

INSTITUTE OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

CURRICULUM FOR
DIPLOMA IN CHRISTIAN RELIGIOUS EDUCATION

Revised 2016

1. Preamble

The Diploma in Christian Religious Education is designed to be a professional course meant to introduce students who wish to be professional Christian Educators. The programme is a training of potential Christian education teachers in primary and junior secondary schools.

2. Philosophy

The philosophy of the Diploma in Christian Religious Education is as enshrined in the Holy Bible to provide opportunity for one to grow in wisdom, grace, favour and fear of God, (I Samuel 2:26, Luke 2:56). The programme is to prepare a curriculum which will be based on the cognitive, affective and the psycho-motor domains that will equip the person physically, mentally and spiritually for the service of God and humanity as embedded in the National Policy on Education (2004); which stipulates that instruction should be oriented towards the acquisition of moral, spiritual and national values. Graduates of the Diploma in Christian Religious Education shall be expected to be role models in what they say, teach and do in the society.

3. Vision

The vision of the Diploma in Christian Religious Education is to provide a good background and comprehensive understanding of Christianity which are essential for professional Christian educators. The Christian's responsibility for community development, nation building and improvement of human and godly values are underscored in this programme.

4. Mission

The mission of the Diploma in Christian Religious Education is to prepare the candidates for further studies in institutions of higher learning. The programme therefore imparts the necessary skills, abilities and knowledge in order to produce a balanced learned human being (Exodus 35:30-35).

5. Objectives

The aims and objectives of this programme are to:

- a) train men and women who will demonstrate the fear of God and live as role models in the society;
- b) train teachers who would be role models in character, discipline and learning which must reflect Christian virtues and National values that are essential ingredients for custodians of sound moral and spiritual qualities;
- c) To provide training for professional proficiency for teaching Christian Religious Education in schools;
- d) To create training opportunities for candidates from other academic backgrounds who may wish to become professional Christian Religious Educators;
- e) To introduce the Students to most effective teaching tools in order to enhance the teaching of Religious Education in our Schools;
- f) To prepare the students for further studies in the field of Christian Religious Education.

6. Target Population:

The target population for this programme will include CRK teachers who have no teaching qualifications; secondary school leavers seeking admission into institutions of higher learning, who possessed the relevant Ordinary Level papers; and Church leaders wishing to pursue university education.

7. Duration of the Programme

The Diploma in Christian Religious Education is a Two year programme spread in four semesters. It is a Full Time course with each semester covering fifteen weeks. To qualify for graduation the candidates will be required to have registered and earned not less than 93 Credit Units.

8. Admission Requirements

Candidates applying for this course are required to have passed not less than four papers at credit level including CRS and English in his/her SSCE, GCE, NECO and other certificates/qualifications in Christian Religious Education that may be approved by the Institute of Education.

9. Human Resources

The manpower for the programme will be drawn from the Academic staff of the Institute of Education and Part Time lecturer, some of whom would be drawn from staff of the Christian Religious Studies Section of the Faculty of Education.

10. Facilities

The programme will be run at the Institute of Education/Affiliated Theological Colleges.

11. Grading System

The evaluation and assessment of Diploma programmes shall be carried out as follows:

- | | | |
|-----|-----------------------------|-----|
| i. | Continuous Assessment | 40% |
| ii. | End of Semester examination | 60% |

Continuous Assessment is carried out at the discretion of individual lecturers in the courses they handle. It may be two assignments and one class test or any other means of assessment designed by the lecturers in charge as may be directed by the nature of the course.

Grading System

Grade Point (GP):

The grade point is derived from the actual percentage raw score for a given course: the raw score is converted in to a letter grade and a grade point. See Table

Grade Point Average (GPA):

This is average of weighted grade points earned in the courses registered during the semester. The Grade Point Average is obtained by multiplying the Grade Points attained in each course by the number of credit units assigned to the course and then summing these up and dividing by the total number of credit units registered for the semester.

Cumulative Grade Point Average (CGPA)

This is the up-to-date mean of the Grade Points earned by the student in a programme of study. It is an indication of the student's overall performance point in the training programme.

CGPA = sum of Total points x respective credit units for semester

Divided by

Total Credit Units for all courses registered by the student

a) Grading Formula

GRADE SCORE	LETTER GRADE	GRADE POINT
70 and Above	A	4
60-69	B	3
5-59	C	2
40-49	D	1
0-39	F	0

Table of Institute grading system:

b) Grade and their corresponding remarks

3.50 – 4.00	Distinction
2.50 – 3.49	Credit
1.40 – 2.49	Merit
1.00 – 1.39	Pass
0.00 - 0.99	Fail

c) Examinations:

Teachers are to note the following guidelines when setting examination questions;

- i. For 1 CU course = Three (3) questions should be set for the candidates to answer any two (2) questions. Each question shall carry 30 marks totaling 60 marks.
- ii. For 2 CU course = Five (5) questions should be set for the candidates to answer any three (3) questions. Each question shall carry 20 marks totaling 60 marks.
- iii. For 3CU course = Six (6) questions should be set for the candidates to answer any four (4) questions. Each question shall carry 15 marks totaling 60 marks

12. COURSE OUTLINES

DIPLOMA I FIRST SEMESTER

A. CORE COURSES

S/N	Course Code	Course Title	Credit Unit
1.	DCE101	Religion of Canaan and God of Israel	2 CU
2	DCE103	Introduction to World Religions	2 CU
3	DCE105	Early Church History	2 CU
4	DCE107	Introduction to Ethics	2 CU
5	DCE109	The Structure of African Traditional Religions	2 CU
6	DCE111	Religion and Social Change	2 CU
7	DCE113	Introduction to Philosophy of Religion	2 CU
			14 Credit Units
B. GENERAL COURSES			
1	ECS101	English and Communication Skills	2 CU
2	EDU111	Historical and Philosophical Foundations of Education	2 CU
3	EDU113	Educational Psychology	2 CU
4	EDU115	Educational Management and Ethics	2 CU
			8 Credit Units

TOTAL = 22 CREDIT UNITS

DIPLOMA I SECOND SEMESTER

A. CORE COURSES

S/N	Course Code	Course Title	Credit Unit
1	DCE102	History of Israel from the Institution of the Monarchy to Exile	2CU
2	DCE104	Introduction to the Old Testament	2 CU
3	DCE106	Introduction to the New Testament	2 CU
4	DCE108	Applied Christian Ethics	2 CU
5	DCE110	Introduction to Comparative Religions	2 CU
6	DCE112	Introduction to the Study of Islam	2 CU
7	DCE 114	Synoptic Gospels	2 CU
			14Credit Units
B. GENERAL COURSES			
1	ECS 102	English and communication skills	2 CU
2	EDU 112	Historical and Philosophical Foundations of Education	2 CU
3	EDU 116	Educational Management and Ethics	2 CU
4	EDU 118	Educational Measurement and Evaluation	2 CU
5	EDU 122	Sociology of Education and Citizenship Education	2 CU
			10 Credit Units

TOTAL = 24 CREDIT UNITS

DIPLOMA II FIRST SEMESTER

A. CORE COURSES

S/N	Course Code	Course Title	Credit Unit
1	DCE 201	Old Testament Theology	2 CU
2	DCE 203	New Testament Theology	2 CU
3	DCE 205	Saint John's Gospel	2 CU
4	DCE 207	Research Methods	2 CU
5	DCE 209	Dialogue and conflict Resolution	2 CU
6	DCE 211	Prophecy in Israel	2 CU
7	DCE 213	History of Israel from Exile to Restoration	2 CU
8	DCE 215	Systematic Theology	2 CU
9	DCE 217	Christian Family	2 CU
10	DCE 219	Method of Christian Religious Education	2 CU
			20Credit Units

B. GENERAL COURSES

1	ECS 211	English and Communication Skills	2 CU
2	EDU213	General Methodology	2 CU
			4 Credit Units

TOTAL = 24 Credit Units

DIPLOMA II SECOND SEMESTER

A. CORE COURSES

S/N	Course Code	Course Title	Credit Unit
1	DCE 202	Introduction to Hermeneutics	2 CU
2	DCE 204	The Pentateuch	2 CU
3	DCE 206	The Reformation	2 CU
4	DCE 208	Missionary Enterprise in West Africa	2 CU
5	DCE 210	Indigenous Christian Movements in Africa	2 CU
6	DCE 212	Project	3 CU
7	DCE 214	Teaching Practice	6CU
			19Credit Units

B. GENERAL COURSES

1	ECS 222	English and Communication Skills	2 CU
2	EDU 226	Instructional Technology	2 CU
			4 Credit Units

TOTAL = 23 Credit Units

Total Credit Units required for the Diploma in Christian Religious Education Programme is 93 Credit Units.

13. Course Contents

Diploma I First Semester

A. Core Courses

DCE 101: THE RELIGION OF CANAAN AND THE GOD OF ISRAEL

Course Description

The course treats the people of Ancient Near East and modern archaeological discoveries that provide the background to the culture and religion of Israel. It provides a comparative analysis of

laws and legal codes of the Canaanite and Israel religion with particular attention to creation stories, flood, Exodus and the formation of the league; concept of God and revelation.

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

1. Describe the people of the Ancient Near East
2. Discuss the Creation stories and myth stories
3. Identify the culture and religion, laws and legal codes of the Canaanites and Israelites
4. Explain the concepts of God and revelation

COURSE CONTENTS:

Module I: Introduction

Units:

1. The Worldview of Ancient Near-East
2. The Worldview of Israel
3. Modern Archeological Discoveries
4. A Comparison of the Canaanite gods and the God of Israel
5. The Myth of Creation
6. The Myth of the Flood

Module II: Laws and Legal Codes

7. Ancient legal codes
8. The law codes in the Pentateuch; Covenant code (Ex. 20:22-23:19), Holiness code (Lev.17-26), Deuteronomic law code (Deut. 12-26), Priestly code (Ex. 12-16, 23-35, Lev. 1-16, 27)
9. The Decalogue; the Ethical (Ex. 20 & Deut. 5), the Ritual (Ex.34), and the Levitical (Lev. 19).
10. The Exodus as history of salvation
11. The Promised Land

Module III: Canaanites and Israel's Concepts of God

12. God the Warrior
13. God of Justice
14. God of the chosen people
15. God of the Patriarchs.

SUGGESTED TEXTS:

1. Bright John (1973) A History of Israel London Press Limited
2. Dawson, Leri (1995) The History and religion of Israel London Evans Brothers Limited
3. Luce, Jessie (1972) ed. Understand the Old Testament, Cambridge University Press
4. Weber R. Essentials of CRS in College of Education Vol. I & II

DCE 103: INTRODUCTION TO WORLD RELIGIONS

Course Description

This course covers the definition of Religion; approaches to the study of religion; the sociological approach; the ethical approach. A survey of characteristics of the main religions of the world:

Judaism, Buddhism, Hinduism, Traditional Religions, etc., the mode of revelation in religion; the function of religion in society and a study of at least two of the religions apart from Islam, and their relationship to Christianity.

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

1. Discuss the approach to the study of religion
2. Identify the major religion around the world
3. Examine the characteristics of the major religions.
4. Explain the function of Religion in the society

COURSE CONTENTS:

Module I: Concept of God in Religion

Units:

1. Definition of Religion
2. Characteristics and features of Religion
3. Approaches to the study of Religion

Module II: Some Major World Religions

4. Hinduism.
5. Buddhism
6. Judaism
7. Confucianism
8. Traditional Religions

Module III: Christianity and Islam

9. Christianity, Jesus Christ, His family and home
10. Basic elements in Christianity
11. Muhammad (PBUH) - the Apostle of God; his call and teachings
12. The teachings of Islam
13. Groups within Islam

SUGGESTED TEXTS:

1. David A.B. (1990) A Guide to Religion. Printed and bound in Great Britain at the Camelot Press Ltd Southampton
2. Baldick 1997 Black God. The Afro-asiatic Roods of the Jewish, Christian and Muslim Religion, New York, Syracuse University Press
3. Esposto John L., Etal (2009) World Religion Today. New York. Oxford University Press (Third Edition)
4. Eras Encyclopedia Volume 10 edited by Pierre Damren Mvuyekure. New York.

DCE 105: INTRODUCTION TO EARLY CHURCH HISTORY

Course Description

The course introduces students to the general time chart of Church History periods. The students will study the political and religious life of the Roman Empire; birth of the church as found in the Acts of the Apostles; Persecutions and the emergence of heretical groups. Attention will be drawn

to early doctrines and teachings of the Church fathers as well as contributions of other significant personalities like Tertullian, Cyprian, St. Augustine, etc.

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

MODULE I: Definitions and historical background

Units:

1. Introduction –Definitions and General Time Chart of Church History
2. The Roman Empire; Religious and political situations
3. Survey of the early Church in the book of Acts

MODULE II: Founding and Growth of the Early Church

4. Apostolic period 30 - 100 AD
5. Early Church Fathers
6. Persecutions
7. Heretical groups

Module III: Development of early doctrines and teachings

8. Early Church teachings and doctrines
9. Monasteries
10. Constantine and the Church
11. Syncretism in the Church
12. The Roman Church
13. Early church Theologians e.g. Tertullian, Cyprian, St. Augustine, etc

DCE 107: INTRODUCTION TO ETHICS

Course Description

The course defines ethics and its functions. It looks at the different kinds of ethics in general. It distinguishes between general ethics and Christian ethics. It looks at the differences between Christian ethical codes and situation ethics. It dwells on the Old Testament Law of Moses and the new law of Jesus. A consideration is given to the concept of man and the place of conscience in Christian ethics.

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

1. Define concepts of Ethics and Biblical Ethics
2. Discuss the functions of Ethics in the Society.
3. Identify the various types of Ethics and ethical theories.
4. Describe Christian ethics in relation to present reality.

COURSE CONTENTS:

Module: I Definition of Ethics

Units:

1. Origin and definition(s) of ethics
2. Comparison between ethics and morality
3. Functions of ethics

4. Different kinds of ethics
5. General and human ethics
6. Comparison between Biblical and Christian ethics

Module II: Types of Ethics

7. Situation ethics: advantages and disadvantages
8. Differences between Christian ethics and situation ethics
9. Ethics of the Old Testament (Law of Moses)

Module III: Christian Ethics

10. New law of Jesus Christ
11. Jesus' ethical teachings
12. Concept of man and his responsibility towards God
13. Definition of conscience and its role in human existence
14. The place of conscience in Christian ethics.

SUGGESTED TEXTS:

1. Oderinde J.T. (1990). An Introduction to Christian Social Ethics Ibadan: University Press
2. Maston, T.B. (1973) Biblical Ethics Texas: Word book Publishers.
3. Kunhiyob, S.W. (2008) Africa Christian Ethics. Bukuru ACTS
4. Ozomba, G. O. (2001) Ethics A. Philosophical Approach. Lagos: O.O Publishers.
5. Thomas, A, (1999) Critical Reasoning in ethics London: Routledge

DCE109: THE STRUCTURE OF AFRICAN TRADITIONAL RELIGIONS

Course Description

The course exposes students to an overview of traditional religions with particular reference to West Africa. It involves such general topics like definition and characteristic features of African Traditional Religions. It examines the early terminologies; animism, fetishism, paganism, etc. It deals with the concept of God: His names and attributes. It examines the structure of the African religions; God, divinities, ancestors, the place of magic, medicine, charm, amulets, etc; the rite of passage: birth, initiation to age grades, marriage, title taking, burial rites and beliefs in the afterlife. It will also look at the challenges of African Traditional Religions to Christianity.

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

1. Define African Traditional Religions and its characteristic features
2. Explain the reasons for African Traditional Religions
3. Identify the concept of God in African Tradition Religions
4. Discuss the challenges of African Traditional Religions to Christianity

COURSE CONTENTS:

Module I: Introduction

Units:

1. Reasons for the study of African Traditional Religions.
2. The use of derogatory and obnoxious terminologies; Primitive, paganism, fetishism, animism, idolatry, polytheism, etc, in designating the traditional religions
3. Look at the term "Traditional" to qualify African Traditional Religions

Module II: God in African Traditional Religions

4. The concept of God (names/attributes).
5. Primary sources for the Traditional Religions (Oral & non-oral).
6. Secondary sources for the Traditional Religions (oral & non-oral).
7. The structure or main features of Traditional Religions

Module III: Rites and Rituals

8. The rite of passage; - Birth, Initiation to age grades, marriage, title taking, burial and rites of belief in life after death.
9. Puberty rites among some ethnic groups in Nigeria.
10. Significance of bride wealth as an institution in Traditional Religions
1. The importance of sacrifice in African Traditional Religions
12. Beliefs in the life hereafter
13. The challenges of African Traditional Religions on Christianity.

SUGGESTED TEXTS:

1. Danfulani, U.H.D. (ed.) (2001) Essentials of Christian Religious studies in Nigeria Colleges of Education Jos CEE, Technical Production.
2. Idowu, E.B. (1973) West African Traditional Religions. A definition, London, SCM Press Ltd.
3. Jacob, A.B. (1977) A text Book on West African Traditional Religion, Ibadan, Aromolaran Publishing company Ltd.
4. Mbiti, J.S. (1975) an Introduction to African Traditional Religion, London, Heinemann Education Book Ltd.
5. Mbiti J.S., (1975) A book of Word Religion, London, Hulton Education Publication
6. Quacoopome T.N.O. (1987), West African Traditional Religion, Ibadan, Abprints and Pak Ltd.

DCE 111: Religion and Social Change

Course Description

The course examines the meaning of Religion and Society; the relationship between religion and society; the process of secularization, social mobility, taboos and superstitions; secularism, religion and social change. It also studies self-transcendence and moral transcendence in man as good citizen; man and ethics; man and religion; religion and social institutions. The course should acquaint the students with practical every day social problems facing man and how his religion can be of help to him.

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

1. Examine the relationship between religion and society
2. Discuss the processes of Socialization
3. Explain the role of the Church in social change.
4. Examine the negative and positive impact of change on Nigerian society

COURSE CONTENTS:

Module I: Definitions of Terms

Units:

1. What is Religion?
2. What is a Society?
3. What is Social Change?

Module II: Religion and Society

4. The relationship between Religion and Society
5. The Processes of socialization
6. Social Mobility
7. Some cultural Taboos and Superstitions
8. The concept of secularism

Module III: The impact of change on church and society

10. The role of the church in social change
11. Agents of social change
12. Culture and social change
13. Human language and social change
14. Corruption and crime in the Nigerian society
15. The negative and positive impact of change on Nigerian society

SUGGESTED TEXTS:

1. Akpenpuun, D. (2003) Religion and Social Change Second Edition. Department of Religious Studies University of Ibadan.
2. Mamman, D (2008) Contemporary Ethical Issue in Christian Perspective Revised Edition. Shola Press, 32 Yoruba Street Sabon Gari, Zaria.

DCE 113: INTRODUCTION TO PHILOSOPHY OF RELIGION

Course Description

This study examines the definition of religion, philosophy and then discusses the arguments by philosophers concerning religious beliefs, the problem of religious language and religious experience. Philosophical problems of evil and religious explanation should be examined. Miracles, death and human soul are discussed. The course concludes with looking at the revelation and providence.

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

1. Explain the various definitions of philosophy of Religion
2. Examine the arguments by philosophers concerning religious belief.
3. Discuss the philosophical explanation of the problem of Evil.
4. State the reasons why goodness should always triumph over evil

COURSE CONTENTS

Module I: Definition of Terms

Units

1. What is philosophy?
2. What is Religion?
3. What is Philosophy of Religion?
4. Basic questions which philosophers ask concerning religious belief.
5. The problem of Religious Language

6. The problem of Religious Experience

Module III: Philosophical Problems

7. The problem of Evil (A Definition)
8. Philosophical explanations of the problem of Evil
9. Religious explanations of the problem of Evil
10. The problem of miracles

Module IV: Religious Experience

11. Is there life after death?
12. The Human soul
13. Revelation
14. Providence

SUGGESTEC TEXTS:

1. Ajibola G.L. (2003) A concise Hand Book on philosophy of religion for Tertiary School. Faith Printer International Block 6, Flat 36, Remi Tsiwa Estate Kongo Zaria.
2. Michael Peterson and Raymod J.V. Contemporary Debates in Philosophy of Religion Black Wel l (2004)
3. Etete C.A. (2005) Moral Philosophy. Made Easy for Tertiary Institutions. Micsons Press 7 Baba Ahmed Street T/wada Zaria.
4. William E. Mann. Black Well Guide to the Philosophy of Religion Black Well (2005)
5. Allen Diogenes (1985). Philosophy for understanding Theology. Great Britain: SCM Press
6. Allen, Diogenes and Eric O. Springsted, (1992). Primary Reading in Philosophy for Understanding Theology England: John Knox Press
7. Evans, C. Stephen (1985). Philosophy of Religion: Thinking about Faith USA: Intervarsity Press
8. Horton, David. (General Editor). (2006). The Portable Seminary: A Master's Level Overview in One Volume. Minnesota, Bethany House Publishing Group

B. GENERAL COURSES

ECS 101: ENGLISH AND COMMUNICATION SKILLS

2CU

Course Description

Preamble

ECS 101 is designed to introduce students to the basic elements of grammar and also provide them with necessary listening skills. The course also aims to provide students with essential skills that make studying a purposeful task.

Course Objectives

At the end of this semester students should be able to:

1. Differentiate between note taking and note making,
2. Study in a methodical manner,
3. Identify different skills in listening and to apply them in context,
4. Understand what grammar is,
5. Identify different parts of speech,
6. Acquire more vocabulary and understand what word formation is and processes involved in word formation.

Course Description

UNIT 1: STUDY SKILLS

1. Effective listening skills
 - a. Types of listening
 - b. Importance of listening
 - c. Techniques of good listening
 - d. Factors affecting listening
2. Note-taking & note-making
 - a. Definition of note-taking & note-making
 - b. The principles of note-taking
 - c. Techniques of note-taking/note-making
 - d. Importance of note-taking/note-making.

UNIT 2: GRAMMATICAL CONVENTION

1. The concept of Grammar
 - a. Explain parts of speech
 - b. Noun
 - c. Pronoun
 - d. The verb
 - e. Adjective
 - f. Adverbs

UNIT 3: VOCABULARY DEVELOPMENT

1. Reading for vocabulary development
 - a. Techniques for tackling vocabulary development
 - b. Word formation processes
2. Registers
 - a. Types of registers.

EDU III: Historical and Philosophical Foundations of Education 2cu

1. Rational for the course

At the end of the course diploma students are expected to have knowledge of the history of all forms of education in Nigeria. It is also expected that, they should be able to see reason(s) for the changes in some educational policies in Nigeria.

2. Aims and Objectives

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

- i. Define the concept of education
 - ii. Explain historical practices of Education in Greek and Romans (Spartans and Athens)
 - iii. Identify historical practices of education in Nigeria (Traditional and Islamic System)
 - iv. Explain the emergence of modern education in Nigeria
 - v. List and explain major aspects of the National Policy in Education
 - vi. Identify and explain major education policies in Nigeria
- ### **3. Course Description**
- i. Concept of Education
 - ii. Educational history of Greek and Romans (Spartans and Athens)
 - iii. Major characteristics of Spartan and Athens
 - iv. Educational history of Traditional, Islamic and modern educational systems in Nigeria.
 - v. Major characteristics/Feathers of traditional, Islamic and modern educational systems in Nigeria
 - vi. An overview of National Policy on Education (Philosophy of Nigerian Educational System, Aims and Objectives of Nigerian Educational System etc).
 - vii. Educational Policies in System of Education
 - a. UPE
 - b. UBE
 - c. 7-5-4
 - d. 6-3-3-4
 - e. 9-3-4
 - f. Boarding and Day School Systems.

EDU 113: EDUCATIONAL PSYCHOLOGY 2cu

Introduction

This course is designed to help students understand the fundamentals of general psychology and their importance to everyday living. It is also intended to foster personal socio-psychological adjustment in the academic out-of-school environments.

Course Objectives

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

- i. Explain the concept of psychology;
- ii. Describe the various schools of thought in psychology;
- iii. Compare psychology as a discipline to other sciences in terms of methodology of study;
- iv. Explain the basic introductory ideas about other branches or fields of psychology;
- v. Understand and explain basic concepts of cognitive development; and
- vi. Apply some psychological concepts to everyday living such as studying habit and stressful conditions.

COURSE DESCRIPTION

1. Concept of Psychology

- (a) What psychology is; what educational psychology is.
- (b) Psychology as a science and its relationship with other sciences
- (c) Branches of psychology

2. Various Schools of Thought in Psychology

- (a) Structuralism
- (b) Functionalism
- (c) Behaviourism
- (d) Gestalt psychology
- (e) Psycho-analysis

3. Scope of educational psychology

4. Methods of Studying Psychology

- (a) Experimentation
- (b) Observation
- (c) Clinical/case study
- (d) Survey
- (e) Hypothesis, theory and law (or principle) including law of parsimony

5. Personality

- (a) Definition
- (b) Social learning approach
- (c) Psycho-analysis approach
- (d) Phenomenological or humanistic approach
- (e) Factors of individual differences

6. Cognitive Development

- (a) Piaget's theory: Sensory-motor stage to formal operation stage
- (b) Concepts operation, conservation, play and imitation
- (c) Bruner's theory

7. Stress

- (a) Definition/sources of stress
- (b) Managing and handling stressful situations

Rational for the Course

The rationale for this course is to introduce diploma students to the ethical practices in the management of education in Nigeria.

Aims and Objectives

The course aims at achieving the following objectives. At the end of the course, students should be able to:

- i. Define the concept policy and policy in education,
- ii. List and explain sources and types of policy in Nigerian education,
- iii. Identify policy problems in Nigeria and suggest solutions accordingly,
- iv. Define the concept of Basic Education in Nigeria,
- v. List and explain all the objectives of Basic Education in Nigeria,
- vi. Identify problems hindering the success of Basic Education in Nigeria,
- vii. Define the concept of law,
- viii. Define the concept of education law,
- ix. Identify and explain sources of education laws,
- x. List in hierarchical order courts of Nigeria and their functions,
- xi. Explain legal basis for some educational issues such as UBEC law, Teachers Registration Council law, West African Examination Council law, Local Government Education Authority law among others,
- xii. Acquaint themselves with education court cases in Nigeria,
- xiii. List and explain basic principles of educational management, and
- xiv. Explain students' programs and services in the school system.

Course Description

- a.
 - i. Concept of policy
 - ii. Concept of policy in education
- b.
 - i. Types of education policy
 - ii. Sources of education policy in Nigeria
 - iii. Problems of education policy implementation in Nigeria.
- c.
 - i. Concept of basic education
 - ii. Aims and objectives of basic education in Nigeria
 - iii. Problems hindering the achievement of basic education in Nigeria
- d.
 - i. Concept of law
 - ii. Concept of education law
 - iii. Sources of education law
 - iv. Hierarchy of law courts in Nigeria and their functions
 - v. Legal basis for some educational issues such a UBEC law, Teachers Registration Council of Nigeria, West African Examination Council, Local Government Education Authority law among others.
 - vi. Court cases in education in Nigeria for example Mrs. Grace Vs C. Idika (1997) among others.

DIPLOMA I SECOND SEMESTER

A. CORE COURSES

DCE102: HISTORY OF ISRAEL FROM THE INSTITUTION OF MONARCHY TO EXILE.

Course Description

The Course examines the religious and political role of Samuel in the life of Israel; The institution of monarchy (United Kingdom), the rise and fall of Saul, David and Solomon; The divided Kingdom – Israel (10 tribes) and Judah (2 tribes). Israel the dynasty of Omri, the reign of Ahab, from Jehu to Jeroboam II; The 8th Century Prophets in Northern Israel – Amos, Hosea; The political, social and religious situation in Judah from Rehoboam to Hezekiah; Prophets Jeremiah, Micah, and Habakkuk; causes and fall of Judah, and the Exile.

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

1. Describe the role of Samuel in the religious and political life of Israelites
2. Discuss the Institution of Monarchy, the rise and fall of Saul, David and Solomon
3. Examine the united Kingdom from the divided Kingdom
4. Identify the problems in the Institution of Monarchy

COURSE CONTENTS

Module I: Institution of Monarchy in Israel

Units:

1. Introduction
2. The call of Samuel
3. The role of Samuel
4. Israel's agitation for a King
5. The reign of King Saul
6. The reign of King David
7. The reign of King Solomon

Module II: Israel under divided Kingdom

8. The divided Kingdom
9. Northern Kingdom (Israel) – Jeroboam I, Omri and Ahab
10. The fall of the Northern Kingdom in 722/721 BC NNNNNN

Module III: The Exile

11. Contributions of Amos and Hosea
12. Southern Kingdom (Judah) – Rehoboam, Hezekiah, etc
13. The fall of Judah – causes and effects of the Exile
14. The contributions of prophets Jeremiah, Micah and Habakkuk to Judah.

SUGGESTED TEXTS:

1. Bright John (1973) A History of Israel London: Press Limited.
2. Dawson, Leri (1995) The History and religion of Israel London: Evans Brothers Limited
3. Lace, Jessie (1992) ed. Understanding the Old Testament Cambridge University Press

DCE104: INTRODUCTION TO OLD TESTAMENT

Course Description

This course makes a survey of the division and process of acceptance of the Hebrew canon. It examines the ways the Old Testament has been interpreted in the past with special emphasis on the development of the grammatical historical approach. The course also examines the different historical criticism. The Old Testament writings; law, history, prophecy, Poetry and Wisdom will be examined together with the various writings and messages of the Old Testament.

Course Objectives: by the end of the course, the students should be able to:

1. Examine the process of acceptance of the Hebrew Canon.
2. Discuss the division of Old Testament
3. Explain the criticism of the Old Testament

COURSE CONTENTS

Module I: Introduction

Units:

1. Importance of the Old Testament
2. Composition (makeup) of the Old Testament
3. Approaches to the study of Old Testament
4. Credibility of the Old Testament
5. Apologetics – the age of reason of enlightenment/rationalism

Module II: Interpreting the Old Testament

6. The Pentateuch, date of composition authorship – J.E.D.P Sources
7. Poetic Books – poems, proverbs, etc
8. The writings and the prophetic books

Module III: Criticism of the Old Testament

9. The form criticism
10. The Biblical historiography and its characteristics
11. The Apocalyptic literature
12. Literal approach to the study of the Old Testament.
13. Allegorical approach to the Old Testament

SUGGESTED TEXTS:

1. Elssfeldt, O. (1985). The Old Testament: An Introduction Translated by Peter R., Ackroyd, N.Y., Haper & Row.
2. Mc Kenzie, J.L., (1972). The Hebrew community and the Old Testament. The interpreter's Ono-volume commentary on the Bible, ed. Charle M. laymon,, Nashville, Abingdon
3. Warthwein, E. (1979). The text of the Old Testament. Trsl. Erroll F.R. Grand Rapids Michigan: William B. Eerdmans.
4. Mc Cain Danny (200) Notes on Old Testament Introduction Published by African Chastain Textbooks Printed by Baraka Press and Publisher Ltd., Kaduna

DCE106: INTRODUCTION TO THE NEW TESTAMENT

Course Description

The course treats the political, cultural and religious background to the New Testament. It deals with the history and significance of the New Testament canon, the relationship of the New Testament and Old Testament; the fulfillment of the Old Testament messianic prophecies in the New Testament; it also introduces the critical approach to the study of the New Testament materials.

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

1. Examine the back ground for the New Testament.
2. Discuss the Significance of the New Testament Canon.
3. Describe the relationship between the Old Testament and New Testament.
4. Explain the Critical approach to the study of the New Testament Epistles.

COURSE CONTENTS

Module I: Introduction

Units:

1. Definition of the New Testament
2. The Political background to the NT
3. The Social background to the New Testament
4. The Cultural background to the NT
5. The Religious background to the NT
6. The Canon of the New Testament

Module II: The Old and New Testaments

7. The Form critical Method
8. Structures of the New Testament
9. Relationship between the OT and NT
10. Old Testament fulfillment of prophecies in the New Testament
11. The Quest of the Historical Jesus
12. Rudolf Bultmann's criticism of the Gospels
13. The Kergyma
14. Survey the letters of St. Paul

SUGGESTED TEXTS:

1. Patrick A. 2002 The Bible
2. Mc Cain D. (1996) Notes on New Testament Introduction Jos African Christian Text Book
3. Survey of the Old Testament Revised February 2005, Truth for the world, P.O. Box 5048 Duluth, G. A 30096-006 U.S.A.
4. Rudolp, H. Webe and Etal 2008 Essential of Christian Religion Studies in College of Education Volume III

DCE 108: APPLIED CHRISTIAN ETHICS

Course Description

The course applies principles of Christian ethics to real life issues which include; marriage, God's plan for sex, family, family planning and population control, divorce and remarriage (second marriage), health issues (ethical dilemma of H.I.V./Aids, possession of wealth and equity, the Christian and the state, problem of war/violence and peace.

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

1. Describe how to apply Christian principles to real life issues

2. Explain how to ethically relate with Christians and non Christians in the community
3. Identify the functions of applied Christian ethics to the growth and development of the community.
4. Examine contemporary ethical problems and their possible solutions.

COURSE CONTENTS:

Module I: Christian Ethics

Units:

1. Meaning and forms of marriage
2. The Biblical basis and the purpose of marriage
3. Family planning and population control
4. Divorce and remarriage/second marriage
5. Causes of Divorce

Module II: Marriage and Divorce

6. Personality interaction in the family: husband – wife relationship
7. Parents – Children Relationship; Biblical basis
8. Biblical and ethical consideration of abortion

Module III: The Christian and the State

9. Ethical dilemma of H.I.V./A.I.D.S pandemic
10. Possession and use of wealth
11. The Christian and Vocation
12. Church and state relations
13. Problem of war and peace

SUGGESTED TEXTS:

1. Daudu, M. (ed.) 2008) Contemporary Ethical Issues in Christian Perspective Zaria: Shola Press.
2. Akano, E.K (2011) Christian Ethics at a Glance. Ibadan: Ibadan Diocese Printing Press
3. Shields, N. (2011) Christian Ethics. Bukuru: ACTS.
4. Dzurgba, A. (2008) Nigerian Politics and Ethical behaviour. Ibadan: John Archers Ltd.
5. Gichure, C.W. (2008) Ethic for Africa today. An Introduction to Business ethics. Nairobi: Paulines publications Africa.

DCE 110: INTRODUCTION TO COMPARATIVE RELIGIONS

Course Description

The course compares the basic beliefs and practices of various religions. It examines the role of religion in the society. It also identifies ways religion can promote peaceful coexistence amongst members of various religions.

Course Objectives: By the end of the course, the students should be able to;

1. Define comparative religion
2. Give a brief history of the discipline as well as a working definition of religion.
3. Answer questions on whether religion is a source of conflict or a resource for peace.
4. Live peacefully with members of other religions

Course contents

Modules

1. Explain what comparative religion is all about.
2. A general introduction to ATR, Judaism, Christianity and Islam form the main thrust of the course.
3. Selected common themes like salvation, revelation, reward and punishment etc from the different religions would be explored.
4. Explain the goals of religion in man's life.
5. Describe the nature, beliefs, sacred writings and practices of some major religions of the world: Christianity: Islam: Buddhism: Shintoism.
6. Explain the distinctiveness and importance of each of these religions.
7. Examine the similarities, differences and the way in which different religions interact and complement each other.
8. Acknowledge the reasons for many religions of the world.

SUGGESTED TEXTS

1. Metuh, Emefie Ikanga (1987). Comparative studies of African Traditional Religions. Onitsha: Imico Publishers,
2. Adogbo, Michael P. (2010). Comparative Historical and Interpretative Study of Religions. Abraka: Malhouse Press
3. Mbiti, John S. (1969). African Religions and Philosophy. London: Heinemann.
---. (1975). Concepts of God in Africa. London: SPCK.
4. Idowu, E. Bolaji. (1973). African Traditional Religion: A Definition. London: SCM.

DCE112: INTRODUCTION TO THE STUDY OF ISLAM

Course Description

The course is an introduction to the early history and development of Islam. It discusses the Pre-Islamic period, origin and beginning of Islam, lifetime of Prophet Muhammad (PBUH), the contributions of the four Caliphs and the Dynasties, the major schools of thought in Islam. The course concludes with the introduction of Islam and its impact in West Africa and the Nigerian society.

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

1. Comprehend and discuss the basic teachings and beliefs of Islam.
2. Describe the birth, early life, call, commissioning and the Hijira of prophet Muhammad (PBUH).
3. Explain the spread of Islam in West Africa and Nigeria.
4. Live peacefully with people of other faith

Course Contents

Module I: Introduction of Islam

Units:

1. Definitions of some Islamic concepts; Islam, Muslim, Qur'an, Hadith, Shari'a, etc
2. The Pre-Islamic period; socially, politically, economically & religiously
3. The birth and early life of Prophet Muhammad (PBUH)
4. The call and commission of Muhammad (PBUH)
5. Origin and beginnings of Islam
6. The Hijra of Prophet Muhammad (PBUH)

Module II: Spread and Development of Islam in Arabia

7. The four Caliphs; Abubakar (632-34), Umar (634-44), Usman (644-55), Ali (655-61)
8. The dynasties of Umayyad (661-750) and Abbasid (750-1254)
9. Major schools of thought in Islam
10. Islamic Beliefs and Practices; the hadith and the 5 pillars of Islam

Module III: Islam in West Africa and Nigeria.

11. Spread of Islam in West Africa
12. Spread of Islam in Nigeria
13. The Jihad of Usuman Dan Fadio (1804)
14. The impact of Islam on Nigerian society

SUGGESTED TEXTS

1. Muhammad, H. (1981) Introduction to Islam. Lagos: Islamic publication Bureau.
2. Khuirshid, A. (1977) Islam, Its meaning and message. Lagos: Islamic publication Bureau.
3. NOUN (2006). Introduction to the Study of Islam: URL www.nou.edu.ng
4. Badru D. Kateregga & David W. Shenk. Islam and Christianity
5. Nehls, Gerhard (2002). Christians Answer Muslims. Ibadan: Life Challenge

DCE 114: INTRODUCTION TO THE SYNOPTIC GOSPELS

Course Description

The course examines the content structure of the synoptic gospels which include; Mathew, Mark and Luke; the characteristics of each gospel, its authorship and date. It examines the life and works of Jesus Christ, his baptism, temptation, his teachings, miracles, death and resurrection.

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

1. Examine the content structure of the Synoptic Gospels
2. Identify the Similarities in the Synoptic Gospels
3. Describe the life and teaching of Jesus Christ.

4. Discuss and Proffer solutions to some erotic teachings of today

COURSE CONTENTS

Module I: Introduction to the background of the Synoptic Gospels

Units:

1. Characteristics, authorship and date of Matthew
2. Characteristics, authorship and date of Mark
3. Characteristics, authorship and date of Luke

Module II: Life and Teachings of Christ

4. Comparison of the birth of Jesus Christ in the synoptic gospels
5. The baptism of Jesus in the synoptic gospels
6. The temptation of Jesus in the synoptic gospels
7. The beatitudes
8. Teachings of Jesus Christ
9. The purposes of parables
10. The parables of Jesus Christ

Module III: Miracles

11. Miracles of Jesus Christ
12. The death of Jesus Christ
13. The resurrection of Jesus Christ
14. The Eschaton

SUGGESTED TEXTS:

1. Dungan David L. (1990) A History of the Synoptic problems, the Canon, the text, the composition and the Interpretation of the Gospels
2. Edward James R. (2009) The Hebrew Gospel and the development of the Synoptic Tradition
3. Perkins Pheme (2009) Introduction to Synoptic Gospels
4. Gardined, E. A. (1982) The life and Teaching of Christ

B. GENERAL COURSES

ECS 102: ENGLISH AND COMMUNICATION SKILLS

2 CU

Course Description

ECS 102 is a continuation OF ECS 101; Students will be taught more on aspects of grammar and also provided with basic reading skills.

Course Objectives

At the end of this semester students should be able to:

1. Understand what punctuations are and use them where applicable,
2. Identify different English tenses,
3. Acquire reading skills,
4. Know the different types of letters and format for writing them,
5. Acknowledge sources consulted,
6. Apply skills acquired in previous units in reading the recommended novel.

Course Outline

UNIT 1: GRAMMAR

1. Tenses
 - a. Types of tenses
2. Punctuations
 - a. Types of Punctuations
 - b. Uses of punctuations marks

UNITS 2: READING SKILLS & COMPREHENSION

1. Concept of reading
 - a. Types of reading
 - b. Skimming & scanning, Critical reading, study reading
 - c. Using context clues to aid comprehension
2. Referencing
 - a. End-notes
 - b. Foot-notes
 - c. In-notes
 - d. Bibliography (MLA, APA)
3. The recommended novel
4. Letter writing
 - a. Define letter
 - b. Types of letter
 - c. Formal
 - d. Informal
 - e. Semi-formal

EDU 112: HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course Description

- a. Elements influencing systems of education in Nigeria.
- b. Contribution of great educationists to the practice of education e.g Comenius Roussean, Pestalozzi' Herbert, Froebel, Dewey, Montessori, Piaget, Brunner.
- c. The school as a social organization. The role of student, Teacher and school administrators.

EDU 116: EDUCATION MANAGEMENT AND ETHICS

2cu

Rational for the Course:

The rationale for this course is to introduce diploma students to the ethical practices in the management of education in Nigeria.

Aims and Objectives:

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

- i. define, list types, identify problems and suggest solution in the following concepts: power, authority, leadership and status,
- ii. explain the main functions of school head such as human and material resources management example: planning , decision making, supervision, controlling, training of staff, maintenance of facilities, motivation, and evaluation among others.
- iii. define the concept of ethics and its principles,
- iv. explain characteristics of an ethical teacher and student.
- v. define discipline,
- vi. list and explain characteristic of a discipline teacher and students,
- vii. define and explain the concept of record, types and its uses in the school system,
- viii. define quality assurance,
- ix. explain types of quality assurance,
- x. list and explain importance of quality assurance in the school system,
- xi. identify challenges to quality assurance and suggest solutions in the school system,
- xii. define school community relations,
- xiii. list and explain ways to improve school community relations in Nigeria , and
- xiv. identify and explain challenges to school community relations in Nigeria.

3. Course Outline

a. Concept, Types and Problems Associated with:

- i. Power
- ii. Authority
- iii. Leadership
- iv. Status

b. Functions of School Heads (Human and Material)

- i. Planning
- ii. Decision making
- iii. Supervision
- iv. Staff training and motivation
- v. Maintenance of school facilities
- vi. Evaluation among others

c. Ethics and Discipline

- i. Concept of ethics
- ii. Principles of ethics
- iii. Concept of discipline
- iv. Characteristics of ethical teacher
- v. Characteristics of ethical students

d. School Records

- i. Concept of record
- ii. Concept of school record
- iii. Types of school record
- iv. Uses of school records
- v. Challenges in school records keeping

e. Quality Assurance

- i. Concept of quality assurance
- ii. Types of quality assurance
- iii. Importance of quality assurance in the school system
- iv. Challenges to quality assurance in the school system

f. School Community Relations

- i. Concept of school community relations
- ii. Ways to improve school community relations
- iii. Benefit of school community relations in Nigeria
- iv. Challenges to schools community relations in Nigeria.

EDU 118: Educational Measurement and Evaluation

2cu

The Rationale for the Course

The overall aim of this course EDU 118 is to introduce the fundamental principles of Educational Measurement and Evaluation which student will need to apply as a teacher. In this course, students will learn the basic elements that enable them function effectively as a teacher especially in the area of students' assessment. Students will also learn how to specify the objectives in measurement and behavioural terms.

Aim of the Course

The course aims to give the students an understanding of the fundamental principles of educational measurement and evaluation and how these could be applied in the assessment of student learning outcomes and classroom achievements.

Course Objectives

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

1. Explain the concept of measurement, Assessment and Evaluation,
2. Explain the concept educational objectives,
3. Explain the taxonomy of educational objectives (cognitive affective and psychomotor domains),
4. List various types of classroom tests, their uses, advantages and disadvantages and the scoring of essay and objective tests.
5. Apply test reliability and validity,
6. Calculate mean, standard deviation and variance etc., and
7. Explain and discuss the importance of continuous assessment.

Course Outline

1. An overview of Measurement and Evaluation

- a. Concepts of the terms Assessment and Evaluation
- b. The purpose of Measurement and Evaluation
- c. Difference between Measurement and Evaluation
- d. Evaluation: types
- e. Scales of Measurement

2. Educational Objectives

- a. Definition of objective
- b. Types of objectives
- c. Role of objectives
- d. Levels of Educational objectives
- e. Focus of instructional objectives
- f. Stating instructional objectives
- g. Using instructional objectives

3. Taxonomy of Education

- a. Cognitive domain
- b. Psychomotor domain
- c. Affective domain

4. Classroom tests

- a. Essay and objective test
- b. Scoring methods for essay and objective tests
- c. Non-testing techniques

5. Evaluation of test items

- a. Item difficulty
- b. Item discrimination
- c. Item analysis

6. Test standardization

- a. Validity
 - i) Types of validity
- b. **Reliability**
 - i) **Types of reliability**

7. Measure of location (mean, media and mode)

8. Measure of variability (range, mean deviation, variance and standard deviation)

9. Continuous Assessment

- a. Rationale
- b. Procedure
- c. Problems and prospects.

EDU 122: Sociology of Education and Citizenship Education

2cu

Course Description

This course is designed to help students have a good understanding of the relationship between education and society, which is expected to culminate into the education of the individual. It is also intended to focus students' attention on the ways social relationships in the school work and help to shape the personality of the individual. The latter part of this course is intended to instill in the student attributes of patriotism as a citizen of a sovereign nation.

Course Objectives

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

1. explain the concept of sociology including pioneers of sociology,
2. explain the concept of sociology of education,
3. describe the origin and development of sociology of education,
4. explain the importance of sociology of education to the teacher,
5. explain the relationship between the school and society,
6. define and explain social change,
7. explain the concept of social stratification,
8. define and explain mobility,
9. describe education and the Nigerian society (National Policy on Education),
10. effects of social mobility on education,
11. define who a citizen is,
12. explain the rights and duties of a citizen,
13. identify and explain the roles of the nation to her citizens,
14. define and explain concept of socialization and their agents.

Course Outline

1. Concept of Sociology
2. Pioneers of Sociology
3. Concept of Sociology of Education
4. The Origin and Development of Sociology of Education
5. Importance of Sociology of Education to the Teacher
6. The School and Society
7. Social change
 - a. Factors Stimulating Rate of Change
 - b. Education and Social Change
8. Social Stratification
 - a. Agents of Social Stratification
 - b. Education and Social Stratification
 - c. Education implications
9. Social Mobility
 - a. Aims of Social Mobility
 - b. Kinds of Social Mobility
 - c. Factors that Promote Social Mobility
 - d. Role of Education in Social Mobility
 - e. Effects of Social Mobility on Education
10. Socialisation
 - a. Aims of Socialisation
 - b. Agents of Socialization
11. Citizenship Education
 - a. Define a Citizen
 - b. Right and Duties of a Citizen
 - c. Rights of a Citizen on a Nation

Diploma II First Semester

A. CORE COURSES

DCE201: Old Testament Theology

Course Description

The course is designed to give the students an understanding of Old Testament theology. It reviews the various methods used to construct Old Testament theology. It considers the theological themes of the Pentateuch. The theme of covenant is used as unifying topic. Themes relating to this topic are identified, traced throughout the Pentateuch and shown how they relate to the New Testament. Issues to be covered include revelation, sin, atonement, grace, names of God of Israel and the etymologies of these names.

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

1. Define the concept Old Testament Theology.
2. Discuss the theological themes of the Old Testament.
3. Describe the methods of interpreting the Old Testament.
4. Identify and explain regulations in the Old Testament and their relevance to the present day Christian

COURSE CONTENTS

Module I: Introduction to Theology

Units:

1. Definition of Old Testament Theology
2. Characteristic Pattern of Hebrew Thought
3. The concept of Revelation in the Old Testament
4. The theological themes of the Pentateuch
5. Methods of doing Old Testament Theology

Module II: Theological Themes

6. Names and attributes of God
7. The concept of Man in the Old Testament
8. The concept of Sin in the Old Testament
9. The concept of Salvation in the Old Testament
10. The concept of Grace in the Old Testament
11. The Covenant

Module III: Regulations

12. For Priesthood, Sacrifices and Atonement in Leviticus
13. Concept of Life after Death
14. The Theology of the creation story in Genesis

SUGGESTED TEXTS:

1. McCain, D. (2004) We Believe. An Introduction to Christian Doctrine volume I. Bukuru: ACTS
2. McCain D. (2006) We Believe. An Introduction to Christian Doctrine volume I. Bukuru: ACTS
3. Gana, E. (2013) Rudiments of Old Testament theology. Zaria: Yahaya Ventures
4. Grudem, W (2000) Systematic Theology. Leicester: Inter-varsity Press.
5. Harison, E.F. (ed.) (1960) Baker's Dictionary of theology Michigan: Baker Book House

DCE 203: NEW TESTAMENT THEOLOGY

Course Description

The course is an introductory survey of some theological themes in the New Testament. It aims at examining attributes of God, man and creation, the humanity and divinity of Jesus Christ. It also treats the NT concepts of salvation, atonement, reconciliation, justification and redemption. It discusses the person and work of the Holy Spirit, the Church and eschatology.

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

1. Define theology and the concept of Trinity
2. Discuss the concept of salvation
3. Identify the divinity and humanity of Jesus Christ Examine the attributes of God

COURSE CONTENTS

Module I: Introduction

Units:

1. Definition of Theology
2. The concept of Trinity
3. The attributes of God
4. The Divinity and Humanity of Jesus Christ
5. Man and creation

Module II: Salvation

6. Concept of salvation, atonement Justification, reconciliation and Redemption
7. Faith, law and Grace
8. The person and work of the Holy Spirit
9. Sanctification and Holiness
10. Christians as children of God (adoption)
11. The mission of the Church
12. Eschatology
13. Parousia
14. Living the new birth (Regeneration)

SUGGESTED TEXTS:

1. Charles Hodge (1987) Systematic Theology
2. Mc Grath, Alister (1998) Historical Theology: An Introduction to the History of Christian thought: Oxford Publishers
3. Michael S. Kogan (1990) Toward a Jewish Theology of Christianity.
4. Richardson, Alan (1958) An Introduction to the Theology of the N.T. New York Harper
5. Abodin: Interpreter, Bible Dictionary

DCE 205: SAINT JOHN'S GOSPEL

Course Description

The course examines the background of John's gospel, its authorship purpose, destination and date of composition; the relationship between John's gospel and the synoptic gospels. It also treats Christology, eschatology and the Holy Spirit in the gospel.

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

1. Describe the background to the gospel of St. John.
2. Identify and explain the relationship between St. John's gospel and the synoptic gospels
3. Discuss the theological themes of John's Gospel.
4. Explain the relevance of the Gospel of St. John to Christianity.

COURSE CONTENTS:

Module I: Introduction to the Background of John's Gospel

Units:

1. The authorship of Saint John
2. Internal and External evidences
3. Date and place of publication
4. Purpose of Saint John's Gospel
5. Destination by Saint John's Gospel
6. Universalism of Saint John's Gospel

Module II: John's Gospel and the Synoptic Gospels

7. Relationship between Saint John's gospel and the synoptic gospels
8. John's Picture of Jesus Christ
9. The word and the Truth
10. The Lamb of God and the light
11. The son of man and the son of God
12. The vine and the messiah
13. The Holy Spirit in John's gospel
14. Eschatology

SUGGESTED TEXTS:

1. McCain, D. (2008) Notes on New Testament Introduction. BUKURU: ACTS.
2. John, G.M.D.D. (1973) Lets Revel in John's Gospel, Oregon: Glory Press
3. Farmer, W.R. (ed.) (1998) The International Bible commentary. Minnesota: The Liturgical Press.
4. Miline, B. (1993) The Message of John. England: Inter-varsity Press.
5. Carson, D. (2000) The Gospel according to John. Michigan: Baker Books
6. Tenney, M.C. (1985). New Testament survey. Grand Rapids: William B. Eerdmans Publishing Company.

DCE 207: RESEARCH METHODS

Course Description

This course is to introduce students to the various basic methods and types of educational research. Also it introduces the students on how to use the library. Its focus will include research questions, operational definitions, literature review, research designs, population, sampled sampling instrument, data collection and references.

Course Objectives: By the end of the course, the students should be able to;

1. Describe how to carry out a research
2. Discuss modern methods of research in Education
3. Undertake any research in a given field

Course Contents

Module I: Introduction

Units:

1. Definition of research
2. Types of Educational research- descriptive, historical, experimental, etc
3. The skills in the use of Library
4. Use of catalogue for subject material and author

Module II: Research writing

5. Choosing a research topic
6. Research Problem
7. Background to the study, objective of the study and research question
8. Significance and scope of the study
9. Review of related literature
10. Research design, population sample and sampling
11. Instrumentation and data collection
12. Analysis of data
13. Summary, conclusion and Recommendations
14. References

SUGGESTED TEXTS

1. Center, V.G. (2010). Introduction to Educational Research. Methodology of Design in Behavioural and Social Science
2. Nworgu, B.G. (2006). Educational Research: Basic Issue and Methodology
3. Sambo, A.A. (2008). Research Methods in Education

DCE 209: DIALOGUE AND CONFLICT RESOLUTION

Course Description

This course covers the definitions of dialogue and religious dialogue; Conflict and conflict resolution, tolerance and freedom; principles of religious dialogue; aims and basis of dialogue. The course also discusses Christian-Muslim relationships; the role of the Vatican Council and the Christian Council of Nigeria (CCN) in resolving conflict. The study concludes by examining the constitution and challenges facing the Christian Association of Nigeria (CAN).

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

1. Identify the aims, basis, guidelines and benefits of religious Dialogue.
2. Explain the cause and types of conflicts in Nigeria.
3. Describe ways by which conflicts can be resolved
4. Become vanguards of promoting unity and peaceful coexistence between Christian and non Christians.
5. Avoid areas of human conflicts
- 6.

Course Contents

Module I: What is Dialogue?

Unit:

1. Definitions of dialogue and religious dialogue

2. Aims and basis of dialogue
3. Basic guidelines for effective dialogue
4. Benefits of religious dialogue
5. Principles of religious dialogue
6. Conditions for effective dialogue
7. Christian – Muslim relationships

Module II: Conflict Resolution

8. What is conflict and Conflict Resolution?
9. Causes of Conflict
10. Types of conflicts in Nigeria
11. Methods of conflict Resolution
12. Negative and Positive effects of conflict in the society
13. The role of the Vatican Council and the Christian Council of Nigeria (CCN) in resolving conflict
14. The constitution and challenges of Christian Association of Nigeria.

SUGGESTED TEXTS

1. Peter, B.T. (2014) principles of Ecumenical and Interreligious Dialogue. Kaduna: SUNJO A.J. GLOBAL LINKS LTD
2. Etet, C.A. (2010) Religion, social change and conflict management. Zaria: ESONAJ ENT. NIG.
3. Shedrack Gaya Best (ed.) Introduction to Peace and Conflict Studies in West Africa UN-University of Peace Africa Program, Spectrum Books Limited. Ibadan
4. Dokun Oyeshola, O.P Conflict and Context of Conflict Resolution Obafemi Awolowo University, Press Limited, Ile- Ife, Nigeria.
5. Ikejiani–Clark, Mirian (ed.). (2009) Peace Studies and Conflict in Nigeria. Ibadan: Spectrum Books Limited

DCE 211: PROPHECY IN ISRAEL

Course Description

The course treats the concepts of prophecy examines the call and characteristics of the Biblical prophets and prophetesses. It studies the historical development of prophet hood and prophetic periods in Israel, and gives special attention on the categories of the prophets: early prophets, minor and major prophets, literate and classical prophets. The courses conclude with prophetic ministry today.

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

1. Examine the call and characteristics of Biblical prophets and prophetesses.
2. Discuss the prophetic –Hood in Israel
3. Explain the prophetic ministry today.

COURSE CONTENTS

Module I: Concepts of Prophecy

Units:

1. Definition of prophecy
2. Hebrew and oriental concepts of prophecy
3. Biblical prophets and prophetesses
4. Development of the prophet and prophecy in Israel

Module II: The Prophet-Hood

5. Office of the prophets
6. Inspiration of the prophets
7. Characteristics of the prophet
8. True and False Prophets
9. Functions of the Prophets in Israel

Module III: Categories of Prophets

10. Oracles and messages of the Hebrew prophet
11. Prophetic Period
12. Minor prophets
13. Prophetic Ministry today

SUGGESTED TEXTS:

1. McCain, Danny (1996). Note on Old Testament Introduction.
2. Menezes, R. (200) Voices from Beyond Mumbai: St Paul's Press.
3. Obilom, J.E.C. (1990) Prophetism and the Minor Prophets. Jos. Ehindero Nig. Ltd.
4. Jewen, P.K. (1974) Prophecy. In Douglas (ed.) The New International Dictionary of the Christian Church. Italy: Paternoster Press.
5. Vine, W. E. (1990). Prophecy and prophets in Vine (ed.). Dictionary of New Testament words. Massachusetts, Hendrickson.

DCE 213: HISTORY OF ISRAEL FROM EXILE TO RESTORATION.

Course Description

This course continues the history of Israel from exile to restoration, that is, to the coming of Ezra. It examines the messages of Ezekiel, Isaiah Zerubbabel, Haggai and Zachariah; The restoration work of Zerubbabel, Ezra and Nehemiah; the works of the priestly writers, which closes the Torah. The development of Institutions and religious sects, e.g. scribes, Pharisees synagogue, Judaism, etc.

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

1. Discuss the history of Israel from exile to restoration
2. Describe the emergences of religion sects in Judaism
3. Identify the messages of hope and restoration by prophet Ezekiel, Jeremiah

COURSE CONTENTS

Module I: Israel in Exile

Units:

1. Introduction to the history of Israel from the Institution to the fall
2. The life of Jews in exile – religious, social and political
3. Effects of the exile.
- 4.

MODULE II: Hope and Restoration

5. The message of hope prophet Ezekiel, Jeremiah, etc
6. The message of hope continues; Prophet Isaiah
7. The role of Cyrus – The edict of liberation – Cyrus
8. Restoration – Prophets Haggai and Zachariah
9. Restoration under Zerubbabel.

MODULE II: Reforms

10. Reforms under Prophet Ezra
11. Reforms under Prophet Nehemiah
12. Development of new religious sects –the Pharisees, scribes, Sadducees, etc
13. Development of new religious institutions – Synagogue, Judaism, etc
14. The development of Judaism

DCE 215: INTRODUCTION TO SYSTEMATIC THEOLOGY

Course Description

The course entails the definitions of theology and systematic theology; the need for theology; God's revelation, revelation; reason are examined; the Bible; its inspiration, authenticity and authority and a study of the Trinity; Father, Son and the Holy Spirit. Other themes to be studied include salvation, the Church, the sacraments and eschatology.

Course Objectives: By the end of the course, the students should be able to;

1. Discuss the meaning and scope of Systematic Theology
2. State the basic beliefs of the Christian faith
3. Identify Christian doctrines and concepts
4. Respond to questions about Christian theology

Course Contents

Module I: Introduction

Units

1. Definition of theology and Systematic theology
2. The need for the study of Theology
3. God's Revelation
4. Revelation and Reason

Module II: The Bible and Trinity

5. The Bible; its inspiration, authenticity and authority.

6. The attributes and works of God
7. Angels, Satan and Demons
8. Christology – Jesus Christ
9. Pneumatology- The Holy Spirit

Module III: Theological Themes

10. Anthropology- Man
11. Soteriology – Concept of Salvation
12. Ecclesiology – The Church
13. Sacraments
14. Eschatology – The future and eternity

SUGGESTED TEXTS

1. Grudem, Wayne, (2000) Systematic Theology: An introduction to Biblical Doctrine. USA: Zondervan,
2. Buttrick, George Arthur. et al (eds.) (1986) The Interpreter’s Dictionary of the Bible. Vols. 1-5. Nashville: Abingdon Press.
3. Tillich, Paul. (1951). Systematic Theology, Vol. One. Chicago: Chicago UP.
4. Richardson, Alan (1969). A Dictionary of Christian Theology. Philadelphia: USA
5. Harrison, Everett. F. (ed.). (1960). Baker’s Dictionary of Theology. Michigan: Baker Book House
6. Tanko, Peter Bauna, (ed.) (2013). Modern Theologies for Tertiary Institutions. Zaria: Yahaya Press.
7. Horton, David. (General Editor). (2006). The Portable Seminary: A Master’s Level Overview in One Volume. Minnesota, Bethany house Publishing Group
8. Horton, David. (General Editor). (2006). The Portable Seminary: A Master’s Level Overview in One Volume. Minnesota, Bethany house Publishing Group

DCE217: INTRODUCTION TO THE CHRISTIAN FAMILY

Course Description

The course focuses on the study of the Christian family as a Divine institution. It discusses the biblical principles and teachings on making a home. It also examines the nature and characteristics of an ideal Christian family and the qualities of a bad home. It concludes with the description of the duties of each member of the family.

Course Objectives: By the end of the course, the students should be able to;

1. Recognize the family as an institution of God.
2. Explain the biblical principles and teachings on the Christian family.
3. Discuss the nature and characteristics of an ideal home
4. Identify the qualities and consequences of a bad home
5. Describe the duties and obligations of each member of the family.

Course Contents

Module 1: Introduction and definition of concepts

Types of the family

- i). Nucleus family
- ii). Extended family
- iii). African traditional society

2. The biblical understanding of marriage and family.

- a) Marriage
- b). Family
- c). Home
- d). Society

3. Nature of the Christian Family

- a). Development of Christian thought on marriage in history
- b). Marriage as a Divine institution
- c). Full equality of spouses as help mate

4. Rights and Obligations of Family members

- a). Obligations of each member of the family.
- b). Children in the family

5. Characteristics of an ideal Home

6. Consequences of a bad home

- a). Broken home
- b). Single parenting
- c). Consequences of sins

SUGGESTED TEXTS

1. Kore, Danfulani (2002). Culture and the Christian Home. Kaduna: Baraka Press.
2. Pofi, David (2000). Fundamentals of Christian Home. Jos: CAPRO
3. Murray, John (1961). Divorce. New Jersey: USA
4. Sloat, Donald E. (1986). The Dangers of Growing up in a Christian Home. New York: Thomas Nelson Publishers.
5. Burrows, M. (1938). The Basis of Israelite Marriage. New Haven CT: American Oriental Society.

DCE219: METHODS OF TEACHING CHRISTIAN EDUCATION

Course Description

The course introduces the students to the history, philosophy and objectives of Christian Education. The course also discusses principles involved in the teaching –learning processes. It defines teaching: formal teaching and informal teaching. The course will expose the students to some general methods of teaching noting the advantages/disadvantages of each. Other topics to be covered include: Characteristics of the CRE teacher, classroom management, discipline, class organisation, lesson plan, lesson delivery, time, instructional materials (teaching aids) as well as other factors necessary for effective teaching and learning of CRS.

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

1. Explain the aims and objectives of teaching Christian Education
2. Identify the best principles and methods of teaching CRE
3. Write a lesson plan
4. Describe the advantages and disadvantages of every method

Course Contents

Module I: Christian Education

Units:

1. Definition of Teaching; formal and informal teaching
2. The Objectives of Christian Education
3. Factors affecting learning
4. The Christian Education Teacher
5. Jesus: the teacher per excellent
6. General methods of teaching

Module II: The effectiveness and limitation of the methods

7. Teaching methods: Discussion, Project, Discovery, Role- play, Lecture etc; the Advantages and disadvantages of each
8. Agencies of communicating Religious truth:- Home, Church, School, etc
9. Classroom management
10. Lesson plan
11. Teaching Aids
12. Delivery strategies

SUGGESTED TEXTS

1. Guthrie, Donald. (1977). "Questions of Introduction," I. H. Marshall, ed. New Testament Interpretation: Essays on Principles and Methods.
2. Ilorin, J. A. (2005) Principles and Methods of Teaching Christian Religious Education. In Post-Primary Institutions An African Perspective. Bukuru: ACTS,
3. --- (2002). Philosophy of Christian Education. An African Perspective. Bukuru: ACTS
4. Ilorin, J. A. (ed.). (1997). Manuals for Teachers of Christian Religious Knowledge. Vols. 1-6. Jos CAPRO

B. GENERAL COURSES

CORSE: ECS 211: ENGLISH AND COMMUNICATION SKILLS

2CU

Course Description

ECS 211 is meant to add to students' knowledge on grammar by introducing grammatical conventions such as sentences, clauses, phrases, concord etc. Students will also be introduced aspects of literature.

Course Objectives

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

1. Differentiate between clauses and phrases,
2. Know what a sentences is and recognize different types of sentence,
3. Recognize the different structures of English sentences,
4. Explain what literature is and its relevance to students,
5. Identify different literary devices.

Course Outline

UNIT 1: GRAMMATICAL CONVENTIONS

1. Define phrases & clauses
 - a. Types of phrases & clauses
2. Sentences
 - a. Definitions of sentence
 - b. Types of sentences according to structure & function
 - c. Sentence structure & components
3. Concord & agreement
4. Idioms & proverbs
 - a. Distinction between idiom & proverbs

UNIT 2: LITERARY APPRECIATION

1. Meaning of literature
 - a. Recognizing literary genres
 - b. Importance of literature to students
 - c. Drama
 - d. Poetry
 - e. Prose
2. Elements of literature
 - a. Plot
 - b. Characters
 - c. Settings
 - d. Theme
 - e. Point of view
3. Figures of speech
 - a. Simile
 - b. Metaphor
 - c. Personification
 - d. Apostrophe
 - e. Hyperbole

EDU 213: General Methodology

2cu

Course Description

This course is designed to train the students the art of teaching, in-depth knowledge of what goes on in typical formal classroom setting. It also prepares students for actual tasks of teaching and learning process.

Aims of the Course

The aims of the course are summarized as follows:-

The course aims at preparing students to understand the general methods of teaching that his all the different aspects that make up for efficient and effective teaching and learning processes.

Course objectives

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

1. state the professional relationship between the teacher and the child between the teacher and the child.
2. explain the stages in lesson plan preparation.
3. list the various methods of teaching and where each is applicable.
4. state how best you can control the classroom without much disciplinary problems.
5. explain the purpose of making of assignments and of assigning marks and grades.
6. state the different ways study habits can be improved and how one can prepare for examination

Course Outline

1. Concept of teacher and the child
 - a. The teacher and the child
 - b. Understanding learners.
 - c. Formal preparatory activities of a teacher.
 - d. Use of Audio-Visuals Aids
2. Lesson plan and methodology
 - a. Lesson plan
 - What is lesson plan
 - Component of lesson plan
 - Sample of lesson plan
 - b. General teaching method (1)
 - Teaching methods
 1. The lecture or the chalk and talk method
 - Advantage and disadvantage of teaching method.
 2. Discussion method
 - Advantage and disadvantage of discussion method
 3. The demonstration method
 - Advantage and disadvantage of demonstration method.
 4. Discovery method
 - Advantage and disadvantage of discovery method
 - 5. Project/Assignment method**
 - Advantage and disadvantage of project/Assignment method
 - c. General teaching method (2)
 - Types of teaching methods.
 1. The field trip
 - Advantage and disadvantage of field trip
 2. The individualized instructional method

- Advantage and disadvantage individualized instructional method
- 3. The laboratory method
 - Advantage and disadvantage laboratory method
- 4. Inductive and deductive method
 - The inductive method
 - Characteristic of the inductive method
 - Inductive method
 - Characteristic of inductive method.
 - Comparison between the inductive and deductive methods.
- 5. Open Education
 - Advantage and disadvantage of open Education
- 6. The art of classroom management
 1. The art of classroom management
 2. The Knowledge of learners characteristics:
 1. The mastering of subject mastering matter
 2. Effective communication ability
 3. Creating good report.
 4. Qualities of good teacher
 5. Effective management of instructional materials.
- 7. Classroom management
 1. Classroom plan
 2. Organizing
 3. Leading
 4. Coordinating
 5. Directing
 6. Classroom control
 7. Evaluation
 8. Reporting
- 8. Dealing with the problem of discipline in the classroom
 1. Meaning of discipline
 2. External imposed discipline aversive self-discipline.
 - Laissez – Faure or per missive
 - Authoritarian
 - Democratic
 - Behavior modification

- Social emotional climate
- 9. Methods of study
 1. Why study
 2. Methods of study
- Use of textbooks
- Art of note making
- Organization of work
- Time management and time table
- Revision and review of work
- Physical environment of the classroom
 3. Improving study skills
 4. Preparation of examination

DIPLOMA II Second Semester

A. CORE COURSES

DCE202: INTRODUCTION TO HERMENEUTICS

Course Description

The course aims at general survey of the meaning, development and importance of hermeneutics. The course also discusses types of parables; interpretation of parables, relationship of parable to allegory. It examines the principles and methods of interpreting prophecies, Psalms, Proverbs, Revelation, vision and dreams. The objective of the study is to introduce the students to modern hermeneutical techniques and tools for interpreting the Bible.

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

1. Discuss the importance of hermeneutics to an interpreter
2. State the tools needed for interpreting the Bible accurately.
3. Use appropriate methods of interpreting the Bible

Course Contents

Module I: Meaning of Hermeneutics

Units:

1. Definitions and concepts of the Hermeneutics
2. Types of hermeneutics
3. The importance of hermeneutics
4. Basic principles of hermeneutics
5. Development of hermeneutics among ancient Jews

Module II: Tools and Methods of Interpretation

6. Interpretations of parables
7. Relationship of parables and allegory
8. Interpretation of prophecies
9. Interpretation of Psalms and Proverbs
10. Modern hermeneutics
11. Interpreting literary, figurative and allegorical concepts
12. Interpreting Revelation, vision and dreams
13. Tools for the interpreter

SUGGESTED TEXTS

1. Buttrick, George Arthur. et al (eds.) (1986) The Interpreter's Dictionary of the Bible. Vols. 1-5. Nashville: Abingdon Press.
2. Adewale, Biyi (2006). The Praxis of Biblical Interpretation. Oyo: Multicrown Publishers.
3. Burrows, Mark S. and Paul Romen (eds.) (1991). Biblical Hermeneutics in Historical Perspective. Grand Rapids: William B. Eerdmans.
4. iMonk (2009). "Ten Guidelines for Interpreting the Gospels", available-
www.internetmonk.com

DCE204: INTRODUCTION TO THE PENTATEUCH

Course Description

This course surveys and examines in details all hypotheses as related to the authorship of the Pentateuch. It also discusses the role Moses played in compiling the Pentateuch. It is a study on the first five books of the Bible from Genesis to Deuteronomy.

Course Objectives: By the end of the course, the students should be able to;

1. Discuss the documentary hypotheses postulated for the authorship of the Pentateuch.
2. Identify the historical account of the book of Genesis.
3. Apply the correct interpretation of the Torah.
4. Recognize the role Moses played in compiling the Pentateuch.

Course Contents

Module 1: Introduction; an overview of the books in the Pentateuch

1. The documentary hypothesis on the JEDP,
 - a) Authorship of the Pentateuch
 - b) The Pentateuch, date of composition authorship – J.E.D.P Sources.
 - c) Fragmentary and the composition of the Pentateuch.
 - d) The importance of the Torah of Pentateuch to the Jewish and Christian Community
2. The theology of Genesis and its historical character will be studied with a special reference to the science of Hermeneutics.
3. Survey of Genesis to Deuteronomy
4. The Role of Moses as a Leader
5. Contemporary approaches to the Pentateuch
6. Conclusion

SUGGESTED TEXTS

1. Morris, Henry M. (1976). The Genesis Record: A Scientific & Devotional Commentary Book of Beginnings. Michigan: Baker Book house Grand Rapids
2. Dickson, Kwesi A. (1977). The History and Religion of Israel. London: Longman
3. Dowley, Tim (ed.) (1996). Lion Handbook: The History of Christianity, Singapore: Lion Publishing Plc.
4. deVaus, Roland, (1965). Ancient Israel: Social Institution. Toronto: New York Press.

DCE 206: The Reformation

Course Description

The course examines the causes of the Reformation, its prominent leaders and their theological position as well as the effect of the counter- Reformation. Attention will be paid on the reformation in Germany, Switzerland, England, France, Spain, etc. The students are further introduced to the views and writings of Martin Luther, Council of Trent and the religious orders of the Jesuits.

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

1. Examine the causes and effects of reformation on the church
2. Discuss the reformation in Europe

3. Explain the theological stand points of the reformers
4. Identify the reasons why Martin Lither Carried.

COURSE CONTENTS

Module I: Introduction to the Reformation

Units:

1. The Medieval Church
2. Causes of the Reformation
3. Luther and Reformation in Germany
4. Luther's views and writings
5. The Proclamation at Worms in 1521
6. Effects of the Reformation
7. Reformation in Switzerland, Spain, Netherlands and France
8. The Anabaptists movement
9. The Puritans and Pietists groups

Module II: Reformation in Europe

10. Causes and Effects of the Reformation in England
11. The Counter- Reformation and the Thirty years war
12. Activities of John Wesley, George Whitefield, and the Oxford movement
13. The Council of Trent
14. A new religious orders- The Jesuits

SUGGESTED TEXTS:

1. Hunt, J. (2008) Concise History of the church. Chattanooga: A M C publishers
2. Hasting, A. (ed.) (1999). A world History of Christianity. Michigan: William B. Eerdmans publishing company
3. Houghton, S.M (2001) Sketches from church history. The Barth Press.
4. Scriba, G. (1997) The History of the church in the time of the reformation. Pietermaritzburg: University of Natal Press.
5. Walker, W. (1970) A History of the Christian Church. New York: Charles Scribner's sons.
6. Renwick, A. M. & Harman, A. M. (1985) The Story of the church. Leicester: Inter- varsity Press.

DCE 208 MISSIONARY ENTERPRISE IN WEST AFRICA: NIGERIA

Course Description

This study surveys the activities of the early Portuguese missions and the causes of their failure. Discussions on the events of the 18th & 19th centuries; background of the Evangelical Revival; Anti-Slavery Movements; European and Missionary presence in West Africa. The course goes on to examine the Niger expeditions of 1841, 1842 & 1857, the activities of Thomas Birch Freeman, Henry Venn, Henry Townsend and Samuel Ajayi Crowder.

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

1. Describe the background to the 18th Century Europe
2. Identify the activities of the various Christian Missions in West Africa
3. Appreciate the roles and contributions of the some African church leaders like Bishop Crowder, etc.
4. Describe the role of Sierra Leone in the founding of Christianity in Nigeria
5. Discuss the impact of Christianity on Nigerian society

Course Contents

Module I: Early Missions in West Africa

Units:

1. Portuguese Mission in West Africa
2. Successes and failures of Portuguese
3. Evangelical Revival of 18th and 19th Centuries
4. Missionary societies from Britain and America
5. Anti-Slavery Movements (the Claphamites) Quaker, Oxford Movement, etc
6. The colonies at Liberia and Sierra Leone
7. Coming of the Europeans to Nigeria; Explorers, Traders, Missionaries, etc

Module II: Arrival of Missions to Nigeria

8. Niger Expeditions 1841, 1842 and 1857
9. Thomas Birch Freeman
10. Henry Venn
11. Henry Townsend
12. Ajayi Crowder
13. The activities of the CMS, SUM, SIM, WMC, Baptist Convention, etc
14. Relationship between the colonialists and missionaries

SUGGESTED TEXTS

1. Ajayi, J.F.A. (1965) *Christian Missions in Nigeria 1841 –1891: The Making of New Elite*. London: Longmans.
2. Ayandele, Emmanuel A. (1966) *Missionary Impact on Modern Nigeria 1842 –1914; A Political and Social: Analysis*. London: Oxford.
- . (1979) *The missionary Factors in Northern Nigeria 1870 – 1918*. London: Frank Cass.
3. Bediako, Kwame. (1995) *Christianity in Africa: The Renewal of a non– Western Religion*. Edinburgh: Orbis Books.
4. Boer, Jan Harm. (1979). *Missionary Messengers of Liberation in a Colonial Context; A Case of the Sudan United Mission*. Vol. I. Netherlands: Amsterdam Rodopi.

DCE 210: INDIGENOUS CHRISTIAN MOVEMENTS IN AFRICA

Course Description

This course examines definitions of independent church movement in Africa especially in Nigeria. The course surveys the causes that led to the emergence of the movements. It also looks at the characteristics of these new movements and how they differ from mission based churches. The impact of these movements on mission based churches will also be looked into.

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

1. Explain Independents church and identifying the independents church.
2. Explain the causes and emergences of the African Church movement.
3. Describe the characteristics of African church movement
4. Identify the impact of indigenous churches on mission churches.

COURSE CONTENTS

Module I: Introduction and definitions

Units:

1. Definitions of independents churches, identifying the independent Church
2. Causes of the African Indigenous Church Movements
3. Types of African independent Church movement – The Ethiopian movements and Aladura or Zionist churches examples from South and West Africa
4. Examples of the types of Movements from South and West Africa

Module II: Indigenous Churches

5. Characteristics of Africa Church Movements
6. African Independent Church leaders/ Prophets - William Wade Harris of Liberia, Garrick Sokari Braide of Nigeria
7. Some Africa Independent Churches - Aladura, Cherubim and Seraphim
8. Prophet Isaiah Shembe
9. Prophet Simon Kimbangu

Module III: Impact of Indigenous Churches on Mission Churches

10. Structure and organization of Mission based Churches
11. Structure and organization of African Independent Churches
12. The impact of the African Independent Churches
13. Prospects and implication of the Indigenous Churches

SUGGESTED TEXTS:

1. Babalola, E. O. (1988) Christianity in West African a Historical Book Representation and Publishing Company. Ibadan.
2. Bond, O (1979) African Christianity, New York, Academic Press. Inc.
3. Ojata S. Amos (2003) The Rise, Growth and development of indigenous independent Churches in African, Zaria, Faith Printers International.
4. Fashole- Luke, Edward (ed.) (1978). Independent Churches in Africa. Ibadan: Ibadan University Press

DCE 212: PROJECT WRITING

Course Description

All final year students are expected to write an 8000 words research essay on a topic agreed by the lecturer, the faculty and the student. Two copies of such project are to be submitted to the Institute of Education. The Project shall be graded as the same as examination grading system.

Course Objectives: By the end of the course, the students should be able to;

1. Select a topic and embark on project writing
2. Carry out research writing under the guidance of a supervisor
3. Produce a Project that is approved by the Division and the Institute of Education

Course Contents;

Every final year student is required to embark upon a research under the guidance of an approved supervisor/lecturer. The topic must meet the prescribed Institute of Education guidelines and approved by the Division of Arts and Social Science Education.

DCE 214: TEACHING PRACTICE

Course Objectives: By the end of the course, the students should be able to;

1. Demonstrate their teaching skills in a classroom situation
2. Acquire teaching experience
3. Appreciate and admire the teaching profession

Course Description

Students are attached to local primary school for minimum (block) period of 12 weeks. They would normally take a full teaching load of CRS/CRK classes and work under the supervision of the class teachers. They are assessed at least three times during this period and the standard assessment form of the Institute of Education is completed. The system of grading is the same as the examination grading system. No student shall graduate without obtaining a pass in Teaching Practice.

B. GENERAL COURSES

COURSE: ECS 222: ENGLISH AND COMMUNICATION SKILLS 2CU

Course Description

In ECS 222 students would be taught elements of written communication, writing and types of writing. This course is designed to provide students with necessary writing skills.

At the end of this semester students are expected to:

1. Know what an essay is,
2. Recognize different types of essays and features of an essay,
3. Explain what an outline is and its importance to writing,
4. Understand what a paragraph is and the different methods of paragraph development,
5. Acquire skills of writing summary,
6. Identify and understand the techniques of writing, essays, reports, speeches and articles.

Course Outline

UNIT 1: WRITING SKILLS

1. Define an essay
2. Feature of an essay
3. Content
4. Organization
5. Expression
6. Mechanics
3. Structure of an essay
 - a. Introduction
 - b. Body
 - c. Conclusion
4. Writing an outline
5. Paragraph development
 - a. Define a paragraph
 - b. Define topic sentence
 - c. Methods of paragraph development
 - d. Comparison & contrast
 - e. Cause & effect
 - f. Process analysis
 - g. Enumeration/listing
 - h. Example/illustration
6. Summary writing
 - a. Tips on how to write a good summary
7. Types of essay
 - a. Descriptive
 - b. Argumentative
 - c. Expository
 - d. Narrative
8. Report writing
 - a. Types of report
 - b. Work report
 - c. Eye-witness report
 - b. Investigation report
 - a. Term paper report
 - b. Laboratory report
 - c. Project report
9. Article writing
 - a. Format and structure
 - b. Language
10. Speech writing
 - a. Types of speeches
 - b. format

Course Description

This course is designed to expose the students to the understanding of many concepts and theories of educational technology as they affect the teaching and learning profession in Nigerians. It will also assist them to be able to apply the concepts and theories to the task and role that they are to reform as a teacher in private and public educational institutions.

Aims of the Course

The aims of the course can be summarized as follows:

This course aims to give the students an understanding of the meaning of educational technology theories and issues. What they are how they can be applied in teaching profession. It also aims to help develop skills in information and communication technology. The course will expose the students to the refined knowledge and skills for the production of improvised instructional materials.

Course Objectives

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

1. explain the meaning of such terms like: educational technology, Instructional technology,
2. trace the historical technology at the local and global level,
3. identify and discuss the various elements of communication process,
4. apply the principles of communication process to classroom situation,
5. define system approach and discuss the various principles of system approach,
6. explain in the need including ICTs into Teacher Education Program,
7. produce instructional materials,
8. justify the need for the inclusion of EDU 226 in Diploma programmes.

Course Outline

1. Concept of Educational Technology
 - a. What is technology
 - b. Instructional technology
 - c. Educational technology
 - d. Instructional process
2. Historical Perspective of Educational Technology
 - a. Historical development of educational technology
 - b. Contributions to the field of educational technology
 - c. Educational technology in Nigeria
 - d. Educational technology and the new national policy on education.
3. Communication process, perception and instructional system.
 - a. Communication process.
 - b. Reception
 - c. Instructional system
4. Educational Media
 - a. Educational media technologist
 - b. Types of instructional materials
 - c. MLS-use- of maid

- d. Media and their characteristics.
5. The Concept of System Approach to Instruction.
 - Meaning of system
 - Examples of a system
 - Educational system
 - Instructional system
 - System approach in Education
 - Meaning of system approach to Instructions.
 6. Educational Media
 - Classification of educational media
 - Non-projected visual media
 - Chalkboard
 - Flannel Board
 - Bulletin Board
 - Text books
 - Real things
 - Models and mock-ups
 - Graphic materials
 7. Projected and Electronic Media/Multimedia in Education.
 - Projected and Electronic Media
 - Projected still pictures
 - Motion pictures films
 - Television
 - Radio
 - Tape recorders
 - Video tapes
 - Use of instant television
 - Overhead projectors/Transferences
 - Multimedia in education
 8. Principles of designing/selecting, and utilizing Educational Media
 - Designing and producing educational media
 - Selecting Educational Media
 - Utilizing Educational Media
 - Media utilization Principles.
 9. Educational Technology Centers in Nigeria and their functions.
 - Computer in Education
 - Computer use in Instruction
 - Computer Managed Instruction (CMI)
 - Computer – Assisted

MEMBERS OF THE DCE CURRICULUM DRAFT COMMITTEE 2011

1. Dr. John Kwasau CRS Section Education Dept. ABU Zaria Chairman
2. Dr. Samson E. Mijah “ “ “ Member
3. Mr. Oliver Bongotos “ “ “ “
4. Rev. Dr. Reuben Maiture Institute of Education ABU Zaria Secretary

The Committee was constituted by Prof. Yahaya Kajuru Director, Institute of Education Ahmadu Bello University on the 3rd of May 2011.

LIST OF RESOURCE PERSONS THAT REVIEWED THE CURRICULUM 2016

1. Prof. J. N. Kwasau Moderator
2. Rev. Dr. Reuben Maiture Chairman
3. Mrs. Helen Abejirin Member
4. Mrs. B. B. Balogun Member
5. Mrs. A. T. Sinkalu Member
6. Mr. Yohanna Meshach Secretary