

PREFACE

We welcome you and all our dear students for willingly choosing the Department of Environmental Education (EE), and for planning to make *teaching* your career. You probably know that *Teaching*, this noble profession, is the doyen of all professions. But as aspiring Environmental Educators and Managers you are not just warmly welcomed into the noble profession but also into the *Green Professionals Club* whose main objective is to promote the sustainability of this **OUR ONLY ONE EARTH**. Congratulations for having made this wise choice and for having been selected from among the cream of those who wished to be part of the selected few.

Teachers are the pillars of the world, particularly those with sound and adequate environmental contents, skills, values and attitudes. This is specially so because sustainability concepts have now received global acceptability and are in the front burner of the United Nations (UN) even for a greater global impact. You are preparing to become one of the prominent pillars through the numerous Environmental Education programmes.

As you come into the department and the programme, be informed that the University is a unique place; it is full of various attractions, contraptions and distractions. However be encouraged to settle down quickly and with sharpened focused attention, face your primary purpose of learning squarely. Set your goals right and follow it with passion, disallowing distractions of any form.

Within the University environment you will meet and make new friends. Be very cautious and selective. The friends you choose can help make or mar your future. Choose those that will encourage you to study so that your contact with the University would become a stepping stone to progress and a foundation for fame and prosperity. Note that your character is as important as your learning. You can only graduate when the University of Calabar can certify that *you have been found worthy in character and learning!* Your future is in your hands.

Both academic and non-academic staff in the department are available to assist you actualize your ambition in life, so also are the Academic Advisers for different programmes and years. Contact them for advice and guidance. Where you are in doubt, do not hesitate to get to the Head of Department for clarification. The Library, Health Centre, the Sport Unit and the Security Unit and other facilities are available for use. Register at the University Library, Medical Centre and Sports Unit to

enable you access available facilities in the University environment.

The administration of the University gives the students topmost priority and is very open to their complaints. Classroom administrators are also available everywhere to assist you throughout the day.

As Environmental Educators and Managers in training, you are urged to always acknowledge GOD first because He who create the environment also put you there as a steward. You must respect and obey the University rules and regulations. Pay all your school charges at designated banks and not through any agents. Register for all courses as stipulated. Attend all your lectures promptly. Be transparent, obedient, hardworking and honest. Be inquisitive and ask questions. Note that there is zero tolerance for cultism, examination malpractice, unruly behaviour and corruption in any guise. Read the University student handbook and be conversant with the rules. Stay properly adjusted to this academic environment and grow from strength to strength with God's direction and guidance.

THE VISITOR AND PRINCIPAL OFFICERS OF THE UNIVERSITY

VISITOR:

President Muhammadu Buhari GCFR
President and Commander-in-Chief of the Armed Forces of the Federal Republic of Nigeria

THE CHANCELLOR:

HRH [Dr] Alhaji Muhammadu Kabir Umar, CON
The Emir of Katagun

PRO-CHANCELLOR:

Senator Nkechi Justina Nwaogu

VICE CHANCELLOR:

Prof. Zana I. Akpagu [BA; MA; PhD; PGDE]

DEPUTY VICE CHANCELLOR [ACADEMIC]

Prof. Nden Ayara

DEPUTY VICE CHANCELLOR [ADMINISTRATION]

Professor Maurice Asuquo

THE REGISTRAR

Mr. Gabriel Egbe

UNIVERSITY BURSAR

Mrs Beatrice Ifeanyi Igwe

UNIVERSITY LIBRARIAN

Dr Nkoyo Bassey Edem

UNIVERSITY OF CALABAR: MOTTO, VISION AND MISSION

Motto: *Knowledge for Service*

Vision

To be a center of excellence producing globally competitive graduates and contributing significantly to development through research.

Mission

To produce high quality graduates and scholars in local areas of learning with theoretical, practical and entrepreneurial skills for the world of work in a conducive environment through quality research and teaching.

FACULTY OF EDUCATION: VISION AND MISSION

Vision

To be the best in teacher preparation and development by producing globally competitive teachers for all levels of education.

Mission

To provide the highest standard of intellectual, personal and professional development of students, faculty and staff by nurturing, inspiring and building a passion for learning, teaching and research.

Core Values

- ❖ Upholding very high standards of dedication, professionalism and relevance.
- ❖ Providing access to *Quality Education for All* in spite of diversity and individual differences.
- ❖ Fostering integrity, honesty, humility, trust, respect, fairness and ethical standards, in and out of the classroom.

Providing suitable environment for teaching, learning and research

DEPARTMENT OF ENVIRONMENTAL EDUCATION

Vision

The global model breeding critical talents in environmental education and management for all-round global sustainability.

Mission

Creative opportunities for sustainable talents harvesting among environmental educators and managers in West African sub-region.

Core Values

- *To overcome environmental decay through mass environmental awareness, personal commitment and local action.*
- *To jointly build a sustainable future through extensive action-oriented research and policy implementation alternatives.*
- *To build, encourage and implement creative sustainable financial, ecological, and economic frameworks capable of gradual reversal of unsustainable social, economic, ecological and technological experiences.*
- *To create equal opportunities for all humans to showcase their individuality and creativity in matters of sustainability.*
- *To design, create, popularize and utilize eco-friendly and sustainable technologies.*

NATIONAL OBJECTIVES:

The Nigerian national objectives for Higher Education seek to, among others, encourage learning, develop higher manpower, generate and disseminate knowledge, undertake research on national and local developmental problems, maintain the national cultural heritage and render public services. These objectives that sum up to teaching, research and service is expected to be attained through university system that will produce people of special motivation and qualification equipping the individual to develop to his/her full potential for the service of self and the nation.

Philosophy and Objectives of Education

The philosophy of education is necessarily derived from the National Policy on Education The national philosophy is in turn based on the following general aspirations of Nigeria as contained in Section 1 Paragraph 1 of the National Policy on Education:

- (a) A free and democratic society,
- (b) A just and egalitarian society,
- (c) A united, strong and self-reliant nation,
- (d) A great and dynamic economy
- (e) A land of bright and full opportunities for all citizens.

Philosophy of the University

The philosophy of the University of Calabar is to:

- a) Create a citizenry imbued with a high sense of duty and responsibility to the Nigerian nation with character development receiving as much attention as academics.
- b) Establish a conducive campus atmosphere for the cultivation of healthy social interaction among groups from all parts of Nigeria and elsewhere.
- c) Make conscious use of local materials for instructional purposes in an effort to make her programmes relevant to the needs of Nigeria.

HISTORY OF THE DEPARTMENT

In an international partnership with the University of Calabar focused on deliberate promotion of far-reaching and enduring environmental consciousness in Africa, the Nigerian Conservation Foundation (NCF) in collaboration with and support of the World-Wide Fund for Nature (WWF-UK) in 1990, sponsored twelve Nigerians on a postgraduate course in Environmental Education (EE) at the Jordan hill College, University of Strathclyde, Glasgow. Upon their return, three EE Units were set up in Nigeria - at the College of Education, Ekiadialor, Benin City, University of Calabar, Calabar and Lekki Conservation Centre, Lagos.

Calabar was chosen as a natural site for EE because of its closeness to a remnant pristine forest in Nigeria where the National Park conserves the rich and rare diversity of flora and fauna. EE programme therefore was established through the cooperation of two non-governmental environmental conservation and protection organizations (WWF and NCF) with the University of Calabar in 1990. The NCF WWF Environmental Awareness and Education Programme spearheaded by the Strathclyders laid the initial foundation for the development of EE in Nigeria. The University of Calabar pioneered the Ordinary and Postgraduate training programmes at the Institute of Education which housed the nucleus of EE. This was subscribed to from across the federation and the neighbouring Republic of Cameroun.

On completion of their agreement in 1995, WWF-UK/NCF withdrew their sponsorship and the University of Calabar took over all assets and liabilities including the three programmes. With the addition of an NUC degree programme in Environmental Education the unit then grew into a full- fledged department within the Institute of Education. The Master's Degree programme in EE was soon added.

In 2007 all degree awarding programmes of the Institutes were moved to the Faculties. EE programmes moved into the Department of Curriculum and Teaching where they were fully accredited and where they remained until February 2015 when five new departments were created out of the then Department of Curriculum and Teaching. A new Department of Environmental Education in the Faculty of Education was therefore, created by the Senate of the University of Calabar effective from February 1st, 2015.

ACADEMIC PROGRAMMES

The department offers a Bachelor Degree in Environmental Education(B.Ed) with teaching subject for full and part time students. Our graduates can teach in schools and colleges; serve in ministries, NGOs, Private sectors, Industries, and many other institutions and establishments. With the introduction of tourism in schools, our graduates are handy in providing the pedagogy. We prepare our students to also take the lead in environmental sustainability.

Philosophy of the programme

The environment with its state of deterioration has become a global concern. The need to create awareness about, for and from the environment is the philosophy behind the introduction of EE. It is essentially to train and retrain teachers that will take curriculum initiatives and action in the teaching and learning about the environment, from the environment and for the environment.

Environmental Education and Management programmes at all levels hinge on the Green Philosophies. Environmental problems have multiple causes, its solutions also require multi-sectoral approaches.

This programme is designed to overcome environmental decay through mass environmental awareness, personal commitment and local action in order to jointly build a sustainable future through extensive action-oriented research and policy implementation alternatives. This can therefore build, encourage and implement creative sustainable financial, ecological, and economic frameworks capable of gradual reversal of unsustainable social, economic, ecological and technological experiences. The programme equip students with the competencies to showcase their individuality and creativity in matters of sustainability. To ensure its concurrency, the programme promotes, creates and popularizes ecofriendly and sustainable technologies to will tackle ecological decay and unsustainable practices through all educational strategies and instructional processes.

Programme objectives

The programme objectives hinge on the vision and mission of the department subsumed by that of the Faculty and the University. Bachelor's degree in Environmental Education is designed to:

- a) Train potential Environmental Educators and teachers for the basic and post-basic educational levels to teach various subjects including Tourism;
- b) Produce creative, talented and highly motivated educators with adequate theoretical, conceptual and practical knowledge, functional skills and sustainability values necessary to excel as professional teachers;

- c) Train a new breed of talented individuals who can infuse and integrate Environmental Education and related concepts into various subject areas and courses to drive home the focal point of sustainability;
- d) Produce highly efficient graduates who can excel as Environmental Educators and Environmental Managers for different sectors of the economy;
- e) Promote well-rounded professionals who can understand the socio-economic and environmental challenges of their time and contribute meaningfully to their solutions; and
- f) Produce sustainability-minded graduates who are well-positioned to meet the dynamic demands of a rapidly changing socio-cultural and technological environment and to actualize practical, realistic, sustainable solutions.

GENERAL ADMISSION REQUIREMENTS

Candidates are admitted into the degree programmes in any of the following three ways:

- The Unified Tertiary Matriculation Examination (UTME)
- Direct Entry
- Inter-University Transfer

UTME Entry Mode

In addition to acceptable passes in UTME, the minimum academic requirement is credit level passes in any five subjects including English Language, Mathematics at O'Level in nationally recognized examination (including Teacher's Grade II certificate, etc) at not more than two sittings.

Direct Entry (DE): 3-Year Degree Programme

For Direct Entry, candidates must have passes in at least Two GCE 'A' level subjects or its equivalent. Holders of NCE, OND and HND at minimum of merit level are eligible for consideration for Direct Entry admission too. In addition, candidates must meet the required qualifications at Ordinary Level.

Inter-University Transfer Mode

Students can transfer provided they met the requirement in terms of qualification, grade and the minimum duration of stay to earn the university's

degree.

NB: A candidate is required to obtain an O'Level credit pass or an approved equivalent in the area chosen as teaching subject. For instance, a student who chooses English Language must have a credit in English Literature.

Duration of the Programme

The minimum duration of the programmes is four academic sessions or eight (8) consecutively run semesters for candidates who enter through the UTME Mode. Direct Entry candidates admitted to the 200 level of their programmes will spend a minimum of three academic sessions or six (6) consecutively-run semesters. .

Four-Year Programme

Applicants into the four-year Bachelor of Environmental Education with a teaching subject in the **Arts** (English, French, History, or Religious Studies), **Social Sciences** (Geography, Economics, Political Science, Social Studies, or Tourism), **Sciences** (Biology, Physics, Chemistry, or Mathematics) must possess the general university admission requirements for the relevant programmes in the Arts, Social Sciences and the Sciences. Candidates must possess one of the following qualifications:

1. The Senior School Certificate or General Certificate of Education Ordinary Level with passes at credit level in at least five relevant subjects (including English Language and Mathematics) obtained at not more than two sittings.
2. The Teachers' Grade **II** Certificate with credit/merit in at least five subjects (including English Language and Mathematics) obtained in not more than two sittings in relevant subjects.
3. Applicants into any of the programmes in the department need five credits in SSCE and or NECO, or its equivalents. Two of the credits must be in English language and Mathematics.

Three-year Programme

To be eligible into the three-year Bachelor of Environmental Education with a teaching subject in the **Arts** (English, French, History, or Religious Studies), **Social Sciences** (Geography, Economics, Political Science, Social Studies, or Tourism), **Sciences** (Biology, Physics, Chemistry, or Mathematics), candidates must possess:

- a) NCE or equivalent in two relevant teaching subjects with at least at merit level, and The Senior School Certificate or General Certificate of

Education Ordinary Level with pass in five relevant subjects at credit level including English Language and Mathematics; OR

b) Teacher's Grade II Certificate with credit or merit in at least five relevant subjects including English Language and Mathematics (A pass in NCE General English is accepted as a waiver for credit in O'L/TC II English; OR

c) Approved Diploma or Certificate in Environmental Education or its equivalent obtained at least at merit level.

NOTE:

In all cases, whether by Direct Entry or UME, the following shall apply: A credit in Mathematics and English Language at the Senior School Certificate/or its equivalent are compulsorily required.

GENERAL REGULATIONS

To obtain a degree in Environmental Education, students must complete a minimum of 164 units of study for the four-year programme or 120 credit hours for the three-year programme. The maximum number of units for which an undergraduate student may enroll in any one academic year is 24 credit units, or 20 credit units per semester unless otherwise provided for. However, a final year student can register for a maximum of 27 credit units with Senate permission. The degree awarded by the department is **B.Ed. (Environmental Education with a teaching subject).**

MINIMUM REQUIREMENTS FOR GRADUATION

A student shall qualify for the award of a degree when he/she has:

a) completed and passed the prescribed number of courses including all compulsory courses.

b) obtained a minimum CGPA specified by the University but not less than 1.50

c) earned the minimum credit units of not less than 120 for UTME and 90 for DE candidates.

ACADEMIC REGULATIONS

Organization of Programme

A programme of studies shall be provided leading to the award of Bachelors of Environmental Education degree. Instruction for all programmes shall be organized in courses. All students shall be required to

take a combination of courses approved by Senate on the recommendation of the Boards of the Department and Faculty respectively, as may, from time to time, be determined. Students shall normally be required to register for a minimum of 10 and a maximum of 12 prescribed courses in each academic semester or 20 and 24 in each academic session respectively unless otherwise directed.

Registration procedure

- (a) All students shall register in the Department of Environmental Education on payment of all school charges as prescribed by the appropriate authorities of the University and in line with the guidelines so provided.
- (b) New students shall present the originals of their credentials to the Head of Department for screening. Successful students will be given written clearance to pay their school charges.
- (c) All students shall pay school charges at the designated bank(s), logon with pin number to register and then obtain the official University receipt generated by the on-line UNICAL Portal / NUC Data Base.
- (d) The procedure shall be in accordance with the University directive for every semester/session of student's registration.

Late Registration

All students who have been offered admission as well as returning students are expected to register every semester/session at the Faculty and the Department with appropriate registration charges within the prescribed period, otherwise they stand to lose that session or semester.

REGULATIONS GOVERNING THE CONDUCT OF EXAMINATIONS

- i. In order to be admitted for an examination, a student must have been registered for the course and satisfied all university requirement(s) regarding the mandatory 75% attendance at lectures/seminars /practical's, and the payment of school, faculty and departmental charges.
- ii. It shall be the responsibility of each student to register for the appropriate examination and to ascertain the dates, time and venues of examinations.
- iii. A student shall be at the examination room at least 30 minutes before the advertised time for the examination.
- iv. A student shall be admitted up to 30 minutes after the start of the

examination but he/she shall not be allowed extra time.

- v. The student must produce the registration and identity cards on entry to every examination hall.
- vi. All forms of examination malpractice or corruption are serious offences, with grave consequences - see University Students' Handbook for further details.

Absence from examination

An application by a student, or if incapacitated, by a person acting on his/her behalf for exemption from any examination on medical grounds shall be submitted to the Vice Chancellor through the Dean, HOD and course lecturer not later than seven (7) days after the date of the examination, providing full relevant evidence (medical certificate supplied, or recognized In the Director of the University Medical Services)

Appeals

A student may appeal through the Head of Department and the Dean of the Faculty to the Chairman of Senate for a reassessment of the examination script on payment of a fee of #5000.00 per course unit. If the appeal results in a significant improvement (i.e. a change in letter grade) on the student's original grade the appeal fee shall be refunded to the appellant.

No person can appeal for the reassessment of the scripts of some other student. Group appeal by all candidates involved in a particular course examination cannot be entertained.

For an appeal to be valid, notice in writing of such an appeal must be lodged with the registrar within four weeks after senate approval of the particular results

DETERMINATION OF PASS, REPEAT, PROBATION AND WITHDRAWAL PERFORMANCES PASS

a. Pass

A student shall have passed the examination if he or she obtains grade of E(1.00 point) or above in the course units minimum and eight course units maximum.

b. Repeating failed courses

A student shall repeat a failed course at the next available opportunity, provided the total number of credit hours during that semester in not more than 24. A student repeating a course shall retain the grade earned at first and subsequent attempts shall count towards the student's cumulative grade point average (CGPA).

c. Probation

A student whose CGPA at the end of the session falls below 1, but not less than 0.75 shall be put on probation. Such a student shall be required to repeat only the failed courses of the previous year and will not take any new courses. The student shall be credited with the grades earned during the first attempt and during probation year. At the end of the probation year. The student's CGPA shall be calculated based on the two sets of results.

d. Withdrawal

A student whose CGPA is below 0.75 on first attempt, or 1.00 at the end of a probation year shall be required to withdraw from the programme.

e. Final year of the study

A student who fails to obtain the necessary minimum requirement for degree may be permitted by senate to enroll for an additional period of study not exceeding 50% of the total approved duration for the programme including any probation and/or suspension-of-study years but excluding a sickness period covered by medical report approved by Senate.

Evaluation

Evaluation shall be done from different perspectives: First, students would be assessed through continuous assessment, examination including external examination, fieldwork etc. Second, students will evaluate courses, staff, equipment, space, and other aspects of the programme.

Continuous Assessments

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

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

d) 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% - 60%

Continuous assessment (Quizzes, Homework, Tests, Practicals): 30% - 40%

Each course shall normally be completed and examined at the end of the semester in which it is offered.

STUDENT CONDUCT AND DISCIPLINE

The primary function of the University of Calabar is education. The teaching of culture and inculcation of good character are integral part of these functions. Acceptance of admission into the University means acceptance of the high standards of academic ethics and values and social responsibilities highly valued by the University of Calabar as enshrined in the University rules and regulations and other conditions established by the legally constituted authority of the University.

A high standard of personal integrity, ethical values and self-discipline are expected of every student of the University of Calabar. That means every student is expected to exhibit respect for constituted authority and peaceful conduct at all times. All behaviours and actions considered unethical, immoral, dishonest and destructive or that violet the University of Calabar rules and regulations are regarded as serious offences and may attract disciplinary measures ranging from reprimand to expulsion, depending upon its gravity. Although legitimate expression of differing opinions and concerns is an essential part of the academic community, the imposition of opinions and concerns upon those who, in turn, dissent them, is not tolerated.

Consequently, no student shall:

- a. impair, interfere with or obstruct the orderly conduct, process or function of the University or any of its student, faculty member, university officials, guests or the surrounding community;
- b. endanger the lives or safety of oneself or others;
- c. provide false or misleading information, orally, in writing, by electronic or in any other means, to any University official or faculty member (including but not limited to application for admission, financial aid, residency classification or participation in any special programmes sponsored by the University or her agents) when the student knew or should have known the statement was false cheating, plagiarism or other forms of academic dishonesty are punishable offences;
- d. absent himself or herself from classes (lectures, seminars, workshops, field trips, etc.) punctually as minimum of 75% attendance is required to

qualify a student for admission into the examination hall; and
 e. Neglect academic work including assignments and class attendance; doing so could exclude a student from participation in the final semester or sessional examination.

NB: Students who are unavoidably absent from classes owing to illness, incapacitation or disability should avail themselves of the University regulations on this matter and report to their lecturers on return to classes.

Examination Result Grading System [from 2017/18]

Percentage Mark	Letter Grade	Grade Point	Descriptive Result
70-100	A	4	Excellent
60-69	B	3	Very good
50-59	C	2	Good
45-49	D	1	Fair
0-44	F	0	Fail

CLASSIFICATION OF DEGREE

Cumulative Grade Point

Average (CGPA)

4.50-5.0

3.50-4.49

2.40-3.49

1.50-2.39

Class of Degree

First Class

Second Class Upper

Second Class Lower

Third Class

FOUR YEAR PROGRAMME [UME]

YEAR 1: First Semester

CODE	COURSE TITLE	CH
GSS 101	Use of English 1	2
GSS 111	Citizenship Education	2
GSS 121	Philosophy and Logic	2
GSS 141	Anti-Corruption Studies 1	2
EDU 101	Introduction to Teaching Profession	2
EDU 141	Foundations of Education (History & Sociology)	2
EDE 121	Introduction to Environmental Education	2
	PLUS FOUR COURSES FROM TEACHING SUBJECTS	22

YEAR 1: Second Semester

CODE	COURSE TITLE	CH
GSS 102	Use of English 11	2
GSS 132	History and Philosophy of Science	2
GSS 142	Anti-Corruption Studies 11	2
EDU 142	Philosophy of Education	2
EDU 112	Global Education	2
EDE 124	Science, Technology and Environment	2
EDE 112	Ecological Biomes	2
PLUS FOUR COURSES FROMTEACHING		22

YEAR 2: First Semester

CODE	COURSE TITLE	CH
GSS 211	Introduction to Computer	2
EDU 221	Curriculum and Instruction 1	2
EDU 203	ICT in Education	2
EDU 241	Human growth and Development	2
EDU 201*	Introduction to Teaching Profession	2
EDE 231	Nigerian Environment and Concerns	2
EDE 241	Sustainable Agricultural Policies and Practices	2
EDE 251	Climate Change	2
*D/E ONLY		
PLUS FOUR COURSES FROMTEACHING		22/24

YEAR 2: Second Semester

CODE	COURSE TITLE	CH
GSS 212	Computer Application	2
GST 202	Entrepreneurship Education i	2
EDU 222	Curriculum and Instruction ii	2
EDU 224	General Teaching Methods	2
EDU 242	Psychology of Learning and Motivation	2
EDA 202	Adult Basic Education OR	2 } }
EDK 202	Safety, Health and Environment OR	
EDL 202	Library Use and Information Literacy	
EDE 222	Environmental Planning and Management	2
EDE 224	Conservation and Sustainable Development	2
PLUS FOUR COURSES FROM TEACHING		24

YEAR 3: First Semester

CODE	COURSE TITLE	CH
EDU 321	Educational Technology	2
EDU 341	Basic Statistics for Education	2
EDU 343	Tests and Measurement	2
EDU 311	Fundamentals of Education Administration	2
EDU 321	Biodiversity and Management of Natural Ecosystems	2

EPR 311	Introduction to Population Education	2
ECS 321	Human Development and Environment	2
EFW 311	Introduction to Forest Resource Management	2
	PLUS FOUR COURSES FROMTEACHING	24

YEAR 3: Second Semester

CODE	COURSE TITLE	CH
GST 302	Entrepreneurship Education 11	2
EDU 312	ICT in Education	2
EDU 322	Special Teaching Methods in ASP	2
EDU 342	Research Methods in Education	2
EDU 372	Special Education Needs	2
EDE 322	Environmental Impact Assessment	2
ECS 322	Nutrition and Food Security	2
EPR 312	Population Dynamics	2
	PLUS FOUR COURSES FROMTEACHING	24

YEAR 4: First Semester

CODE	COURSE TITLE	CH
EDU 421	Teaching Practice	6
EDU 422	Special Research Project in Education	4

YEAR 4: Second Semester

YEAR 4	Second Semester	
EDU 402	Issues in Environmental Education.	2
EDU 442	Guidance and Counselling	2
EDE 422	Population and Environment	2
EDE 424	Nigerian Environment	2
EPW 412	Waste Disposal and Recycling	2
	PLUS FOUR COURSES FROMTEACHING	18

THREE YEAR PROGRAMME (For Holders of Diploma)**YEAR 1: First Semester**

Course Coordinators in Environmental Education are Same as those listed above

GSS 101	Use of English I	2
GSS 111	Citizenship Education	2
GSS 121	Philosophy and Logic	2
GSS 211	Introduction to Computer	2
EDU 101	Introduction to Teaching Profession	2
EDU 141	Foundations of Education	2
EDE 121	Introduction to Environmental Education	2
EDU 221	Curriculum and Instruction	2
	Three courses in a Teaching Subject	6
		22

YEAR 1: Second Semester

GSS 102	Use of English II	2
---------	-------------------	---

GSS 132	History and Philosophy of Science	2
GSS 212	Computer Application	2
EDU 222	Curriculum and Instruction ii	2
EDU 142	Philosophy of Education	2
EDU 224	General Teaching Methods	2
EDE 124	Science, Technology and Environment	2
EDE 112	Ecological Biometrics	2
	Four courses in a Teaching Subject	8
		22

YEAR 2: First Semester

GSS 301	Entrepreneurship Education i	2
EDU 321	Educational Technology	2
EDU 343	Test and Measurement	2
EDU 341	Basic Statistics for Education	2
EDU 311	Fundamentals of Education Admin. in Nigeria	2
EED 321	Biodiversity and Management of Natural Ecosystems	2
EED 311	Foundations of Environmental Education	2
	Four courses in a Teaching Subject	8
		22

YEAR 2: Second Semester

GSS 302	Entrepreneurship Education ii	2
EDU 322	Special Teaching Methods	2
EDU 312	ICT in Education	2
EDU 372	Special Education Needs	2
EDU 342	Research Methods in Education	2
EDU 372	Special Education Needs	2
	Four courses in a Teaching Subject	8
		22

YEAR 3: First Semester

EDU 421	Teaching Practice	6
EDU 422	Research Project in Educ. (Based on Area of Spec.)	4
EDU 423	Post TP Eval. & Rem.	2
		12

YEAR 3: Second Semester

EDU 402	Issues in Environmental Educ. and Areas of Specialization	2
EDU 442	Guidance & Counselling	2
EDE 322	Environmental Impact Assessment	2
EDE 422	Population and Environment	2
EDE 424	Nigerian Environment	2
	PLUS FOUR COURSES FROM TEACHING	8
		18

YEAR 1: First Semester

GSS 211	Introduction to Computer	2
EDU 221	Curriculum and Instruction I	2
EDU 203	ICT in Education	2
EDU 241	Human Growth and Development	2
EDE 121	Introduction to Environmental Education	2
EDE 231	Nigerian Environmental concerns	2
EDE 241	Sustainable Agricultural Policies	2
	PLUS FOUR COURSES FROM TEACHING	8
		22

YEAR 1: Second Semester

GSS 212	Computer Application	2
EDU 222	Curriculum and Instruction I	2
EDU 224	Psychology of Learning and Motivation	2
EDU 242	Environmental Planning and Management	2
EDE 222	Conservation and Sustainable Development	2
EDE232	Environmental Impact Assessment	2
	PLUS FOUR COURSES FROM TEACHING	8
		22

YEAR 2: First Semester

GSS 301	Entrepreneurship Education i	2
EDU 321	Educational Technology	2
EDU 343	Test and Measurement	2
EDU 341	Basic Statistics for Education	2
EDU 311	Fundamentals of Educational Admin. in Nigeria	2
EDE 321	Biodiversity and Management of Natural Ecosystems	2
EDE 311	Foundations of Environmental Education	2
	PLUS FOUR COURSES FROM TEACHING	8
		22
EDE 322	Environmental Impact Assessment	2
	PLUS FOUR COURSES FROM TEACHING	8
		22

YEAR 3: First Semester

EDU 421	Teaching Practice	6
EDU 422	Research Project in Educ. (Based on Area of Spec.)	4
EDE 423	Post TP. Eval. & Rem.	2
		12

YEAR 3: Second Semester

EDU 402	Issues in Environmental Education	2
EDU 442	Guidance and counseling	2

EDE 422	Population and Environment	2
EDE 424	Nigerian Environment	2
	PLUS FOUR COURSES FROM TEACHING	8
		18

PART TIME COURSES.

11. COURSE DESCRIPTION

1. EDE 121: Introduction to Environmental Education Credit Hours: 2

The historical, philosophical, psychological and sociological foundational concepts of Environmental Education (EE) necessary for broad-based environmental knowledge pedestal, ecologically sustainable and marketable skills and globally acceptable attitude change for positive environmental action constitutes the basis for this course. The nature, theories and justification for EE globally and in Nigeria should be emphasized for balanced environmental literacy and promotion of EE worldwide as opposed to Environmental Science that has not been able to affect human attitude to ecological sustainability.

2. EDE 112: Ecological Biomes and Biometrics

Focus is on the basic concepts of ecological biomes, biometrics, the biotic, abiotic and arboreal components, global biomes and communities and biometrics, their characteristics, structural components and interrelationships are emphasized in relation to sustainability of the environment. Measurement of human impacts on the terrestrial, marine, aquatic and montane habitats and ecosystems and their relevance to survival of the human race should be emphasized as related to climate change, sustainability and other global environmental concerns.

3. EDE 124: Science, Technology and Environment Semester:

This course is designed to introduce students to the concept of science, technology and environment and to provide a better understanding on how science and technology has affected the environment and how best to sustainably develop science and technology with a better environment in mind. Concepts and interrelationship among and between science, technology and environment; rationale for science and technology; historical basis of science and technology and impacts of science and technology on the environment, immediate and future challenges of science, technology and environment; and mitigating the impact of science and technology on the environment for sustainability.

4. EDE 222: Environmental Planning and Management:

Essential planning and management theories, skills, strategies and technologies for attending to and solving environmental problems for optimal sustainability and productivity of the various environmental resources should be emphasized. The functionality of human relations, team work, community participation, the dynamics of negotiation and conflict resolution, the structure, dynamics and functionality of the communication process and leadership styles should be emphasized.

5. EDE 231: Nigerian Environment and Concerns

The survey of various ecological zones in Nigeria, their environmental problems and need for conservation, including the coastal erosion and pollution, mangrove and rain forest depletion, conservation of wetlands and mundane vegetation, the savannah and the Sahel desertification; the role of international and national agencies and local action should be adequately emphasized.

6. EDE 232: Environmental Impact Assessment

The course is designed to examine the introductory theories, skills and basic tools, techniques and strategies for environmental monitoring, baseline data collection, evaluation, impact assessment, auditing and rehabilitation. Types, approaches, methods, technologies and strategies and best practices for effective environmental monitoring and mitigation approaches and sensitivity analysis using necessary tools and empirical studies should form the focus of the course.

7. EDE 241: Sustainable Agricultural Policies and Practices

The course examines in detail the government agricultural policies against the actual practices as related to environmental sustainability. Focus is on the agricultural progressive antecedents that have shaped the sector, farming systems, cropping systems, agricultural wastes, technologies, food production and food security, including livestock and fishes. The ecological impacts of the various government agricultural policies should be emphasized based on incisive agricultural policy analysis.

8. EDE 251: Introduction to Climate Change

The causes, evidence, consequences, control and mitigation variables of Climate Change (CC) should constitute the main focus of this course. The various international conventions and local efforts including the Kyoto protocol, REDD, COPs and the Clean Mechanism as international efforts should be emphasized as related to the Greenhouse Emission Control measures. Definition of cc and associated phenomena, relationship among human activities, cc and sustainability; global and local impacts of cc on various areas of human endeavor's; coping strategies adopted to contain cc; role and actions of global and local organizations on cc; and local mitigation strategies adopted by occupational groups to contain cc phenomena should be emphasized.

9. EDE 224: Conservation and Sustainable Development

This is an introductory course that explores in detail the concepts, essence, relationship and developmental antecedents of conservation and sustainable development as well as their associated problems in Nigeria. The principles of sustainable development, the role and Importance of indigenous / local communities in conservation strategies for sustainable development are also emphasized.

10. EDE 272: Environmental Disaster Management

This course is designed to give the students firsthand information on environmental disaster management, techniques and types of environmental disasters, how they can be mitigated or remedied. The course is also intended to give the student a view of some environmental disasters and what are the causes of these environmental disasters and how man has influenced the occurrence of environmental disasters through man's unholy and unsustainable activities. The course encompasses in-depth case studies of some environmental disasters in Nigeria and the world over.

11. EDE 311: Foundations of Environmental Education

Focus of the course should sharpen on the historical, philosophical, sociological, psychological, ecological, legislative theories and human aspects of the environment with particular reference to sustainable development and human welfare. Local, national and international concerns and actions for the sustainability of the environment and the required action to be taken should be emphasized.

12. EDE 321: Biodiversity and Natural Ecosystem Management

Knowledge of species diversity and their systemic interaction, symbiotic and other relationships as well as need for ecological balance among and between plants and animals should be emphasized with attention to all-round sustainable development. Dangers, means and examples of species endangerment, loss and extinction should be emphasized. Adaptation, survival and migration and conservation strategies should be emphasized as well as the economic values.

13. ECS 322: Nutrition and Food Security

The course is designed to emphasize theories and practice of basic human nurture, nutrients, nutrition and its components, nutritional habits and contents, the rationale for nutritional balance at various human developmental stages and health status and their relationship with the environmental variations. The inter-dependence of environmental variables with food and food security and its role in international developmental analysis and assessment of human development indices should be respected.

14. EPR312: Population Dynamics

The course is designed to expose students to the concepts, principles and dynamism of population as a study of human numbers and its constantly changing composition. It also focuses on the philosophy, aims and factors surrounding population growth, changes and effects on the socio-cultural environment and natural resources. Definition and explanation of the meaning of human population and demography. Brief history of human population and factors that influence its growth. Population characteristics, composition, density, spatial distribution, mortality, morbidity, age structure, fertility, birth rates, etc. Population growth demographic transition and carrying capacity. Cutting population growth and sustainability. Controlling and influencing population size, Case studies in

population control (China, Thailand, India, Iraq). Population, environment and economic development and the UN's CAIRO PLAN should be emphasized.

15. ECS322: Nutrition and Food Security

This course focuses on the influence of general human nutrition/malnutrition and nutritional habits on the society, productivity and sustainable development with special reference to maternal lactation and child health and welfare at normal and abnormal periods. Attention to the relationship between the bio-geophysical and sociological environment in food production, storage, distribution, consumption, dieting, family budgeting, meal planning and security is paramount in the course.

16. EDE 322 Environmental Impact Assessment

The course equips students with the basic tools, techniques and strategies for environmental monitoring and evaluation, impact assessment and auditing. Types of evaluation, approaches to EI A and auditing, methods of choosing unit for analysis, data collection and monitoring techniques, sensitivity analysis, impact prediction and mitigation strategies using empirical case studies and their associated tools are important areas of focus. Concept clarification, assessment, impact, mitigation, baseline data, monitoring, evaluation, auditing, Goals and objectives of environmental monitoring and evaluation; Basic monitoring and assessment tools and strategies; Information systems for monitoring and evaluation: qualitative information base, common errors information/data gathering techniques, features of well-designed information systems, planning for monitoring and evaluation systems; Environmental impact assessment (EI A) and Environmental Auditing (EA) steps and procedures. Case studies: Strategies and tools, Problems and mitigation, legislative provisions; Data collection strategies and tools; Reporting and progress review: report writing, financial monitoring, and progress review; Contents of an Environmental Impact Report (EIR); Evaluation: Purpose and concerns; types, tools and uses of evaluation report impact and sustainability monitoring and evaluation: decentralized and program levels, impact monitoring, sustainability monitoring; Sustainable human development indicators; Assessing adverse effects of human activities; Ecosystems Management Technologies

17. EDE 321: Biodiversity and Management of Natural Ecosystems

Sustainable biodiversity conservation, its protection and environmental

management, strategies and their operational guidelines are the focus of this course. The nature, types, components, features, purposes and management strategies and theories involving biodiversity and natural ecosystems to emphasize diversity, aesthetics, compromise, teamwork, negotiation principles and wildlife management and control with appropriate theories to back them up are important.

18. EPR311: Introduction to Population Education

The course is designed to establish the relationship between the environment and population trends with focus on the contents of the National Population Policy. The actual population and development trends, population dynamics, the role of governmental and non-governmental organizations in population control, equation and pressure; poverty, population and environmental decay; population and natural resources distribution and utilization; role of technologies in population dynamics and resources including food and water distribution and security. Emphases should be on case studies from various parts of world and regional population growth trends.

19. EPR312: Population Dynamics

The course is designed to expose students to the concept, characteristics, principles and dynamism of population as a study of human number and its constantly changing composition. It also focuses on the history, philosophy, aims and factors surrounding population growth, changes and effects on the socio-cultural environment and natural resources.

20. EPW412: Waste Disposal Methods and Recycling

The course focuses on the sources, types, methods and technologies of effective waste disposal to reduce environmental degradation, enhance environmental sustainability, health and aesthetics. Waste hierarchy should be emphasized; also should definitions, types (Bio-degradable, Non-biodegradable, Hazardous waste), classification and sources of waste: Solid, Liquid, Gaseous waste; Waste Management, generation, storage, collection, transportation and disposal, and the 4Rs (Recover, Reuse, Recycle, Repair) of Waste.

21. EDE 422: Population and Environment

The symbiotic interrelationship existing between population and environment, its quality, size and variety needs to be explored in great

detail to explain the factors promoting migration and immigration, population growth rate; the various theories and their applicability and dynamics as concerns environmental sustainability.

22. EDE 424: Nigerian Environment

Focus of this course should sharpen on the fragile bio-geo-physical and ecological dynamics of the Nigerian environment, causes and consequences of the various environmental problems and their solutions. The historical and cultural dynamics of the country and their relevance to environmental dynamism, the wide environmental, climate, vegetative and geological/structure variation of the country should be utilized as important unifying variables in determining veritable solutions to changing environmental issues in Nigeria.

CODE	COURSE TITLE	CH
YEAR ONE		
GSS 101	Use of English 1*	2
GSS 111	Citizenship Education*	2
GSS 121	Philosophy and Logic*	2
GSS 141	Anti-Corruption Studies *	2
EDU 101	Intro. to Teaching Profession*	2
EDU 141	Foundations of Education	2
EED 121	Biometrics	2
EDE 121	Intro to Env. Education	2
ETE 101	Intro. to Tourism Education	2
EDE 111	Intro. to Ecology	2
YEAR TWO		
CODE	COURSE TITLE	CH
GSS 211	Introduction to Computer	2
EDU 101	Intro to Teaching Profession	2
EDU 221	Curriculum and Instruction i	2
EDU 241	Human Growth and Development	2
EED 211	Environment and	2

	Development	
EDE 231	Nigerian Env't and Concerns	2
EDE 241	Sustainable Agric Policies & Practices	2
EDE 251	Climate Change	2
ETE 101	Intro to Tourism Education	2
EDE 201	Education and Environmental Change	2
EDE 203	Spatial Organization and Society	2
EDU 203	ICT in Education	2
	* to be offered by D/E	24
YEAR THREE		
EDU 321	Educational Technology	2
EDU 341	Basic Statistics for Education	2
EDU 343	Tests and Measurement	2
EDU 311	Fundamentals of Edu Admin	2
EDE 321	Biodiversity & Mangt of Natural Ecosystem	2
EPR 311	Introduction to Population Education	2
EDE 323	Human Dev and Environment	2
EFW 311	Intro to Forest & Wildlife Management	2
EWE 311	Introduction to Gender Education	2
EPW 311	Introduction to Pollution and Waste Management	2
ETE 311	Introduction to Ecotourism Education	2
ECS 311	Intro to Community Env Education	2
YEAR FOUR		
EDE 401	Quantitative Techniques in EE	2

EDE 403	Methods of Teaching EE	2
EDE 411	Environmental Pollution	2
EDE 421	Human Ecology	2
EDE 420	Commitment Project in EE	2
EDU 421	Attachment/Internship	2
Plus four from ASP		22
YEAR FIVE		
EDU 500	Teaching Practice	6
EDE 599	Research Project in EE	6
AREA OF SPECIALIZATION(ASP)		
ECS 331	Community Dev. & Envi	2
ECS 411	Community Water Management	2
ECS 421	Community Land-Forest Mangmt	2
ECS 431	Comparative Comty Studies	2
EFW321	Forest Ecology	2
EFW411	Indigenous Peoples & Forest Resources	2
EFW421	Tropical Rainforest Ecosystems	2
EFW431	Comp Studies in Forest & Wildlife Educ	2
EPR 421	Science, Tech & Population	2
EPR321	Population Theories	2
EPR411	Indigenous Peoples & Culture	2
EPR431	Comparative Pop Studies	2
EPW321	Environmental Chemistry	2
EPW331	Environmental Biology	2
EPW411	Land Pollution & Management	2
EPW421	Air and Noise Pollution & Management	2
EPW431	Comp Studies in Pollu & Waste Management	2
ETE 321	Basic Ecology	2
ETE 411	Tourism and Socio-Econ Dev	2
ETE 421	Disaster Mangt & Hospitality Ind	2
ETE431	Comp Studies in Tourism Educ	2

EWE 321	Normative Status of Women	2
EWE411	Women, Food Production & Env	2
EWE421	Women & Forest Resources Mangt	2
EWE431	Comp Studies in Gender Edu	2

2ND SEMESTER YEAR ONE

GSS 102	Use of English 11	2
GSS132	History and Philosophy of Science	2
GSS142	Anti-Corruption Studies 11	
EDU142	Philosophy of Education	
EDU112	Global Education	
EDE 124	Science, Technology and Environment	2
EED 112	Ecological Biomes	2
EED 132	Planning, Process and Strategies in EE & Mgt	2
EED 142	Intro. Techniques in Env. Edu and Management	2
ETE 102	Culture and Tourism	2
ETE 112	Leisure Education	2

YEAR TWO

GSS202	Entrepreneurship Education i	2
GSS212	Computer Application	
EDU222	Curriculum and Instruction ii	2
EDU224	General Teaching Methods	
EDU242	Psychology of Learning and Motivation	
EDA 202	Adult Basic Education	T1
EDK 202	Safety, Health and Environment	
EDL 202	Library Use and Information Literacy	
EDE 222	Environmental Planning and Management	2
EDE 224	Conservation and Sustainable Development	2
EED 242	Environment, Politics and Eco-Tourism	2
EED 252	Forest and Wildlife Conservation	2
EED 272	Environmental Disaster and Management	2

YEAR THREE

GST 302	Entrepreneurship Education II (Practical)	2
EDU 342	Research Methods	2
EDU372	Special Education	
EDE 322	Environmental Impact Assessment	2
ECS 322	Nutrition and Food Security	2

EFW 322	Tropical Rainforest Ecosystem	2
EPR 312	Population Dynamics	2
EPW 322	Waste and human health	2
ETE 312	Environment and Tourism	2
EWE 312	Government Policies and Dev. of Women	2
YEAR FOUR		
EDU 422	Teaching Practice feedback	2
EDU 442	Guidance and Counselling	2
EDE 462	Environmental Attachment.	4
EED 412	Women and Environment	2
EED 422	Environmental Law	2
EED 452	Urban and Rural Morphology and Land Use	2
EDE 251	Climate Change	2
EDG 412	Project Monitoring & Evaluation	2
AREA OF SPECIALIZATION		
ECS 412	Community Energy Resources	2
ECS 422	Community waste and Health Management	2
ECS 432	Community Land and Forest Management	2
EFW 412	Fauna and Flora Taxonomy	2
EFW 422	Species Endangerment and Extinction	2
EFW 452	Forest and Wildlife Policy and Management	2
EPR 412	Comparative Population Studies	2
EPR 432	Population and energy Resources	2
EPR 442	Reproductive health education	2
EPW 412	Mineral Exploration & Impact on Environment	2
EPW 422	Waste management- Disposal and Recycling	2
EPW 432	Water, Hygiene & Sanitation	2
ETE 432	Flora, Fauna and Eco-Tourism	2
ETE 442	Recreation and Tourism	2
ETE 452	ICT and Tourism	2
EWE 412	Gender Education & Ecofeminism	2
EWE 422	Women and Education	2
EWE 452	Women and Waste Management	2
YEAR FIVE		
EDG 512	Environmental Assessment and Evaluation	2
EED 522	Governmental, Non-Governmental Organisations	2

	in EE	
EED 532	Research Project	6
EED 542	Education and Sustainable Development	2
EED 512	Environmental Ethics	2
AREA OF SPECIALIZATION		
ECS 512	Integrated community development	2
ECS 522	NGOs Community Environmental Services	2
ECS 542	Media and Community Environmental services	2
EFW 512	Eco-Tourism, Forest and Wildlife Management	2
EFW 522	Parks and Environmental Services	2
EFW 532	Forest Ecology	2
EPR 512	Administration and Management in Pop. Education	2
EPR 522	International Organisations and Population issues	2
EPR 542	Pop Distribution, Urbanization & Migration	2
EPW 512	Environmental Sanitation and Public Health	2
EPW 522	Physical Planning, Environmental Protection	2
EPW 532	Occupational Waste Mgt, Health and Safety	2
ETE 512	Tourism and Eco-Management	2
ETE 522	Hotel and Catering Management	2
ETE 532	Sustainable Tourism Development	2
EWE 522	NGOs in Women Development and Environment	2
EWE 532	Women and Forest Resources Management	2
EWE 542	Women and Population Dynamics	2

STAFF LIST

a) Academic Staff

S/ N	Name	Qualification(s)	Rank
1.	Prof. Moses Edem Inyang-Abia	B.A.(Education/Geography) (Hons) UNICAL; M. A (Edu. Technology) UNIFE; CFS (Env. Educ.) GLASGOW; PhD. (Curr. Studies/Env. Edu.) UNICAL	Professor
2.	Prof. (Mrs.) Sarah Nicholas Oden	B.A (Edu./English); M.Ed. (Curr. Studies/Lang. Arts);M. Ed. (Env. Edu.) UNICAL; PhD (Curr. Studies/Lang Arts) IBADAN	Professor
3.	Prof. Ajayi Clemency Omoogun	B.Sc (Agric.Edu);M.Ed (Curr. Studies) UNICAL; Ph.D (Curr. Studies / Env Edu)UNN	Professor
4.	Dr. Bassey Obeten Udumo	B.Sc(Env.Protection & Resources Mgt), M.Ed. (Env. Education); PhD -UNICAL	Lect I

5.	Dr. Comfort Nkongho Agbor	Dip. (Env. Education); B.Ed. (Env. Education);M.Ed. (Environmental Education);Ph.D (Teacher Edu) UNICAL	LI
6.	Dr. Cassidy Etta Agbor	Dip(Adult Edu). B.Ed(Env. Edu);M.Ed(Env. Education);Ph.D (Teacher Edu) UNICAL	LI
7	Dr Chris-Valentine Ogar Eneji	B.Ed. (Env. Education);M.Ed. (Env. Education); M.Sc[Rural Dev.]Beijing-China;Ph.D (Rural Dev.) FUT, Yola	LI
8.	Dr. Eneyo Okon Eyo	B.Ed(Env.Education);M.Ed(Env.Education);PhD UNICAL	LII
9.	Dr. Benjamin Ajua Ambe	NCE (Chem/Int. Sci)/.B.Ed(Env. Education);M.Ed(Environmental Education);Ph.D (Curriculum Studies)	LII
10	Dr. Etuki Eborty Egbonyi	B. Agriculture, PGDEE;M.Ed. (Env. Education);PhD- UNICAL	LII
11	Dr. Anthony Obi Odok	B.Ed(Env. Education); M. Ed(Env. Education); PhD- UNICAL	LII
12	Dr Usang N.Onneghen	BSc[Edu/Geo]; M.Ed [Env. Edu]; PhD- UNICAL	LII
13	Dr. Denis Ube Agiande	B.Sc (Geo/Lib. Science)UNN;M.Sc (Geo. &Env. Education) UNN; PhD- UNICAL	(A/L)
14	Mrs. Remi Modupe Omoogun	B.Ed (Env. Education/ English Lang.), M.Ed (Env. Education)	A/L
15	Mrs. Idongesit E. Ephraim	OND & HND (Wood &Paper Techn.), PGDE;PGDEM (Env.Mgt.) UNIYO;M.Ed(Env. Education)	A/L
16	Mrs. Agnes Edet A. Offiong	B.Ed(Env Edu/Physics) UNICAL; M.Ed UNICAL	A/L
17	Mr. Efut Etim Nkanu	B.Ed(Env. Education); M.Ed (Env. Education) UNICAL	A/L
18	Mr. Ime Edet Sam	B.Ed(Env. Education); M.Ed [Env. Education) UNICAL	A/L
19	Mr. Asuquo Edung Etim	B.Ed(Env. Education); M.Ed [Env. Education) UNICAL	A/L
20	Mr. David Mbu Akpo	Dip.(Env. Education); B.Ed(Env. Education)M.Ed [Env. Education)	A/L
21	Mrs Christiana Ushie	BSc(Zoo/Env Sc.),PGDE, MEd [Environmental Education)	A/L
22	Mr Jacob B. Arikpo	B.Sc(App Chem),PGDEE; M.Ed(Environmental Education) UNICAL	A/L
23	Mr Ojong Aganyi Asu	B.Ed(Env. Education); M.Ed [Environmental Education) UNICAL	A/L
24	Mr Ushie Austine Onyi	B.Sc(Ed) Geo Edu, UNICAL; M.Ed [Environmental Education) UNICAL	A/L
25	Mr Ayuk Godwin Omah	B.Sc(Ed) Geo. Edu, UNICAL; M.Ed [Environmental Education) UNICAL	A/L
26	Mr Mgbe Partrick Anago	B.Ed(Env. Education);M.Ed (Community Development)UNICAL	A/L
27	Mr Bassey Oham Sunday	B.Sc (Sociology);PGDEE; M.Ed [Environmental Education) UNICAL	A/L
28	Ms Doris Elemei Addo	B.Ed(Environmental Education); M.Ed [Environmental Education) UNICAL	A/L
29	Mr. Vincent Ita Oyamo	B.Ed, M.Ed [Environmental Education) UNICAL	A/L
30	Mr Kujoh Jude Ubuh	B.Sc(Env. Protection & Mgt); M.Ed [Env. Education) UNICAL	A/L

31	Ubi Arikpo Bassey	B.Ed(Environmental Education); M.Ed [Environmental Education) UNICAL	A/L
32	Mr. Emmanuel Onwe Igwe	B.Ed(Environmental Education)	G/A
33	Mr. Jerry Nkere Etta	B.Sc (Sociology)B.Ed(Env.Education)	G/A
34	Mr Afu Edward Ayim	B.Ed (Environmental Education)	G/A
35	Ms.Mandu Emmanuel Ibanga	B.Ed(Environmental Education)	G/A
36	Mrs Catherine Uembe Angioha	B.Ed(Env. Education), M.Ed (Edu Admin)	G/A

b) Administrative Staff List

S/N	Name	Rank
1.	Mrs. Flora Michael Monity	Senior Asst. Registrar
2.	Mr. Christopher Takim Out	Asst. Registrar
3.	Mrs. Sylvia Chris Opu	Admin. Officer
4	Mr Obo, Akpor Ekpenyong	Admin. Asst
5	Mr Onoh, Watson Ele	Admin. Asst
6.	Mrs. Nsikan Anthony Akpan	Higher Data Processing Officer
7	Ms. Unaji Ushie Odey	HEO
8.	Mr Muhammed Umar Musa	HEO
9.	Ms Margaret B. Okon	Data Processing Officer
10.	Mrs. Affiong Bassey Edet	Senior Clerical Officer
11	Mrs. Susana Essien Ukpog	HM/Cleaner

c) FACULTY OFFICERS

The Dean of Faculty of Education: Prof. S.I. Akpama

Deputy Dean: Dr B. A. Bassey

Faculty Officer: Mrs Uduak Akang

d) DEPARTMENTAL RESPONSIBILITY

Head of Department: Prof Ajayi Clemency Omoogun

Graduate Board Committee Chairman: Prof Moses.E InyangAbia

Project Coordinator-[F/T]: Dr Chris-Val O. Eneji

Examination Officer[F/T]: Dr Anthony O. Odok

Time Table Officer: Dr. Cassidy E. Agbor

Examination Officer [P/T]: Dr. Benjamin A. Ambe

Part Time Coordinator: Dr. Etuki Eborty Egbonyi

Staff Advisers: Ms Agnes Edet Offiong & Dr Denis Agiande

Sandwich Coordinator: Dr. Bassey O Udumo

Seminar Coordinator: Dr Eneyo O. Eyo

Staff Welfare: Mr Ime Edet Sam

Nigeria Environmental Education Students Association (2020 Academic Session)

Ekpo Godwin Boco President

Ogem Elizabeth Asu Vice President

Ubi Faith Ossesson	Secretary
Michael Prince Isong	Financial Secretary
Adamu Kasimu Haruna	Treasurer
Udonyah Udeme Jacob	Dir. of Information
Archibong Augustine Obi	Dir. of Sport
Thomson Author A	Dir. of Welfare
Uchenna Elvis Udoye	Dir. of Social
Obot Christopher E.	Provost Marshal

**MASTER'S DEGREE IN EDUCATION
(M.Ed. ENVIRONMENTAL EDUCATION)
PROGRAMME**

OBJECTIVES OF MASTER'S DEGREE IN EDUCATION

- a) The essence of the Master's Degree in Education is to train potential Environmental Educators and teachers for higher educational levels for the West African sub-region;
- b) Produce creative, talented and highly motivated high level human resources with adequate theoretical, conceptual and practical knowledge, functional skills and sustainability values necessary to excel as professional Environmental Educators and Managers;
- c) Train a new breed of talented high level human resources who can infuse and integrate principles of sustainable development and related concepts into various managerial and educational areas and courses to drive home the focal point of sustainability;
- d) Produce highly efficient high level human resources who can excel as Environmental Educators and Managers for different sectors of the economy;
- e) Promote well-rounded high level human resources as professionals to take positive action based on informed decisions affecting the socio-economic and environmental challenges of their time and contribute meaningfully to their solutions; and
- f) Produce sustainability-minded high-level human resources who are well positioned to meet the dynamic demands of a rapidly changing socio-cultural and technological environment and to actualize practical, realistic, sustainable solutions.
- g) acquire appropriate research skills and knowledge.
- h) Train skilled manpower for educational institutions, public bureaucracy, private sector and international agencies.
- i) acquire entrepreneurial skill.
- j) develop ability for critical judgment through a broad knowledge of theoretical as well as practical issues and produce graduates who are equipped with relevant ICT knowledge and skills.

Throughout the programme therefore, emphasis is placed on training in research techniques and the development of analytical skills that can be applied to problem solving issues of environmental concern.

Philosophy and Mission

The programmes at the Postgraduate level are designed to respond to the needs for research and training in human and physical geography;

and to produce graduates imbued with the ability to understand and make meaningful contribution to the development of Nigeria and the global community

ADMISSION REQUIREMENTS

The following may apply for admission into the Master Degree in Environmental Education and Management

- a) Graduates from the University of Calabar meeting the Faculty of Education requirements for admission into graduate programme.
- b) Candidates with HND or its equivalent plus a Postgraduate Diploma in Environmental Education from the University of Calabar or any other recognized university, obtained at credit level (GPA 3.00 or above).

Admission Requirements

- i) Candidates must satisfy the matriculation requirements of the University including English Language and Mathematics.
- ii) Candidates with Bachelor's degree in relevant field from an approved university whose programme is accredited by the NUC.
- iii) Candidates with a minimum of second class lower degree and a CGPA of 3.00 on a five-point scale.

Candidates with a Post Graduate Diploma degree from a cognate discipline awarded by a recognized institution with not less than an upper credit.

Duration of Programme

- a) A full time Master's Programmes shall run for a minimum of four (4) semesters and a maximum of six (6) semesters.
- b) Part-time master's programmes shall run for a minimum of six (6) semesters and maximum of eight (8) semesters.
- c) For extension beyond the specified maximum period, permission of the School of Postgraduate studies shall be required.

Requirements for Graduation

To be awarded a Master Degree in Environmental Education, a candidate must pass a minimum of 33 credit units made up as follows:

EDE 801: Advance Educational Statistics

EDE803: Foundations of Environmental Education

EDE 805: Education for Sustainable De\ . A Resource Management

EDE 807: Environmental Impact Analysis A: Project Evaluation

EDE 809: Environmental Educ. C'urr. Design A Administration

EDE 811: Quantitative Techniques in Environmental Education

Second Semester EDU 802: ICTs in Education

EDE 802: Advance Research Methods in Education

EDE 804: Environmental Perception & human Behaviour
EDE 806: The Politics & Economics of Environmental Education
EDE 808: Population & Consumer Environmental Education
EDE 810: Field work and Project in Environmental Education
EDE 990: Thesis in Environmental Education

COURSE DESCRIPTION

EDE 802: Advance Research Method in Environmental Education.

The course involves varying paradigms of environmental education research, scientific processes and research; Information sourcing in research, various research designs in environmental education, selection of research topics, problem articulation, and definition of objectives; hypothesis formulation, conceptual and theoretical framework. Methodology of data collection relative to research design, analysis and interpretation of data, instrumentation, report writing, bibliographic and arrangement of references are also involved.

EDE 804: Environmental Perception and Human Behaviour

Basic environmental psychology concepts, perception, viewing, cognition and decision-making are important. The concept of environmental behavioural, classification of environmental, geographical, operational perception and behaviour, role of perception in behaviour and education, factors governing people's perception of an environment, and the meaning of perception will be explained. The personal construct theory in the design of environmental images of the cities; the citizen's view; perception of natural hazards, environmental knowledge and awareness, environmental stress and strain and association factors (e.g. crowding, noise, pollution, waste, etc.)

EDE 806: The Politics and Economics of Environmental Education

Political framework for environmental activities policy formulation and model, political dimensions of environmental problems, conflicts resolution, political framework for environmental activities, policy formulation and model political dimensions of environmental problems, conflict resolution, resources management and environmental problems. Relationship between economics and environmental problems, consumption, production and externalities in environmental economics and problems. Urban poverty and environmental management including solid waste, gaseous and liquid, social responsibilities and the issue of social externalities. Efficient management, urban poverty and environmental

situation in rural Nigeria. Analysis of environmental component and Nigeria development plans since 1940s, theories of the economic growth, political instability and their implication to environmental education; economic and political institutions tot-management in Nigeria.

EDE 808: Population and Consumer Environmental Education

Concept of population and consumption and their relationship to environment, production and consumption patterns in urban and rural areas, behaviours re- enforcers in consumption and production process. The need for demographic studies, family planning, population control and resources management. Environmental education for consumer; quality of goods, budgeting, decision-making in life, environmentally sound consumption patterns.

EDE 807: Environmental Impact Analysis and Project Evaluation

Basic concepts of environmental impact assessment will be taught including environmental inventory, environmental assessment, environmental impact statement, federal environmental policy and associated decrees, assessment of impact on various aspect, techniques, decrees assessment, description of environmental setting, techniques for prediction and assessment of impact of various aspect of environment (air quality, water quality and hydrodynamics, noise pollution, industrial settings, forest resources and biological environment). Preparation of selected alternative action, public participation in decision-making, techniques for project evaluation (nature of project, objectives, scope of services, methodology of assessment, including some quantitative statement for decision making, work plan, organization monitory, co-coordinating, testing services, schedules of reports). Logistics support from the client cost, and plan, social and political issues on environmental impact analysis need to be examined.

EDE 801: Advanced Environmental Education Statistics

Elements of descriptive statistics as applied to environmental data, probability and hypothesis testing (statistical inferences and environmental data analysis, non- parametric statistical analysis, identification and quantification of environmental education parameters). Analysis of variance, regression analysis, linear programming and factorial analysis.

EDE 803: Foundations of Environmental Education

Philosophical; social, cultural, political and scientific foundations of

environmental education, varied philosophical issues and problems (metaphysical, epistemological and axiological problems in Environmental Education) practical issues in teaching Environmental Education, social route of Environmental Education including the impact of group behaviour on the environmental and traditional sources of Environmental Education and the philosophy of technology and environmental disorganization, scientific foundation of Environmental Education including concept of other organizations and ethnology. The relationship between science, environmental science and Environmental Education.

EDE 805: Education for Sustainable Development and Resources Management

The concept of education and environmental behaviour analysis and environmental impact available to society and the concept of sustainability, environmental deterioration and resource management; population control and environmental sustainability production and technological advancement and concept of sustainability, different approaches to environmental sustainability including the contribution of science, education and cultural forces. The role of planning and rational strategies for environmental sustainability.

EDE 809: Environmental Education Curriculum Design and Administration

Basic concepts of Environmental Education curriculum psychological and social foundations of the curriculum, tools, strategies and principles related to the design and use of curriculum resources and improvement of those resources; techniques for planning and designing specific programmes for environmental education in the area of population, waste management, desertification, population education, conservation education including specification to target environmental education programme including classroom approaches, seminar/workshop, community participation, opinion mobilization, techniques of environmental monitoring modifications and reforms, providing leadership for administration of programmes of environmental education, industrials, factories, government and non-governmental establishment.

EDE810: Field Work and Project

Choosing topics for study that reflects specific problems in environmental education, statement of problem, purpose, background and need for the study, theoretical foundation, research questions and hypothesis, scope and significance of study, literature review, methodology, data analysis,

statement of finding, appraisals, proposals and recommendation, conclusions and references. Candidates are expected of draw heavily from their fieldwork experiences and to have carefully selected some aspect of environmental education problems that may interest them for research.

EDE 811: Quantitative Techniques in Environmental Education

The course focuses on quantification of environmental variables involving the atmospheric, lithospheric and hydrospheric dimensions including population, noise, hydrocarbons and radiation as pollutants at the local, national and international levels. The application of the basic measurement and statistical tools and scales to geographic phenomena is emphasized along with the new developments in digital technology designed to ease and promote quantification of spatial dimensions.

UNIVERSITY OF CALABAR ANTHEM

'Neath and broad expanse of Nigeria' sky
Stands a school with a vision bright
Ever holding the banner of knowledge high
We'll go forward by wisdom's might.

Chorus:

*All hail to thee, alma mater
We have come from near and far
To unite in Calabar
We'll work and build our alma mater
University of Calabar*

May our quest for knowledge in every field,
Have its purpose to serve mankind
With the fervent hope that our efforts yield
Fruits for all who will come behind.
Mighty God from whom all knowledge comes,
Let the wisdom in us o'er flow.
May the knowledge gained in our campus here
Guide our steps as we onward go!