DEPARTMENT OF GUIDANCE AND COUNSELLING

CORE CURRICULUM MINIMUM ACADEMIC STANDARDS (CCMAS)
100 LEVEL

Global Course Structure100-Level
CCMA WITH THE 30%

Course Code	Course Title	Units	Status	LH	PH
GST 111 (First Semester)	Communication in English	2	C	15	45
GST 112 (Second Semester)	Logic, Philosophy and Human Existence	2	C	30	-
EDU 101 (First Semester)	Introduction to Teaching and Foundations of Education	2	C	30	-
GCE 101 (First Semester)	Introduction to Guidance and Counselling	2	C	30	-
GCE 102 (Second Semester)	Principles and Techniques of Guidance and Counselling	2	C	30	-
GCE 103 (First Semester)	Introduction to Psychology	2	C	30	-
TS (Arts, Science, Social Science)	Teaching subject (8 Units)	8	R	30	-
UI- GCE 104 (Second Semester)	Introduction to Biology of Behaviour	3	R	30	-
UI- GCE 105 (First Semester)	Introduction of Developmental Psychology	3	R	30	-
UI- GCE 106 (Second Semester)	Psychological Foundation of Education	3	R	30	-
Total		29			

00-Level   CCMA WITH THE 30%

Courses	Lecturer
EDU 101	**Prof. R.A. Animasahun**
GCE 101 (First Semester)	**Dr. Kunle Odedokun**
GCE 102 (Second Semester)	**Prof. M.O. Ogundokun**
GCE 103 (First Semester)	**Dr. Tope Adeleye**
GCE 104 (Second Semester)	**Dr. A.M. Akintola**
GCE 105 (First Semester)	**Dr. Bunmi Oyekola**
GCE 106 (Second Semester)	**Profs D.A. Adeyemo & R.A. Animasahun**

Course Contents and Learning Outcomes

100- Level

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

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

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

GST 112: Nigerian Peoples and Culture   (2 Units C: LH 30)

Learning Outcomes
At the end of the course, students should be able to:
1.   analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2.   list and identify the major linguistic groups in Nigeria;
3.   explain the gradual evolution of Nigeria as a political unit;
4.   analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5.   enumerate the challenges of the Nigerian State towards Nation building;

6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral andvalue problems.

Course Contents

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

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

Learning Outcomes

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

11. highlight the historical and current developments in philosophy of education.

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

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

Learning Outcomes
At the end of the course, students should be able to:
1. explain the nature, objectives and history of guidance and counselling;
2. state the importance of guidance and counselling;
3. discuss the characteristics and functions of the guidance counsellor; and
4. describe the organization of guidance services in the school system.

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

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

Learning Outcomes
At the end of the course, students should be able to:
1. explain the basic principles of guidance and counselling;
2. identify the basic techniques of guidance and counselling;
3. examine the stages of counselling; and 4. demonstrate a   practical counselling session.

Course contents
An overview of the introductory concepts like principles, techniques and skills of counselling. History of techniques of guidance and counselling. Stages of a typical counselling situation such as referral, diagnosis (building of rapport, identification needs),

therapy, termination, follow-up. Techniques associated with Freudian and Neo-Freudian theories. Techniques associated with Rational-emotive theory. Techniques associated with Client-centred therapy.Techniques derived from Logotherapy. Techniques derived from Pastoral counselling. Techniques derived from other counselling theories. The use of interviews/ interactions withlearners, parents, and school administrators. Importance of techniques and skills in counselling.

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

Learning Outcomes
At the end of the course, students should be able to:
1.   discuss the nature and scope of the field of psychology;
2.   examine how psychology can be regarded as a science;
3.   trace the historical development of psychology;
4.   show the relationship between psychology, counselling and education; and
5.   explain the concepts of sensation and perception

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