

REVISED POST GRADUATE PROGRAMME FOR EDUCATIONAL FOUNDATIONS

MASTERS DEGREE COURSES

REVISED PROGRAMME FOR SPECIAL EDUCATION UNIT

Philosophy

The Post Graduate Programme in Special Education is an essential programme necessitated by the principle of Zero-Reject and Inclusive Education approved by the Ministry of education.

The importance of Special Needs Education is reflected in the need to train all teachers in school for the delivery of Individualized-Application Based Learning to meet the unique needs and learning styles of all learners' disability notwithstanding. Graduates of these programmes will therefore be of immense help in training and providing appropriate Public Education in an Inclusive set up.

Objectives:

The objectives of the programme are to:

1. Produce teachers who can implement the national objectives of Special Education
2. Produce sensitive, knowledgeable and dedicated special educators who are committed to excellence
3. Train Special Educators who will act as Advocates, employ appropriate assessment and exhibit proficiency in integrative technology and programming of students with Special Needs

Scope of the Programme

The scope of the programme in special Education shall include offering of courses that will reflect core and stress and dissertation writing

Entry Requirement

ME.D: the candidate shall have at least second class lower honour in Education with a 3.50 grade points or post graduate diploma in Education at merit level or above.

MASTERS IN SPECIAL EDUCATION

MED in Special Education shall provide alternate track Master's Programme in varying areas of special needs. The major competencies shall be an extension and refinement of those developed in the undergraduate special education to include the followings:

1. Learning disabilities
2. Intellectual disabilities
3. Education of students with Hearing Impairment
4. Education of students with Visual Impairment
5. Education of the Gifted Talented and Creative child
6. Education of children with emotional behavioural disturbance
7. Early childhood Special Education

Required courses for all MED students

1st Semester

SPE	575	Children with Special needs and Services	2
SPE	571	Psycho-Educational Assessment and Programming for children with Special needs	2
SPE	577	Foundations and application of Behavioural Analysis and Intervention	2
SPE	579	Practicum I (study of resource centre)	4
SPE	573 A-G	Track in varying areas of Special needs	2
PAC	601	Research Methodology and application of ICT	

2nd Semester

SPE	570	Theories, Principles, Therapies and Programmes of Special education	2
SPE	572	Counselling families and children with special needs	2
SPE	578	Classroom Management and Strategies for Teaching Children with Special needs	2
SPE	576	Practicum II (case study)	2
EDU	540	Thesis	12

Borrowed Courses

- Philosophy of education 2
- Adolescent psychology 2
- Child psychology 2
- Educational research 4

SPE 573A-E2 Track in varying areas of Special needs

SPE 573 A	Education of Gifted, Talented and Creative child
SPE 573 B	Education of Learning Disabled child
SPE 573 C	Education of the Cognitive and Intellectually Disabled
SPE 573 D	Education of the Visually Impaired
SPE 573 E	Education of the Hearing Impaired
SPE 573 F	Education of children with emotional/behavioural disturbance
SPE 573 G	early Childhood Special Education

Requirement for Specialization in varying areas of special needs (you are required to select any one area only)

573 A. Education of the Gifted, Talented and Creative Child 573-A-F

- SPE Introduction to Gifted education
- SPE Guidance and counselling of gifted children
- SPE Nature and needs of the gifted talented creative
- SPE Educational procedures and curriculum development for gifted learners
- SPE Under-achieving gifted and Thinking skills
- SPE Creative problem solving
- SPE Enrichment packages in Gifted education (using at least subject area like English (Reading). Mathematics, Science etc at the Nursery, primary, secondary level of education)

573 B. LEARNING DISABILITIES

- Introduction to learning disabilities
- Curriculum for teaching students with learning disabilities
- Strategies for teaching students with learning disabilities
- Programming for the learning disabled
- Reading strategies in primary school
- Mathematics: strategies and methods for the learning disabled

573 C. COGNITIVE AND INTELLECTUAL DISABILITY

- Introduction to Intellectual disability
- Curriculum for teaching students with intellectual disability
- Strategies for teaching the intellectually disabled
- Behavioural approaches to classroom learning
- Reading strategies in primary school

Curriculum for teaching students with educational/behavioural disorder

573 D. EDUCATING THE VISUALLY IMPAIRED

SPE Introduction to visual impairment curriculum and

SPE programming for the VI

SPE Personality Development for the VI

SPE Inclusion for the VI

SPE Strategies for educating the VI

573 E. EDUCATING THE HEARING IMPAIRED

Introduction to hearing impairment

Manual-Communication

Curriculum development for educating the hearing impaired

Inclusion for the hearing impaired

573 F. EDUCATIVE OF THE EMOTIONAL/BEHAVIOURALLY DISABLED CHILD

Introduction to emotional/behaviourally disordered child

Characteristics of EBD children

Strategies for teaching the behaviourally disturbed child

Curriculum for teaching students with emotional/behavioural disorder

Behavioural approach to classroom learning

573 G. EARLY CHILDHOOD SPECIAL EDUCATION

- Introduction to ECSE
- Developmental milestones for children
- Disabilities and early intervention strategies
- Assessment and intervention in foetal, prenatal and postnatal cases
- Research to practice in early childhood special education
- Practicum in early childhood special education
- IFSP (individualized family services plan in early childhood special education)
- Thesis in early childhood special education

COURSE DESCRIPTION FOR MED

SPE 575 Children with Special Need and Services

The course describes the various categories of the definitions of disabilities, and the provision of educational, therapeutic services available for such children

SPE 571 Psycho-Education Assessment and Programming

A theory and practice of systematic processes of getting students to obtain a holistic understanding of assessment approaches, and to gather relevant and valid information from students with special needs.

It highlights students strengths, and needs, while learning environments are planned to include their placement, intervention and accommodation.

SPE 571 Foundations and Applications of Behavioural Analysis and Intervention

Includes theories and principles of systematic interventions and their applications to behaviour change. It also reflects experimental and functional analysis of behaviour and applied behaviour analysis it covers. Ranges of behavioural and cognitive techniques of intervention with individuals and the limitation of techniques are equally stressed.

SPE 579 Practicum I

This is the study of available resource centres with a view to recommending future improvements and latest state of the art practices

SPE 576 Practicum II

An intensive analysis of individuals with special needs, stressing developmental factors and etiology of disability. It uses descriptive analysis to study and report any chosen field of children with special needs.

SPE 573 Tracking in Varying Areas of Special Needs

Selecting areas of disability and detailed course work on theory and practices of specialized programmes within the disability

SPE 570 Theories, Principles, Therapies and Programmes in Special Education

Conceptual frameworks, descriptions of theories and guiding principles for developing programmes for students. Description of psychosocial theories and therapies and guiding principles for programme development for special education are presented.

SPE 572 Counselling Families and Children with Special Needs

Theoretical frame work for definition of disabilities, needs of the families and available support system for parents and their children with special needs.

SPE 578 Classroom Management and strategies for teaching children with special needs

Teaches guidelines for working with children with developmental disabilities. Teaching tools and classroom management are employed to ensure effective service delivery and quality behaviour management in the classroom.

EDUCATIONAL PSYCHOLOGY UNIT

POSTGRADUATE DEGREE PROGRAMME (M.Ed)

Philosophy

Educational Psychology focuses on the application of psychological principles in learning and instructional processes, the development of teaching strategies, and the knowledge, skills and perspectives which enhance learning environments.

All in all, students are exposed to theories, strategies, analytical processes and procedures for understanding and intervening in human behaviours from the prenatal stage to adulthood.

Objectives

The main objective of the programme is to train students and equip them with the theoretical and practical knowledge needed to work as professionals in academics; as consultants in the design of effective schools and learning environments; and as teachers of teachers in the tertiary institutions. Other career tracks in Educational Psychology include School Psychology.

Scope

Students are exposed to such courses as Research Methodology and application of ICT in Research, Child Development, Psychology of Adolescence, Personality and Adjustment, Psychology of Learning and Instruction, Intelligence and Aptitude testing, Abnormal Psychology and Education, Seminar in Educational Psychology, as well as the other courses as listed and described hereunder, in addition to specializing in:

- School Psychology (at the PhD level only)

Entry Requirements

For M.Ed

1. B.Ed in Education with a minimum of Second Class Lower
2. Graduates in related areas with a PGDE (Credit Level)
3. Candidates are expected to satisfy the University Matriculation requirements

For Ph.D

Holders of M.Ed in Educational Psychology who have a minimum GPA of 3.5

Courses to be offered by MEd Candidates:

Candidates for M.Ed in Educational Psychology (no other area of specialization at Masters Level is offered) are required to take the following courses:

First Semester

<u>Course No</u>	<u>Title</u>	<u>Units</u>
PGC 601	Research Methodology and Application of ICT in Research	3
EDU 511	Child Development	2
EDU 513	Psychology of Learning and Instruction	3
EDU 515	Abnormal Psychology and Education	2
EDU 515A	Personality and Adjustment	2
EDU 517	Intelligence and Aptitude Testing	2
Total		14 Units

Second Semester

<u>Course No</u>	<u>Title</u>	<u>Units</u>
EDU 510	Psychology and Moral Development	2
EDU 512	Psychology of Adolescence	2
EDU 514	Attitudes and Education	2
EDU 516	Theory and Practice in Individual Psychological Testing	2
EDU 518	Seminar in Educational Psychology	2
EDU 590	Research Project	6
Total		16 Units

COURSE DESCRIPTIONS

EDU 511 Child Development

Theories of child development. A critical analysis of research findings on the child in the African environment.

(2 Units)

EDU 512 Psychology of Adolescence

Developmental changes in adolescence with particular references to physical, cognitive, emotional, social and moral development and their implication for teaching-learning process.

(2 Units)

EDU 511A Educational Psychology and Contemporary Issues

Analysis of the relationship between educational psychology and other disciplines in education and related field. The course emphasizes the acquisition of skills in the psychological analysis of issues, problems and policies and the specific approaches that might be applied.

(2 Units)

EDU 515A Personality and Adjustment

A critical analysis of theories and principles of personality development and behaviour change. Issues in personality and creativity, achievement, and performance.

(2 Units)

EDU 514 Attitudes and Education

Theories of attitude change. Coping with social change through planned intervention in educational systems. Attitude measurement and simulation of social behaviours. Role of interpersonal communication skills.

(2 Units)

EDU 513 Psychology of Learning

Critical analysis and evaluation of selected learning theories, related research strategies and findings and their application to practical learning situations. Particular attention will be paid to the Nigerian learning environment.

(3 Units)

EDU 515 Abnormal Psychology and Education

Perspectives in conceptualizing abnormal behaviour. Classification, assessment, and remediation of abnormal behaviours in education.

(2 Units)

EDU 516 Theory and Practice in Individual Psychological Assessment

Theoretical considerations and practicum in administering, interpreting, and using psychological instrument, particularly from the clinical perspective. Exploration of common problems in individual assessment modes using case studies.

(2 Units)

EDU 510 Psychology and Moral Development

Theory and Research on development of moral judgement. Relation of moral thought to other aspects of cognition. Development of moral conduct, culture, moral thought and education. Environmental influences on moral development. Methods of stimulating moral development.

(2 Units)

EDU 516B Behavioural Management and Analysis in the Classroom

Application of the techniques of behavioural analysis and management to the classroom. Observation and recording of classroom behaviour. Behaviour change techniques e.g reinforcement schedules, shaping, token economies, contingency management and evaluation of behaviour modification in the classroom . Course will focus on research and application.

(2 Units)

EDU 518 Seminar in Educational Psychology

Issues and perspectives in selected areas of psychology and education. Discussion of student papers focusing on their areas of research interest. Mini research projects are required of them.

(2 Units)

EDU 517 Intelligence and Aptitude Testing

The course is designed to expose students to various conceptions of intelligence; how it is measured; and some controversies about its use by educators. The course will lay emphasis on the nature of standardized tests and the comparison of aptitude and achievement testing; their current use and key issues associated with their uses.

(2 Units)

EDU 590 MEd Project

(6 Units)

PGC 601 Research Methodology and application of ICT in Research

In-depth research work aimed at acquiring full knowledge and presentations in scholarly writing of the concepts, issues, trends in the definition and development of the study area from African and western perspectives. Major steps in research: selection of problem, literature review, design, data collection, analysis and interpretation, conclusions. Study of various research designs, historical, case studies, survey, descriptive, cross sectional, experimental etc. Analysis, surveys, and synthesis of conceptual and philosophical foundations of different disciplines. Identification of research problems and development of research questions and or hypotheses. Detailed treatment of methods of collecting relevant research data and the format for presenting research results (from designing the table of contents to referencing, bibliography and appendix). Data analysis and result presentation in different disciplines using appropriate analytical tools. Methods of project/dissertation writing. Application of appropriate advanced ICT tools relevant in every discipline for data gathering, analysis, and result presentation. Essentials of spreadsheets, internet technology , internet search engines , statistical packages,

precision and accuracy of estimates, principles of scientific research, concepts of hypotheses formulation and testing, organization of research and report writing. All registered Masters Degree students must attend a solution-based interactive workshop to be organized by the School of Postgraduate studies for a practical demonstration and application of the knowledge acquired from the course, conducted by selected experts.

(3 Units)

PGC 701: SYNOPSIS AND GRANT WRITING 3UNITS

Identification of types and nature of grant and grant writing; mining of grants application calls on the internet. Determining appropriate strategy for each grant application. Study of various grant application structures and contents and writing of concept notes, detailed project description, budgeting and budget defense. Study of sample grant writings in various forms and writing for mock research and other grants. Identification of University of Nigeria synopsis structure and requirements, (Introduction, methodology and results). Determining the content of each sub-unit of the synopsis. Steps in writing of synopsis from the Dissertation/Thesis document. Steps in writing of synopsis form the writing and strategies for avoiding them. The roles of the student and the supervisor in the production of a synopsis. Writing of mock synopsis. All registered Ph.D students must attend a solution-based interactive workshop to be organized by the School of postgraduate studies for a practical demonstration and application of the knowledge acquired from the course, conducted by selected experts.

**CHILDHOOD EDUCATION
M.ED PROGRAMMES
PROGRAMME STRUCTURE**

CHILDHOOD EDUCATION

First Semester/long vacations

<u>Course No</u>	<u>Title</u>	<u>Units</u>
EDU. 510	Child Development	2
EDU. 513	Psychology of Learning and Instruction	3
EDU. 552	Family Counselling	2
EDU. 560	Approaches & Materials in Childhood Education	2
EDU. 565	Field work in Childhood Education	1
EDU. 540	Introduction to Advanced Research in Education	4
Total		14

Units

Second Semester/Long Vacations

EDU. 500	Philosophy of Education	2
EDU. 561	Seminar in Childhood Education	2
EDU. 562	Policy, organization and Administration	2
EDU. 563	Children's Literature	2
EDU. 590	Project Report	6
EDU. 601	Research Methodology and Application of ICT in Research	3
PGC. 701	Synopsis and Grant Writing	3
Total		20 Units

COURSE DESCRIPTIONS

M.ED COURSES

EDU. 500 Philosophy of Education

Aims of Education. Major Theories affecting Education: Idealism, Realism, Scholasticism, Naturalism, Pragmatism Experimentalism, Progressivism, positivism, Marxism, A critical appraisal of the educational theories of Locks, Rousseau, Pestalozzi, Froebel, William James, John Dewey. The problem of knowledge and Education: Subjective and objective approaches to reality. Philosophical determinants of Nigerian education. Public versus private education, the open university.

(2 units)

EDU. 510 Child Development

Theories of child development. A critical analysis of research findings on the child in the African environment. (2 units)

EDU. 513 Psychology of Learning

Critical analysis and evaluation of selected learning theories, related research strategies and findings and their applications to practical learning situational. Particular attention will be paid to the Nigerian learning environments (2 units)

EDU. 540 Introduction to Advanced Research in Education

The scope of research in education. Sources of research data and techniques of data collection, sampling. Analysis of data-in the use of statistical techniques, mechanical, electrical and electronic aids to data processing. Thesis and dissertation writing. (4 units)

EDU. 590 Master's Degree Project

This is an embodiment of the Master's Degree project. Its evaluation will be based both on a proposal approved by the Faculty and the final project report. The registration for This research work should be effected at the beginning of the session during which the candidate intends to present the completed project for final examination.

(6 units)

PGC. 601 Research Methodology and Application of ICT in Research

In-depth research work aimed at acquiring full knowledge and presentations in scholarly writing of the concepts, issues, trends in the definition and development of the study area from African and Western perspectives. Major steps in research: Selection of problem, Literature review, Design, Data collection, analysis and interpretation, conclusion, study of various research design, Historical, case studies, surveys, descriptive, Cross sectional, Experimental etc, Analysis, surveys and synthesis of conceptual and philosophical foundations of different disciplines, identification of research problems and development of research questions and or hypotheses. Detailed treatment of methods of collecting relevant research data and the format for presenting research results (from designing the table of contents to referencing, bibliography and appendix). Data analysis and result presentation in different disciplines using appropriate analysis tools. Methods of project/dissertation writing. Application of appropriate advanced ICT tools relevant in every discipline for data gathering, analysis and result presentation, Essentials of spreadsheets, internet technology, and internet search engines. All registered Masters Degree students must attend a solution-based interactive workshop to be

organized by the School of Postgraduate Studies for a practical demonstration and application of the knowledge acquired from the course conducted by selected experts. (3 units)

PGC 701 Synopsis and Grant Writing

Identification of types and nature of grant and grant writing: mining of grants Application calls on the internet. Determining appropriate strategy for each grant Application. Study of various grant application structures and contents and writing of Concept notes, detailed project description, budgeting and budget defense. Study of Sample grant writings in various forms and writing of mock research and other grants. Identification of University of Nigeria synopsis structure and requirements, (introduction, Methodology and Results). Determining the content of each sub-unit of the synopsis. Steps in writing of synopsis from the Dissertation/Thesis document. Structural and language issues. Common errors in synopsis writing and strategies for avoiding them. The roles of the student and the supervisor in the production of a synopsis. Writing of mock synopsis. All registered Ph.D students must attend a solution-based interactive workshop to be organized by the School of Postgraduate Studies for a practical demonstration and application of the knowledge acquired from the course conducted by selected experts. (3 units)

**GUIDANCE AND COUNSELLING PROGRAMME COURSES
POSTGRADUATE DEGREE PROGRAMME (M.ED)**

Philosophy

The National Blue Print on Guidance and Counselling by the Ministry of Education (2000) recommends the specialization of counselling into the areas of school counseling, rehabilitation, employment, marriage and pastoral counselling. As a result, students are exposed to theoretical and practical knowledge that will enable them function as counselors in the diverse areas they find themselves. The philosophy of the master in Education is to produce high, caliber candidates that will hold away in academic and industry.

Objectives

The main objective of the programme is to train students with theoretical and practical knowledge needed to function as a helping professional in academics, research and industry, especially in the areas of mental health, employment, school counselling, marriage and pastoral counselling.

Scope

Students are exposed to courses in Research methodology and application of ICT in Research, seminar in counselling theories, Advanced Practicum counselling in school and non-school setting in addition to specializing in:

- i. Mental Health and Rehabilitation Counselling
- ii. Employment and Human Resources Development Counselling
- iii. School Counselling
- iv. Family and Marriage Counselling
- v. Pastoral Counselling

Entry Requirements

For M.ED

1. B.ED in Education with a minimum of Second Class Lower
2. Graduates of related areas with a PGDE (Credit Level)
3. Candidates are expected to satisfy the University Matriculation requirements.

Ph.D

Holders of M.ED in Guidance and Counselling who have a minimum GPA of 3.5

Candidates are required to take the following mandatory courses:

(i) ICT Research Methodology and application of Research	(3)
(ii) Seminar in Counselling Theories	(3)
(iii) Advanced Practicum Assessment in G & C	(4)
(iv) Counselling in School and out of school setting	(2)
(v) Research Project	(6)
(vi) Seminar	(3)
	21

From (i) to (iv) shall be taken in first semester (v) and any of the specialized areas shall be taken in second semester

SPECIALIZED AREAS:

(1) Mental Health and Rehabilitation Counselling option

- Introduction to Mental Health Counselling	(3)	}
- Human Behaviour in illness and Rehabilitation of Special people	(3)	
- <i>Personality Development</i>	(3)	
	30	

(2) Employment and Human Resource Development

- <i>Career Development and information in Counselling</i>	(3)	}
- <i>Manpower Development and Labour Relation</i>	(3)	
- <i>Job Placement and Development</i>	(3)	
	30	

(3) School Counselling Option

- Adolescence psychology	(3)	}
- Career Development and Information	(3)	
- Contemporary School Situation and issues in Education or Values in Education	(3)	
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(4) Family and Marriage Counselling Option

- Sociology of the society and the family
- Theories of Family Counselling
- Counselling Families of Special Children

} (3)
 } (3)
 } (3)

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(5) Pastoral Counselling Option

- Principles of Pastoral Counselling
- The Trans-psychological Reality of Pastoral Counselling
- Theories of Pastoral Counselling

} (3)
 } (3)
 } (3)

30**COURSE OUTLINE FOR NEW COURSES****Each unit must stress the role counsellors can play in the relevant special area***Manpower Development and Labour Relations*

- Concept of Manpower planning
- Need for planning
- Stages in Manpower planning and advertisement
- Management succession and promotion policies
- Concept of Labour (individual) relations
- Industrial Conflicts and management of conflicts
- Trade Unionism and Staff Associations
- Discipline and Grievance Handling

Job Placement and Recruitment

- Recruitment
- Selection
- Employee training and Development
- Performance Assessment and Management Development
- Job Evaluation and Remuneration
- Motivation and Job Satisfaction
- Welfare, Health and Safety at work
- Job Termination – retirement, resignation, dismissal

Contemporary Social Situation

This course aims at equipping learners with knowledge of prevailing social development/ills and the part they can play as counselors to bring order in the society

- Youths and unemployment
- Youths in crime
- Youths and drug addiction
- The 419 Saga
- Sexuality Education
- Health problems associated with sexuality
- Conflicts and authority
- Stress
- Family conflicts
- The Nigerian movie industry and censo
- Counseling for Unity in Diversity
- Appraisal Services in Counselling relationship
- Gender inequality in education
- Any other prevailing social problem of the time and its counselling implications

Counselling in School and non-school Setting

- Concept of Guidance and Counselling
- Major areas of Counselling/Counseling Services
- Counselling in Educational Institutions: aims, principles, processes
- Counselling in industrial setting
- Counselling in Hospitals
- Counselling in Families
- Counselling in Prisons and Remand Homes
- Counselling in Rehabilitation centres
- Counselling Retrenched/Retired workers
- Ethical considerations in Counselling
- Group processes in counselling
- Organization and Administration of counselling
- Modifying Behaviour in Counselling

Human Behaviour in illness and Rehabilitation of Special people:

- Psychological Stress
- The Body's response to emotional stress
- The will in everyday living-weakness of the will and its causes
- Referrals: psychiatrist, Clinical psychologists, Physician, Social worker, Police etc
- Grief Counselling- Death, Dying, Divorce, Separation, etc
- Different Rehabilitation Centres available
- The process of Rehabilitation
- Counselling in Rehabilitation centres

Introduction to Marriage Counselling

- Definition of marriage and family
- Types of Marriages and family
- Marriage and family counseling
- Family cycle
- Conflicts in marriage
- Achieving marital unity
- Family- money management
- The grief of marital separation
- Mediation practice in marital crisis in Africa

Principles of Pastoral Counselling

- Definitions of Terms in pastoral Counselling
- Pastoral Counselling in the light of the New Testament
- Pastoral Counselling Tools and their applications
- Personal qualities for pastoral counseling: Spiritual life of the counsellor, Personal attitude of the counselor etc.
- African Belief system and its implications for pastoral counselling

Trans-psychological reality of Pastoral Counselling

- Psychoanalysis in Pastoral Counselling
- Psychotherapy in pastoral Counselling
- The role of psychology in pastoral Counselling

Theories of Pastoral Counselling

- Roman Catholic Theory
- Siang-Yang Tans Biblical Theory
- The Pentecostal Charismatic Theory
- Wihemina J. Kalu's Priestly Prophetic Theory
- Jay E. Adam's Nouthetic Theory
- Howard Clinebell's Holistic – Liberation Growth Theory

**REVISED PROGRAMME FOR SOCIOLOGY OF EDUCATION:
POST- GRADUATE M.ED PROGRAMME
SOCIOLOGY OF EDUCATION**

PHILOSOPHY: The National Universities Commission (NUC) made Sociology of Education a core course in Faculties of Education in Nigerian Universities. The importance of Sociology of Education to Education is crucial to social development. Sociology of Education programme aims at meeting the needs of the individual members of the society. Postgraduate programme in Sociology of Education shall continuously prepare individuals offering the programme with quality skills in handling societal issues and promote social advancement as they influence Education. Graduates of these programmes will be of immense help in different governmental and private sectors of the labour market. These programmes will promote the actualization of the primary goals of tertiary education in Nigeria, which is the production of a well-rounded citizen who understands and appreciates the society.

OBJECTIVES: The PG programmes in Sociology of Education aim at educating Scholar into being more familiar with the social issues and help to direct Learners to adapt to the fast changing society and thus become acceptable members of the society. The involvement of Sociologists of Education in areas such as Social Theories, Education and Development, Culture, Social Mobility, Socialization, Social institution, Family, Deviance, Social Inequality, Class and Stratification, the School, Curriculum, and the problems of teaching as a profession is very crucial in societal advancement. Theoretical perspectives in Education and society remains of immense importance to the growth, stability and survival of the society.

SCOPE OF THE PROGRAMME: The scope of the programmes in Sociology of Education shall include offering of courses that will incorporate both core and stress areas.

ENTRY REQUIREMENTS: M.ED: The candidates who have at least second class lower honours degree in Education with a 3.50 grade points or Postgraduate Diploma in Education at merit level or above are legible for the programme.

MODE OF STUDY

M.ED

Admitted candidates for Master's degree programme will combine course work and research embodied in dissertation

DURATION OF PROGRAMME

The duration of the programme is as follow:

(a) M.Ed: (Full time) — Minimum of 3 semesters and maximum of 6 semesters

Part-time – Minimum of 5 semesters and Maximum of 8 semesters.

(b) M.Ed/Ph.D

Full-time – Minimum of 6 semesters and maximum of 14 semesters.

Part-time – Minimum of 8 semesters and maximum of 12 semesters.

Minimum of 4 semester and maximum of 10 semester

Part-time – Minimum of 6 semesters and maximum of 14 semesters.

EMPLOYMENT OPPORTUNITIES:

Teaching in Universities and Colleges of Education; working in Social Welfare Office, Prisons, Rehabilitation Centers and Industries.

SOCIOLOGY OF EDUCATION

Candidates are required to take the following courses:

First Semester/Long Vacation

Course No.	Title	Units
EDU 501	Values and Systems in Education	2
EDU 504	Education and the Nigerian Society	2
EDU 505	Education and Development	2
EDU 507	Sociology of Education I	2
EDU 540	Introduction to Advanced Research in Education	4
EDU 560	ICT and Research in Education	3

Total 15 Units

Second Semester/Long Vacation

EDU	500	Philosophy of Education	2
EDU	506	Education and Progress in the Developing Nation	2
EDU	507A	Seminar in Sociology of Education	2
EDU	508	Sociology of Education II	2
EDU	512A	Attitudes and Education	2
EDU	590	Project (Third Long Vacation for Sandwich)	6

Total 16 Units

EDU 500 Philosophy of Education

Aims of Education, Major Theories affecting Education: Idealism. Realism, Scolasticism, Naturalism, Pragmatism Experimentalism, Progressivism, Positivism. Marxism. A critical appraisal of the educational theories of Locks, Rousseau, Postalozzi, Froobel, William James, John Dewey. The problem of knowledge and Education: Subjective and objective approaches to reality. Philosophical determinants of Nigerian Education. Public versus private education, the open university. (2 Units)

EDU 504 Education and the Nigerian Society

Examination of indigenous or pre-European education Nigeria: a reflection of indigenous ideologies. The introduction and propagation of Western-type education. The role of Missionaries, the Government and private agencies in Nigerian educational endeavour, The clash of enculteration and acculturation propensities. Patrolism and the Nigerian education. (2 Units)

EDU 505 Education and Development

Theoretical analysis of the concept of development: its political, economic and social aspects. Factors of, and conditions of development. Interdependence of education and development. The role of education in development of advanced capitalist countries of the West and socialist nations of the East. Extrapolations for Third world countries like Nigerian. (2 Units)

EDU 506 Education and Progress in the Developing Nation

A study of the attempts developing nations are making to give meaningful education to the people. Emphasis is on the effect of Education on the political, cultural and economic growth of the nation, and the production of manpower.

(2 Units)

EDU 507 Sociology of Education I

What is Sociology? Sociology of Education and Educational Sociology; Sociological Perspective: Consensus and Conflict; Social Institutions- The Home, the School, the State and the Church. The Stratification System. Home? School relationships. The School and Society.

(2 Units)

EDU 508 Sociology of Education II

Sociology Theories and Education. Stratification system and implications for Social Policy. Determinants of Educability. The school as an organization. The school as a microcosm of society. Professionalisation of Teaching. (2 Units)

EDU 508^A

Indept Sociological Issues in Family, Matters, Marriage Instability Conflict and Conflict Resolution Indept Research and Presentation of Student's Papers

EDU 560

(Science Education Course)

PHILOSOPHY EDUCATION PROGRAMMES

Philosophy of the Programmes

The Master of Education and the Doctor of Philosophy Programmes in Educational Management are carefully designed to prepare professionally qualified persons who can assume leadership roles in schools, colleges, other tertiary institutions and industries. The programmes are meant to offer advanced courses and research capability studies to equip interested individuals with improved competences in educational horizon with greater emphasis on the intricacies of educational management in Nigeria.

Objectives of the MED Programme

The MED programme in Educational Management is designed to:

- i. train prospective educational administrators, and lecturers in colleges of education and polytechnics, educational practitioners in educational management skills.
- ii. provide opportunities for outstanding BA, BSC Hons in Education graduates for further academic and professional development in chosen field
- iii. train students to conduct original research of high quality, interpret and communicate the results of such research through writing and teaching.

Status T

The M.Ed programme is open to both full and part-time candidates:

- a. The duration of full-time programme shall be for a minimum period of 18 calendar months or three semesters of Full-time study and a maximum of 24 calendar months.
- b. Part-time programme shall last for a minimum of 24 calendar months and a maximum of three years.

Admission Requirements

Admission to the Programme shall be open to.

- (1) Graduates of the University of Nigeria or of other recognized universities who have obtained an approved degree on BA and BSC (Hons) in education with teaching subjects or B.Ed (Educational Management).
- (2) Candidates who have a minimum of 3.00 and above in their Bachelors degree programmes
- (3) Candidates must possess NYSC discharge certificate or Exemption letter during registration.

Nature of the Programme

The programme shall be by course work and research.

- A. Candidates shall be required to take and pass seven core courses and one elective course to earn a minimum of 18 credit units,
- B. Candidates shall be required to undertake research work under the supervision of one or two academic staffroom the rank of lecture 1 and above. This shall be a project report and shall earn 6credit units
- C. Candidates shall be required to present proposals before the final defence of their project reports

Gradation Requirement

To qualify for the award of M.Ed degree in Educational Management (Educational Administration & Planning), a candidate shall meet the following requirements:

- i. Must have fully and duly registered for each session and paid the prescribed fees.
- ii. Must have passed the entire core courses as prescribed in the course work module of the programme at a grade of C with a GPA of 3.00 or above. A candidate who fails to meet this CGPA at the end of the shall be asked to withdraw. Cause work grading shall be on the following scale.

Latter Grade	Mark	Grade
A	70 or Above	5.00
B	60-69	4.00
C	50-59	3.00
D	45-49	2.00
E	40-44	1.00
F	0-39	0.00

The minimum number of credit units a candidate must earn to graduate is 36 credits.

The details are shown in the table bellows

Summary of Required credit units

Course work	30 credit units
Project report	6 credit units
Total	36 credit units

Course Arrangement Per Semester

Candidates for the MED programme in Educational management shall be required to take core and elective courses. An elective course shall be selected based on the candidates interest

Course Contents

A First Semester

Cores Courses	Credit Units
EDU 630 Policy Making for Public Education	2
EDU 631 Advanced Educational Administration	2
EDU 631A Educational Planning	2
EDU 633 Supervision of Instruction	2
EDU 635B Human Resource Management in Education I	2
EDU 637 Education Finance	3

EDU 601	Research Methodology and application of ICT in Research	3
EDU 600	Philosophy of Education	2
Total		– 18 Credits Unit

Second Semester

EDU 632	Organization & Management	3
EDU 634	Economics of Education	3
EDU 634B	Contemporary Issues in Ed Management	2
EDU 636	Social & Political Context in Educational Administration Planning.	2
EDU 636B	Seminar in Educational Administration & Supervision	3
EDU 638	Leadership in Organizations	2
EDU 632B	Theories of Educational Management	3
EDU 602	Research Project	6
Total		– 24 Credits

Course Descriptions

EDU 630 Policy Making for Public Education

The Nature of Educational Policy, important Educational policy Terminologies, Educational Policy Making Process, the Formulation of Policy Proposals at the primary secondary and Higher levels, Problems of Planning & implementing educational policies, the Role of government agencies in the Policy Process, current Policies in Education & Government Educational Policies before and after Independence.

EDU. 631 Advanced Educational Administration

Nature and Scope of Educational Administration

The Administrative process, principles of Educational Administration, management Styles for effective school administration, staff and student personnel

administration, school community relations. Communication in Educational Management, Administrative Structure.

EDU. 631A Educational Planning

Concepts of Planning and Educational Planning, Aims and Objectives of Educational Planning.

The planning process, approaches to educational planning, Nigerian Experience in educational planning, Education & Landmarks in Educational planning constraints or problems of Educational Planning in Nigeria.

EDU. 633 Supervision of Instruction

Nature and purpose of supervision, supervisory models & techniques, the theoretical and historical perspectives of supervision, characteristics of modern Supervision, Instructional supervision, the Principal as supervisor, Recruitment, Selection, preparation & in-service education of supervisors, Evaluation of school instruction.

EDU. 632 Organization & Management

The Nature and scope of organization & management, Important concepts in school organization and management, Organization & Management of education in Nigeria; Functions of some education Agencies in the management and organization of education in Nigeria; Educational organizations, Systems approach to organization, Stress Management & School effectiveness.

EDU 637: Education Finance

Nature and Scope of Education Finance, Theories of Educational Finance, Important Education Finance Terminologies, Legal basis of school finance, Sources of Funds, Budgeting, Basic procedures in managing funds in primary, secondary and tertiary institutions, Finance & Payroll administration, nature of educational expenditures, Problems of funding educational programmes in Nigeria.

EDU. 635: Human Resource Management in Education

Evolution of human resource Management, Staffing and placement, training and development of staff, staff compensation, staff safety & discipline, Management of Staff labour Relations.

EDU. 634: Economics of Education

Nature & Scope of Economics of Education, Reasons for delay in introducing Economics of Education, justification for the study of economics of Education, Important Economics of Education Terminologies, Relationship between education and the economy, Education, Economic growth & national development Education as consumption or investment, Education & Human Capital Development, Sources of Funds, Costs in Education.

Ed. 634B: Contemporary Issues in Educational Management

Students Activism, riots, protests; secret cults in educational institutions, committee system in educational management, accountability in education, conflicts in Educational Institutions, problems of Autonomy & External control in higher Educational Institutions.

EDU 636: Social & Political Contexts of Ed. in Ed. Administration & Planning

The concept of authority, power, politics and democracy in education, policies in Education, pressure groups in the Nigerian Educational System Federal Character in Educational management, Equalization of Educational Opportunities.

EDU 636B: Seminar in Educational Administration & Supervision

Students are expected to present a well researched paper on issues like management practices in school, equality of educational opportunity, educational and national Integration, examination malpractice, drug abuse, cultism, educational imbalances, UBE, PTA & private sector participation (Deregulation) in Education.

EDU: 638 Leadership in Organizations

The concept of leadership, types, elements and styles of leadership. Characteristics of effective leaders, leadership and decision making process, problems of leadership in complex organizations such as educational institutions at all levels.

EDU 601: In-depth research work aimed at acquiring full knowledge and preservations in scholarship writing of the concepts, issues, trends in the definition and development of the study area from African and Western Perspectives. Major steps in research: Selection of problem. Literature review, Design, Data Collection, analysis and interpretation, conclusions. Study of various research designs: Historical, Case studies, surveys Descriptive cross sectional, Experimental etc. Surveys and synthesis of conceptual and philosophical foundations of various disciplines. Identification of research problems and

development of research questions and hypotheses. Detailed treatment of methods of collecting relevant research data and the format for presenting research results (from designing the table of contents to referencing bibliography and appendix) data analysis and result presentation in different disciplines using appropriate analytical tools. Methods of project/dissertation writing. Application of appropriate advanced ICT tools relevant in everyday discipline for data gathering, analysis and result presentation. Essentials of spreadsheets, internet technology, and internet search engines. (All registered Masters degree students must attend a solution-based interactive workshop to be organized by the school of post graduate studies for a practical demonstration and application of the knowledge acquired from the course conducted by selected experts.

DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF NIGERIA, NSUKKA.

Philosophy of the Programmes

The Master of Education in Educational Management are carefully designed to prepare professionally qualified persons who can assume leadership roles in schools, colleges, other tertiary institutions and industries. The programmes are meant to offer advanced courses and research capability studies to equip interested individuals with improved competences in educational horizon with greater emphasis on the intricacies of educational management in Nigeria.

Objectives of the MED Programme

The MED programme in Educational Management is designed to:

- iv. train prospective educational administrators, and lecturers in colleges of education and polytechnics, educational practitioners in educational management skills.
- v. provide opportunities for outstanding BA, BSC Hons in Education graduates for further academic and professional development in chosen field
- vi. train students to conduct original research of high quality, interpret and communicate the results of such research through writing and teaching.

Status T

The M.Ed programme is open to both full and part-time candidates:

- a. The duration of full-time programme shall be for a minimum period of 18 calendar months or three semesters of Full-time study and a maximum of 24 calendar months.
- b. Part-time programme shall last for a minimum of 24 calendar months and a maximum of three years.

Admission Requirements

Admission to the Programme shall be open to.

- (4) Graduates of the University of Nigeria or of other recognized universities who have obtained an approved degree on BA and BSC (Hons) in education with teaching subjects or B.Ed (Educational Management).
- (5) Candidates who have a minimum of 3.00 and above in their Bachelors degree programmes
- (6) Candidates must possess NYSC discharge certificate or Exemption letter during registration.

Nature of the Programme

The programme shall be by course work and research.

- D. Candidates shall be required to take and pass seven core courses and one elective course to earn a minimum of 18 credit units,
- E. Candidates shall be required to undertake research work under the supervision of one or two academic staffroom the rank of lecture 1 and above. This shall be a project report and shall earn 6credit units
- F. Candidates shall be required to present proposals before the final defence of their project reports

Gradation Requirement

To qualify for the award of M.Ed degree in Educational Management (Educational Administration & Planning), a candidate shall meet the following requirements:

- iii. Must have fully and duly registered for each session and paid the prescribed fees.
- iv. Must have passed the entire core courses as prescribed in the course work module of the programme at a grade of C with a GPA of 3.00 or above. A candidate who fails to meet this CGPA at the end of the shall be asked to withdraw. Cause work grading shall be on the following scale.

Latter Grade	Mark	Grade
A	70 or Above	5.00
B	60-69	4.00
C	50-59	3.00
D	45-49	2.00
E	40-44	1.00
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The minimum number of credit units a candidate must earn to graduate is 36 credits.

The details are shown in the table bellows

Summary of Required credit units

Course work	30 credit units
Project report	6 credit units
Total	36 credit units

Course Arrangement Per Semester

Candidates for the MED programme in Educational management shall be required to take core and elective courses. An elective course shall be selected based on the candidates interest

Course Contents

A First Semester

Cores Courses

Credit Units

EDU 630 Policy Making for Public Education	2
EDU 631 Advanced Educational Administration	2
EDU 631A Educational Planning	2
EDU 633 Supervision of Instruction	2
EDU 635B Human Resource Management in Education I	2
EDU 637 Education Finance	3
EDU 601 Research Methodology and application of ICT in Research	3
EDU 600 Philosophy of Education	2

Total – 18 Credits Unit

Second Semester

EDU 632	Organization & Management	3
EDU 634	Economics of Education	3
EDU 634B	Contemporary Issues in Ed Management	2
EDU 636	Social & Political Context in Educational Administration Planning.	2
EDU 636B	Seminar in Educational Administration & Supervision	3
EDU 638	Leadership in Organizations	2
EDU 632B	Theories of Educational Management	3
EDU 602	Research Project	6
<hr/>		
Total		– 24 Credits

Course Descriptions**EDU 630 Policy Making for Public Education**

The Nature of Educational Policy, important Educational policy Terminologies, Educational Policy Making Process, the Formulation of Policy Proposals at the primary secondary and Higher levels, Problems of Planning & implementing educational policies, the Role of government agencies in the Policy Process, current Policies in Education & Government Educational Policies before and after Independence.

EDU. 631 Advanced Educational Administration

Nature and Scope of Educational Administration

The Administrative process, principles of Educational Administration, management Styles for effective school administration, staff and student personnel administration, school community relations. Communication in Educational Management, Administrative Structure.

EDU. 631A Educational Planning

Concepts of Planning and Educational Planning, Aims and Objectives of Educational Planning.

The planning process, approaches to educational planning, Nigerian Experience in educational planning, Education & Landmarks in Educational planning constraints or problems of Educational Planning in Nigeria.

EDU. 633 Supervision of Instruction

Nature and purpose of supervision, supervisory models & techniques, the theoretical and historical perspectives of supervision, characteristics of modern Supervision, Instructional supervision, the Principal as supervisor, Recruitment, Selection, preparation & in-service education of supervisors, Evaluation of school instruction.

EDU. 632 Organization & Management

The Nature and scope of organization & management, Important concepts in school organization and management, Organization & Management of education in Nigeria; Functions of some education Agencies in the management and organization of education in Nigeria; Educational organizations, Systems approach to organization, Stress Management & School effectiveness.

EDU 637: Education Finance

Nature and Scope of Education Finance, Theories of Educational Finance, Important Education Finance Terminologies, Legal basis of school finance, Sources of Funds, Budgeting, Basic procedures in managing funds in primary, secondary and tertiary institutions, Finance & Payroll administration, nature of educational expenditures, Problems of funding educational programmes in Nigeria.

EDU. 635: Human Resource Management in Education

Evolution of human resource Management, Staffing and placement, training and development of staff, staff compensation, staff safety & discipline, Management of Staff labour Relations.

EDU. 634: Economics of Education

Nature & Scope of Economics of Education, Reasons for delay in introducing Economics of Education, justification for the study of economics of Education, Important Economics of Education Terminologies, Relationship between education and the economy, Education, Economic growth & national development Education as consumption or investment, Education & Human Capital Development, Sources of Funds, Costs in Education.

Ed. 634B: Contemporary Issues in Educational Management

Students Activism, riots, protests; secret cults in educational institutions, committee system in educational management, accountability in education, conflicts in Educational Institutions, problems of Autonomy & External control in higher Educational Institutions.

EDU 636: Social & Political Contexts of Ed. in Ed. Administration & Planning

The concept of authority, power, politics and democracy in education, policies in Education, pressure groups in the Nigerian Educational System Federal Character in Educational management, Equalization of Educational Opportunities.

EDU 636B: Seminar in Educational Administration & Supervision

Students are expected to present a well researched paper on issues like management practices in school, equality of educational opportunity, educational and national Integration, examination malpractice, drug abuse, cultism, educational imbalances, UBE, PTA & private sector participation (Deregulation) in Education.

EDU: 638 Leadership in Organizations

The concept of leadership, types, elements and styles of leadership. Characteristics of effective leaders, leadership and decision making process, problems of leadership in complex organizations such as educational institutions at all levels.

EDU 601: Indept research work aimed at acquiring full knowledge and preservations in scholarship writing of the concepts, issues, trends in the definition and development of the study area form African and Western Perspectives. Major steps in research: Selection of problem. Literature review, Design, Data Collection, analysis and interpretation, conclusions. Study of various research designs: Historical, Case studies, surveys Descriptive cross sectional, Experimental etc. Surveys and synthesis of conceptual and philosophical foundations of various disciplines. Identification of research problems and development of research questions and hypotheses. Detailed treatment of methods of collecting relevant research data and the format for presenting research results (from designing the table of contents to referencing bibliography and appendix) data analysis and result presentation in different disciplines using appropriate analytical tools. Methods of project/dissertation writing. Application of appropriate advanced ICT tools relevant in everyday discipline for data gathering, analysis and result presentation. Essentials of spreadsheets, internet technology, and internet search engines. (All registered Masters degree students must attend a solution-based interactive workshop to be organized by the school of post graduate studies for a practical demonstration and application of the knowledge acquired from the course conducted by selected experts.

**REVISED POST GRADUATE PROGRAMME IN MED HISTORY OF EDUCATION
(MASTERS IN HISTORY OF EDUCATION)**

The department of Educational Foundations expects higher degree students to possess acceptable level of competencies in liberal and humanistic education. Undergraduates programme produces subject specialist. Higher degree programme produces educators with leadership qualities and skills products will be capable of assuming leadership positions in government and allied institutions.

Masters and PhD provide advanced learning experiences. The programmes provide learning opportunities and clear understanding of problems and prospects of the discipline. It provides theoretical and practical training designed to enable them acquire professional competence that will help them function effectively in the society.

The MED is prosecuted by course work and research presented in a thesis.

Required Courses for MED Students.

Area of specialization

1. Historical and Sociological Foundation of Education (HSE)
2. Historical Foundations and Diplomacy Education (HDE)

Candidates in Historical and Sociological Foundation of Education (HSE) shall be required to take the following courses –

First Semester

Course Code	Course Title	Credit Units
EDU 503	History of Education I	2
EDU 505	Education and Development	2
EDU 540	Introduction to Advanced Research in Education	4
EDU 733	Emergence of Education Laws – Legal Aspect of Education	4
EDU 733B	Labour Laws and Education	4
	Total	16 Units

Candidate for MED Programme in Historical Foundation and Diplomacy Education (HDE) shall be required to take the following course:

First Semester

Course Code	Course Title	Credit Units
EDU 503	History of Education I	2
EDU 505	Education and Development	2
EDU 540	Introduction to Advanced Research in Education	2
EDU 733	Emergence of Education Laws – Legal Aspect of Education	4
EDU 733B	Labour Laws and Education	4
EDU 737	Advanced Seminar in Historical Foundation and Diploma Education	2
EDU 731	Advanced Diplomacy Education	2
EDU 735	Advanced Studies in History and International Studies	2
	Total	20 Units

Second Semester

Course Code	Course Title	Credit Units
EDU 504	Education Nigerian Society	2
EDU 506	Education and progress in Development Nation	3
EDU 500B	History of Education II	2
EDU 500C	Research in Historical Foundation and Diplomacy Education	2
EDU 590	Project Report	6
	Total	15 Units

Course Description

EDU 503 History of Education I

Chronological Development of Education from Ancient Period to 21st Century. The Development of African Education with particular reference to Nigeria. 3 Units.

EDU 504: Education and Nigerian Society

Examination of Indigenous or pre European Education in Nigeria: a reflection of indigenous African ideologies propagation of Western education.

Role of missionaries, the Government and Private Agencies in Nigerian educational endeavour.

Clash between Acculturation and Enculturation propensities:

Patriotism and Nigerian Education. 2 Units

EDU 505: Education and Development: Theoretical Analysis of the concept of Development: its political economic and social dimensions.

Factors affecting development: conditions for Development. Interdependence/synergy between Education and Development.

The role of education in the development of advanced capitalist countries of the West and the socialist nations of the East. Extrapolation for third world countries like Nigeria. 3 Units

EDU 506: Education and Progress in Developing Nations.

A study of the attempts by developing nations to give meaningful education to their people.

Emphasis is on the effect of education on the political, cultural and economic growth of the nation and manpower production. 3 Units.

EDU 590: Project Report (MED)

A supervised research project in the students area of specialization 6Unit.

EDU 690: Thesis (PhD)

Comprehensive Research in the student's area of specialization

EDU 500B: History of Education II

Considering the vision and mission of Nigerian leadership to be nationally and internationally relevant the course aims at producing world class leaders in politics and academics. No nation can survive or chart a course for its future without a look at its past as a basis for future progress. Students should examine contemporary global issues and their relevance to education and diplomacy: Peace studies and international understanding Role of History Education and diplomacy.

National Unity and Social Justice Boko Haram, bad governance and Diplomacy.

EDU 500B History of Education II

Major Theoretical Considerations in Education: Perennialism Progressing, Essentialism, Reconstructionism, Pragmatism Pre European African Ideologies and Education – Communalism,

Functionalism, Preparationism, Functionalism, Pansophism/Holisticism. Need for History and Diplomacy Education..

EDU 500C Research in Historical Foundation and Diplomacy Education Techniques used by early academic historians.

Modern Historiography and nationalism. Contemporary methods of historical research. Application of historical research findings.

Collection, Analysis, Interpretation of evidence and preservation of knowledge of significant past visaris the challenges of the present.

**M.ED IN PHILOSOPHY OF EDUCATION
YEAR 1 FIRST SEMESTER**

S/No	Course Code	Course Title	Credit Units
1	EDU 501	Values and systems in Education	3
2.	EDU 503	History of Education or	3
	Or 520	Curriculum Theory & practice	3
3.	EDU 507	Sociology of Education	2
4.	EDU 509	Graduate seminar in philosophy education	2
5	EDU 513	Psychology of Learning	2
10	EDU 515	History of Educational Ideas	2
			Total=17

YEAR 1 SECOND SEMESTER

S/No	COURSE CODE	COURSE TITLE	CREDIT UNITS
6	EDU 502	The Nigeria Educational Ideology of the concept of the 6-3-3-4 Education system	2
7	EDU 508	Sociology of Education II	2
8	EDU 512	Philosophical Concept of Teaching and Learning	2
9	EDU 514	Philosophy of Mind	2
10	EDU 500	Philosophy of Education	2
11	EDU 500A	Research in Philosophy of Education	2
12	EDU 540	Introduction to Advanced Research Method in Education	4
			Total=16

1st SEMESTER SECOND YEAR

S/No	COURSE CODE	COURSE TITLE	CRDIT UNIT
14	PGC 601	Research methodology & application of ICT in research	3

2ND SEMESTER SECOND YEAR

S/No	COURSE CODE	COURSE TITLE	CREDIT UNITS
15	EDU 590	Research project	6

GRAND TOTAL =42

COURSE DESCRIPTION
M.ED IN PHILOSOPHY OF EDUCATION

1. EDU 500 Philosophy of Education (2 CREDIT UNITS)

Aims of Education. Major Theories affecting Education: Idealism, Realism, Scolasticism, Naturalism, Experimentalism, progressivism, Positivism, Marxism. A critical appraisal of the educational theories of Locks, Rousseau, Pestalozzi, Froebel, William James, John Dewey. The problem of Knowledge and Education: Subjective and objective approaches to reality. Philosophical determination of Nigerian education. Public versus private education, the Open University.

2. EDU 500A Research in Philosophy of Education (2CREDITS UNITS)

Techniques of research adopted by philosophers of antiquity. Contemporary methods of philosophical research. Practicalisation of philosophical research concepts.

3. EDU 501 VALUES AND SYSTEMS IN EDUCATION (2CREDITS UNITS)

Concepts of value. Idealist approach to values realists approach to values. Education-aims of education, Aims in Historical perspective. Modern approaches to aim of education. Dewey, Nunn, Hutchins, et al. Organizational perspectives of aims of education. Public Versus private Education.

4. EDU 503 HISTORY OF EDUCATION (CREDITS UNITS 3)

Chronological development of Education from the Greeks to the twentieth Century including the Renaissance and post Renaissance education. The development of African education with practical reference to Nigeria

OR

EDU 520 CURRICULUM THEORY AND PRACTICE OF CURRICULUM (CREDIT UNITS)

An intensive study in theory and practice of curriculum. The field of education and curriculum theory Sources of curriculum theory and their limitations Curriculum theory and the world of Knowledge. A model for devising an appropriate curriculum theory for Nigeria

5. EDU 507 SOCIOLOGY OF EDUCATION 1 (2 CREDIT UNITS)

What is Sociology? Education and Educational Sociology; Sociological perspectives: Consensus and Conflict; Social Institutions – The Home, the School, the state and the Church. The Stratification System. Home/School relationships. The School and Society.

6. EDU 509 GRADUATE SEMINAR IN PHILOSOPHY OF EDUCATION (3 CREDIT UNITS)

Critical appraisal of education theories application of theories to specific situation

7. EDU 513 PSYCHOLOGY OF LEARNING AND INSTRUCTION

Critical Analysis and evaluation of selected learning theories, related research strategies and findings and their applications to practical learning situations. Particular attention will be paid to the Nigerian learning environments.

8. EDU 502 THE NIGERIAN EDUCATIONAL IDEOLOGY AND THE CONCEPT OF 9-3-4 EDUCATION SYSTEM (CREDITS UNITS 3)

Aims of Nigerian Education based on the five main national objectives. The 9-3-4 System as a means of achieving the national objectives. The importance of teaching education and the economic Concomitant.

9. EDU 508 SOCIOLOGY OF EDUCATION II (2 CREDIT UNITS)

Sociology theories and Education. Stratification system and implication for social policy. Determinants of Educability. The School as an Organization. The School as a microcosm of society. Professionalization of teaching

10. EDU 512 PHILOSOPHICAL CONCEPT IONS OF TEACHING AND LEARNING (2 CREDIT UNITS)

Examination and analysis of the teaching in classical philosophical works and in contemporary literature on the philosophy of education

11. EDU 514 PHILOSOPHY OF MIND (2 CREDIT UNITS)

Students are expected to learn how our expanding understanding of mind informs education. Is the mind sociological or psychological? We explore the nature of human mind, human knowledge and human learning – looking at the philosophy of John Dewey, Lev Vygotsky, Piaget etc.

12. EDU 515 HISTORY OF EDUCATIONAL IDEAS (2 CREDIT UNITS)

A critical examination of educational ideas from Socrates, Plato, Aristotle, Quintilian, Cicero to Russell with sequence to the concept, the substance and the relevance of each idea

13. EDU 540 INTRODUCTION TO ADVANCED RESEARCH IN EDUCATION (4 CREDITS UNITS)

The scope of research in education; sources of research data and techniques of data collection; sampling, Analysis of data in the use of statistical techniques, mechanical, electrical and electronic aids to data processing. Thesis and dissertation writing.

14. PGC 601 RESEARCH METHODOLOGY AND APPLICATION ICT IN RESEARCH (MASTER'S DEGREE COURSE (3 CRDITUNITS))

In-dept research work aimed at acquiring full knowledge and preservations in scholarly concepts issues, trends in the definition and development of the study area from African and western perspective. Major steps in research: Selection of problem, Literature review, Design, data collection, analysis and interpretation, conclusion study of various research design Historical, Case studies surveys, Descriptive, Cross Sectional, Experimental, etc. Analysis surveys and synthesis of conception and philosophical foundations of different disciplines. Identification of research problems and development of research questions and/or hypothesis. Detailed treatment of methods of collecting relevant research data and the format for presenting research results (from designing the table of contents to referencing, bibliography and research results (from designs the table of content to referencing, bibliography, and appendix). Data analysis and result presentation in different disciplines using appropriate advanced analytical tools, Method project/dissertation writing. Application of appropriate advanced ICT tools relevant in every discipline for data gathering, analysis and result presentation. Essentials of Spreadsheets, Internet technology, based interactive workshop to be organized by the school of postgraduate studies for a practical demonstration and application of the knowledge acquired from the course conducted by selected experts.

**15. EDU 590 MASTER'S DEGREE PROJECT
OR (RESEARCH PROJECT) (6 CREDIT UNITS)**

This is an embodiment of master's degree project. Its evaluation will be based both on a proposal approved by the faculty and the final project report. The registration for this research work should be effected at the beginning of the session during which the candidate intends to present the completed project for final exam.

REVISED POST GRADUATE PROGRAMME FOR EDUCATIONAL FOUNDATIONS

Ph.D COURSES

REVISED PROGRAMME FOR SPECIAL EDUCATION UNIT

Philosophy

The Post Graduate Programme in Special Education is an essential programme necessitated by the principle of Zero-Reject and Inclusive Education approved by the Ministry of education.

The importance of Special Needs Education is reflected in the need to train all teachers in school for the delivery of Individualized-Application Based Learning to meet the unique needs and learning styles of all learners' disability not withstanding. Graduates of these programmes will therefore be of immense help in training and providing appropriate Public Education in an Inclusive set up.

Objectives:

The objectives of the programme are to:

4. Produce teachers who can implement the national objectives of Special Education
5. Produce sensitive, knowledgeable and dedicated special educators who are committed to excellence
6. Train Special Educators who will act as Advocates, employ appropriate assessment and exhibit proficiency in integrative technology and programming of students with Special Needs

Scope of the Programme

The scope of the programme in special Education shall include offering of courses that will reflect core and stress and dissertation writing

Entry Requirement

PhD: the candidates shall have at least 4. Points at Master's level

REVISED POST GRADUATE PROGRAMME FOR SPECIAL EDUCATION UNIT DOCTORAL COURSES IN SPECIAL NEEDS

- | | | | |
|----|---------|---|---|
| 1. | SPE 790 | - | Professional Seminar in Special Education |
| 2. | SPE 791 | - | Adaptive Skills for Learners with Special needs |
| 3. | SPE 792 | - | Instructional Adaptation, Programming and Curriculum Modifications for Children with Special needs (tracking of the various disabilities) |
| 4. | SPE 793 | - | Advocacy Law, and Collaborations, in Special Education |
| 5. | SPE 794 | - | Assessment and Understanding Transition Cases |
| 6. | SPE 796 | - | Leadership in Special Education |

7. SPE 798 - Special Education Law and Disability
 8. SPE 794 - Assistive tools and Technology
 9. EDU 799 - Dissertation in Special Education

Borrowed course

10. - Advanced Psychological Testing 2
 11. - Statistical Methods in research 2
 12. - Research Methodology and Application of ICT 3
 13. - Synopsis and Grant writing 3

First Year: 1st Year: 1st Semester

Course Code	Course Title	Credit Units
SPE 791	Adaptive Skills for learners with special needs	2
SPE 793	Advocacy Law and Collaborations in Special Education	2
SPE 790A	Professional Seminar I	4
PGC 601	Research Methodology and Application of ICT in Research	3
	Total	11 Units

2nd Semester

Course Code	Course Title	Credit Units
SPE 792	Instructional Adaptation, Programming and Curriculum Modifications for children with Special Needs I	2
SPE 794	Assessment and Understanding Transition cases	2
SPE 796	Leadership in Special Education	2
	Total	6 Units

Second Year 1st Semester

Course Code	Course Title	Credit Units
SPE 797	Assistive tools and Technology	2
EDU	Advanced Psychological testing	2
EDU	Statistical Methods in Research	2
PGC 701	Synopsis and Grant Writing	3
SPE 790A	Professional Seminar II	4
	Total	13 Units

2nd Semester

Course Code	Course Title	Credit Units
SPE 977	Dissertation in Special Education	4
SPE 798	Special Education Law and Disability	2
	Total	6 Units

Course Description**SPE 790 Professional Seminar I & II**

- Introduction to Seminar writing
- Content of a quality seminar paper
- Presentations of seminar paper

1. SPE 791 Adaptive Skills for Learners in Special Education

- Adaptive skills in special education definition
- Types of adaptive skills (self care, communication skills, self direction, social skills, leisure skills, home or school living, functional academics, community use, work, health and safety).
- Role of task analysis in teaching adaptive skills.
- Adaptive goals and the importance of setting adaptive goals and objectives for special needs children.
- Adaptive learning environment as an alternative approach to educational reform (inclusion)
- Assistive tools & technology to support students with special needs.
- Practical – creating adaptive work sheets.

2. SPE 792 Instructional Adaptation, Programming and Curriculum Modifications for Children with Special Needs (Tracking for Various Disabilities)

- ✓ Adaption and modifications for special needs children modifying language, working with diversity, IEP, assessment accommodation.
- ✓ Collaborating between general and special education teachers.
- ✓ Structuring lessons to promote learning from materials.
- ✓ Curriculum planning
- ✓ Modifying mathematics, reading, science using sensory imaging.
- ✓ Working in an inclusive classroom.
- ✓ Accommodating all children in the early classroom
- ✓ General modifying for physical, intellectuals & invisible disabilities.
- ✓ Modifications for various disabilities Autism, ADD, learning impaired.

3. SPE 793 Advocacy, Laws, Collaboration and Special Education

- Special education advocacy.
- Goals of target advocacy
- Impact of disabilities an family
 - Definition of disabilities
 - Family adaptation disability
 - Family needs assessment & identification model.
- The goals and target of advocacy
- The role of an advocate
 - Scope of practice
 - Advocacy philosophy
 - Advocacy code of ethics
 - Mediation skills
 - Facilitation of parent-professional relations
 - Empowerment and self advocacy

4. SPE 794 Assessment & Understanding Transitions Cases

Introduction to assessment

- Assessment role in the development of the IEP.
- Areas of assessment
- Commonly used instruments & tests.
- From results to recommended
- Integration of data.

Early intervention

- Introduction to advocacy for early intervention through preschoolers.
- Early intervention services (0-3yrs).
- Transition process (2-6yrs old)
- The initial IEP.
- Services for pre-schools
- Services for 3-5years olds
- Transaction to kindergartners
- Effective advocacy & dispute resolution tech for early intervention.

Secondary Transaction

- ✓ Introduction to secondary transition
- ✓ Idea requirement for secondary transition.
- ✓ Progammig students for employment
- ✓ Preparing students for post secondary education
- ✓ Preparing students for independent hiring

- ✓ Self-determination & transition
- ✓ Interagency collaboration

5. SPE 796 Leadership in Special Education

- ❖ Leadership in Special Education
- ❖ Leadership initiatives in the provision of support, and administration of programmes and services
- ❖ Building an effective Special Education infrastructure
- ❖ Ethical practices and positive behaviour practices in Special Education
- ❖ Current issues in Special Education
- ❖ Conflict resolution

Conflict Resolution

- Compliance complaints
- Due process hearings
- Filing requirements
- Resolution session
- Mediation
- Hearing process
- Settlement Agreements
- Office of administrative hearings
 - ✓ Procedural Safeguards
- Introduction to procedural Safeguards under the IDEA
- Overview of parent rights in the IEP process
- Important timeliness
- Assessments
- IEP team meetings
- Placements
- Prior written notice
- Educational records
- Overview of procedural safeguard relating to suspension & expulsion

6. SPE 797 Assistive Tools and Technology

- History of Assistive tools
- Types of Assistive tools and Uses
- Examples of Assistive Technology and Adaptive Tools

7. SPE 798 Special Education Law and Disability

- A individual with disabilities education act
 - ❖ Define special education, related services, disability
 - ❖ Key concepts: FAPE, LRE
- B assessments and referrals
 - ❖ District evaluations/ assessments
 - ❖ Assessment for IDEA Eligibility
 - ❖ Consent replenishments
 - ❖ Distrust duty
 - ❖ Criteria for evaluation and process
- C private assessments
 - ❖ Comparison with IEP
 - ❖ Distrust duty

A. Education Law and Disability

1. Individualized education program (IEP)
 - a. Time lines and rules
 - b. IEP meeting
 - c. IEP crutinium of replacements
 - d. IEP related services and special factors

B. Education Law and Disability

- ❖ Overview of US, Nigeria, Supreme court decision on IDEA
- ❖ Comparison of section 504 with IDEA (IEP) in the school setting

Procedures

- ❖ FAPE Requirement
- ❖ Standard

C. Educational law and Disability Manifest Determination IEP

- ❖ Requirement
- ❖ Hong injunction
- ❖ Stay put

Behaviour issues under IDEA

DESCRIPTION OF COURSES Ph.D**SPE 790 Professional Seminar in Special Education I & II**

Seminar topics are chosen to give insight to address real problems in special education. It also reflects state of the art and future projections that will influence organizations and agencies, while providing innovative solutions that will reflect standards, ethics and practices of the developed world.

SPE 791 Adaptive Skills for, Learner with Special Needs

Adaptive skills in special education reflect necessary skills that will enable people with special needs function daily as they care for themselves, communicate and socialize in their communities. The programme is also designed to develop reflective practioners who possess both theoretical understanding and practical skills related to effective communication and collaboration. It also seeks to raise research validated practioners in the use of assistive technology and support work in the area of children with special needs.

SPE 792 Instructional Adaption, Programming and Curriculum Modification for Children with Special Needs

This course reflects the basis for modifications and incorporation of curriculum, environment and assessment for students with special needs. It also reflects key elements in collaborations between general educators and special educators for working with various disabilities.

SPE 793 Advocacy, Laws, Collaborations and Leadership for Special Education

The course addresses the needs of families and professionals to understand special education law and its application. It is designed to help future advocates develop the skills to effectively facilitate IEP process, reduce barriers between parents and schools. It also promotes good communication, effective negotiation and to act ethically and responsibly for benefit of the children with special needs.

SPE 794 Assessment and Understanding Transition Cases

Introduces cases in special education assessment to enhance traditional assessment. It is meant to bridge the gap between learning how to administer a test and the practical aspect of test administration. It also discusses technical knowhow, interpretation and considerations in effective assessment.

SPE 796 Leadership in Special Education

The issue of leadership initiatives to enable responsible individuals, provide programmes and services needed to encourage more ethical practices. It also teaches a positive behaviour practices in Special Education.

SPE 797 Assistive Tools and Technology

These tools and technology are designed to assist special needs students in learning and comprehension of materials.

EDU Advanced Psychological testing
 EDU Dissertation in Special Education
 EDU Statistical Methods in Research
 EDU Dissertation in Special Education

Leadership in Special Education SPE 796

The issue of leadership initiatives to enable responsible individuals, provide programmes and services needed to encourage more ethical practices. It also teaches an positive behaviour practices in Special Education.

Special Education Law and disability SPE 798

Key concepts, evaluation and the development of individualized educational plan. The responsibility of government and justice to enforce the rights of the disabled in schools.

Assistive Tools and Technology SPE 797

These tools and technology are designed to assist special needs students in learning and comprehension of

PGC 601: RESEARCH METHODOLOGY AND APPLICATION OF ICT IN RESEARCH (MASTERS DEGREE COURSE) 3 Units

In-depth research work aimed at acquiring full knowledge and presentations in scholarly, writing of the concepts, issues, trends in the definition and development of the study area from African and western perspectives. Major steps in research; selection of problem, Literature review, Design, Data collection, analysis and interpretation. Conclusions study of various research designs, Historical, Case studies, Surveys, Descriptive, Cross sectional, experimental, etc. analysis, surveys and synthesis of conceptual and philosophical foundations of different disciplines. Identification of research problems and development of research questions and or hypotheses. Detailed treatment of methods of collecting relevant research data and the format for presenting research results (from designing the table of contents to referencing, bibliography and appendix). Data analysis and result presentation in different disciplines using appropriate analytical tools. Methods of project/dissertation writing. Application of appropriate advanced ICT tools relevant in every discipline for data gathering, analysis and result presentation. Essentials of spreadsheets, internet technology, and internet search engines. All registered Masters Degree students must attend a solution based interactive workshop to be organized by the school of postgraduate studies for a practical demonstration and application of the knowledge acquired from the course conducted by selected experts.

PGC 701: SYNOPSIS AND GRANT WRITING 3UNITS

Identification of types and nature of grant and grant writing; mining of grants application calls on the internet. Determining appropriate strategy for each grant application. Study of various grant application structures and contents and writing of concept notes, detailed project description, budgeting and budget defense. Study of sample grant writings in various forms and writing for mock

research and other grants. Identification of University of Nigeria synopsis structure and requirements, (Introduction, methodology and results). Determining the content of each sub-unit of the synopsis. Steps in writing of synopsis from the Dissertation/Thesis document. Steps in writing of synopsis form the writing and strategies for avoiding them. The roles of the student and the supervisor in the production of a synopsis. Writing of mock synopsis. All registered Ph.D students must attend a solution-based interactive workshop to be organized by the School of postgraduate studies for a practical demonstration and application of the knowledge acquired from the course, conducted by selected experts.

EDUCATIONAL PSYCHOLOGY PROGRAMME COURSES

Entry Requirements

For Ph.D

Holders of M.Ed in Educational Psychology who have a minimum GPA of 3.5

Courses to be offered for Ph. D in both Educational Psychology and School Psychology:

First semester

Course Code	Course Title	Credit Units
PGC 601	Research Methodology and Application of ICT in Research	3
PGC 701	Synopsis and Grant Writing	3
EDU 611	Human Development in Adulthood	2
	(Option A:for those specializing in Educational Psychology only)	
EDU 613	Cognition and Instruction	3
EDU 615	Assessment and Programming for the Learning Disabled	2
EDU 617	School Psychology	2
	(Option B: for those specializing in School Psychology only)	
	Total	15 Units

First semester

Course Code	Course Title	Credit Units
EDU 612	Issues in Developmental Psychology	2
EDU 618	Fieldwork in School Psychology Services	3
EDU 600	Thesis	16
	Total	21 Units

*This course is taken at PhD level by only candidates who never offered it at the Masters Level.

Option A: for those specializing in Educational Psychology

Option B: for those specializing in School Psychology

COURSE DESCRIPTIONS

PGC 701 Synopsis and Research Grant writing

Identification of types and nature of grant and grant writing, mining of grants application calls on the internet. Determining appropriate strategy for each grant application. Study of various grant applications structures and contents and writing of concept notes, detailed project description, budgeting and budget defense. Project justification, review of critical problems, principles of scientific research, concepts of hypothesis formulation and testing, aims and objectives, essential of literature review, methodology, experimental design, SWOT analysis, work plan, budgeting, expected outcome, beneficiary, cost benefit analysis, overall contributions to society. Study of sample grants writing in various forms and writing of mock research and other grants. Identification of University of Nigeria synopsis structure and requirements (Introduction, Methodology, and Results). Determining the content of each subunit of the synopsis. Steps in the writing of the synopsis from project report/dissertation/ thesis. Structural and language issues. Common errors in synopsis writing and how to avoid them. The role of the student and the supervisor in the production of the synopsis. Writing of mock synopsis – all registered Ph.D students must attend a solution-based interactive workshop to be organized by the School of Postgraduate studies for a practical demonstration and application of the knowledge acquired from the course, conducted by selected experts.

(3 Units)

EDU 611 Human Development in Adulthood

Theories and research on development change in adulthood and their implications for the education of adults. Critical periods from early adulthood to retirement. Major adaptive tasks in the life of adults that bring about change in the adults. Implications of stage and

phases in adult life for educational needs and learning styles.

(2 Units)

EDU 612 Issues in Developmental Psychology

(Pre-requisite for this for M.Ed and PhD candidates is EDU 511 - Child Development)
Discussion of the perennial and contemporary issues and current research trends in developmental psychology with particular reference to social and educational policies in Africa. Topics include nature and nurture interaction, early environment, language acquisition and bilingualism in adult learning etc

(2 Units)

EDU 613 Advanced Applied Psychology of Learning

Pre-requisite is EDU 513 – Psychology of Learning. Basic processes in memory development with major emphasis on sensory input, transformation, reduction, elaboration, storage, recovery, and the use of computer in the improvement of retention. The implications of STM and LTM. Memory Trace Dependence and Cue Dependence in terms of forgetting and reintegration processes will be explored.

(2 Units)

EDU 613A Cognition and Instruction

Examination of theories and research in various cognitive domains. Practical work in analysis of learning strategies used by children in selected school subjects. Application of theories of instruction in relation to learner strategies in selected subject areas such as reading, mathematics etc.

(2 Units)

EDU 615 Assessment and Programming for the Learning Disabled

Contemporary approaches to learning disabilities: psycho-educational assessment tools and procedures. Implication for programming for the learning disabled child.

(2 Units)

EDU 615A Childhood Psychopathology

Severe developmental problems and abnormal behaviour from infancy to adolescence. General and special treatment methodologies; Educational dynamics.

(2 Units)

EDU 616 Psychology of Personnel Development and Utilization

Application of psychological principles and techniques to the appraisal selection, training and utilization of personnel in various work settings. Factors affecting efficiency, motivation and morals in work. Practicum and visitation reports.

(2 Units)

EDU 616A Design and Evaluation of Training Programme for Human Resources Development

Examination of current theories, methods, and procedure for designing and evaluating training programmes to prepare population with special psycho-social and vocational needs for educational and/or employment opportunities. Students design selected training programmes which deal with problems in a given population. Description, task analysis, behavioural objectives, programme design, criterion definition and measurement strategies are emphasized.

(2 Units)

EDU 617 School Psychology**

The role of the school psychologist; history and foundations of School Psychology; ethics and standards of practice; professional trends; organization and operation of schools.

(2 Units)

EDU 618 Field Work in School Psychology Services

Practicum in psychological service in the schools to be supervised by staff. Application of aspects of a psychological theory and principles to the solution of developmental and learning

problems in an educational setting. Seminar to accompany the school psychology internship

(3 Units)

EDU 619 Psychology of Conflict Resolution

Conflict resolution in the traditional African context. Topics such as cooperation and competition. Trust and suspicion, bargaining and negotiation as they relate to conflict resolution in various contexts will be discussed. Theories of conflicts, studies of reports of conflicts.

(2 Units)

EDU 600 Thesis in specialized area

(16 Units)

EDU 510, EDU 511, EDU 512, EDU 512, EDU 513, EDU 514, EDU 515A, EDU 611, EDU 612, EDU 613, EDU 613A, EDU 616

Mode of delivery:

Lectures
Seminars

Evaluations

Quizzes	10%
Assignments	30%
Examination	60%

EDU 515, EDU516, EDU 517, EDU 615, EDU 615A, EDU 617

Mode of delivery:

Lectures
Seminars
Practicals

Evaluation

Quizzes	20%
Assignments	30%
Examination	50%

EDU 518, EDU, EDU 619, 615A,

Mode of delivery:

Discussions
Seminars

Evaluation

Assignments	30%
Presentation of mini research	70%

EDU 618

Mode of delivery

Field Work
Reports

Evaluation

Assignments	30%
Holistic report	70%

PH.D PROGRAMME IN CHILDHOOD EDUCATION

First Semester Courses

Course	Title	Units
EDF 661	Child Policy Issues in Nigeria	2
EDF 663	Childhood Education Theories	2
EDF 665	Current Trends in Childhood Education	2
EDF 667	Toy Making Skills	2
EDF 669	Child Health and Well Being	2
Total		10 Units

Second Semester Courses

Course	Title	Units
EDF 662	Advanced Seminar in Childhood Education	2
EDF 664	Collaborative and Interdisciplinary Approaches in Early Childhood Intervention	2
EDF 666	Advanced Management and Administration of Early Childhood Education	2
EDF 668	Thesis	6
Total		12 Units

COURSE DESCRIPTION

Course	Title	Units
EDF 661	CHILD POLICY ISSUES IN NIGERIA Child Rights Acts, Family Life HIV/AIV/AIDS Education (FLHE), Women and Children's Rights, UBE Act, Orphans and Vulnerable Children, National Policy on Education	2 Units
EDF 662	ADVANCED SEMINAR IN CHILDHOOD EDUCATION Seminar issues in child psychology early childhood administration and management, theories and early childhood education curriculum based on area of interest.	2 Units
EDF 663	CHILDHOOD EDUCATION THEORIES The course involves an examination of the different theories of Early Childhood Education-Froebel Montessori, Pestalozzi, Armod-Gessel, comparison of the foremost theories in Early Childhood Education. Psychoanalysis, Attachment verses Deprivation theories and principles. Cognitive Theory in Early Childhood Education, Implication of the above for Early Childhood Education.	2 Units
EDF 664	COLLABORATIVE AND INTERDISCIPLINARY APPROACHES IN EARLY CHILDHOOD INTERVENTION This requires the knowledge of the establishment of positive relationships among early intervention professionals, early childhood education teachers and parents and other caregivers.	2 Units
EDF 665	CURRENT TRENDS IN CHILDHOOD EDUCATION A survey of current types and findings in the area of Early Childhood Education. Discovery of new interest and new thinking in the area of Early Childhood Education	2 Units
EDF 666	ADVANCED MANAGEMENT AND ADMINISTRATION OF EARLY CHILDHOOD EDUCATION The course exposes students to the administrative and managerial techniques, Personnel, material and environment. Application of basic theories to the management of daycare centres, kindergartens, nursery and primary schools. Budgeting and financial management, space and time management.	2 Units
EDF 667	TOY MAKING SKILLS An understanding of the materials for making toys, processes of making toys and educational values of toys.	2 Units

EDF 668 THESIS

This is an embodiment of the PhD thesis. Its evaluation will be based on a proposal approved by the Department, a seminar approved by the Faculty and the final thesis report. **6 Units**

EDF 669 CHILD HEALTH AND WELL BEING

Mother's nutrition, breast feeding, weaning foods, post weaning, balanced diet in order to avoid malnutrition, food taboos, childhood diseases, prevention of childhood disease (roll-back malaria and routine immunization), care of the baby (personal hygiene, sources of water and water treatment), care of children with special needs.

2 Units

PH.D PROGRAMME FOR CHILDHOOD EDUCATION PROGRAMMES

Ph.D Programme in Guidance and Counselling

The Ph.D programme in Guidance and Counselling with specialization in the arrears:

- i) Mental Health and Rehabilitation Counselling
- (ii) Employment and Human Resources Development Counselling
- (iii) School Counselling
- (iv) Family and Marriage Counselling
- (v) Pastoral Counselling

Candidates are required to take the following mandatory courses:

- (1) PGC 601: Research Methodology and Application of ICT (3units)
- (2) PGc 701: - Synopsis and Research Grant in writing in Education (3 units)
- (3) G & C 561 - Advanced Psychological testing and Assessments (2units)
- (4) G & C 562 - Theories and Practice4 of Behaviour Modifications (2units)
- (5) G & C 563 - Theories of Counselling and the African Perspective (2units)

(5) G & C 564 - Advanced Practicum and Logging in (3 units)

- a) Mental Health and Rehabilitation
- b) Employment and Human Resources Development Counselling
- c) School Counselling
- d) Family and Marriage Counselling
- e) Pastoral Counselling

(6) G & C 565 – Seminar in Specialized Counselling: (2units)

- a) Mental Health and Rehabilitation
- b) Employment and Human Resources Development Counselling
- c) School Counselling
- d) Family and Marriage Counselling
- e) Pastoral counselling

(7) Edu 600 – Thesis (16 Units)**COURSE OUTLINE****PGC 601: Research Methodology and Application of ICT in Research (3 Units)**

In-depth research work aimed at acquiring full knowledge and presentations in scholarly writing of the concepts, issues, trends in the definition and development of the study area from African and western perspectives. Major steps in research: selection of problem, literature review, design, data collection, analysis and interpretation, conclusions. Study of various research designs, historical, case studies, survey, descriptive, cross sectional, experimental etc. Analysis, surveys and synthesis of conceptual and philosophical foundations of different disciplines. Identification of research problems and development of research questions and or hypotheses. Detailed treatment of methods of collecting relevant research data and the format for presenting research results (from designing the table of contents to referencing, bibliography and appendix. Data analysis and result presentation in different disciplines using appropriate analytical tools. Methods of project/dissertation writing. Application of appropriate advanced ICT tools relevant in every discipline for data gathering, analysis, and result presentation. Essentials of spreadsheets, internet technology, internet search engines statistical packages, precision and accuracy of estimates, principles of scientific research, concepts of hypothesis formulation and testing, organization of research and report writing. All registered Masters Degree student must attend a solution-based interactive workshop to be organized by the School of Postgraduate studies for a practical demonstration and application of the knowledge acquired from the course, conducted by selected experts.

PGC 701: Synopsis and Research grant writing (3 units)

Identification of types and nature of grant and grant writing; mining of grant application calls on the internet. Determining appropriate strategy for each grant application. Study of various grant applications structures and contents and writing of concept notes, detailed project description, budgeting and budget defense. Project justification, review of critical problems, principles of scientific research, concepts of hypothesis formulation and testing, aims and objectives, essential of literature review, methodology, experimental design, SWOT analysis, work plan, budgeting, expected outcome, beneficiary, cost benefit analysis, overall contributions to society. Study of sample grants writings in various forms and writing of mock research and other grants. Identification of University of Nigeria synopsis structure and requirements (Introduction, Methodology and Results). Determining the content of each subunit of the synopsis. Steps in the writing of the synopsis from project report/dissertation/thesis. Structural and languages issues. Common errors in synopsis writing and how to avoid them. The role of the student and the

supervisor in the production of the synopsis. Writing of mock synopsis . all registered Ph.D students must attend a solution-based interactive workshop to be organized by the School of Postgraduate Studies for a practical demonstration and application of the knowledge acquired from the course, conducted by selected experts.

G & C 561 - Advanced psychological Testing and Assessment (2units)

Introduction to Psychological testing in Schools/Organization

- Nature and use of psychological Tests
- Historical Antecedents of Modern testing

Technical and methodological principle

- Norms and Meaning test scores
- Reliability, validity, validity measurement and interpretations
- Item analysis

Ability and personality testing

- Individual, special populations, group testing, nature of intelligence, psychological issues in ability testing
- Self- report, interest and attitudes, projective techniques

Applications of Testing

- Major Contexts test use,
- Ethical and Social consideration in testing

Lectures

Seminars

Practicals

Quizzes 30%

Examination 70%

G x C 562 - Theories and Practice of Behaviour Modification (2units)

Introduction to Behaviour Modification

- Concepts in Behaviour Modification
- History of Behaviour Modification
- Principles of Behaviour Modification

Theories of Behaviour Modification

- Learning theories
- Social Theories
- Cognitive theories

Practices in Behaviour Modification

- Life cases and Modification Procedures
- Assignments

Lectures
Seminars
Practicals

Evaluations

Quizzes	20%	
Assignments	30%	
Examination	50%	

G x C 563 - Theories of Counselling and African Perspective

- Behavioural Therapies
- Psychoanalytic Therapies
- The Existential – Humanities therapies
- Cognitive Therapies
- Systems Theories
- Indigenous African Counselling Therapy
- The body and mind therapies

Lectures
Seminars

Evaluations

Quizzes	10%
Assignments	30%
Examination	60%

G x C 564 – Advanced Practicum and Logging (3 units) in: any of the specialized areas:

Duration

1 semester of 2 times weekly

Requirements

- An assessment by the cooperating counsellor (20%)
- An Audio/visual CD and its transcription (40%)
- A detailed logg of cases (40%)

G & C 565 – Seminar in Specialized counselling:

- a) Mental Health and Rehabilitation
- b) Employment and Human Resources Development Counselling
- c) School Counselling

- d) Family and Marriage Counselling
- e) Pastoral Counselling

Requirements

Attendance	20%
Well Researched and Presented paper	80%

7) EDU 600 (16 units)

Thesis in specialized area

**REVISED PROGRAMME FOR SOCIOLOGY OF EDUCATION:
POST- GRADUATE (Ph.D PROGRAMME)
SOCIOLOGY OF EDUCATION**

PHILOSOPHY: The National Universities Commission (NUC) made Sociology of Education a core course in Faculties of Education in Nigerian Universities. The importance of Sociology of Education to Education is crucial to social development. Sociology of Education programme aims at meeting the needs of the individual members of the society. Postgraduate programme in Sociology of Education shall continuously prepare individuals offering the programme with quality skills in handling societal issues and promote social advancement as they influence Education. Graduates of this programme will be of immense help in different governmental and private sectors of the labour market. These programme will promote the actualization, of the primary goals of tertiary education in Nigeria, which ‘is the production of a well-rounded citizen who understands and appreciates the society.

OBJECTIVES: The PG programme in Sociology of Education aim at educating Scholar into being more familiar with the social issues and help to direct Learners to adapt to the fast changing society and thus become acceptable members of the society. The involvement of Sociologists of Education in areas such as Social Theories, Education and Development, Culture, Social Mobility, Socialization, Social institution, Family, Deviance, Social Inequality, Class and Stratification, the School, Curriculum, and the problems of teaching as a profession is very crucial in societal advancement. Theoretical perspectives in Education and society remains of immense importance to the growth, stability and survival of the society.

SCOPE OF THE PROGRAMME: The scope of the programme in Sociology of Education shall include offering of courses that will incorporate both core and stress areas. However, the Ph.D students who completed successfully their special areas of interest at the Master’s Programme shall also embark on course work and Thesis writing

ENTRY REQUIREMENTS: Ph.D: The candidates who obtained the degree of Master in related area of the study with a minimum grade point of 4.0 on a 5-point scale is qualified.

MODE OF STUDY

Ph.D

Admission is by course work and research embodied in a thesis.

DURATION OF PROGRAMME

M.Ed/Ph.D

Full-time – Minimum of 6 semesters and maximum of 14 semesters.

Ph.D: Full-time – minimum of 36 months and maximum of 60 calendar months.

EMPLOYMENT OPPORTUNITIES:

Teaching in Universities and Colleges of Education; working in Social Welfare Office, Prisons, Rehabilitation Centers and Industries.

UNIVERSITY OF NIGERIA, NSUKKA

SCHOOL OF POST GRADUATE STUDIES

Reviewed Course Outline (Ph.D)

Sociology of Education

First Semester Year 1

EDU 605 Human Sexuality I Male and Female Anatomy on Sexual Orientation 3 units

- Contemporary Meaning, Nature and Significance of Human Sexuality
- Family Life Education
- Sexuality Education

EDU 605^A – Advanced Seminar/Workshop in Gender Studies 3 units
 Domestic Violence; Sexual violence – Sexual Assault/Abuse;
 Sexual Harassment; Prostitution etc. Independent research,
 presentation and discussion of student's papers.

EDU 607 – Advanced Seminar in Sociology of Education 3 units
 Sociological Perspective of Peace; Psychological Perspective of Peace;
 Political Perspective of Peace; Philosophical Perspective of Peace;

EDU 601 – Issues in Population and Family Life Education 2 units
 Theories and issues on population and family life education.
 Prevailing issues on population and family life education

Total Units = 11

Second Semester Year 1

EDU 606 Human Sexuality II Male and Female Anatomy on Sexual Orientation 2 units
 - HIV and AIDS Education (Sexually Transmitted Infections/Diseases)
 - Reproductive Health Issues

EDU 606^A – Advanced Seminar in Gender Studies I 2 units
 - Human Trafficking; Child Labour and
 - Children's Rights; Child Abuse and Neglect; Widowhood Practices; etc

EDU 608 – Advanced Seminar in Sociology of Education I 2 units

Structural Perspective of Peace; Environmental Perspective of Peace;
Marxist Perspective of Peace; Peace Education Principles.

Total Units 6

First Semester Year 2

EDU 705 – Contemporary Issues in the Society **2**
units

Terrorism: Effects of terrorism on education in Nigeria; Human trafficking and its effect on Education; Peace and conflict: The role of education on peace and conflict resolution.

EDU 707 – Advanced Seminar in Gender Studies II **3 units**

Male and Female Anatomy on Sexual Orientation; Gender Stereotype
Gender based division of labour, etc

EDU 707^A – Advanced Seminar in Sociology of Education **3 units**

Conflict Management: Conflict Resolution, Sources of Conflict,
Security Issues/Challenges; Youth Violence/Youth Restiveness

PGC 701: Synopsis and Grant Writing **3**
units

Identification of types and nature of grant and grant writing; mining of grants application calls on the internet. Determining appropriate strategy for each grant application. Study of various grant application structures and contents and writing of concept notes, detailed project description, budgeting and budget defense. Study of sample grant writings in various forms and writing of mock research and other grants. Identification of University of Nigeria synopsis structure and requirements, (Introduction, Methodology and Results). Determining the content of each sub-unit of the synopsis. Steps in writing of synopsis from the Dissertation/Thesis document. Structural and language issues. Common errors in synopsis writing and strategies for avoiding them. The roles of the student and the supervisor in the production of a synopsis. Writing of mock synopsis. All registered Ph.D students must attend a solution-based interactive workshop to organize by the School of Postgraduate Studies for a practical demonstration and application of the knowledge acquired from the course, conducted by selected experts.

Total Units

11

Second Semester Year 2

EDU 708 – Advanced Seminar in Sociology of Education I **3 units**

Civic and Voter Education: Civic Education; Voter Education/
Awareness; Electoral Education Democracy and Participatory Democracy

EDU 690 – Thesis **6 units**

Total Units 9

Reviewed Course Outline (Ph.D) Sociology of Education

First Semester Year 1

EDU 605 – The contemporary meaning, nature and significance of human sexuality. 3 units

Family Life Education; Sexuality Education; HIV and AIDS Education (Sexually Transmitted Infections/Diseases); Reproductive Health Issues.

EDU 605^A – Advanced Seminar in Gender Studies I 3 units

Domestic Violence; Sexual violence – Sexual Assault/Abuse; Sexual Harassment/Prostitution; Human Trafficking; Child Labour and Children’s Rights; Child Abuse and Neglect; Widowhood Practices

EDU 607 – Advanced Seminar in Sociology of Education I 3 units

Sociological Perspective of Peace; Psychological Perspective of Peace; Political Perspective of Peace; Philosophical Perspective of Peace; Structural Perspective of Peace; Environmental Perspective of Peace; Marxist Perspective of Peace; Peace Education Principles.

PGC 601: Research Methodology and Application of ICT in Research Masters Decree Course. 3 Units

In-depth research work aimed at acquiring full knowledge and presentations in scholarly writing of the concepts, issues, trends in the definition and development of the study area from African and Western perspectives. Major steps ‘in research: Selection of problem, Literature review, Design, Data collection, analysis and interpretation. Conclusions. Study of various research designs, Historical, Case studies, Surveys, Descriptive, Cross sectional, Experimental, etc. Analysis, surveys and synthesis of conceptual and philosophical foundations of different disciplines. Identification of research problems and development of research questions and or hypotheses. Detailed treatment of methods of collecting relevant research data and the format for presenting research results (from designing the table of contents to referencing, bibliography and appendix). Data analysis and result presentation in different disciplines using appropriate analytical tools. Methods of project/dissertation writing. Application of appropriate advanced ICT tools relevant in every discipline for data gathering, analysis and result presentation. Essentials of Spreadsheets, Internet technology, and Internet search engines. All registered Masters Degree students must attend a solution- based interactive workshop to be organized by the School of Postgraduate Studies for a practical demonstration and application of the knowledge acquired from the course, conducted by selected experts.

PGC 701: Synopsis and Grant Writing 3 units

Identification of types and nature of grant and grant writing; mining of grants application calls on the internet. Determining appropriate strategy for each grant application. Study of various grant application structures and contents and writing of concept notes, detailed project description, budgeting and budget defense. Study of sample grant writings in various forms and writing of mock research and other grants. Identification of University of Nigeria synopsis structure and requirements, (Introduction, Methodology and Results). Determining the content of each sub-unit of the synopsis. Steps in writing of synopsis from the Dissertation/Thesis document. Structural and language issues. Common errors in synopsis writing and strategies for avoiding them. The roles of the student and the supervisor in the production of a synopsis. Writing of mock synopsis. All registered Ph.D students must attend a solution-based interactive workshop to organize by the School of Postgraduate Studies for a practical demonstration and application of the knowledge acquired from the course, conducted by selected experts.

Total units 15

Second Semester

EDU 606 – Contemporary Issues in the Society	2
units	
Terrorism: Effects of terrorism on education in Nigeria; Human trafficking and its effect on Education; Peace and conflict: The role of education on peace and conflict resolution.	
EDU 606A – Advanced Seminar in Gender Studies II	3
units	
Male and Female Anatomy on Sexual Orientation; Gender Stereotype Gender based division of labour, etc	
EDU 608 – Advanced Seminar in Sociology of Education II	4 units
Conflict Management: Conflict Resolution, Sources of Conflict, Security Issues/Challenges; Youth Violence/Youth Restiveness	
Civic and Voter Education: Civic Education; Voter Education/ Awareness; Electoral Education Democracy and Participatory Democracy	
EDU 609 – Thesis	12 units

Doctor of Philosophy Programme in Educational Management (Educational Administration & Planning)

Objectives of the PhD Programme

The PhD programme in Educational management 9Educational Administration & Planning is designed to:

1. Train prospective educational administrators, colleges/University teachers, educational practitioners, planners and researchers in educational management skills.
2. Provide opportunities for outstanding M.Ed graduates for further academic professional development in chosen field.
3. Train students to conduct research of high quality, interpret and communicate the results of such research through writing and teaching.
4. Empower participants on successful completion of studies to be of great service to the community through high level management skills in education.

Status/Duration

The Ph.D programme is open to both full and part-time candidates.

- i. The duration of full-time programme shall be a minimum period of three calendar years (six semesters) or a maximum of five years (ten semesters)
- ii. Part-time programme shall last for a minimum period of five calendar years (ten semesters) or a maximum of seven years (fourteen semesters)

Admission (Entry) Requirements for the programme) Admission to the programme shall be open to graduates of the University of Nigeria or of other recognized Universities who have obtained the approved degree of Master with Cumulative Grade Point Average not less than 3.50 on a five pound scale or its equivalent.

- b. Candidates with Master of philosophy degree may be admitted for the Ph.D programme.

Mode of Study for the Programme

The Ph.D programme in the Department of Educational Foundations shall be by course work and research.

1. Candidates shall be required to take and pass six core courses and one elective course to earn a minimum of 14 credit units in the first semester. In the second semester, candidates shall be required to take and pass five core courses to earn 10 credits.
2. Candidate shall be required to undertake research for their thesis under the supervision of one or two academic staff from the rank of senior lecturer and above.
3. Candidates shall be required to present proposals and seminars before the final defence of their theses.
4. Candidates shall be subjected to an oral examination of their theses before an external and internal examiners in accordance with the post graduate school general requirements. The assessment of the External Examiner at the defences shall determine the success or otherwise of the candidates in the programme.

Graduation Requirement

To qualify for the award of Ph.D degree in Educational Management (Educational Administration & Planning), a candidate shall meet the following requirements.

- a. Candidate shall meet the following requirements
 - i. Must have fully and duly registered for each session and paid the prescribed fees.
 - ii. Must have passed the entire courses as prescribed in the course work module of the programme at a grade of “C” with a CGPA of 3.00 or above.

Employment Opportunities

Candidates who successfully complete the Ph.D programme have ample opportunities as:

- (1) Lecturers in colleges of Education, Polytechnics and universities
- (2) Supervisors and inspectors in the Ministry of Education
- (3) Educational Planners in Parastatals and Boards throughout the country.

Areas of Specialization

1. Educational Administration
2. Educational Planning

Candidates for the Ph.D programme in Educational Administration shall be required to take the following courses.

Educational Administration

First Semester

	Credit Unit
PGC 701 Synopsis and Grant Writing	3
EDU 730 Theories of Educational Management	2
EDU 731 Management in Education	2
EDU 733 Legal Aspect of Educational Administration	2
ED 739 School Plant Planning & Administration	2
EDU 735 Development of Higher Education in Nigeria	2
ED 737 Politics of Education	2
Total	= 17 Credit Unite

Elective

Teaching profession	2
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Second Semester

EDU 732: Problems and issues in Higher Education	2
EDU 734: Educational Budgeting	2
EDU 734B: Human Resource Management in Education	2
EDU 736: School Plant Planning & Administration	2
EDU 738 Advanced practicum in Educational Administration, Management & Supervision	2
Total	= 10

PGC 701: SYNOPSIS AND GRANT WRITING

Identification of types and nature of grant and grant writing; mining of grants application calls on the internet. Determining appropriate strategy for each grant application. Study of various grant application structures and contents and writing of concept notes, detailed project description, budgeting and budget defense. Study of sample grant writings in various forms and writing of mock research and other grants. Identification of University of Nigeria synopsis structure and requirements. (Introduction. Methodology and Results). Determining the content of each sub-unit of the synopsis. Steps in writing of synopsis from the Dissertation/Thesis document. Structural and language issues. Common errors in synopsis writing and strategies for avoiding them. The roles of the student and the supervisor in the production of a synopsis. Writing of mock synopsis. All registered Ph.D students must attend a solution-based interactive workshop to be organised by the School of Postgraduate Studies for a practical demonstration and application of the knowledge acquired from the course, conducted by selected experts.

EME 730: Theories of Educational Management

Meaning and Relevance of Theories in Educational Management.

The Classical Management theory

The Scientific Management theory

The Human Relations Theory

The System Theory

Maslow's Need Theory

Relevance of the theories to Educational Management

EDU 731: Management in Education

Emergence of Management thought and their application in education, early contributors to management practice (Taylor & Henry Fayol) Administration and Bureaucratic Principles in Management. Application of Management Principles to Education

Management Styles

EME 733: Legal Aspect of Educational Management Concept of Law

Laws as the basis of educational distraction

The Nigerian Education Laws

Laws governing the Management of Primary, Secondary and Tertiary Education in Nigeria

Role of courts in Education

The Legal rights and conceptual obligations of students and school administrators.

The relationship and responsibilities of the federal, state and local Governments in Education

Interrelations of status, policies and directives of government

EME 735: Development of higher Education in Nigeria

Survey of the historical development of Higher Education

Aims and Objectives of Higher Education

- Nigeria Universities and the development of the British model of University system
- Nigerian Universities and the development of the Non-British Model of University system
- The polytechnics and the Advanced Teacher Training Colleges of Science and Technology
- Governance, organization and Administration of Colleges of Education, Polytechnics and Universities

EDU 737: Politics of Education

The course takes a look at public education as a function of the political process. Area of study will include the political nature of education policies, education and national development, colonial education policy in Nigeria, competition for power and influence through the education system. The governance of Education including the organization and functions of LGEA, the school boards, NUC & Ministry of Education.

EDU 732: Problems and Issues in Higher Education

Detailed examination of current uses in Higher education: Student Activism, autonomy, academic freedom.

The curriculum and Course system in Higher education

University governance and the committee system university Autonomy: Meaning, problems of autonomy and external control.

Accountability Verb is freedom in Higher Education ICT and its relevance to the operation of Higher Education

EDU 734: Educational Budgeting

General Budgeting and the educational budgeting process, the preparation of the budget, budget plan and budget implementation, balancing the budget within the framework of educational policy. Management techniques in budgeting, traditional line budgeting, PPBS.

EME 734B: Human Resource Management in Education

Concept and Importance of Human Resource Management

Objectives of Human Resource Management in Education

Strategic Human Resource Planning

Staffing and Placement

Staff Training and Management

Staff Compensation and Labour Relations

Human Resource Management and Information System

EDU 736: School Plant Planning and Administration

This course is specially prepared to involve students in a comprehensive study of school plant requirement and needs, building standards, site selection, facilities & equipment for effective administration.

ED 738: Advanced practicum in Educational Administration, Management and Supervision

All Education Management Administration & Planning Students are to participate in field study of the organizational behaviour of personnel in education with emphasis on interpersonal relationship, productivity, job satisfaction and organizational goals achievement. Students must have attachment to principal officers in ministry of Education, School board, Education Parastatals or agencies for a period of six weeks usually over a contact session.

EDU 740: Educational Planning & Policy in Nigeria

Analysis of mission and vision of Nigerian educational system, concepts, phases and rationale for educational planning; process and practice of educational planning; approaches to educational planning; analysis of educational policy in Nigeria problem and prospect of educational planning in Nigeria; Gap between educational planning and implementation in Nigeria; assessment of educational planning.

EME 741: Economics of Education

Nature and Scope of Economics of Education

Education, Economic Growth and National Development

Relationship between Education and the Economy

Theory of Human Capital Development

Education and Between Education and Earnings

Efficiency and Problems of turn over in Education

Sources of Educations Finance

Techniques for Resource Allocation and utilization in Education

EME 743: Academic and Strategic Planning in Education

The Concept, Nature and objects of Academic and Strategic Planning

Relationship between Academic Planning, Physical Planning and Strategic Planning

Essential Components of Academic Planning

Importance of Academic Planning to the over-all Goals of Higher Education

Types and characteristics of strategic planning

Situating strategic planning within the broad objective and purpose of higher Education

Essential Ingredients of a strategic plan

Document Philosophy, Mission, Core values and strategic Objectives of Higher Education

EME 737: School Mapping and School Plant Planning

Concept types and important of school plant

Concept of school mapping

Diagnostic indicators of school mapping

- a. Enrolment
- b. Teachers
- c. Facilities
- d. Catchments area, etc

Geographical information Science and mapping of school.

EDUCATIONAL PLANNING

FIRST SEMESTER

Credit Units

EDU 740	Educational Planning & policy	2
EDU 741	Economics of Education	2
EDU 743	Academic and Strategic planning	2
	Mapping and School Plan planning	2
ED 745	Planning and Politics of Higher Education in Nigeria	2
EDU 747	Planning Techniques in Education	2
	Total	12 Credit Units

SECOND SEMESTER

Credit Units

EDU 742	Methodologies of Educational Planning	2
EDU 744	School Mapping and School Plant Planning	2
EDU 744B	Practicum in Economics of Education	2
ED 746	Analysis of cost and Efficiency in Education	2
EDU 748	Educational Cost & Finance	2
Total		10 Credit Units

ED 745: Planning & Policy of Higher Education in Nigeria

Conceptual differentiation between policy and planning in higher education; Discussion on current issues in efficiency and effectiveness in higher education etc, Issues of academic freedom, autonomy and government policy in higher education; The National Universities Commission (NUC) National commission for Colleges of Education (NCCE); National Board for Technical Education and their respective roles in policy making and planning of higher education in Nigeria.

EDU 747: Planning Techniques in Education

Application of management techniques to education problems of allocation in the whole system. Effective decisions and control in respect of programmes and project e.g. PPBS, PERT, productivity and operations management. Analysis and applications of planning techniques to specific educational problems.

ED 742: Methodologies of Educational Planning

This is an introduction to the theory and methods of educational system planning; setting of goals and objectives, system models and analysis techniques, demographic methods for population and enrolment forecasting, system projection and institutional planning, manpower forecasting approach, social demand approach, rate of return approach and eclectic approach to educational planning.

EDU 744: School Mapping and School Plant Planning

Concept and application of school plant planning; diagnostic indicators (enrolment, teachers, facilities, Catchment area, etc); lessons from school mapping studies in Russia, Srilimka, Uganda, Iran, Nigeria, etc.

Mapping of schools: Meaning and Rationale

EDU 744B: Practicum in Economics of Education

Practical exercises on costs, efficiency, productivity and profitability in education etc at micro (institutional level) public and private institutions; financial management and business operation of schools.

EDU 746: Analysis of Costs and Efficiency in Education

Studies in Equity Issues, Statutory programmes for school support; The study of cost-quality relationship in education; the costing of education; measurement of efficiency of education; productivity in education.

EDU 748: Educational Cost and Finance

Finance analyses of the educational system. Unit cost concepts, The use of educational cost models in planning. Financial implications of educational policy Educational Cost evaluation International aids to education, case studies of costing and financing of education in Nigeria Sources of funds for education in Nigeria.

Doctor of Philosophy Programme in Educational Management (Educational Administration & Planning)**Objectives of the PhD Programme**

The PhD programme in Educational management 9Educational Administration & Planning is designed to:

5. Train prospective educational administrators, colleges/University teachers, educational practitioners, planners and researchers in educational management skills.
6. Provide opportunities for outstanding M.Ed graduates for further academic professional development in chosen field.

7. Train students to conduct research of high quality, interpret and communicate the results of such research through writing and teaching.
8. Empower participants on successful completion of studies to be of great service to the community through high level management skills in education.

Status/Duration

The Ph.D programme is open to both full and part-time candidates.

- iii. The duration of full-time programme shall be a minimum period of three calendar years (six semesters) or a maximum of five years (ten semesters)
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Admission (Entry) Requirements for the programme) Admission to the programme shall be open to graduates of the University of Nigeria or of other recognized Universities who have obtained the approved degree of Master with Cumulative Grade Point Average not less than 3.50 on a five pound scale or its equivalent.

- c. Candidates with Master of philosophy degree may be admitted for the Ph.D programme.

Mode of Study for the Programme

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Candidates who successfully complete the Ph.D programme have ample opportunities as:

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EDU 735 Development of Higher Education in Nigeria	2
ED 737 Politics of Education	2

Total = 17 Credit Unit

Elective

Teaching profession 2

Second Semester

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EDU 734B: Human Resource Management in Education	2
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Survey of the historical development of Higher Education

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Staff Training and Management

Staff Compensation and Labour Relations

Human Resource Management and Information System

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Relationship between Education and the Economy

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Sources of Educations Finance

Techniques for Resource Allocation and utilization in Education

EME 743: Academic and Strategic Planning in Education

The Concept, Nature and objects of Academic and Strategic Planning

Relationship between Academic Planning, Physical Planning and Strategic Planning

Essential Components of Academic Planning

Importance of Academic Planning to the over-all Goals of Higher Education

Types and characteristics of strategic planning

Situating strategic planning within the broad objective and purpose of higher Education

Essential Ingredients of a strategic plan

Document Philosophy, Mission, Core values and strategic Objectives of Higher Education

EME 737: School Mapping and School Plant Planning

Concept types and important of school plant

Concept of school mapping

Diagnostic indicators of school mapping

e. Enrolment

f. Teachers

g. Facilities

h. Catchments area, etc

Geographical information Science and mapping of school.

EDUCATIONAL PLANNING**FIRST SEMESTER****Credit Units**

EDU 740	Educational Planning & policy	2
EDU 741	Economics of Education	2
EDU 743	Academic and Strategic planning	2
	Mapping and School Plan planning	2
ED 745	Planning and Politics of Higher Education in Nigeria	2
EDU 747	Planning Techniques in Education	2
	Total	12 Credit Units

SECOND SEMESTER**Credit Units**

EDU 742	Methodologies of Educational Planning	2
EDU 744	School Mapping and School Plant Planning	2
EDU 744B	Practicum in Economics of Education	2
ED 746	Analysis of cost and Efficiency in Education	2
EDU 748	Educational Cost & Finance	2
	Total	10 Credit Units

ED 745: Planning & Policy of Higher Education in Nigeria

Conceptual differentiation between policy and planning in higher education; Discussion on current issues in efficiency and effectiveness in higher education etc, Issues of academic freedom, autonomy and government policy in higher education; The National Universities Commission (NUC) National commission for Colleges of Education (NCCE); National Board for Technical Education and their respective roles in policy making and planning of higher education in Nigeria.

EDU 747: Planning Techniques in Education

Application of management techniques to education problems of allocation in the whole system. Effective decisions and control in respect of programmes and project e.g. PPBS, PERT, productivity and operations management. Analysis and applications of planning techniques to specific educational problems.

ED 742: Methodologies of Educational Planning

This is an introduction to the theory and methods of educational system planning; setting of goals and objectives, system models and analysis techniques, demographic methods for population and enrolment forecasting, system projection and institutional planning, manpower forecasting approach, social demand approach, rate of return approach and eclectic approach to educational planning.

EDU 744: School Mapping and School Plant Planning

Concept and application of school plant planning; diagnostic indicators (enrolment, teachers, facilities, Catchment area, etc); lessons from school mapping studies in Russia, Srilimka, Uganda, Iran, Nigeria, etc.

Mapping of schools: Meaning and Rationale

EDU 744B: Practicum in Economics of Education

Practical exercises on costs, efficiency, productivity and profitability in education etc at micro (institutional level) public and private institutions; financial management and business operation of schools.

EDU 746: Analysis of Costs and Efficiency in Education

Studies in Equity Issues, Statutory programmes for school support; The study of cost-quality relationship in education; the costing of education; measurement of efficiency of education; productivity in education.

EDU 748: Educational Cost and Finance

Finance analyses of the educational system. Unit cost concepts, The use of educational cost models in planning. Financial implications of educational policy Educational Cost evaluation International aids to education, case studies of costing and financing of education in Nigeria Sources of funds for education in Nigeria.

REVISED POST GRADUATE PROGRAMME IN HISTORY OF EDUCATION – (DOCTOR OF PHILOSOPHY PROGRAMME IN HISTORY OF EDUCATION)

Objectives of PhD Programme

The PhD Programme in History of Education is designed to:

1. Provide opportunity for outstanding MED History of Education graduates for further academic and professional growth in their area of specialization.
2. In view of the vision and mission of this University to be nationally and globally relevant PhD Programme aims at a total departure from undesirable statu quo by striving to produce world class leaders and infusing ground breaking knowledge in students instead of cutting edge researches of yester years.
3. To train students to conduct researches of high quality, interpret and communicate the results of such researches through writing and teaching.
4. To give students empowerment to be of greater service to the community through high level social skills acquired in the course of their training in order to make the society a better place in which to live and better place in which to make a living.

Status and Duration

The PhD Programme is open to full and part time candidates.

1. For a Full Time Programme the duration is a minimum period of three years (six semesters) or a maximum of five years (Ten semesters).
2. Part Time Programme shall last for a minimum period of five years (Ten semesters) or a maximum of seven years (Fourteen semesters).

Admission (Entry) Requirements:

Admission is open to graduates of UNN or any other recognized university who hold Masters Degree with GPA (Cummulative Grade Point Average) of 3.50 on a five point rating scale or its equivalent.

Mode of Study

The PhD programme in History of Education shall be by Course work and research.

1. Candidates are required to take and pass six courses and one Faculty course to earn a minimum of 14 credits units in First Semester. In Second Semester candidates are required to take and pass five core courses to earn ten credits.
2. Candidates are required to undertake a research project under the supervision of one or two academic staff from the rank of a Senior Lecturer and above.
3. Candidates are required to present project proposals and faculty seminar before oral defence of their Theses.
4. Candidates are subjected to oral defence of their Theses before external and internal examiners in tandem with the general post graduate school requirements. Assessment of the external examiner at the defence determines the success or failure of the candidates.

Graduation Requirement

To qualify for PhD degree in History of Education candidates shall meet the following requirements:-

- Register fully for each session and pay the necessary fees.
- Pass all the courses as prescribed in the course work module with a grade of C and CGPA 3.00 or above.

Employment Opportunities:-

Candidates who successfully completed the programme can be in the labour market as:

Lecturer in various higher institutions of learning, parastatals Boards, throughout Nigeria and the Diplomatic Corps.

Areas of specialization:

Historical and sociological foundations of education (HSE).

Historical Foundations and Diplomacy Education (HDE)

Candidates for PhD Programme in Historical and Sociological Foundations (HSE) shall be required to take the following courses:

First Semester:

PGS 701: Synopsis and Grant Writing

EDU 730: Theories in Social Foundations and Modern Historiography 3

EDU 731 Advanced Diplomacy Education

EDU 733 Legal Aspects of Education.

EDU 735 Advanced Studies in History and International Relations

EDU 739 Bilateral Relations and Nigerian Education Initiative

EDU 737 Professional Seminar in Historical and Diplomacy Education

EDU 540: Introduction to Advanced Research in Education. 4

Second Semester:

EDU 732: Problems and Current Issues in History and Diplomacy Education.

EDU 734: Peace Studies in Historical Perspective.

EDU 734 B History of Education II

EDU 734B Middle Ages in History Augustinian Idealism and emergence of Scholastic controversy.

EDU 736: Thomism and the Eclipse of Papal Hegemony.

EDU 738: Introduction to Advanced Concepts in Historical and Sociological Foundations of Education.

EDU 690 Project (Third Long Vacation for Sandwich Students).

Candidates for Historical Foundations and Diplomacy Educations (HDE) shall be required to take the following courses:

First Semester:

PGS 701 Synopsis and Grant Writing.

EDU 730 Theories in Social Foundations and Modern Historiography.

EDU 703 Advanced History of Education Studies.

EDU 733 Relationship of Law and Education:

Public Education Laws in Nigeria

EDU 733B Labour Laws and Education

EDU 540B Introduction to Advanced Research in Education

EDU 505: Education and Development

Second Semester

EDU 702 Historical Foundation and Diplomacy Education II

EDU 704B: Research in Historical Foundation and Diplomacy Education

EDU 690 Project (Third Long Vacation for Sandwich Students)

EDU 506: Education and Progress in Developing Nations

Course Description

EDU 701 Synopsis and Research Grant Writing

Identification of Types of Grant

Mining of Grant Application Calls in the internet

Determining appropriate strategy for each grant application consulting services

Study of various Grants application structures and contents

Writing of concept notes, detailed project description, Budgeting Budget defence.

Sample Grant Writings. Mock Research Grants.

Identification of University of Nigeria. Synopsis Structure

Synopsis Structure and Requirement

(Introduction, Mythology and Results).

Determining the content of each sub unit of the synopsis: Steps in writing of synopsis from Dissertation/Thesis Documents.

Roles of Student and Supervisors in Production of Synopsis

Writing mock synopsis.

NB PhD students must attend a solution based interactive workshop organized by PG school for practical demonstration and application of the knowledge acquired from the course. Selected experts as Resource Persons are to be used.

EDU 730: Theories in Social Foundation and Modern Historiography.

Meaning and Relevance of Theories and modern Historiography. Relevant Learning Theories.

EDU 731: Advanced Diplomacy Education.

EDU 540: Introduction to Advanced Research in Education.

EDU 733: Legal Aspects of Education: Emergence of Education Law Training the Historian for Leadership in Education/Mentorship.

Relationship of Education and Law: Sources of Law.

Education Ordinance (Act) from 1916 – Public Education Law of 1970 Education Parastatals.

Labour Law: Teacher Tenure case Laws:

EDU 733B: Labour Laws and Education

Employer/Employ: Teachers Tenure Contract of Employment.

Collective Bargaining: Tort Liability of Teachers.

EDU 735: Advanced Studies in History and International Relations. Agencies and Sources, Policy output organs at International and supranational levels.

Units and organization like UNESCO UNICEF NGOS.

EDU 739: Bilateral/Multilateral Relations and Nigeria Education Initiatives.

Nigerian Foreign Policy and World Power Politics. Implication for Education Growth and Development.

EDU 540: Introduction to Advanced Research in Education. Scope of Research in Education. Sources of Research Data: Techniques of Data collection and Sampling. Data Analysis. Use of Statistical Techniques, Mechanical, electrical electronic Aids to Data processing. Thesis and Dissertation writing (4 Units).

EDU 737:

Professional Seminar in Historical foundations and Diplomacy education.

Critical Appraisal of Relevant theories and application in specific historical situation. Implication for social policy.

EDU 732:

Problems and current issues in History and Diplomacy Education.

Peace Education.

Local compradors and Bourgeois Development orientation as problem in Educational Growth and Development: A historical appraisal.

EDU 734:

Peace studies, in Historical Perspective

Edu 734: History of Education II Neo Colonialism the last stage of imperialism.

Current Drive toward a Unipolar world power structure. Implication for educational growth and Development in world affairs.

EDU 734B:

Augustean Idealism and emergence of scholastic controversy: Education in the Middle Ages. Dark Ages in history.

EDU 736:

Thomism and Eclipse of Papal Hegemony.

Education in transition period medievalism and modernism

EDU 738:

Introduction to Advanced concepts in Historical and sociological Education (HSE).

Philosophical Radicalism and educational growth and development.

Humanitarianism, Utilitarianism and Liberalism; Euro African connections.

EDU 690: PhD Thesis

PhD award is based on a comprehensive research to be embodied in a thesis

EDU 703:

Advanced History of Education studies: Chronological Development of Education from prehistoric times to present day: including the development of African education South of Sahara and North of the River Limpopo with particular reference to Nigeria.

EDU 504:

Education and progress in Nigerian society

Pre European Education.

Indigenous Ideologies

Development of the system:

Founding fathers.

Colonial Development: Anglophone/Francophone/Initiatives.

Education in Southern Nigeria

Education in Northern Nigeria

Lugardian Legacy

Unification of North and South

Imbalance: Quota system

Federal character

Politicization of Education.

EDU 502:

Historical Foundation and Diplomacy Education II

The value of History

Modern Approaches to values of History.

The “Race to NIKKI : History and the competition with colourless disciplines

The Diplomat:

Scientia scientiorum

The Historian: A spectator of all times and all existence.

EDU 506:

Education and progress in Developing Nations

Attempts by Developing Nations to give meaningful education to the people.

Problems and prospects, Not yet UHURU.

EDU 504E:

Research in Historical Foundation and Diplomacy Education.

Modern Research Techniques. Contemporary methods of Historical Research – modern Historiography.

**THE DOCTORAL DEGREE IN PHILOSOPHY OF EDUCATION (PH.D)
COURSE WORK STRUCTURE**

YEAR I – FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNIT
EDU 601	Educational Classics	3
EDU 603	Logic and Teaching I	3
EDU 605	Contemporary Philosophies of Education	3
EDU 510	Child Development	2
EDU 607	Foundations of Nigerian Education	3
	TOTAL	14

SECOND SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNIT
EDU 511	Psychology of Adolescence	2
EDU 600	Socio0-Philosophical Foundations of Education	3
EDU 573 ^A	Information Technology And Education	2
ED 514	Abnormal Psychology and Education	2
	TOTAL	9

SESSION TOTAL

23

SECOND YEAR – FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNIT
EDU 609	Logic & Teaching II	3
EDU 611	Advance Seminar in Philosophy of Education	3
EDU 534	Education Finance	2
	TOTAL	8

SECOND SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNIT
EDU 536	Social & Political Context of Education Admin.	2
EDU 690	Thesis in Philosophy of Education	10
	TOTAL	12

SESSION TOTAL

20

**THE DOCTORAL DEGREE IN PHILOSOPHY OF EDUCATION (PH.D)
COURSE DESCRIPTIONS**

S/NO	COURSE CODE	COURSE TITLE	UNITS
1.	EDU 601	<p align="center">EDUCATIONAL CLASSICS</p> <p>Focus here shall rest on the literary materials on education from selected ancient authors. This would include the classics of Plato, Aristotle, Locke, Hume and Jean Jacques Rossean</p>	3
2.	EDU 603	<p align="center">LOGIC & TEACHING I</p> <p>Attention here will be on the forms of logic, formal logic, the forms of argument, the common fallacies; logic in education and teaching; the teaching profession.</p>	3
3.	EDU 605	<p align="center">CONTEMPORARY PHILOSOPHIES OF EDUCATION</p> <p>Here, an analytical, comparative examination of the philosophical leanings underpinning the educational aims and values espoused by known schools of thought in philosophy will be undertaken. This is to extend to idealism, Realism, Pragmatism (Perennialism, essentialism, existentialism and the likes). Attention will be drawn to the nature, objectives and functions of education as advocated by people like Nunnis, Hutchins, Dewey; and organizational perspectives on aims of education.</p>	3
4.	EDU 510	<p align="center">CHILD DEVELOPMENT</p> <p>Theories of child development. A critical analysis of research findings on the child in the African environment.</p>	2
5.	EDU 600	<p align="center">SOCIO-PHILOSOPHICAL FOUNDATIONS OF EDUCATION</p> <p>There is, here, effort to look into and discover the educational ideas and philosophies of the founding fathers of sociology: Real marx, Max weber, Heabear spencea, Emile Duakheim; and personages of the contemporary school: Talcot parsons, John Dewey, and the likes. While focus is on the origins of sociology of education, effect would be made inquire into the definition and scope; the state of the art in Nigeria's tertiary institution of learning and the prospects of future development.</p>	3
6.	EDU 607	<p align="center">FOUNDATIONS OF NIGERIAN EDUCATION</p> <p>Here, search would be conducted into the origin of the traditions (historical, political and social) in Nigerian education. A critical evaluation of the contributions of the various educational traditions such as: the Greeks, the Romans; British Agencies as Champions of educational development in colonial and independent Nigeria. The issue of education parastatals cannot be left out.</p>	3

7.	EDU 609	<p style="text-align: center;">LOGIC & TEACHING II</p> <p>The course goes further to examine the structure of arguments; derivation of meanings from propositional language following choice of words; principles guiding in presentation of arguments and assessing such arguments guided by knowledge of fallacies, all within the ambience of the programmes, processes and problems in the education system. The theory of meaning may be considered.</p>	3
8.	EDU 611	<p style="text-align: center;">ADVANCE SEMINAR IN PHILOSOPHY OF EDUCATION</p> <p>A critical examination of educational theories and literature on selected topics in philosophy of education teaching, learning, teaching & indoctrination, Vis-à-vis knowledge, propaganda; ethics in print and electronic media advertisement.</p>	3
9.	EDU 514	<p style="text-align: center;">ABNORMAL PSYCHOLOGY</p> <p>Perspectives in conceptualizing abnormal behaviours. Classification, assessment and remediation of abnormal behaviours in education.</p>	2
10.	EDU 534	<p style="text-align: center;">EDUCATION FINANCE</p> <p>Introduction: Financial organization and operation as being dynamic; objectives of educational finance, finance & educational programme in Nigeria, taxation & sources of school revenue, legal basis for school finance, state provisions for school support, finance & personnel etc.</p>	2
11.	EDU 511	<p style="text-align: center;">PSYCHOLOGY OF ADOLESCENCE</p> <p>Developmental changes in Adolescent with particular references to the physical, cognitive, emotional, social and moral development and their implication for the teaching-learning process.</p>	2
12.	EDU 573 ^A	<p style="text-align: center;">INFORMATION TECHNOLOGY & EDUCATION</p> <p>Concepts of Information Technology & mass education. Examination of models of communication. The role of Information Technology in Education. A detailed discussion of the follow:- e-mail, local area network (LAN), wide-area Network (WAN), websites, internet and other computer-based systems (eg: interactive videos) and their role in education facilitating structures for and militating factors against, the adoption of information technology. A comparative analysis of information technology and education in developed and developing countries practical work in the design of educational information technology</p>	2

13.	EDU 536	<p style="text-align: center;">SOCIAL & POLITICAL CONTEXT OF EDUCATIONAL ADMINISTRATION AND PLANNING</p> <p>Analysis of social factors affecting education (eg: Social norms & values, family, population, etc). Equalization of educational opportunities – concepts; and strategies for equalization; rationale for politics in education; impact of pressure and interest groups, political power structure, etc on the dimensions and direction of education administration and planning. Role of education in National development; governance of education; organization and functions of some education bodies, of UBEC, NCCE, NUC, SPEB, NERDC, NCE, etc.</p>	2
14.	EDU 601	<p style="text-align: center;">RESEARCH METHODOLOGY AND APPLICATION OF ICT IN RESEARCH (MASTERS DEGREE COURSE)</p> <p>In-depth research work aimed at acquiring full knowledge and presentations in scholarly, writing of the concepts, issues, trends in the definition and development of the study area from African and Western perspectives. Major steps in research: Selection of problem, Literature review, Design, Data collection, analysis and interpretation. Conclusions study of various research designs, Historical, Case studies, Surveys, Descriptive, Cross sectional, Experimental etc. Analysis, surveys and synthesis of conceptual and philosophical foundations of different disciplines. Identification of research problems and development of research questions and or hypotheses. Detailed treatment of methods of collecting relevant research data and the format for presenting research results (from designing the table of contents to referencing, bibliography and appendix). Data analysis and result presentation in different disciplines using appropriate analytical tools. Methods of project/dissertation writing. Application of appropriate advanced ICT tools relevant in every discipline for data gathering, analysis and result presentation. Essentials of Spreadsheets, Internet technology, and Internet search engines. All registered Masters Degree students must attend a solution-based interactive workshop to be organized by the School of Postgraduate Studies for a practical demonstration and application of the knowledge acquired from the course, conducted by selected experts.</p>	3

15.	EDU 701.	<p style="text-align: center;">SYNOPSIS AND GRANT WRITING</p> <p>Identification of types and nature of grant and grant writing; mining of grants application calls on the internet. Determining appropriate strategy for each grant application. Study of various grant application structures and contents and writing of concept notes, detailed project description, budgeting and budget defense. Study of sample grant writings in various forms and writing of mock research and other grants. Identification of University of Nigeria synopsis structure and requirements, (Introduction, Methodology and Results) determining the content of each sub-unit of the synopsis. Steps in writing of synopsis from the Dissertation/Thesis document. Structural and language issues. Common errors in synopsis writing and strategies for avoiding them. The roles of the student and the supervisor in the production of a synopsis. Writing of mock synopsis. All registered Ph.D students must attend a solution-based interactive workshop to be organized by the School Postgraduate Studies for a practical demonstration and application of the knowledge acquired from the course, conducted by selected experts.</p>	3
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