

B.Sc. Ed. BUSINESS EDUCATION**100 LEVEL**

COURSE CODE	COURSE TITLE	STATUS Core/Elective	SEMESTER	
			1 ST	2 ND
BU-GST 011	Citizenship Orientation		0	
BU-GST 012	Citizenship Orientation			0
BU-BED 102	Introduction to Vocational Education	C	-	2
BU-BED 105	Word Processing for Business Educators I	C	2	-
BU-BSD 131	Business and Security	C	3	-
BU-BED 104	Business Methods	C	-	2
BU-BED 106	Introduction to Job Search Skills	C	-	2
BU-BED 111	Introduction to Office Procedures	C	3	-
GCE 103	Introduction to Psychology	C	2	
GST 111	Communication in English	C	2	-
GST 112	Nigerian Peoples and Culture	C	-	2
EDU 101	Introduction to Teaching and Education Foundations	C	2	-
BED 114	Financial Accounting for Business Educators I	C	-	2
BED 121	Office Administration and Management	C	2	-
BED 124	Principles of Marketing for Business Educators	C	-	3
BED 122	Business Mathematics	C	-	3
BU-GST 120	ICT Fundamentals & Office Productivity Management	C	1	-
BU- GST 105	Use of Library	C	2	-
BU-GST 112	Health Principles	C	-	1
BU-GST 126	Life and Teachings of Christ the Messiah	C	-	3
	TOTAL	39	19	20

200 LEVEL

COURSE CODE	COURSE TITLE	STATUS Core/Elective	SEMESTER	
			1 ST	2 ND
BU-GST 021	Citizenship Orientation		0	
BU-GST 022	Citizenship Orientation			0
BU-BED 232	Fundamentals of Business Education	C	-	3
BU-BED 234	Employment Readiness Skills	C	-	3
BU-BED 231	World Resources Management	C	3	-
GST 212	Philosophy, Logic and Human Existence	C	-	2
ENT 211	Entrepreneurship and Innovation	C	2	-
BU- GST 221	Introduction to Agriculture	C	1	-

BU-GST 290	Introduction to Data Analytics	C	1	-
BU- GST 215	Adventist Heritage	C	3	-
BU- GST 200	Communication in French	C	-	1
BU- GST 220	Origins and Science	C	-	1
EDU 201	Curriculum, Curriculum Delivery and Teaching Methods	C	2	-
BED 211	Financial Accounting for Business Educators II	C	2	-
EDU 200	Teaching Practice (to be done in summer)	C	-	3
BED 213	Principles of Business Finance	C	2	-
BED 214	Business Communication & Report Writing	C	-	2
BED 222	Cost Accounting for Business Educators	C	-	2
BED 223	Office Information Technology	C	2	-
	TOTAL	35	18	17

300 LEVEL

COURSE CODE	COURSE TITLE	STATUS Core/Elective	SEMESTER	
			1 ST	2 ND
BU-GST 031	Citizenship Orientation		0	
BU-GST 032	Citizenship Orientation			0
BU-BED 303	Organization and Administration of Vocational Education	C	3	
GST 312	Peace and Conflict Resolution	C	-	2
ENT 312	Venture Creation	C	-	2
BU- GST 310	Data Analysis using Advanced Excel/SPSS/Power BI/Tableau	C	1	-
BU- GST 317	Fundamentals of Christian Faith	C	3	-
BU- GST 312	Introduction to Family Life Education	C	-	1
EDU 301	Teaching Practice I	C	3	-
EDU 302	Educational Measurements, Tests, Research Methods and Statistics	C	-	3
BU-EDU 311	Test, Measurement and Evaluation in Education	C	3	
BED 350	SIWES	C		6
BED 311	Fundamentals of Data Processing	C	2	-
BED 327	Digital Skills in Business Education	C	2	-
BED 328	Word Processing for Business Educators II	C	-	2
BED 320	Marketing Management for Business Educators	C	-	2
BED 326	Nigerian Business Environment	C	-	2
BED 323	Management Information System	C	2	-

	TOTAL	37	16	23
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400 LEVEL

COURSE CODE	COURSE TITLE	STATUS Core/Elective	SEMESTER	
			1 ST	2 ND
BU-GST 041	Citizenship Orientation		0	
BU-GST 042	Citizenship Orientation			0
BU-BED 400	Agric. Business	C	3	
BU- BED 430	Green Human Resources Management	C	3	-
BU-BED 432	Business Analytics for Management	C	-	3
EDU 490	Research Project	C	-	6
EDU 401	Teaching Practice II	C	3	-
BED 411	Business Law	C	2	-
BED 415	Vocational Guidance	C	2	-
BED 416	Career Development and Professional Ethics	C	-	2
BED 422	Seminar in Business Education	C	-	2
BED 424	Organizational Behaviour	C	-	2
BED 417	Human Resource Management for Business Educators	C	2	-
BED 427	Industrial Relations for Business Educators	C	2	-
BU- GST 440	E-Project Management and Simulation	C	1	-
BU-GST 400	Religion and Social Ethics	C	-	3
	TOTAL	36	18	18

B COURSE DESCRIPTION

100 Level

BU-BED 102: Introduction to Vocational Education (2 Units C: Compulsory; LH = 30;)

Learning Outcomes

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

1. state two definitions of vocational education.

2. describe in 5 paragraphs each, the philosophical, historical, economic and sociological foundations of vocational education.
3. identify and explain five need assessments of vocational education.
4. identify and analyze four vocational areas and services in vocational education
5. enumerate five major objectives of vocational education
6. state six importance of vocational education
7. appraise vocational education in the pre-colonial and colonial era and outline four implications of these eras to the present state of vocational education in Nigeria
8. identify five problems of vocational education in Nigeria and suggest five possible solutions to the problems.

Course Contents

Concept of Vocational Education. Philosophical and Historical Foundation. Sociological and Economic Foundations. Need Assessment of Vocational Education. Objectives of Vocational Education. Importance of Vocational Education. Problems and Prospects of Vocational Education. Objectives of Vocational Education. Agricultural Science and Home Economics Education. Business and Distributive Education. Computer Education. Fine and Applied Arts Education. Industrial Technical Education Importance of Vocational Education. Problems and Prospects of Vocational Education. Vocational Areas and Services. Evaluation of Vocational Education. Future of Vocational Guidance in Nigeria. Post-Evaluation Follow-Up

BU-BED 105: Word Processing for Business Educators I (3Units C: Compulsory; LH = 45;)

Learning Outcomes

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

1. create and edit six word documents
2. design and format five business letters
3. print one business letters each in indented, semi-indented and blocked formats
4. manipulate and insert special symbols, bullets and numbers on ten documents.
5. produce three finished business documents in accordance with business standards for timely completion, correctness of content and format, professional appearance, and creativity.
6. use two different directories, backup and safe storage procedures
7. use auto text, dropped capital letters and templates to improve the appearance of five business documents

Course Contents

Create, save, print and close Word Document. Open, and edit a Word Document. Enhance documents with character formatting including all caps, bold, underlining, italics, fonts. Format Paragraphs with text alignment. Indent text, and change line spacing. Display non-printing Characters. Insert special symbols, bullets, and numbers. Adjust page breaks and section breaks. Control text flow. Change margins in a document. Create custom tab settings, including left, right, center, decimal, and vertical tabs. Copy, move, rename, and print multiple Documents. Proofread all types of business documents with the Spell Checker and Thesaurus. Improve the grammar of written documents with the Grammar Checker. Utilize special features in Word documents such as AutoText, spacing between paragraphs, date and time, dropped capital letters, and templates.

**BU-BSD 131: Business and Security
LH=45)**

(3units;Core:

Learning Outcomes

On completion of this course, students should be able to:

1. Identify five needs for understanding the corporate structure and how the security organisation fits within the overall corporate organisation.
2. Explain five ways to act as a security leader within the organisation and develop core competencies consistent with existing security requirements and corporate culture.
3. Asses a detailed account of assessing risk(s) within an organisation and develop five proper risk mitigation approaches.
4. Develop and implement five short-term and long-term strategic security plans.
5. Describe five ways of implementing a security program within an organisation focusing on brand recognition, mission statements, policies and procedures.
6. Identify at least six regulations, guidelines and standards associated with corporate security.

Course Content

In the Bible, Proverbs 3:25-27 'You need not be afraid of sudden disaster or the destruction that comes upon the wicked. For the Lord is your security. He will keep your foot from being caught in a trap. Do not withhold good from those who deserve it when it is in your power to help them. Understanding the Business of Security. Security Leadership: Establishing Yourself and Moving the Program Forward. Risk Assessment and Mitigation. Strategic Security Planning. Marketing the Security Program to the Business. Organisational Models. Regulations. Guidelines. and Standards. Information Security Physical Security and First Response. Security Training and Education.

Communication and Awareness Programs. Safe and Secure Workplaces. Business Conduct. Business Resiliency. Securing Supply Chain. Security Measures and Metrics. Learning. Addressing Risk with After-Action Reviews.

BU-BED 104: Business Methods
30)

(2 Units C:Core; LH =

Learning Outcomes

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

1. Define business environment, entrepreneurship and business plan.
2. State five importance of entrepreneurship
3. Explain four issues and problems faced by entrepreneurs
4. Outline ten qualities of a successful entrepreneur
5. outline four major roles of entrepreneurs in economic development
6. list and explain five importance of business correspondence
7. list eight accepted terminologies used in preparing business correspondence
8. identify and explain four essential features of business letters
9. identify six business documents and explain their uses
10. construct and write a business report
11. enumerate five components of business plan and state their importance
12. outline and explain two types of business structure
13. define communication and state five features of effective communication
14. list and explain six barriers to effective communication

Course Content

Concept of Business Environment. Concept of Entrepreneurship. Importance of Entrepreneurship. Issues and Problems faced by Entrepreneurs. Qualities of Entrepreneurs. Entrepreneurship and Economic Development. Business structure. Management and control of Business Structure. Introduction to Communication. Communication process. Forms and media of Communication. Pattern of Communication flow in Business. Business Correspondence. Terminologies and types of business correspondence. Business Report Writing. Business Documents. Types of Business Documents. Postal Service. Courier Service. Telegram. Meaning of Business Plan. Components of a Business Plan. Importance of Business Plan.

BU-BED 106: Introduction to Job Search Skills (2 Units C: Core; LH = 30;)

Learning Outcomes

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

1. Identify and explain eight barriers to communication and suggest one strategy each to overcome the identified barriers.

2. List and explain four effective communication skills.
3. Demonstrate three steps in active listening.
4. Differentiate between passive, aggressive and assertive communication with two points.
5. Explain three different ways of applying initiative, dependability and reliability on the job.
6. Outline two different ways of appearing at job interviews in a professional manner.
7. Illustrate with two examples, how to respond to interview questions by representing one's strengths.
8. State two examples of relevant questions expected from potential employers.
9. Demonstrate with two examples how to appropriately converse with fellow students, coworkers and employers.
10. Identify five safe work practices.
11. Illustrate with two statements, respectful interactions necessary in a diverse multi-cultural learning/work environment.
12. Demonstrate with examples three cooperative workplace behaviours.
13. Identify three ways of demonstrating initiative on the job.
14. List 3 examples of problem-solving strategies
15. Describe 3 each of personal attributes, strengths and challenges in line with employability skills.
16. Demonstrate in practical terms steps involved in preparing for a job interview.

Course Content

Career development. Knowledge of Skills. Personal Strengths and Interests. Communication. Types of Communication. Effective Communication Skills. Barriers to Effective Communication. Workplace Communication Patterns. Employability Skills. Skills Required in the Workplace. Problem Solving Strategies. Time Management Tools. Time Management Strategies. Meaning of Interview. The Interview Process. How to Prepare for a Job Interview. Meaning of Workplace Safety. Workplace safety skills.

BU-BED 111: Introduction to Office Procedures (3 Units C: Compulsory; LH = 30;)

Learning Outcomes

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

1. Demonstrate with two examples how to exhibit business standards of behaviour with respect to attendance, punctuality, positive attitude, time management, and respect for others.

2. Demonstrate in two ways how to use the telephone in a professional manner including transferring calls, taking messages, putting calls on hold, screening calls, and dealing with difficult customers.
3. State three ways of displaying exemplary customer service by increasing listening and communication skills.
4. Prepare two incoming and two outgoing correspondences.
5. Construct and present a short oral report.
6. Display two different ways of using effective personal and interpersonal skills in different business situations.
7. Explain three ways of how to work collaboratively with others to complete complex projects.
8. Describe four ways of exhibiting ethical behaviour with respect to confidentiality, privacy, sharing of information, and dealing with the office “grapevine.”
9. Identify two types of office environments and analyze five features of each.
10. Define office layout and identify two types of office layout
11. Explain two advantages and disadvantages of the identified office layouts
12. Take four office minutes and present them in logically formatted document.

Course Content

Role of Office Administrators. Qualification for Office Work. Human Relations and Professionalism. Human Relations – Working Styles and Inventory. Minute Taking Practice. Office Ethics: Rumours. Office Ethics: Gossip. Office Ethics: Confidentiality. Work ethics: Decision Making. Management of Work and Time. Management of Resources. Stress Management. Public Speaking and Front Line Reception. Organization Structure. Office Layout Ergonomics. Incoming and Outgoing Mails. Office Technology. Travel Arrangements. Conflict Resolution.

GST 111: Communication in English (2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making.

Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

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 and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of

selfreliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Reorientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

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

Learning Outcomes

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

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

Course Contents

Teaching as a profession. Ethics of the teaching profession. Pedagogical content knowledge. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development and institutions, from ancient times to the present with particular reference to the evolution of modern education in Nigeria. Brief treatment of learning from the behaviours, cognitive and sociocultural perspectives, child and adolescent development, learner characteristics, intelligence, creativity, motivation. Values in education, major tenets of Idealism, Realism, Neo-Thomism, Experimentalism and

Existentialism and their applications in education. Sociological approaches to learning, social context and social structure and their roles in education.

BED 114: Financial Accounting for Business Educators I (2 Units C: LH 30)

Learning Outcomes

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

1. explain the concept of accounting;
2. explain the history and development of accounting;
3. describe the structure of International Accounting Standard Board (IASB) and its conceptual framework;
4. identify source documents;
5. demonstrate knowledge of the principles of double entry book-keeping; and
6. prepare cash books, and bank reconciliation statement and statement of a sale trader.

Course Contents

Introduction to business and accounting. IASB conceptual framework. Accounting Equation. Sales and Purchases. Non-Current assets and depreciation. Bad and doubtful debts. Accruals and Prepayments. Source document. Subsidiary books of accounts. Classification of accounts. Principles of double entry book-keeping. Cashbook. Bank reconciliation statement. End of year adjustment. Preparation of statement of a sale trader.

BED 121: Office Administration and Management (2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate knowledge of the principles of office management;
2. highlight types of office organization;
3. state the advantages and disadvantages of each method of office organizations; 4. state the procedures for effective office management; and
5. explain the theories of motivation and job specification.

Course Contents

The development of management thought. Management theories. Organization and managers. The mix of work and managers. Management principles. The manager and his environment. Principles of office management. Types of office

organization. Approaches to organizational design. Method of office organizations. Procedures for effective office management. Leadership. Motivation. Organizational change.

BED 122: Business Mathematics (2 Units C: LH 30)

Learning Outcomes

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

1. apply symbolic logic in their reasoning;
2. conduct deductive & Inductive reasoning in problem solving approach;
3. solve complex numbers; and
4. identify sets & subjects.

Course Contents

Mathematics and Symbolic Logic. Matrices and Determinants. Vectors and Complex Numbers. Introduction to Straight Lines. Introduction to Circle. Simple Sequence and Series. Limits.

Differentiation and Integration. Maximum and Minimum Points and Value. Linear Programming (Inequalities and Constraints)

BED 124: Principles of Marketing for Business Educators (2 Units; C) (LH 30)

Learning Outcomes

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

1. demonstrate knowledge of marketing
2. state why business and marketing are changing
3. state functions and principles of marketing
4. use the marketing mix to satisfy consumer needs
5. segment the market using different factors
6. carry out retailing and wholesaling activities
7. determine factors that influence consumer behavior.
8. identify consumer rights and state how to protect the consumer

Course Content

Meaning of Market. Changes in business and market places. Marketing concept. Principles of Marketing. Functions of Marketing. The marketing process. Marketing Mix. Market segmentation. Retailing. Wholesaling. Consumer buying behaviour. Consumer protection. Impact of globalization on marketing.

200 Level

Minimum standard additional to CCMAS

BU-BED 232: Fundamentals of Business Education (3 Units C: Compulsory; LH = 30;)

Learning Outcomes

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

1. Explain in five paragraphs, the origin of business education programme in Nigeria
2. Identify and explain four challenges and issues in the teaching and learning process of Business Education programme
3. List the five major components of Business Education course content with examples
4. Explain three contributions of the Atkinson's Committee to the development of Business Education in Nigeria.
5. State five importance of business education to the learners and to the nation
6. Mention 5 items found in a business education model room.
7. Describe three ways of how business education programmes function in the international countries like USA and China
8. List and analyze five various teaching methods of business education subjects and when to use them
9. Outline and explain five factors to be considered while choosing facilities for the teaching of business education courses
10. Discuss three opportunities that lie ahead after graduation.

Course Content

Concept of Business Education. Facets of Business Education. Historical Foundation of Business Education Programme. Background and Concepts of Business Education. Business Education Programme in Nigeria. Business Education in other Countries.

The Atkinson's, Dike and Ashby's Reports. Objectives/Purpose. Contents of Business Education Programme. Importance of Business Education. Issues in Business Education Programme. The Content of the Curriculum. Facilities for Teaching. Choosing Facilities for Business Education. Methods of Teaching Business Education Subjects. Quality of Teachers. Principles of Teaching Business Education. Principles of Learning. Learning Styles of Individuals

BU-BED 234: Employment Readiness Skills (3 Units C: Compulsory; LH = 30)

Learning Outcomes

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

1. Identify two definitions of communications.
2. Demonstrate with two examples how to engage in active listening.
3. Differentiate in three different ways between passive, aggressive and assertive communication.
4. Illustrate two ways of using initiative, dependability and reliability on the job.
5. Demonstrate two different ways of appearing at job interviews in a professional manner.
6. Identify four safe work practices.
7. State three examples of cooperative workplace behaviours.
8. Identify two statements demonstrating initiative on the job.
9. Explain three problem-solving strategies.

Course Content

Career Development. Knowledge of Skills. Strengths and Interests. Workplace Communication. Employability Skills. Problem Solving Strategies, Time Management. Time Management Tools. Time Management Strategies. The Interview Process. Workplace Safety Skills. Team Work. Work Ethics. Empathy. Concept of Conflict. Conflict Resolution. Workplace Adaptability.

BU-BSD 231: World Resources Management (3 units C: Core; LH = 45)

Learning Outcomes

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

1. state at least four limitations of sustainable development of resources,
2. mention three conservation measures and impacts of resources on sustainable development
3. identify four natural resources and three importance of world resources
4. explain at least three challenges affecting the administration and management of natural resources
5. State the meaning of agricultural landscapes.
6. Students will also state at least three types of agricultural landscape management and problems affecting agricultural landscapes.
7. Identify at least four ecosystem processes, considering interactions and adaptations of organisms in abiotic processes.

Course Content

Genesis 1:28- And God blessed them and said to be fruitful, multiply and fill the earth and subjugate it. Principles of natural resource management. Origin and types of natural resources Environmental resources. Resource and development. Rational use of Resources. Concept of sustainable development of resources. Management of forests. Foods minerals. Community resource development. Population and pressure on Resource Utilization. Administration and management of natural resources in Nigeria. Resource economics and management. Environmental conservation. Protection of nature and conservation of resources. Conservation of Agricultural Landscapes. Definition of agricultural conservation. A balanced approach to natural resources management. Development of planning and management principles of natural resources. Developmental increase of ecosystem processes. Component of Ecosystem Processes. Concepts of ecosystem processes development. Developmental stages of ecosystem processes. Planning of ecosystem process. Developmental influence on natural resources and ecosystem processes.

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

Learning Outcomes

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

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

Course Contents

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

ENT 211: Entrepreneurship and Innovation (2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course contents

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

EDU 201: Curriculum, Curriculum Delivery and Teaching Methods (2 Units C: LH 30)

Learning Outcomes

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

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

The curriculum. Selection of learning objectives. Outcomes and learning experiences. Organization and delivery of learning experiences. General teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guideddiscovery, concept mapping, conceptual change, culturo-techno-contextual approach (CTCA) argumentation, project-based learning, competency-based learning, thinking-based learning, and hybrid teaching. The lesson plan/note. Assessment of learning. Resources for teaching. Improvisation. General classroom management.

BED 211: Financial Accounting for Business Educators II (2 Units C: LH 30)

Learning Outcomes

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

1. a manufacturing accounts of a production outfit from a set of information;
2. a bill of exchange account from a set of financial transactions of a business;
3. an account of a non-for-profit organization from historical data;
4. department accounts from a given set of financial transactions;
5. consignment accounts of a business entity; and
6. royalty accounts of a business concern.

Course Contents

Analysis of trade receivables. Analysis of trade payables. Preparation and presentation of manufacturing accounts. Bill of exchange. Partnership account. Incomplete records. Single entry system of account. Double entry system of account. Accounts of not-for-profit organization. Control account. Departmental accounts. Consignment account. Royalty accounts.

BED 213: Principles of Business Finance (2 Units C: LH 30)

Learning Outcomes

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

1. identify the types of funds available to an enterprise;
2. identify the various sources of finance available to an organization;
3. apply working capital management strategies,
4. apply capital budgeting techniques in mapping project decisions; and 5. demonstrate acquired knowledge of risk and portfolio management.

Course Contents

Nature of finance. Types of funds. Source of capital formation. Working capital management. Credit management. Financial markets and stock exchange. Stock exchange dealing procedures. Financial analysis. Capital budgeting. Management of risks and portfolio. Problem based learning techniques.

BED 214: Business Communication & Report Writing (2 Units C: LH 30)

Learning Outcomes

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

1. explain the concept of business communication skills;
2. discuss the process that takes place in communication;
3. state the different types of communication;
4. explain the steps in writing process;
5. state the principles of interpersonal relationship;
6. describe interview skills for recruitment purpose; and
7. identify the necessary plans to make before negotiating communication.

Course Contents

Fundamentals of communication. Forms of communication. Introduction to business communication skills. Forms of business communication. Study skills. English grammar. Punctuation in english. Sentence formation. Oral

communication. Writing process. Public speaking. Interpersonal communication. Negotiation skills. Corporate communication. Interview skills. Communication technology

BED 222: Cost Accounting for Business Educators (2 Units C: LH 30)

Learning Outcomes

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

1. state the attitudes of cost accounting information
2. classify cost accounting information using various bases;
3. prepare a job costs sheet for management decision making
4. prepare labour costs of an operation of a business concern;
5. identify and apportion costs of production to various costs centres;
6. ascertain costs of production using marginal and absorption techniques; and
7. prepare cost information

Course Contents

Definition of cost accounting. The purpose and scope of cost accounting. Role of cost accountants. Differentiate between cost accounting and financial accounting. The managerial processes of planning, control and decision making. The concepts of strategic, tactical and operational planning. Differentiate between data and information. Cost and Cost classifications. Cost codification. Cost segregation and estimation. Accounting for inventory. Accounting for Labour. Accounting for overheads. Marginal costing. Absorption costing. Cost Volume-Profit-Analysis. Budgeting

BED 223: Office Information Technology (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. demonstrate knowledge of information and communication handling procedure in the organization;
2. describe skill for handling office information and communication procedure;
3. elucidate understanding and practical knowledge of information security in the organization; and
4. explain the basic concept of office automation.

Course Contents

Present day office arrangement. Office environment. Types and uses of office machines (manual and electronic gadgets). Information technology and information processing task. Management information system. Office automation. Computer security. Information system disaster recovery plan. Software types and their capabilities. Information Technology and ebusiness enabling environment. Management of people in organization. Information technology strategies. The future for information technology

300 Level

BU-BED 302: Organization and Administration of Vocational Education (3 Units C: Core; LH = 45)

Learning Outcomes

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

1. Explain five basic understanding of how management ideas evolved in the ancient world.
2. Analyze three ways of how classical school of management emerged
3. Identify four contributions of F. Taylor in scientific management thought and practice
4. Explain five major roles of Frank and Lillian Gilbreth Henry Gantt in scientific management thought and practice.
5. Explain four roles of Henri Fayol in scientific management thought and practice.
6. Explain three key ways Max Weber contributed to the theory and practice of modern management.
7. Analyze two major characteristics of bureaucracy
8. Assess three impacts of Hawthorne studies on the emergence of Behavioural approach to management.
- 12 Describe at least two meanings and context of systems theory.
- 12 describe at least two meanings and context of contingency theory
- 12 differentiate between business and non-business organizations with three points
- 12 discuss five relevance of delegation
13. Analyze the concept of structure of organizations in the context of TVE in not less than four paragraphs
14. List and explain with two illustrations, the following traditional organization patterns:

Line organization
Line and staff organization
Functional organization

15. Outline four determinants of levels of compensation to teachers in technical and vocational education
16. Describe two general and two specific types of organizational conflicts.

Course Content

Evolution of Management Thought. Classical Management Approach. Behavioural Management Approach. Quantitative Management Approach. Contemporary Management Theories. Structure and Characteristics of Organizations. Concepts and Terminologies. Types of Organizations. Systems approach to the analysis TVE Organizations. The Organizing Functions. Terms relating to the understanding of the role of Organization Structure. Organization Structure. Departmentalization: Traditional Organization Patterns. Forms of Departmentalization: Modern Content. Human Behaviour in Organizations: Tve Perspective. Determinants of Human Performance in Organizations. Theories of Motivation in Technical College Organization. Leadership and its Characteristics. Employment Conditions and Terms. Job Description and jobs Specifications. Interviews and Job Restructuring. Process of job Finding. General conditions of service in TVE. Basic principles of and practice of Technical and

Vocational Education. Organization Structure and the Management of TVE in Nigeria. Philosophy, goals and objectives of TVE Institutions. Academic Policies and Regulations Evaluation and Accountability in Technical and Vocational Education.

BU-EDU 311 TEST, MEASUREMENT AND EVALUATION IN EDUCATION 3 Credits

Learning Outcomes

1. discuss the significance of measurement and evaluation in education and teaching activities.
2. probes the content of measurement and evaluation.
3. questions of the necessity of measurement and evaluation.
4. discusses how measurement and evaluation are handled in the program of their field.
5. tells the strategies for providing the validity, reliability and usefulness of assessment and evaluation.
6. defines the assessment miscues.
7. explain the fundamental concepts related to measurement and evaluation.

8. explains the concepts related to measurement and evaluation.
9. clarifies the relationship between the concepts related to measurement and evaluation.
10. He/She discusses the features that can be measured in education

Course Content:

This course is designed psychology students with fundamental concepts and principles, functions and applications of testing and evaluation. It focuses on the skills of planning, construction, administering scoring tests, and analyzing, interpreting and reporting results of different assessment methods or devices, including teacher made and standardized tests. The course activities concentrate on the application educational measurement and evaluation to improve learning.

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

Learning Outcomes

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

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

Course Contents

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

Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of ecommerce, First Mover Advantage, E-commerce business models and Successful ECommerce Companies,). Small Business Management/Family Business: Leadership &

Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice 1

(3 Units C: PH 135)

Learning outcomes

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

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

Course Contents

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

EDU 302: Educational Measurements, Tests, Research Methods, and Statistics (3 Units C: LH 45)

Learning Outcomes

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

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

Course Contents

Meaning of research, research designs. Problem identification, background and study justification. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Reporting in educational context. Ethical consideration (political, economic religious and cultural) in research. The use of computers in educational research, use of SPSS in data analysis. Measurements and instrumentation. Development of tests, test blue prints, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes.

BU-EDU 311 TEST, MEASUREMENT AND EVALUATION IN EDUCATION 3 Credits

Learning Outcomes

1. discuss the significance of measurement and evaluation in education and teaching activities.
2. probes the content of measurement and evaluation.
3. questions of the necessity of measurement and evaluation.
4. discusses how measurement and evaluation are handled in the program of their field.
5. tells the strategies for providing the validity, reliability and usefulness of assessment and evaluation.
6. defines the assessment miscues.
7. explain the fundamental concepts related to measurement and evaluation.
8. explains the concepts related to measurement and evaluation.
9. clarifies the relationship between the concepts related to measurement and evaluation.
10. He/She discusses the features that can be measured in education

Course Content:

This course is designed psychology students with fundamental concepts and principles, functions and applications of testing and evaluation. It focuses on the skills of planning, construction, administering scoring tests, and analyzing, interpreting and reporting results of different assessment methods or devices, including teacher made and standardized tests. The course activities concentrate on the application educational measurement and evaluation to improve learning

**BED 328: Word Processing for Business Educators II
LH 15, PH 45)**

(2 Units C:

Learning Outcomes

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

1. type simple letters using Microsoft word in block or indented styles;
2. activate vertical and horizontal display of documents;
3. type letters with continuation sheets, attention lines;
4. prepare circular letters, agenda, manuscripts;
5. type document with column and
6. prepare itineraries, and travel information cards.

Course Contents

Simple block or centered display. Vertical or horizontal centering. Simple columnar materials or words or figures or money. Letters with continuation sheets, attention lines, heading, simple insert tabulation. Circular letters, agenda, manuscripts with interpolations and corrections. Alphabetical and numerical arrangement, terminal speed of 35 wpm with 90% accuracy is required. Communication forms, letters, manuscripts, tabulations, reports, tabular statement with statistical information, divided columns, itineraries and travel information cards. Attention is given to improved form and punctuation, terminal speed of 54 words a minute with 90% accuracy required.

BED 329: SIWES

(4 Units C: PH 180)

Learning Outcomes

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

1. appreciate the opportunity to have practical work experience;
2. demonstrate readiness to acquire practical skills available to work station;
3. demonstrate ability to learn work habits; and
4. cooperate with industry, based trainers and supervisors.

Course Contents

Students will be sent to the industry to have industrial experience at workplace. They are to be exposed to work situations that will enable them to acquire skills to complement what they learned in the classroom. They are to be supervised by both industrial and school based supervisors.

BED 323: Management Information System

(2 Units C: LH 30)

Learning Outcomes

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

1. differentiate between data and information;
 2. identify the components of a system;
 3. identify characteristics of a good management information system;
 4. state the functions of Management Information System; and
5. apply different information systems in business.

Course Contents

Nature of management information system, data and information, concept of a system, component of a system, open system, semi-closed system and closed system, control system, function of management information system, characteristics of a good management information system. Information systems in business: transaction processing system, decision support system, executive support system, expert system.

400 Level

BU-BSD 400 Agric. Business

(3 Units; L=45)

Learning Outcomes

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

1. define the nature of agric business and identify at least five of its significance
2. analyze, evaluate, and synthesize at least four types of information to improve agric business
3. state at least four links between agric business and entrepreneurship
4. state four actors in the agric business value chain
5. state at least four ways technology can be adapted to drive agric business
6. define the business cycles of agric business
7. identify at least five issues that affect agribusiness

Course Contents

The Agric business course is hinged on Isaiah 30:23, which states, "He will also send you rain for the seed you sow in the ground, and the food that comes from the land will be rich and plentiful. In that day your cattle will graze in broad meadows". The course content covers the Intro to Agribusiness (Careers in Agribusiness, Types of Businesses

& Business Ownership). Agricultural Commodities in Nigeria, Trends in Consumer Preference, Government Agencies and Private Organizations in the Agriculture. Food and Natural Resources Industry. Agriculture's Impact on the World Economy. World Food Supply, Business Environment. Business Management and Entrepreneurship. Agric Marketing. Business Finance. Risk Management. Writing Business Plans. Agric Business Financing. Food Deserts. Farmstand Operation. Agriculture Tourism. Marketing/Packaging Design and Stock Investment.

BU- BSD 432. Business Analytics for Management (3 units; Compulsory); L = 45)

Learning outcomes

On completion of the course, students should be able to:

1. Itemize three features and benefits of analytic program.
2. Discuss the five challenges to building a data sciences team.
3. identify three factors affecting business analytics
4. identify four factors affecting analytics
5. discuss two challenges to building a data sciences team
6. Outline at least three considerations in collecting data and selection of appropriate analysis tool.
7. identify five business problems
8. Describe three analytical models.
9. Develop three solutions, assessments and validation to a broad range of business situations.
10. Design and implement three levels of measurement and accurate statistics.
11. Identify five business opportunities for data-driven solutions.
12. Demonstrate proficiency in data analysis methods by analyzing two data sets using SPSS.
13. Generate four technical information and analysis results.
14. Apply at least two results of business analytic problems to courses of action.
15. Write and present one term paper to demonstrate the application of result obtained in real business situation.

Course contents

Features and benefits of analytic program. Challenges to building a data sciences team. factors affecting analytics. Data identification. Data collection in different industrial sector. Managerial statistical tools in descriptive analytics and predictive analytics. Regression. Forecasting. Risk analysis. Simulation. Data mining. Microsoft Excel. Use of software package (SPSS). Data entry and analysis. Interpretation of results. Result presentation. Communication for decision making. Study design. Strategies for implementing study design. Translating analytic information to actionable business intelligence.

BU- BED 430: Green Human Resources Management (3 units; Compulsory; L = 45)

Learning outcomes

On completion of the course, students should be able to:

1. discuss three Human Resources Theories and apply them to the changing roles of HRM
2. develop two simple Green HR Policy for an SME/family Business
3. list the two methods of carrying out Green Recruitment and Selection process in the organization
4. develop an outline for carrying out Green Onboarding program for new recruits
5. design two simple Green Learning and Development Program
6. identify three HRM strategies for Diversity Management
7. Discuss three Green HR strategies involved in Waste management, recycling and reducing of Carbon footprint.
8. implement two Green Performance management
9. evaluate three appropriate HSE Regulations for the Organization
10. Describe three strategies to reduce Stress and Burnout for Organization members.

Course contents

Applying Greenness in all HRM processes; Course content will cover such areas as:

Theories of HRM and application to changing role of the HR in the organization. Developing and adopting a Green HR policy across the Company. Fundamentals of Environment-friendly HR practices with a specific focus on waste management, recycling, reducing the carbon footprint, and using and producing green products. Green employee planning: Job analysis. Job description and Job specification. Green Recruitment and Selection: Interview strategies. Green Onboarding. Green Reward. Compensation and Benefits Management. Green Performance Management. Green employee engagement and motivation. Green Employee Learning and Development. Green Career Management. Green Diversity Management Strategies. Green Succession Planning. Green Employee and Industrial Relations. Occupational Health and Safety Regulations. Stress and Burnout in the work place. E-HR and Change Management and Green Corporate Social Responsibility and HR factor

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities; and
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. To importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of

teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

BED 411: Business Law (2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate knowledge of the nature of Nigerian Business Law and practice;
2. demonstrate knowledge of law of contract, agency, sales of goods, and hire purchase;
3. utilize knowledge of the business law to enter into partnership, joint venture agreements;
4. state the sources of Nigerian law; and
5. describe the hierarchy of the Nigerian courts.

Course Contents

Nature of Nigerian Business Law and practice. Sources of the Nigerian laws. Hierarchy of courts in Nigeria. Law of contract. Law of agency. Sales of goods law. Law of higher purchase. Law of partnership and law of negotiable instrument.

BED 415: Vocational Guidance (2 Units C: LH 30)

Learning Outcomes

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

1. define the concept of vocational guidance;
2. explain the objectives of vocational guidance;
3. discuss the origins of vocational guidance;
4. state the basic theory of vocational guidance;
5. discuss the implications and how to apply this theories in Nigerian situation; and
6. state clearly the roles played by the school, parents, and religious affiliations in career/vocational choice.

Course Contents

Meaning of vocational guidance. Historical development of vocational guidance. Philosophy and objectives of vocational guidance. Basic theory of vocational development. Career choice. Assumption concerning vocational choice and vocational choice in the Nigerian setting. Educational and occupational

information. Organization and administration of vocational guidance programme placement services and follow-up.

BED 427 : Industrial Relations for Business Educators (2 Units C: LH 30)

Learning Outcomes

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

1. describe labour-management relations;
2. state the objectives of Labour Management Relations;
3. state the characteristics of Labour Management Relation;
4. identify basic theories of industrial relations; and
5. discuss the implications of the theories of industrial relations.

Course Contents

Labour-management relations at the firm level including its evolution. Objectives of Labour Management Relations. Characteristics and contemporary issues. Labour-management relationship theory and research on collective action. Bargaining behavior and conflict resolution.

BED 424: Organizational Behaviour (2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate knowledge of concept of organizational behavior;
2. prepare typical organizational structure;
3. identify and explain group dynamics ;
4. state influence of personality on organization and vice-versa;
5. identify and discuss factors that motivate employers and engender job satisfaction; 6. manage interpersonal conflict in organization; and
1. state how to manage stress in organization.

Course Contents

Concept of organizational behavior. Organizational structure and design. Group dynamics. Personality and organization. Motivation. Job satisfaction and reward management. Leadership. Inter-personal conflict in organization. Stress management. Authority, power and politics.