Okafor C.	Guidance & Counselling	M.ED	Assistant Lecturer

5.5 BACHELOR OF EDUCATION/ EDUCATIONAL MANAGEMENT

5.5.1 Philosophy

The Philosophy of Educational Management programme is to promote knowledge, skills and values for the acquisition of appropriate managerial skills, abilities and competences for prospective teachers and educational managers.

5.5.2 Aims/Objectives

The aims and objectives of the programme are as follows:

- a. To train students to acquire adequate managerial skills that will enable them manage schools effectively.
- b. To develop the intellectual capacities of students, there by giving them good grounding and competencies for effective leadership.
- c. To prepare students to acquire adequate knowledge to be able to undertake the functions of quality teachers.
- d. To train highly motivated, creative and efficient teachers, school managers and administrators for schools and other educational institutions in Nigeria.
- e. Equip students with in-depth knowledge and skills in educational management and administration and to make them adaptable to situations in a complex and multi- cultural society like Nigeria.
- f. To stimulate in the students strong commitment to teaching profession, school management and administration.
- g. To equip students with adequate and sound knowledge of the social, economic, and educational environment of the country.

Table 8. DETAILED COURSE STRUCTURE FOR B. Ed EDUCATIONAL MANAGEMENT

100 Level FIRST SEMESTER

Course Code	Course Title	Credit Units
General Studies		
GES 111	Communication in English 1	2
GES 115	History and Philosophy of Science	2
GES 131	Nigerian Peoples and Culture	2
GES. 121	Use of Library , Study Skills and ICT	2
Core Education Courses		
EDU 111	Introduction to the Teaching Profession	2
EDU 121	Foundations of Education (History and Sociology of Education)	2
Specialization		
EDM 101	History of Educational Management in Nigeria	2
EDM 103	Introduction to Educational Policies in Nigeria	2
		2
Electives: Take 3 courses in relevant teaching areas from outside the College, from Arts, Science or Social Science		6
Total Credits		24

100 LEVEL SECOND SEMESTER

Course Code	Course Title	Credit Units
GES 122	Communication in English 11	2
GES 112	Logic, Philosophy and Human Existence	2
GES 124	Communication in French	2
GES 142	Community Service	1
THG 172	Introduction to Church History	2
Core Courses		
EDU 112	Educational Psychology 1 (Developmental Psychology)	2
EDU 122	Philosophy of Education	2
Specialization		
EDM 104	Introduction to Administrative Behaviour	2
	Take Three Teaching Course from outside the College, as in first semester	6
Total Credit		19

200 LEVEL FIRST SEMESTER

Course Code	Course Title	Credit Units

General Studies		
GES 221	Peace Studies and Conflict Resolution	2
GES 223	Entrepreneurship and Innovation	2
THG 271	Basic Spiritual Theology	2
Core Courses		
EDU 201	Educational Psychology 11 (Human growth and development)	2
EDU 203	Curriculum Development, Theory and Instruction 1	2
Specialization		
EDM 201	Introduction to Educational Management	2
EDM 205	Management of Primary band Secondary Education	2
		2
Electives: Take 3 Courses in relevant teaching areas as in 100 level		6
TOTAL		22

200 Level SECOND SEMESTER

Course Code	Course Title	Credit Unit
General Studies		
GES 212	Business Creation and Growth	2
THG 272	Social Teaching of the Church	2
Core Courses		
EDU 208	Educational Administration	2
EDU 204	Curriculum Development Theory and Instruction 11	2
EDU 206	Subject Teaching Methodology 1(According to area of specialization)	2
EDU 202	Elements of Special Education	2
Specialization		
EDM 202	Introduction to personnel Relations	2
EDM 203	Programme Organization and Time Tabling in Nigerian Schools	2
EDM 204	Communication Skills in Educational Management	2
Students are to take Three courses in relevant teaching areas from other departments outside the College of Education –Based on choices made in 100 level & First Semester		6
TOTAL		24

300 LEVEL FIRST SEMESTER

Course Code	Course Title	Credit Units
Core Courses		
EDU 300	Teaching Practice 1 (six weeks)	3
EDU 303	Subject Teaching Methodology 11 (According to area of specialization)	2
EDU 301	Tests and Measurement	2
EDU 305	Educational Technology	2
Specialization		
EDM 301	Problems and Issues in Planning Nigerian Education	2
EDM 303	Leadership in Formal Organization	2
EDM 305	Application of Educational Law to School Management	2
EDM 307	Educational Supervision in Nigeria	2
EDM 309	Educational Agencies in Nigeria	2
Electives	Take 3 Courses in relevant teaching area based on choices made in 100 and 200 levels	6
TOTAL		25

300 LEVEL SECOND SEMESTER

Course Code	Course Title	Credit Units
Core Courses		
EDU 304	Data Processing and Computer Usage	2
EDU 306	Research Methods and Statistics	2
EDU 302	ICT in Education	2
Specialization		
EDM 302	Economics of Education	2
EDM 304	Educational Finance and Evaluation	2
EDM 308	Introduction to Administrative Theories	2
EDM 310	School Community Relations	2
Electives	Take Three Courses in relevant teaching area from outside the college, based on choices made in 100 and 200 levels	6
TOTAL		20

400 LEVEL FIRST SEMESTER

Course Code	Course Title	Credit Units
Core Courses		
EDU 400	Practicum	3
EDU 403	Subject Teaching Methodology 111	2
EDU 401	Guidance and Counselling	2
Specialization		
EDM 401	Demographic Aspect of Educational Management	2
EDM 405	Personnel Management and Evaluation	2
EDM 411	Principal Ship	2
EDM 403	Educational Cost and Financial Analysis	2
EDM 423	Office Management and Record Keeping	2
Electives	Take 3 courses from relevant teaching areas based on choices made in 100, 200 and 300 levels	6
TOTAL		23

400 LEVEL SECOND SEMESTER

Course Code	Course Title	Credit Units
Core Courses		
EDU 404	Research Project	6
Specialization		
EDM 400	Practicum	2
EDM 402	Educational Policy Analysis	2
EDM 404	School Business Management	2
EDM 406	Educational System Analysis	2
EDM 408	Emerging Problems in Nigerian Education	2
EDM 410	Change and Innovative Process in Formal Organization	2
Electives	Take Three course from relevant teaching areas outside the college, based on choices made in 100,200 and 300 levels	6
TOTAL		24

5.5.3 COURSE DESCRIPTION

EDM 101: History of Educational Management: (2 credit units)

The course examines the concept and development of educational management in Nigeria, focusing on the management and control of education in the traditional context, pre-colonial era, pre-independence era and post independence era. Highlight on the roles of Federal, State and local government; Boards, Voluntary agencies in the management of education in Nigeria.

EDM 103: Introduction to Educational Policies in Nigeria (2 credit units)

The course examines the concept and development of educational policies in Nigerian educational system it discusses the emergence and use of educational policies during the pre-independence era, military era, and the democratic era. Critically examines the development and implementation of the Nation Policy on Education.

EDM 104: Introduction to Administrative behaviour (2 credit units)

Examines the concept of Administrative behavior, focusing on the task that educational administrators engage in towards achieving organizational goals. Also, it examines the movement in the development of administrative theory and practice; highlighting on the emerging leadership behavior.

EDM 201: Introduction to Educational Management (2 credit units)

A broad overview of the theories, principles, goals and techniques of management practices in education, institutional settings of educational administration and planning; planning approaches; national economic planning and educational planning.

EDM 202: Introduction to Personnel Relationships (2 credit units)

A critical analysis of people and the organization. The need to understand human behavior within formal and informal organizations. Communication for Organisational effectiveness. Role expectations, conflict resolution for promoting good human relationships

EDM 204: Communication Skills in Educational Management (2 credit unit)

Identifying skills required in effective writing for managers. Sample passages, letters, reports are analyzed for their effectiveness. Emphasis on Lexis and structure, punctuation, use of library, phonetics and the art of public speaking and oral communication.

EDM 203: Programme, Organization and Time-Tabling in Nigerian Schools
(2 credit units)

An examination of the curricular offerings in Nigeria's Secondary Schools and the role of the school administration in programme organization. The principles of time-tabling and analyses of sample time-tables from Nigerian states.

EDM 301: Problems and Issues in Planning Nigerian Education:

An examination of the National Policy on Education with a view to identifying problems of planning education in Nigeria, conditions for success in educational planning; evaluation of the implementation of the National Policy on Education

EDM 303 : Leadership in Formal Organizations: (2 credit units)

The importance of leadership in an established organization. Types of leadership and styles. The problems of leadership in complex organization such as schools, hospitals, business firms, military and public bureaucracies. The role of major executives in school – principals, Vice Principals, Heads of Departments, Counsellors, Chairman Board of Governors etc.

EDM 305 Application of Education Laws to School Management (2 credit units)

Law as a basis of educational administration. A critical analysis of the educational laws of Nigeria: Issues and problems in legislation for education. Recruitment, deployment, discipline and certification of students. Code of conduct for teachers. Teachers manual.

EDM 308: Introduction to Administrative Theories: (2 credit units)

Managerial, Human relations, Behavioral approach; examination of points of view of M. Mayo; Mary Parker Follett, Chester Barnard and Herbert Simon.

EDM 302: Economics of Education: (2 credit units)

Elementary concepts used in Economics of Education, Demand, Supply, National Income, Per Capital Income, Growth Rate, Human and Physical Capital, Investment and Consumption in Education, Cost effectiveness-effectiveness and efficiency in Education.

EDM 304: Educational Finance and Evaluation: (2 credit units)

National and State budgets in relation to education, government and private financing of primary, secondary, post-secondary, university and non-formal education; principles and practices in school budgeting and salary scheduling; the budget as a tool for School Management and performance in education.

EDM 310: School Community Relationship: (2 credit units)

The need for cooperative existence between the school and the community, identification of the school and the community, the role of the principal as the liaison officer between the school and the community, local tax for school support and usage of school equipment as service to the community.

EDM 307: Educational Supervision in Nigeria: (2 credit units)

Aims, purposes, patterns and process supervision. Functions and duties of a supervisor. Curriculum development, analysis of classroom activities and improvement of instruction through supervisory techniques. Study of trends in supervision and accepted procedures for observation.

EDM 309: Educational Agencies in Nigeria: (2 credit units)

An examination of various agencies such as J.C.C., N.C.E., NERDC, UNESCO, NCCE, NBTE, NUC, NPEC, WAEC, JAMB etc.

EDM :3131 National and International Perspective in Education: (2 credit units)

Management An analysis of models of educational management in Nigeria in the context of educational management practices in such countries as the UK, USA, Canada, China and Japan.

EDM 3312 Statistical Methods in Educational Management: (2 credit units)

Analysis and appraisal of statistical data in education. Evaluation of techniques used in educational management. Basic principles of model building, types of models and their uses; forecasting models, flow models and enrolment projection models.

EDM 408 : Emerging Problems in Nigerian Education: (2 credit units)

Teachers and the teaching profession, Management practices in schools, equality of educational opportunity, education and unity, examination malpractices, drug abuse etc

EDM 405: Personnel Management and Evaluation: (2 credit units)

Job analysis and assessment, work load analysis and specification of credentials. Recruitment, selection and deployment of teachers and supportive staff. Administrator-teacher relations. Career patterns in Nigerian education today. Code of ethics, merit rating and evaluation for advancement and promotion

EDM 401: Demographic Aspects of Educational Management: (2 credit units)

Population dynamics-Fertility, mortality etc; population structure and its effects on the demand for education; source of information on population- the census audits problems, surveys, vital statistics, simple enrolment projection techniques. Population Explosions-issues, concepts and cases, educational implications of explosion.

EDM 403: Educational Cost and Financial Analysis: (2 credit units)

Basic concepts of cost; average cost, marginal cost; fixed and variable costs, current and constant prices. Money expenditure and opportunity cost. Private institutions and social cost, purpose of educational spending- budgetary analysis, allocation of resources.

EDM 400: Practicum/ Internship (2 credit units)

This course exposes students to practical Educational Skills in management through internship

EDM 411: Principal Ship in Educational Management (2 Credit Units)

The principal as leader in school organization. The principal as an executive head, manager and supervisor, the principal leader behavior and school climate, current leadership problems and issue in education administrative control strategies.

EDM 406: Educational System Analysis: (2 credit units)

Parameters for determining the flow and movement of students; admission rate, repetition rate, drop-out rate and transition rate between levels; stock of teaching manpower, pupil-teacher ratio, attrition rate.

EDM 423: Office Management and Record Keeping: (2 credit units)

Office hierarchy and lines of authority, the effective management of office staff, material management- filling systems, sources of information, school records – long book, punishment book, record of work (diary) attendance register, admission register, student records, student placement services.

EDM 402: Educational Policy Analysis (2credit units)

A critical analysis of policy documents and reports in Nigeria Educations. The role of interest groups in the process of policy formation and review. The bureaucrats and their impact on policy making, examination of major policies in Nigeria Education.

EDM 410: Change and innovative Process in Formal Organisation (2 credit units)

Deliberate and non-deliberate types of change. Administrative strategies for promoting desired changes in organizations such as schools, universities, the Military, Business firms and public bureaucracies; Focus on design, human relations strategies, evaluation process, long range strategic planning, political and economic dynamics. Evaluation of programmes and institutions; national economic planning and educational planning.

EDM 404: School Business Management: (2 credit units)

Review of accounting practices in schools. Accounting aids to educational management. School purchasing, supply, risk management, internal control and budgeting. The Principal and the Bursar's roles in school administration; contracts and contracting. The powers of the Principal, School Committee, School Boards and the Ministry of Education.

Table 9:LIST OF ACADAMIC STAFF FOR EDUCATIONAL MANAGEMENT AND THEIR DISCIPLINE

N/S	Name of Academic Staff	Discipline	Highest Qualification	Designation
1.	Prof. Uzoechi	Science Education/Research Method	PhD	Visiting Professor
2.	Prof. Gabriel Egbe	English Language	PhD	Professor
3	Dr. Mrs. Emechebe Nkechi Stella	Educational Administration & Planning	PhD	Associate Prof.
4.	Rev. Fr. Dr. Amadi Anothony	Educational Administration & Planning	PhD	Senior Lecturer
5.	Rev. Sr. Dr. Amaefule Marcella	Educational Administration & Planning	PhD	Senior Lecturer
6.	Rev. Fr. Dr. Bakwaph Peter K.	Educational Administration & Planning	PhD	Senior Lecturer
7.	Rev. Sr. Dr. Chika Eze	Psychology	PhD	Senior Lecturer
8	Dr. Francis Ojo	Test & Measurement	PhD	Lecturer I
9.	Dr. Mgbemere Nene Anyanwu	Adult Education	PhD	Lecturer I
10.	Dr. Bitris Christiana	English Education	PhD	Lecturer I
11.	Dr. Iyala Felix	Educational Administration	PhD	Lecturer II
12.	Dr. Ogunlade	Educational Technology	PhD	Lecturer II
13	Dr. Uchenna E. Enem	Guidance & Counselling	PhD	Lecturer I
14.	Rev. Fr. Dr. Bahago B. Samaila	Guidance & Counselling	PhD	Lecturer II

5.6 BACHOLOR OF LIBRARY AND INFORMATION SCIENCE (B.L.I.S)

THE PROGRAMME

The Programme for Library and information Science has been established to produce information professionals and specialists of the 21st Century who will serve as active players in the new knowledge economy. It aims at producing graduates who will be able to balance theory with practice in the dynamics of information use and access, laying emphasis on study activities and research in the areas of information retrieval, information service management, information access, information security, digital media and virtual libraries.

In pursuit of its academic agenda, the Programme will seek collaboration in research and partnership in information projects with other institutions/departments with similar programmes in library, information and knowledge domains, be they in universities, industries and professional bodies in both national and international information and knowledge communities.

Having acquired their education and professional training, graduates of the Programme will be qualified and entitled to become registered members of their national and international professional bodies, since they would have satisfied the requirements for membership of such professional bodies.

The programme has been structured such that the products can pursue graduate studies or programmes of their choice in any areas of interest later in their professional career developments.

The Programme is domiciled in the College of Education of the University with the benefit of sharing resources and facilities and maximizing the utilization of manpower available in the College.

5.6.1 PHILOSOPHY

There is the need to prepare our library and information professionals for continued relevance in the 21st Century knowledge-based organisations and technology driven information environments. The planning and making ready of library and information professionals for strategic relevance tomorrow start today. Digital and electronic information have become very important part of global culture. As their growth against hard copy information becomes greater, information and knowledge management have become a necessity and of strategic importance in communities organisations and institutions at all levels of learning. Consequently, the education and training of library and information professionals in Nigeria must follow global trends by employing an integrated approach to training and education in the information field to reflect international standards and conform with national objectives.

The philosophy of the Bachelor of Library and Information Science (BLIS) Honours degree programme is based on the national objectives, as contained in the general philosophy of the National Policy on Education in Nigeria, Section 1 paragraph 1, and domesticated in the College of Education in Veritas University. The establishment of the programme is as a result of the dearth of information professional graduates with the appropriate knowledge and required skills for the documentation, retrieval and dissemination of information that has become nebulous especially since the advent of Information and Communications Technologies (ICT) particularly the Internet. Today, information managers use emerging information and communication technologies to harness ubiquitous information for effective dissemination. Hence, whether it is real-time, online or offline, analogue or digital, there is still the need for skilled human resources to identify specific information needs of individuals, society or organisations, and apply the appropriate technology to package such information in the best media designed for its dissemination. Librarians are still needed to systematically gather, organize and plan for appropriate dissemination of information and knowledge. Therefore, mounting the BLIS programme is found necessary because of the need to key into the global trend of training professionals that will acquire the knowledge and skills required to competently harvest, process and disseminate information which has gone beyond the traditional practices of librarianship.

Hence, it is imperative for the BLIS programme to transcend the traditional practice of educating and training library and information professionals. It should prepare its graduates to creatively adapt to and adopt the emerging technologies for information gathering, processing, storage, retrieval and effective dissemination. The programme will produce graduates that can creatively work at all levels of information and knowledge organisations for utilization of society's information resources.

5.6.2 Vision

The vision of the programme is to be a platform for training 21stC LIS professionals who will focus on use, users of information and knowledge, and systems, having been provided with balanced professional education and training anchored on a foundation of knowledge and practical skills in librarianship and information science.

5.6.3 Mission

The mission of the programme encompasses the desire:

(a) To produce graduates who are equipped with requisite knowledge and skills and have been imbued with the ability to understand and make meaningful contributions to the development of information systems in knowledge based organisations, communities and institutions in Nigeria through capable management of information and knowledge resources and services.

(b) To produce and prepare information professionals who have the competencies and enhanced capability to fit into and enrich any information based organisations and proffer solutions to problems resulting from the gap between people, information and technology at any levels of human endeavours both in public and private sectors of the Nigerian economy.

5.6.4 AIM and OBJECTIVES

5.6.5 Aim

The programme will seek to develop a learning approach that is multidisciplinary through a combination of LIS courses with cognate courses in the humanities, social and management sciences, sciences or education (taken in the first two/three years of the degree programme). Thus it is expected that the graduates produced will be versatile in bringing together different ideas derived and developed from a combination of such cognate knowledge with LIS knowledge and skills acquired which will enhance their capacity to proffer solutions to theoretical and practical problems they may encounter in information-based service delivery organisations. The products of the programme are expected to be creative, innovative in decision making and problem solving, and be imbued with good interpersonal relationship capabilities.

Therefore, the programme is geared towards making its philosophy functional according to Section 1 subsections 5 – 7 of the Nigerian National Policy on Education. Thus, its aim is multifaceted and compacted to:

1. produce LIS professionals for all types of libraries, information and documentation centres.
2. produce a generation of LIS professionals for 21st C information and knowledge environments, who are kitted with current ICT skills and potentials for utilizing ICT for information and knowledge management in libraries and any other information environments.
3. equip students with an understanding of the role of the new communication technologies (e.g. the Internet) in the handling of information
4. provide the students with the critical combination of professional skills and knowledge to enhance the attempt at closing the digital gap between Nigeria and other technologically developed countries.
5. provide graduates of LIS with the intellectual and professional background adequate to make them adaptable to any changing situations that may come their way in their job performance
6. produce students that will develop an understanding of the changing social, cultural and educational role of the library and the functions of information professionals as regards the responsibilities and judgements required for their effective performance as information professionals in contemporary society.

5.6.6 Objectives

At the end, the programme would have enabled the graduates to:

1. Acquire and comprehend and apply effectively the basic theories and skills relating to the selection, acquisition, organization, storage, retrieval and effective dissemination of information in libraries and information centers
2. Evaluate and use effectively, technologies of information retrieval and dissemination and communication in general in library and information management.
3. Acquire the knowledge and skills in ICT to support teaching, learning and research
4. Develop an understanding of the importance of communication process and to foster the development of communication skills necessary for effective performance of their professional role
5. Manage financial and human resources prudently and adequately in any organizations or institutions they may find themselves
6. Acquire the knowledge and skills to design information systems that can anticipate and respond to the socio-economic, political, technological and cultural changes in the society.
7. Acquire the knowledge, competencies and skills on which they can proceed for further studies in specialized areas of library and information science discipline.

5.7 RATIONALE/JUSTIFICATION

I Compatibility of programme with institutional Mission

Information is an important resource in the day to day operations of individuals, organizations and society in general. The world has evolved to an age where developments and revolution in information technology have resulted in information explosion that is with us today. There is therefore the need for information professionals to acquire the training, skills and qualifications for effective performance in libraries and information centres. It is due to this need in this country that the Bachelor of Library and Information Science (BLIS) degree programme has been proposed and introduced into the curriculum. The broad objective of the programme is to equip its graduates with appropriate technical and professional knowledge and skills in Library and Information Science that will enable them perform efficiently and effectively in any information based organizations and to inculcate in them quality moral and ethical attitudes in their approach to service delivery in society in general.

II **Relevance to national needs**

Information is an all- pervasive commodity. The programme seeks to establish the significance of the dynamic role of information and library work in the information society and knowledge-based economy. It is meant to develop in the students, the knowledge and skills needed to handle effectively the storage, retrieval, analysis and communication of information. Specifically, graduates of the programme will be relevant to our society, by being able to

- (a) To identify, analyze and evaluate issues in information and library management in order to produce relevant solutions.
- (b) To create, acquire, organize, retrieve, evaluate and disseminate information efficiently and effectively to enhance performance and delivery of services needed in a knowledge based economy.

Table 10: Detailed Course Structure For Bachelor of Library and Information Science (BLIS)

100 Level	First Semester	
General Courses		UNITS
GES 111	Communication in English I	2
GES 113	Nigerian Peoples and Culture	2
GES 115	History and Philosophy of Science	2
GES 121	Use of Library, Study Skills and ICT	2
Core Courses		
LIS 121	Information, Libraries and Society	3
LIS 123	History of Libraries and Information Centres	3
Cognate Courses		
EDU 121	Foundation of Education History and Sociology of Education	2
CSC 101	Introduction to Computer Science	3
Elective Courses		
2 Elective courses, each of 2 Credit units from either Humanities, or Social Sciences or Management Sciences or Sciences		4
Sub		Total
23		

YEAR	SECOND SEMESTER	
100 LEVEL		
General Courses		UNITS
GES 112	Philosophy, Logic and Human Existence	2
GES 122	Communication in English II	2
GES 124	Communication in French	2
GES 142	Community Service	1
THG 172	Introduction to Church History	2
Core Courses		
LIS 112	Introduction to Library and Information Studies	3
LIS 122	Introduction to library & information resources	3
Cognate Courses		
EDU 122	Foundation of Education II: Philosophy of Education	2
EDU 112	Educational Psychology 1 (Developmental psychology	2
Elective Courses	Take Two elective courses from either Humanities or Social Sciences	4

Sub Total

23

TOTAL CREDITS (100 LEVEL)

46 Credit Units

YEAR LEVEL	200	FIRST SEMESTER	
General courses			UNITS
GES 221		Peace studies and Conflict Resolution	2
GES 223		Entrepreneurship and Innovation	2
THG 271		Basic Spiritual Theology	2
Core Course			
LIS 211		Introduction to Information Science	3
LIS 213		Introduction to Bibliography	3
LIS 217		Information Users	3
Cognate Courses			
EDU 211		Educational Psychology: Human Growth and Development	2
CSC 241		Information Technology: Design, Policy and Application	2
Elective Courses			
2 Electives Courses, each of 2 Credits chosen from either Humanities, Social Sciences, 4 Management Sciences or Sciences			
<u>Sub</u>			<u>Total</u>
<u>23</u>			

YEAR LEVEL	200	SECOND SEMESTER	
General Courses			UNITS
GES 212		Business Creation and Growth	2
GES 272		Social Teaching of the Church	2
Core Course			
LIS 212		Introduction to ICT in Libraries and Information Centres	3
LIS 222		Organisation of Knowledge I	2
LIS 224		Library and Information Centre Visit	2
LIS 228		Information Literacy	2
Cognate Courses			
LIS 226		Computer and Data Processing	2
LIS 292		Indigenous Knowledge System	2

Elective (Restricted) Courses (Any one course to be taken from the list below:)☺

LIS 215	Library and Information Services for Children and Adolescents	2
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LIS 223	Library and information Services to the Rural Community	2
Electives courses		
2 Electives Courses, each of 2 Credit Chosen from either Humanities, Social Science 4 Management Sciences and Sciences		
Sub Total		23
Total Credits (200 Level)		<u>46</u>
CREDIT UNITS		

YEAR III: 300 LEVEL	FIRST SEMESTER	
CORE COURSES		
LIS 311	Organization of Knowledge II	3
LIS 312	Collection development and Management	3
LIS 313	Reference and Information Services in LIS	3
LIS 314	Management of Libraries and Information Centres	3
LIS 321	Introduction to Preservation of Library and Archival Materials	2
LIS 323	Knowledge Management	2
Cognate courses		
LIS 316	Library Architecture and Building Environments	2
LIS 341	Information Policy, Ethics and law I	2
EDU 301	Tests and Measurement	2
Electives (restricted) course		
Any One Course from the list below		
LIS 382	Public Information Systems and Services	2
LIS 384	National Information Systems and services	2
Sub Total		<u>24</u>

YEAR III: 300 LEVEL	SECOND SEMESTER	
Core Courses		UNITS
LIS 316	Serials Management	2
LIS 322	Preservation and Conservation of Library Recourses	3
LIS 324	Digital Libraries	2
LIS 326	Research and Statistical Methods in LIS	3
LIS 327	Information Management and Marketing	2
Cognate Courses		
LIS 325	Packaging and Repackaging of Information Products and Services	2
Electives (Restricted) Courses		
Any 2 Elective courses from the list below		
LIS 317	National, Public Libraries and Information Centers	2
LIS 318	School Libraries and Media Resource Centers	2

LIS 328	Academic and Special Libraries and Information Centers	2
Elective Courses		
1 Elective courses, each of credit units chosen from either Humanities, Social Sciences, Management Science or Sciences		
Sub Total		<u>22</u>
Total Credits (300 level)		<u>46</u>

YEAR IV: 400 LEVEL	FIRST SEMESTER	
COURSE		UNITS
LIS 4311	SIWES	6
LIS 4991	Research Project II	4
EDU 402	Guidance and Counselling	2
Sub Total		<u>12</u>

YEAR IV :400 LEVEL	SECOND SEMESTER	
Core Courses		Units
LIS 412	Information Policy, ethics and law II	3
LIS 413	Indexing and Abstracting	3
LIS 416	Introduction to Archives and Records Management	2
LIS 422	Information Networks	3
LIS 432	Government Publications	2
LIS 419	Research Project 1: Seminar Presentation	2
Cognate Courses		
LIS 423	Entrepreneurship in Information Services (information entrepreneurship)	2
LIS 492	Publishing, Book Production and Book Trade	2
Elective (Restricted) Course		
Elective 1:		
Special Topics in :		
Any one course from the below:		
LIS 427	Management and Social Sciences Librarianship	2
LIS 428	Science, Technology, Medical Librarianship	2
LIS 429	Humanities, Education, Law Librarianship	2
Electives II:		
Any one course from the list below:		
Bibliography and Literature of:		
LIS 425	Science and Technology	2
LIS 476	Humanities	2
LIS 477	Social Sciences	2
Sub Total		<u>23</u>
Total Credits (400 Level). 33		

5.7. COURSE DESCRIPTION

GST 111 Communication in English I (2 Units: 30 LH)

Effective communication and writing in English. Language skills, writing of essay answers. Comprehension, sentence construction, outlines and paragraphs. Collection and organization of materials and logical presentation and Punctuation.

GST 112 Philosophy, Logic and Human Existence (2 Units 30 LH)

A brief survey of the main branches of Philosophy. Symbolic Logic, Special symbols in Symbolic Logic – conjunction, negation, affirmation, disjunction, equivalent and conditional statements, law and tort. The method of deduction, using rules of inference and bi-conditionals qualification theory. Types of discourse, Nature off arguments, Validity and soundness. Techniques for evaluating arguments; Distinction between inductive and deductive inferences, etc. [Illustration will be taken from familiar texts, including literature materials. Novels, Law reports and newspaper publications.

GST 113 Nigerian Peoples and Culture (2 Units 30 LH)

Study of Nigerian history, culture and arts in pre-colonial times. Nigerian's perception of his/her world. Culture areas of Nigeria and their characteristics. Evolution of Nigeria as a political unit. Indigene/settler phenomenon. Concepts of trade; economic self reliance. Social justice. Individual and national development. Norms and values; negative attitudes and conducts (cultism and related vices). Reorientation of moral environmental problems.

GST 115 History and Philosophy of Science (2 Units 30 LH)

Man – his origin and nature. Man and his cosmic environment scientific methodology. Science and technology in the society and service of man. Renewable and non-renewable resources – man and his energy resources. Environmental effects of chemical plastics, textiles, wastes and other materials. Chemical and radiochemical hazards. Introduction to various areas of science and technology. Elements of environmental studies.

GST 121 Use of Libraries, Study Skills and ICT (2 Units 30 LH)

Brief history of libraries. Libraries and education. University libraries and other types of libraries. Types of library materials. Using library resources including e-learning, e-materials, etc. Understanding library catalogue and classification. Types of catalogues (card, OPAC, etc.). Reference resources and services. Database resources. Study skills. Copyright and its implications. Plagiarism. Bibliographic citations and referencing. Development of modern ICT. Hardware and Software Technology. Input devices, storage devices, output devices. Communication and internet services. Word processing skills (typing, etc.)

GST 122 Communication in English II (2 Units: 30 LH)

Logical presentation of papers. Phonetics. Instruction on lexis. Art of public speaking and oral communication. Figures of speech, Précis, Report writing.

GST 123 Communication in French (2 Units 30 LH)

Introduction to French alphabets and numeric for effective communication (written and oral). Conjugation and simple sentence construction based on communication approach, sentence construction. Comprehension and reading of simple texts.

LIS 112 Introduction to Library and Information Studies (2 Units 30 LH)

Concept of information; definition, nature and characteristics of information; information and society. Communication theory. Fundamentals of library organization and services. Organisation of information, classification of information resources. Overview of developmental stages in the history of libraries – print, digital, electronic, virtual. Introduction to library information systems and services. Fundamentals of archives and records management; basics of publishing; Brief overview of library development in Nigeria. Career and professional issues in LIS in Nigeria. National and International professional associations; Librarian Registration Council of Nigeria (LRCN).

LIS 121 Information, Libraries and Society (2 Units 30 LH)

Factors determining the establishment and patterns of library services in society with particular reference to developing countries. Library as medium of communication; and its relationship with other information and communication systems. Functions of different types of libraries, oral traditions, illiteracy and libraries; intellectual freedom and censorship; the profession and professional responsibility; library models, marketing information service; measuring social values and impact; the professional librarian; the information society.

LIS 122 Introduction to Library Information Resources and Services (2 Units 30 LH)

Introduction to different types of library information resources – books (textbooks, fiction and non-fiction, periodicals, newspapers, magazines, etc. reference books, grey literature, government publications); non-books (audio visual software and hardware); cartographic materials (globes, maps, atlases, etc.); electronic publications (CD ROM, digital libraries, Internet, etc.); library services – circulation, reference, reserve, e-library, serials, etc.

**LIS 123 History of Libraries and Information Centres (3Units 45LH)
(Emphasis is on Nigeria)**

Outline history of libraries of the Western world from antiquity to the present. Evolution of Nigerian Libraries from pre-colonial to post independence. Islamic

scholarship and growth of Arabic Collections. Forces in the emergence of modern libraries in Nigeria; development of Nigerian libraries by types; library legislation; library associations. International organizations and other external agencies in Nigeria's library development.

LIS 124 Libraries and Information Centre visit (2 Units 30LH)

Study visits to libraries, information centres, publishing houses, printing presses and allied organisations and institutions to acquaint students with the structure and management of information profession. Practical demonstrations by personnel of institutions visited. Orientation on the nature and importance of library and information science in the processes of the organisations visited. (Submission of written reports at the end of the visits).

CSC 101 Introduction to Computer Science (3 Units 45 LH)

General background on computers; what is a computer; what is hardware; what software; what is the Internet. Only requirement is the ability to use a web browser.

Course contents: the nature of computers and code, what they can and cannot do; how computer hardware works: chips, cpu, memory, disk; computer jargons, e.g., bits, bytes, megabytes, gigabytes, etc.; how software works: what is a program, what is "running"; how digital images work; computer codes: loops. logic; big ideas: abstraction logic, bugs; how structured data works; how the Internet works: ip address, routing, Ethernet, wi-fi; computer security: viruses, trojans, and passwords; analog vs digital; digital media, images, sounds, video, compression.

LIS 212 Introduction to Information and Communication Technologies (ICT) in Libraries and Information Centres (2Units 30 LH)

Basic concepts and types of ICTs and their applications in Libraries and Information Centres. Library application packages; impact of ICTs on libraries and information centres; challenges of ICT applications in LIC; introduction to the Internet and the social media; concept of multimedia information systems; network and networking; web design; databases and digital libraries; electronic publishing; ; hands-on experience with relevant technologies.

LIS 222 Organisation of Knowledge I (2 Units 30 LH)

Introduction to issues in organization of information and documents including analysis of intellectual and physical characteristics of documents; principles and practice of surrogate creation. Parts of a book. Description and history of cataloguing and classification; introduction to library cataloguing and classification, includes an understanding of library catalogues as an information retrieval system. Types and formats of catalogues. Focus on principles and standards in the creation of catalogues and cataloguing records, includes introduction to cataloguing materials in a variety of formats. Standard techniques

of identification and description of bibliographic units through descriptive cataloguing using AACR 2: subject cataloguing and classification; using Sear's List of subject headings and Dewey Decimal Classification. Filing rules.

GST 221 Peace Studies and Conflict Resolution (2 Units 30 LH)

Basic concepts in peace studies and conflict resolution. Peace as vehicle of unity and development. Conflict issues. Types of conflicts, e.g., ethnic/religious/political/economic conflicts. Root causes of conflicts and violence in Africa. Indigene/settler phenomenon. Peace-building; management of conflict and security. Elements of peace studies and conflict resolution; developing a culture of peace. Peace mediation and peace-keeping. Alternative Dispute Resolution (ADR). Dialogue/arbitration in conflict resolution. Role of international organization in conflict resolution, e.g., ECOWAS, AU, UN, etc.

GES 271 Basic Spiritual Theology (2Units 30 LH)

Examination of the nature of spiritual life in a way that gives meaning and purpose to the spiritual exercises that human persons perform. A study of the nature of theology as a systematic reflection on the meaning and content of Christian revelation and faith; various theological disciplines and their interconnectedness; meaning of spirituality; different aspects of spirituality-biblical, liturgical, pastoral and african; rise and development of monasticism and modern spirituality; overview of the history of Christian spirituality; Christian virtues and universal application of charity, chastity, poverty and obedience; spiritual retreats.

GES 272 Social Teaching of the Church (2Units 30 LH)

Examination of social teachings of the Church as it concerns spiritual matters and wellbeing of man; pastoral efforts of the Church as regards the material wellbeing of human persons with special emphasis on human dignity and rights.

LIS 213 Introduction to Bibliography (2 Units 30 LH)

History and concept of bibliography. Role of bibliography as a tool in organization of knowledge. Types of bibliography and uses. Steps in compilation of bibliography; criteria for evaluation; role of modern technology in bibliography. Compilation of bibliography on selected topic (s).

LIS 228 Information Literacy (2 Units 30 LH)

Definition of Information Literacy; importance of information literacy; characteristics and types of information; information sources; information access tools; search strategies; information literacy skills; Internet as information provider; ; copyright issues; citation; evaluation of information sources.

LIS 323 Knowledge Management (2 units 30LH)

Definition and Conceptualisation of Knowledge Management. KM processes, strategies and systems. KM technologies. Application of Knowledge Management in Library and Information practice. Problems and prospects of Knowledge Management

LIS 341 Information Policy, Ethics and Law I (2Units 30 LH)

Introduction to international and national information policy with a focus on Nigerian Government policies. Issues and challenges faced in developing countries, and implementing policies within organisations, public and private, including the protection and use of intellectual property. Explore policy and ethical issues of information access and control including intellectual property; file sharing; free speech, privacy and national security. Public and privatesector policy in terms of privacy, access, and exploitation. The protection and use of intellectual property. Access to public scenarios. Public information, security and protection of privacy of personally identifiable information in terms of access, and exploitation.

LIS 326 Research Methods and Statistics in LIS (3 Units 45 LH)

Research Methods used to conduct scholarly inquiry and service evaluation in library and information science. Nature and purpose of research in library and information science. Introduction to quantitative and qualitative methodologies and techniques; the design, planning and execution of research studies, from conceptualization and proposal writing to reporting and dissemination of the findings. Types of research; survey, historical/documentary and experimental; steps in research: statement of problem; review of literature; data sources and sampling; research ethics and integrity; data collection, analysis and interpretation; conclusion and recommendation. Introduction to basic statistical concepts and calculations of descriptive statistics. Application of quantitative techniques in library and information management.

LIS 328 Academic and Special Libraries (2Units 30 LH)

Nature, role and objectives of libraries in higher institutions, and special organization; their administration, collections, clientele and special services; budgeting; personnel, building, and equipment. Problems of academic and special libraries in Nigeria. Application of modern technology.

LIS 382 Public Information Systems and Services (2Units 30LH)

Introduction to the nature, development, types, resources and services of public information systems. Concepts; infrastructure required in establishing and maintaining public information systems. Application of computer and other communication technologies in the provision of information services.

LIS 413 Indexing and Abstracting (3 Units 45 LH)

Concepts and methods of indexing and abstracting; types of indexes and abstracts; functions of indexes and abstracts as information retrieval tools; thesaurus construction and updating; indexing and abstracting services including electronic databases; evaluation of indexes and abstracts; automation of indexes and abstracts processes. Practice in developing indexing and abstracting tools.

LIS 416 Introduction to Archives and records management (3 Units 45LH)

An introduction to the archival profession with focus on theoretical principles, methodologies, and practical administration of archives, records and other information sources- print and nonprint that contribute to the management of knowledge necessary for organisations and society. Basic theories, principles, techniques and methods for identifying, describing and selecting (appraising) for acquisition, arrangement of records with continuing or enduring value. Life cycle of records as well as records continuum; records creation; maintenance of records and disposals. References; preservation, exhibitions, outreach and electronic resources.

LIS 492 Publishing, Book Production and Book Trade (2 Units 30LH)

A brief history of publishing in Africa (Nigeria). Problems of book publishing in Nigeria for various categories of readers; the multi-national publishers; indigenous publishing; government and individuals as publishers. Bookshops and Bookselling; problems of marketing and distribution. A brief outline history of printing and publishing from earliest times to the present day. Manuscript development and editing; author-publisher, marketing and promotion techniques. Intellectual property laws; use of new techniques in publishing. Problems of publishing in general in Nigeria.

LIS 419 Seminar Project

Research on topical issues, and presentation of a formal report in form of a Seminar. Project is to be researched for its practical relevance and will be assessed based on the extent to which it shows the student's understanding and grasp of library and information science research

LIS 422 Information Networks

Development and application of information networks – intranets and the Internet. The World Wide Web “Web 2.0” – including how these have affected business, non-profit and governmental organisations. Techniques and tools for defining, diagnosing and driving effective knowledge networks (communities of practice) within and across organisations. Essential components of organizational life - collaboration, networks and teamwork – costs and benefits assessment. Collaborative knowledge sharing, motivation and change; how to

measure, diagnose and improve individual's network as a resource for insight, career development and problem-solving.

LIS 412 Information Policy, Ethics and Law II (2 Units 30 LH)

Digital-age intersection of information and ethics with emphasis on key areas of intellectual property, privacy, confidentiality, authenticity, plagiarism, accessibility, intellectual freedom, censorship, social networking, cyberbullying, security, preservation, transparency, accountability, policy making, and professionalism. Familiarisation with information ethics and law in LIS. Professional code of ethics in LIS practice. Ethical theories and application of ethical decision – making models to real-world library and information scenarios. Issues and resources related to creation, implementation, enforcement and assessment of institutional ethical codes. Librarians Registration Council of Nigeria (LRCN)

LIS 477 Bibliography and Literature of the Social Sciences (2Units 30 LH)

Nature and scope of the literature of the Social Sciences. ; characteristics and structure of information sources in the social sciences; bibliographic organization and control; programmes and services of national and international institutions and organisations in the field. Patterns of literature use and reference works.

LIS 476 Bibliography and Literature of the Humanities (2Units 30LH)

Nature an scope of the field of Humanities; characteristics and structure of information sources in the Humanities; growth; bibliographic organization and control; patterns of literature use and services of national and international institutions and organisations in the field. Reference works in humanities.

LIS 425 Bibliography and Literature of Science and Technology (2 Units 30 LH)

Nature and scope, growth, characteristics and structure of scientific and technical literature; basic information sources; bibliographic organization and control; reference work in Science and Technology; electronic literature searching and information retrieval processes; international cooperation in the organization and dissemination of scientific information. Reference works in Science and Technology.

LIS 499 Field Experience (SIWES) (6 Units)

At least six months of supervised field experience in any approved library and information centre in Nigeria undertaken during the long vacation at the end of 300L and during First semester of 400 Level

LIS 4342 Government Publications (2 Units 30LH)

Definition, nature, scope and use of Government Documents; types of documents. Bibliographic control of Government publications; international

organisations (e.g., UN, UN Agencies, AU, ECOWAS); their publications, acquisitions, control and organization in libraries.

LIS 499 Research Project (4 Units)

A topic on any aspect of Library and Information Science selected by a student and researched and written under the supervision and direction of a staff member. Students should demonstrate their understanding of research/statistical methods through use of appropriate data collection methods, analyses and interpretation techniques.

Table 11: LIST OF ACADEMIC STAFF FOR LIBRARY AND INFORMATION SCIENCE AND THEIR DISCIPLINE

N/S	Name of Academic Staff	Discipline	Highest Qualification	Designation
1.	Prof. Ekoja I.	Library & Information Science	PhD	Visiting Professor
2.	Prof. Uzoechi	Science Education/Research Method	PhD	Visiting Professor
3.	Dr. Mrs. Emechebe Nkechi Stella	Educational Administration & Planning	PhD	Associate Prof.
4.	Rev. Fr. Dr. Amadi Anothony CSSP	Educational Administration & Planning	PhD	Senior Lecturer
5.	Rev. Sr. Dr. Amaefule Marcella IHM	Educational Administration & Planning	PhD	Senior Lecturer
6.	Rev. Sr. Dr. Chika Eze	Psychology	PhD	Senior Lecturer
7.	Alafiatayo, Benjamin O.	Library and Information Science	BSc (Hons); MLS; MPhil	Senior Lecturer
8.	Dr. Francis Ojo	Test & Measurement	PhD	Lecturer I
9.	Oton, Enobong	Library and Information Science	BLS; MLS	Lecturer I
10.	Odu, Jane Anyanwu	Library and Information Science	BSc(LIS); MLIS; VACE	Lecturer II
11.	Okorigbo, Lynda Obiageri	Library and Information Science	BLIS; MIM; VACE	Assistant Lecturer
12.	Kakulu, Odion E	Library and Information Science	BSc (LIS); MLIS; VACE	Assistant Lecturer