



**DEPARTMENT OF HUMAN KINETICS  
AND HEALTH EDUCATION  
FACULTY OF EDUCATION  
AMBROSE ALLI UNIVERSITY  
P.M.B. 14  
EKPOMA, EDO STATE, NIGERIA**

**HANDBOOK**

**FOR**

**UNDERGRADUATE STUDENTS**

**2021 – 2023 SESSION**

**AMBROSE ALLI UNIVERSITY, EKPOMA**

**DEPARTMENT OF HUMAN KINETICS AND  
HEALTH EDUCATION**

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## **A BRIEF HISTORY OF THE DEPARTMENT**

The Department of Human Kinetics and Health Education came into existence in 1992/1993 academic year. The first group of students graduated in the 1994/95 academic year with the B.Sc. (Ed) in Physical and Health education. The programme was expanded to two options of Physical Education and Health Education respectively during the 1998/99 academic session. In 2018, the Department changed its name to Department of Human Kinetics and Health Education. Currently, the department has two degree options; B.Sc (Ed) in Human Kinetics Education and B.Sc (Ed) in Health Education respectively. The department runs these two programmes with 28 Lecturers.

The Department is also blessed with a large number of lecturers from the various units/departments of the Faculty. The Department facilities include air-conditioned offices for staff and 2laboratories, which are located physically in the Faculty. The Department currently has 537numbers of students in the two degree programmes

# GUIDELINES ON THE COURSE SYSTEM AND CATEGORIZATION OF COURSES

**Core Courses (C):** These are courses within the discipline which must be taken and passed.

**Required Courses (R):** These are courses outside the discipline which must be taken on the advice of the Department and passed.

**General Studies Courses (G):** These are courses of the General Studies Programme which must be taken and passed.

**Elective Courses (E):** These are courses within or outside the discipline that are to be taken to meet the requirements of a particular degree programme but need not be passed. However, once registered for, the units count in the computation of results.

**Pre-requisite Courses:** Pre-requisite courses are courses the knowledge of which is needed prior to the taking of other specified course. A student is deemed to have obtained this pre-requisite knowledge if he/she obtains a mark not less than 30% but will not be credited with any units in the course concerned except he/she scores a minimum of 40%. This particular clause is without prejudice to Faculty requirements.

## COURSE ASSESSMENT

- (a) Every course assessment must consist of continuous assessment of 30% and course examination of 70%.
- (b) The pass mark for every course assessment is 45%.
- (c) The grading system is as follows:

| Scores | Grade | Grade Point |
|--------|-------|-------------|
| 70-100 | A     | 5           |
| 60-69  | B     | 4           |
| 50-59  | C     | 3           |
| 45-49  | D     | 2           |
| 0-44   | F     | 0           |

- (d) Students' results are to be prepared at the end of every session reflecting the units taken, the units passed (accumulated) and the semester's G.P.A.

- (e) At the end of every session, students' results are prepared reflecting the units taken during the session, the units passed during the session, the Cumulative Grade Point Average (CGPA), the courses failed for the session and the over-all result of proceeding, or probation or withdrawal from the (degree) programme.
- (f) At the end of the degree programme students' results are prepared reflecting total units registered in the programme, total units passed in the programme, CGPA. Courses failed and degree classification according to the following scheme.

| <b>CGPA</b>    | <b>CLASS OF DEGREE</b>      |
|----------------|-----------------------------|
| 4.50-5.00      | First Class                 |
| 3.50-4.49      | 2 <sup>nd</sup> Class Upper |
| 2.40-3.49      | 2 <sup>nd</sup> Class Lower |
| 1.50-2.39      | Third Class                 |
| Less Than 1.50 | Fail                        |

- (g) The CGPA for a student is determined in the following manner:
- (i) For each session the weighted grade point is obtained for each course as the product of the grade point and the units for the course.
- (ii) The total weighted grade points and the total units are obtained for each session.
- (iii) The sum of the total weighted grade points for all the sessions and the sum of the total units for all the sessions are calculated to give the cumulative weighted grade points and the cumulative units respectively.
- (iv) On dividing the cumulative weighted grade points by the cumulative units one obtains the cumulative Grade Point Average (CGPA).

As an example, consider a student who takes seven courses in

- (i) a session with the following detail

|          | Units<br>(a) | Mark<br>(b) | Grade<br>(c) | Grade<br>Point<br>(d) | Weighted<br>Grade<br>Point<br>(a) x (d) |
|----------|--------------|-------------|--------------|-----------------------|---|
| Course 1 | 3            | 62          | B            | 4                     | 12                                      |
| Course 2 | 3            | 51          | C            | 3                     | 9                                       |
| Course 3 | 3            | 42          | F            | 0                     | 0                                       |
| Course 4 | 2            | 33          | F            | 0                     | 0                                       |
| Course 5 | 3            | 45          | D            | 2                     | 6                                       |
| Course 6 | 2            | 52          | C            | 3                     | 6                                       |
| Course 7 | 3            | 42          | D            | 2                     | 6                                       |
| Total =  | 19           |             |              |                       | 39                                      |

(ii) If a student has the above results over four sessions:

Then cumulative weighted grade point =  $39 \times 4 = 156$

Cumulative Units =  $19 \times 4 = 76$

Hence CGPA =  $2.053$

The student will therefore come up in the third class degree classification

- There is no reference in any course examination.
- There is no repeat in the course system. Therefore, a student cannot re-register for a course already passed.
- A student must accumulate at least 30 units per level before graduation, and should not register more than 48 units per session.
- There is no weighting of sessional GPA in the computation of CGPA.
- In the computation of the CGPA, all courses taken in the session will be used, and therefore no course will be disregarded or discountenanced; neither should a passed course in a later session be used to replace an earlier failed course.

### **PROBATION**

1. A student who makes a CGPA of 1.50 or more at the end of the session will proceed to the next level of the degree programme for which he is registered.
  - i) A student who makes a CGPA of less than 1.50 at the end of the session will be on probation for the following session to enable him/her improve on the CGPA. During that session he must register for the appropriate core-courses, required courses and GST courses which he/she has not passed, and any other courses for which he/she has the pre-requisites.
  - ii) A student on probation during a session who makes a CGPA of less than 1.50 during that session must withdraw from the degree programme for which he is registered.
  - iii) If the student changes to a new degree programme and obtains a CGPA of less than 1.50 in the new degree programme he/she will again be on probation. If however, he obtains a CGPA of less than 1.50 a second time in the new degree programme, he/she will be asked to withdraw from the University.

### **TRANSFER**

1. Every student seeking transfer from one degree programme to another must complete the necessary forms within the stipulated time.

2. All courses taken in the previous degree programme will be used for the computation of the CGPA for the new degree programme.
3. All regulations in respect of the new degree programme concerning core courses, required courses, etc must be met before graduation.

### **NECESSITYFORREGISTRATION**

There are conditions guiding students' registration. Importantly, except a student registers for the session, he fails to be a student. Without registering, a student is not entitled to write examinations for the session. In actuality, such a student is not entitled to receive lectures as this is the benefit of a bonafide student. Therefore, before registration of courses, the following must be done:

1. Payment of school fees
2. Must have matriculation number
3. Discussion with course adviser
4. Ensuring that results for previous session are checked
5. Registration must be within the first four weeks of resumption (i.e 1st 2 weeks 1st instance, 2 weeks of grace). Failure to register within this time, the student is given an additional 2 weeks for late registration with a sanction.
6. When registering for a current session, a student who failed core courses at a lower level, must have such courses filled in at each of the semesters before the courses for the current level.

### **CONTINUOUS ASSESSMENT**

Continuous assessment shall be done through essays, tests, and practical exercises.

- i. Scores from continuous assessment shall normally constitute 30% of the full marks for courses which are primarily the Theoretical.
- ii. For courses which are partly practical and partly theoretical, scores continuous assessment shall constitute 40% of the final marks.
- iii. For courses that are entirely practical (e.g Teaching practice) Continuous assessment shall be based on a student's practical work or reports and shall constitute 100% of the final marks.

## EXAMINATIONS

In addition to continuous assessment, final examinations should normally be given for every course at the end of each semester. All courses shall be graded out of a maximum of 100 marks comprising:

**Final Examination:** 70% or 60%

- 70% for courses which are primarily theoretical
- 60% for courses which are partly practical and partly theoretical

Continuous assessment (Quizzes, Homework, Tests, Practical's):

30% - 40%

- 30% for courses which are primarily theoretical
- 40% for courses which are partly practical and partly Theoretical

## CONCLUSION

For a student to write examination in a course, he/she must have attended at least 75% of the lecture time; and must have registered.

It is important that a student takes active part in class activities. Making a First Class Degree is not impossible because people have done it. Whatever class of degree a student comes out with begins from the very first day he/she arrives the University to begin his/her student career. Lastly, as a student, you should have your own records in your personal file so that you can monitor your progress.

No student shall qualify for the award of an honours degree of the University if he/she spends more than two sessions (four semesters) beyond the normal period allowed for the degree programme.

## CODE OF CONDUCT FOR STUDENTS

The purpose of "code of conduct" for students is to ensure disciplined behaviour; good conduct, socially acceptable behaviour, organizational norm, standard or expectation in relation to personal or group conduct. A code of conduct helps to achieve and sustain peace, co-operation and sense of belonging among students. Once these are achieved, then the goals of the institution would be attained. An attempt will therefore be made to discuss some guides for students' conduct.

## GUIDELINES

1. **You must work hard and be focused:**It is only by hard work that the aim of coming to school will be achieved. Class attendance is mandatory; and being active in class is also very important.
2. **Do not take part in examination malpractice:** Involvement in examination malpractice is the worst evil anyone can do to himself. Examination malpractice is evil, and it destroys. There is no way you can be a responsible future leader if you fraudulently acquire a grade you do not deserve. However, once you actually work hard, there is no height you cannot attain. Once you strive to that

height on your own merit, it is only then you can be truly self-reliant. In addition, do not forget there is decree against examination malpractice.

3. **Cultism is evil, do not belong to any secret cult:** Secret cults are not worth belonging to. They cannot give security. They are forms of distractions. Distractions are the least you need because they cannot ensure your success. In addition, secret cults are for the cowards.
4. **Be decent in your dressing, be neat and tidy all the time:** Decency breeds respect. Being in a higher institution is not a license to be naked and throw caution to the wind. The higher institution is where responsible future leaders are produced. In addition, avoid chewing of gum. The practice of chewing gum does not portray decency.
5. **Show respect to all persons:** You should especially respect your lecturers, office staff, respect time and deadlines (e.g if you have been given deadline for payment of your school fees and registration, you must obey such).
6. **Many students are very noisy in the class:** You must learn to avoid such noisy behaviour in classrooms, even around you, wherever you are. Noise is not synonymous with discipline.
7. **Always be orderly wherever you are:** The culture of queuing and orderliness is worth practising. Do not rush, but always wait for your turn.
8. **Honesty is the ‘soul’ of academics:** Therefore, you must be honest, reliable and trustworthy. You must not defraud anyone, no matter in which way. For instance, if your class is 12 noon and the class before yours is 10 am, if you decide to go and sit in the class at 10 am, pretending to be one of the students for that class just to secure space, while you deprive the actual persons of seats, you are being fraudulent and unjust, therefore not honest. We must be fair in all our dealings.
9. **Do not be quarrelsome or aggressive:** Hostility will not get you anywhere. Try to be friendly with persons you come across with. You must not necessarily be a friend to everyone you meet, but you can be friendly at least. You must not threaten anyone, neither should you intimidate any. In addition, fighting is prohibited.
10. **Learn to be tolerant of other people:** You may not agree with the beliefs and opinions of others, but you have to be tolerant, knowing that all persons cannot reason the same way. You have to tolerate other people on the basis of beliefs, opinions, religion, political and social affiliations, tribe and sex

**DEPARTMENT OF HUMAN KINETICS AND HEALTH EDUCATION****ACADEMIC STAFF LIST**

| <b>S/N</b> | <b>NAMES</b>                 | <b>QUALIFICATION</b>  | <b>STATUS</b>                      |
|------------|------------------------------|---|------------------------------------|
| 1          | Dr. (Mrs). F.I. Osagiede     | B. Sc. Ed (Abraka)1990<br>M. Ed (Benin) 1995<br>Ph. D (Ekpoma)2014                          | Ag. HOD/<br>Associate<br>Professor |
| 2          | Prof. M. O. Anavberokhai     | NCE(Benin) 1981,<br>B.Ed (Ibadan) 1989<br>M.Ed (Benin)1990,<br>Ph. D (Benin)2001            | Professor                          |
| 3          | Prof. John Okosun            | NCE(Lagos) 1976<br>B.Sc. (Lagos) 1981<br>M. Ed (Ibadan) 1991<br>Ph. D (Ekpoma) 2010         | Professor                          |
| 4          | Dr. (Mrs). G.O. Ikhioya      | B. Sc (Benin) 1990<br>MHMPM (Benin) 1995<br>Ph. D (Ekpoma) 2013                             | Associate<br>Professor             |
| 5          | Mrs. Dorcas Okonigene        | B.Sc. Ed (Lagos) 2006<br>M. Ed (Lagos) 2009   | Lecturer I                         |
| 6          | Dr. (Mrs) Sarah Okoedion     | NCE (Ekiadolor) 1991<br>B.Sc. Ed (Ekpoma) 1999<br>M. Ed (Benin) 2003<br>Ph. D (Abraka) 2007 | Lecturer II                        |
| 7          | Mrs. L.N. Aghonlahor         | B.Sc. Ed (Ekpoma)2006<br>M. Ed (Benin) 2014   | Lecturer II                        |
| 8          | Dr. S.S. Akerele             | B.Sc (Benin) 1998<br>M.Ed (Zaria) 2011<br>Ph.D (Zaria) 2020                                 | Assistant<br>Lecturer              |
| 9          | Mr. Egbon, Evans Agbonmwanre | B.Sc (Ekpoma) 2019  | Graduate<br>Assistant              |

**NON- ACADEMIC STAFF**

| <b>S/N</b> | <b>NAMES</b>                     | <b>QUALIFICATION</b>   | <b>STATUS</b>                  |
|------------|----------------------------------|--|--------------------------------|
| 1.         | Mrs Amiadamhen, Theresa Ekeoseya | B.Sc Ed 2008, DIP in Management Tools (1998)<br>Certificate in Computer Science.<br>120 WPM Short hand | Senior Data Processing Officer |
| 2.         | Mrs Uwagboen Roseline            | B.Sc (Ed). Accounting Education<br>2013  | Asst. Executive Officer        |
| 3.         | Mrs Justina Eghaghe              | FSLC, NECO & TCII  | Caretaker                      |

## **B.Sc.Ed. (HONS) HUMAN KINETICS EDUCATION PROGRAMME**

### **Philosophy of the Programme**

Human Kinetics Education contributes uniquely to human development in the area of physical growth, fitness and the development of motor skills. It also contributes to the social, affective and cognitive components as well as playing an important role in the development of self concept.

It is in recognition of these contributions that Human Kinetics education has now been endorsed as an instructional subject in both primary and secondary schools with the formulation of a new National Policy on Education (NPE, 1981). This policy document also makes physical education a compulsory subject at the secondary school.

To enhance the implementation, there is need to mount programmes in Human Kinetics Education for the training of Human Kinetics Education teachers who are grass root operators of the programme at both primary and secondary school levels to remedy the current acute shortage of Human Kinetics Education teachers at these tiers of education.

It is in response to these needs that Ambrose Alli University mounts a B.Sc Degree Programme in Human Kinetics Education.

### **Objective of the Programme**

The programme is designed to focus on the acquisition of knowledge and skills applicable to a career in the field of Human Kinetics Education. Upon completion of the programme the students will be:

- i) Aware of the origin and evolution of the field of Human Kinetics Education
- ii) Able to demonstrate knowledge of concept and principles of Human Kinetics Education.
- iii) Able to teach both theoretical and practical aspects of Human Kinetics Education at both the primary and secondary level.

- iv) Develop and implement Human fitness programmes for school children.
- v) Able to apply the principle of health promotion in Human Kinetics Education.
- vi) Able to conduct an empirical study in a topic relevant to the field.
- vii) Able to design and implement recreational programmes.
- viii) Demonstrate basic coaching techniques.
- ix) Fit into the social life of the community and society at large and enhance their commitment to national objectives.

In addition, the department will provide technical advice to the university particularly with respect to intra-mural and inter-university sport and the “Sport for the elderly.”

## **ADMISSION REQUIREMENTS:**

### **DIRECT ENTRY (3 YEAR PROGRAMME)**

- i. Five (5) credits in WAEC, GCE, NECO or other equivalents which must include English Language, mathematics and Biology or Agricultural Science or Health Science or Human Kinetics and Health Education at not more than 2 sittings plus at least a Merit pass in Nigerian Certificate in Education (NCE) in any two teaching subjects. (For double major subjects one subject is acceptable).
- ii. Five O' Level Credits at not more than 2 sittings which must include English Language, mathematics and Biology or Agricultural Science, Health Science or Physical and Health Education, plus Diploma in Physical Education, Health Education, Social Work, Public Administration or other relevant disciplines of Ambrose Alli University or other recognized institution.
- iii. A credit passes in two advance level subjects. A credit pass in General English in NCE/Diploma is accepted in lieu of O'Level English

### **Four (4) Year Programme (U.M.E Candidates)**

U.M.E candidates applying for B.Sc Human Kinetics Education should satisfy the normal University and Faculty of Education requirements. In addition to passing the U.M.E examination, candidates must have at least 5 credits including English language and Biology or Agricultural Science or Health Science or Human Kinetics and Health Education and Mathematics.

## PROGRAMME WEIGHTING

The 2:1 ratio of weighting teaching subjects vis-à-vis education subjects as prescribed by NUC for B.Sc. (Ed.) programme was adopted. The table below shows the distribution of courses by semesters:

| Courses | 100 L<br>1 <sup>st</sup><br>Sem | 100 L<br>2 <sup>ND</sup><br>Sem | 200 L<br>1 <sup>st</sup><br>Sem | 200 L<br>2 <sup>ND</sup><br>Sem | 300 L<br>1 <sup>st</sup><br>Sem | 300 L<br>2 <sup>ND</sup><br>Sem | 400 L<br>1 <sup>st</sup><br>Sem | 400 L<br>2 <sup>ND</sup><br>Sem |
|---------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| EDU/GST | 12                              | 6                               | 6                               | 8                               | 7                               | 5                               | 7                               | 2                               |
| PED     | 7                               | 14                              | 13                              | 12                              | 13                              | 14                              | 12                              | 16                              |

Total = Education/ GST = 53 Units

= Human Kinetics and Health Education = 101 Units

**HUMAN KINETICS EDUCATION  
100 LEVEL  
FIRST SEMESTER**

| <b>Course Code</b> | <b>Course Title</b>                                    | <b>Units</b> | <b>Status</b> |
|--------------------|--|--------------|---------------|
| EDU100             | Introduction to Teaching Profession                    | 2            | C             |
| EDU101             | History of Education                                   | 2            | C             |
| EDU102             | Developmental Psychology                               | 2            | C             |
| GST101             | Use of English and Library                             | 4            | C             |
| GST102             | Philosophy and Logic                                   | 2            | C             |
| CSC101             | Introduction to Computer Science                       | 2            | C             |
| BIO101             | General Biology  | 3            | C             |
| HKE101             | Skills and techniques of Sports and Games (Gymnastics) | 3            | C             |
| HKE102             | Foundation of Human Kinetics Education                 | 2            | C             |
| HKE103             | Organization and Administration of Sports              | 2            | C             |
|                    | <b>Sub Total</b>                                       | <b>24</b>    |               |

## SECOND SEMESTER

| <b>Course Code</b> | <b>Course Title</b>   | <b>Units</b> | <b>Status</b> |
|--------------------|---|--------------|---------------|
| EDU113             | Introduction to Science and Technology Education                      | 2            | C             |
| GST111             | Nigerian People and Culture   | 2            | C             |
| GST112             | History and Philosophy of Science                                     | 2            | C             |
| HKE111             | Elementary Anatomy and Physiology of Sports                           | 2            | C             |
| HKE112             | Physical Fitness through selected Activities                          | 2            | C             |
| HKE 114            | History and Foundation of Human Kinetics Education                    | 2            | C             |
| HKE116             | Skills and Techniques of Sports and Games (Track and Field)           | 3            | C             |
| HKE 117            | Social and Psychological Foundations of Sports and Physical Education | 2            | C             |
|                    | <b>Sub Total</b>  | <b>17</b>    |               |
| <b>Total</b>       |   | <b>41</b>    |               |

**HUMAN KINETICS EDUCATION  
200 LEVEL  
FIRST SEMESTER**

| <b>CourseCode</b> | <b>Course Title</b>  | <b>Units</b> | <b>Status</b> |
|-------------------|--|--------------|---------------|
| ENT 201           | Entrepreneurship Study 1   | 2            | C             |
| EDU201            | Philosophy of Education  | 2            | C             |
| EDU202            | Curriculum and Instruction   | 2            | C             |
| HKE201            | Skills and Techniques of Sports and Games<br>(Basketball/Volleyball) | 3            | C             |
| HKE202            | Anatomy and Physiology and Sports                                    | 3            | C             |
| HKE 206           | Motor Learning and Human<br>Performance 1                            | 2            | C             |
|                   | <b>Sub-Total</b>   | <b>15</b>    |               |

## SECOND SEMESTER

| <b>Course Code</b> | <b>Course Title</b>   | <b>Units</b> | <b>Status</b> |
|--------------------|---|--------------|---------------|
| ENT 211            | Entrepreneurship Study II                                   | 2            | C             |
| EDU211             | Physical Education Methodology                              | 3            | C             |
| EDU212             | Measurement and Evaluation in Education                     | 3            | C             |
| EDU213             | Sociology of Education                                      | 2            | C             |
| HKE211             | Physiology of Human Activity                                | 2            | C             |
| HKE212             | Adapted Physical Education                                  | 2            | C             |
| GST 222            | Peace and Conflict Resolutions                              | 2            | C             |
| HKE214             | Practical Coaching and Officiating in Sports and Games      | 2            | C             |
| HKE215             | Skills and Techniques of Sports and Games (Hockey/Handball) | 2            | C             |
|                    | <b>Sub Total</b>  | <b>20</b>    |               |
|                    | <b>Total</b>  | <b>35</b>    |               |

**HUMAN KINETICS EDUCATION  
300 LEVEL  
FIRST SEMESTER**

| Course Code | Course Title   | Units     | Status |
|-------------|--|-----------|--------|
| EDU300      | Teaching Practice  | 3         | C      |
| EDU301      | Educational Administration and Planning  | 2         | C      |
| EDU302      | Educational Technology   | 2         | C      |
| HKE301      | Skills Development and Techniques in Sports and Games (lawn Tennis/Table Tennis) | 3         | C      |
| HKE302      | Nutrition and Sports Performance   | 2         | C      |
| HKE303      | Research Methods in Physical Education   | 3         | C      |
| HKE305      | Biomechanical Analysis of Sports   | 3         | C      |
|             | <b>Sub Total</b>   | <b>18</b> |        |

## SECOND SEMESTER

| Course Code | Course Title   | Units     | Status |
|-------------|--|-----------|--------|
| EDU311      | Educational Psychology   | 2         | C      |
| EDU312      | Research Methods and Data Processing                             | 3         | C      |
| HKE311      | Psychology of Sports II  | 3         | C      |
| HKE 312     | Organization and Administration of Physical Education and Sports | 2         | C      |
| HKE313      | Community Recreation   | 2         | C      |
| HKE315      | Curriculum in Physical Education                                 | 2         | C      |
| HKE 316     | Skills and Techniques of Sports and Games (Badminton)            | 3         | C      |
|             | <b>Sub-Total</b>   | <b>17</b> |        |
|             | <b>Total</b>   | <b>35</b> |        |

**HUMAN KINETICS EDUCATION  
400 LEVEL  
FIRST SEMESTER**

| Course Code | Course Title  | Units     | Status |
|-------------|---|-----------|--------|
| HKH400      | Project in Physical Education                                   | 6         | C      |
| EDU401      | Practice Teaching   | 3         | C      |
| EDU402      | Guidance and Counseling   | 2         | C      |
| EDU403      | Continuous Assessment   | 2         | C      |
| HKE401      | Kinesiology   | 3         | C      |
| HKE402      | Skills and Techniques of Sports and Games (Track/Field General) | 3         | C      |
|             | <b>Sub-Total</b>  | <b>19</b> |        |

**SECOND SEMESTER**

| <b>Course Code</b> | <b>Course Title</b>                          | <b>Units</b> | <b>Status</b> |
|--------------------|--|--------------|---------------|
| EDU411             | Organization of Primary and Secondary School | 2            | C             |
| EDU413             | Comparative Education                        | 2            | C             |
| HKE 412            | Sociology of Sports                          | 3            | C             |
| HKE 413            | Accident Prevention and Safety Education II  | 2            | C             |
| HKE 414            | Exercise Physiology                          | 3            | C             |
|                    | <b>Sub-Total</b>                             | <b>12</b>    |               |
|                    | <b>Total</b>                                 | <b>31</b>    |               |

## **B. Sc. (Ed.) HUMAN KINETICS AND HEALTH EDUCATION**

### **COURSE DESCRIPTION**

#### **100 LEVEL**

##### **First Semester**

##### **HKE 101: Skills and Techniques of Sports and Games (Gymnastics)**

This course, is designed to expose learners to the basic skills and techniques of Gymnastics. Principles of coaching and officiating in Gymnastics will be examined.

##### **HKE 102: Foundation of Physical Education**

A study of the meaning and philosophy of Physical Education, an exploration of the biological, physical, sociological and psychological foundation of Physical Education.

##### **HKE 103: Organization and Administration of Sports**

A study of the rules and regulations of intramural sports, leadership qualities, liabilities, tournaments preparation and equipment in sports.

##### **Second Semester**

##### **HKE 111: Elementary Anatomy and Physiology and Sports**

A study of the various structures and functions of the body with emphasis on their relationship to Physical Education and Sports performance.

##### **HKE 112: Physical Fitness through selected Activities**

Physical fitness activities programme to improve the general level of fitness of the learner.

##### **HKE 113: Family Life Education**

This course is to acquaint students with issues relating to family life experiences as it relates to health.

##### **HKE 114: History and Philosophy of Physical Education**

The course will deal with the historical background of Physical Education and the philosophy, which eventually evolves from it. Examination of the role of physical education in ancient and modern times.

##### **HKE 115: First Aid Sport Injuries**

Examination and treatment techniques of injuries, pathology, etiology, prevention prognostic of injuries occurring most frequently on playing ground and techniques demonstration.

##### **HKE 116: Skills and Techniques in Sports and Games (Track and Field)**

The development of fundamental skills in track and field with focus on method of officiating.

#### **200 LEVEL**

##### **First Semester**

##### **HKE 201: Skill Development and Technique of Sport and games (Basketball/Volleyball)**

The development of fundamental skills in Basketball and Volleyball with a focus on the method of officiating.

**HKE 202: Anatomy and Physiology and Sports**

A study of the structures and functions of the various systems of the human body with particular references and emphasis to their relationship to Physical Education.

**HKE 203: Practical Experiences in Health**

Practical Experience in school and public health education through visitation and practical assignments. Practical application of skill and participatory experience for Health Education.

**HKE 204: Accident Prevention and Safety Education I**

A study to acquire knowledge and skills for the emergency care of individuals; basic principles of prevention of accidents as applied to sports and games, control of and defence and understanding of individuals during personal and community accident prevention.

**HKE 205: Health and Illness Behaviour**

This will focus on common illness symptoms, diagnosis and management in the locality.

**HKE 206: Motor Learning and Human Performance I**

Study of theories of motor learning characteristics of human motion and their application to the teaching of Physical Education.

**Second Semester**

**HKE 211: Physiology of Human Activity**

A study of the human body and how it works. The various systems of the body and the function. An understanding of muscle action and their relations to movement in sports and games.

**HKE 212: Adapted Physical Education**

The course is designed to enable students understand handicapping situation in adolescent and to be equipped with the knowledge of how to handle them whenever they are encountered.

**HKE 213: Psychology of Sports I**

This course is designed to study the collective behaviour of sports consumption and attitude formation towards coaching and to cover areas such as value in sports, motivations and aroused level of aspiration, aggression, personality, self conception and image and team cohesion.

**HKE 214: Practical Coaching and Officiating in Sports and Games**

The course will focus on the acquisition of coaching skills and officiating of selected sports especially the popular sports in Nigeria.

**HKE 215: Skills and Techniques of Sports and Games (Hockey/Handball)**

The development of basic skills in Hockey and handball and with the methods of officiating.

**HKE 216: Community Recreation**

The course is designed to enable students identify recreational activities. Students should be able to state the values of physical, social and emotional health.

### **300 LEVEL**

#### **First Semester**

#### **HKE 301: Skills Development and Techniques in Sports and Games (Lawn Tennis/Table Tennis)**

The development of fundamental skills and techniques in lawn tennis and table tennis with a focus on the method of officiating.

#### **HKE 302: Nutrition and Sports Performance**

Learners will be exposed to the role of nutrition in athletic performance.

#### **HKE 303: Research Method in Physical Education**

An experience in problem identification, types of design and data gathering in physical education, processing, analysis and reporting in physical education.

#### **HKE 305: Biochemical Analysis of Sports**

The course is focused on analysis of body movements, its principles and applications in enhancing performance.

### **SECOND SEMESTER**

#### **HKE 311: Psychology of Sports II**

Critical analysis of development factors related to optional learning, maturing and motor performance, behavioural controls and intervention during stressful situations like competitions, motivation, self concepts, personal emotional status etc.

#### **HKE 312: Organisation and Administration of Physical Education and Sports**

A study of how physical education and sports is organized at the primary, secondary and tertiary levels, including objectives, activities programming, class management, evaluation, finance, budgeting.

#### **HKE 313: Community Recreation**

A study and application of principles of community health, insect and rat control and miscellaneous programme.

#### **HKE 315: Curriculum in Physical Education**

Introduction to curriculum development and innovation in Physical Education.

#### **HKE 316: Skill and Techniques of Sports and Games (Badminton)**

A focus on the development of fundamental skills in Badminton, with emphasis on the method of officiating.

### **400 LEVEL**

#### **FIRST SEMESTER**

#### **EDU/HKE 400: Research Project in Physical Education**

Understanding of types of research – descriptive experiment, historical, etc, methods of identifying research problems, styles for literature review methodology, data analysis and summary and conclusion.

**HKE 401: Kinesiology**

The study of the movement of muscles. The course will deal with the action in skills and coordinated movement, aspects of anatomy and physiology which affect motor movement.

**HKE 402: Skills and Techniques in Sports and Games (Track and Field)**

Development of skills and techniques in track/field events with a focus on methods of officiating.

**SECOND SEMESTER****HKE 412: Sociology of Sports**

The application of sociological principles of sports situation. Learners should be able to analyse the role of sports in politics, national economy, religions, mass media and international peace and co-operation.

**HKE 413: Accident Prevention and Safety Education II**

Various safety procedures for home, road and industrial accidents.

**HKE 414: Exercise Physiology**

A study of theories of motor learning characteristics of human motion and their application to the teaching of Physical Education.

## **B.Sc. Ed. (HONS) HEALTH EDUCATION PROGRAMME**

### **Rationale**

The National University Commission in approving minimum standards prescribed two separate degree options for the Departments. These options are Physical Education and Health Education.

### **PHILOSOPHY OF THE PROGRAMME**

The National Policy on Education states amongst others “the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community as one of the goals of higher education in general and teacher education in particular. This is further reinforced in the NUC document on minimum (Approved minimum) standard in education which recommended” the acquisition of appropriate skills, abilities and competences both mental and physical as necessary for the individual to live in and contribute to the development of the society””. We believe that a well-designed teacher education health programme could equip graduates with intellectual and professional background adequate for providing health knowledge and facilitate the necessary behaviour changes which promote health and wellness both at school, home, community and the world. This hopefully should contribute to both individual and societal development.

Thus this programme is designed to enhance the attainment of the aforementioned national goals

## **OBJECTIVES OF THE PROGRAMME**

The programme is designed to focus on the acquisition of knowledge and skills applicable to a career in the field of Health Education. Upon completion of the programme, graduates will be:

- i) Aware of the origin and evolution of the field of health education.
- ii) Be able to use concepts and principles associated with school health programme.
- iii) Able to demonstrate and apply knowledge of epidemiological principles.
- iv) Be effective health education teachers for our secondary schools and thus be able to facilitate the acquisition of health knowledge and encourage desirable changes in the habits and attitudes of their students.
- v) Be able to fit into the social life of the family, community and the world.
- vi) Be able to design, apply and implement the principles of health promotion to public health problems.
- vii) Be able to design, apply and implement the principles of health promotion to public problems.
- viii) Be able to design and implement health programmes designed to remedial health condition of school children/school health problems.

## **ADMISSION REQUIREMENTS**

### **Direct Entry (Three (3) Year Programme)**

1. Nigeria Certificate in Education (NCE); plus five (5) O'level credits at not more than two sittings which should include English Language, Mathematics and Biology, Agricultural Science or Health Science or Physical and Health Education.
2. Diploma in Health Education, Environmental Sanitation, Physical Education, Social Work, Public Administration, Nursing, Public Health Inspectors Certificate from Ambrose Alli University and other recognized institutions.

Candidates with diploma should also have five(5) credits in GCE O/L or its equivalent which should include English Language and Biology or Agricultural Science or Health Science or Physical and Health Education.

A credit pass in General English at NCE/Diploma is accepted in lieu of O'Level English.

### **Four (4) Year Programme (U.M.E Candidates)**

J.M.E candidates applying for B.Sc Health Education should satisfy the normal University and Faculty of Education requirements. In addition to passing the U.M.E examination, candidates must have at least 5 credits including English Language, mathematic and Biology or Agricultural Science or Health Science or Physical and Health Education.

## PROGRAMME WEIGHTING

The 2:1 ratio of weighting teaching subjects vis-à-vis Education subjects as prescribed by NUC for B.Sc. (Ed.) programme was adopted. The table below shows the distribution of courses across the entire programme:

| Courses | 100 L<br>1 <sup>st</sup><br>Sem | 100 L<br>2 <sup>ND</sup><br>Sem | 200 L<br>1 <sup>st</sup><br>Sem | 200 L<br>2 <sup>ND</sup><br>Sem | 300 L<br>1 <sup>st</sup><br>Sem | 300 L<br>2 <sup>ND</sup><br>Sem | 400 L<br>1 <sup>st</sup><br>Sem | 400 L<br>2 <sup>ND</sup><br>Sem |
|---------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| EDU/GST | 14                              | 6                               | 4                               | 5                               | 7                               | 5                               | 7                               | 2                               |
| HED     | 5                               | 14                              | 15                              | 15                              | 13                              | 12                              | 11                              | 6                               |

Total = Education/ GST = 50 Units  
 = Health Education = 100 Units

**HEALTH EDUCATION  
100 LEVEL  
FIRST SEMESTER**

| <b>Course Code</b> | <b>Course Title</b>                  | <b>Unit</b> | <b>Status</b> |
|--------------------|--------------------------------------|-------------|---------------|
| EDU 100            | Introduction to Teaching Profession  | 2           | C             |
| EDU 101            | Foundation of Education I            | 2           | C             |
| EDU 102            | Introduction to Education Psychology | 2           | C             |
| GST 101            | Use of English and Library           | 4           | C             |
| GST 102            | Philosophy and Logic                 | 2           | C             |
| BIO 101            | General Biology                      | 3           | C             |
| CSC 101            | Introduction to Computer Science     | 2           | C             |
| HED 103            | Introduction To Health Education     | 2           | C             |
|                    | <b>Sub Total</b>                     | <b>19</b>   |               |

### **SECOND SEMESTER**

|         |  |           |   |
|---------|--|-----------|---|
| EDU 113 | Introduction to Science and Technology Education           | 2         | C |
| GST 111 | Nigerian people and culture                                | 2         | C |
| GST 112 | History and philosophy of science                          | 2         | C |
| HED 110 | Health Problems And Health Of The School Aged Child        | 2         | C |
| HED 111 | Family Life Education                                      | 3         | C |
| HED 112 | Physical Fitness Through Selected Activities               | 3         | C |
| HED 113 | Organization and Administration of School Health Programme | 2         | C |
| HED 115 | Human Anatomy and Physiology I                             | 2         | C |
|         |  | <b>18</b> |   |

**TOTAL 37 UNITS**

**HEALTH EDUCATION  
200 LEVEL  
FIRST SEMESTER**

| <b>Course Code</b> | <b>Course Title</b>                       | <b>Units</b> | <b>Status</b> |
|--------------------|---|--------------|---------------|
| ENT 201            | Entrepreneurship Study I                  | 2            | C             |
| EDU 201            | Sociology of Education                    | 2            | C             |
| EDU 202            | Curriculum and Instruction                | 2            | C             |
| HED 200            | Field Experiences in Health Education     | 2            | C             |
| HED 201            | Accident Prevention and Safety Education  | 3            | C             |
| HED 203            | Methods and Resources in Health Education | 3            | C             |
|                    | <b>Sub Total</b>                          | <b>14</b>    |               |

## SECOND SEMESTER

|         |                                 |           |   |
|---------|---------------------------------|-----------|---|
| ENT 211 | Entrepreneurship Study II       | 2         | C |
| EDU 211 | Health Methodology              | 3         | C |
| EDU 212 | Measurement and Evaluation      | 3         | C |
| EDU 213 | Sociology of Education          | 2         | C |
| HED 210 | Physiology of Human Activity    | 2         | C |
| HED 211 | Family Living and Sex Education | 2         | C |
| HED 212 | Alcohol and Drug Education      | 3         | C |
| HED 213 | Health And Illness Behavior     | 2         | C |
| GST 222 | Peace and conflicts resolution  | 2         | C |
|         | <b>Sub Total</b>                | <b>21</b> |   |

**TOTAL 35 UNITS**

**HEALTH EDUCATION  
300 LEVEL  
FIRST SEMESTER**

| <b>Course Code</b> | <b>Course Title</b>                                       | <b>Units</b> | <b>Status</b> |
|--------------------|---|--------------|---------------|
| EDU 300            | Teaching Practice   | 3            | C             |
| EDU 301            | Educational Administration and Planning                   | 2            | C             |
| EDU 302            | Educational Technology                                    | 3            | C             |
| HED 301            | Human Anatomy And Physiology II                           | 2            | C             |
| HED 302            | Organization and Administration of Health Education       | 2            | C             |
| HED 303            | Population Education                                      | 3            | C             |
| HED 304            | Curriculum Development and Innovation in Health Education | 3            | C             |
| HED 305            | Research Methods in Health Education                      | 3            | C             |
| HED 306            | Food and Nutrition  | 2            | C             |
|                    | <b>Sub Total</b>  | <b>23</b>    |               |

## SECOND SEMESTER

|         |  |           |   |
|---------|--|-----------|---|
| EDU 311 | Educational Psychology                     | 2         | C |
| EDU 312 | Research Methods and Data Processing       | 3         | C |
| HED 310 | Personality and Growth in Health Education | 3         | C |
| HED 311 | Communicable and Non-communicable Disease  | 2         | C |
| HED 312 | Community Health                           | 3         | C |
| HED 314 | Ageing and Death Education                 | 2         | C |
| HED 315 | Adolescent And Adult Health                | 2         | C |
|         | <b>Sub Total</b>                           | <b>17</b> |   |

**TOTAL                      40    UNITS**

**HEALTH EDUCATION  
400 LEVEL  
FIRST SEMESTER**

| <b>Course Code</b> | <b>Course Title</b>                          | <b>Unit</b> | <b>Status</b> |
|--------------------|--|-------------|---------------|
| HKH 400            | Project In Health Education                  | 6           | C             |
| EDU 401            | Practice Teaching                            | 3           | C             |
| EDU 402            | Guidance Counseling                          | 2           | C             |
| EDU 403            | Continuous Assessment                        | 2           | C             |
| HED 401            | Public Health And Issues in Health Education | 2           | C             |
|                    | <b>Sub Total</b>                             | <b>15</b>   |               |

**SECOND SEMESTER**

|         |  |           |   |
|---------|--|-----------|---|
| EDU 411 | Organization of Primary and Secondary School | 2         | C |
| EDU 413 | Comparative Education                        | 2         | C |
| HED 411 | Industrial Health Education                  | 2         | C |
| HED 412 | Rehabilitation of the Handicapped            | 3         | C |
| HED 413 | Epidemiology and Public Health               | 2         | C |
| HED 414 | Vital Statistics in Health Education         | 3         | C |
| HED 415 | International Health and Careers in Health   | 3         | C |
| HED 416 | School Health Education Programme            | 2         | C |
|         |  | <b>19</b> |   |

**TOTAL 34 UNITS**

## **COURSE DESCRIPTION**

### **100 LEVEL FIRST SEMESTER**

#### **HED 103: Introduction to Health Education**

Introduction to the key concepts in Health Education, the objectives of Health Education and all the agencies such as WHO concerned with health.

#### **BIO 101: General Biology**

This course is to make the students understand general human biology especially in areas such as the characteristics of living organisms, cell structure and functions, the skin and temperature regulation, Skeletal and the muscular system.

### **SECOND SEMESTER**

#### **HED 110: health problems and health of the school aged child**

a study of the fundamental problems relating to health with emphasis on the school aged child

#### **HED 111: Family Life Education**

This course is to acquaint students with issues relating to family life, physical fitness activities programme to improve the general level of fitness of the learners.

#### **HED 112: physical fitness through selected activities**

Physical fitness activities programme to improve the general level of fitness of the child.

#### **HED 113: Organization and Administration of School Health Programme**

A study on how health programme is organized at the primary, secondary and tertiary levels.

#### **HED 115: Human Anatomy and Physiology**

A study of the various structures and functions of the systems of the human body.

### **200 LEVEL FIRST SEMESTER**

#### **HED 200: Field Experiences in Health Education**

Practical experience in school and public health education through visitation and practical assignments, practical work and application of skill and participatory experience for health education.

#### **HED 201: Accident Prevention and Safety Education**

A study to acquire knowledge and skill for the emergency care of individuals, basic principles of prevention of accidents as applied to sports and games, control, defences and understanding of individuals during personal and community accident prevention. Basic safety procedure for home, road and industrial accidents.

**HED 203: Methods and Resources in Health Education**

This course is designed to acquaint students with various instructional strategies and curriculum materials in Health Education.

**SECOND SEMESTER**

**HED 210: Physiology of Human Activity**

A theoretical and practical study of work output in the assessment of fitness, anthropometry, ergonomic principles, oxygen exchange and mechanics of muscular contraction.

**HED 211: Family Living and Sex Education**

The phenomena of puberty and conception, the reproductive organs; process leading to the establishment of stable family, sexually transmitted disease.

**HED 212: Alcohol and Drug Education**

The physiological, psychological and socio-economic effects of the use, misuse and abuse of alcohol and such psychoactive substances as opiates and opium, synthetic narcotics, barbiturate tranquilizers, marijuana, lysergic acid, diethylamide 9 (LSD) and stimulants (cocaine, amphetamines and caffeine).

**HED 213: Health and Illness Behaviour**

The course focuses on common illnesses, symptoms and care of the environment.

### **300 LEVEL**

#### **FIRST SEMESTER**

##### **HED 301: human anatomy and physiology II**

The gross structure and functions of organs of major systems of the body, and their relevance to health, e.g. respiratory, cardiovascular systems etc.

##### **HED 302: Organization and Administration of Health Education**

A study of the principles of health administration and organization, policy making, supervision, facilities and equipment.

##### **HED 303: Population Education**

The course will focus on issues related to population growth and their educational and social implications.

##### **HED 304: Curriculum Development and Innovation in Health Education**

The course is designed to introduce students to the rudiments of curriculum development and innovation in Health Education.

##### **HED 305: Research Methods in Health Education**

The focus is to expose students to data collection, types of research, research problems, methodology analysis, summary, conclusion and recommendation and references.

##### **HED 306: Food and Nutrition**

The course is designed to expose students to the basics of nutrition and its importance to good health.

#### **SECOND SEMESTER**

##### **HED 310: Personality and Growth in Health Education**

A survey of personality development and growth in Health Education

##### **HED 311: Communicable and Non Communicable Disease**

The causative factors, symptoms and mode of transmission and management of communicable and non-communicable diseases.

##### **HED 312: Community Health**

A survey of community health problems and remedial measures.

##### **HED 314: Ageing and Death Education**

The ageing process, the needs and care of the elderly in different parts of Nigeria, preparation for retirement, attitude to and preparation for death.

##### **HED 315: Adolescents and Adult Health**

Issues and problems relating to the health of the adolescent and adult and study of the factors affecting their health and improvement of the health of the adolescent and adult.

## **400 LEVEL**

### **FIRST SEMESTER**

#### **EDU/HED 400: Project in Health Education**

Students will carry out supervised individual project on current and related issues in health education.

#### **HED 401: Public Health Issues in Health Education**

The course will focus on analysis and synthesis of selected problems, issues and special topics in public health and general health. A study of relationship in health, drug addiction, environmental sanitation, social health problems, family life and sex education.

### **SECOND SEMESTER**

#### **HED 411: Industrial Health Education**

A study of various safety procedures for industrial accidents, including the development of preventive programmes and safety consciousness in the industry.

#### **HED 412: Rehabilitation of the Handicapped**

A study of the rehabilitation and re-education of the handicapped with lost function of the body as a result of accident or any other cause. It will focus on the development of programmes for the handicapped to make him useful to himself and the society.

#### **HED 413: Epidemiology and Public Health**

A study of the principles relating to survey, prevention and control of epidemic diseases and identification of public health problems and solution. Development of safe and healthful environment.

#### **HED 414: Vital Statistics in Health Education**

The course will focus on the use of basic statistics in Health education. The nature and concept of behavioural statistics and its use in health education.

#### **HED 415: International Health and Careers in Health**

The study of international health, Health Agencies and Career in Health.

#### **HED 416: School Health Education Programme**

A basic study of the organization of primary, secondary and tertiary school health programmes and its appraisal.