**Bayero University, Kano (BUK)**

**Faculty of Education**

**Department of Special Education**

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| LEVEL 100 | | |  |  | | |  | | |  | | |  | | |
| **COURSE CODE** | | | **COURSE TITLE** | **UNIT** | | | **STATUS** | | | **LH** | | | **PH** | | |
| BUK-ESP: 104 | | | Introduction to Braille 1 | 2 | | | Core | | | 15 | | | 45 | | |
| BUK-ESP: 105 | | | Introduction to Sign Language 1 | 2 | | | Core | | | 15 | | | 45 | | |
| BUK-ESP: 106 | | | Rehabilitation | 2 | | | Core | | | 30 | | | - | | |
| BUK-ESP: 107 | | | Introduction to Emotional and Behavioural Disorders | 2 | | | Core | | | 30 | | | - | | |
| BUK-ESP: 108 | | | Introduction to learning disabilities | 2 | | | Core | | | 30 | | | - | | |
| BUK-ESP: 109 | | | Introduction to Gifted and Talented | 2 | | | Core | | | 30 | | | - | | |
| **Total** | | | **6 courses=12 credits** | | | | | | | | | | | | |
|  | | |  |  | | |  | | |  | | |  | | |
| LEVEL 200 | | |  |  | | |  | | |  | | |  | | |
| **COURSE CODE** | | | **COURSE TITLE** | **UNIT** | | | **STATUS** | | | **LH** | | | **PH** | | |
| BUK-ESP: 215 | | | Introduction to Braille 2 | 2 | | | Core | | | 15 | | | 45 | | |
| BUK-ESP: 216 | | | Introduction to Sign Language 2 | 2 | | | Core | | | 15 | | | 45 | | |
| BUK-ESP: 217 | | | Scientific and Technological Applications in Special Education | 2 | | | Elective | | | 30 | | | - | | |
| BUK-ESP: 218 | | | Counciling in Special Education | 2 | | | Core | | | 30 | | | - | | |
| BUK-ESP: 219 | | | Orientation and Mobility Techniques | 2 | | | Core | | | 45 | | | 15 | | |
| **Total** | | | **5 courses = 10credits** | | | | | | | | | | | | |
| LEVEL 300 |  | | |  | | |  | | |  | | |  | | |
| **COURSE CODE** | **COURSE TITLE** | | | **UNIT** | | | **STATUS** | | | **LH** | | | **PH** | | |
| BUK-ESP: 318 | Braille and Abacus | | | 2 | | | Core | | | 15 | | | 45 | | |
| BUK-ESP: 319 | **Children with Intellectual Disabilities** | | | 2 | | | Core | | | 30 | | | - | | |
| **Total** | | **2 Course = 4 credits** | | | | | | | | | | | | | |
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| LEVEL 400 |  | | |  | | |  | | |  | | |  | | |
| **COURSE CODE** | **COURSE TITLE** | | | **UNIT** | | | **STATUS** | | | **LH** | | | **PH** | | |
| BUK-ESP: 417 | Advance Braille and Abacus | | | 2 | | | Core | | | **15** | | | **45** | | |
| BUK-ESP: 418 | Advance Total Communication | | | 2 | | | Core | | | **15** | | | **45** | | |
| BUK-ESP: 419 | Program and Services for Gifted and Talented Students | | | 2 | | | Core | | | 30 | | | - | | |
| BUK-ESP: 420 | Children with Intellectual Disabilities | | | 2 | | | Core | | | 30 | | |  | | |
| BUK-ESP: 421 | Diagnostic Techniques for Learners with Learning Disabilities | | | | 2 | | | Core | | | 30 | | | - | |
| **Total** | **5 courses = 10 credits** | | | | | | | | | | | | | | |

**BUK-ESP 104: Introduction to Braille 1 (2 Units; Core; L=15; P=45)**

**Senate-approved relevance**

Training of first-rate graduate who are immensely skilled and well educated in the reading and production of braille text in all the regions of Nigeria are in consonance with BUK’s mission and vision to address African challenges of inadequacy of braille specialist who can embossed and transcribed print text for learners with visual impairment. Relevance is seen in special needs education from BUK being able to ensure education for all, inclusion of persons with special needs and to enhance writing, reading and comprehension skills of all categories of individuals with visual impairment in Nigeria.

**Overview**

Braille is a system of touch reading and writing for blind persons in which raised dots represent the letters of the alphabets. Braille is read by moving the hand or hands from left to right. The course is very vital in the education of persons with visual impairment. It allows blind and partially sighted people to learn how to read and write as sighted do.

The course is design to expose students to various techniques in learning how to communicate using braille system. The course will focus on training the students to describe braille, contribution of Charleston's Barbier and Louis Braille importance of braille and practical exercise on alphabets and words sign.

**Objectives**

The objectives of the course are to:

1. describe the means of reading and writing for learners with visual impairment;

2. describe the contribution of Charleston's Barbier and Louis Braille;

3. identify five (5) importance of braille;

4. explain reading readiness for learners with Visual impairment

5. conduct practical exercise on braille letters and letters of alphabet as word signs;

6. conduct practical excise on word signs

7. distinguish between braille numeral sign and alphabet sign

8. identify four 4 punctuation marks in Braille

**Learning Outcomes**

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

1. define braille as a means of reading and writing for learners with visual impairment;

2. describe the contribution of Charles Barbier and Louis Braille;

3. identify five (5) importance of braille;

4. describe reading readiness for learners with visual impairment

5. identify braille letters and letters of alphabet as word signs;

6. demonstrate special word signs

7. distinguish between braille numeral sign and alphabet sign

8. identify four 4 punctuation marks in Braille

**Course Contents**

Concept of Braille; definition of terms; contribution of Charleston's Barbier and Louis Braille; How to read and write Braille; importance of braille; Reading Readiness for learners with Visual; impairment; definition of reading; reading Skills definition of writing; writing skills; definition of comprehension; comprehension skills; Braille letters and alphabet as word signs; Special word signs; Braille Numeral Sign and Punctuation Marks in Braille.

**BUK-ESP 105: Introduction to Sign Language 1 (2 Units; Core; L=15; P=45)**

**Senate-approved relevance**

Producing of excellent graduate who are skilled and competent in American Sign Language across parts of Nigeria are in tandem with BUK’s mission and vision to address African educational challenges and insufficient sign language interpreters who can sign for learners with hearing impairment and interpret for hearing students. Relevance is clear in special needs education from BUK being able to provide quality education for all, inclusion and to enhance communication skills of all individuals with hearing impairment in Nigeria.

**Overview**

Sign language is a form of communication that uses hand movements, facial expressions, body posture, and other movements to “speak” to other people. This form of communication is mostly used by deaf people.

Learning sign language is crucial for those who are deaf or hearing impaired, as well as their friends and family members. It improves parent-child communication, and may even positively impact a child’s confidence, education and self-esteem in the long term. These highlight the importance of preparing students to learn sign language from level 100 to level 400.

**Objectives**

The objectives of the course are to:

1. describe the concept of hearing impairment
2. define Sign Language;
3. differentiate between American Sign Language and Traditional Sign Language
4. discuss the historical development of sign language
5. conduct practical exercise on Sign language
6. identify guidelines governing the use of the ASL
7. explain the five (5) importance of Sign Language
8. identify problems affecting sign language in Nigeria

**Learning outcome**

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

1. describe the concept of hearing impairment
2. define sign language;
3. differentiate between American sign language and traditional sign language
4. describe historical development of sign language
5. basic literacy and numeracy in sign language
6. guidelines governing the use of the ASL
7. identify five (5)importance of sign language
8. state problems affecting sign language in Nigeria

**Course content**

Concept of Hearing Impairment; Define Sign Language; Differentiate between American Sign Language and Traditional Sign Language; Historical Development of sign Language; Basic Literacy and Numeracy in Sign language; Guidelines governing the use of the ASL; importance of Sign Language; Problems affecting sign Language in Nigeria; Finger signs (Alphabets and numbers); Basic sign language use; Pronouns; prepositions; question words; conjunctions and articles; adjectives; adverbs; Auxiliary verbs; greetings; time related words; colour; school subjects; family and gender related words; emotions; nouns; animals; people and places and food related words.

**BUK-ESP 106: Rehabilitation (2 Units; Core; L=30; P=0)**

**Senate-approved relevance**

Training and producing of qualify graduate who are highly skilled in rehabilitation and habilitation of special needs individuals in all areas of Nigeria are in agreement with BUK’s mission and vision to address African challenges of dependency and street begin among person with special needs. Relevance is seen in special needs education from BUK being able to restore the normalcy, achieve self-reliance and to enhance living standard of all categories of young children and adults with disabilities in Nigeria.

**Overview**

Rehabilitation is very vital in the education and restoring independency of special needs persons. The course is defined as “a set of interventions designed to optimize functioning and reduce disability in individuals with health conditions in interaction with their environment”. It helps a child, adult or older person to be as independent as possible in everyday activities and enables participation in education, work, recreation and meaningful life roles such as taking care of family.

It does so by working with the person and their family to address underlying health conditions and their symptoms, modifying their environment to better suit their needs, using assistive products, educating to strengthen self-management, and adapting tasks so that they can be performed more safely and independently. This is the rational of training students of special needs department rehabilitation.

**Objectives**

The objectives of the course are to:

1. define the concept of rehabilitation
2. describe the History of rehabilitation;
3. outline rehabilitation team/professionals
4. examine the ethics in rehabilitation services
5. identify the clients in rehabilitation Programme
6. distinguish different types of Rehabilitation programmes in Nigeria
7. outline five (5) importance of Rehabilitation programme in Nigeria
8. describe the problems affecting Rehabilitation Services in Nigeria
9. identify rehabilitation models

**Learning outcome**

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

1. describe the concept of rehabilitation
2. discuss the history of rehabilitation;
3. identify rehabilitation team/professionals
4. list ethics in rehabilitation services
5. identify the clients in rehabilitation programme
6. understand different types of rehabilitation programmes in nigeria
7. outline five (5) importance of rehabilitation programme in Nigeria
8. problems affecting rehabilitation services in Nigeria
9. describes rehabilitation models

**Course content**

Concept of Rehabilitation; History of Rehabilitation; Rehabilitation Team/professionals; Ethics in Rehabilitation services; Clients in Rehabilitation Programme; types of Rehabilitation programme in Nigeria; process in conducting rehabilitation services; Importance of Rehabilitation programme in Nigeria; Problems affecting of Rehabilitation Services in Nigeria; Rehabilitation Models (institution-based, community-based, eclectic mode(s): issues in rehabilitation; integration; re-integration and re-settlement; etc.

**BUK-ESP 107: Introduction to Emotional and Behavioural Disorders (EBD) (2 Units; Core; L=30; P=0)**

**Senate-approved relevance**

Training of high quality graduates who are equipped with strategies and techniques of remediating emotional and behavioural disorder of people with special needs condition in all regions of Nigeria are in agreement with BUK’s mission and vision to address African challenges of emotional instability bedeviling both able and disable students in schools. Relevance is seen in special needs education from BUK being able to train personnel who can give different interventions to address emotional and behavioural disorders which will significantly give positive impact in academic performance and reduce level of stress among the students in Nigeria.

**Overview**

Emotional and behavioral disorders deals with mental health disorders that cause extreme difficulties with both emotions and behaviors. They affect a child’s functioning in most or all areas of their life. The condition make it difficult for a child to regulate emotions and make appropriate behavior choices in a wide variety of situations.

The students will be trained on how to identify some feature of children with Emotional and behavioral disorders such as impulsiveness, Short attention span, Aggression, such as acting out or fighting, Defiance, refusal to follow rules, Disrespect for authority, Arguing, Difficulty handling frustration, Blaming others, denying responsibility for actions. This is why introducing this course is so significance in the education of undergraduate students in Bayero University Kano.

**Objectives:**

The objectives of the course are to:

1. define the concept of EBD be familiar with some relevant terminologies and prevalence rate of the condition

2. outline the intellectual, social and language characteristics of students with EBD

3. list five (5) factors that are believed to be the cause of EBD

4. outline the classification of EBD based on intensity and other dimensions

5. describe the specific EBD diagnosis or conditions such Autism, ADHD, ODD etc.

6. examine the educational management and prevention aspects of EBD

**Learning Outcomes**

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

1. define the concept of EBD be familiar with some relevant terminologies and prevalence rate of the condition

2. outline the intellectual, social and language characteristics of students with EBD

3. list five (5) factors that are believed to be the cause of EBD

4. demonstrate understanding of classification of EBD based on intensity and other dimensions

5. recognise specific EBD diagnosis or conditions such Autism, ADHD, ODD etc.

6. familiar with educational management and prevention aspects of EBD

**Course Contents**

The contents to be covered in this course comprises introductory aspects of the following:

Definition and prevalence, Terminology, Characteristics; Intellectual; Social and Language. Causes; Biological; Family; School and Culture. Types of EBD; Internalizing and Externalizing. Classification of EBD; Mild, Moderate and severe/profound. Specific EBD Diagnosis (E.g. ADHD, Autism, ODD); Educational Considerations, Other Interventions and Prevention

**BUK-ESP 108: Introduction to Learning Disabilities (2 Units; Core; L=15; P=0)**

**Senate-approved relevance**

Training of high quality graduates who are equipped with strategies and techniques of handling dyslexics, dyscalculia and or dysgraphia children in all regions of Nigeria are in tandem with BUK’s mission and vision to address African challenges of learning disability and inadequacy of professional that give intervention to correct the problems. Relevance is seen in special needs education from BUK being able to train personnel who can give different interventions to address reading, writing and mathematics problems of pupils with learning disabilities in Nigeria.

**Overview**

Preparing students in Learning disabilities is important as the course introduces a group of neurodevelopmental disorders that can significantly hamper a person’s ability to learn new things.The condition is manifested when a client begins trouble with tasks such as speaking, reading, writing, paying attention, understanding information, remembering things, performing mathematical calculations, or coordinating movements.

The students is going to be trained on how to handle and treat the condition. This was the purpose of including the course in the department.

**Objectives**

The objectives of the course are to:

1. differentiate the categories of learners with L.D

2. outline various causes of L.D

3. describe symptoms and levels of learning difficulties

4. provide types of intervention strategies for learners with L.D.

5. describe relevant remediation techniques for learners with L.D

**Learning Outcomes**

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

1. Identify different categories of learners with L.D

2. List various causes of L.D

3. Classify symptoms and levels of learning difficulties

4. Identify different types of intervention strategies for learners with L.D.

5. Administer relevant remediation techniques for learners with L.D

**Course content**

Definition; Causes; Categories; Characteristics of L. D. Learning and Educational environments; Inclusion of students with L. D; Identification of students with L. D; Teaching students with L. D; Types of intervention strategies; Remediation techniques for listening skills; spoken language skills; reading skills; writing skills; spelling skills; motor skills;Arithmetic skills and socio-emotional skills.

**BUK-ESP 109: Introduction to Gifted and Talented (2 Units; Core; L=30; P=0)**

**Senate-approved relevance**

Training of high-skilled graduate who are exceptionally skilled and competent in training gifted and talented learners who are above average and excelled in all life endeavors across the parts of Nigeria are in line with BUK’s mission and vision to address African challenges of miss use of talent because of inadequate gifted teachers that will guide and nurture highly brilliant student to properly utilize the talent. Relevance is manifested in special needs education from BUK being able to provide quality education and training of gifted teacher in Nigeria.

**Overview**

Gifted and talented education is very vital in the field of special education. The course helps to increase motivation and engagement in learning among gifted and talented students. The program provides students with challenging and engaging activities that are tailored to their individual needs and interests.

The training foster a love of learning and encourages students to take ownership of their education. It also a means of providing opportunities for exploration and creativity. This was the reason behind capturing the course as part of the courses in the department.

**Objectives**

The objectives of the course are to:

1. differentiate the level of giftedness
2. list five (5) social-emotional needs of gifted learners
3. compare and contrast tests of intelligence, ability and achievement.
4. list ten (10 ) personality characteristics of gifted learners.
5. list ten (10 ) academic characteristics of gifted learners.

**Learning Outcomes**

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

1. classify different level of giftedness
2. list five (5) social-emotional needs of gifted learners
3. compare and contrast tests of intelligence, ability and achievement.
4. list ten (10 ) personality characteristics of gifted learners.
5. list ten (10 ) academic characteristics of gifted learners.

**Course content**

Definition, classification, social emotional needs of gifted learners, personality characteristics of gifted, compare and contrast of intelligence, ability and achievement, development stages in gifted learners as compare to average or remedial students, gifted education models and thinking skills, concept of creativity and its implication for educational intervention, gifted education standard.

**BUK-ESP 215: Introduction to Braille 2 (2 Units; Core; L=15; P=45)**

**Senate-approved relevance**

Training of first-rate graduate who are immensely skilled and well educated in the reading and production of braille text in all the regions of Nigeria are in consonance with BUK’s mission and vision to address African challenges of inadequacy of braille specialist who can embossed and transcribed print text for learners with visual impairment. Relevance is seen in special needs education from BUK being able to ensure education for all, inclusion of persons with special needs and to enhance writing, reading and comprehension skills of all categories of individuals with visual impairment in Nigeria.

**Overview**

Braille allows blind and partially sighted people to learn spelling, grammar and punctuation and gain an understanding on how text is formatted on the page. The course is very importance because is directly correlated with academic achievement and employment among persons with visual impairment. It allows blind and partially learn and work together with sighted peers.

The course is design to expose students to various techniques in learning how to send and receive information independently. The course will focus on educating the students to understand braille, historical development of Braille, importance of braille, guideline on using braille devices and practical exercise on alphabets and words sign, punctuations and sentence formation.

**Objectives**

The objectives of the course are to:

1. discuss the means of reading and writing by learners with visual impairment;

2. discuss the historical background of braille;

3. outline 10 importance of braille;

4. explain reading readiness for learners with visual impairment

5. identify Braille dotation;

6. conduct practical exercise on simple upper group signs

7. conduct practical exercise on braille numeral Sign

8. conduct practical exercise on punctuation marks in braille

9. explain the guidelines on sentences formation in braille

**Learning Outcomes**

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

1. define Braille as means of reading and writing by learners with Visual Impairment;

2. state the historical background of Braille;

3. identify 10 importance of Braille;

4. discuss reading readiness for learners with Visual impairment

5. identify Braille letters and letters of alphabet as word signs;

6. identify simple upper group signs

7. practice Braille Numeral Sign

8. identify More Punctuation Marks in Braille

9. make simple sentences in Braille

**Course Contents**

Concept of Braille; definition of terms; historical perspectives of Braille; How to read and write Braille; importance of braille; Reading Readiness for learners with Visual impairment; definition of reading; reading Skills; definition of writing; writing skills; definition of comprehension; comprehension skills; Braille letters and alphabet as word signs; Special word signs; simple upper group sign; Numeral Sign; more Punctuation Marks in Braille and simple sentence formation in Braille.

**BUK-ESP 216: Introduction to Sign Language 2 (2 Units; Core; L=15; P=45)**

**Senate-approved relevance**

Producing of excellent graduate who are skilled and competent in American Sign Language across parts of Nigeria are in tandem with BUK’s mission and vision to address African educational challenges and insufficient sign language interpreters who can sign for learners with hearing impairment and interpret for hearing students. Relevance is clear in special needs education from BUK being able to provide quality education for all, inclusion and to enhance communication skills of all individuals with hearing impairment in Nigeria.

Overview

American Sign Language is a beautifully expressive and complete language that follows its own grammar rules and combines hand gestures with facial expressions and body language to convey meaning.

The course needs to be taught to students because Sign language can also increase level of communication between parents and children. It also increased student’s self-efficacy and job opportunities. This was the rational of preparing special needs students to offer the course in all the levels.

**Objectives**

The objectives of the course are to:

1. explain the Hearing Impairment
2. describe methods of communication by persons with hearing impairment;
3. differentiate between American Sign Language and Traditional Sign Language
4. examine historical development of sign language
5. identify basic features of American Sign Language
6. develop receptive and expressive skills
7. outline the guidelines governing the use of the ASL
8. explain the principles of manual communication;
9. describe the policies and laws governing Sign Language

**Learning outcome**

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

1. describe the Concept of Hearing Impairment
2. define Sign Language;
3. differentiate between American Sign Language and Traditional Sign Language
4. historical Development of sign Language
5. demonstrate basic features of American Sign Language
6. develop receptive and expressive skills
7. guidelines governing the use of the ASL
8. principles of manual communication;
9. policies and laws governing Sign Language

**Course Content**

Describe the Concept of Hearing Impairment; Define Sign Language; Differentiate between American Sign Language and Traditional Sign Language; Historical Development of sign Language; basic features of American Sign Language; receptive and expressive skills; Guidelines governing the use of the ASL; Principles of manual communication; Finger signs (Alphabets and numbers); Basic sign language use- Pronouns, prepositions, question words conjunctions and articles, adjectives, adverbs. Auxiliary verbs, greetings, time related words, colour, school subjects, family and gender related words, emotions, nouns, animals, people and places, food related words, Sentence formation, and Policies and laws governing Sign Language.

**BUK-ESP 217: Scientific and Technological Applications in Special Education (2 Units; Core; L=30; P=0)**

**Senate-approved relevance**

Training of high-skilled graduate who are digitally efficient and competent in the application of low and high assistive technological devices such as smart Braillers, embossers, audio-visual devices, hearing aids and other optical and non-optical devices across the parts of Nigeria are in line with BUK’s mission and vision to address African educational challenges in acquisition of digital skill among learners with special needs. Relevance is manifested in special needs education from BUK being able to provide quality education for all, inclusion and to enhance living standard of individuals with special needs in Nigeria.

**Overview**

Assistive technology refers to modified or customized equipment that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. It covers high and low technological devices such as walkers, wheelchairs, hardware, software and any kind of equipment that helps and ease the life of people with disabilities.

The course is important because it gives chance to disabled people to have independent life and involve in the society. Preparing our students at this level will allow them to have wide coverage of the devices, their function and how to apply them while enhancing the living standard of the disabled people.

**Objectives**

The objectives of the course are to:

1. describe low, intermediate, and high technological devices
2. distinguish between low, intermediate, and high technological devices
3. conduct practical exercise application of assistive devices for students with special needs.
4. describe how to make informed choice for relevant assistive technology
5. explain the concept of universal design with regards to manufacturing and purchasing at
6. describe digital inclusion with regards to students with special needs
7. describe assistive technology for different types of special needs persons

**Learning Outcomes**

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

1. define low, intermediate, and high technological devices
2. differentiate between low, intermediate, and high technological devices
3. demonstrate understanding of application of assistive devices for students with special needs.
4. understand how to make informed choice for relevant assistive technology
5. explain the concept of universal design with regards to manufacturing and purchasing at
6. describe digital inclusion with regards to students with special needs
7. describe assistive technology for different types of special needs persons

**Course Contents Outline**

Concept of Assistive Technology Low, Mid and High; Areas of Application in Teaching Assistive devices for students with special needs. (Students with Visual Impairment, Hearing Impairment Behavioural Disorder, Learning Disable, Intellectual Disorder Physically Challenge etc.) Guidelines for aacquiring of Assistive technology; Universal design of Aassistive Technology; Digital Inclusion; Eexamples of Universal Design Technology for Special Needs Persons; Assistive Technologies for Specific Disabling Condition. Descriptions and functions of scientific and technological teaching equipment for: Visual handicaps; (i.e. Kurzwiel Reading Machine, Perkins Brai1lei Sonic Guide, Abacus, Optacon etc.); Hearing handicaps (i.e. individual and group hearing aids, ear molds, audiometers); Communication disorders (i.e. Speech Master Machines); Learning disabilities (i.e. Encephalographic scanning machines); Computer Usages for People with Disabilities; Local resources adaptations; Emotional and behavioural Disorder; Wrist counters, golf counters, beads in pocket, Videotaping, Internet access, Computer software etc.).

**BUK-ESP 218: Counselling in Special Education (2 Units; Core; L=30; P=0)**

**Senate-approved relevance**

Training of effective graduates in counselling who have the basic skills to attain to special needs persons who come for solution, to understand themselves, their weakness, strength, ability and potentials that make them possible to adapt and meaningfully contribute to their immediate environment and to demonstrate good role model to the client and to improve the creativity and life skills of the client is in line with BUK’s mission and vision to address Africans unwanted behavior and negative attitude of parents, teachers and peers of students with special needs condition. Relevance is manifested in special needs education from BUK being able to provide professionally trained graduates that have ability to help special needs persons to find out and develop their potentials and make changes in their live.

**Overview**

Counselling involves exploring the challenges a client faces before assisting them in resolving developmental and situational difficulties. The counselor supports clients with physical, emotional, and mental health issues, helping them resolve crises, reduce feelings of distress, and improve their sense of wellbeing. When successful, treatment can change how a client thinks, feels, and behaves regarding an upsetting experience or situation.

The course will enable the learner to handle persons with special needs, and to counsel parents against psychological implication of having special needs child. This was the rational of preparing students in special needs department.

**Objectives**

The objectives of the course are to:

1. explain counselling in Special Needs Education
2. identify types of counselling services
3. outline the clients for counselling services in special needs education
4. describe rational for counselling special needs persons
5. develop counselling approaches for categories of special needs persons.
6. state the ethics and personality of a qualified counsellor
7. plan and design counseling programmes
8. evaluate special need groups counseling prograimnes for effectiveness
9. state the problems affecting counselling services in Nigeria

**Learning outcomes**

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

1. define concepts of counselling
2. differentiate types of counselling services
3. identify client for counselling services in special needs education
4. outline rational for counselling special needs persons
5. develop counselling approaches for categories of special needs persons.
6. list ethics and personality of a qualified counsellor
7. plan and design counseling programmes
8. evaluate special need groups counseling prograimnes for effectiveness
9. understand problems affecting counselling services in nigeria

**Course content**

General definitions and concepts of counselling; General counselling approaches and categories of counselling clients; counselling needs of special need groups; Specific approaches and techniques for counselling special groups; Planning and designing counseling programmes for special need groups; Evaluating special need groups counseling prograimnes for effectiveness development; the arts and leadership; Harnessing sports and non - formal talents and skills; Programmes Implementation; Parents, family and regular teacher roles.

**BUK-ESP 219: Orientation and Mobility Techniques (2 Units; Core; L=45; P=15)**

**Senate-approved relevance**

Training of high-quality graduates who are knowledgeable in orientation and mobility which focuses on awareness of the immediate environment of persons with visual impairment and training them to travel safely and independently through their environment is in line with BUK’s mission and vision to address mobility difficulties among persons with visual impairment in Africans. The relevance is seen in special needs education from BUK being able to provide professionally trained graduates that have ability to help special needs persons to develop independent travel.

**Overview**

Mobility is major problem persons with visual impairment experiences. To move safely and efficiently a blind person need to be train various techniques through orientation and mobility specialist. Orientation and Mobility (O&M) aims to provide training that is designed to develop or relearn the skills and concepts a blind or visually impaired person needs to travel safely and independently through his or her environment. O&M specialists provide services across the life span, teaching infants and children in preschool and school programs, as well as adults in a variety of community-based and rehabilitation settings.

Orientation and Mobility training focuses on cues that can be observed by a blind or visually impaired person to allow them to understand their location and how to navigate between familiar locations. Techniques communicated to the trainee vary based on the trainee's life situation. The rational of taking this course is to prepare our students on how to train children and adults with visual impairment to move elegantly and safely.

**Objectives**

The objectives of the course are to:

1. explain the concept of orientation and mobility

2. describe the historical background of orientation and mobility

3. identify the concept development and its types

4. identify pre-cane skills

5. introduce cane skill;

6. introduce independent travel

7. describe daily living skill

8. conduct practical exercise on the application of mobility devices

9. conduct practical exercise on sighted guide

10. examine the problems of orientation and mobility in Nigeria

**Learning Outcomes**

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

1. define the Concept of Orientation and Mobility Skill and Terminologies

2. discuss the historical background of Orientation and Mobility

3. understand Concept Development and its types

4. list five (5) mobility devices for Visually Impaired Persons

5. Introduce to Sighted guide

6. Pre-Cane Skill

7. Introduce to Cane Skill;

8. Introduce to Independent Travel

9. Develop Daily Living Skill

10. Problems of Orientation and Mobility in Nigeria

**Course Contents**

Meaning and Concept of Orientation and Mobility Skill; Terminologies; Historical Background of Orientation and Mobility; Concept Development and its types; Mobility Devices for Visually Impaired Persons; Sighted guide; Pre-Cane Skill; Cane Skill; Independent Travel; Daily Living Skill and Problems of Orientation and Mobility in Nigeria.

**BUK-ESP 318: Braille and Abacus (2 Units; Core; L=15; P=45)**

**Senate-approved relevance**

Training of high-quality graduate who are immensely skilled and well educated in the reading and production of braille text as well as computation using abacus and other braille codes in all the regions of Nigeria are in consonance with BUK’s mission and vision to address African challenges of inadequacy of braille specialist who can embossed and transcribed print text for learners with visual impairment. Relevance is seen in special needs education from BUK being able to ensure education for all, inclusion of persons with special needs and to enhance writing, reading and comprehension skills of all categories of individuals with visual impairment in Nigeria.

**Overview**

Braille helps people who have lost their sight to continue reading by transcribing books and other printed materials into braille and other accessible formats like audio. Abacus is a simple device for calculating, consisting of a frame with rows of wires or grooves along with beads are slid. It helps students to learn basic mathematics. The course is very of paramount because is directly correlated with academic achievement and employment among persons with visual impairment.

The course is design to expose students to various techniques in learning how to send and receive information independently. The course will focus on educating the students to develop skill in braille and Abacus and practical exercise on Lower Group sign, Lower word sign, composite sign, composite punctuation sign, and conduct practical exercise on mathematical operation using abacus.

**Objectives**

The objectives of the course are to:

1. describe the Pre-Braille - reading and writing tactual activities;
2. conduct practical exercise on the use of worksheet
3. identify Lower Group sign
4. identify Lower word sign
5. discus composite sign
6. explain composite punctuation sign
7. describe Abacus
8. conduct practical exercise on mathematical operation using abacus

**Learning Outcomes**

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

1. demonstrate Pre-Braille - reading and writing tactual activities;
2. use worksheet practices
3. identify Lower Group Sign
4. identify Lower word Sign
5. composite Sign
6. composite Punctuation Sign
7. define of Abacus
8. make mathematical Operation Using Abacus Devices

**Course Content**

Pre-Braille - reading and writing tactual activities; Use worksheet practices; Lower Group Sign; Short forms; lower sign rule; Lower word Sign; Composite Sign; initial sign with Dot 5; initial word sign with Dot 4 and 5; initial words sign with Dot 45 and 6; final group sign; Composite Punctuation Sign; Definition of Abacus andAddition Subtraction of Numbers Using Abacus Devices.

**BUK-ESP: 319: Children with Intellectual Disabilities (2 Units; Core; L=30; P=0)**

**Senate-approved relevance**

Training of high-skilled graduate who are exceptionally skilled in remediating intellectual disabilities that affects child’s cognitive, social and motor development such as crawling, walking, and running, using eating utensils across the parts of Nigeria are in line with BUK’s mission and vision to address African challenges of shortage of trained personnel that will properly manage below and above average students to the fullest. Relevance is clearly exhibited in special needs education from BUK being able to provide quality education and training of children with intellectual disorder.

**Overview**

An intellectual disability is a neurodevelopmental condition that develops in childhood. It affects he children capacity to learn and retain new information, and it also affects everyday behavior such as social skills and hygiene routines. People with this condition experience significant limitations with intellectual functioning and developing adaptive skills like social and life skills.

The condition critically affects reading, writing, or mathematics. They also display delays in speech development or development of gross and fine motor skills (i.e. crawling, walking, and running, using eating utensils). Students in the department of special education must be prepare to offer this course.

**Objectives**

The objectives of the course are to:

1. identify different categories of learners with I.D

2. outline various causes of I.D

3. classify symptoms and levels of Intellectual difficulties

4. describe administration of relevant instruments for assessment and diagnosis of I.D

5. examine different types of intervention procedure for learners with I.D.

**Learning Outcomes**

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

1. Identify different categories of learners with I.D

2. List various causes of I.D

3. Classify symptoms and levels of Intellectual difficulties

4. Administer relevant instrument for assessment and diagnosis of I.D

5. Apply different types of intervention procedure for learners with I.D.

**Course Content**

Definitions of Intellectual Disabilities; Causes of I.D; Characteristics of I.D; Categories of I.D: mild, moderate; severe and profound; assessment and diagnosis of I. D; Formal and informal assessment and diagnosis; Psychometric instruments for assessment and diagnosis; Intervention procedures for persons with Intellectual Disabilities and Educable and Trainable.

**BUK-ESP 417 Advance Braille and Abacus (2 Units; Core; L=15; P=45)**

**Senate-approved relevance**

Training of high-quality graduate who are immensely skilled and well educated in the reading and production of braille text as well as computation using abacus and other braille codes in all the regions of Nigeria are in consonance with BUK’s mission and vision to address African challenges of inadequacy of braille specialist who can embossed and transcribed print text for learners with visual impairment. Relevance is seen in special needs education from BUK being able to ensure education for all, inclusion of persons with special needs and to enhance writing, reading and comprehension skills of all categories of individuals with visual impairment in Nigeria.

**Overview**

Braille is a system of printing for blind people. Advance Braille and Abacus is designed to introduce learners to contracted Unified English Braille and the formats in which it is transcribed.

The course focus on Braille Mode Indicators, proper names, and print abbreviations in braille, conducting practical exercise on capital letters indicators, practical exercise on use symbols, foreign words, guidelines on word division and mathematical operation using braille dotation and Abacus.

**Objectives**

The objectives of the course are to:

1. describe Braille Mode Indicators
2. examine proper names, and print abbreviations in braille
3. conduct practical exercise on capital letters indicators
4. conduct practical exercise on use symbols
5. explain foreign words
6. describe word division
7. describe mathematical operation using braille dotation

**Learning Outcomes**

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

1. Describe Braille Mode Indicators
2. Use Proper Names, and Print Abbreviations in Braille
3. Use Capital Letters Indicators
4. Use Symbols
5. Foreign words
6. Word division
7. Perform Mathematical Operation Using Braille dotation

**Course Content**

Braille Mode Indicators, Proper Names, and Print Abbreviations, Numeric Mode Indicator. Italics Indicator. Bold Indicator, Underline. Accent Sign Poetry layout, Line Sign. Capital Letters Indicators, Use Symbols, Foreign words, Word division, addition, Subtraction, Multiplication, Division, Percentages and other Mathematical Operation Using Braille dotation.

**BUK-ESP 418: Advance Total Communication (2 Units; Core; L=15; P=45)**

**Senate-approved relevance**

Producing of well-trained graduate who are knowledgeable in American Sign Language in all parts of Nigeria are in tandem with BUK’s mission and vision to address African challenges of inadequate sign language interpreters who can sign for learners with hearing impairment and interpret for hearing students. Relevance is clear in special needs education from BUK being able to ensure quality education for all, inclusion and enhance effective communication among all individuals with hearing impairment.

**Overview**

**Sign language** is defined as a means of communication through bodily movements, especially of the hands and arms, used when spoken communication is impossible or not desirable. It serves as a valuable life skill for just about anyone to develop.

Sign language can be particularly useful for those working in public facing roles such as police officers, paramedics, nurses, educators and social workers. Because it involves facial expressions and body language as well as hand gestures, learning sign language could also enhance your ability to recognize and interpret body language. This is rational of involving this course in the education of special needs students in the department.

**Objectives**

The objectives of the course are to:

1. explain American Sign Language and wide range of skills including:

**i.** Receptive – understanding and interpreting American Sign Language on a variety of topics;

**ii.** Expressive– conveying information, concepts, and ideas for a variety of purposes and on a variety of topics; and

**iii.** Interactive- conversing with others to provide and obtain information, express feelings and emotions, and exchange opinions.

1. Distinguish the relationships between
2. Perspectives,
3. Practices and contributions of the American Deaf culture and the Deaf community.
4. Discuss the information that make connections with other disciplines and other perspectives through their knowledge and skills in ASL and understanding of the American Deaf culture.
5. compare American Sign Language and English and concept of culture through comparisons of the American
6. conduct practical exercise on language both within and beyond the school setting;
7. identify basic compensational skills with emphasis on expanding vocabulary and expressive skills.

**Learning outcome**

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

1. Communicate in American Sign Language to demonstrate a wide range of skills including:

**i.** Receptive – understanding and interpreting American Sign Language on a variety of topics;

**ii.** Expressive– conveying information, concepts, and ideas for a variety of purposes and on a variety of topics; and

**iii.** Interactive- conversing with others to provide and obtain information, express feelings and emotions, and exchange opinions.

1. demonstrate knowledge and understanding of the relationships of
2. Perspectives,
3. Practices and contributions of the American Deaf culture and the Deaf community.
4. Acquire information to make connections with other disciplines and other perspectives through their knowledge and skills in ASL and understanding of the American Deaf culture.
5. Develop insights into the nature of language through comparisons of American Sign Language and English; demonstrate an understanding of the concept of culture through comparisons of the American
6. Use the language both within and beyond the school setting; show evidence of becoming life-long learners by using the language for personal enjoyment, enrichment and career development.
7. Develop basic compensational skills with emphasis on expanding vocabulary and expressive skills.

**Course content**

Definition of deaf culture, guideline governing the deaf culture, cute speech, Oral/Aural indigenous sign language, finger spelling, signed English, pidgin signed English, seeing essential English (SEE 1). Signed exact English, Auditory verbal, bilingualism, linguistics of visual English, proficiency skills in ALS usage, basic conversational skills.

**BUK-ESP 419: Program and Services for Gifted and Talented Students (2 Units; Core; L=30; P=0)**

Training of high-skilled graduate who are exceptionally skilled and competent in training gifted and talented learners who are above average and excelled in all life endeavors across the parts of Nigeria are in line with BUK’s mission and vision to address African challenges of miss use of talent because of inadequate gifted teachers that will guide and nurture highly brilliant student to properly utilize the talent. Relevance is manifested in special needs education from BUK being able to provide quality education and training of gifted teacher in Nigeria.

**Overview**

Gifted and talented education is very vital in the field of special education. The course helps to increase motivation and engagement in learning among gifted and talented students. The program provides students with challenging and engaging activities that are tailored to their individual needs and interests.

The course helps to foster a love of learning and encourages students to take ownership of their education. It also a means of providing opportunities for exploration and creativity. This was the reason behind capturing the course as part of the courses in the department.

**Objectives**

The objectives of the course are to:

1. describe library services for gifted learners
2. state guidance and counselling services
3. identify teacher strategies for supporting gifted learners.
4. examine the career choices for gifted learners
5. describe inclusion of gifted learners.

**Learning Outcomes**

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

1. List Library Services for gifted learners
2. List guidance and counselling services
3. Identify teacher strategies for supporting gifted learners.
4. Determine the career choices for gifted learners
5. Make schedule for inclusion of gifted learners.

**Course content**

Learning and learning styles; Library Services; guidance and counselling services; teacher strategy for supporting gifted and talented students; personal development; internet-telecommunication; adverse website; soft wares; unique problems; career choice services supporting self-development activities; model intervention; inclusion; recognize the diverse populations in gifted education such as disabled and early childhood.

**BUK-ESP 420: Assessment of Children with Emotional and Behavioural Disorders (2 Units; Core; L=30; P=0)**

**Senate-approved relevance**

Assessment and identification of children with emotional and behavioral disorders (EBD) is complex and involves multiple techniques, levels, and participants. Assessment practice across school settings is greatly influenced by clinical guidelines such as the DSM-IV, which more specifically defines emotional and behavioral disorders and highlights the issue of co-morbidity. Training of high-quality graduates who are equipped with strategies and techniques of conducting assessment and using different techniques to remediate emotional and behavioural disorder of people with special needs condition in all regions of Nigeria are in agreement with BUK’s mission and vision to address African challenges of learners who are emotional instable. Relevance is seen in special needs education from BUK being able to train personnel who can give different interventions to address emotional and behavioural disorders which will significantly give positive impact in academic performance among the students in Nigeria.

**Overview**

Emotional and behavioral disorders deals with mental health disorders that cause extreme difficulties with both emotions and behaviors. They affect a child’s functioning in most or all areas of their life. The condition make it difficult for a child to regulate emotions and make appropriate behavior choices in a wide variety of situations.

The students will be trained on how to identify some feature of children with Emotional and behavioral disorders such as impulsiveness, Short attention span, Aggression, such as acting out or fighting, Defiance, refusal to follow rules, Disrespect for authority, Arguing, Difficulty handling frustration, Blaming others, denying responsibility for actions. This is why introducing this course is so significance in the education of undergraduate students in Bayero University Kano.

**Objectives**

The objectives of the course are to:

1. describe the terminologies usually applied in assessment process.

2. state the purpose, ethical, legal, professional and multicultural considerations of assessment

3. specify issues related to formal and informal assessment procedures

4. explain referral and screening process which is usually conducted at the early stage of assessment

5. explain the knowledge of identification process and be;

6. outline the assessment instruments and how to measure behaviour

7. describe report writing base on the types of assessment.

**Learning Outcomes**

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

1. acquaint themselves with the terminologies usually applied in assessment process.

2. to demonstrate understanding of purpose, ethical, legal, professional and multicultural considerations of assessment

3. specify issues related to formal and informal assessment procedures

4. to explain referral and screening process which is usually conducted at the early stage of assessment

5. demonstrate knowledge of identification process and be;

6. familiar with assessment instruments and how to measure behaviour

7. to put information together and come up with a final report depending on the purpose for which the assessment was conducted.

**Course Contents**

Terminologies**;** Assessment; diagnosis; identification; screening; referral; prognosis. Assessment Considerations; Ethical, Legal, and Professional Considerations in Assessment; Multicultural, Considerations in Assessment; Purposes of assessment; Diagnosis, Prognosis, Treatment Plan; Treatment Evaluation; Formal and informal assessment; Referral and Screening issues; Identification Procedures; Measuring and Recording Behavior; Assessment Instruments; Rating scales; Observations, Interviews, Examination of student records; Medical evaluation; Standardized norm-referenced assessment of intelligence; academics social etc. Functional Behavioural Analysis (FBA) and Analysis and Report writing

**BUK-SPE421: Diagnostic Techniques for Learners with Learning Disabilities (2 Units; Core; L=30; P=0)**

**Senate-approved relevance**

Training and producing of high-quality graduates who are equipped with diagnostic strategies and technique and designing intervention program for children with learning disability in all regions of Nigeria are in agreement with BUK’s mission and vision to address African challenges intellectual disabilities bedeviling both able and disable pupils in schools. Relevance is seen in special needs education from BUK being able to train personnel who can give different interventions to address problems which will significantly give positive impact in academic performance pupils in the nation.

**Overview**

When a child has problems learning to read, write, perform math skills, understanding spoken language, or expressing himself, a learning disability may be a possible cause. In most cases, a parent's first encounter with special education happens when a child is not progressing and a learning disability is suspected.  Assessment and diagnostic process will only be possible if students are trained on how to identify some feature and characteristics of children with learning disabilities. This serves as the purpose of introducing this course in the education of undergraduate students in department of special education.

**Objectives**

The objectives of the course are to:

1. identify different types of assessment & diagnosis for learners with L.D

2. list various principles of assessing leaners with L.D

4. explain the administration of relevant instrument for assessment and diagnosis of L.D

5. describe the process of schedules and referrals for placement & intervention for learners with L.D

**Learning Outcomes**

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

1. Identify different types of assessment & diagnosis for learners with L.D

2. List various principles of assessing leaners with L.D

4. Administer relevant instrument for assessment and diagnosis of L.D

5. Make schedules and referrals for placement & intervention for learners with L.D

**Course Content**

Definition of Assessment and Diagnosis in learning disabilities, Types of assessment and diagnosis, Principles of assessment and diagnosis, Assessing Speech and Language difficulties, Assessing reading difficulties, Assessing hand writing difficulties, Assessing mathematics difficulties, Assessing motor difficulties, Assessing social skills difficulties, Referrals and schedules for placement and intervention.