

**DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF IBADAN**

COORDINATOR: DR. PROF. I.A. NWAZUOKE
DEPUTY COORDINATOR: DR J.O. OLUKOTUN

History

The Department of Special Education was one of the pioneer departments of education meant for exceptional individuals in the last century in Nigeria. It was established as a unit Centre for Teaching and Research in the Institute of Education in 1973.

It became a substantive department in 1976 running programmes in the areas of education of the Deaf, Visually Impaired, Speech Pathology and Audiology, Mental Retardation, Learning Disability, Gifted and Talented Education and Clinic for Children with Special Needs.

To meet the specific requirements for the 4-year degree programme and in response to national needs, two more units were later created. These are Education of the Physically Disabled and The Multiple Handicapped.

At present, the department is running B.Ed. Degree Programme, Masters' Programme and Doctor of Philosophy Programme in these different areas. Today, it is the largest Department of Special Education in the country with students having flexible choices in courses for major and minor. It also provides learning facilities and leisure which helps the students to participate in sports.

Distribution of Courses

200 Level

Faculty Courses

GCE 203	Basic Statistics in Educational Practice	3	R
TEE 202	Instructional Media and Resources	3	R

Departmental Courses

		Units	Status
SPE 201	Professional Practice I	3	C
SPE 202	Education of the Gifted Child	3	R
SPE 203	Education of the Hearing Impaired	3	R
SPE 204	Education of the Learning Disabled	3	R
SPE 205	Education of the Mentally Retarded	3	R
	Total Units	27	

300 Level

General Studies

Course Code	Course Title	Units	Status
GES 101	Use of English	3	C
GES 104	Science and Mankind	3	C

Faculty Courses

GCE 204	Psychology of Learning	3	R
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Departmental Courses

SPE 206	Audiology & Speech Pathology	3	R
SPE 207	The Education of the Visually Impaired	3	R
SPE 208	Physical Exceptionalities	3	E
SPE 209	Education of the Multiple Handicapped Children	3	E
	Total Units	27	

400 Level**General Studies**

GES 103	Government, Society and Economy	3	C
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Faculty Courses

TEE 301	Introduction to History	3	R
TEE 353	Philosophy of Education	3	R
GCE 302	Measurement Evaluation in Educational Practice	3	R

Departmental Courses: (Audiology Unit)

		Units	Status
SPE 301	Classroom Manag. & Guidance in Special Educ.	3	C
SPE 302	Psycho-Educational Diagosis in Special Education	3	R
SPE 303	Clinical Teaching	2	C
SPE 304	Professional Practice II	2	C
SPE 305	Seminar in Special Education	2	C
SPE 311	Physiological Phonetics	3	R
SPE 312	Speech Language & Articulation Disorders	3	C
SPE 313	Clinical Audiometry: Principles & Practice	3	C
	Total Units	30	

400 Level (Learning Disabled Unit)**Faculty Courses**

		Units	Status
TEE 301	Introduction to History & Philosophy of Education	3	R
TEE 353	Instructional Technology and Techniques	3	R

GCE 302	Measurement & Evaluation in Educational Practice	3	R
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Departmental Courses

SPE 301	Classroom Management & Guidance in Special Education	3	C
SPE 302	Psycho-Educational Diagnosis in Special Education	3	R
SPE 303	Clinical Teaching	3	C
SPE 304	Professional Practice III	2	C
SPE 305	Seminar in Special Education	2	C
SPE 321	Identification of Learning Disabilities	3	R
SPE 322	Teaching Basic Subjects to the Learning Pupils	3	C
SPE 323	Techniques of Education for the Deaf	3	C
SPE 316	Development of Education for the Deaf	3	C
	Total Units	30	

400 Level (Mentally Retarded Unit)

Faculty Courses		Units	Status
TEE 301	Introduction to History & Philosophy of Education	3	R
TEE 353	Instructional Technology and Techniques	3	R
GCE 302	Measurement & Evaluation in Educational Practice	3	R

Departmental Courses

SPE 301	Classroom Management & Guidance in Special Education	3	C
SPE 302	Psycho-Educational Diagnosis in Special Education	3	R
SPE 303	Clinical Teaching	3	C
SPE 304	Professional Practice III	2	C
SPE 305	Seminar in Special Education	2	C
SPE 331	Methods of Teaching Elementary Schools Subjects	3	R
SPE 332	Rehabilitation of the Educable Mentally Retarded	3	C
	Total Units	31	

400 Level (Deaf Unit)

SPE 352	Historical Survey of Education Orientation and Mobility of the Blind	3	C
SPE 353	Teaching of Mathematics and Science to the Blind	3	C
	Total Units	28	

400 Level (Gifted & Talented Unit) Units Status

Faculty Courses

TEE 301	Introduction to History & Philosophy of Education	3	R
TEE 353	Instructional Technology	3	R
GCE 302	Measurement & Evaluation in Educational Practice	3	R

Departmental Courses

SPE 301	Classroom Management & Guidance in Special Education	3	C
SPE 302	Psycho-Educational Diagnosis in Special Education	3	R
SPE 303	Clinical Teaching	3	R
SPE 304	Professional Practice III	3	R
SPE 305	Seminar in Special Education	3	R
SPE 371	Gifted & Talented Children: The Nature and Measurement of Intelligence	3	C
SPE 372	Education of the Gifted	3	C
SPE 373	Competence and Giftedness	3	C
SPE 374	Social Values for the Gifted and Leadership	3	E
	Total Units	45	

400 Level (Physically Handicapped Unit) Units Status

Faculty Courses

TEE 301	Introduction to History & Philosophy of Education	3	R
TEE 353	Instructional Technology	3	R
GCE 302	Measurement & Evaluation in Educational		

	Multiple Handicapped	3	E
	Total Units		33
500 Level (Audiology Unit)		Units	Status
Faculty Courses			
SPE 401	Professional Practice III	6	
C			
SPE 402	Independent Study	6	C
SPE 403	Counselling Parents and Special Needs		
	Children	3	R
SPE 404	Curriculum Instruction in Special		
	Education	6	R
SPE 411	Stuttering Theory and Therapy	3	C
SPE 412	Advanced Audiology	3	C
SPE 413	Defects of Voicing and Articulation	3	R
SPE 414	Cerebral Palsy Cleft Palato &		
	Speech Rehabilitating	3	R
SPE 415	Organic Speech Disorder	3	R
SPE 416	School Hearing Conservation &		
	Occupation Safety and Health in Audiology	3	R
	Total Units	42	
500 Level (Deaf Unit)		Units	Status
Faculty Courses			
SPE 401	Professional Practice III	6	C
SPE 402	Independent Study	6	C
SPE 403	Counselling Parents and Special Needs		
	Children	3	R
SPE 404	Curriculum Instruction in Special		
	Education	6	R
SPE 411	Stuttering Theory and Therapy	3	C
SPE 442	Advanced Problems in Teaching		
	Hearing Impaired	3	C
SPE 443	Rehabilitation of the Deaf	3	R
SPE 444	Linguistics Approaches to Teaching		
	Language to the Hearing Impaired	3	R
SPE 445	Teaching Science, Maths, Social		
	Studies, Art/Craft, PHE, to the Hearing		
	Impaired	3	R
	Total Units	42	

500 Level (Learning Disability)		Units	Status
Departmental Courses			
SPE 401	Professional Practice III	6	C
SPE 402	Independent Study	6	C
SPE 403	Counselling Parents and Special Needs Children	3	R
SPE 404	Curriculum Instruction in Special Education	6	R
SPE 421	Cognitive Developmental Approach & Behavioural Management of Learning Disabled Children	3	E
SPE 422	Remedial Techniques in Basic School Subjects	3	C
SPE 423	Advanced Strategies in Curriculum Development for Learning Disabled Children	3	R
SPE 424	Learning Disabled Adolescents and Adult Problems	3	E
SPE 425	Career Educations for the Learning Disabled	3	R
SPE 426	Psycho-Educational Approach Learning Disabilities	3	R
Total Units			45

500 Level (Mentally Retarded Unit)		Units	Status
Departmental Courses			
SPE 401	Professional Practice III	6	C
SPE 402	Independent Study	6	C
SPE 403	Counselling Parents and Special Needs Children	3	R
SPE 404	Curriculum Instructions in Special Education	6	R
SPE 431	Educational & Rehabilitation of the Trainable Mentally Retarded	3	R
SPE 432	Methods of Teaching School Subjects to Educable Mentally Retarded	3	C
SPE 434	Problems in Programme Development for the M.R. Review of Research Studies	3	R
SPE 435	Education of the Mentally Retarded with		

	other Handicaps	3	R
SPE 436	Education of the Mentally Retarded Adolescents	3	C
	Total Units	42	

500 Level (Visually Impaired) Units Status

Departmental Courses

SPE 401	Professional Practice	6	C
SPE 402	Independent Study	6	C
SPE 403	Counselling Parents and Special Needs Children	3	R
SPE 404	Curriculum Instruction in Special Education	6	R
SPE 451	Advanced Orientation and Mobility	3	E
SPE 452	Communication Skills for the Visually Impaired II	3	C
SPE 453	Rehabilitation of the Visually Impaired	3	R
SPE 454	Media for the Visually Impaired	3	E
SPE 455	Teaching the Low Vision Children	3	R
SPE 456	Teaching Arts, Craft & Social Studies to the Visually Handicapped	3	R
	Total no		45

500 Level (Gifted and Talented Unit) Units Status

Departmental Courses

SPE 401	Professional Practice III	6	C
SPE 402	Independent Study	6	C
SPE 403	Counselling Parents and Special Needs Children	3	R
SPE 404	Curriculum Instruction in Special Education	6	R
SPE 471	Psycho-Educational Theories Giftedness	3	E
SPE 472	Education of the Gifted II	3	C
SPE 473	Special Population Research Issues and Practicum	3	R
SPE 474	Administration & Personal Preparation	3	E
SPE 475	Approaches to Independent Study	3	R

SPE 476	Counselling the Creatively Gifted & Under-achieving Children	3	R
	Total Units		45
500 Level (Multiple Handicapped Unit)		Units	Status
Departmental Courses			
SPE 401	Professional Practice III	6	C
SPE 402	Independent Study	6	C
SPE 403	Counselling Parents and Special Needs Children	3	R
SPE 404	Curriculum Instruction in Special Education	6	R
SPE 481	Educating the Multiple Handicapped Children II	3	E
SPE 482	Rehabilitation Vocational II	3	C
SPE 483	Activities and Recreation	3	R
SPE 484	Practicum	3	E
	Total Units	39	

Course Details

Faculty Courses

GCE 302	Measurement & Evaluation in Education Practice A broad spectrum measurement and evaluation course in Education including test design, construction, administration and test score interpretation involving the use of intelligence. Aptitude, achievement tests and personality inventories plus non-test assessment tools like the interview and observational strategies. Measurement is treated as the scientific base for decisions to be made (Evaluations) on the pupils, curriculum effectiveness and adequacy of learning environments.	3	R
TEE 202	Instructional Media and Resources Explanation of the concept of educational technology. The development of communication during stone Age, Greek and Roman period, Renaissance period, chalk and talk period, Audio-Visual era and modern communication era. Theory and practice in the production and use of various media. The use of local materials. Improvisation.	3	R

Departmental Courses

SPE	Professional Practice I	3	C
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201	Supervised observation of classroom instruction and other educational activities in selected schools for handicapped children. Case studies and reports.		
SPE 202	Education of the Gifted Child Concepts of giftedness, etiology and incidence. Characteristics of the gifted and methods of identification. Learning styles of the intellectually gifted and their implications for educational programmes in the various subject areas.	3	R
SPE 203	Education of the Hearing Impaired The nature, classification, effects and educational remediation of hearing impairments, including programming for hard-of-hearing and deaf children at the primary level.	3	R
SPE 204	Education of the Learning Disabled An overview of the field of learning disabilities including definitions, classifications, etiology, characteristic, major educational approaches and programming.	3	R
SPE 205	Education of the Mentally Retarded History, definitions, characteristics of mentally retarded child. Methods of classifying, diagnosing and treating mentally retarded children.	3	R
	Total Units	27	

General Studies

Course No.	Course Title & Description	Units	Status
GES 101	Use Of English An intensive, practical and skill-oriented English course specifically designed to develop essay writing skills (Organisation and logical presentation of ideas, dictation, grammar and style), functional reading skills (comprehension, analysis evaluation, logical inference and effective application, oral presentation skills and listening comprehension and note taking.	3	C
GES 104	Science and Mankind Basic concepts in the sciences; history and philosophy of the methods used in scientific studies. The scientific mind, religion, traditional beliefs and science and	3	C

	technology with reference to their independence and importance to mankind, discovery and invention. Science and politics with emphasis on scientific findings, their applications, the scientist and fate of man, science and agriculture, health, communication, transportation and industrialization.		
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Faculty Courses

GCE 204	Psychology of Learning This course is geared towards introducing the students to the concept of learning, and factors affecting learning. It is also concerned with highlighting the various mental processes associated with human learning. Special emphasis will be laid on higher intellectual functioning processes associated with cognition, perception and recall. The role of reinforcement in the process of learning will be studied and its application to the learning-teaching situation highlighted.	3	R
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Departmental Courses

SPE 206	Audiology & Speech Pathology Basic concepts of hearing measurement, aural rehabilitation and principles of school hearing conservation programmes. Language development of the normal child and communication processes. A survey of problems and programmes related to classroom instruction.	3	R
SPE 207	The Education of the Visually Impaired Definitions and causes of blindness and partial sightedness, vision screening. Psychological effects and educational implications. Introduction to Braille.	3	R
SPE 208	Physical Exceptionalities The nature, definition, classification of physical exceptional to include Cardiovascular, Musculoskeletal and Neurological disorders major characteristics and identification procedure.	3	E
SPE 209	Education of the Multiple Handicapped Children This course will survey the definitions of the Multiple handicapped (deaf & blind, physically and mentally retarded speech defects etc.) and the various classifications. The causes and effects of multiple	3	E

	handicaps will include early identification referral and placement.		
	Total Units	27	

General Studies

GES 103	Government, Society and Economy Concept and scope of psychology, research methods in psychology and life experiences. Concepts of society and the typologies of society. Politics and government, structure, nature and characteristics of government, tiers of government. Concepts of development, characteristics of developing economies, growth and development in the Nigeria economy since Independence. Man and environment, uses of human and natural resources.	3	C
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Faculty Courses

TEE 301	History and Policy of Education in Nigeria This course examines the nature and practice of education in the preliterate Nigerian society and the contributions of Islamic education. It treats in detail, the development of western formal education with special reference to the roles of the missionaries and the impact of colonial educational ordinances and educational development. An analysis of the post-independence development and reforms of education at all levels are also discussed especially the current National Policy on Education: its evolution, implementation, problems, and implications for future national development.	3	R
TEE 353	Introduction to Instructional Technology Explanation of the concept of instructional technology. Instructional systems. Programmed instruction – origins, characteristics and paradigms. Educational media and presentation variables. Systems approach to teaching and learning procedure. Instructional Technology and national Development.	3	R
GCE 302	Measurement & Evaluation in Education Practice A broad spectrum measurement and evaluation course in Education including test design, construction, administration and test score interpretation involving the use of intelligence. Aptitude, achievement tests and personality inventories plus non-test assessment tools like	3	R

	the interview and observational strategies. Measurement is treated as the scientific base for decisions to be made (Evaluations) on the pupils, curriculum effectiveness and adequacy of learning environments.		
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Departmental Courses: (Audiology Unit)

SPE 301	Classroom Mang. & Guidance in Special Educ. Techniques of individual and group classroom management, vocation and career orientation for parents and special needs children. Counselling parents.	3	C
SPE 302	Psycho-Educational Diagogis in Special Education Techniques of individual testing. Diagnosis and case study techniques for Special Education teachers. Prescriptive instructional programmes. Case conference emphasis on perceptual, motor and academic competence.	3	R
SPE 303	Clinical Teaching Strategies for individualizing screening assessment, and instruction for the exceptional person, special education curricula, media materials; practice diagnostic teaching.	2	C
SPE 304	Professional Practice II Students learn by practical experience how to teach particular subjects including teaching Special Education at the Grade II Teacher training College Level.	2	C
SPE 305	Seminar in Special Education A review of philosophies, theories and educational procedures including methods, and materials for Audiological children in a variety of educational settings.	2	C
SPE 311	Physiological Phonetics Kinesiologic approach to the study of phonetics and the phonetics of physiologic impairments. Practice in the use of the International Phonetic Alphabet.	3	R
SPE 312	Speech Language & Articulation Disorders Study of speech and language development in children and a consideration of the disorders associated with childhood developments aphasia, anacusis and emotional problems. Dyslalia (functional, emotional, structural and neurological origin).	3	C

SPE 313	Clinical Audiometry: Principles & Practice Pure tone air-bone conduction audiometry. Principles of making speech audiometry/identification audiometry. Acoustic and physics of hearing.	3	C
	Total	30	

(Learning Disabled Unit)

Faculty Courses

TEE 301	History and Policy of Education in Nigeria This course examines the nature and practice of education in the preliterate Nigerian society and the contributions of Islamic education. It treats in detail, the development of western formal education with special reference to the roles of the missionaries and the impact of colonial educational ordinances and educational development. An analysis of the post-independence development and reforms of education at all levels are also discussed especially the current National Policy on Education: its evolution, implementation, problems, and implications for future national development.	3	R
TEE 353	Introduction to Instructional Technology Explanation of the concept of instructional technology. Instructional systems. Programmed instruction – origins, characteristics and paradigms. Educational media and presentation variables. Systems approach to teaching and learning procedure. Instructional Technology and national Development.	3	R

GCE 302	Measurement & Evaluation in Education Practice A broad spectrum measurement and evaluation course in Education including test design, construction, administration and test score interpretation involving the use of intelligence. Aptitude, achievement tests and personality inventories plus non-test assessment tools like the interview and observational strategies. Measurement is treated as the scientific base for decisions to be made (Evaluations) on the pupils, curriculum effectiveness and adequacy of	3	R
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	learning environments.		
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Departmental Courses

SPE 301	Classroom Mang. & Guidance in Special Educ. Techniques of individual and group classroom management, vocation and career orientation for parents and special needs children. Counselling parents.	3	C
SPE 302	Psycho-Educational Diagnosis in Special Education Techniques of individual testing. Diagnosis and case study techniques for Special Education teachers. Prescriptive instructional programmes. Case conference emphasis on perceptual, motor and academic competence.	3	R
SPE 303	Clinical Teaching Strategies for individualizing screening assessment, and instruction for the exceptional person special education curricula, media materials; practice diagnostic teaching.	3	C
SPE 304	Professional Practice III Students learn by practical experience how to teach particular subjects including teaching Special Education at the Grade II Teacher training College Level.	2	C

SPE 305	Seminar in Special Education A review of philosophies, theories and educational procedures including methods, and materials for learning for disabled children in a variety of educational settings.	2	C
SPE 321	Identification of Learning Disabilities	3	R
SPE 322	Teaching Basic Subjects to the Learning Pupils Methods of teaching language and Mathematics to the learning disabled child. Curricula modifications and strategies for developing teaching materials in regular schools.	3	C
SPE 323	Techniques of Education for the Deaf Planning Vocational Training and Instructional skills in areas of utility and industry. Emphasis will be placed on various assessment procedures and techniques in a clinical situation and carrying out practical work on assessment using assessment tools.	3	C

SPE 316	Development of Education for the Deaf Consideration of the psychological effects of hearing-loss on the physical, emotional, mental, social and vocational well-being and adjustments of the deaf. A general over-view of the development of education of the deaf, starting from early times and including Europe, America, Asia and Africa.		
	Total	30	

(Mentally Retarded Unit)

Faculty Courses

TEE 301	History and Policy of Education in Nigeria This course examines the nature and practice of education in the preliterate Nigerian society and the contributions of Islamic education. It treats in detail, the development of western formal education with special reference to the roles of the missionaries and the impact of colonial educational ordinances and educational development. An analysis of the post-independence development and reforms of education at all levels are also discussed especially the current National Policy on Education: its evolution, implementation, problems, and implications for future national development.	3	R
TEE 353	Introduction to Instructional Technology Explanation of the concept of instructional technology. Instructional systems. Programmed instruction – origins, characteristics and paradigms. Educational media and presentation variables. Systems approach to teaching and learning procedure. Instructional Technology and national Development.	3	R
GCE 302	Measurement & Evaluation in Education Practice A broad spectrum measurement and evaluation course in Education including test design, construction, administration and test score interpretation involving the use of intelligence. Aptitude, achievement tests and personality inventories plus non-test assessment tools like the interview and observational strategies. Measurement is treated as the scientific base for decisions to be made (Evaluations) on the pupils, curriculum effectiveness and adequacy of learning, environments.	3	R

Departmental Courses

SPE 301	<p>Classroom Mang. & Guidance in Special Educ.</p> <p>Techniques of individual and group classroom management, vocation and career orientation for parents and special needs children. Counselling parents.</p>	3	C
SPE 302	<p>Psycho-Educational Diagosis in Special Education</p> <p>Techniques of individual testing. Diagnosis and case study techniques for Special Education teachers. Prescriptive instructional programmes. Case conference emphasis on perceptual, motor and academic competence.</p>	3	R
SPE 303	<p>Clinical Teaching</p> <p>Strategies for individualizing screening assessment, and instruction for the exceptional person, special education curricula, media materials; practice diagnostic teaching.</p>	3	C
SPE 304	<p>Professional Practice III</p> <p>Students learn by practical experience how to teach particular subjects including teaching Special Education at the Grade II Teacher training College Level.</p>	2	C
SPE 305	<p>Seminar in Special Education</p> <p>A review of philosophies, theories and educational procedures including methods, and materials for mentally retarded children in a variety of educational settings.</p>	2	C
SPE 331	<p>Methods of Teaching Elementary Schools Subjects</p> <p>Review of special methodology for teaching the mentally retarded, methods of teaching mathematics, reading, spelling, writing; language skills etc. Students are introduced to methods for organizing curriculum in the specific subject area for the mentally retarded.</p>	3	R
SPE 332	<p>Rehabilitation of the Educable Mentally Retarded</p> <p>The rationale for rehabilitation of the educable mentally retarded. Case analysis procedures and general techniques of rehabilitation. Case finding and referral procedures evaluation and training. The importance and procedure of job bank, placement and follow-up services.</p>	3	C

	Total	31	
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(Deaf Unit)**Faculty Courses**

TEE 301	History and Policy of Education in Nigeria This course examines the nature and practice of education in the preliterate Nigerian society and the contributions of Islamic education. It treats in detail, the development of western formal education with special reference to the roles of the missionaries and the impact of colonial educational ordinances and educational development. An analysis of the post-independence development and reforms of education at all levels are also discussed especially the current National Policy on Education: its evolution, implementation, problems, and implications for future national development.	3	R
TEE 353	Introduction to Instructional Technology Explanation of the concept of instructional technology. Instructional systems. Programmed instruction – origins, characteristics and paradigms. Educational media and presentation variables. Systems approach to teaching and learning procedure. Instructional Technology and national Development.	3	R
GCE 302	Measurement & Evaluation in Education Practice A broad spectrum measurement and evaluation course in Education including test design, construction, administration and test score interpretation involving the use of intelligence. Aptitude, achievement tests and personality inventories plus non-test assessment tools like the interview and observational strategies. Measurement is treated as the scientific base for decisions to be made (Evaluations) on the pupils, curriculum effectiveness and adequacy of learning, environments.	3	R

Departmental Courses

SPE 304	Professional Practice III Students learn by practical experience how to teach particular subjects including teaching Special Education at the Grade II Teacher training College Level.	2	C
SPE 305	Seminar in Special Education A review of philosophies, theories and educational procedures including methods,	2	R

	and materials for deaf children in a variety of educational settings.		
SPE 341	Total Communication for the Deaf A consideration of problems, issues and research in the field of total communication including finger-spelling, sign language, speech; speech reading and audition. Practice in manual communication.	3	C
SPE 342	Approaches to the Teaching of Language Auditory Training and Speech Reading of Deaf Children A survey of the language problems of deaf children and a study of the principles and techniques for teaching language to hearing- impaired children at the various maturational levels. Practice in the use of systems such as: the Natural Methods, Barry Five State and the Fitzgerald Key. Principles and methods of developing auditory discrimination and speech reading skills in hearing-impaired children.	3	C
SPE 343	Educational Technology and Media for the Deaf: Early Intervention and Parent Counselling Introduction to methods, materials and equipment for teaching basic subjects to deaf children, including: reading, Physical and Health Education, speech etc. Specification of instructional objective and development and validation of instructional materials in these areas, including the preparation and use of instructional media.	3	C
SPE 344	Development of Education of the Deaf Consideration of the psychological effects of hearing-loss on the physical, emotional, mental, social and vocational well-being and adjustments of the deaf. A general over-view of the development of education of the deaf, starting from early times and including Europe, America, Asia and Africa.	2	R
	Total	31	

(Visually Impaired Unit)

Faculty Courses

TEE 301	History and Policy of Education in Nigeria This course examines the nature and practice of education in the preliterate Nigerian society and the contributions of	3	R
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	Islamic education. It treats in detail, the development of western formal education with special reference to the roles of the missionaries and the impact of colonial educational ordinances and educational development. An analysis of the post-independence development and reforms of education at all levels are also discussed especially the current National Policy on Education: its evolution, implementation, problems, and implications for future national development.		
TEE 353	Introduction to Instructional Technology Explanation of the concept of instructional technology. Instructional systems. Programmed instruction – origins, characteristics and paradigms. Educational media and presentation variables. Systems approach to teaching and learning procedure. Instructional Technology and national Development.	3	R

GCE 302	Measurement & Evaluation in Education Practice A broad spectrum measurement and evaluation course in Education including test design, construction, administration and test score interpretation involving the use of intelligence. Aptitude, achievement tests and personality inventories plus non-test assessment tools like the interview and observational strategies. Measurement is treated as the scientific base for decisions to be made (Evaluations) on the pupils, curriculum effectiveness and adequacy of learning, environments.	3	R
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Departmental Courses

SPE 301	Classroom Mang. & Guidance in Special Educ. Techniques of individual and group classroom management, vocation and career orientation for parents and special needs children. Counselling parents.	3	C
SPE 302	Psycho-Educational Diagosis in Special Education Techniques of individual testing. Diagnosis and case study techniques for Special Education teachers. Prescriptive	3	R

	instructional programmes. Case conference emphasis on perceptual, motor and academic competence.		
SPE 303	Clinical Teaching Strategies for individualizing screening assessment, and instruction for the exceptional person special education curricula, media materials; practice diagnostic teaching.	3	C
SPE 304	Professional Practice III Students learn by practical experience how to teach particular subjects including teaching Special Education at the Grade II Teacher training College Level.	2	C
SPE 305	Seminar in Special Education A review of philosophies, theories and educational procedures including methods, and materials for blind children in a variety of educational settings.	2	C
SPE 351	Communication Skills & Language Development for the Blind Communication skills for the Visually Impaired; Braille transcription and reading Scientific notation and reading Mathematics. Touch typewriting. Language development.	3	R
SPE 352	Historical Survey of Education Orientation and Mobility of the Blind History of the development of education of the blind in Europe, N. America and Africa. Types of Educational provisions for the visually-impaired residential schools, special classes, open education system, etc. Meaning of orientation and mobility. Basic skills and techniques. Sighted guide techniques.	3	C
SPE 353	Teaching of Mathematics and Science to the Blind Techniques of teaching Mathematics and Science to the Visually-handicapped. The use of abacus, cubarithm and other Mathematical aids. Adaptation of Science equipment for teaching Science to the visually handicapped.	3	C
	Total	28	

(Gifted & Talented Unit)

Faculty Courses

TEE 301	History and Policy of Education in Nigeria This course examines the nature and practice of education in the preliterate Nigerian society and the contributions of Islamic education. It treats in detail, the development	3	R
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	of western formal education with special reference to the roles of the missionaries and the impact of colonial educational ordinances and educational development. An analysis of the post-independence development and reforms of education at all levels are also discussed especially the current National Policy on Education: its evolution, implementation, problems, and implications for future national development.		
TEE 353	Introduction to Instructional Technology Explanation of the concept of instructional technology. Instructional systems. Programmed instruction – origins, characteristics and paradigms. Educational media and presentation variables. Systems approach to teaching and learning procedure. Instructional Technology and national Development.	3	R
GCE 302	Measurement & Evaluation in Education Practice A broad spectrum measurement and evaluation course in Education including test design, construction, administration and test score interpretation involving the use of intelligence. Aptitude, achievement tests and personality inventories plus non-test assessment tools like the interview and observational strategies. Measurement is treated as the scientific base for decisions to be made (Evaluations) on the pupils, curriculum effectiveness and adequacy of learning, environments.	3	R

Departmental Courses

SPE 301	Classroom Mang. & Guidance in Special Educ. Techniques of individual and group classroom management, vocation and career orientation for parents and special needs children. Counselling parents.	3	C
SPE 302	Psycho-Educational Diagnosis in Special Education Techniques of individual testing. Diagnosis and case study techniques for Special Education teachers. Prescriptive instructional programmes. Case conference emphasis on perceptual, motor and academic competence.	3	R
SPE	Clinical Teaching	3	R

303	Strategies for individualizing screening assessment, and instruction for the exceptional person special education curricula, media materials; practice diagnostic teaching.		
SPE 304	Professional Practice III Students learn by practical experience how to teach particular subjects including teaching Special Education at the Grade II Teacher training College Level.	2	R
SPE 305	Seminar in Special Education A review of philosophies, theories and educational procedures including methods, and materials for Gifted & Talented children in a variety of educational settings.	2	R
SPE 371	Gifted & Talented Children: The Nature and Measurement of Intelligence From a biological – evolutionary perspective. Models of development, individual differences in ability, in terms of Gifted and Talented children. Some practical considerations of early identification (I.Q. Scores & other characteristics) Different views of intelligence, Caltell, Eysenck, Vernon, Guilford and Hoepfner, Binet, Galton, Terman etc. on heredity and environment.	3	C
SPE 372	Education of the Gifted Networks of Instruction-Cognitive, domain, motivational, problem finding/solving and Independent study approach.	3	C
SPE 373	Competence and Giftedness Theory and philosophical issues on musical, scientific, mathematical artistic prodigies. Research on organizational system of the gifted. Associative and perceptual aspects from project reports.	3	C

SPE 374	Social Values for the Gifted and Leadership Its views and values for the gifted, the school's role in socializing the gifted student leader; concept of leadership; trait theory of leadership. Practicals- Leadership Development Programme; Commonalities in leadership programme; development of leadership in teachers; leadership challenge for the future.	3	E
	Total	45	

(Physically Handicapped Unit)

Faculty Courses

TEE 301	History and Policy of Education in Nigeria This course examines the nature and practice of education in the preliterate Nigerian society and the contributions of Islamic education. It treats in detail, the development of western formal education with special reference to the roles of the missionaries and the impact of colonial educational ordinances and educational development. An analysis of the post-independence development and reforms of education at all levels are also discussed especially the current National Policy on Education: its evolution, implementation, problems, and implications for future national development.	3	R
TEE 353	Introduction to Instructional Technology Explanation of the concept of instructional technology. Instructional systems. Programmed instruction – origins, characteristics and paradigms. Educational media and presentation variables. Systems approach to teaching and learning procedure. Instructional Technology and national Development.	3	R

GCE 302	<p>Measurement & Evaluation in Education Practice</p> <p>A broad spectrum measurement and evaluation course in Education including test design, construction, administration and test score interpretation involving the use of intelligence. Aptitude, achievement tests and personality inventories plus non-test assessment tools like the interview and observational strategies. Measurement is treated as the scientific base for decisions to be made (Evaluations) on the pupils, curriculum effectiveness and adequacy of learning, environments.</p>	3	R
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Departmental Courses

SPE 301	<p>Professional Practice III</p> <p>Students learn practical experience on how to manage a classroom for handicapped children, and teach particular subjects</p>	3	C
SPE 302	<p>Independent Study</p> <p>The student is guided to select a topic or project in Special Education for investigation. He prepares a write-up which must be original in content and presentation and submits towards the end of the second semester.</p>	3	R
SPE 303	<p>Counselling Parents and Special Needs Children</p> <p>The rationale for counselling those exceptional students and their parents on problems, on adjustment, and career orientation, for the major categories of handicapped.</p>	3	R
SPE 304	<p>Curriculum Instruction in Special Education</p> <p>A comprehensive analysis of curriculum planning and instruction, including:</p> <ul style="list-style-type: none"> (a) Origin, concepts and development of curriculum as a field of study. (b) Perspectives on curriculum theory i.e. Nature and functions of theory including the philosophy as a basic consideration, society and culture as related to learning theories and activities. (c) Importance and conception of content. (d) Curriculum design and product Evaluation and Technical Models for Special education. 	2	R

	(e) Epilogue – individual commitments and decision making on curriculum change.		
SPE 305	Professional Practice III Students learn practical experience on how to manage a classroom for Vascular Disorder children, and teach particular subjects	2	R
SPE 361	Acquired & Congenital Physical and Cardio Vascular Disorder	3	C
SPE 362	Musculoskeletal Defects	3	E
SPE 363	Education Programme and Methodological Approaches	3	R
SPE 364	Rehabilitation of the Physically Handicapped	3	E
	Total	42	

(Multiple Handicapped Unit)

Faculty Courses

TEE 301	History and Policy of Education in Nigeria This course examines the nature and practice of education in the preliterate Nigerian society and the contributions of Islamic education. It treats in detail, the development of western formal education with special reference to the roles of the missionaries and the impact of colonial educational ordinances and educational development. An analysis of the post-independence development and reforms of education at all levels are also discussed especially the current National Policy on Education: its evolution, implementation, problems, and implications for future national development.	3	R
TEE 353	Introduction to Instructional Technology Explanation of the concept of instructional technology. Instructional systems. Programmed instruction – origins, characteristics and paradigms. Educational media and presentation variables. Systems approach to teaching and learning procedure. Instructional Technology and national Development.	3	R
GCE 302	Measurement & Evaluation in Education Practice A broad spectrum measurement and evaluation course in Education including test design, construction, administration and test score interpretation involving the use of intelligence. Aptitude, achievement tests and	3	R

	personality inventories plus non-test assessment tools like the interview and observational strategies. Measurement is treated as the scientific base for decisions to be made (Evaluations) on the pupils, curriculum effectiveness and adequacy of learning, environments.		
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Departmental Courses

SPE 301	Classroom Mang. & Guidance in Special Educ. Techniques of individual and group classroom management, vocation and career orientation for parents and special needs children. Counselling parents.	3	C
SPE 302	Psycho-Educational Diagosis in Special Education Techniques of individual testing. Diagnosis and case study techniques for Special Education teachers. Prescriptive instructional programmes. Case conference emphasis on perceptual, motor and academic competence.	3	R
SPE 303	Clinical Teaching Strategies for individualizing screening assessment, and instruction for the exceptional person special education curricula, media materials; practice diagnostic teaching.	3	R
SPE 304	Professional Practice III Students learn by practical experience how to teach particular subjects including teaching Special Education at the Grade II Teacher training College Level.	2	R
SPE 305	Seminar in Special Education A review of philosophies, theories and educational procedures including methods, and materials for handicapped children in a variety of educational settings.	2	R
SPE 381	Education of the Multiple Handicapped	3	C
SPE 382	Rehabilitation of the Multiple Handicapped	3	E
SPE 383	Practicum	3	R
SPE 384	Health & Movement Education for the Multiple Handicapped	3	E
	Total	33	

(Audiology Unit)

Faculty Courses

SPE 401	Professional Practice III Students learn practical experience on how to manage a classroom for handicapped children, and teach particular subjects	6	C
SPE 402	Independent Study The student is guided to select a topic or project in Special Education for investigation. He prepares a write-up which must be original in content and presentation and submits towards the end of the second semester.	6	C

SPE 403	Counselling Parents and Special Needs Children The rationale for counselling those exceptional students and their parents on problems, on adjustment, and career orientation, for the major categories of handicapped.	3	R
SPE 404	Curriculum Instruction in Special Education A comprehensive analysis of curriculum planning and instruction, including: (a) Origin, concepts and development of curriculum as a field of study. (b) Perspectives on curriculum theory i.e. Nature and functions of theory including the philosophy as a basic consideration, society and culture as related to learning theories and activities. (c) Importance and conception of content. (d) Curriculum design and product Evaluation and Technical Models for Special education. (e) Epilogue – individual commitments and decision making on curriculum change.	6	R
SPE 411	Stuttering Theory and Therapy Analysis of major theories on stuttering. Studies of prophylactic principles for younger children and evaluative and therapeutic procedure in the clinic and school for older children.	3	C
SPE 412	Advanced Audiology Advanced instruction in diagnostic procedures and interpretation of audiological tests (clinical testing required) instrumentation for audiology and	3	C

	preliminaries for auditory research.		
SPE 413	Defects of Voicing and Articulation Dysphonia and vocal pathognomies. A consideration of the various pathologies affecting the larynx and the vocal chords Articulation disorders to include developmental dysathria, developmental articulatory aphazia and dyslalia.	3	R
SPE 414	Cerebral Palsy Cleft Palato & Speech Rehabilitating Etiology, symptoms, classification ans speech habilitation of the cerebral-palsied and Cleft lip and palate with emphasis on the modern orientation to the problem. The role of the speech pathologist in the multidisciplinary approach to total habilitation of children and adults.	3	R
SPE 415	Organic Speech Disorder Study of aphasia types and classification including developmental and acquired aphasia, auditory aphasia, alexia, motor aphasia, agraphia and other associated conditions. Clinical Practice.	3	R
SPE 416	School Hearing Conservation & Occupation Safety And Health in Audiology Organization and development of a school Hearing Conservation Programme, Survey Techniques, Case-study and Relationship of the programme to the classroom teacher and other school personnel. Composition of a comprehensive industrial hearing conservation programme including; public education, management education, Labour Union Education and employee education.	3	R
	Total	42	

(Deaf Unit)

Faculty Courses

SPE 401	Professional Practice III Students learn practical experience on how to manage a classroom for handicapped children, and teach particular subjects	6	C
SPE 402	Independent Study The student is guided to select a topic or project in Special Education for investigation. He prepares a write-up which must be original in content and presentation and submits towards the end of the second semester.	6	C

SPE 403	<p>Counselling Parents and Special Needs Children</p> <p>The rationale for counselling those exceptional students and their parents on problems, on adjustment, and career orientation, for the major categories of handicapped.</p>	3	R
SPE 404	<p>Curriculum Instruction in Special Education</p> <p>A comprehensive analysis of curriculum planning and instruction, including:</p> <p>(a) Origin, concepts and development of curriculum as a field of study.</p> <p>(b) Perspectives on curriculum theory i.e. Nature and functions of theory including the philosophy as a basic consideration, society and culture as related to learning theories and activities.</p> <p>(c) Importance and conception of content.</p> <p>(d) Curriculum design and product Evaluation and Technical Models for Special education.</p> <p>(e) Epilogue – individual commitment and decision making on curriculum change.</p>	6	R
SPE 411	<p>Stuttering Theory and Therapy</p> <p>Analysis of major theories on stuttering. Studies of prophylactic principles for younger children and evaluative and therapeutic procedure in the clinic and school for older children.</p>	3	C
SPE 442	<p>Advanced Problems in Teaching Hearing Impaired</p> <p>Problems of application of educational technology to the teaching educational learning-impaired children. This course will treat materials, equipment and methods, and relate these to the specification of performance objective and development of instructional materials.</p>	3	C
SPE 443	<p>Rehabilitation of the Deaf</p> <p>The rationale for rehabilitation services. Case procedures and general techniques of rehabilitation including: case finding, referral, evaluation, training, placement and follow-up services. Emphasis will be placed on practical acquaintance with rehabilitation procedures and techniques that ensure permanence.</p>	3	R
SPE 444	<p>Linguistics Approaches to Teaching Language to the Hearing Impaired</p>	3	R

	Linguistic theories as applied to the language problems of hearing impaired children. Techniques of generating sentences as applied to language development of the deaf.		
445	Teaching Science, Maths, Social Studies, Art/Craft, PHE, to the Hearing Impaired The rationale objectives, materials and methods of teaching Mathematics, Science, Social Studies, Art and Health Education to the deaf children in the primary school, including curriculum development. Emphasis will be placed on Visually oriented and practical application of techniques to enhance ability in problems solving.	3	R
	Total	42	

(Learning Disability)

Departmental Courses

SPE 401	Professional Practice III Students learn practical experience on how to manage a classroom for handicapped children, and teach particular subjects	6	C
SPE 402	Independent Study The student is guided to select a topic or project in Special Education for investigation. He prepares a write-up which must be original in content and presentation and submits towards the end of the second semester.	6	C
SPE 403	Counselling Parents and Special Needs Children The rationale for counselling those exceptional students and their parents on problems, on adjustment, and career orientation, for the major categories of handicapped.	3	R
SPE 404	Curriculum Instruction in Special Education A comprehensive analysis of curriculum planning and instruction, including: (a) Origin, concepts and development of curriculum as a field of study. (b) Perspectives on curriculum theory i.e. Nature and functions of theory including the philosophy as a basic consideration, society and culture as related to learning theories and activities.	6	R

	<p>(c) Importance and conception of content.</p> <p>(d) Curriculum design and product Evaluation and Technical Models for Special education.</p> <p>(e) Epilogue – individual commitment and decision making on curriculum change.</p>		
SPE 421	<p>Cognitive Developmental Approach & Behavioural Management of Learning Disabled Children</p> <p>Theoretical concepts of learning Disabilities; the view expressed by various authors etc. Helping the Learning Disabled children to learn effectively through social learning theory; imitation theory, modelling theory.</p>	3	E
SPE 422	<p>Remedial Techniques in Basic School Subjects</p> <p>Introducing students to the methods of teaching language, mathematics, Reading, Writing etc. to the Learning Disabled children, making use of individualized instruction and preparation of teaching aids.</p>	3	C
SPE 423	<p>Advanced Strategies in Curriculum Development for Learning Disabled Children</p> <p>Curriculum planning in basic school subjects and its adaptation to suit the Learning Disabled children. Individual Education Programme as related to learning theories/Neuropsych theories Task Analysis.</p>	3	R
SPE 424	<p>Learning Disabled Adolescents and Adult Problems</p> <p>Special Characteristics of Learning Disabled Adolescents. Considerations at the Secondary School level. Procedures for learning strategies and Instructional Models. The diverse problems of Learning Disabled Adolescent. High School demands and requirements, Secondary School teachers' attitudes towards the Learning Disabled Adolescents. Collaborative Consultation programmes for the Learning Disabled students. Steps in teaching learning strategies.</p>	3	E
SPE 425	<p>Career Education for the Learning Disabled</p> <p>Definition of Career Education: Theoretical concepts. Problems involved in selecting career in vocation and academics. Advances and role of career education. Comparison of major interest inventories.</p>	3	R

SPE 426	Psycho-Educational Approach Learning Disabilities Child Development; stages of cognitive development of the child with reference to Learning Disabled children. Assessment and Evaluation on Abilities and Disabilities as related to academic achievement.	3	R
	Total	45	

(Mentally Retarded Unit)

Departmental Courses

SPE 401	Professional Practice III Students learn practical experience on how to manage a classroom for handicapped children, and teach particular subjects	6	C
SPE 402	Independent Study The student is guided to select a topic or project in Special Education for investigation. He prepares a write-up which must be original in content and presentation and submits towards the end of the second semester.	6	C
SPE 403	Counselling Parents and Special Needs Children The rationale for counselling those exceptional students and their parents on problems, on adjustment, and career orientation, for the major categories of handicapped.	3	R
SPE 404	Curriculum Instruction in Special Education A comprehensive analysis of curriculum planning and instruction, including: (a) Origin, concepts and development of curriculum as a field of study. (b) Perspectives on curriculum theory i.e. Nature and functions of theory including the philosophy as a basic consideration, society and culture as related to learning theories and activities. (c) Importance and conception of content. (d) Curriculum design and product Evaluation and Technical Models for Special education. (e) Epilogue – individual commitment and decision making on curriculum change.	6	R
SPE	Educational & Rehabilitation of the	3	R

431	Trainable Mentally Retarded Present orientation towards education and rehabilitation of the trainable mentally-retarded. Survival skills and sheltered workshop for mentally-retarded.		
SPE 432	Methods of Teaching School Subjects to Educable Mentally Retarded Review of special methodology for teaching social studies, art and crafts of the educable mentally retarded. General curriculum for the educable mentally retarded.	3	C
SPE 434	Problems in Programme Development for the M.R. Review of Research Studies This course is developed to afford the opportunity to investigate current problems in the fields of mental retardation with specific reference to: (a) instructional method (b) diagnoses (c) current developments in the field etc.	3	R
SPE 435	Education of the Mentally Retarded with other Handicaps	3	R
SPE 436	Education of the Mentally Retarded Adolescents	3	C
	Total	42	

(Visually Impaired)

Departmental Courses

SPE 401	Professional Practice III Students learn practical experience on how to manage a classroom for handicapped children, and teach particular subjects	6	C
SPE 402	Independent Study The student is guided to select a topic or project in Special Education for investigation. He prepares a write-up which must be original in content and presentation and submits towards the end of the second semester.	6	C
SPE 403	Counselling Parents and Special Needs Children The rationale for counselling those exceptional students and their parents on problems, on adjustment, and career orientation, for the major categories of handicapped.	3	R
SPE 404	Curriculum Instruction in Special Education A comprehensive analysis of curriculum	6	R

	<p>planning and instruction, including:</p> <p>(a) Origin, concepts and development of curriculum as a field of study.</p> <p>(b) Perspectives on curriculum theory i.e. Nature and functions of theory including the philosophy as a basic consideration, society and culture as related to learning theories and activities.</p> <p>(c) Importance and conception of content.</p> <p>(d) Curriculum design and product Evaluation and Technical Models for Special education.</p> <p>(e) Epilogue – individual commitment and decision making on curriculum change.</p>		
SPE 451	<p>Advanced Orientation and Mobility The use of long cane and other mobility aids. Development of self-concept. General orientation to the environment.</p>	3	E
SPE 452	<p>Communication Skills for the Visually Impaired II Communication skills for the Visually Impaired; Braille transcription and reading Scientific notation and reading Mathematics. Touch typewriting. Language development.</p>	3	C
SPE 453	<p>Rehabilitation of the Visually Impaired Medical, Socio-economic and vocational rehabilitation of the visually impaired. Local, national and international rehabilitation agencies.</p>	3	R
SPE 454	<p>Media for the Visually Impaired Survey and evaluation of aids and devices for mediating instruction to the visually-handicapped. Use of tape recorders and recordings for the blind.</p>	3	E
SPE 455	<p>Teaching the Low Vision Children</p>	3	R
SPE 456	<p>Teaching Arts, Craft & Social Studies to the Visually Handicapped</p>	3	R
	Total	45	

(Gifted and Talented Unit)

Departmental Courses

SPE 401	<p>Professional Practice III Students learn practical experience on how to manage a classroom for handicapped children, and teach particular subjects</p>	6	C
SPE 402	<p>Independent Study The student is guided to select a topic or project in Special Education for investigation.</p>	6	C

	He prepares a write-up which must be original in content and presentation and submits towards the end of the second semester.		
SPE 403	<p>Counselling Parents and Special Needs Children</p> <p>The rationale for counselling those exceptional students and their parents on problems, on adjustment, and career orientation, for the major categories of handicapped.</p>	3	R
SPE 404	<p>Curriculum Instruction in Special Education</p> <p>A comprehensive analysis of curriculum planning and instruction, including:</p> <p>(a) Origin, concepts and development of curriculum as a field of study.</p> <p>(b) Perspectives on curriculum theory i.e. Nature and functions of theory including the philosophy as a basic consideration, society and culture as related to learning theories and activities.</p> <p>(c) Importance and conception of content.</p> <p>(d) Curriculum design and product Evaluation and Technical Models for Special education.</p> <p>(e) Epilogue – individual commitment and decision making on curriculum change.</p>	6	R
SPE 471	<p>Psycho-Educational Theories of Giftedness</p> <p>Theories of play and development, imaginative and creativity content, processes, product and effective domains in relation to competence and Giftedness. Foundations of creativity, the implications and practical indications as reflected in different researches.</p>	3	E
SPE 472	<p>Education of the Gifted II</p> <p>The search for excellence in subject areas: Teaching Mathematics, Science, Language Arts, Visual and Performing Arts. Unresolved Issues and references of special interest. Conceptions of Curriculum and the curriculum field. Historical Evaluation and its recent developments. Curriculum theories and foundations in relation to society and culture.</p>	3	C
SPE 473	<p>Special Population Research Issues and Practicum</p> <p>Gifted under-achievers, Gifted handicapped, pre-school gifted and culturally disadvantaged</p>	3	R

	gifted. Approaches to methodological issues on gifted individual. Students projects, problem findings and solution grouping, on basic subjects, arts, science and technology.		
SPE 474	Administration & Personal Preparation The Elements of Adapting the curriculum, process of teaching and the teacher desirable characteristics and programme accountability. Administrative adaptations and strategy preference. Societal values and their impact programming evaluation.	3	E
SPE 475	Approaches to Independent Study Introducing students to independent study techniques; stages of exploratory activities and group training; product evaluation and lesson plan.	3	R

SPE 476	Counselling the Creatively Gifted & Under-achieving Children General guidelines to counselling practices, principles and procedures for counselling the creative, the gifted and the underachieving gifted child. Techniques for developing creativity in children. Practicals – identifying and explaining methods for nurturing activity and problem solving skill using TCT-DP and other creative thinking tests	3	R
	Total	45	

(Multiple Handicapped Unit)

Departmental Courses

SPE 401	Professional Practice III Students learn practical experience on how to manage a classroom for handicapped children, and teach particular subjects	6	C
SPE 402	Independent Study The student is guided to select a topic or project in Special Education for investigation. He prepares a write-up which must be original in content and presentation and submits towards the end of the second semester.	6	C
SPE 403	Counselling Parents and Special Needs Children The rationale for counselling those exceptional students and their parents on problems, on adjustment, and career orientation, for the major categories of handicapped.	3	R
SPE	Curriculum Instruction in Special	6	R

404	<p>Education</p> <p>A comprehensive analysis of curriculum planning and instruction, including:</p> <p>(a) Origin, concepts and development of curriculum as a field of study.</p> <p>(b) Perspectives on curriculum theory i.e. Nature and functions of theory including philosophy as a basic consideration, society and culture as related to learning theories and activities.</p> <p>(c) Importance and conception of content.</p> <p>(d) Curriculum design and product Evaluation and Technical Models for Special education.</p> <p>(e) Epilogue – individual commitments and decision making on curriculum change.</p>		
SPE 481	Educating the Multiple Handicapped Children II	3	E
SPE 482	Rehabilitation Vocational II	3	C
SPE 483	Activities and Recreation	3	R
SPE 484	Practicum	3	E
	Total	39	

Summary

Year	Status	Unit	
200	Compulsory (3)	9	
	Required (6)	18	
	Elective (-)	-	
	Total	27	
Year Two	Compulsory (2)	6	
	Required (3)	9	
	Elective (2)	6	
	Total	21	
Year Three	(Audiology)	Compulsory (6)	15
		Required (5)	15
		Elective (-)	-
		Total	30
	(Learning Disabled Unit)	Compulsory (6)	16
		Required (5)	15
		Elective (-)	-
		Total	31
	(Mentally Retarded Unit)	Compulsory (5)	13
		Required (5)	15
		Elective (-)	-
		Total	28
	(Deaf Unit)	Compulsory (11)	11
Required (5)		20	
Elective (-)		-	
Total		31	
(Visually Impaired Unit)	Compulsory (6)	16	
	Required (6)	21	
	Elective (-)	-	
	Total	37	

Year Three		
(Gifted and Talented Unit)	Compulsory (4)	12
	Required (7)	30
	Elective (1)	3
	Total	45
Year Three		
(Physically Handicapped Unit)		
	Compulsory (2)	6
	Required (8)	24
	Elective (2)	6
	Total	42
(Multiple Handicapped Unit)		
	Compulsory (3)	9
	Required (9)	30
	Elective (1)	3
	Total	42
Year Four		
(Audiology Unit)	Compulsory (4)	18
	Required (7)	24
	Elective (-)	-
	Total	42
(Deaf Unit)	Compulsory (4)	18
	Required (6)	24
	Elective (2)	6
	Total	45
Year Four		
(Mentally Retarded)	Compulsory (4)	18
	Required (6)	24
	Elective (-)	-
	Total	42
(Visually Impaired)		