

**OLABISI ONABANJO UNIVERSITY AGO-IWOYE
FACULTY OF EDUCATION
DEPARTMENT OF HUMAN KINETICS AND
HEALTH EDUCATION**



**DEPARTMENTAL UNDERGRADUATE
HANDBOOK CCMAS
(2023- 2029)
HEALTH EDUCATION
PROGRAMME**

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THE UNIVERSITY

Olabisi Onabanjo University (formerly known as Ogun State University) is a State University established in July 1982 but started academic activities for its first set of undergraduates in 1983. It is an autonomous public and non-residential institution established by the Ogun State Government with the sole purpose of providing higher education in the Humanities, Sciences and Technology and encouraging the advancement of learning in all the major spheres of human endeavour.

The University is located at Ago-Iwoye in Ogun State with campuses spread over the state. The Health Sciences and Pharmacy are at Ikenne and Sagamu (Remo Campus), College of Engineering and Technology is located at Ibogun, (Egba Campus), Faculty of Science is located at the Main Campus Ago-Iwoye, and the Main Campus is housing the University Central Administration and Faculties of the Social and Management Sciences, Education, Arts and Law at Ago-Iwoye (Ijebu Campus), while College of Agricultural Sciences is located in Ayetoro (Yewa Campus).

In addition to these Faculties and Colleges, the University has a number of academic and service units, including the entrepreneurial and General Studies Unit (GNS), the Sports Centre, Institute of Education, Institute of Transport Studies, Centre for Continuing Education (CCED), Centre for Gender Studies among others.

In all, the University has produced over 20,000 graduates and diplomates since its establishment. These sets of graduates span a wide variety of disciplines and are making way in all spheres of life. At the beginning, the University was lucky to have a selfless and committed Governing Council headed by Professor Akin L. Mabogunje, a former Dean of the Faculty of the Social Sciences, University of Ibadan with Late Professor John Olubi Sodipo as the Vice-Chancellor while Chief Nathaniel O. Sotoyinbo was the Registrar, Mr. S. B. Onigbinde was the Bursar and Chief (Mrs.) 'Laide Soyinka was the University Librarian. The other principal officers that came later and indeed the present management team under the leadership of the Vice-Chancellor (Prof. Ayodeji Johnson Agboola) are keeping the flag flying.

The focused and purposeful leadership given by this foundation management staff gave the university a sound footing that made it to stand the test of time.

THE UNIVERSITY IDENTITY:

A. THE CIRCLE

Stands for First letter in the word 'Ogun'

B. THE DECORATED CIRCULAR FORM

Represents Opon-Ifa, the tray used in Ifa divination who's Odua (Sacred verses) encapsulates several centuries of Yoruba thoughts and experience. Thus, the tray stands for traditional wisdom, knowledge and culture.

C. THE BOOK

Stands to relate meaningfully effectively to traditional experience and culture in its services to Nigeria, Africa and the world at large.

D. THE RISING SUN

Represents Olabisi Onabanjo University throwing its golden rays of knowledge far and wide to illuminate the darkness of ignorance, poverty and diseases.

E. THE BLUE (NAVY) LINES

Below the sun, represent the splendid flow of the OgunRiver, from which the State derives its name.

F. THE GOLD COLOUR

Represents the enlargement of knowledge.

G. THE BLUE (NAVY) COLOUR

It is not only the favourite colour of the Yoruba as exemplified in the ADIRE clothing, but it also possesses the coolness and calmness which are important virtues in the Yoruba traditional concept of the good person or OMOLUWABI.

H. UNIVESITY MOTTO

Excellentia Humana Et. Patriae Opus
(The Flowering of Human Abilities and Service to the Fatherland)

I. UNIVERSITY COLOUR

(NAVY BLUE)

A BRIEF HISTORY OF THE FACULTY OF EDUCATION

The Faculty of Education came into existence in 1982 and operated as a unit until 1983 when students were formally enrolled for courses in education. The faculty under the leadership of Late Prof. S. H. O. Tomori and assisted by a handful of staff occupied part of the only storey building in the University then until 1984 when it moved to the Mini Campus, Ago-Iwoye.

In 1983/84 Dr. Amos Tinuayo Oduyale succeeded Prof. S. H. O. Tomori as the Dean and he was later succeeded by Dr. Kayode Ajayi in 1983/84. Three departments were created out of the unit operated as Faculty. They were:

- 1 Department of Educational Foundations and Management (EFM)
- 2 Department of Curriculum Studies and Instructional Technology (CSIT).
- 3 Department of Physical and Health Education (PHE)

The Department of Educational Foundations and Management was housing all Arts-related subjects e.g. Yoruba, English, History, Christian Religious Studies/Islamic Religious Studies and Guidance and Counseling. On the other hand, 2 Department of Curriculum Studies and Instructional Technology (CSIT) housed all Science and Social Science related subjects. In 1986/87 session, the faculty made case for the creation of Institute of Education. The faculty has since cultivated a tradition of excellence in teaching, research and service. Amongst the achievements of the faculty are:

- 1 The first Faculty to produce academic journal.
- 2 The first to establish post-graduate programme
- 3 The first to establish Sandwich programme
- 4 Production of high-level manpower for the teaching profession in Ogun State and in Nigeria and,
- 5 Involvement in research activities.

HISTORY OF DEPARTMENT OF HUMAN KINETICS AND HEALTH EDUCATION (HKHE)

Introduction

The Department of Human Kinetics and Health Education was established in 1984. At the inception it was named the Department of Physical and Health Education and later the name Department of Sports Science and Health Education was adopted in 1997 following an approval of the University Senate.

In 1989, the National Universities Commission (NUC) published the approved minimum academic standards in Education for all Nigerian Universities in an effort at ensuring a uniform intellectual and professional background. Consequently, the programme in the Department of Human Kinetics and Health Education is appropriately reviewed to accommodate the proposal in the NUC publication cited above.

The Department of Human Kinetics and Health Education makes provision for the pursuance of either a B.Ed. Degree in Human Kinetics or B.Ed. Degree in Health Education.

VISION OF THE PROGRAMME

HEALTH EDUCATION PROGRAMME: The programme foresees the possibility of a human environment that is devoid of preventable diseases through healthy living principles and practices that promote the general well-being of the human population. Therefore, the curriculum provides an avenue for the achievement of this goal.

The department aims at providing all round and sound education in the field of Human Kinetics and Health Education.

MISSION OF THE PROGRAMMES

HEALTH EDUCATION: The Health Education programme is designed to produce scholars and practitioners of health education who can contribute meaningfully to the prevention of diseases, the promotion, sustenance and maintenance of a healthy human population

PHILOSOPHY AND OBJECTIVES OF THE DEPARTMENT

The National Policy on Education interalia states that “A healthy Nation is a Wealthy Nation”. The department believes that this is in congruence with the general philosophy of Physical and Health Education which states “A sound mind in a sound body”. The programmes in the department are therefore aimed at enhancing the health and the physical well-being of the general citizenry, through human capacity development in the areas of health education, promotion and safety living. Also, through sports practice and human movement activities that would enhance human productivity.

The academic course work has been designed to evolve in the students an understanding and knowledge of how to meaningfully manipulate various physical activities, and health programme to help man to cope with the physical, social, healthful and psychological environment. In realization of the fact that Physical Education and Health Education are core subjects in the Junior Secondary, electives in the Senior Secondary and both are examinable by West African Examination Council (WAEC) as O'Level subjects. The course is designed to make products of the department cope with the contents of the syllabus at these levels. The Health Education programme is designed to make the products effectively teach Health Education which is now a West African Education Council (WAEC) subject. Furthermore, the programme is designed to provide trained Health Educators. Physical educators and Sports Scientists for Ministries of Education, Health, Social Development, Youth and Sports, the disciplined forces as well as being self employed by setting up private fitness clinics. The two programmes offered in the department also provide students with the capacity to pursue graduate studies in any of the specialized areas of Human Kinetics or Health Education.

PAST HEADS OF DEPARTMENT

Dr. Amos T. Oduyale (Late)	1984 – 1987
Dr. O. Adekunle Adesanya (Late)	1987 – 1990
Dr. J. A. Oyewusi	1990 – 1992
Dr. (Mrs.) K. O. Ekpo	1993 – 1994
Dr. O. O. Odedeyi	1994 – 1997
Dr. O. O. Omotayo	1997 – 1999
Dr. Kayode Oke	1999 – 2000
Prof. O. O. Odedeyi	2000 – 2003
Dr. Tola Oduyale	2003 – 2007
Dr. G. A. Adebayo (Late)	2008 – 2009
Dr. O. O. Kalesanwo	2010 – 2011
Dr. S. B. Ogunleye	2011 – 2013
Prof. Tola Oduyale	2013 – 2017
Dr. Kayode Oke	2017 – 2019
Prof. Tola Oduyale	2019 – 2021
Dr. A. A. Okundare	2021 - 2024
Dr. S.A. Okueso	2024-date

LIST OF ACADEMIC STAFF IN HUMAN KINETICS AND HEALTH EDUCATION PROGRAMMES (HKHE)

S/N O	NAME	SPECIALISATION	RANK	QUALIFICATIONS	STATUS
1.	Dr. Samuel A. OKUESO	Health Education	Reader/HOD	B.Sc. (Ed.) (Ogun), M.Ed. (Ogun), Ph. D (Ibadan).	Full-Time
2.	Prof. Olutola ODUYALE	Exercise Physiology	Professor	B. Sc. (Ed.), M. Ed. (Lagos), Ph. D. (Ibadan)	Full-Time
3.	Prof. Olufemi. O. KALESANWO	Health Education	Professor	NCE, (Ogun), B.Sc. (Ed.) (Ogun), M.Ed. (Ibadan), Ph.D. (Ibadan)	Full-Time
4.	Dr. Ayobami A. OKUNDARE	Sports Organisation and Administration	Reader	B. Sc. (Ed.), (Ogun) M. Ed. (Ibadan), Ph. D. (Ibadan)	Full-Time
5.	Dr. Isaac A. OYEWUMI	Sociology and Psychology of Sports	Senior Lecturer	B.Ed., M.Ed., Ph. D. (Ibadan)	Contract
6	Dr. R. B Olubela	Curriculum and Curriculum Development	S/L	B. Ed (2001), M.Ed. (2008), Ph.D. (2015)	Full time
7	Dr. Oluwakemi D. Olurinola.	Computer Application/Education	S/L	B. Ed (2016), M.Ed. (2021), Ph.D.	Full time
8	Dr. Abolaji Bukki	Business/Entrepreneurial Education	S/L	B.Ed., M.Ed., Ph. D. (Ogun)	Full time
9	Dr. Mary A. FALEKE	Health Education	Senior Lecturer	B.Sc. (Ed), M.Ed. (TASUED), MPH (Ibadan), Ph.D. (Ogun)	Visiting
10	Dr. Adeyemi V. IGBOKOYI	Health Education	Senior Lecturer	B.Sc. (Ed) (Ogun), M.Ed. (Ibadan), Ph.D. (Ogun)	Visiting
11	Dr. Adeyemi T. OKESANYA	Exercise Physiology	Senior Lecturer	B.Sc. (Ed), M.Ed., Ph.D. (Lagos)	Visiting
12	Dr. Michael A. ADEFUYE	Exercise Physiology	Senior Lecturer	B.Sc. (Ed), M.Ed., Ph.D. (Lagos)	Visiting
13.	Dr. Emmanuel A. ADENUGA	Health Education	Lecturer I	B.Sc. (Ed.) (Ogun) M. Ed (Ogun) Ph. D. (Ogun)	Full-Time
14.	Dr. Adewale O. ADELEYE	Sociology and Psychology of Sports	Lecturer I	B.Ed., M.Ed., Ph. D. (Ibadan)	Full-Time
15.	Dr. Katheleen C. IZUNWANNE	Sports Management & Administration	Lecturer II	B. Sc (Ed.) (Ogun) M. Sc Sports Mgt (ABU) Ph. D (Ogun)	Full-Time
16.	Dr Atolani B. DUYILEMI	Exercise Physiology	Lecturer II	B.Ed., M.Ed., Ph. D. (Ibadan)	Full-Time
17.	Dr. Kolade O. FAKOREDE	Health Education	Lecturer II	B.Ed., (EKSU) M.Ed., Ph. D. (Ibadan)	Full-Time

18.	Dr. Nwankaego E. BAKARE	Health Education	Lecturer II	B.Ed., M.Ed., Ph. D. (Ibadan)	Full-Time
19.	Miss Omobolanle M. ADEKOYA	Health Education	Assistant Lecturer	B.Sc. Ed., M.Ed. (Ogun)	Full-Time
20.	Mr. Adekunle J. AKINLADE	Sports administration	Asst. Lecturer	B.Ed., M.Ed. (Ibadan)	Full time

NON-TEACHING STAFF

S/NO	NAME	SPECIALISATION	RANK	QUALIFICATIONs	STATUS
1.	Mrs. D.O. SOLUADE	Secretarial Administration	Senior Assistant Secretary	B. Sc. (Ed.), Sec. Admin. Ogun	Full-Time
2.	Mrs. Oluwatoyin A. OLAITAN	General Administration	Higher Executive Officer	B.A. (Art), Ogun	Full-Time

Programme Duration

The Department runs basically a three-year or four-year degree programme, leading to the award of a B.Sc. Ed. Human Kinetics or B.Sc. Ed. Health Education depending on the point of entry.

Admission Requirements:

All students in the department should fulfill the Faculty and Department requirements for the awards of B. Sc. Ed. degree

1. 4-year Degree programme leading to:
B. Sc. Ed. Health Education.

Candidates must possess a minimum of five credits at WASC/GCE O' Level of the Senior Secondary School (SSS) level or Merit/Credit at Teachers Grade II Level at not more than two sittings in subjects which must include English Language, Mathematics, any one of: Biology, Chemistry, Physics and any two of the following:

Account	Fine Art	History
Social Studies	Agric. Science	French
Literature in English	Statistics	Animal Husbandry
General Science	Religious Studies	Chemistry
Geography	Yoruba	Commerce
Government	Physics	Economics
Physical & Health Education	Health Education	

2. 3-year Degree programme leading to:
B. Sc. Ed. Health Education

Candidates must possess the following

- (i) Two G.C.E. 'A' Level of HSC passes or two Merit passes at NCE level.
- (ii) Possess NCE in Physical and Health Education either as double major or Physical Education or Health Education combined with any other teaching subject. A minimum of merit pass is required.
- (iii) Possess the Olabisi Onabanjo University or other recognized University Diploma and a minimum required "O" Level papers and at least Merit or Lower Credit pass in the Diploma Examination.
- (iv) In addition to (i) or (ii) or (iii) above, Credit or Merit in English Language, Mathematics, any one of: Chemistry, Biology, Physics and any other two subjects from the above at 'O' Level, Teachers' Grade II or Merit in General English at NCE or General paper at HSC is acceptable.

Please note that Physical and Health Education at Teachers' Grade II level will not be regarded as two subjects.

3. Special consideration will be given to sportsmen and women of national and international repute as appropriate.

4. In all categories of admission into the Health Education programme, motor educability test may be conducted for prospective candidates.

UNIVERSITY TEACHING AND EXAMINATION REGULATIONS

The Harmattan and Rain Semesters teaching Time-Table shall be made available to students at the beginning of each Semester to guide them in selecting courses, particularly electives, for which they can register. The Harmattan and Rain Semester Examinations Time-Tables, however, shall be made available to students at least two weeks before the commencement of each examination.

DATES OF UNIVERSITY EXAMINATIONS

University examinations shall be held at the end of each Semester for all courses offered in that Semester.

QUESTION PAPERS

- (a) Question papers for the Harmattan and Rain Semester Examinations shall be set at the appropriate time. All question papers shall be signed by the Chief Examiner /Co-ordinator and at least one of the University Examiners concerned, and where there is an External Examiner, by the External Examiner as well.

Examiners must make available to the Head of Department exact sources of any copyrighted materials used in the question papers set by them.

The question papers must be written legibly or typed personally by the examiner himself on the prescribed forms.

- (d) The course number and titles of paper in each subject must conform with the numbers and titles in the University/Faculty Hand book.
- (e) The Chief Examiner in each subject shall be responsible for the correctness of the question paper. All corrected proofs must be signed by the Chief Examiner or one of the University Examiners.
- (f) Maps, drawings, photographs, sketches and any other materials needed for reproduction in question papers must be sent in, in a form which can be reproduced without modification and must be submitted along with the question papers.
- (g) All Examiners are required to strictly preserve the secrecy of question papers at all stage until after the examination. The contents of question paper must not be disclosed to any person other than fellow examiners in the same subject or an official of the University specially appointed to deal with question papers.
- (h) The Chief Examiner shall arrange for delivery of marked answer scripts to External Examiners where applicable. On no condition should the scripts be forwarded by post or sent abroad.

- (i) The authorized scheme for University Examination is that approved by the Senate and it is the duty of the Course Examiner to ensure that this Scheme is strictly adhered to.
- (j) On the completion of the examinations, answer scripts shall be retained by the Head of Department for at least five years after the date of Examination after which they may be destroyed.

REGISTRATION FOR UNIVERSITY EXAMNATIONS

A candidate for a University examination shall register for such examination in the prescribed entry registration form. The completed registration must be lodged with the faculty officer of the faculty to which the student belongs not later than the closing date prescribed for the registration for such courses.

Any candidate who fails to register for examination at the appropriate time as prescribed by the Senate shall not be allowed to take any examination in such courses. Any examination taken without registration shall be null and void.

- (i) Candidates must present themselves at such University examination for which they have registered. Candidates who fail to do so for reasons other than illness or accident shall be deemed to have failed that examination. Misreading of the Time-Table shall not be accepted as satisfactory explanation for absence.
- (ii) As a general rule, no special examination shall be set for any candidate who fails or is unable to complete any examination, but such examination shall be taken at the next available opportunity which may be the following year. The general rule notwithstanding, each case shall be considered on its merit.
- (iii) Any candidate who on account of illness is absent from a university examination may be permitted to present himself for such examination at a future date provided that:
 - (a) A full-time student in the University shall report any case of illness to the University Health Centre at all times.
 - (b) When a student falls ill during examinations, he should first and foremost report to the Director, University Health Services before attending any hospital outside the University.
 - (c) When a student falls ill before examination, he shall be under an obligation to send a medical report counter signed by the Director, Health Services within one week of such illness. Any time outside this period shall be considered on its own merit.
 - (d) A candidate who cannot register for courses due to an illness must ensure that a medical report on his or her illness is forwarded by him/her or his/ her parents/ sponsor to reach the Dean of the Faculty not later than two weeks after the end of the normal registration period as scheduled in the University Calendar. The Dean will thereafter determine the authenticity of the claim of such student who must have submitted an authenticated copy of the medical report from the Director of Health Services.

GUIDELINES FOR CANDIDATES' UNIVERSITY EXAMINATIONS

- (i) A candidate shall not be allowed during an examination to communicate by work or otherwise with any other candidate, nor shall he/she leave his/her place except with the consent of an invigilator.

Should a candidate act in such a way as to disturb or inconvenience other candidates, he/she shall be warned and if he/she persists, he may, at the discretion of the invigilator, be excluded from the Examination room. Such an action by the Invigilator must also be reported to the Dean and the Vice-Chancellor.

- (ii) It shall be an examination offence for any student, staff or any person whatsoever to impersonate a candidate in any University examination. Any student or staff of the University found guilty under this regulation shall be subject to disciplinary action by the appropriate authority of the University.
- (iii) It shall be an examination offence for any candidate to take into an examination room or have in his/her possession during an examination any book or paper or printer or written documents, whether relevant to the examination or not, unless specifically authorized to do so, an invigilator has authority to confiscate such documents.
- (iv) A candidate shall not remove from an examination room any paper, used or unused, except the question paper and such book and papers, if any, as he/she is authorized to take into the examination room.
- (v) Candidate shall comply with all 'instruction to candidates' set out on an examination answer book or other examination materials supplied to them. They shall also comply with directive given to them by an invigilator.
- (vi) Candidates shall not write on any paper other than the examination answer books. All rough work must be done in the answer books and crossed out neatly. Supplementary answer books, even, if they contain only rough work, must be tied inside the main answer books.
- (vii) When leaving the examination room, a candidate shall not leave his written work on the desk but he shall hand it over to an invigilator.

Candidates are responsible for the proper return of their written work.

- (viii) Smoking shall not be permitted in examination rooms during examination sessions.
- (ix) Any candidate or staff who attempts in any way to unlawfully have or give a pre-knowledge of an examination question or to influence the marking of scripts or the award of marks by the University or External Examiner shall be subjected to disciplinary action by the appropriate authority of the University.

EXAMINATION OFFENCES

- (i) If any candidate is suspected of cheating, receiving assistance or assisting other candidates or infringing on any other examination regulation, a written report of the circumstances shall be submitted by the invigilator to the Vice-Chancellor through the Dean within 24 hours of the examination session. The candidate shall be allowed to continue with the examination.
- (ii) Any candidate suspected under Regulation (i) above shall be required to submit to the invigilator a written report immediately after the paper. Failure to make a report shall be regarded as a breach of discipline.

APPOINTMENT OF UNIVERSITY EXAMINERS

(a) The Chief Examiners:

- (i) Shall be responsible for collection, collation and harmonization of all the segments of a Paper/or a Course Examination.
- (ii) Shall ensure that all questions are coordinated and enough copies produced for each course.
- (iii) He shall arrange for the marking and presentation of the results to Faculty Board and ultimately to Senate in good time.

(b) Other University Examiners:

- (i) All Examiners are to adhere to the time-table for the submission of questions. Draft examination questions are to be submitted to Head of Departments by Examiners eight (8) weeks before the beginning of the examination. Draft examination questions together with model answers and marking scheme should be submitted to the Head of Department. Heads of Department will not accept draft examination questions without model answers and a marking scheme.
- (iii) Examiners shall proof-read their questions till all corrections have been made, so that corrections will not be made in the examination room. A report on corrections made in the examination room shall be made by the Senior Invigilator to the Examiners' Head of Department.
- (iv) Examiners shall be present during the first half of the Examination and should be available throughout the examination. Examiners should therefore, consult the final time-table for the information on place and time for their examinations.
- (v) Examiners shall collect their scripts from the Head of Department.
- (vi) The Examiner or his nominee shall sign for any scripts collected from the Head of Department.

- (vii) Examiners shall adhere to the time-table for the submission of examination grades and attendance at Examiners' Board meeting. Examiners are to submit their examination grades to the Head of Department not later than two (2) weeks after the paper has been taken.
- (viii) Immediately after the closing dates for submission of questions and grades, the Head of Department will submit a report on a prescribed format to the Vice-Chancellor on questions and grades submitted or not submitted.
- (c) Duties of Faculty/Department Examination Officers/Sub-Dean:**
 - (i) Faculty Examination Officers should be responsible for ensuring that all arrangements for the University examinations in the Faculty are made.
 - (ii) They shall be responsible for the preparation of Faculty/Examination Time-Table, allocation of Examination rooms, and assignment of Invigilator.
 - (iii) They shall be responsible for the collection of draft examination questions from Heads of Departments.
 - (iv) They shall provide assistance in the processing of examination results (calculation of G.P.A)
 - (v) They shall provide assistance in the preparation of examination results for submission to the Faculty Examiners Board.
- (d) Duties of Examination Attendants:**
 - (i) To report at once to the Invigilator any unseemly behaviour of any candidate.
 - (ii) To accompany candidates leaving examination room under permission, so as to avoid cheating.
 - (iii) To run errands on the instruction of the examination Supervisor or Invigilator.
 - (iv) To perform such other duties as may be assigned from the time to time by the Chief Invigilator or any other Senior Examinations Officer. Under no circumstance should an attendant aid and abet a candidate to cheat during the examinations.

No person who has been involved in teaching a particula during an academic session shall be appointed as External Examiner for the session.

APPOINTMENT AND FUNCTIONS OF EXTERNAL EXAM INER.

One external examiner from a University of repute shall participate in the conduct of the final year examinations of each degree programme and the determination of the results in accordance with the general regulations relating to the duties of the external examiner.

FUNCTIONS OF EXTERNAL EXAMINER

It shall be the duty of the External Examiners, where applicable, to assist in the conduct of the examinations for which they have been appointed and in particular:

- (i) To scrutinize draft question papers and to satisfy themselves that the question papers are appropriate having regard to the approved syllabus for the course being examined and the level of the examination; and to recommend such alterations or modifications to the papers as they may think desirable. All question papers must be signed by the External Examiner;
- (ii) To mark or revise the marking of scripts in consultation with the Chief Examiner in the subject;
- (iii) To assess practical or oral tests in consultation with the Chief Examiner in the subject;
- (iv) To participate in the determination of results and to adjudicate in cases of disagreement among university examiners in consultation with the Chief Examiner;
- (v) To submit a report to the Vice-Chancellor on the completion of each examination in the subject with particular reference to the following points:
 - (a) The general standard of the Examination and performance of the candidates;
 - (b) The standard of marking by the University Examiners;
 - (c) A critical appraisal of the conduct of the Examination, with suggestions for improvement on future occasions.

RENUMERATION FOR EXTERNAL EXAMINERS: This is determined by the university.

(a) BOARD OF EXAMINERS

The Board of Examiners of the Faculty shall be constituted as follows.

The Dean of the Faculty as Chairman.

The Heads of Departments and all other University approved Examiners in the Faculty.

Where applicable, the relevant External Examiners.

The functions of the Board of Examiners of Faculty shall be:

- (i) To consider and ratify the marks, and in final examinations, the classifications recommended by the Departmental Board of Examiners in respect of graduating students;
- (ii) To make recommendations to the Faculty Board for the consideration of all Semester Examination Results and the award of degree, diplomas and certificates;

- (iii) To consider all cases of absence or withdrawal from examinations and to make recommendations to the Faculty Board;
- (iv) To make recommendations to the Faculty Board for the award of distinctions and prizes.

(b) The Department Board of Examination shall be constituted as follows:

The Chief Examiner/Head of Department (Chairman)

The External Examiner(s) where applicable

All the University Examiners in each paper.

The functions of the Department Board of Examiners shall be:

- (i) The moderation of all examination questions;
- (ii) To consider the marks allotted to candidate for individual course;
- (iii) To make recommendation to the Faculty Board of Examiners.

PATTERN OF EXAMINATION

- (i) Each course shall be examined at the end of the semester. The Examination shall be conducted as prescribed by Senate.
- (ii) Each course will normally be examined by a theory paper of 1-3 hours in addition to which there may be a practical and/or an oral examination.

INTER-UNIVERSITY TRANSFER PROCEDURE/RE QUIREMENTS

Students who may wish to transfer from any recognized University into any of the Departments in the Social sciences must have followed all the university guidelines and fulfilled all approved requirements for entry into that department. Specifically, such a candidate must not have a CGPA that is less than 2.0 and the admissibility of the candidate shall be considered and approved by Faculty Board or by the Dean of the Faculty on behalf of the Faculty Board.

GENERAL REGULATIONS GOVERNING CERTIFICATES AND FIRST DEGREES OF THE UNIVERSITY

1. A programme of study shall be provided leading to a Bachelor's degree to be denoted by the letters B. Sc. Ed. (or such other abbreviations as the Senate may from time to time approve) which may be awarded with honours or as a Pass degree.

2. Instruction shall be by courses and students will be required to take approved combinations of courses as approved by Senate, on the recommendation of the Board, of the appropriate Faculty, may from time to time be determined.
3. Courses shall be evaluated in terms of course units. A course unit is defined as one lecture/tutorial contact per week, or one three-hour laboratory or practical class per week throughout a semester, or an equivalent amount of other assigned study or practical experience or any combination of these.
4. Courses shall be numbered in levels thus: 101-199, 201- 299, 301 - 399 and 401-499, 501-599, 601-699 and so forth corresponding to 100, 200, 300, 400, 500 and 600 levels respectively. Course numbers shall be prefixed by a three-character programme subject code e.g. ENG101, ECO202 or MAT304, HKE101 or EHE403 or EHE101
5. Students admitted into the university however, through Direct Entry programme are to be credited for their higher entry qualifications through specific regulations of their Colleges/Faculties.

6. REGISTRATION FOR COURSES

Every student is expected to register for all courses he/she intends to pursue in a Semester. Following payment of the designated fees through the University Portal System by (POS). Such courses shall be lodged in the prescribed registration entry forms and shall be lodged with the Faculty Officer. Registration for courses is not deemed complete until a student has personally handed over all the completed registration forms to the Faculty Officer who shall duly acknowledge receipt. Failure to complete registration within the prescribed period without reasonable excuse shall attract a penalty of N100.00 per day for a maximum period of two weeks of lateness or any amount that may be decided by Senate from time to time, after which the student will not be allowed to register.

7. CHANGE OF COLLEGE/FACULTY/DEPARTMENT AND PROCEDURE FOR ADDING OR DELETING COURSES BY STUDENTS

Students who may wish to change any of their registered courses may do so upon completing the form designed for the purpose. The time-limit within which students shall be allowed to either delete or add new courses to their list of registered courses shall be four weeks from the commencement of the semester. Students who wish to change Department within the same Faculty shall be required to fulfill all approved requirements and guidelines for entry into that Department.

(a) The change shall be allowed only subject to vacancies in the receiving Faculty.

(b) In the case of transfer to Law, the applicant shall:

- (i) Initially possess a credit level pass in English Language, Literature in English and in three other subjects in the GCE /WASC passed at not more than two sittings. At least a pass in Mathematics is also compulsory,
 - (ii) Pass (i.e. obtain 40% mark) in all the courses registered for in his/her department at the 100-level degree programme in the, session he/she is seeking transfer, and
 - (iii) Have an average of not less than 50% in the year in which he is seeking transfer.
- (c) In the case of transfer to the College of Health Sciences, a student who wishes to seek transfer to the College must in addition to the possession of the basic entry qualification secure an average of 50% in each of Chemistry, Physics and Biology in the Session in which he/she is seeking transfer.

8. SANCTIONS FOR NON-REGISTRATION FOR COURSES AND RELATED ISSUES

- (i) A student who abandons his/her studies for a Semester without approved Leave of Absence shall have his/her studentship suspended. Such a student shall have to apply to Senate for re-admission. If re-admission is approved, the student shall be asked to settle in full the fees for the Semester missed.
- (ii) A student who absents himself/herself for two consecutive semesters without just cause shall automatically forfeit his/her studentship.
- (iii) Any student who fails to register for courses by the final deadline prescribed by Senate in the University Calendar shall not be allowed to take any examination in such courses.
- (iv) Any student who registers for courses but fails to register for examinations for no just cause shall be scored 0% in those courses for which he/she registered.
- (v) For a candidate to qualify to sit for or write an examination in a course, he/she must have attained at least seventy percent (70%) attendance at lectures, tutorials and practicals.

9. GENERAL STUDIES PROGRAMME

In addition to the courses specified above, students are expected to take GNS 001 and 002 plus other prescribed general courses

10. COURSE UNIT SYSTEM TERMINOLOGIES

The following standard terminologies shall be used for the different categories of courses:

- (a) **Compulsory:** Courses specified by a Department, Faculty or the University which a student must take and pass:
 - (b) **Required:** Courses specified by a department which students must take. The minimum standard to be attained by students offering such courses is 30%.
 - (c) **Electives:** Courses specified by a department from which a student can take in order to make up the required additional units for the award of the degree.
 - (d) **Pre-requisite:** A course whose knowledge is essential prior to taking another specified course;
 - (e) **Concurrent:** Specified courses at the same level which must be taken within the same Semester.
- 11. Appropriate prerequisites and/or concurrent requirement may be prescribed for courses. A prerequisite requirement is fulfilled by completing and passing the prerequisite; except that a student who fails a course but obtains at least a specified minimum standard in it shall be deemed to possess the course for prerequisite purposes but will not be credited with any units in it. A concurrent requirement will be satisfied if the student has either taken the course on a previous occasion or registered for the course within the same Semester.
 - 12. All courses taught during each Semester shall normally be examined at the end of that Semester, and candidates will be credited with the number of course units assigned to the Course for which they have passed the examinations.
 - 13. All courses shall be examined by Continuous Assessment through assignments and/or tests. The marks scored through such continuous assessments shall not constitute more than 30% of the total marks for the course.
 - 14. In each semester, to be qualified for full time studentship, a student shall register for courses totaling not less than 12 units. No student shall however register for courses totaling more than 27 units per semester. However, in exceptional cases and with the approval of the Provost/Dean of the College/Faculty, a student may be allowed to register for courses totaling not more than 27 units.
 - 15. A student who fails to obtain 10 units at the end of the first year, 20 units by the end of the second year, 30 units by the end of the third year and 40 units by the end of the fourth year respectively shall be required to withdraw from the University
 - 16. A student authorized to transfer from Faculty or Department to another shall be credited with those units passed that are within the curriculum of the new Department or Faculty.

17. A student shall not normally be permitted to qualify for a degree until he has completed a prescribed period of study.
- (a) The normal period for a Honours Degree shall be eight semesters in the Faculties of Arts, Science, Social and Management Sciences, and Education, ten Semesters in the College of Agricultural Sciences and Faculties of Law and Pharmacy, twelve semesters for the College of Medicine and such numbers of semesters as may be prescribed for other programmes in Colleges/Faculties.
 - (b) The number of course units for the award of a degree shall be as approved by Senate on the recommendation of the College/Faculty Board.
 - (c) The minimum honours requirements for each degree programme shall be prescribed by Senate on the recommendation of the Board of the appropriate College/Faculty.
 - (d) For the award of honours in a specific programme, additional and/or alternative requirements may be prescribed by Senate on the recommendation of the Board of the appropriate College/Faculty.
18. (a) A student who has taken more than two academic years in excess of the approved minimum period of study to complete a degree programme shall not normally be eligible for a Honours classification.
- (b) A student who has spent up to six (6) semesters in excess of the approved minimum period and has failed to complete a degree programme shall have his/her studentship determined.
19. The permission of the Senate must be obtained in all cases of consideration for a Pass Degree of anyone who has spent more than four Semesters in excess of the number approved in clause 17 (a) above
20. Degrees shall be classified as First Class Honours, Second Class Honours (Upper or Lower Division), Third Class Honours and Pass.
21. (i) The Grade Point Average System shall be used for the determination of the class mark and the class of Degree.
- (ii) In order to obtain the Grade Point Average of a candidate, the appropriate index (Grade Point) assigned to each range of numerical mark is multiplied by the course unit and the product is added up for all courses registered for total is divided by the total numbers of unit registered for in the programme.

The final aggregate for a course shall be a whole number; Letter grades and grade points shall be awarded on the basis of the final aggregate marks as follows:

Letter (Grade)	Grade Point	Marks
A	5	70 - 100
B	4	60 - 69
C	3	50 - 59
D	2	45 - 49
E	1	40 - 44
F	0	0 - 39

FIRST DEGREE

To qualify for a degree, a candidate must have passed all the specified compulsory courses and in addition obtained the minimum number of units prescribed by each College/Faculty. The class of degree shall be based on the final Cumulative Grade Point Average as follows:

4.50 and above	- First Class
3.50 - 4.49	- Second Class (Hons.) Upper Division
2.40 - 3.49	- Second Class (Hons.) Lower Division
1.50 - 2.39	- Third Class (Hons.)
1.00 - 1.49	- Pass

Notification of Examination results shall be issued to students and their parents or sponsors at the end of each session.

UNIVERSITY TEACHING AND EXAMINATION REGULATIONS

- (i) The Harmattan and Rain Semesters Teaching Time-Table shall be made available to students at the beginning of each Semester to guide them in selecting courses, particularly electives, for which they can register. The Harmattan and Rain Semester examinations' Time-Tables, however, shall be made available to students at least two weeks before the commencement of each examination.
- (ii) The Senate shall have control and general direction of all university examinations and shall exercise such powers as may be necessary to discharge these functions.
- (iii) Senate shall be responsible for the details of organization and the administrative arrangements for university examinations. It shall set up a sub-committee on Examinations to assist it in the performance of these functions. The Registrar or his nominee shall be the secretary to the sub-committee.
- (iv) Subject to the overriding control of Senate exercised through the Senate Committee on Examinations as in (iii) above, University examinations shall be conducted by Departmental Boards of Examiners appointed by Senate on the recommendations of the appropriate College/Faculty Boards.
- (v) Senate shall determine whether any matter is one of the conducts of examinations or of the organization and arrangement for examinations.

GUIDELINES FOR CANDIDATES AT UNIVERSITY EXAMINATIONS.

A candidate shall not be allowed during an examination to communicate by word or otherwise with any other candidate nor shall he/she leave his/her place except with the consent of an invigilator. Should a candidate act in such a way as to disturb or inconvenience other candidates, he/she shall be warned and if he/she persists, he may, at the discretion of the invigilator, be excluded from the Examination Room. Such an action by invigilator must also be reported to the Vice- Chancellor.

It shall be an examination offence for any student, staff or any person whatsoever to impersonate a candidate in any university examination. Any student or staff of the University found guilty under this regulation shall be subject to disciplinary action by the appropriate authority of the University.

It shall be an examination offence for any candidate to take into an examination room or have in his/her possession during an examination any book or paper or printed or written documents, whether relevant to the examination or not, unless specifically authorized to do so. An invigilator has authority to confiscate such documents.

A candidate shall not remove from an examination room any paper, used or unused, except the Question paper and such book and papers, if any, as he/she is authorized to take into the examination room.

Candidates shall comply with all "direction to Candidates" set out on an examination answer book or other examination materials supplied to them. They shall also comply with direction given to them by invigilator. Candidates shall not write on any paper other than the examination answer books. All rough work must be done in the answer books and crossed out neatly. Supplementary answer books, even if they contain only rough work must be tied inside the main answer books.

When leaving the examination room, a candidate shall not leave his written work on the desk but he shall hand it over to an invigilator. Candidates are responsible for the proper return of their written work.

Smoking shall not be permitted in examination rooms during examination sessions.

Any candidate or staff who attempts in any way to unlawfully have or give a pre-knowledge of an examination question or to 'influence the marking of scripts or the award of marks by the University or External Examiner shall be subject to disciplinary action by the appropriate authority of the University.

EXAMINATIONS OFFENCES

If any candidate is suspected of cheating, receiving assistance or assisting other candidates or of infringing any other examination regulation, a written report of the circumstances shall be submitted by the invigilator to the Vice-Chancellor within 24 hours of the examination session. The candidate concerned shall be allowed to continue with the examination.

Any candidate suspected under regulation (46) shall be required to submit to the invigilation a written report immediately after the paper. Failure to make a report shall be regarded as a breach of discipline.

(a) Where the Vice-Chancellor is satisfied that any candidate has committed an examination offence and the Vice-Chancellor may;

(i) Authorize the Registrar to give public notice of the fact that such an offence has been committed by that candidate or to give notice to that candidate;

OR

(ii) Remove the name of the candidate from any pass list;

OR

(iii) Suspend the candidate from any University Examination for such period as he may decide;

OR

(iv) Order that the candidate be suspended from any University Examination for such period as he may decide;

OR

(v) Order that the candidate be dismissed from the University;

OR

(vi) Act in all or any of these ways; and

(vii) Report any action taken to the Senate and Council.

Where the Vice-Chancellor has reason to believe that the nature of any question or the content of any paper may have become known before the date and time of the Examination to any persons other than the examiners of the paper, the Board of Examiners and any official of the paper, he may order the suspension of the examination or the cancellation of the paper or setting of a new paper and shall report the matter to the senate. The Vice-chancellor shall take any disciplinary measure against any student or students involved as he may deem appropriate.

If in the opinion of an invigilator, circumstances arise which render the examination unfair, to any candidate, he must report the matter to the Vice-Chancellor within 24 hours after the examination.

Where a matter is reported to the Vice-Chancellor under Regulations 49 and 50, he may take such other actions as he thinks fit for the purpose of this regulation. If he directs that another examination be held, that Examination shall be the examination for the purpose of the Regulation.

Any candidate or member of the academic staff may complain to the Vice-Chancellor that an examination has been improperly conducted. The Vice-Chancellor shall investigate the complaint and report the result of his investigation to the senate which shall take such actions as it may deem appropriate, including withholding of result or deprivation of the award of degree, diploma, etc.

EXAMINATION ACCOMMODATION

All University examinations shall be held in rooms approved by the Registrar as suitable for the purpose. The rooms shall be prepared as follows:

- (i) As much as possible, the Registrar shall endeavor to accommodate all candidates who are to write papers in the same course in one room.
- (ii) Where all candidates for the same course cannot be seated in one room, and are likely to be split into different rooms, the Dean of the Faculty must be informed in good time, to make arrangement for a sufficient number of invigilators.
- (iii) Sitting arrangement shall be standardized and specific distance maintained between one candidate and the other to prevent cheating. The Registrar shall supply to the invigilator at each examination room the following materials: Answer books and other approved writing material, e.g. drawing paper, square ruled paper and graph

Dressing Code

- a. All students must wear dresses that shall cover their chest and back. Any student found violating this bye-law shall;

As first offender shall be given serious warning; When caught on the same offence shall face One Semester Suspension and the parent shall also be invited.

- b. All trousers to be used must touch the shoe. Any trouser(s) besides this, put on, would make the student to face one Semester suspension;
- c. Any male student that puts on earring and displays a strange hair-style shall face One Semester Suspension while the parents shall also be invited to the University.
- d. Transparent dresses must not be put on in the University. Any student found guilty of such an offence shall face One Semester Suspension while the parent shall be invited to school.

RULES GUIDING PRACTICAL EXAMINATION CONDUCT IN THE DEPARTMENT

Theory: General University and Faculty peculiar rules shall apply.

Practical: The following rules shall apply:

1. Students shall appear in the traditional white T-shirts, blue shorts/blue track down with white socks and white sports canvass.
2. Students must arrive 30 minutes before the practical examination, fully dressed with their appropriate sports equipment.

REGULATIONS GOVERNING COURSES LEADING TO B. Sc. Ed. HEALTH EDUCATION

1. The programme of study leading to the award of first degree in Health Education, which may be awarded with Honours or Pass degree is as contained in the approved courses for the Department, Faculty of Education and other relevant areas of study.
2. Four levels of courses shall be offered as follows with other faculty and university courses:

100 Level Courses	(EHE111 -OOU-EHE115)
200 Level Courses	(EHE211 – OOU-EHE213)
300 Level Courses	(EHE313 – OOU-EHE319)
400 Level Courses	(EHE401 – OOU-EHE418)

NB.:

Candidates admitted for the 3-year degree programme shall enter the programme at the 200 level as direct entry student.

HEALTH EDUCATION B.Sc. (ED) DEGREE 4- and 3-YEAR PROGRAMME
CCMAS COURSE CONTENTS AND DESCRIPTION

GENERAL EDUCATION COURSES

HARMATTAN AND RAIN SEMESTER

100 LEVEL

COURSE CODE	COURSE TITLE	UNITS	STATUS
General			
GST111	Communication in English	2	C
GST112	Nigerian Peoples and Culture	2	C
Core Course			
EDU101	Introduction to Teaching Profession	2	C
OOU-EDU152	History and Philosophy of Education	2	C
Specialization			
EHE111	Introduction to Health Education	2	C
EHE113	Personal Health & Dental Education	2	C
EHE114	Environmental Health	2	C
EHE117	Human Growth and Development	2	C
EHE120	Introduction to Community and Public Health	2	C
BIOT01	General Biology	2	C
HKE106	Inclusive Physical Education and Sport	2	C
HKE112	Introduction to Physical Education and Sport	2	C
OOU-EHE104	Human Biology I	2	E
OOU-EHE108	Nutrition and Health of School Children	2	E
OOU-EHE109	Health Records Keeping in Schools and Health Facilities	2	E
OOU-EHE115	Anthropology and Health Education	2	E
	Total	32	

200 LEVEL

COURSE CODE	COURSE TITLE	UNITS	STATUS
General			
GST201	Philosophy, Logic and Human Existence	2	C
ENT211	Entrepreneurship and Innovation	2	C
GST212	Philosophy, Logic and Human Existence	2	C
EDU201	Curriculum, Curriculum Delivery and Teaching Methods	2	C
Core Course			
OOU-EDU 262	Educational Technology	2	C
OOU-EDU 263	Sociology of Education	2	C
OOU-EDU 265	Language and Communication in Teaching	2	C
Specialization			
EHE211	Methods and Resources in Health Education	2	C
EHE212	School Health Education Programme	2	C
EHE213	Human Anatomy and Physiology	2	C
EHE215	Family Life, Reproductive Health & Population Education	2	C
EHE218	Human Diseases & Health Protection	2	C
EHE219	Health Education Practicum	2	C
EHE220	Food and Human Nutrition	2	C
EHE222	Emotional, Mental and Social Health	2	C
OOU-EHE201	Emergency Health Care Education	2	E
OOU-EHE203	Healthy Lifestyle Education	2	E
OOU-EHE204	Human Biology II	2	E
OOU-EHE205	Mass Media Health Care Education		
OOU-EHE206	Patient Health Education	2	E
OOU-EHE208	Introduction to Health Promotion and Health Education Theories	2	E
OOU-EHE210	Rural and Urban Health Education	2	E
OOU-HKE213	Computer Application in Human Kinetics and Health Education	2	E
	Total	46	

300 LEVEL

COURSE CODE	COURSE TITLE	UNITS	STATUS
General			
GST312	Peace and Conflict Resolution	2	C
ENT312	Venture Creation	2	C
Core Course			
EDU301	Teaching Practice	3	C
EDU302	Research Methods, Measurement and Statistics	3	C
OOU-EDU373	Educational Psychology Guidance and Counselling	2	C
OOU-EDU374	Educational Management	2	C
Specialization			
EHE313	Research Methods in Health Education	2	C
EHE314	Substance Use and Abuse Prevention	2	C
EHE315	Maternal, Infant & Child Health	2	C
EHE317	Health Psychology and Counselling	2	C
EHE320	First Aid, Accident Prevention and Safety Education	2	C
EHE321	Application of Computer Skills & Informatics in Health Education	2	C
EHE322	Life Skills & Skilled-Based Health Education	2	C
EHE324	Epidemiology of Public Health & Human Biometrics	2	C
OOU-EHE310	Essential Drug Education	2	E
OOU-EHE311	Prevention and Management of Allergy and Prophylaxis in School	2	E
OOU-EHE316	Health Education for Health Promotion in School and Community	2	E
OOU-EHE318	Waste Management Education	2	E
OOU-EHE319	Entrepreneurship in Health Education	2	E
	Total	38	

400 LEVEL

COURSE CODE	COURSE TITLE	STATUS	UNITS
General			
EDU 400	Project	3	C
EDU 401	Teaching Practice II	3	C
OOU-EDU403	Educational Measurements, Tests, Research Methods, and Statistics II	2	C
Specialization			
EHE 401	Contemporary National Health Programmes, Issues and Problems in Public Health	2	C
EHE 402	Occupational and Industrial Health	2	C
EHE 403	Health Economics & Consumerism	2	C
EHE 404	Organisation, Planning and Evaluation of Health Education Programmes	2	C
EHE 407	Seminar in Health Education	2	C
EHE 408	Global Health, National Health Laws, Policies and Advocacy	2	C
EHE 409	Curriculum Development & Innovation in Health Education	2	C
EHE 410	Geriatrics & Death Education	2	C
OOU-EHE405	Health Education Practicum II	2	C
OOU-EHE411	Care of Special Senses in School and Community	2	E
OOU-EHE416	Exercise, Fitness and Health	2	E
OOU-EHE418	Social Marketing and Health	2	E
	Total	32	

HEALTH EDUCATION B.Sc. (ED) DEGREE 4-YEAR PROGRAMME
COURSE CODES, TITLE AND DESCRIPTION

HARMATTAN AND RAIN SEMESTER

GENERAL COURSES

CODE	COURSE TITLE	UNIT	STATUS
EDU101	Introduction to Teaching and Foundations of Education Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and socio-cultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical developments in sociology of education. Current developments in sociology of education.	2	C
GST 111	Communication Skills in English 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.	2	C

GST 112	<p>Nigerian Peoples and Culture</p> <p>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 self reliance (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.</p>	2	C
OOU-GES 151	<p>Modern Agriculture and Rural Development</p> <p>This course introduces students to contemporary agricultural practices and their role in promoting sustainable rural development. It explores modern farming technologies, agribusiness strategies, climate-smart agriculture, rural infrastructure, and community-based development approaches. Emphasis is placed on improving agricultural productivity, food security, and livelihoods while ensuring environmental sustainability. Students will gain knowledge and skills to address challenges in rural communities and contribute to national and global agricultural development goals.</p>	2	C

OOU-EDU 152	History and Philosophy of Education The evolution of Western Education in Greece. Athenian versus Spartan Education. Education in Ancient Rome. Pioneers of Educational Thought. Traditional Education in Nigeria. Islamic Education in Nigeria. The Advent of Western Education in Nigeria. Education Ordinances, Commissions and Boards since 1882. Free Education in the Western and Eastern Regions. Post-independence Educational Development. The 1969 Curriculum Conference. National Policy on Education (1 st to 6 th Edition). Universal Primary Education. Universal Basic Education. History of Higher Education in Nigeria. Philosophy and Education, Branches of Philosophy; Schools of Philosophy and their implications for Educational Practice. Knowledge, Values, Ethics and Education. Philosophical Analysis of Educational Terms and Concepts. The National Policy on Education.	2	C
ENT211	Entrepreneurship and Innovation: 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.	2	C
GST212	Philosophy, Logic and Human Existence: 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,	2	C

	philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.		
EDU201	Curriculum, Curriculum Delivery and Teaching Methods: Definition and types of curriculum. The curriculum development process. The Nigerian core curricula. Curriculum delivery. General teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, met cognition, argumentation. Project-based learning, competency-based learning, culture-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management with special needs.	2	C
OOU- EDU262	Educational Technology Concept of Educational Technology. Techniques of instruction. Communication in education. Cybernetic System, and computer-driven technologies for instructions. Educational media - types. Design and production of educational media. Utilization, and evaluation of educational media and resources. Community resources- types. Guidelines for effective utilization of resources. Concept of programmed Instruction and learning. Principles of programmed instruction. Development of programmed materials. Systems approach to instruction. Instructional, Simulation, and games. Photography in education. Digital production of instructional photographs. Concept of Educational Resource Centre (ERC). Types and functions of ERC. PowerPoint Projector, classroom with interactive board, relevant textbooks, relevant journals, internet resources.	2	C
OOU- EDU263	Sociology of Education The Evolution and Assumptions of Sociology. Concept and Structure of Society. Society as a System of groups and institutions. Education as a Social Institution. Founding Fathers of Sociology of Education. Sociological Theories and Education. Education, Culture and Socialisation. Education and Social Change. The Classroom Interaction Systems. The Role of the School in the Learning of Norms. The Family, the School and Education. Education and other Social Institutions. Social Stratification and Education. Education and Social Mobility. The School as a Social and Formal Organisation. Issues in Professionalisation of Teaching. Contemporary Social Problems and Education.	2	C
OOU- EDU265	Language and Communication in Teaching Language skills. Sub skills of listening. Subskills of speaking. Reading activities. Practical speaking drills. Guided writing. Brain drill to measure thinking capacity. Practical demonstration	2	C

	through guided construction of verbal expressions. Practical demonstration through guided construction of non-verbal expressions. Extensive reading and written forms. The study of academic writing. Introduction to grammar in language teaching. The teaching of synonyms. The teaching of antonyms. The teaching of homophones, homonyms, homographs. Tenses. Reading skills with defects (to be avoided) like regression, mouthing, finger tracing head. Essays on topical issues ranging from politics to religion, aviation, agriculture, carpentry, photography, science, theatre arts etc		
OOU- EDU373	Educational Psychology and Guidance and Counselling Introduction to Educational Psychology: definition of educational psychology, theories of learning and development, individual differences, and diversity. The Role of Counselling in Education: the relationship between counselling and education, the goals of counselling in education, the counselling process in educational settings. Guidance and Counselling in Schools: the role of school counsellors, models of school counselling programs, counselling techniques and interventions, group counselling and peer counselling, consultation, and collaboration. Career Counselling and Development: career counselling theories and models, career development stages and tasks, career assessment and exploration, career decision-making and planning. Counselling and Special Education: understanding disabilities and special needs, the role of counsellors in special education, adaptations and accommodations, inclusive education, and collaboration. Mental Health and Wellness in Education: mental health issues in education, promoting mental wellness and resilience, prevention and early intervention, crisis response and management. Research and Professional Development in Educational Counselling: evidence-based practices and interventions, program evaluation and outcome measures, professional ethics, and standards, continuing education and lifelong learning.	2	C
OOU- EDU374	Educational Management School as a formal organization. Differences between school and other formal organizations. Basic Principles of Management. Applicability of Principles of Management in Managing Educational institutions. Concept of Leadership and Managements. Distinguishing between Leadership and Managements. Theories of Leadership. Leadership styles concept and elements of systems management. Applicability of Systems Management to the organization and management of Educational Institutions. Basic principles and processes of effective planning. Investment in education. Public and private partnerships in the Nigerian Education enterprises. Decision-making processes in the	2	E

	Educational System. Financing of Education in Nigeria. Sources of Educational Funding. Causes of Under Finding of Education in Nigeria. Budgeting in Education.		
EDU 301	Teaching Practice I Definition and types of curriculum. 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.	3	C
GST 312	Peace and Conflict Resolution 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	2	C
ENT 312	Venture Creation Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social	2	C

	<p>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 e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce 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).</p> <p>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).</p>		
EDU302	<p>Educational Measurements, Tests, Research Methods and Statistics</p> <p>Teaching as a profession. Types of educational measurements. Types of tests. Development of tests. Test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing research proposal. Research designs. Theoretical/conceptual framework and review of literature.</p> <p>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. Ethical considerations. (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. In educational data analysis. Reporting educational research.</p>	2	C
EDU 400	<p>Project</p> <p>Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of awell-</p>	3	C

	conceptualized research and presenting a written report on the study conducted.		
EDU 401	Teaching Practice II 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.	3	C
OOU-EDU483	Test and Measurements, Research Methods, and Statistics II Sampling distribution. Standard error. Single mean confidence interval. z test. type 1 and type 2 errors. t distribution, degrees of freedom. Single mean t test. Dependent t test. Independent t test. Correlation and Prediction, Single-factor fixed-effects ANOVA model. Effect parameters, effect size and levels of inference. The 2×2 factorial design. Parameters of two-factor ANOVA model. Sources of variation. Factorial effect contrasts (simple effect, main effect, interaction).	2	E

CODE	COURSE TITLE	UNIT	STATUS
EHE111	Introduction to Health Education This course provides students with a foundational understanding of the principles, concepts, and practices of health education. It examines the role of health education in promoting individual and community well-being, the settings in which it is practiced, and the competencies required for effective health education delivery.	2	C
EHE112	Family Life Education This course offers an in-depth examination of family life, reproductive health, and population education. It explores the dynamics of family systems, human reproductive health, and population issues, providing students with foundational knowledge and practical skills to promote well-being in these areas.	2	C
EHE113	Personal Health & Dental Education Overview of personal health. The application of the principles of health to the promotion and maintenance of personal health. Personal health needs and problems of students, methods of determining health status. Issues in healthy living cutting across food, clothing, environment, water and bathing that promote personal health of school children. Exposure of students to causes of disease and prevention/control of disease. Concept of holistic health. Dental education and dental care. Dentistry, oral health/hygiene. Behaviour guidance of the dental patient. Mechanical and chemotherapeutic home oral hygiene. Essence and importance of dental education.	2	C

EHE114	Environmental Health Concept of environment and types of environments. The role of environmental health in public and population health. Environmental health. Serene Environment, strategies for encouraging serene environment. Water supply and treatment. Waste management (gaseous waste, sewage and refuse management including dead body and industrial and medical waste management). Pest and vector control measures. Shelter/housing and site planning. Hygiene education. Food safety and hygiene. Protection from radiation. Pollution control. Environmental sustainability. Environmental emergencies. Environmental impact assessment and security. Hazards in the environment and the environmental factors that are connected to disease transmission. Field trips to public source of water supply, waste disposal sites and other controlling environmental agencies.	2	C
OOU-EHE115	Anthropology and Health Education The course entails the understanding of the experience and distribution of diseases, the prevention and treatment of sickness, healing processes, the social relation of therapy and the cultural importance using local examples to draw attention to culturally related health issues that will promote better understanding between cultural background of the people in relation to disease vulnerability and disease prevention in both the school and at the community levels.	2	E
EHE117	Human Growth and Development Basic concepts of growth and development over a life span. Growth as an index of health, characteristics of normal growth. Factors affecting growth and development from conception to retirement (old age). Life stages and human needs. Development milestones via the lenses and perspective of developmental theorists. Current idea, research and processes affecting the developing person. The biological, social, emotional and intellectual aspects across the lifespan and individual application.	2	C
EHE120	Introduction to Community and Public Health This course provides an overview of the principles, practices, and policies of community and public health. Students will explore the factors that influence the health of populations, the role of public health systems, and the strategies used to promote and protect	2	C

	community health. Topics include epidemiology, health disparities, health promotion, disease prevention, environmental health, and health policy.		
OOU-EHE104	<p>Human Biology I</p> <p>This course introduces knowledge of basic human biology which introduces learners to how body develops from a single cell called zygote which results from the fusion of the ovum and the spermatozoon, and the follow-up cell division with the development of different structural and functional specifications.</p>	2	E
OOU-EHE 108	<p>Nutrition and Health of School Children</p> <p>This course examines the scientific, policy and practical links between nutrition, health and educational outcomes of children. Macro- and micronutrient requirements for growth, cognition and immunity; burden of malnutrition in low- and middle-income contexts; evidence-based school nutrition interventions - breakfast programmes, micronutrient fortification, school gardens, cash transfers and food-literacy curricula. Nutrition surveillance tools, school health policy frameworks, multi-sector collaboration, food-safety standards, and strategies for engaging parents, vendors and local communities. Practical dietary-assessment and policy briefs. Design context-specific school nutrition plans that improve dietary diversity, reduce anaemia and parasitic infections, and enhance classroom concentration, ultimately contributing to national educational attainment and long-term economic development.</p>	2	E
OOU-EHE 109	<p>Health Record Keeping in Schools and Health Facilities</p> <p>The course is designed to provide students with a comprehensive understanding of the critical role health records play in both educational and healthcare settings. This course covers the fundamental concepts and practices involved in managing health records, ensuring that students develop the skills necessary to handle these records with the utmost accuracy, confidentiality, and legal compliance.</p>	2	E

HKE106	Inclusive Physical Education and Sport This course is designed to describe an approach that is essentially based on valuing diversity. The course will assist people with and without disabilities to learn together from the very beginning. It is the task of the education system to provide special support and encouragement for individual learners by providing special resources and methods. Inclusive physical education encourages all children - with and without disabilities. It creates joint movement experiences without neglecting individual's special needs.	2	C
HKE112	Introduction to Physical Fitness Programming This course introduces the students to physical fitness through aerobics and graded exercises for optimal cardiovascular efficiency, toning of skeletal muscles and development of desirable motor skills and mental alertness. Exercises in the prevention of hypokinetic diseases.	2	C

CODE	COURSE TITLE	UNIT	STATUS
EHE211	Methods and Resources in Health Education This course explores the role of mass media in healthcare education, examining the influence of various media channels—television, radio, social media, and print—on public health awareness, behavior, and policy. It equips students with the knowledge and skills to leverage mass media for effective healthcare education and public health advocacy. Students will learn strategies for designing, producing, and evaluating healthcare communication campaigns, with a focus on effectively engaging diverse populations and addressing health disparities. Through case studies, students will analyze successful health communication campaigns and assess ethical considerations in mass media healthcare education.	2	C
EHE212	School Health Education Programme This course explores the principles, components, and implementation of school health education programs. It focuses on promoting physical, mental, and social well-being among students through structured health education initiatives. The course covers health policies, school-based interventions, and strategies for preventing diseases and promoting healthy behaviors among school-aged children and adolescents.	2	C
EHE213	Human Anatomy and Physiology Organisation of the body, Anatomical terms, the skeleton-Axial and Appendicular, cavities of the body- cranial, thoracic, abdominal and pelvic, disorders of cells and tissues-Neoplasms/tumor. Communication-composition of blood cardiovascular system shock thrombosis and embolism	2	C
EHE215	Family Life, Reproductive Health & Population Education This course offers an in-depth examination of family life, reproductive health, and population education. It explores the dynamics of family systems, human reproductive health, and population issues, providing students with foundational knowledge and practical skills to promote well-being in these areas. Through interactive discussions, case studies, and project-based learning, students will learn to analyze and address current challenges related to family life, reproductive health, and population education in diverse cultural contexts.	2	C
EHE218	Human Diseases & Health Protection	2	C

	<p>This course provides an in-depth understanding of human diseases, their causes, transmission, prevention, and control. It covers communicable and non-communicable diseases, epidemiology, public health interventions, and strategies for health protection. The course will also explore global health challenges and emerging health threats.</p>		
EHE219	<p>Health Education Practicum I</p> <p>This practicum course provides students with hands-on experience in applying health education principles in real-world settings. Students will engage in supervised fieldwork, implementing health education programs, conducting community outreach, and evaluating public health interventions. The course emphasizes experiential learning through observation, participation, and direct engagement in health education activities.</p>	2	C
EHE220	<p>Food and Human Nutrition</p> <p>The fundamentals of human nutrition. Different methods of dietary assessment and analysis, nutritional challenges of vulnerable population groups and the importance of nutrition policy both locally and in a global context. The concepts of diet, balanced diet, nutrition, classes of food and the importance of each food class to the development of the human physiology and health sustenance. Maintenance of good nutrition. Consequences of faulty nutrition for health (such as nutritional deficiencies, nutritional disorders and stunted growth). Development of appropriate nutrition for different age groups and conditions and diet appropriate for selected disease conditions. Therapeutic diets. Implications of food fads and fallacies for health. Malnutrition and types. Breastfeeding and complementary feeding. Nutrition surveillance; nutrition programmes for sites like community, workplace, etc. Food security and safety, cultural and environmental factors in food and nutrition; problems of over nutrition and diseases of the affluence. Health policies and principles of food choices. International/national food policies and programmes are discussed.</p>	2	C
EHE222	<p>Emotional, Mental and Social Health</p> <p>This course will explore emotional well-being and mental health issues including stress, anxiety, depression, grief, self-abuse/suicide, eating disorders, anger and oppositional defiance disorders. The determinants of emotional and mental health which form a basis for health</p>	2	C

	<p>and healthy choices. The principles of promoting emotional health and preventing mental illness and the relationship between emotional health and social health will be discussed. Emphasis needs to be placed on such social relationships as social integration or involvement, social support and social networking. Strategies for enhancing social health in various settings and planning for social health, mental health and mental illness, and emotional rehabilitation techniques. The crucial developmental periods characterized by physical, emotional and intellectual changes during adolescent and young adulthood. The changes in social roles, relationships and expectations during this stage of human life. The health needs and health problems arising from the developmental characteristics of adolescents and adults should be discussed. Resiliency, health choices, lifestyle factors affecting overall health and well-being along with identification, intervention and referral strategies will be examined.</p> <p>Social and emotional learning (SEL) five lifelong skills: self-awareness self-management, responsible decision-making, social awareness and relationship skills will equally be discussed.</p>		
OOU-EHE201	<p>Emergency Health Care Education</p> <p>This course prepares students to deliver safe, effective care during medical emergencies. Core modules cover rapid patient assessment, basic and advanced life-support (BLS/ALS), trauma management, medical, obstetric and paediatric emergencies, mass-casualty triage, disaster preparedness, and infection-control in pre-hospital settings. Students will practise airway manoeuvres, haemorrhage control, splinting, ECG interpretation, drug calculations and team leadership through high-fidelity simulation, scenario drills and evidence-based case discussions. Emphasis is placed on critical thinking, communication, ethical decision-making and inter-professional collaboration under pressure. By course end, participants will be able to design and deliver emergency-care training to diverse audiences, organise community first-responder programmes and contribute to emergency-preparedness policy, thereby reducing preventable deaths and disability across all age groups.</p>	2	E

OOU-EHE203	Healthy Lifestyle Education The course is designed to empower learners with the knowledge and practical skills needed to lead a healthy and balanced life. It explores key aspects of physical, mental and emotional well-being, emphasizing the importance of adopting sustainable habits. Students will learn about nutrition, exercise, stress management, sleep hygiene, and role of mindfulness in daily living. Through engaging lectures, hands-on activities, and personalized goal setting, students will develop strategies to enhance their overall quality of life.	2	E
OOU-EHE204	Human Biology II All students in human kinetics and Health Education majors may benefit from this course during practical exposure in the community. It fundamentally entails the structure and functions of the three main systems: endocrine and nervous and respiratory for better knowledge of human body functioning.	2	E
OOU-EHE205	Mass Media Healthcare Education This course explores the role of mass media in healthcare education, examining the influence of various media channels—television, radio, social media, and print—on public health awareness, behavior, and policy. Students will learn strategies for designing, producing, and evaluating healthcare communication campaigns, with a focus on effectively engaging diverse populations and addressing health disparities. Through case studies, students will analyze successful health communication campaigns and assess ethical considerations in mass media healthcare education. This course equips students with the knowledge and skills to leverage mass media for effective healthcare education and public health advocacy.	2	E
OOU-EHE206	Patient Health Education This course introduces patient health education. It equips patients with the knowledge and skills to understand medical terms, health conditions, and treatments, enabling them to make informed decisions about their health. It Encourage and educate patients about healthy lifestyle choices such as proper nutrition, regular	2	E

	exercise, smoking cessation, and preventive screenings to reduce the risk of disease.		
OOU-EHE208	Introduction to Health Promotion and Health Education Theories This course introduces knowledge of basic theories as it relates to research and practice of Health Education. It fundamentally entails the knowledge of Health belief Model (HBM), the Transtheoretical Model TM, Theory of Reasoned Action and Theory of Planned Behaviour among others. This is meant to build a comprehensive foundation in Students on how to use theories and models in conducting Health Education and health promotion research interventions.	2	E
OOU-EHE210	Rural and Urban Health Education The course will feature various individual examples where the inequity in access to health care can be bridged. This course entails rural Health Education knowledge, urban Health Education principles, health promotion and equity with appropriate data for verification and application for assessment.	2	E
OOU-HKE213	Computer Application in Human Kinetics and Health Education This course introduces students to the basic concepts and practical applications of computer technology in the fields of Human Kinetics and Health Education. It emphasizes the use of computer software and digital tools for data analysis, instructional delivery, fitness tracking, health information systems, and research documentation.	2	E
OOU-EDU262	Educational Technology: Concept of Educational Technology. Techniques of instruction. Communication in education. Cybernetic System, and computer- driven technologies for instructions. Educational media - types. Design and production of educational media. Utilization, and evaluation of educational media and resources. Community resources- types. Guidelines for effective utilization of resources. Concept of programmed Instruction and learning. Principles of programmed instruction. Development of programmed materials. Systems approach to instruction. Instructional, Simulation, and games. Photography in education. Digital production of instructional photographs. Concept of Educational Resource Centre (ERC). Types and functions	2	C

	of ERC. PowerPoint Projector, classroom with interactive board, relevant textbooks, relevant journals, internet resources.		
EHE 313	Research Methods in Health Education: The basic and detailed concepts of definitions, types and aims of research in general and in the context of health education. Steps in selecting research topics. Research procedures and protocol. The role of hypotheses, criteria for establishing adequate hypotheses, research questions. Research designs and data collection techniques and analysis. Independent and dependent variables. Validity and reliability of research instruments. Content and language of research proposals and research reports. Fundamentals of quantitative and qualitative research. Mixed method approach. Experimental and survey researches. Research methods and literature review are explored. The use of library and computer in health education research.	2	C
EHE 314	Substance Use and Abuse Prevention The basic and detailed concepts of drug, substance use and abuse, drug misuse. Rehabilitation techniques employed on victims of drug abuse and the effect of drug abuse on the body. Introducing social, psychological, pharmaceutical and cultural aspects of drug use, misuse and abuse. The methods, materials and theories of drug abuse prevention in the school and community will be introduced. Illicit (e. g. Opiates, marijuana, methamphetamines) and licit (such as alcohol, tobacco, caffeine) substances. Drug addiction and drug dependency. Harmful effects of alcohol and tobacco and other narcotic, sedatives, depressants and stimulant drugs will be explored. Critical examination of the factors associated with the use of these substances and methods of prevention. Skills for avoiding destructive behaviours, including substance control and cessation need to be developed. The chemical pharmacologic, physiological, and socio-economic use, misuse and abuse of alcohol and such psychoactive substances as opiates and opium, such as: synthetic narcotics, barbiturates, tranquilizers marijuana lysergic and diethylamide (LSD) and tranquilizers/stimulant (cocaine, amphetamine and caffeine).	2	C

EHE 315	<p>Maternal, Infant & Child Health</p> <p>The basic and detailed meaning/concept of maternal, infant and child health, highlighting historical perspective; objectives of Maternal and Child Health (MCH) services. Elements/components of MCH (antenatal care, natal (delivery) care, postpartum care). Pregnancy and physiology of pregnancy, labor and child birth. Immunizations and maternal morbidity and mortality. Safe motherhood and its essential services. Empowering women, and major health issues confronting women today. Health issues from the traditional medical model to the holistic model. Comprehensive overview of critical and contemporary women's health issues. Characteristics and health needs of children in early childhood period and indices of such children are explored. Common ailments of such children and protective measures such as EPI, NPI, ORT, Meal, Rest and Sleep.</p>	2	C
EHE 317	<p>Health Psychology and Counselling</p> <p>The basic and detailed of health psychology and its Rationale. Health behaviours; changing health habits; stages of behaviour change. Health enhancing and compromising behaviours. Stress and coping. The behavioural processes around health and sickness. Theories explaining health behaviour changes in individuals, communities, organizations, and health public policy. Factors influencing health behaviour. The relationship between health behaviour and longevity. Health services utilization and misuse. Patient health care provider. Psychological issues in advancing and terminal illness such as cancer, stroke, HIV and AIDS. The principles and techniques of identifying health problems with emphasis on personalized approaches. Techniques of referral and strategies for meeting identified needs and solving identified problems.</p>	2	C
EHE 320	<p>First Aid, Accident Prevention and Safety Education</p> <p>The basic and detailed concepts of health and safety. Meaning and principles of first aid and first aid management of selected emergency situations. Accidents, accident prevention and management techniques. Safety tasks of teachers, accident reporting, safety measures. Concepts of safety education and related terminologies. Principles and practice of safety in the homes, schools, industries, hospitals, sports/homes and other settings.</p>	2	C

	<p>Safety skills and programmes in schools and general safety skills and techniques in schools and environment. Analysis of the importance and relevance of safety programmes in schools. Safety approaches to environmental hazards. The critical need for safety and what the school can do to improve safety conditions. Community and industrial safety will be briefly analysed. Practical situated sessions are provided to promote efficiency in management situations.</p>		
EHE 321	<p>Application of Computer Skills & Informatics in Health Education</p> <p>The basic and detailed concepts of computer application and breaking edge. Application of computer in health diagnostics and treatment of complicated ailments. Usage of data to improve human health and health care services. Concept of health informatics. Application of medical concepts in conjunction with health information technology is explored. Roles and goals of health informatics. Consumer, clinical, nursing and public health informatics.</p> <p>Applicable decision analysis techniques and decision support systems. Trends in health informatics; health informatics technology in population. Human computer interaction. Information system in health care; IT and cyber security; web technologies and cloud computing; Geographic Information System (GIS). Modern information technology. Health service statistics. The internet. Modern methods for data collection, analysis and data transmission (Google survey form). Resource management within the health care field.</p>	2	C
EHE 322	<p>Life Skills & Skilled-Based Health Education</p> <p>this course will expose students the importance of health education skills, their relevance and relationships to other learned skills; steps for developing health skills; practice of health skills using real-life scenarios; key considerations of teaching the skills of health education; evaluate the impact of social media and other environmental factors in personal and family health; demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others; apply effective verbal and non-verbal communication skills to enhance relationship health; select a variety of communication methods and techniques in providing health information; choose healthy alternatives over unhealthy alternatives when making a decision about</p>	2	C

	health; and list the steps of effective health goal setting.		
EHE 324	<p>Epidemiology of Public Health & Human Biometrics</p> <p>Introduction to epidemiology as a basic science for public health. Definition and general principles of epidemiology. Sequence of epidemiological reasoning. Types of epidemiological investigations. The causes, patterns and distribution of disease outbreaks in different populations. Epidemiological methods and data; and uses of epidemiology. Students learn to read, comprehend and prepare epidemiological reports. Methods for monitoring, evaluating and managing population health. Epidemiology of infectious and non-infectious diseases is explored. Concepts of public health and health practices in relation to epidemiology. Surveillance of disease, and control and development of infectious diseases are also studied. The nature, types, sources and collection of health data/human biometrics. Measures of frequency and association, introduce the design and validity of epidemiologic research, and give an overview of appropriate data analysis for understanding population health. Definition and calculation of selected common rates used in public health practice. Principal subdivision of vital statistics/human biometrics (morbidity statistics, mortality statistics and demographic statistics). The use of descriptive and inferential statistical techniques in processing and analyzing health data.</p>	2	C
OOU-EHE 316	<p>Health Education for Health Promotion in School and Community</p> <p>This course introduces knowledge on the key characteristics outline that make a school health programme that focuses on key behaviours and conditions that affect health and learning in the school, it focuses on the development of a nurturing and caring environment within the school, home and environment with a set clear objective to utilize multiple programme components and intervention.</p>	2	E
OOU-EHE-318	<p>Waste Management Education</p> <p>This course introduces knowledge of health education to manage waste management issues that has been a hydra-headed monster in our communities of Nigeria.</p> <p>The identification and separation of putrescible and non-putrescible waste, management of medical waste and its associated risk of infection, solid waste management issues, and private sector participation in solid waste</p>	2	E

	management in Nigeria are issues of concern in the course of learning the contents of waste management education.		
OOU-EHE310	Essential Drug Education This course introduces knowledge of essential medicines to health education. It will provide sound knowledge of the relationship between the various classifications of drugs and medicines, the prevention of diseases using several prophylactic medicines such as antimalaria, antibiotics, haematinics and vaccines.	2	E
OOU-EHE311	Prevention and Management of Allergy and Prophylaxis in School This course will equip students with the knowledge and skills to reduce the incidence of allergic diseases and to control their impact when occur. This knowledge will boost the ability of students to design, implement, and evaluate comprehensive allergy-prevention programmes and evidence-based care pathways for individuals and populations. Therefore, the students will be exposed to Mechanisms of allergy, Risk-factor identification, Primary prevention, Secondary prevention, Tertiary management, and Public-health and policy dimensions (school and workplace allergy action plans, food-labelling laws, emergency-response systems, and community education campaigns).	2	E
OOU-EHE313	Disease Prevention in Children This course introduces knowledge of common diseases in children by offering knowledge of communicable and non-communicable diseases in children, determinant of health and risk factors in children, vaccination and immunization in children, nutrition and related health issues in children.	2	E
OOU-EHE-319	Entrepreneurship in Health Education This course introduces knowledge of health education to entrepreneurship in health education will help to build a career pathway for health education graduates through the knowledge of the existing opportunities both on-shore and off-shore. Students will have idea of all existing career opportunities after graduation from the university.	2	E
EHE 401	Contemporary National Health Programmes, Issues and Problems in Public Health The concept, aims, objectives and achievements of National Health Programmes recorded. Detailed	2	C

	<p>discussion of such contemporary health programmes as health-related sustainable development goals (SDGs), various international and national health issues and problems.</p> <p>Topical health problems as HIV/AIDS, Orphan and vulnerable children (OVC). Other contemporary problems and issues in health and Health Education. Development and organization of public health in Nigeria. Population and public health. Government and public health. Fundamental services in public health community nursing services, social services, health education and motivation, medical care delivery, emergency health services and future of health services. NGOs efforts towards ensuring sustainability of health standards. Concepts of public health and resultant health-related issues emanating from human activities and behaviours. Types and characteristics of health care systems, viz; orthodox medicine, traditional medicine, homeopathic medicine and spiritual healing. The three-tier or levels of health care delivery system outlines in the national health policy should be discussed, viz: primary health care; secondary health care; and tertiary health care. Specialization in health field as well as job opportunities.</p>		
EHE 402	<p>Occupational and Industrial Health</p> <p>Meaning, rationale and historical background of occupational health with emphasis on Nigeria. Advantages of occupational health. Responsibilities of employees in work environment. Occupational safety. Occupational hazards and hygiene. National and international labour legislations. Concepts of human and environmental health in relation to the effects of the operation of industries. Security and safety in the industries. Industrial affluence control. Health and safety of industrial workers. Community health and safety.</p>	2	C
EHE 403	<p>Health Economics & Consumerism</p> <p>Concepts of economics and health economics. Health and environmental determinants, demand and supply in health care. Costs in health care and benefit analysis. Structure, conduct, performance and market analysis. Hospital services industry, health care services utilization, health care industry and health insurance. Economic considerations in health care and health care as an economic commodity. Health care financing, planning, budgeting and decision making and health and</p>	2	C

	<p>social/economic development in Nigeria are also explored.</p> <p>Definition of consumer health and a study of existing measures designed for the safety of products, information and services for consumers, including the concepts and recognition of health quackery and nostrum. Practicing consumer skills, realizing the implication of advertisement for health and making informed choices. Psychological factors in consumerism.</p> <p>Healing philosophies, food faddism, and weight control, consumer protection. Dangers of misleading adverts of processed food items and roles of government and health agencies in consumer protection. Wise usage of consumer products and the avoidance of health quack services and products.</p>		
EHE 404	<p>Organisation, Planning and Evaluation of Health Education Programmes</p> <p>The development, organization and programming of activities in public health. Application of the principles and steps in planning school and Health Education programme in primary and secondary schools. Measurement of needs. Multi-sectorial approach; measurement and mobilization of resources. The national health science curriculum is studied. Evaluation and types; mechanisms for monitoring and evaluation of health services, outcomes and impact.</p> <p>Activities of health personnel in evaluation. Use of programme evaluation techniques in public health education programmes. Detailed discussion of the application of administrative and supervisory principles and techniques in achieving the goals and objectives of the health programmes. Programme organization and evaluation. Personnel problems. National policies. Public relations. Budgeting, working with staff members, student teachers and students in the discipline would be examined. Group of students will be required to assess community needs and resources as well as plan health education programmes.</p>	2	C
EHE 407	<p>Seminar in Health Education</p> <p>The development, organization and programming of activities in public health. Application of the principles and steps in planning school and Health Education programme in primary and secondary schools. Measurement of needs. Multi-sectorial approach; measurement and mobilization of resources. The national</p>	2	C

	<p>health science curriculum is studied. Evaluation and types; mechanisms for monitoring and evaluation of health services, outcomes and impact.</p> <p>Activities of health personnel in evaluation. Use of programme evaluation techniques in public health education programmes. Detailed discussion of the application of administrative and supervisory principles and techniques in achieving the goals and objectives of the health programmes. Programme organization and evaluation. Personnel problems. National policies.</p> <p>Public relations. Budgeting, working with staff members, student teachers and students in the discipline would be examined. Group of students will be required to assess community needs and resources as well as plan health education programmes.</p>		
EHE 408	<p>Global Health, National Health Laws, Policies and Advocacy</p> <p>Globalization and health. Mechanisms of global health co-operation. Bilateral and multilateral agencies. Non-Governmental Organizations. Intergovernmental agencies; private foundations. Public-private partnerships in global health. International health regulations; International and national port health programmes. History of Global health, its determinants and development as a field of study. The inter-connection between health problems in developed and developing countries and the interdisciplinary approach necessary to understand and address health problems and issues. The health status in regions of the world and various populations within those regions. Health disparities. Health laws; personnel that enact health laws; its application and enforcement; registration of schools, medical personnel, births and deaths. Health Politics and behaviour change programmes of various kinds. The influence of the 21st century health and health care environment. The three-tiers of health care in the current health policy and strategy. Improvements in International AID policies. health advocacy; methods of advocacy; technologies used in advocacy; advocacy strategies for health and development; advocacy and mediation in creating supportive environments for health.</p>	2	C

EHE 409	<p>Curriculum Development & Innovation in Health Education</p> <p>Meaning and steps in curriculum development. Current patterns of curriculum development in health education, including innovations in curricular approaches. A range of theories and approaches to curriculum development. Sessions will be literature informed but activity and discussion-based with an expectation of a high degree of collaboration and participation. The importance of curricular alignment including connections between course outcomes/goals, delivery of instruction, and the assessment and evaluation of learning in health education. The importance of designing and developing positive learning environments with a focus on how curricular design promotes learning in health education settings. The course is organized in such a way as to balance theory and practice and to support both conceptual and skill development. Curriculum implementation. Feedback / evaluation. New trends in curriculum development.</p>	2	C
EHE 410	<p>Geriatrics & Death Education</p> <p>Concept of geriatrics/geriatric care. Myths of ageing. The process of ageing. Physical and psychosocial changes of ageing. Meeting the special needs and methods of care of the elderly in different setting. Challenges/factors affecting ageing. Theories of ageing and hospice care for the terminally ill. Confusion and disorientation in the elderly. Preparation for retirement, and ageing and worksite health promotion. Emphasis is given to the changes in a variety of health areas including, but not limited to, physical activity, nutrition, mental health, long-term care, sexuality, and death, dying and grief. Concepts of death and death education. Orientations and approaches to death education. Attitudes to death including funeral rites/customs. Grief, bereavement, wills and probate. Death education curriculum and content areas for death education programme.</p>	2	C
OOU-EHE405	<p>Health Education Practicum II</p> <p>This practicum course provides students with hands-on experience in applying health education principles in real-world settings. Students will engage in supervised</p>	2	E

	fieldwork, implementing health education programs, conducting community outreach, and evaluating public health interventions. The course emphasizes experiential learning through observation, participation, and direct engagement in health education activities.		
OOU-EHE411	Care of Special Senses in School and Community: is designed to equip Health Education students with the knowledge, skills, and attitudes necessary for promoting and maintaining the health of the five special senses: eyes, ears, nose, tongue, and skin. The course introduces students to the anatomy and physiology of these organs, explores common disorders that affect them, and highlights practical approaches to the care, hygiene practices, prevention of trauma and diseases, and first aid care and management. Emphasis is placed on the role of nutrition, environmental and occupational influences, and lifestyle factors in maintaining sensory health. Students will also learn to design and implement health education strategies for schools and communities, focusing on early detection, screening, and referral practices. Through interactive lectures, group discussions, demonstrations, role-play, and field visits, students will develop competence in preventive care, hygiene practices, and health promotion for special senses. Ultimately, the course prepares them to advocate for sensory health as a vital component of overall well-being, safety, communication, and	2	E
OOU-EHE-416	Exercise, Fitness and Health This course introduces knowledge of exercise and fitness education to health education. It will provide sound knowledge of the relationship between the prevention of diseases/ conditions relating to musculoskeletal system, cardiopulmonary health conditions, degenerative health issues, rehabilitation during convalescence and improved well-being.	2	E
OOU-EHE-418	Social Marketing and Health This course introduces knowledge of social marketing as a model to support the application of other theories and models in improving positive health behavior of some special people. Adherence to some important positive health behaviour has been limited by some factors which are beyond the control of some individuals. Some of the limiting factors are: financial inaccessibility,	2	E

	geographical inaccessibility and lack of knowledge among others.		
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