

**GODFREY OKOYE UNIVERSITY
ENUGU, ENUGU STATE, NIGERIA**

www.gouni.edu.ng



B.S. ED BUSINESS EDUCATION

**The Core Curriculum Minimum Academic
Standards (CCMAS)**

September, 2023.

Overview

Business Education is a specialized profession designed to provide students with knowledge, skills and competence leading to employability and advancement in office occupations, pedagogical skills in teaching business subjects at different levels of educational system as well as self employment or being an employer of labour. As an aspect of Vocational Education and Training, Business Education is designed to fill the gap between knowledge and practice by exposing students to General Education as well as specialized areas in Accounting, Entrepreneurship, Marketing and Office Management.

Philosophy

Business Education programme is to provide individuals with relevant knowledge, skills and competencies to be self-reliant and economically self-sufficient for gainful employment, meaningful living, and to contribute to the development of the society. The programme is designed in consonance with the needs of the business community to ensure that education and training offered are consistent with the competencies for the present and emerging job requirements and opportunities.

Objectives

The objectives of Business Education are to:

1. provide opportunity for practical job preparation or vocational studies in order to make students render effective and efficient services in office, distributive and service occupations.
2. prepare students, based on interest and aptitudes needed to enter into a business occupation, advance and profit in it.
3. provide opportunities for students to develop an understanding of business and economic system of the nation so as to enable them to participate actively as producers and consumers of goods and services
4. develop in students the basic awareness of the contribution which business and office employee makes to the nations economy.
5. develop and improve personal qualities and attitude of students as required in personal and employment situation
6. serve as a guide for individual student for suitable placement in business and office employment
7. enable students to have career consciousness and economic understanding of the free enterprise system
8. prepare student to assume the role of building a future generation through teaching and knowledge impartation.
9. prepare students for leadership position in both public and private life.

Unique Features of the Programme

1. emphases are placed on civic and social learning development
2. core practical and cognitive skills development for effective teaching of Business Education is intensified.

3. financial literacy skills development has been up-scaled
4. theoretical bases for entrepreneurial development is emphasized
5. students are equipped with knowledge in career development and professional business ethics
6. innovative and pragmatic skills that will enable students to operate and transact in a digital environment in both domestic and global marketing practices are developed
7. emphases are now placed on professional accounting courses that will expose Business Education students to industry requirements thereby filling the gap between knowledge and practice in the accounting profession.

Employability Skills

Business Education offers entrepreneurial/employability skills such as:

1. leadership skills
2. communication skills
3. customer service skills
4. financial literacy skills
5. business analytical skills
6. problem-solving skills
7. teaching skills
8. adaptability skills
9. capacity building skills
10. research skills

21st Century Skills

Business Education will afford its students the opportunity to learn and develop 21st Century skills that will enable them to fit into and take up contemporary business opportunities, employment opportunities and be self employed or employers of labour. These skills include the following, among others:

1. team work skills
2. digital literacy skills
3. creative and innovative skills
4. information literacy skills
5. media literacy skills
6. digital citizenship skills
7. flexibility skills
8. critical thinking skills
9. multitasking skills

Admission and Graduation Requirements

Admission

Requirements 4 year

programme:

In addition to UTME-Score, a candidate must possess five Senior Secondary Certificate (SSC) credits passes including English Language, and Mathematics in not more than two

sittings and any three of the following subjects: Economics, Commerce, Financial Accounting, Salesmanship, Storekeeping, Marketing, Stenography, Government, Office Practice, History, Geography, and Biology.

Direct Entry

For direct entry, candidates must have: At least five SSC-credit passes, two of which must be at the Advanced Level or A minimum of merit grade in University/ National Diploma, NCE in any field is required. Or

- a) NCE with an overall merit pass or above provided the candidate has also met the UTME requirements.
- b) A'Level or Diploma in any area related to Business Education provided the candidate also possesses the UTME requirements.

Graduation Requirement

In addition to the general requirement for graduation at the university, students of Business Education must offer and pass all courses outline in the course structure having a total of 142 credit hours.

Global Course Structure

100 Level

| Course Code | Course Title | Unit | Status | LH | PH |
|-------------|---|------|--------|----|----|
| GST 111 | Communication in English | 2 | C | 15 | 45 |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | - |
| EDU 101 | Introduction to Teaching and Education Foundations | 2 | C | 30 | - |
| BED 114 | Financial Accounting for Business Educators I | 2 | C | 30 | - |
| BED 121 | Office Administration and Management | 2 | C | 30 | - |
| BED 124 | Principles of Marketing for Business Educators | 2 | C | 30 | - |
| BED 122 | Business Mathematics | 2 | C | 30 | |
| GOU-EDU 103 | Sociology of Education and the Coal-Mining Environment of Enugu | 2 | C | 30 | 0 |
| GOU-BED 111 | Teaching Business Education | 2 | C | 30 | 0 |
| GOU-BED 112 | Principles of Insurance Business | 2 | C | 30 | 0 |
| | TOTAL | 20 | | | |

200 Level

| Course Code | Course Title | Unit | Status | LH | PH |
|--------------------|--|-------------|---------------|-----------|-----------|
| GST 212 | Philosophy, Logic and Human Existence | 2 | C | 30 | - |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 | - |
| EDU 201 | Curriculum, Curriculum Delivery and Teaching Methods | 2 | C | 30 | - |
| BED 211 | Financial Accounting for Business Educators II | 2 | C | 30 | - |
| BED 213 | Principles of Business Finance | 2 | C | 30 | - |
| BED 214 | Business Communication & Report Writing | 2 | C | 30 | - |
| BED 222 | Cost Accounting for Business Educators | 2 | C | 30 | - |
| BED 223 | Office Information Technology | 2 | C | 15 | 45 |
| GOU-EDU 202 | Innovative Approaches to Micro-teaching. | 2 | C | 15 | 45 |
| GOU-EDU 211 | Career Guidance for Learners in Enugu Socio-Cultural Environment | 2 | C | 15 | 45 |
| GOU-BED 212 | Office Application for Business Educators | 2 | C | 15 | 45 |
| GOU-BED 215 | Indigenous Teaching Methods in Business Education | 2 | C | 30 | 0 |
| | TOTAL | 24 | | | |

300 Level

| Course Code | Course Title | Unit | Status | LH | PH |
|-----------------------------------|---|-------------|---------------|-----------|-----------|
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 | - |
| ENT 312 | Venture Creation | 2 | C | 15 | 45 |
| EDU 301 | Teaching Practice I | 3 | C | - | 135 |
| EDU 302 | Educational Measurement, Tests, Research Methods and Statistics | 3 | C | 135 | - |
| BED 329 | SIWES | 4 | C | - | 180 |
| Courses for Specialization | | | | | |
| Accounting Education | | | | | |
| BED 312 | Financial Reporting for Business Educators | 2 | C | 30 | - |

| | | | | | |
|---|--|----|---|----|----|
| BED 321 | Management Accounting for Business Educators | 2 | C | 30 | - |
| BED 322 | Public Sector Accounting for Business Educators | 2 | C | 30 | - |
| BED 323 | Management Information System | 2 | C | 30 | - |
| Entrepreneurial Education | | | | | |
| BED 315 | Theories of Entrepreneurship | 2 | C | 30 | - |
| BED 325 | Creativity & Innovation in Business | 2 | C | 30 | - |
| BED 326 | Nigerian Business Environment | 2 | C | 30 | - |
| BED 323 | Management Information System | 2 | C | 30 | - |
| Marketing and Distributive Education | | | | | |
| BED 313 | Nigerian Marketing System | 2 | C | 30 | - |
| BED 324 | Sales Management | 2 | C | 30 | - |
| BED 320 | Marketing Management for Business Educators | 2 | C | 30 | - |
| BED 323 | Management Information System | 2 | C | 30 | - |
| Office Management Education | | | | | |
| BED 311 | Fundamentals of Data Processing | 2 | C | 30 | - |
| BED 327 | Digital Skills in Business Education | 2 | C | 30 | - |
| BED 328 | Word Processing for Business Educators II | 2 | C | 15 | 45 |
| BED 323 | Management Information System | 2 | C | 30 | - |
| GOU-EDU 303 | Psychology of Education in South East Nigeria | 2 | C | 15 | 45 |
| GOU-EDU 305 | Indigenous Educational Resources for Curriculum Implementation | 2 | C | 15 | 45 |
| GOU-BED 313 | Cassava Products Marketing in Business Education | 2 | C | 15 | 45 |
| GOU-BED 314 | Introduction to Advertisement for Business Educator | 2 | C | 30 | 0 |
| GOU-BED 317 | Teaching of Small Scale Business Management. | 2 | C | 30 | 0 |
| | TOTAL | 31 | | | |

**400
Level**

| Course Code | Course Title | Unit | Status | LH | PH |
|-------------|--------------|------|--------|----|-----|
| EDU 400 | Project | 3 | C | - | 135 |

| | | | | | |
|---|---|---|---|----|-----|
| EDU 401 | Teaching Practice II | 3 | C | - | 135 |
| BED 411 | Business Law | 2 | C | 30 | - |
| BED 415 | Vocational Guidance | 2 | C | 30 | - |
| BED 416 | Career Development and Professional Ethics | 2 | C | 30 | - |
| BED 422 | Seminar in Business Education | 2 | C | 30 | - |
| Courses for Specialization | | | | | |
| Accounting Education | | | | | |
| BED 426 | Taxation for Business Educators | 2 | C | 30 | - |
| BED 413 | Auditing & Assurance for Business Educators | 2 | C | 30 | - |
| BED 421 | Financial Management for Business Educators | 2 | C | 30 | - |
| Entrepreneurial Education | | | | | |
| BED 412 | Risk Management in Small Business | 2 | C | 30 | - |
| BED 427 | Industrial Relations for Business Educators | 2 | C | 30 | - |
| BED 423 | International Marketing for Business Educators | 2 | C | 30 | - |
| Marketing and Distributive Education | | | | | |
| BED 414 | Digital Marketing for Business Educators | 2 | C | 30 | - |
| BED 425 | Business to Business Marketing for Educators | 2 | C | 30 | - |
| BED 423 | International Marketing for Business Educators | 2 | C | 30 | - |
| Office Management Education | | | | | |
| BED 424 | Organizational Behaviour | 2 | C | 30 | - |
| BED 417 | Human Resource Management for Business Educators | 2 | C | 30 | - |
| BED 427 | Industrial Relations for Business Educators | 2 | C | 30 | - |
| GOU-EDU 403 | Ethno-Pedagogy and Curriculum of Non-School Environment | 2 | C | 30 | 0 |
| GOU- BED 412: | Economics of Production for Business Educators | 2 | C | 30 | 0 |
| GOU- BED 421 | Secretarial Procedure in Business Education. | 2 | E | 30 | 0 |

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|-----------------|---|----|---|----|----|
| GOU -BED 422 | Spreadsheet Processing for Business Educators | 2 | C | 15 | 45 |
| GOU -BED 425 | Events Planning and Management | 2 | E | 15 | 45 |
| GOU -BED 426 | Business Organization for Business Educator | 2 | C | 30 | 0 |
| | TOTAL | 32 | | | |

Course Content and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course Contents

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

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

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

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

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

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

Learning Outcomes

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

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;

5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages and child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

BED 121: Office Administration and Management

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

The development of management thought. Management theories. Organization and managers. The mix of work and managers. Management principles. The manager and his environment. Principles of office management. Types of office organization. Approaches to organizational design. Method of office organizations. Procedures for effective office management. Leadership. Motivation. Organizational change.

BED 122: Business Mathematics

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

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

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

Learning Outcomes

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

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

Course Content

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

GOU-EDU 103: Sociology of Education in South East Nigeria (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

The training of prospective teachers in Sociology of Education in a way that they will acquire the knowledge and skills that would enable them operate most effectively in the Enugu Nigerian cultural environment is a need. The course underscores the importance of determining how public and social institutions and the experience of people in South Eastern Nigeria affect education and its outcomes. This is in line with the mission and vision of Godfrey Okoye University Enugu that focuses on quality training of students in learning and character in order to be productive to their immediate environment. Therefore, graduates of this course will play a crucial role in helping the locals to achieve their economic, health, and political wellbeing.

Overview

This course applies the philosophy and theories of sociology of education to the study of how social and cultural institutions affect education in South Eastern Nigeria. This course on the Sociology of Education will help the students acquire knowledge and skills that will help them to tap the potentials of their natural/cultural environment for the benefit of education.

Furthermore, this course is designed to expose learners to some contemporary sociological thoughts and skills for dealing innovatively with situations in the area of their discipline of study. It is also designed to prepare prospective teachers for their future career in human and societal development. Most importantly, it is designed to instil in the student teachers the desired skills in human relationships.

Objectives

The objectives of this course are to:

1. Explain the concept of Sociology of Education.
2. Expose the philosophical root of sociology of education.
3. Discuss theories of Sociology of Education.
4. Expose the functions of Sociology of Education.
5. Discuss pertinent sociological topics in South-Eastern socio-cultural environment.
6. Evaluate the teaching of societal values in schools.
7. Discuss how South Eastern social institutions affect education and its outcome.
8. Examine the ways education can encourage social integration and cultural innovation.

Learning Outcomes

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

1. Define Sociology of Education
2. Discuss the ideas of the Founders of Sociology of Education.
3. Discuss two theories of sociology of Education.
4. Explain the importance of Sociology of Education.
5. Discuss three functions of Sociology of Education.
6. Analyze the concept of Sociology of Education in relation to three social institutions in the South East.
7. Explain the importance of teaching societal values in schools.
8. Discuss five ways in which a selected social institution affect education in the South East.

Course Content

Concept of Contemporary Sociology of Education. Philosophical roots of Sociology of Education. The Founders of Sociology of Education. Theories of sociology of education. Importance of Sociology of Education. Functions of Sociology of Education. The Socio-Cultural environment in the South East. Social Institutions in South Eastern Nigeria. The Public School System. Adult and Continuing Education. The Igbo Apprenticeship system. Training in Special Education. Training in Geriatric and Child care. Gender Relations. Race and Ethnicity. Rural and Urban Residence in South-Eastern Nigeria. Teaching societal values in schools. Effect of social institutions on education.

Minimum Academic Standards

1. 3-D Technology
2. Computers (1:3 students)
3. Other NUC-MAS requirement facilities

GOU-BED 111: Teaching Business Education (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

The major aim of establishing Business Education program in Godfrey Okoye University Enugu is to give graduates chance to obtain both the knowledge of theory and practical skills that will enable them to compete with their counterparts all over the world in teaching and doing business-related jobs. Business Education provides real-world experience and prepares students for mature, responsible life and independence. This aim aligns properly with the mission of Godfrey Okoye University of producing graduates that could contribute maximally to high quality education and entrepreneurship. It also accords with the United Nations' Sustainable Development Goals' goal 4 which calls for 'inclusive and equitable quality education' and the promotion of 'lifelong learning opportunities for all'.

Overview

The high rate of graduate unemployment nationwide, including Enugu state is very alarming. This has been attributed to lack of entrepreneurial skills of most of the Nigeria graduates. There is therefore, the need to train graduates who are well equipped with employable and technical skills that are needed to obtain and retain their jobs as employees and also establish their own businesses and become employers.

This course is designed to train learners to understand the nature of Business Education, its roles and contributions to the economic growth of a nation. The course is also designed to enlighten the students on the historical development of business teacher education in Nigeria, philosophy and objectives, Requisite qualifications of a business teacher, and various job opportunities opened to the graduates of Business Education in Enugu state.

Objectives.

The objectives of this course are to:

1. Explain the concept of Business Education.
2. Discuss the two aspects of Business Education.
3. Explain the objectives and importance of Business Education.
4. Discuss the Historical development of Business Education in Nigeria.
5. Explain the contributions of Business Education in the economy.
6. Explain the various methods of teaching Business Education courses.
7. Explain various job opportunities opened to Business Education graduates.
8. Explain the Principles of a quality Business Education.
9. Explain the components of a quality Business Education program

Learning Outcome

At the successful completion of this course the students should be able to:

1. Explain the concept of Business Education.
2. Mention and explain the two aspects of Business Education.
3. Discuss at least three objectives of Business Education.
4. Explain five importance of Business Education in the economy.
5. State at least three method of teaching Business Education courses.
6. Mention any five job opportunities opened to Business Education graduates.
7. List the sequences leading to business career goals.

8. Briefly explain any five principles of quality Business Education.
9. Mention the four components of a quality Business Education program.

Course Content

Concepts of Business Education. Business Education in Nigeria. Business Education in other countries. Historical development of Business Education. Objectives of Business Education. Importance of Business Education. The Content of Business Education Curriculum. Facilities for Teaching Business Education. Methods of Teaching Business Education Subjects. Quality of Business Education Teachers. Principles of Teaching and Learning. Contribution of business to economic growth. Principles of Business Education. Components of Business Education program. Program consideration. Equipment consideration. Methods of teaching consideration. Evaluation consideration.

Minimum Academic Standards

The academic standards set for Business Education by the National University Commission.

GOU–BED 112: Principles of Insurance Business (2 Units; Compulsory; LH = 30; PH = 0)

Senate–Approved Relevance

Adequate training of Business Education students who are equipped with the needed knowledge and skills to manage business in Enugu state is very crucial. Business Education is an aspect of vocational education whereby students are prepared to either engage in teaching, work in business establishments or establish their own businesses upon

graduation. This course will help in providing the students with the broad knowledge to understand insurance policies, insurance market structure and personal finance needed for effective management of various unforeseen business risks. This course is in line with the entrepreneurial mindset of Godfrey Okoye University Enugu, Nigeria. It is also in consonance with the United Nations' Sustainable Development Goals' goal 4 which calls for 'inclusive and equitable quality education and the promotion of 'lifelong learning opportunities for all'

Overview

The high rate of unemployment in Nigeria including Enugu state has forced many people to engage in all sorts of small and medium scale business with its attendant business risks. In this 21st century, businessmen are increasingly exposed to one peril or another with consequent economic losses of properties and lives. Businessmen are faced with these risks every day in the course of operating their businesses. Losses could be incurred through traffic accidents, fire outbreak, burglary, robbery incidence, theft and pilferage among others.

It has become necessary that business owners be educated on the need for insurance cover to be undertaken to help them recover such losses on occurrence of such risks. This course is designed to provide Business Education students with the broad knowledge to understand insurance policies, insurance market structure needed for effective management of various unforeseen business risks when they engage in their own businesses. It will also enable them to educate others on how to do the same.

Objective

The objectives of this course are to:

1. Explain the nature of insurance.
2. Identify the functions of insurance.
3. Identify the insurance market, and intermediaries and their functions.
4. Highlight the importance of insurance.
5. Describe the various approaches to insurance.
6. Explain the major contributors to the insurance industry.
7. Define risk and insurance.
8. Identify the insurance market and intermediaries and their functions.
9. Discuss insurance principles.

Learning Outcomes

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

1. Explain the nature of insurance.
2. List five functions of insurance.
3. Mention and explain any insurance market, and intermediaries and their functions.

4. Mention the major categories of general insurance business.
5. Name all types of life assurance contracts and their uses and benefits.
6. Explain five principles of contract as relate to insurance.
7. Explain insurable risks.
8. Define insurance contract and the rules applying to insurance.
9. Mention and explain any five insurance principles.

Course Content

Nature of Insurance. Importance of insurance. Functions of insurance. History of insurance. Insurance market. Categories of general insurance business. Various approaches to insurance. Contributors to the insurance industry. Definition of insurance contract. Rules applying to insurance. Types of life assurance contracts. The uses of life insurance contracts. The benefits of life insurance contracts. Principles of contract as they relate to insurance. Insurance risks. Mentioning of insurance principles. Explanation of insurance principles.

Minimum Academic Standards

The academic standards set for Business Education by the National University Commission.

GST 212: Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course contents

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

EDU 201: Curriculum and Teaching Methods/Strategies (2 Units C: LH 30)

Learning Outcomes

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

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local context and the use of CTCA in the Nigerian context;

5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson; 6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

BED 213: Principles of Business Finance

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

BED 214: Business Communication & Report Writing

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

Fundamentals of communication. Forms of communication. Introduction to business communication skills. Forms of business communication. Study skills. English grammar. Punctuation in english. Sentence formation. Oral communication. Writing process. Public speaking. Interpersonal communication. Negotiation skills. Corporate communication. Interview skills. Communication technology

BED 222: Cost Accounting for Business Educators

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

Definition of cost accounting. The purpose and scope of cost accounting. Role of cost accountants. Differentiate between cost accounting and financial accounting. The managerial processes of planning, control and decision making. The concepts of strategic, tactical and operational planning. Differentiate between data and information. Cost and Cost classifications. Cost codification. Cost segregation and

estimation. Accounting for inventory. Accounting for Labour. Accounting for overheads. Marginal costing. Absorption costing. Cost Volume-Profit-Analysis. Budgeting

BED 223: Office Information Technology

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course Contents

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

GOU-EDU 202: Innovative Approaches to Micro-teaching in Enugu Socio-cultural Milieu (2 Units; Compulsory; LH = 15; PH = 45)

Senate-Approved Relevance

Proper preparation of professional teachers with adequate and useful knowledge, skills methods, values and initiative is important in Enugu socio-cultural environment. Godfrey Okoye University exists in this socio-cultural milieu to impart quality knowledge to the teeming youths in this part of the country who are desirous of education. This course is meant to help student teachers to acquire the right method, techniques and confidence which will enable them to teach their students effectively. This is in line with the epistemic dialogue that Godfrey Okoye University is anchored on. Therefore, student teachers who acquire skills, confidence and knowledge in this course can easily impact knowledge to secondary school students using various and relevant methods in teaching any topic and can easily give extra classes (that is as lesson teachers). This is also in line with the entrepreneurial mindset of Godfrey Okoye University, Enugu, Nigeria.

Overview

Poor performance of students in almost all standardized examinations in both primary and secondary schools call for the need for the development of the course. Recently there is an outcry from the public about this falling standard of education and it is believed that if

student teachers acquire confidence and effective methods of teaching it will improve their efficiency in imparting knowledge. This creates the need for proper attention on the teaching methods acquired by student teachers.

The course includes topics such as innovative pedagogy, peer and microteaching. During the course, students will be guided on innovative ways of preparing lesson plan and lecture notes; to develop their educational potentials and desired learning outcomes. The course will expose the student teachers to peer teaching and self-appraisal that will lead them to become effective professional teachers.

Objectives

The objectives of this course are to:

1. Justify the relationship between innovative pedagogy, peer teaching and microteaching.
2. Discuss the concept of peer teaching.
3. Explain the concept of micro-teaching.
4. Describe the process of teaching in a micro-teaching laboratory.
5. Outline the role of instructional methods and instructional materials in micro-teaching.
6. Explain how to write a lesson plan/note.
7. Recognize the different skills in micro-teaching.
8. Analyze supervisory skills and their usefulness in teaching and learning.
9. Illustrate a micro-teaching practicum.
10. Apply pedagogy of peer and micro-teaching in extra classes.

Learning Outcomes

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

1. Define innovative pedagogy.
2. Give the meaning of peer teaching.
3. Explain the concept of micro-teaching.
4. Discuss micro-teaching and its relevance to teacher education
5. Describe ten importance of peer teaching and micro-teaching.
6. Select five teaching skills involved in teaching objectives
7. Draw out micro-teaching practicum.
8. Describe five teaching methods.
9. Discuss the preparation of a lesson plan.
10. Describe micro-teaching supervisory skills.
11. Explain professionalism in relation to extra classes.

Course Content

Definition of innovative pedagogy. Meaning of peer teaching. Explanation of the concept of micro-teaching. Micro-teaching procedure. Explanation of micro-teaching. Relevance of micro teaching to teacher education. Importance of micro-teaching to student teacher

education. Teaching skills involved in teaching objectives. Teaching methods relevant to teachers' education. Instructional materials. Lesson plan. Lesson note. Classroom control. Classroom management. Micro-teaching supervisory skills. Micro-teaching practicum. Laboratory activities. Teaching as a profession in Nigeria.

Minimum Academic Standards

1. Micro-teaching Laboratory.
2. Video tape.
3. Projectors.
4. Computers (1:1 student).
5. Other NUC-MAS requirement facilities.

GOU-EDU 211: Career Guidance for Learners in Enugu Socio- Cultural Environment (2 Units; Compulsory; LH = 15; PH = 45)

Senate -Approved Relevance

Sufficient training of professional career guidance teachers with deep knowledge, skills and positive attitudes is a need in this local environment; Enugu State, where Godfrey Okoye University is situated. This course is meant to help prospective teachers to reach out to those living on the margins, and help them attain their full career potentials or fulfilment in life. Therefore, apart from teaching in formal classroom setting, student teachers who acquire skills and knowledge in this course can easily become home career guidance and own their career guidance centres eventually. This is in consonant with the entrepreneurial mindset of Godfrey Okoye University.

Overview

The intellectual climate from which guidance emerged as an important activity in education is based on the continuous poor performance of students in examinations in both primary and secondary education, social ills, and lack of employment opportunities. More so, the inability of the education sector to attain to the career guidance needs of those living on the margins in Enugu socio-cultural environment. This calls for the need of the design of this course. Many a time, parents have no time to oversee the academic assignments of their children. This creates the need for proper career guidance in the educational needs of their wards.

This course is designed to enable the prospective teachers to acquire the needed knowledge and skills that will help them to develop their educational potentials, and acquire the desired learning outcomes in guidance and counselling with special emphasis on career guidance to their students and to those living on the margins in Enugu socio-cultural environment. It will

give the prospective teachers the opportunity to reach out to many young people on the margins who have no opportunity for proper career guidance. In addition, it will expose the student teachers on the need to own and manage their own guidance and counselling centres and become employers of labour.

Objectives

The objectives of this course are to:

1. Explain the concept of career guidance.
2. Discuss different careers in Enugu socio-cultural environment.
3. Justify different methods of counselling.
4. Outline the role of different methods of counselling.
6. Explain the concept "living on the margins."
5. Describe how counselling leads people to be self-reliant.
7. Identify the need for innovation in counselling that will lead to student teachers being self-reliant.

Learning Outcomes

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

1. Define career guidance.
2. Identify at least four career opportunities in Enugu socio-cultural environment.
3. Discuss the relationship between guidance and counselling.
4. Justify the concept of counselling.
5. Discuss at least two methods of counselling
6. Draw out the relationship between marginalization and counselling.
7. State the need for career guidance and counselling in schools.
8. Organize group career guidance and counselling in at least five schools.

Course Content

Meaning and Definition of Guidance. Meaning and Definition of Counselling. Meaning of Guidance and Counselling. Relationship between Guidance and Counselling. History of the Introduction of Guidance and Counselling in Schools. Philosophical roots of Guidance and Counselling. Rational for counselling in schools. Careers in Enugu Socio- Cultural environment. Scope of counselling. Methods of Counselling. Various guidance services rendered in schools. Various counselling services rendered in schools. Marginalization and counselling. Types of guidance. Types of counselling. Approaches to guidance. Approaches to counselling.

Minimum Academic Standards

1. Guidance and Counselling Laboratory.

2. Videos.
3. Other NUC – MAS requirement facilities.

GOU-BED 212: Office Application for Business Educators (2 Units; Compulsory; LH = 15; PH = 45)

Senate- Approved Relevance

The need to train students in information and communication technology cannot be over-emphasized in the department of vocational education. ICT has drastically taken over all activities in offices ranging from typing, editing, filing, designing and so many other office operations. This course will equip the students with the needed technicalities that will guarantee their employability and groom them entrepreneurially to withstand the societal challenges in Enugu State and beyond. This is in line with the mission of Godfrey Okoye University to produce students that are knowledgeable in the use of ICT in offices and entrepreneurial ready for the digital society. This is in line with the United Nations' Sustainable Development Goals' goal 4, which calls for 'inclusive and equitable quality education' and the promotion of 'lifelong learning opportunities for all'

Overview

Every organization in this digital age will expect from its employees basic computer skills which cover computer operation and application, these skills includes inputting, outputting, storing, and controlling data. It is the ability to properly manipulate the basic ICT facilities that guarantee effectiveness in the modern age. This course has been carefully designed to expose the students to the needed ICT facilities for office operation.

This course is designed to help the students gain a thorough understanding of the features found in Microsoft Office Applications and how to apply the functionality and services it offers to improve work place productivity.

Objectives.

The objectives of the course are to:

1. Describe the steps to create, edit and format documents using Microsoft Word 2016.
2. Discuss the use of Microsoft Word tools to automate process such as Mail merge, document review, implementing document Security and working with hyperlinks.
3. Explain how to create and manipulate data using Microsoft Excel Worksheets.
4. Describe how to create user defined functions and automate data driven task in Microsoft Excel.
5. Discuss the steps to analyze data using Pivot Tables, Slicers, Lookup and Pivot Charts.

6. Describe how to visualize data using Microsoft Excel Charting Tools, Trend lines and Advance Charts.
7. State the steps to create compelling presentations using Microsoft PowerPoint.
8. Describe how to work with Slide layout, slide templates and master slides.
9. Discuss the process of animating text and objects and creating custom slides.
10. Explain the strategies of saving and sharing presentations in different formats.
11. Itemize and analyze the importance of each of the above dimensions of office application to business educators.

Learning Outcomes

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

1. Enumerate at least two steps in creating, editing and formatting documents using Microsoft Word 2016.
2. Explain at least five steps in using Microsoft Word tools to automate process such as Mail merge, document review, implementing document Security and working with hyperlinks.
3. State at least 5 procedures on how to create and manipulate data using Microsoft Excel Worksheets.
4. Describe at least five steps in creating user defined functions and automate data driven task in Microsoft Excel.
5. List at least five steps in analyzing data using Pivot Tables, Slicers, Lookup and Pivot Charts.
6. Describe at least three ways to visualize data using Microsoft Excel Charting Tools, Trend lines and Advance Charts.
7. State at least seven steps in creating compelling presentations using Microsoft PowerPoint.
8. Explain at least five ways of working with Slide layout, slide templates and master slides.
9. Discuss at least five processes of animating text and objects and creating custom slides.
10. Explain at least five strategies of saving and sharing presentations in different formats.
11. List and explain the importance of each of the above dimensions of office application to business educators.

Course Content

Computer Hardware, Devices and Peripherals. System Configurations and Functionalities. Operating Systems Principles. Software Solutions and Applications. Managing Files and Folders. Cloud Storage. Cellular and Mobile Devices. Digital Security, Ethics and Privacy. Threats, Issues, and Defenses. Microsoft Word and Word Processing Basics. Creating and Editing Documents. Applying Document Formatting features. Working with Illustrations in Documents. Creating and Inserting Bookmarks and Hyperlinks. Working with tables, SmartArt's, Icons and pictures. Setting Documents Layouts. Automating Task in Microsoft Word. Using Comments and Tracking Changes. The importance of each item in the course content indicated above to business educators.

Minimum Academic Standards

The academic standards set for Business Education by the National University Commission.

GOU-BED 215: Indigenous Teaching Methods in Business Education (2 Units; Compulsory; LH=30; PH=0)

Senate-Approved Relevance

The training of professional Business Education teachers with necessary knowledge, skills methods, values and initiative that are crucial in Enugu socio-cultural environment can be enhanced by the inclusion of indigenous teaching methods in business education. This enhances the quality education that the students of business education in Godfrey Okoye University will receive. This is consistent with the mission of the university which is to 'impart quality education aimed at inculcating in students strong personality that will ensure the promotion of religious, cultural and epistemological dialogue. The course is equally in line with the United Nations' Sustainable Development Goals' goal 4 which calls for 'inclusive and equitable quality education' and the promotion of 'lifelong learning opportunities for all'.

Overview

Business Education consists predominantly of subjects that are skill-based. Because of that, many students usually perform below average in their external examination, such as junior secondary school examination. Hence the purpose for the inclusion of business studies in the junior secondary school is not being fully achieved. Consequently, most students are discouraged from opting for Business Education in the higher institutions.

This course is therefore aimed at producing Business Education graduates who are well acquainted with knowledge, skill and competence leading to employability and advancement in office occupations, pedagogical skills in teaching business subjects at different levels of educational system as well as self-employment or being an employer of labour.

Objectives.

The objectives of the course are to:

1. Explain the concept of Business Education.
2. Explain teaching method.
3. Discuss teaching method as it applies to Business Education.
4. Identify and explain the various teaching method for teaching Business Education Courses.
5. Identify different approaches to teaching methods applied in Business Education classroom delivery.
6. Explain how to write lesson plan.
7. State different teaching methods relevant to teaching different Business Education Courses.
8. Demonstrate teaching methods using a Micro-teaching scale in Business Education classroom.
9. Itemize the teaching methods indigenous to the people of Enugu.

10. Explain the role of the teaching methods indigenous to the people of Enugu in Business Education.
11. Discuss the likely disadvantages of the explained teaching methods indigenous to the people of Enugu.

Learning Outcome

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

1. Define Teaching Method as it applies to Business Education.
2. Describe the best approaches to teaching Business Education Courses.
3. Identify different approaches to teaching methods applied in Business Education classroom delivery.
4. State different teaching methods relevant to teaching different Business Education Courses.
5. Demonstrate teaching methods using a Micro-teaching scale in Business Education classroom.
6. Itemize the teaching methods indigenous to the people of Enugu.
7. Explain the role of the teaching methods indigenous to the people of Enugu in Business Education.
8. Discuss the likely disadvantages of the explained teaching methods indigenous to the people of Enugu.

Course Contents

The concept of education. The origin of education. World history of education. History of education in Nigeria. History of education in Igbo land. History of education in Enugu State. Defining an education method. Methods of education. The history of education methods. Applying the methods of education to business education. The concept of indigenous. Igbo indigenous people. The indigenous people of Enugu. Teaching methods of indigenous people. Teaching methods of Igbo indigenous people. Teaching methods indigenous to the people of Enugu. The role of the teaching methods indigenous to the people of Enugu in Business education. The advantages of the explained teaching methods indigenous to Igbo people. The disadvantage of the explained teaching methods indigenous to Igbo people. The advantages of the explained teaching methods specific to the indigenous people of Enugu. The disadvantage of the explained teaching methods specific to the indigenous people of Enugu.

Minimum Academic Standard

1. Micro Teaching Laboratory.
2. The academic standards set for Business Education by the National University Commission.

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

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

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;

4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

Course Contents

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

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of ecommerce, First Mover Advantage, E-commerce business models and Successful ECommerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice 1

(3 Units C: PH 135)

Learning outcomes

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

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

Course Contents

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

EDU 302: Educational Measurements, Tests, Research Methods, and Statistics (2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

BED 312: Financial Reporting for Business Educators

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the sources of accounting regulation in Nigeria;
2. outline the roadmap for conversion to IFRS in Nigeria;
3. describe the rules on financial statement set out in Companies and Allied Matters Act Cap C 20 LFN 2020 (Amended);
4. explain the objectives of financial statement;
5. explain the measurement bases available under IFRS;
6. state the components of a set of financial statements according to IAS 1;
7. distinguish between accounting policy and accounting estimates;
8. account for contract costs;
9. measure inventory;
10. measure Property, plant and equipment;
11. account for investment property; and 12. account for impairment under IAS 36.

Course Contents

Regulatory Framework. Accounting and reporting frameworks and practices. Presentation of financial statements. Accounting policies, changes in accounting estimates and errors. Inventory. Revenue from contracts. Property, plant and equipment. Assets. Impairment of Assets. Leases. Provisions, contingent liabilities and contingent asset. Fair value. Financial instruments. Consolidated accounts. Joint venture. Statement of cashflow. Earnings per share. Analysis and interpretation of financial statement.

BED 313: Nigerian Marketing System

(2 Units C: LH 30)

Learning Outcomes

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

1. appreciate the Nigerian marketing environment;
2. segment the market according to consumer needs;
3. forecast the market;
4. develop new product and classify them;
5. develop market strategies for the product;
6. manage channels of distribution; and
7. utilize promotion variables for marketing products and services.

Course Contents

Marketing definitions, concepts, evolution, role and importance of the marketing system. Marketing analysis; The marketing environment. Buyer behavior, market segmentation, market measurement and forecasting. Marketing research. Basic marketing and commercial policies in business. The product concept; product development and life cycle, product classification and market strategies. Pricing, Management of channels of distribution. Promotion: advertising, personal selling, publicity, public relations and sales promotion, marketing of professional services including services of business educators.

BED 315: Theories of Entrepreneurship

(2 Units C: LH 30)

Learning Outcomes

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

1. identify the different schools of entrepreneurial thoughts;
2. explain the different school of thoughts;
3. differentiate between the macro view and the micro view;
4. explain the effect of entrepreneurship theories on entrepreneurial education; and
5. state the relevance of entrepreneurship theories to contemporary entrepreneurship education.

Course Contents

Schools of entrepreneurial thoughts. Macro view- the environmental school of thought. the financial capital school of thought, the micro view- the entrepreneurial

trait school of thought. The venture opportunity school of thought, the strategic formulation school of thought. The Weber Thesis entrepreneurship, Schumpeterian theory and the achievement Motivation theory of entrepreneurship Effect of entrepreneurial theories on teaching and learning. Relevance of entrepreneurship theories on contemporary entrepreneurship control; concept of alertness in entrepreneurship environment. Linking theories to students business dreams

BED 320: Marketing Management for Business Educators (2 Units C: LH 30)

Learning Outcomes

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

1. apply fundamental principles and functions of management to marketing;
2. apply marketing strategies to meet consumer needs;
3. demonstrate knowledge of consumer rights and demonstrate commitment to consumerism; and
4. demonstrate social responsibility in marketing.

Course Contents

Application of the fundamental principles of management to the marketing functions; analysis, planning, organizing, control and evaluation of marketing function; marketing strategy; product, price, promotion and distribution strategies; consumerism and social responsibility of marketing information system.

BED 321: Management Accounting for Business Educators (2 Units C: LH 30)

Learning Outcomes

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

1. compare job order with process costing;
2. design and use activity based costing system;
3. prepare managerial accounting statements;
4. compute necessary managerial accounting information; 5. prepare simple budgets; and 6. analyze variance.

Course Contents

General Principles of costing. Cost accounting systems. Determination of cost behaviour. Element of cost and cost estimation techniques. Activity based costing. Specific order costing. Contract costing. Process costing. Forecasting. Variance analysis. Relevant cost. Decision making techniques. Budget and Budgetary Control. Standard Costing. Sources of Finance. Payback Period. Accounting Rate of Return. Net Present Value. Internal Rate of Return. Profitability Index. Performance Measurement

BED 322: Public Sector Accounting for Business Educators (2 Units C: LH 30)

Learning Outcomes

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

1. explain at an appropriate level of confidence the nature and objectives of public sector accounting;

2. identify the various users of public sector accounting and their information needs;
3. identify and apply the various bases of public sector accounting;
4. identify the various sources of government revenue and revenue officers of government;
5. prepare and present monthly transcript from a set of information; and
6. prepare and present the final accounts of government in line with applicable standards

Course Contents

Nature and objective of public sector accounting. Users of public sector accounting. Information and bases of public sector accounting. Sources of government revenue. Finance officers of government. Government expenditure. Preparation of vouchers. Functions of the cash office. Preparation of monthly transcripts. Budgets and government final accounts in line with applicable International Public Sector Accounting Standard (IPSAS).

BED 323: Management Information System

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

BED 324: Sales Management for Business Educators

(2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate knowledge of sales management;
2. state responsibilities of sales managers;
3. identify factors that affect performance of sales persons;
4. state how to boost sales person's performance;
5. describe the selling process; 6. plan and budget sales; and
7. organize the sales force.

Course Contents

Relevance of sales management to Business Educators. Sales managers' responsibilities. Sales persons, types and characteristics. Factors that affect performance of sales persons. Management actions to boost sales person performance. Selling functions and basic tasks. Personal selling functions. The selling process. Sales planning and budgeting. Managing sales operations. Market potential and sales forecasting. Organizing the sales force. The buying process. Sales organization structure. Sales promotion.

BED 325: Creativity and Innovation in Business

(2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate knowledge of innovation;
2. apply creativity in the process of innovation;
3. generate business ideas;
4. demonstrate ability to carry out feasibility study and write a business plan; and
5. demonstrate ability for new product creation, implementation, management and sustenance

Course Contents

Introduction to product innovation. Definition of innovation of a product. Definition of innovation roadmap. Types of product innovation. Elements of innovating a process. Objectives of innovating a product Creativity in the process of innovation. The role of existing community SME in innovation, The concept of idea generation, Concept phase, advancement, construction, launch and perfection of product. The need for collaboration, ideation, implementation, value creation, packaging of products and repackaging for value addition.

BED 326: Nigeria Business Environment

(2 Units C: LH 30)

Learning Outcomes

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

1. explain a business environment;
2. describe the trends in enterprise promotion;
3. identify the fundamentals of community-institution partnership;
4. identify emerging business platforms; and
5. discuss the various Government interventions in business environments.

Course Contents

Overview of a business environment. Emerging trends in small business enterprise promotion. Community-institution partnership. Technological business platforms/environments. Government policy control measures and interventions. Emerging digital markets. The 21st century labour market

BED 327: Digital Skills in Business Education

(2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate knowledge of digital skills;
2. identify types of digital skills needed in modern office;
3. utilize digital skills to handle information and solve problems;
4. manage digital information and content;
5. utilize digital techniques to market products in the social media.

Course Contents

Definition of digital skills. Basic digital skills. Types of digital skills. Handling information and content. Problem solving. Functional use of digital devices. Funding, managing and storing digital information and content. Email marketing. Mobile design principles. Mobile optimization. Improving customers experience with digital technologies. Social media marketing.

BED 328: Word Processing for Business Educators II

(2 Units C: LH 15, PH 45)

Learning Outcomes

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

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

Course Contents

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

BED 329: SIWES

(4 Units C: PH 180)

Learning Outcomes

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

1. appreciate the opportunity to have practical work experience;
2. demonstrate readiness to acquire practical skills available to work station;
3. demonstrate ability to learn work habits; and

4. cooperate with industry, based trainers and supervisors.

Course Contents

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

GOU-EDU 303: Psychology of Education in South-East Nigeria (2 Units; Compulsory; LH = 15; PH = 45)

Senate-Approved Relevance

Adequate preparation of professional teachers with useful knowledge, skills, values, initiatives and understanding and application of human knowledge to the principles of teaching and learning is important in Enugu, Nigeria, where Godfrey Okoye University, is located. This course is meant to help student educators to acquire the right techniques which is important for understanding the learner, his/her socio-economic environment and which will enable the student educators to teach their students effectively. This is in line with the epistemic dialogue that Godfrey Okoye University is anchored on. Therefore, during the course of teaching and learning, the student educators who acquired skills and knowledge in this course can easily find out individual differences among the students and guide the students to put in their best thereby preventing students in their studies dropping out of school.

Overview

The concept of student dropout in educational system has aroused interest of many professional academics and the public in general. Students may drop out of schools with or without the consent of the school either to another school or to sit at home. Some of the reasons for dropout from school are poor academic performance, lack of sufficient individualized attention and conflict between school and household duties. If student educators acquire the psychological skills that will make them understand the individual differences and needs of their students' they will teach more effectively, and dropout from schools will reduce or curbed entirely. This creates the need for proper attention on the application of principles and techniques of psychology to the solution of problem in the classroom.

This course is designed to enable the student educators acquire skills to understand human behaviour in relation to teaching and learning and the environment in which education takes place. It will give the student teachers the opportunity to understand the learner, apply the learning theories of motivation and memory processing in effective teaching and learning. It will expose the student educators to the need for home teaching and manage their own learning centres and become employees of labour.

Objectives

The objectives of this course are to:

1. 2. Justify the need for psychology of teaching and learning.
3. Discuss various theories of learning and their implications for the classroom teacher.

4. Examine the concept of dropout.
5. Identify the development patterns that influences the learners' behaviour.
6. Describe the theories of motivation and their application to the classroom.
7. Explain memory processing, encoding and retrieval process.
8. Analyze forgetting and remembering
9. Discuss the transfer of learning and its implications for the classroom.
10. Apply psychology of teaching and learning to home studies.

Learning Outcomes

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

1. Define psychology of teaching and learning.
2. Discuss theories of learning and their implications to the classroom teacher.
3. Describe the relevance of motivation to classroom learning.
4. Select at least five adequate learning experiences and materials for school and home learners.
5. Draw out the relationship between learning and individual differences and fashioning appropriate techniques for solving the problems resulting from such differences.
6. Demonstrate how learning process can be effectively guided and preserved.
7. Distinguish developmental characteristics of the learners and fashion a way of solving certain problems resulting from such characteristics.
8. Discuss professionalism in relation to the study.

Course Content

Meaning of psychology. Meaning of educational psychology. Critical analysis of developmental patterns. Characteristics of individuals. Theories of learning. Implication learning theories to the classroom teacher. Concept of dropout from school. Theories of motivation. Motivational problems encountered in the classroom. How to solve the motivational problems. Issues of dropout from school. Enugu experience. Memory processing. Forgetting. Remembering. Classroom management. Need for home study. Professionalism in home school teaching. Learning establishment of a study centre. Students' attitudes. Students' aptitudes. Students' interest.

Minimum Academic Standards

1. Projectors.
2. Other NUC-MAS requirement facilities.

**GOU-EDU 305: Indigenous Educational Resources for Curriculum Implementation (2 Units;
Compulsory; LH = 15; PH = 45)**

Senate-Approved Relevance

This course is designed for the training of highly skilled and knowledgeable education graduate teacher on local educational resource for teaching and learning in Enugu, Nigeria which aligns properly with the mission and vision of Godfrey Okoye University, Enugu to produce graduate teachers that could contribute maximally to high quality education entrepreneurship, and sustainable socio-economic human development. This is also in agreement with Nigeria SDG for equitable, inclusive and sustainable education.

Overview

Presently students of education are not made to learn about skills for production of instructional materials from local resources like palm trees and other forest trees and soil for teaching and learning various school subjects. In terms of impacting the knowledge, these skills would enable graduate teachers to utilize the local environmental resources to produce instructional materials for schools here and outside Enugu.

The course therefore is designed to adequately expose graduate education teachers of Godfrey Okoye University to look inward in the production of various educational instructional materials from local resources for Enugu and Nigerian schools.

Objectives

The objectives of the course are to:

1. Define the concept curriculum.
2. Discuss problems encountered in defining curriculum.
3. Explain the aim and scope of curriculum.
4. Describe the different programs in education curriculum.
5. Define resources in education curriculum.
6. Outline the different types of resources in education curriculum.
7. Describe improvisation of instructional materials in education curriculum.
8. Describe the various local educational resources for teaching and learning in Enugu.
9. Discuss the merits and demerits of utilizing local educational resource in production of instructional materials.
10. Describe the main qualities of a good instructional material.

Learning Outcomes

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

1. Define the concept curriculum in three different ways.
2. Explain at least five problems encountered in defining education curriculum.
3. Describe at least five aims and scope of education curriculum.
4. Describe the three main programs of education curriculum.
5. Explain at least five local educational resources in education curriculum.
6. Differentiate at least five local educational resources in education curriculum.

7. Describe the meaning of improvisation of instructional materials in teaching and learning.
8. Explain at least five local educational resources for producing teaching and learning materials.
9. Describe at least five merits and demerits of using local educational resource in production of instructional materials.
10. Describe at least five qualities of good instructional materials.

Course Content

Definition of terms. An overview of the course. Aim of the course. Objective and Contents.

Learning experiences. Scope of the course. Education and curriculum. Curriculum programmes. Programme of studies. Program of guidance. Program of activity. Resources in education curriculum. Human and material resource from plant, soil etc. Meaning of instructional materials. Improvisation of instructional materials. Qualities of good instructional material: durable, clarity cost etc. Advantages of local educational resources.

Minimum Academic Standard

1. Micro teaching laboratory.
2. Computers (1:5 students).
3. Other NUC – MAS requirement facilities.

GOU-BED 313: Cassava Products Marketing in Business Education (2 Units; Compulsory; LH = 15; PH = 45)

Senate –Approved Relevance

Enugu state is highly populated with cassava farmers. A course on Cassava products marketing will equip Business Education students with necessary entrepreneurial skills and

knowledge to be able to play a significant role in the marketing of various cassava products by way of teaching entrepreneurs. This will greatly contribute to sustainable economic growth in Enugu state in particular and Nigeria in general. The course is in line with the Godfrey Okoye University's mission to produce graduates that can create jobs. Furthermore, this is in line with the United Nations' Sustainable Development Goals' goal 4 which calls for 'inclusive and equitable quality education' and the promotion of 'lifelong learning opportunities for all'.

Course overview

Business Education is education for and about business. Cassava is one of the staple foods in Enugu. Hence cassava products of various kinds are always in high demand by consumers. Many commercial and peasant farmers in Enugu state engage in cultivation, processing and marketing of the various cassava products in small scale. The demand for cassava products in Enugu state seems to be higher than the supply, resulting in high prices of the products.

The course is designed to expose Business Education students to various cassava products in demand and the traditional and modern technology in processing and marketing them in commercial quantity for higher profitability. The skills acquired will enable them to engage in different types of cassava product business enterprises and also assist the prospective entrepreneurs that will like to engage in cassava products business.

Objectives

The objectives of the course are to:

1. Explain the concept of cassava and the nutritional values of cassava.
2. List and explain various types of cassava product and their benefits.
3. Describe stages in cassava flakes (garri) processing.
4. Explain the channels of distributions of each cassava product.
5. Discuss cassava flour, its uses and methods of processing cassava flour.
6. Explain cassava fufu and processing method.
7. Discuss the preservation technique of cassava fufu.
8. Explain how to market cassava products.
9. Discuss the teaching methods for educating marketers of cassava products.

Learning Outcomes

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

1. Explain the concept of cassava.
2. State any three benefits of cassava products.
3. State any two nutritional values of cassava.
4. List and explain all the types of cassava products studied.
5. Describe seven main stages in garri processing.

6. Describe the methods of processing cassava flour.
7. State any three uses of cassava flour.
8. Explain the method of processing of cassava starch.
9. Discuss the stages involve in processing abacha (Tapioca).
10. Explain how to market cassava products.
11. Discuss the teaching methods for educating marketers of cassava products.

Course content

Concept of cassava. Uses of cassava products. Nutritional value of cassava. Types of cassava products. Cassava flakes (garri) processing techniques. Preservation of garri. Cassava fufu. Oprocessing cassava fufu. Preservation of cassava fufu. Cassava flour. Processing techniques of cassava flour. Uses of cassava flour. Preservation of cassava flour. Cassava starch. Processing of cassava starch. Tapioca (abacha). Processing techniques of tapioca. Preservation of tapioca. *Abacha mmiri*. Processing of *abacha mmiri*. Marketing cassava products. Teaching methods for educating marketers of cassava products.

Minimum Academic Standards.

- 1 Visit to industries or places where the cassava products are processed.
- 2 The academic standards set for Business Education by the National University Commission.

GOU-BED 314: Introduction to Advertisement for Business Educators (2 Units; Compulsory; LH =30; PH= 0)

Senate- Approved –Relevance

No matter the beauty of a product, quality of services, if it has not attracted the attention of the end user, production becomes an exercise in vain. This course will equip the students with the basic knowledge and ideas of advertisement that can enhance their employability and make them entrepreneurs especially in Enugu State where there are many producers of similar products operating with high level of competition. This course is relevant to Business Education program because advertisement is an important component of Business Education. The course is in line with the mission of Godfrey Okoye University in producing graduates who are well equipped with the intellectual, ethical and entrepreneurial knowledge of business. The course also accords with the United Nations' Sustainable Development Goals' goal 4 which calls for 'inclusive and equitable quality education' and the promotion of 'lifelong learning opportunities for all'.

Overview

This course introduces the students to the basic concepts, principles and practice of advertising. It will enable the students to understand the make-up and structure of the advertising industry. Through this course, the students will be prepared for further study in advertising with the aim of becoming practitioners. It gives clear understanding of traditional advertising and promotional tools, and shows how other key elements within the marketing communications mix can be integrated in what is referred to as Integrated Marketing Communication (IMC).

This course is designed to help the students to gain a thorough understanding of advertisement in order to ensure effectiveness in the operations of the business in an attempt to make their products known to the final consumer or producers for further production.

Objectives.

The objectives of the course are to:

1. Define advertisement and associated basic concept.
2. Discuss the principles of advertisement.
3. Explain the importance of advertisement.
4. Enumerate the challenges of advertisement.
5. Explain the social, legal and basic principles of advertisement.
6. Describe the key elements within the marketing communication mix.
7. Describe the difference between advertisement and promotion.

8. Explain organizational and institutional structures of advertisement.
9. Explain critiques in advertisement of products.
10. Describe advertisement design.

Learning Outcomes

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

1. Discuss the concept of advertisement using at least five of its features.
2. Explain at least five principles of advertisement.
3. Explain at least five importance of advertisement.
4. State at least five challenges of advertisement.
5. Explain at least in two ways the legal and social implication of advertisement.
6. Discuss at least four key elements within the marketing communication mix.
7. State at least five differences between advertisement and promotion.
8. Explain at least five differences between organizational and institutional structures of advertisement.
9. Clearly point out at least five critiques of advertisement.
10. Discuss at least three advertisement models and designs.

Course Contents

Meaning of advertisement. Importance of advertisement. Types of advertisement. Principles of advertisement. Challenges of advertisement. Advertisement and Law. Marketing communication mix. Advertisement and promotion. Structures of advertisement. Critiques of advertisement. Advertisement designs and models. Online advertisement. Functions of advertisement. Advertising and the marketing process. Advertising agency. Advertising media. Creativity in advertising.. Advertising law and ethics. Advertising regulatory bodies in Nigeria

Minimum Academic Standards

The academic standards set for Business Education by the National University Commission.

GOU-BED 317: Teaching of Small Scale Business Management (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

There is the need for the teaching of small scale business management in Nigeria. Small scale businesses offer bright prospects for creating large-scale employment and income-earning opportunities at relatively low cost for the unemployed. This course will equip business education graduates with the basic knowledge and ideas of small business management that can make them entrepreneurial. The vision of the course is in line with the mission of Godfrey Okoye University of producing graduates that are sound in manipulating their business environment to earn their living. This is also consistent with the United Nations' Sustainable Development Goals' goal 4 which calls for 'inclusive and equitable quality education' and the promotion of 'lifelong learning opportunities for all'

Overview

This course prepares students to start or manage a small business in a variety of industries, from retail to service-focused businesses. It cover essential skills for new business owners such as writing a business plan, marketing for your business, and maintaining finances. The course also teaches the students on how to generate capital from owner's equity as well as liability for the smooth running of the business and proper management of capital.

This course is designed to help students to gain a thorough understanding of small business management, the various means of owning a business and how to start a business. It equips the students with the relevant business skills to engage in and manage their businesses effectively to avoid business failure.

Objectives

The objectives of this course are to:

1. Explain the meaning and various functions of management.
2. Discuss the different forms of business management in small business.
3. Discuss the importance of business management.
4. Describe the forms of leadership in small business management.
5. Discuss the constraint to effective business management.
6. Explain the strategies of advertisement in small management.
7. Explain the legal implications of establishing a small business.
8. Discuss the approaches to conflict resolution in business.
9. Explain the causes of liquidation of small scale business.
10. Describe how to teach the small scale business management.

Course outcomes

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

1. State two different definitions of management.
2. Explain at least five functions of management.
3. Discuss at least three forms of business management in small business scale.
4. Outline at least five importance of small business management.
5. List and explain at least three forms of leadership in small business management.
6. Discuss at least five constraints to small business management.
7. Explains at least three strategies of advertisement in small business management.
8. State at least five legal implications of starting a small business.
9. Explain at least five needs for good producer and consumer relations in small business management.
10. Outline at least five rationales for liquidation of small business.
11. Explain how to teach the management of small scale business

Course Contents

Definition of small business. Meaning of management. Functions of management. Leadership styles. Importance of small businesses. Problems of small businesses. Causes of business failure. Legal requirements for business. Financing Small Businesses. Risks management in small business. Growth of small business. Appraisal of operations. Promotion in small business. Workplace culture in small business. Types of small scale businesses. Small Business Opportunities. Starting a new business. Characteristics of Entrepreneurs. Teaching the management of small scale businesses.

Minimum Academic Standards

The academic standards set for Business Education by the National University Commission.

EDU 400: Project

(3 Units C: PH 135)

Learning Outcomes

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

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

Course Contents

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

EDU 401: Teaching Practice II

(3 Units C: PH 135)

Learning Outcomes

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

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

Course Contents

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

BED 411: Business Law

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

BED 412: Risk Management in Small Business

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the concept of risk and risk management;
2. describe small scale business;
3. identify the types of business risk;
4. discuss the strategies for managing business risk;
5. mention the benefits of risk management; and 6. state the role of insurance in risk management.

Course Contents

Concept of risk. Concept of risk management. Concept of small scale business. Types of business risk. Causes of business risk. Strategies for managing business risk. Benefits of risk managements. Ways of avoiding uncertainty risk in business. Insurance and risk management. The role of insurance in risk management.

BED 413: Auditing & Assurance for Business Educators

(2 Units C: LH 30)

Learning Outcomes

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

1. explain at an appropriate level of confidence the nature, purpose and scope of auditing;
2. identify the various types of audit;
3. appraise and apply various regulatory framework of audit;
4. carry out substantive test on a given set of transaction;
5. analyse and judge internal control effectiveness or otherwise of an entity;
6. prepare reports of an audit engagement; and
7. highlight contemporary issues in auditing and investigation.

Course Contents

The nature, purpose and scope of Auditing. Types of audit. Regulatory framework (CAMA, 2020). Audit engagement. Professional ethics. Audit planning and documentation, audit evidence and substantive test. Audit tests and sampling procedures. Internal audit. Internal control. Audit report and contemporary issues in auditing.

BED 414: Digital Marketing for Business Educators

(2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate knowledge of digital marketing;
2. utilize the various on-line platforms to activate digital business transactions;
3. identify the tools and resources used in digital marketing;
4. demonstrate ability to start a digital marketing operation;
5. state the benefits of digital marketing; and
6. identify the problems associated with digital marketing in Nigeria.

Course Contents

Definitions of digital marketing. Digital marketing and e-commerce. Types of digital marketing. Search engine marketing. Digital display advertising. Social media marketing. Mobile marketing. Scope of digital marketing. Tools and resources of digital marketing. Essentials of digital marketing strategy. Starting a digital marketing operation. Examples of digital marketing. Benefits of digital marketing. Digital marketing planning and administration.

BED 415: Vocational Guidance

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

Meaning of vocational guidance. Historical development of vocational guidance. Philosophy and objectives of vocational guidance. Basic theory of vocational development. Career choice. Assumption concerning vocational choice and vocational choice in the Nigerian setting. Educational and occupational information. Organization and administration of vocational guidance programme placement services and follow-up.

BED 416: Career Development and Professional Ethics

(2 Units C: LH 30)

Learning Outcomes

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

1. knowledge of who an office worker is;
2. state the roles of an office worker;
3. competence for office work;
4. ability to manage office resources including time;
5. office work ethics, and
6. align with professional associations to gain insight into professional code of conduct.

Course Contents

Demand for office workers. The roles of office workers. Preparing for office work. The role of interpersonal relations in an office. Advantages of an office career. Competence for job and mobility. Job responsibilities of office workers. Time management. Getting

and keeping a job. The concept of profession and professionalism. The concepts of ethics and professional work ethics. Ethical standards and behaviours in the office. The difference between ethics and morality. The roles of professional bodies in promoting ethical practices. The roles of government in regulating on ethical practices.

BED 417: Human Resource Management

(2 Units C: LH 30)

Learning Outcomes

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

1. define what Human Resource Management is;
2. trace the historical evolution of Human Resource Management;
3. define recruitment and distinguish the concept of recruitment in the context of its theory from the context of its practice;
4. identify and explain the various tools used in the recruitment process;
5. define what staff selection is;
6. explain the difference between selection and recruitment;
7. identify various forms of examination; and 8. define the concept of performance appraisal.

Course Contents

Introduction to human resource planning. Organizational design and personnel functions. Job design and job analysis. Staffing in organization. Training and staff development. Performance appraisal. Compensation. Motivation. Career systems. Leadership. Communication in human resource management. Collective bargaining and negotiation. Organizational culture and socialization. Management development. Decision making. Discipline and grievances. Conflict management. Separation (tenure and turnover). Separation (retirement)

BED 421: Financial Management for Business Educators

(2 Units C: LH 30)

Learning Outcomes

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

1. present an overview of the nature of financial management;
2. carry out analysis of financial management environment;
3. justify the need for capital rationing;
4. identify equity and debt components of capital;
5. evaluate the financial performance of a business organization;
6. judge and proffer solutions to emerging financial issues in business organizations; and
7. identify various business reorganization strategies.

Course Contents

Nature financial management. Financial management environment. Discounted cashflow. Capital rationing. Cost of capital. Business valuation, Mergers and acquisitions. Sources of finance (equity and debt). Cooperate reconstruction and

reorganization. Evaluation of financial performance and position. Emerging issues in financial management.

BED 423: International Marketing for Business Educators (2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate knowledge of international marketing concepts;
2. identify the international marketing environment;
3. state strategies for entering international market;
4. develop international marketing programme;
5. identify sources of financing international marketing; and
6. demonstrate ability to import, export and invest in international markets.

Course Contents

The nature and scope of international marketing. International marketing concepts and theories. The international marketing environment. International market entry strategy. Standardization and adaptation of international marketing. Developing the international marketing program. Financing international marketing. Globalization of markets. Exporting, trading and investing in international markets.

BED 424: Organizational Behaviour

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

BED 425: Business to Business Marketing for Educators (2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate knowledge of organizational or business market;
2. distinguish between consumer market and business market;

3. identify participants in the business market;
4. identify the major influences of business buyers;
5. describe the business buying process and its stages; 6. manage customer relationship in business market; and
7. identify institutional and government markets.

Course Contents

Concept of organizational buying. Comparison between consumer market and business market. Participants in the business buying process. Major influences of business buyers. The purchasing/procurement process including e-procurement. Stages in the buying process.

Managing business to business customer relationships. Institutional and government markets.

BED 426 : Taxation for Business Educators

(2 Units C: LH 30)

Learning Outcomes

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

1. explain at an appropriate level of confidence the nature and importance of taxation in an economy;
2. identify the sources of the Nigerian tax laws;
3. present an overview of tax administration in Nigeria;
4. prepare the income liability of a taxpayer from a given set of information;
5. ascertain the adjusted profits of a business concern;
6. ascertain the tax liability of a partnership business from a given set of data; and
7. prepare a company income tax liability from a given set of information

Course Contents

Introduction to taxation. Tax administration in Nigeria. National tax policy (NTP), 2017. Basic ethical issues in taxation. Returns, assessments, remittances, objections and appeal. Withholding tax (WHT). Value Added Tax (VAT). Stamp duties. Customs and Excise duties. Personal Income Tax. Taxation of sole proprietorship. Taxation of partnership. Taxation of Limited Liability Companies. Tertiary Education Tax (TET). Adjusted profits and capital allowance.

BED 427 : Industrial Relations for Business Educators

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

GOU-EDU 403: Ethno-Pedagogy and Curriculum of Non-School Environment (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

Adequate formation of professional teachers with sustainable knowledge, skills, values, and positive attitudes is a need in the local environment of Enugu where Godfrey Okoye University is located. This course is meant to help student teachers to reach out to every learner in their homes and help them to achieve their educational needs. This is in line with the epistemic dialogue that Godfrey Okoye University is anchored on. Therefore, apart from teaching in the formal classroom setting, students who acquire skills and knowledge in this course can easily become home teachers and own their own study centres. This is also in line with the entrepreneurial mind-set of Godfrey Okoye University Enugu, Nigeria.

Overview

Continuous poor performance of students in formal school setting in almost every standardized examination in both primary and secondary education calls the need for the development of this course. In recent times, parents are always busy with work. Many a time, they find it difficult to look at the academic work of their wards. This creates the need for proper attention on the educational needs of their children.

This course is designed to enable the student teachers acquire the required knowledge and skills to help learners to develop their educational potentials and desired learning outcomes. It will give the student teachers the opportunity to manage home lessons. More so, it will expose the student learners on the need to own and manage their own learning centres and become employers of labour.

Objectives

The objectives of this course are to:

1. Justify the relationship between ethno-pedagogy and curriculum.
2. Explain the concept of non-school environment.
3. Discuss curriculum as a process for transferring knowledge into application.
4. Analyze the relevance of curriculum based on the national policy on education.
5. Explain selection of objectives and learning experiences in curriculum.
6. Outline the role of instructional methods and materials in curriculum.

7. Explain evaluation processes in curriculum.
8. Identify the need for curriculum innovation in Enugu.
9. Apply ethno-pedagogy at home schools.

Learning Outcomes

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

1. Define ethno-pedagogy.
2. Give the meaning of curriculum.
3. Discuss the relevance of curriculum based on the national policy on education.
4. Draw out the relationship between curriculum and instruction based on the three domains of learning.
5. Select adequate learning experiences and materials for home school learners.
6. Identify at least five scaffolding activities for home school teaching and learning.
7. Explain curriculum innovation in the subject area.
8. Name three instruments used in evaluating learners' performance in home school teaching and learning.
9. Discuss professionalism in relation to home school teaching and learning.
10. Identify five ways of public relations regarding home school teaching and learning.
11. Suggest three methods of establishing study centres.

Course Content

Concept of ethno-pedagogy. Meaning of curriculum. Concept of non-school environment. Critical analysis of curriculum in terms of their relevance and national goals. Relationship between curriculum and instruction in terms of objectives specification. Selection of learning experiences. Learning materials. Methods and media of instruction. Scaffolding activities. Evaluation. Curriculum innovation in a subject matter area with particular reference to Enugu experience. Professionalism in home school teaching and learning. Public relations in home school teaching and learning. Establishment of study centres. Application of ethno-pedagogy at home schools.

Minimum Academic Standards

1. Microteaching Laboratory.
2. Computers (1 computer per student).
3. Other NUC-MAS requirement facilities.

GOU- BED 412: Economics of Production for Business Educators (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

Adequate preparation of Business Education graduates with useful knowledge, skills, values, initiatives and understanding and application of human knowledge to the principles of teaching and learning and business operation are essential. This course is meant to help Business Education students to acquire the right economic knowledge and techniques needed to understand a business system, analyze production costs and learn how to teach the economics of production. This will enable the students to successfully engage in production of goods and services when they graduate and learn the skill for imparting the economics of production in people. The course agrees with the mission and vision of Godfrey Okoye University of producing graduates with entrepreneurial mindset. It is also in line with the mission of the university of imparting 'quality education aimed at inculcating in students strong personality that will ensure the promotion of religious, cultural and epistemological dialogue'.

Overview

The rate of small scale business failure in Nigeria is very alarming. It has been reported by many business researchers that at least 50% of small scale businesses established in Nigeria fail within three years of operation. This has been attributed to various factors including inadequate planning and poor management. Every entrepreneur is supposed to understand a business system and analyze production costs.

The course will equip business educators with the skill for teaching the economics of production. The course is also designed to inculcate in the students the knowledge and technical skills needed to determine potential profitable businesses to engage in and minimize avoidable business failure.

Objectives

The objectives of this course are to:

1. Explain the meaning of economic production.
2. Discuss factors of production.
3. Explain types of capital.
4. Discuss the rewards for each factor of production.
5. Discuss entrepreneur rewards to factors of production.
6. Explain the concept of division of labour.
7. Discuss the advantages and disadvantages of division of labour.
8. Explain scales of production and distinguish between firm and industry.

9. Identify the appropriate learning theories and methods that can be deployed for the effective learning of the economics of production.

Learning Outcome

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

1. Explain the concept of Economic of production.
2. Discuss the four factors of production and their characteristics each.
3. Itemize at least four types of capital.
4. Explain the rewards for each factor of production.
5. Analyze division of labour.
6. State three advantages and disadvantages each of division of labour.
7. Explain scale of production.
8. Discuss the differences between firm and industry.
9. Explain the appropriate learning theories and methods that can be deployed for the effective learning of the economics of production.

Course Content

Meaning of production. Factors of production. Characteristics of land, labour, entrepreneur. Efficiency of labour. Importance of Labour. Capital meaning. Types of capital. Characteristics of Capital. Importance of Capital. Meaning of Entrepreneur. Characteristics of Entrepreneur. Rewards for various factors of production. Meaning of Rent. Types of rent and rewards. Division of labour and specialization. Advantages and disadvantage of Division of labour. Scales of production. Differences between firms and industry. Learning theories. Learning methods. Learning methods and theories that are best suited for teaching the economics of production.

Minimum Academic Standards

1. Microteaching Laboratory.
2. The academic standards set for Business Education by the National University Commission.

GOU-BED 421: Secretarial Procedure in Business Education (2 Units; Elective; LH =30; PH=0)

Senate-Approved Relevance

The need to train secretaries to carry out office duties in various organizations is very important. Enugu state is dominated by government ministries, parastatals and educational institutions. There is therefore, the need to train students that are well equipped with clerical and secretarial skills that will enable them function effectively as executive assistants and more importantly establish and run cybercafé business. This is in line with the mission of Godfrey Okoye University to produce students that are self-reliant, job creators rather than job seekers. The course also accords with the United Nations' Sustainable Development Goals' goal 4 which calls for 'inclusive and equitable quality education' and the promotion of 'lifelong learning opportunities for all.'

Overview

Effective secretariat is the life wire of every organization. Unfortunately, it has been observed that very many chief executive officers in many organizations are disillusioned with the degree of incompetence of their secretaries in their job performance. This has constantly resulted in low productivity, time and materials wastage.

Secretarial procedure is designed to inculcate in the recipients the technical and interpersonal skills expected of a competent executive assistant or secretary. Through quality teaching and collaboration with industries during students industrial work experience scheme (SWE) acquire the skills required to use important office equipment such as machines, scanners, computers and so on which are very essential in the office procedures

Objectives

The objectives of this course are to:

1. Explain the concept of an office.
2. State the functions of an office.
3. Explain the relationship of office with other departments.
4. Explain automated office.
5. Discourse office structure/layout.
6. Explain the concept of secretary and the qualities of a secretary.
7. Discuss the various functions of a secretary.
8. Develop effective channel of communication.

Learning Outcomes

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

1. Explain the concept of an office.
2. State the five functions of an office.
3. Explain three relationship between the office and other departments.

4. Identify an automated office.
5. Explain how to Plan office structure/layout.
6. Define the word secretary and state the qualities of a secretary.
7. Discuss any five functions of secretary.
8. List four effective channels of communication.

Course contents

Concept of an office. Types of offices. Office and other departments. Concept of Secretary. Qualities of a Secretary. Training of a secretary. Meetings and Types of Meetings. Valid meeting. Minutes of meeting. Good minutes writing. Parts of minutes. Duties of a secretary. Effective communication. Handling of correspondences. Designing office forms. Computerized/automated offices. Ethics of secretaryship.

Minimum Academic Standards

1. Business Education Model Office.
2. The academic standards set for Business Education by the National University Commission.

GOU-BED 422: Spreadsheet Processing for Business Educators (2 Units; Compulsory; LH =15; PH= 45)

Senate-Approved Relevance

Information and communication Technology (ICT) has drastically taken over all activities in offices ranging from typing, editing, filing, designing and so many other office operations. The spreadsheet software is one of the important data analysis tools in the ICT. This course will equip the students with the needed technicalities that will guarantee their

employability. This course is in line with the mission of Godfrey Okoye University of producing students that are knowledgeable in the use of ICT and entrepreneurially ready for the digital society. The course also aligns with the United Nations' Sustainable Development Goals' goal 4 which calls for 'inclusive and equitable quality education' and the promotion of 'lifelong learning opportunities for all'. It is also consistent with the United Nations' Sustainable Development Goals' goal 4 which calls for 'inclusive and equitable quality education' and the promotion of 'lifelong learning opportunities for all'

Course Overview

The world is dynamic, and technology changes over times. Because of changing in office technology including in the area of data processing, there is a great need to inculcate in business education students necessary ICT skills that will enable them work in the offices of today. Spreadsheet software is one of the most popular and powerful tools in data analysis. Millions of people use tools like Google Sheets or Microsoft Excel on a daily basis.

This course is designed to enable students learn the basic of spreadsheets by working with rows, columns, addresses, and ranges. They will create their own formulas and learn how to use references. The students will learn how to navigate within spreadsheets using concepts like rows, columns, cells, and ranges. They will practice using an essential part of spreadsheets: formulas. Finally, students will learn how different data types are used in Google Sheet

Objectives

The Objectives of this course are to:

1. Explain the concept of spreadsheet and the uses.
2. Explain how to Work with formulas and functions using spreadsheet software.
3. Develop professional-looking worksheets, Create charts and graphs.
4. Create and use spreadsheet lists (basic database management).
5. Explain how to use spreadsheet's editing and web tools.
6. Discuss how to use data tables and scenario managers.
7. Demonstrate how to use spreadsheet's solver for complex problems.
8. Explain how to import data into the spreadsheet from other programs.
9. Discuss spreadsheet with internal programming language (Visual BASIC).

Learning Outcomes.

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

1. Define spreadsheet processing.
2. State three uses of spreadsheet software to manage financial data.

3. Explain how to Work with formulas and functions using spreadsheet software.
4. Explain how to develop two professional-looking worksheets.
5. Outline how to create and use spreadsheet lists (basic database management).
6. Explain how to use spreadsheet's editing and web tools.
7. Outline how to use data tables and scenario managers.
8. Discuss how to Import data into the spreadsheet from other programs.
9. Explain how to use spreadsheet with internal programming language (Visual BASIC).

Course Content.

Using the Google Apps. Making Copy of Spreadsheet. Display Screen Menu. Entering Data. Changing Active Cell. Creating New Spreadsheet. Editing spreadsheet. Modifying Cell Contents. Closing a Spreadsheet. Using Formulas. Using Autofill with Formula. Correcting Formula Errors. Modifying Sheet Data. Copying and Pasting Constant Values and Formulas. Formatting and Modifying Columns and Rows. Grouping Columns or Rows. Freezing and Unfreezing Columns or Rows. Headers and Footers.

Minimum Academic Standards.

1. A Functional computer system.
2. The academic standards set for Business Education by the National University Commission.

GOU-BED 425: Event Planning and Management (2 Units; Elective; LH = 15; PH = 45)

Senate –Approved Relevance

It is very obvious that many people engage in all sorts of celebrations every weekend and even during the week in Enugu State where Godfrey Okoye University is situated. Event planning and management course will equip Business Education students with necessary entrepreneurial skills and knowledge to be able to play a significant role in planning celebration of events as entrepreneurs. This will greatly contribute to sustainable economic growth in Enugu state in particular and Nigeria in general. This course is in line with the Godfrey Okoye University's mission of producing graduates that are self-reliant and who can create jobs for themselves and become employers of labour. This is consistent with the United Nations' Sustainable Development Goals' goal 4 which calls for 'inclusive and equitable quality education' and the promotion of 'lifelong learning opportunities for all'.

Overview

Event planning is one of the businesses that flourishes and is in high demand in Enugu state due to various kinds of celebrations that take place both during the week and every week end, ranging from birthday, wedding, jubilees, clubs, traditional marriages, festivals, burial and so on. Most celebrants prefer to hire people that can plan and organize their events for them.

To meet this high demand of these celebrants, event planning and management should be included in the Business Education curriculum. The course is designed to enable Business education graduates to engage in the planning and management of various events that frequently take place in Nigeria and in Enugu State in particular.

Objectives

The objectives of this course are to:

1. Explain the concept of event management using project management concept.
2. Discuss the use of principles of management and their application to event management.
3. State an overview of what an event is, the need for the event, and parties involved.
4. Discuss the roles of stakeholders such as the sponsor, the team leader, team members and the client/market.
5. Discuss the importance of various types of event planning.

Learning Outcomes

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

1. Conduct a basic feasibility study.
2. Describe event management using project management concept.
3. State any five principles of management and their application to event management.
4. Explain any three techniques of events and parties involved.
5. Mention and explain any three Event Management Methods.
6. Explain five roles of stakeholders such as the sponsor, the team leader, team members and the client/market.
7. State the five stages of the process of planning.

Course Contents

Concept of Event Management. The need for events. Parties involved. Project management concept. Principles of management. Techniques of events management. Parties involved. Event Management Methods. Roles of stakeholders to an Event (such as the sponsor, the team leader, team members and the client/market). The event soft- ware. Stages in processes of planning. Event Goals and Objectives. Budget. Creating a solid Event Budget. Design a memorable event. Plan a memorable Event. Co-ordinating events. Event performance. Evaluating event performance.

Minimum Academic Standards.

1. A Visit to event planners' work places
2. The academic standards set for Business Education by the National University Commission.

GOU-BED 426: Business Organization for Business Educators (2 Units; Compulsory; LH =30; PH=0)

Senate-Approved Relevance

This course is entrepreneurial in nature. Business organization is important to the survival of a business. There is the need to train students of Business Education in business organization because of the close link between the education and the establishment and administration of businesses. The course is in line with the mission of Godfrey Okoye University of producing students who are self-reliant and who are job creators rather than job seekers. The course is also consistent with the United Nations' Sustainable Development Goals' goal 4 which calls for 'inclusive and equitable quality education' and the promotion of 'lifelong learning opportunities for all.'

Overview

Business organization is a course of study offered in management sciences and education faculties. It is an entrepreneurial course that equips the recipients with the competencies, skills, knowledge and attitude to start, grow and manage a business to maturity.

The course will enable its recipients to develop critical understanding of organizations and the markets they serve. The course will expose the students to business ideas and enable them to embark on establishing small and even medium scale enterprises in the face of unemployment that is ravaging the world at present.

Objectives.

The objectives of this course are to:

1. Explain what business is.
2. State the objectives of business.
3. Explain what is meant by business organization.
4. Discuss classes of business.
5. Discuss sources of new business ideas.
6. Explain how to carry out feasibility study before starting a business.
7. Identify different forms of business ownership.
8. Design business plan and its purposes
9. Choose the right business to embark on.

Learning Outcomes.

By the end of the course, student should be able to:

1. Explain the meaning of business.
2. State any three objectives of business.
3. Discuss any three classes of business.
4. Discuss any two Of sources of new business ideas.
5. Carry out feasibility study before starting a business.
6. Identify different forms of business ownership.
7. Design a business plan and its purposes.
8. Choose the right business to embark on.

Course Content.

Concepts of business. Types of Businesses. Business organization. Nature of business. Objectives of business. Classification of business. Starting a new business. Motivate for business. Starting a new business. Owning a business. Challenges of a new business. Business plan. Business plan. Business ownership. Business Un-incorporation. Business funding. Equity and Debt finance.

Minimum Academic Standards.

The academic standards set for Business Education by the National University Commission.

Minimum academic standard segment

Tools, Machines and Equipment for Teaching

Computer Laboratory

1. Computer systems (One computer system to a student)
2. Computer Tables (One computer table to a computer system)
3. Swivel Chairs (One Swivel chair to a computer system)
4. Internet Facility (High speed internet facility)
5. Voltage stabilizers (One voltage stabilizer to a computer system)

Model Office

1. 1 Executive Office Table
2. 1 Executive office chair
3. 2 Visitors' chairs
4. 1 Photocopier
5. 1 Duplicating machine
6. Basic office machines and tools such as paper shredder, paper cutter, perforator and
7. among others
8. 1 Filing cabinet
9. 1 Fridge
10. A Television set
11. 1 Guillotine machine

12. White Board

13. Projector

14. Interactive White Board (Where possible)

Staffing

Academic Staff: Student to staff ratio shall be in accordance with the guidelines provided by the National Universities Commission (NUC) on staff to student ration of 1:30 for Education departments. All academic staff shall possess Ph.D degree in the field that is relevant to the programme. However, the proportion of academic staff with Ph.D degree should not be less than 70% of the total academic staff in the programme.

Administrative Staff: Adequate number of administrative staff with relevant skills and competence should be recruited for the administrative offices of the programme.

Technologist: Adequate number of technologists with relevant skills and competences should be recruited for the programme for the proper running of the laboratories

Library

Besides the main university Library in the university which should have relevant and up-to-date study text and periodicals, the programme should have a well-equipped and up-to-date resource centre to cater for immediate reading and research needs of both students and staff such as Business Education related textbooks, modern textbooks in Accounting, Entrepreneurship, Marketing, and Office Management. The resource centre should also have professional journals, business dictionaries and other relevant learning resources.

Classrooms, Laboratories, Workshops And Offices

1. Classrooms: Besides shared classroom facilities, a minimum of one sizable, well ventilated and accessible classroom should be provided for the programme.

2. Laboratories/Workshops:

- i. Demonstration laboratories (Model Office) and workshops for Accounting, Entrepreneurship, Marketing and distributive and Office Management Options (where Possible) should be provided.
- ii. Computer Laboratory with modern technological facilities should be provided.

3. Office space and classrooms should be in line with NUC recommendations. In addition to this, no Professor, Associate Professor, and Senior Lecturer should be accommodated in a shared office space.

The NUC recommends the following physical space requirement:

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| Professor's Office | - 18.50 |
| Head of Department's Office | - 18.50 |
| Tutorial Teaching Staff's Office | - 13.50 |

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| Other Teaching Staff Space | - | 7.00 |
| Technical Staff Space | - | 7.00 |
| Secretarial Space | - | 7.00 |
| Education Staff Research Laboratory | - | 14.50 |
| Seminar Space/per student | - | 1.85 |
| Laboratory Space | - | |
| 7.50 | | |

