



SULE LAMIDO UNIVERSITY KAFIN HAUSA

Office of the Head

Department of Economics

FACULTY OF SOCIAL AND MANAGEMENT SCIENCES

Website: www.slu.edu.ng

Email: hodeconomics@slu.edu.ng, admin@slu.edu.ng

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A Publication of the
Department of Economics
Faculty of Social and Management Sciences
Sule Lamido University Kafin Hausa

Department of Economics

Faculty of Social and Management Sciences may review the content of this Handbook when the need for it is established. Such reviews would be made known to the students for their guidance and compliance.

Department of Economics
Sule Lamido University Kafin Hausa
Students' Handbook 2024



His Excellency
MAL. UMAR A. NAMADI, *FCA*
Executive Governor, Jigawa State
Visitor to the University



PROF. HARUNA ABDULLAHI BIRNIWA
B. A. (ABU), M.A. (London) Ph.D. (UDUS)
Pro-Chancellor and Chairman of Council



PROF. MUHAMMAD IBRAHIM YAKASAI, *FCASSON, MNAE*
B.A. Ed., M.Ed. (BUK), Ph.D. (ABU)
Vice-Chancellor



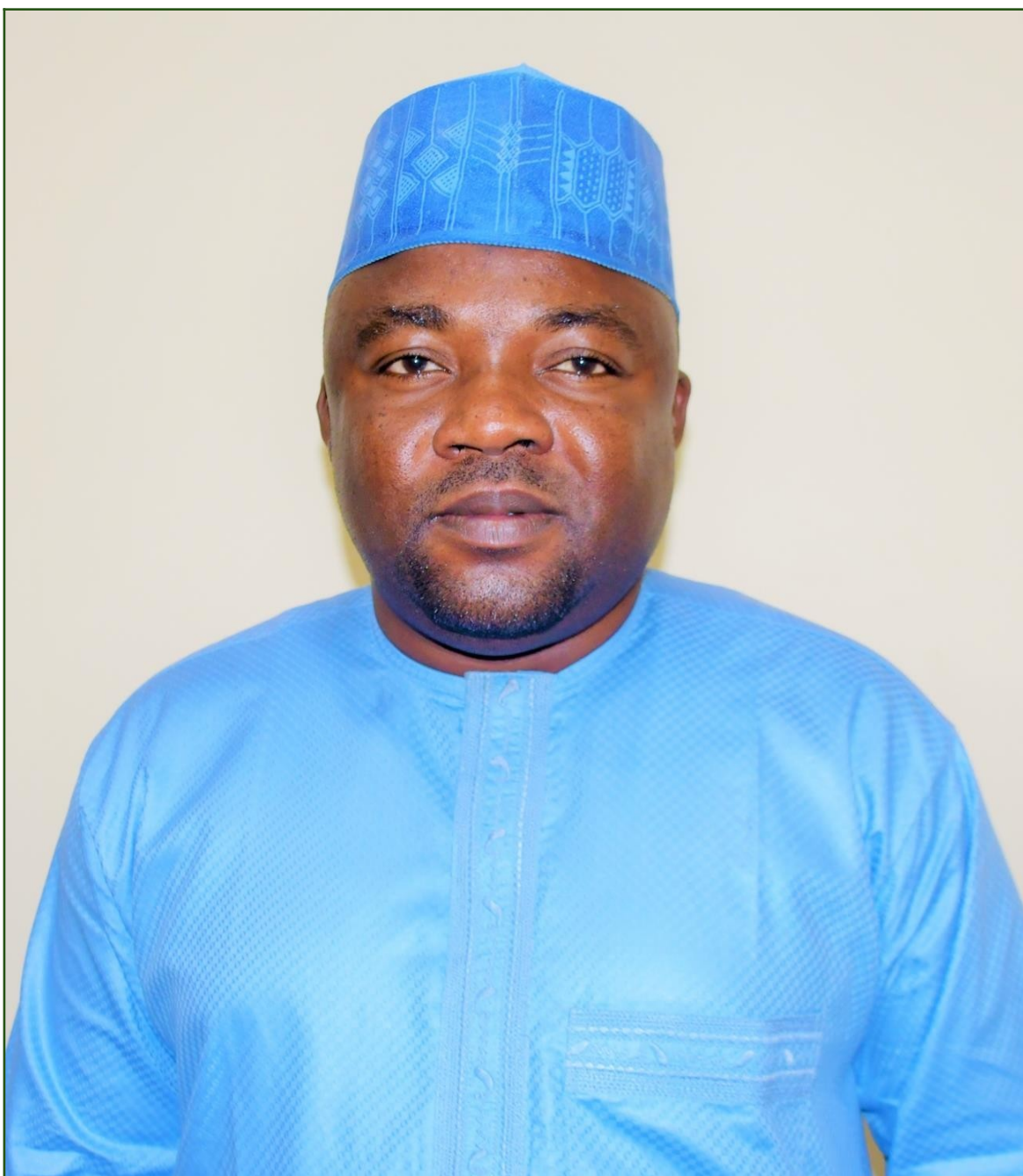
ENGR. PROF. NASIR FARUK
BSc.(KUST, Nigeria), MSc.(Oxford-Brookes, UK), Ph.D. (UNILORIN, Nigeria),
PostDoc (Aalto, Finland), R.Engr (COREN)., CITP, FICA, SMIEEE, MCPN,
MNCS, MNIP, SMIET, MSDIWC, MIAENG, MNSE
Deputy Vice-Chancellor Academic



DR. MUHAMMAD JAMILU IBRAHIM, *MNMS, MMAN*
B.Sc., M.Sc., (BUK), Ph.D. (ABU)
Deputy Vice-Chancellor Administration



ADAMU MOHAMMED, *IPAN, ANUPA*
B.Sc. (BUK), MIAD (ABU)
Registrar



MUHAMMAD NASIR ISAH, *FCNA*
B.Sc., M.TM (BUK)
Bursar



DR. ABDULKADIR AHMED IDRIS, *CLN*
B.A (LS), MLS, Ph.D. (BUK)
University Librarian



DR. MUSTAPHA HUSSAINI
B.Sc., (BUK) M.Sc., (NEU Cyprus), Ph.D. (BUK)
Dean
Faculty of Social and Management Sciences



DR. MUSTAPHA HUSSAINI
B.Sc., (BUK) M.Sc., (NEU Cyprus), Ph.D. (BUK)
Head, Department of Economics

VISITOR AND PRINCIPAL OFFICERS OF THE UNIVERSITY

Visitor to the University

His Excellency Mal. Umar A. Namadi, *FCA*
Governor, Jigawa State

Pro-Chancellor and Chairman of Council

Professor Haruna Abdullahi Birniwa
B. A. (ABU), M.A. (London) Ph.D (UDUS)

Vice-Chancellor

Professor Muhammad Ibrahim Yakasai, *FCASSON, MNAE*
B.A. Ed., M.Ed. (BUK), Ph.D. (ABU)

Deputy Vice-Chancellor Academic

Engr. Prof. Nasir Faruk
BSc.(KUST), MSc.(Oxford), Ph.D. (UNILORIN)

Deputy Vice-Chancellor Administration

Dr. Muhammad Jamilu Ibrahim, *MNMS, MMAN*
B.Sc., M.Sc., (BUK), Ph.D. (ABU)

Registrar

Adamu Mohammed, *IPAN, ANUPA*

Bursar

Muhammad Nasir Isah, *FCNA*
B.Sc., M.TM (BUK)

University Librarian

Dr. Abdulkadir Ahmed Idris, *CLN*
B.A (LS), MLS, Ph.D. (BUK)

WELCOME ADDRESS FROM THE HEAD OF DEPARTMENT

It's my pleasure to welcome you to the Department of Economics, Sule Lamido University Kafin Hausa (SLUK)! We are delighted that you have chosen to study at SLUK and hope that your time here will be both enjoyable and successful. SLUK provides a stimulating and challenging environment in which to study. Our members of staff are friendly and approachable, supporting students throughout their studies.

We aim to nurture excellence and provide you with an exceptional learning experience that will enable you to become an independent thinker, ready to pursue your chosen career path. As you are beginning your study, I encourage you to make your health and wellbeing a priority throughout your stay in the University. If you have any question or you need some clarifications, during your registration or at any time in the future, please do not hesitate to reach out to our team of staff in the department; we are here to support you.

On behalf of the Department, I encourage you to take an active part in the academic as well as in the social life offered here. I wish you every success in your stay at SLUK and hope it will be an enjoyable and transformative experience.

Dr. Mustapha Hussaini
Head, Department of Economics

MESSAGE FROM THE DEAN

I would like to on behalf of our teeming staff welcome you to the faculty of Social and Management Sciences. The faculty was established in 2021 and commenced academic activities in the 2021/2022 and 2022/2023 merged Academic Session. By your admission into this Faculty, you are now a member of the larger academic Community. You should therefore, as a Member of this Faculty make yourself a good ambassador by performing excellently in your chosen careers. We at the Faculty are striving to maintain the highest standards of teaching and research. This handbook therefore provides a summary of the University, Faculty and Departmental policies and academic regulations affecting students. It is the responsibility of all students to understand these regulations.

The faculty has six programs of study, and these programs are flexible and are developed to meet individual student's needs and interests. This handbook provides you with most of the information you will require to ensure that your program fits the policies of the various academic units you will interact with as an undergraduate student in the Faculty of Social and Management Science at Sule Lamido University.

Students are therefore, expected to exercise their freedom to learn in a manner consistent with the maintenance of good order. Our esteemed faculty members are anxious to and interested in working with you to provide you with a rewarding intellectual experience.

We wish you the best as you pursue your studies in Social and Management Sciences!

Dr. Mustapha Hussaini

Dean, Faculty of Social and Management Sciences

FOREWARD

A University, like any community, must have regulations and/or standards by which its members abide and procedures by which its organization functions. The standards should provide order and an atmosphere conducive to intellectual and personal development. This Student Handbook and the rules contained within are intended to serve these purposes in the interest of all stakeholders. It is the responsibility of the University to maintain order within the campus and to discipline those who violate its standards, rules, and/or policies. This responsibility requires students to abide by these standards, rules and/or policies set forth in this Student Handbook.

As members of the university community, students also enjoy the privileges and share the obligations of the larger community of which the University is a part. These privileges carry with them the obligations of responsible citizenship which the student shall conform to. Students should recognize that citizenship also includes contributing deliberately to strengthening the educational community, improving learning for themselves and their co- students and promoting excellence within the above context. The Handbook has adequately outlined the standards of behavior for SLUK students and the disciplinary processes to address misconduct.

I therefore, implore you as students of the Economics department, to carefully read this handbook and make it a constant companion for you to succeed and to get the best out of your studies in SLUK.

Thank you and welcome to SLUK!

Professor Muhammad Ibrahim Yakasai
Vice-Chancellor

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CHAPTER ONE

GENERAL INFORMATION

1.1 Introduction

Sule Lamido University Kafin Hausa, formerly Jigawa State University, Kafin Hausa was established in 2013 by the Jigawa State Government. It was licensed by the Federal Government through the National Universities Commission (NUC) as the 39th State University and 129th in the Nigerian University System (NUS). In line with University's Academic Brief, at full growth, the University was envisaged to have ten (10) faculties, seventy (70) departments and two hundred and fifty-six (256) Undergraduate and Postgraduate programmes, and two (2) schools through a four phase of five-year development.

In the first Phase, the Academic Brief provided that the University should have 6 faculties and a school, among which the Faculty of Social and Management Sciences was one of the faculties. However, the University could only commenced three (3) faculties and one (1) school; Faculty of Humanities, Faculty of Education, Faculty of Natural and Applied Sciences, and School of General and Preliminary Studies.

Based on the Academic Brief, the Faculty of Social and Management Sciences will take-off with five (5) departments and five (5) programmes at undergraduate level during the first year of the first phase. And during the second phase, at year six, additional five (5) departments and six (6) more programmes at undergraduate level and five (5) postgraduate programmes will be established in the faculty.

The Handbook provides the vision and mission statements of the Faculty, the rules and regulations governing the programmes in accordance with the SULE LAMIDO UNIVERSITY guidelines on academic programmes. It also provides list of courses, course descriptions and the required units for students to graduate under each programme.

The following are the programmes offered in the Faculty Programme Department

1. B.Sc. Accounting
2. B.Sc. Business Administration
3. B.Sc. Economics
4. B.Sc. Geography
5. B.Sc. Political Science
6. B.Sc. Sociology

1.2 Philosophy

The Philosophy of the Faculty is to provide training that will develop the mind, impart both theoretical and practical knowledge of the students, and develop their self- confidence, in order to help them to be innovative and self-reliant in the fields of Social and Management Sciences

1.3 Objectives

The objectives of the programmes are:

- a. To provide skills and training aimed at producing graduates in the field of Social and Management Science, who will be well equipped with knowledge on how to describe, explain, predict and control human behaviour and the socio-cultural environment;
- b. To conduct research aimed at avoiding unnecessary human biases as well as the trial-and-error approach to social problems through the formulation of appropriate hypotheses and theories of Social and Management Sciences;
- c. To provide advisory and consultancy services that will raise public consciousness in socioeconomic awareness and other national policies in the state and the nation at large;
- d. Developing those personal attributes and generally applicable skills that form the basis of an entrepreneurial mind-sets and behaviour.

1.4 Vision

To be a World class Faculty that provides dynamic teaching, learning and research environment that will proffer solutions to socio-economic, political and environmental problems through social science methods and technique.

1.5 Mission

To produce graduates, sound in objective and critical judgement, in analyzing and synthesizing societal problems with a view to enhancing development through the provision of human resource equipped with entrepreneurial skills within Jigawa State, the nation and humanity in general.

1.6 Department Colour

The Department colour is consistent with the Faculty colour which is Brown

CHAPTER TWO

OFFICERS OF THE DEPARTMENT AND THEIR FUNCTIONS

2.1 Head of Department (HOD)

Dr. Mustapha Hussaini

2.2 Responsibilities of the HOD

The Head of Department monitor the academic and administrative activities of the Department. He also serves as Chief Examiner of the Department.

2.3 Level Coordinators

Coordinators are appointed for each level with the following responsibilities:

- i. In charge of students' registration and documentation for the level.
- ii. Maintaining and updating records of all students for the level.
- iii. Receiving and attending to students' inquiries for the level in consultation with the Head of Department and the Departmental Examination Officer.
- iv. Attending to any other duties assigned by the head of Department pertaining to the courses and examinations for the level.

2.4 Departmental Examination Officer

2.5 Responsibilities

Departmental Examination Officer will be appointed with the following responsibilities

- i. Preparation of Examination Timetable and Invigilation Schedule.
- ii. Production and parceling of examination question papers and lodgment of same with the Faculty Examination Officer.
- iii. Ensure the security and smooth conduct of examinations with the Chief Examiner.
- iv. Maintain examination records of all students in consultation with the Level Coordinators.
- v. Attend to academic inquiries related to examinations.
- vi. Keep custody of Departmental Examination Office.
- vii. Attend to any other duties assigned by the Chief Examiner.

LIST OF STAFF IN THE DEPARTMENT

ACADEMIC STAFF

S/N	NAME	Qualification	Area of Specialization	Rank	Nature of Appointment	Remarks
1	Mustapha Hussaini	PhD	Development Economics	Associate Professor	Full Time	Permanent
2	Ahmed Balarabe Musa	PhD	Microeconomics	Senior Lecturer	Full Time	Permanent
3	Aminu Muhammad Fagge	PhD	Public Sector Economics	Professor	Visiting	Visiting
4	Ibrahim Muhammad Adamu	PhD	Quantitative	Associate Professor	Visiting	Visiting
5	Hassan Nuhu Wali	PhD	Macroeconomics	Lecturer I	Full Time	Permanent
6	Ahmad Abdullahi	PhD	Agricultural Economics	Lecturer II	Full Time	Permanent
7	Farouk Ado Madaka	M.Sc.	Human Resources	Lecturer II	Full Time	Permanent
8	Ibrahim Yunusa Abubakar	M.Sc.	Quantitative	Lecturer II	Full Time	Permanent
9	Mohammed Seri	PhD	Development Economics	Senior Lecturer	Visiting	Visiting
10	Dr. Umar KK	PhD	Energy Economics	Senior Lecturer	Visiting	Visiting

Administrative Staff

S/N	NAME	Qualification	Area of Specialization	Rank	Nature of Appointment	Remarks
1	Malle Umar	B.Sc.	Economics	Assistant	Full Time	Permanent

				Registrar		t
2	Inuwa Abba Abubakar	BA	History	Administrative Assistant	Part Time	Part Time

CHAPTER THREE

BREIF ABOUT THE PROGRAMME

3.1 Overview

Economics is primarily referred to as a social science which deals with human behaviour in relation to management of scarce resources with the ultimate aim of achieving optimum outcomes. More than that, Economics subject matter cuts across Social Science courses, as well as Administration and Management disciplines. Hence, students in those disciplines do take economics courses just as economics students are encouraged to take courses outside the department and particularly in Accounting, Business Administration, Finance, Political Science and Sociology. It is therefore not unusual to find such courses as compulsory or required in the curriculum of Economics discipline.

The major aspect of the programme, apart from the philosophy and objectives is also the Course Contents. The content is selected within the context of three core areas of importance in Economics viz: Economic Theories, Mathematics/Econometrics and Economic policies. The courses relating to these areas are made compulsory so that graduates of the discipline are generally well grounded in those areas such that they are able to perform effectively as economists on graduation. This will invariably make each Economics graduate not only a good social scientist, an administrator or an advisor but also, expectedly, a good manager of human and non-human resources and globally competitive.

3.2 Philosophy

The philosophy and mission statement underlying the Economics programmes of Nigerian Universities is to produce graduates equipped with critical skills and abilities to: abstract using simplified models that identify the essence of a problem; analyse and reason – both deductively and inductively; marshal evidence, assimilate structure and analyse qualitative and quantitative data; communicate concisely the results to a wide audience, including those with no training in Economics; think critically about the limits of one's analysis in a broader socio-economic context; draw economic policy inferences and to recognise the potential constraints in their implementation.

3.3 Objectives

The objectives of the B.Sc. Economics are:

1. provide training in the principles of economics and their application appropriate to the type of degree concerned: single, joint and combined studies;
2. stimulate students intellectually through the study of economics and to lead them to appreciate its application to a range of problems and its relevance in a variety of contexts;
3. provide a firm foundation of knowledge about the workings of an economy and to develop the relevant skills for the constructive use of that knowledge in a range of settings;
4. develop in students the ability to apply the analytical tools, knowledge and skills acquired to the solution of societies' economic problems;
5. equip students with appropriate tools of analysis to tackle issues and problems

- of economic policy;
6. develop in students, through the study of economics, a range of transferable skills that will be of value in employment and self-employment;
 7. provide students with analytical skills and the ability to develop simplified frameworks for studying the real world;
 8. provide students with the knowledge and skill base, from which they can proceed to further studies in economics, related areas or in inter-disciplinary areas that involve economics; and
 9. generate in students, an appreciation of the economic dimensions of wider social and political issues.

3.4 Employability skills

A graduate of Economics should possess the following aptitude:

1. ability to create job(s) in a variety of areas of production and services;
2. manage a mix of human and non-human resources to achieve optimum output;
3. ability to survive in work environment of diverse or multifaceted production mix;
4. ability to offer advice to management of his/her workplace within the context of the production domain;
5. engage in training and consultancy services in areas of primary, secondary and tertiary sectors of the economy; and
6. ability to interpret government economic policy and offer desirable advice wherever required.

3.5 21st Century skills

The 21st century skills expectations of the programme are:

1. scientific literacy and understanding of relevant mathematical and statistical techniques in the context of current global treatment of economic issues;
2. research skills and application of analytical methods of both theory and model-based issues;
3. innovation skills and appreciation of the history and development of economic ideas and the differing methods of analysis that have been and are used by economists;
4. economic literacy including the ability to relate differences in economic policy recommendations to differences in the theoretical and empirical features of the economic analysis, which underlie such recommendations;
5. critical thinking and ability to apply core economic theory and economic reasoning to applied topics;
6. global awareness and ability to discuss and analyse government policy and to assess the performance of national and other economies; and
7. oral and written communication including understanding the verbal, graphical, mathematical and econometric representation of economic ideas and analysis, as

well as the relationship between them which is the current global trend.

3.6 Unique features

The unique features of the programme are:

1. the courses are conceived and taught within the context of global application of theories;
2. students are made to understand that the structures of economies are different in terms of nature, value orientation, judgement and level of development;
3. at the higher levels, the basic micro and macroeconomic theories are to be taught with applications to developing and emerging economies; and
4. ability to analyse and discuss global economic issues, particularly with respect to developing and emerging economies.

3.7 ADMISSION AND GRADUATION REQUIREMENTS

3.7.1 Admission Requirements

For a four –year programme:

In addition to UTME score, the candidate should possess a Senior School Certificate with at least five credit passes, at not more than two sittings including Mathematics, English Language and Economics.

For the three-year programme:

Candidates shall possess five SSC credits. In addition, to acceptable passes in at least two social science subjects including Economics at Advanced Level, provided that such passes are not counted at both levels of the examination. For emphasis, credit passes in English Language, Mathematics and Economics or any other social science subject are compulsory.

3.7.2 Graduation Requirements

To graduate with B.Sc. Economics, students must have:

1. obtained 120 units for candidates who entered the university through UTME;
2. obtained 90 units for candidates who entered the university through direct entry;
3. passed all compulsory courses in the programme and required courses;
4. spent minimum of eight semesters and maximum of twelve semesters for UTME candidates;
5. spent minimum of six semesters and maximum of ten semesters for direct entry students;
6. fulfilled other university and faculty requirements for graduation with bachelors degree.

Table 3.1: Minimum Graduation Requirement Based on Level of Entry						
	UTME			Direct Entry		
LEVEL	CCMAS	30% Addition	Total	CCMAS	30% Addition	Total
100	12	18	30	-	-	-

200	19	11	30	19	11	30
300	28	2	30	28	2	30
400	25	5	30	25	5	30
TOTAL	84	36	120	72	18	90

Table 3.2: Maximum Graduation Requirement Based on Level of Entry								
	UTME				Direct Entry			
LEVEL	CCMA S	30% Cor e s	Elective s	Total	CCMA S	30 %	Elective s	Total
100	12	18	-	30	-	-	-	-
200	19	11	4	34	19	11	4	34
300	28	2	6	36	28	2	6	36
400	25	5	8	38	25	5	8	38
TOTAL	84	36	18	138	72	18	18	108

3.8 Degree Classifications

Classes of degree are to be awarded depending on the Cumulative GPA obtained. The classes of degrees that may be awarded are First Class Honours, Second Class Honours (Upper Division), and Second Class Honours (Lower Division), Third Class Honours and Pass.

Table 3.3: Degree classification

Classes of Degree	CGPA
First Class	4.50 – 5.00
Second Class (Upper Division)	3.50 – 4.49
Second Class (Lower Division)	2.40 – 3.49
Third Class	1.50 – 2.39
Pass	1.00 – 1.49
Fail	0.00 – 0.99

A letter grade and numerical point shall be awarded to each student based on his /her total scores on all the evaluation criteria. The final marks scored by a student and the corresponding letter

grades and the numerical points should be clearly indicated. The following are possible final marks and their corresponding letter grades and grade points:

Table 3.4: Letter Grades and Grade Point

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

CHAPTER FOUR

EXAMINATIONS, RULES AND CONDUCT

5.1 Timetables

5.1.1 Lecture Timetable

At the beginning of each Semester, a draft timetable is placed in the Department on the various Notice Boards. Students are required to reach the various Departments whose courses are being offered to copy the lecture time and the venues for the lecture. Where clashes are observed, the Timetable officers of both Departments should be informed before the final timetables are prepared. In a situation where the clash could not be resolved the Head of department should be informed for further necessary action.

5.1.2 Examinations Timetable

Prior to commencement of examination at the end of each semester, two examination Time Tables (draft and final) are normally released by the Department Examination Office on the Notice Boards as follows:

a. Draft (Tentative) Timetable

This is the first Timetable released for students and staff to observe and immediately forward any genuine complain of omission or clash to the examinations office for necessary action. This is normally changed after effecting all the corrections.

a. Final Timetable

The final Timetable would be released after all necessary corrections are made. Students are therefore reminded that they must comply with the Timetable. For no reason should they miss any examination based on the Timetable.

5.2 Regulations Governing the Conduct of Examinations

- a. Candidates **MUST** be present at the venue at least thirty (30) minutes before the commencement of the examination.
- b. Candidates shall **NOT** be admitted into the examination venue after half of the time stipulated for the examination.
- c. Candidates shall **NOT** be allowed to leave the examination venue before half of the time stipulated for the examination.
- d. Candidates **MUST** present their Examination and Identification cards before being admitted into the examination venue.
- e. Candidates **MUST** come along to the Examination venue with their own writing and any other materials permitted.
- f. Candidates **MUST NOT** be allowed to enter an examination venue with a mobile phone, smart watch, earpiece, and any other electronic device
- d. No any form of communication between candidates is allowed during the examination.
- e. Silence must be observed in the Examination Venue.
- f. Candidates are not allowed to eat in the Examination Venue.
- g. Candidates are informed that medical attention can be obtained if necessary by calling the attention of the invigilators.
- h. The use of scrap paper is not permitted. All rough work must be done in the answer booklets and crossed neatly.
- i. Candidates are advised in their own interest to write legibly and avoid using ink. Answers must be written in English Language except as otherwise instructed.
- j. The answer to each question must be started on a separate sheet of paper.
- k. Candidates are advised to read all instructions written on the booklet and examination card.
- l. It will be the responsibility of each candidate to hand in his/her script to the invigilator before leaving the examination venue
- m. Except for the question paper and any material they may have brought with them, candidates are not allowed to remove or mutilate any paper or material supplied by the University.

n. Candidates **MUST** ensure they sign in and out the attendance sheet.

5.3 Notification of Examination Results

Students are to note that examination results shall be made known to them only after passing through the Departmental Board, Faculty Board of Examiners, Senate Business Committee and finally approved by the Senate. Students are advised to check their results on their dashboard (portal).

5.4 Correction of Results

Upon discovery of a mistake, the student concerned shall write a letter of complaint to the Chairman of the SBC, through the Dean of Faculty, through the Head of Department.

5.5 Verification of Results

Where a student is sure that they sat for an examination and is recorded Absent (ABS) or No Score (NS), they can verify through the Departmental Examinations Officer. In such a case, the Departmental Examinations Officer should fill in a Verification Form and send it to the appropriate Department duly signed and containing details of the student's information and the course(s) to be verified.

No student is allowed to convey their Verification Form in person to the Department in which the verification is intended to be carried out, or to take back the verified result to the Department.

5.6 Transcript/ Partial Transcript

On completion of studies, students are entitled to their transcript which will show their general performance from the year of entry to graduation including the grades, Cumulative Grade Point Average (CGPA), and the class of Degree obtained. Students who have not finished their programme are also entitled to partial transcript. Such student can write an application to the Dean of the Faculty, through the Head of Department.

5.7 Change of Programme

A student can change programme within the Faculty (Intra Faculty), upon satisfying necessary requirements.

5.8 Examination Results

Students are to note the following concerning examination results.

5.8.1 Grading System

Sule Lamido University Kafin Hausa operates a 5-point grading system. The following letter grades are in use under the 5-point grading system:

Table 5.1 Grading System

Letter Grade	Score (Marks)	Grade Points
A-Excellent	70 – 100	5
B- Very Good	60 – 69	4
C- Good	50- 59	3
D- Pass	45- 49	2
E- Pass	40-44	1
F- Failure	0- 39	0

5.8.2 Calculation of Cumulative Grade Point Average (CGPA)

At the end of each semester a student's Grade Point Average (GPA) shall be calculated. This will give an indication of how the student has performed in that Semester. A series of GPA's weighted and averaged together over a number of semesters shall constitute the student's CGPA. The CGPA gives an indication of the cumulative performance of the student at any point during the academic period. The CGPA determines a student's academic status

Table 5.2 Computation of A Student's First Semester Result

Courses	Credit units	Grade(iii)	Points obtained	Grade point
IFT233	2	A	5	10
IFT234	3	B	4	12
GSP221	2	C	3	6
Total	7			28

$$\text{1st Semester GPA} = 28/7$$

$$= 4.00$$

Table 5.3 Computation of A Student's Second Semester Result

Courses	Credit units	Grade	Points obtained	Grade point
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IFT233	2	A	5	10
CSC121	1	B	4	4
IFT337	3	C	3	9
TOTAL	6			23

2nd Semester GPA = $23/6 = 3.83$

1st and 2nd semester GPA = $28 + 23/7 + 6 = 3.92$

Thus the CGPA by the end of 2nd Semester = 3.92

5.9 Decision on Results

- i. **PASS:** Means all Courses registered have been passed.
- ii. **CARRY OVER/FAIL:** Means a student has failed to obtain the minimum score (40). This means that the student shall be required to register the course again in the subsequent Session.
- iii. **PROBATION:** Means a student has been placed on a watch list for failing to obtain a CGPA of 1.00 at the end of an Academic Session. A student can be on probation for only one Academic Session (two semesters). Failure to improve the CGPA to 1.00 at the end of a probating Session shall lead to withdrawal from the programme offered admission
- iv. **WITHDRAWAL:** Means terminating a student's programme of study by the University on academic grounds or voluntarily by the student. A student who fails to obtain the minimum CGPA of 1.00 during the probation period shall be advised to withdraw from the programme of study. A student can however, voluntarily withdraw from the University by writing to the Management about his/her intention. Also, a student who fails to register for any academic Session at the beginning of the Session shall be considered to have voluntarily withdrawn from the programme of study. Withdrawn students are free to reapply for fresh admission into the University using the usual JAMB channels. If readmitted, such students cannot use any credits earned in the previous programmes from which they were withdrawn.
- v. **DEFERMENT:** This means a period approved by the Senate upon an application by a student, with appropriate supporting documents, for the student to be away from the University. It is given for a maximum of one academic session in the first instance, but could be renewed on application

for one more session only. The period of suspension of studies does not count in determining the maximum period of stay at the University by the concerned student.

- vi. **INCOMPLETE STATUS:** This status is given to a student who has written at least one examination (C.A. or Final Examination) but is incapable of completing their examinations by the Senate upon an application by a student, with appropriate supporting documents. The student given incomplete status shall come back to complete only what was undone and not the entire semester's work.
- vii. **CONCESSIONAL PASS (CP):** This is a waiver given by the Senate to a student to graduate, provided the student has satisfied all graduating requirements except for only one course, and has scored at least 30% in the last attempt of the course. The Senate reserved the right to determine the programmes that shall benefit from CP.
- viii. **AEGROTAT DEGREES:** An Aegrotat Degree can be awarded to a student if (s)he applies for and if the Senate is satisfied that: The student has successfully completed the relevant programme of study except for the final examinations;
The student was prevented from successfully completing the final examinations by valid cause; and
The records of the student's progress through the programme indicate beyond reasonable doubt that under normal circumstances, he would have been awarded the degree. The application by a student must get both the Department and Faculty board of examiners' approval before being forwarded for consideration by the Senate.
- ix. **TRANSFER:** A student can transfer from SLUK to another University. Students who wish to transfer to another institution must follow the University guidelines.
- x. **RUSTICATION:** Rustication for a non-final year student means staying away from academic work for the period indicated by the Senate. For a final year student, Rustication means cancelling the work of the semester(s) in which the offence occurred, and registering afresh in a new semester/session. As rustication is a punishment, the period of rustication counts in determining the student's maximum period of stay at the University
- xi. **EXPULSION:** This means terminating a student's programme of study as a result of misconduct. An expelled student is forever disqualified from admission into any programme of study in the University. If (s)he applies and is admitted due to oversight, Senate would expel him/her again as

soon as the case is discovered. Senate shall withdraw any qualification conferred on any previously expelled student.

CHAPTER FIVE

STUDENT REGISTRATION GUIDE AND OTHER INFORMATIONS)

5.1 Undergraduate Registration Procedure

Student are expected to visit the registration portal using <https://myslu.slu.edu.ng/ug/> to authenticate their details before proceeding to registration.

A. AUTHENTICATION

Students need their (i) Registration Number, (ii) JAMB Number, (iii) State of Origin, and (iv) Gender for authentication. After successful authentication, a password will be generated for them

Login

Authenticate

institution_logo

2024/2025 UG Registration

Student Authentication

Spill over students should use Registration Number
in place of JAMB number

Registration Number

Registration Number

JAMB Number

JAMB Number

State of Origin

Select State of Origin

Gender

Select Gender

☐ I agree to the data protection policy

Authenticate

B. LOGIN

After successful authentication, students can use their respective username and password to login in order to start or continue with the registration process.

institution_logo

2024/2025 UG Registration

Student Login

Username

Username

Password

Log in

All enquiries should be directed to either
icthelpdesk@slu.edu.ng
or
admissions@slu.edu.ng

C. REGISTRATION PROCEDURE

The registration procedure is as follows:

1) Photo Upload

Students must first upload their recent passport size photograph (with the face clearly visible).

2) Signature Upload

Students must also upload a scan copy of their signature (to be used for ID Card).

3) Profile Update

Students must then update their profile. Note that students are strongly advised to update their phone numbers and emails as they are used on all their payment invoices.

4) Student Information Form (S.I.F.)

After profile update students can generate and download/print their Student Information Form (SIF).

5) SLU Personalised Payment Form (SLUPPF)

Students must generate, download and print a SLU Personalised Payment Form (SLUPPF). Amount and other details of the payments are reflected on student's SLUPPF, to be paid using Remita e-Payments and e-Collection platform. Student can pay either:

1. Pay online using your debit card on Remita's platform OR
2. Go to the nearest bank branch to make your payment.

Make sure you carefully read, understand and follow the payment procedure, as SLU will not be liable for any lost of funds as a result of incorrect data entry. NOTE THAT ALL FEES ARE NOT REFUNDABLE AFTER PAYMENT

FOR ALL PAYMENTS, make sure to have generate the SLUPPF before attempting to make payment.

6) Student Payment Receipt (S.P.R.)

After payments are validated and processed, students should generated and download/print Student Payment Receipt (SPR).

7) ICT Charges (All Students)

After profile update students can generate and download/print payment schedule for ICT Charge of ₦5,000 (Five Thousand Naira Only).

8) SUG Dues (All Students)

Students are required to pay a mandatory due of One Thousand Naira Only (₦1,000) to Students Union Government.

9) Alumni Registration (All Final Students)

Final year students are required to pay a mandatory registration fee of Five Thousand Naira Only (₦5,000) to the Alumni Association.

10) Transcript Payments (All Final Students)

Final year students are required to pay a mandatory transcript fee of Five Thousand Naira Only (₦5,000) to the University.

11) Tertiary Institutions Social Health Insurance Programme (TSHIP) Fees (All Students)

Students can generate and download/print payment schedule for Tertiary Institutions Social Health Insurance Programme (TSHIP) Fee of ₦2,000 (Two Thousand Naira Only).

12) Medical Examination Fees (Fresh Students)

Fresh Students are to generate and download/print payment schedule for Students Medical Examination Fees of ₦1,500 (One Thousand Five Hundred Naira Only).

13) Registration Fees (All Students)

Students must generate, download and print payment schedule for School Fees.

Female Jigawa State Students are only required to generate the payment schedule (SLUPPF), wait and check back for approval from the Bursary Department

14) Hostel Processing

After School Fees payment is validated and processed, interested student can apply for Hostel by paying Hostel Processing Fee of ₦500 (Five Hundred Naira Only).

15) Hostel Accommodation Fee

Students that have paid the hostel processing fee and successfully allocated a hostel, can pay for the Hostel Accommodation Fee of ₦10,000 (Ten Thousand Naira Only).

16) Course Registration

Students can register courses. Students are strongly advised to seek the guidance of their respective level coordinators on the courses they are supposed to register with any limitations and/or restrictions.

17) Course Registration Form (C.R.F.)

After course registration students must generate and download/print the Course Registration Form (CRF). The CRF contains the details of the registered courses.

18) Finalising Registration

Is mandatory and part of the registration exercise to contact your level coordinator before starting your course registration and after for cross checking and validation of your registration. Any student that failed to do so will be liable for any mistake made during the registration. Students are advised to download, print and keep safe all documents for record keeping

5.2 Special Information

Students at all levels are advised to be familiar with their level coordinator and ensure that, from time to time, they consult them for guidance and Counselling

5.2 Counseling and Human Development Centre

The university has a fully established Counseling and Human Development Centre. The centre provides advisory services to all students, both male and female, at all levels of their studies. The

staff of the centre are proactive and treat student issues with utmost confidentiality. Therefore, all students are advised to approach the centre whenever they find themselves in situations that require counselling.

5.3 University Library Services

The university library is the nerve center of academic activities in the university. The university has a modern, functional center in addition to faculties and Departmental Libraries. The central Library renders its services from 9:00am to 5pm Monday to Fridays. There are several sections of the library that offer different specialized services including reference, circulation, serial and e-library.

All students are required to register with the university library who will issue them a borrowing ticket. All books loaned out to students are to return. All students are therefore advised to utilize the services being offered by the library to enhance the quality of their studies.

5.4 Internet Facilities

In line with modern trends in Information and Communication Technology, the had deployed both Local Area Network (LAN) and Wireless Internet Services on the campus. Students who have Laptop Computers can access Wireless Internet Services especially within the academic area, otherwise they can make use of the e-library section of the Central Library. Students must use the Internet facilities sensibly in order to get the full benefits of service.

5.5 University Medical Services

The University has a Clinic under the Health Services Unit that attends staff and students' health Insurance Scheme (NHIS) with some Health Management Organizations (HMO). The Clinic offers different health care services such as Consultations, Pharmaceutical Services, Laboratory Diagnostic Services and a sick bay for short consultation and admission. Therefore, students are required to register with the University Health Services and NHIS to enjoy the services under the scheme.

5.6 Sports

The University recognizes the imperative of Physical fitness in promoting the mental and intellectual abilities of Staff and Students. The University has a sport activity headed by university coach under the Denary of student affairs which coordinate and manage sporting activities.

Several exercises, including football fitches, basketball, volleyball, lawn tennis and badminton courts and a well set out track for athletics and facilities for indoor sports. The University organizes Inter-Faculty sports competition among Students.

Therefore, students are advised to join any of the sports in order to utilize the facilities and opportunities offered by the sport unit.

5.7 University Bus Services

The university provides Shuttle Busses for conveyances of all students to and from their various hostels outside the university campus. Interested students are required to purchase tickets at an affordable price from the Bursary Department.

5.8 NelFund Related Matter

Students are strongly advised to redirect all NELFUND related inquiries to the Dean of students' affairs.

CHAPTER SIX

STUDENTS' DISCIPLINE AND MISCONDUCT

6.1 Procedure for Students' Discipline

6.2 The Students' Disciplinary Committee (SDC)

The **SDC** is responsible for dealing with reported cases of students discipline that includes but not restricted to the following;

- i. Prompt intervention in reported case(s) of contravention of any of the University's Rules and Regulations by any student or group of students;
- ii. Deliberation on all reported cases of disobedience or damage to University property by any student or group of students;
- iii. Deliberation on all reported cases of rampage, arson, theft, brigandage, violence and other acts of lawlessness by any student or group of students in the University;
- iv. Resolution of all reported matters of conflict among students for the promotion of peace and stability in the University;
- v. Preparation of reports from deliberations on every case before the Committee and submission of same to the Chairman of Senate for consideration.

6.3 Examination Misconduct

The **SDC** is responsible for dealing with all cases of Examination Misconduct

6.3.1 Reporting Procedure

6.3.2 Examination Related Cases

Upon suspecting a student(s) of committing examination malpractice, the invigilator should take the following steps:

- i. Identify and document the particulars of the suspect(s) through the use of Examination Misconduct Invigilator's Report Form **(EM01)**.
- ii. Administer and request the student(s) to fill the Examination Misconduct Student's Report Form **(EM02)** and the Student's Undertaking for Appearance before the SDC **(EM03)**.
- iii. If the case warrants, the examination answer script of the suspected student(s) should be withdrawn from him/her for use as exhibit and be replaced instantly with a fresh script for the student(s) to continue writing the examination.
- iv. Report to the Faculty Examinations Officer, who would report to the Dean of the relevant Faculty.

The Dean immediately refers the cases to the Faculty Examination Malpractice Committee, the Head of Department of the affected student(s) to be co-opted as a member. The Committee further investigates the case and reports its findings to the Dean, who would forward same to the Vice Chancellor. The Vice-Chancellor may refer the case to the SDC for consideration. It should be noted that all cases of examination malpractice in any Faculty should be made known to the Vice Chancellor within twenty-four (24) hours of occurrence, by the Dean of the affected Faculty.

Depending on the nature of a particular case, a report may be made to the Dean of Students' Affairs. The Dean subsequently would report to the Vice-Chancellor. The Vice-Chancellor may refer the case to the **SDC** for consideration.

In the alternative, where a case is reported to the Security Unit, the Unit may report to the Vice- Chancellor who may refer the case to the **SDC**.

6. 4 Disciplinary Process

Other offences requiring disciplinary actions includes but not limited to:

- i. For every disciplinary case, the student(s) so charged with an offence(s) shall be expected to provide a written statement of defence in regard to the case. Refusal to provide a written statement of defence by a student shall be considered as admittance of guilt to all charges under consideration.
- ii. Such student(s) shall also be expected to make a physical representation of himself/herself before the **SDC** for the purpose of oral testimonies and cross-examination.
- iii. The Date, Time and Place for appearance by a student before the **SDC** shall be officially communicated to him/her within a reasonable time before it takes place. This is to give the affected student(s) the opportunity to prepare adequately and defend himself/herself properly before the Committee.
- iv. The recommendations of the **SDC** shall be submitted to the Chairman of Senate within a reasonable time. The decision of the Senate shall be communicated to the affected student(s), the Head of his/her Department, the Dean of his/her Faculty and his/her parent/guardian.
- v. Any student or group of students that is being sanctioned by the University on account of indictment by the **SDC** has the right to appeal against such decision to the Senate within two (2) weeks of the decision being communicated to him/her.
- vi. The Committee shall dispense of all cases reported to it before the commencement of new academic session during which the alleged examination misconduct took place

6.4 Offences and Penalties

If any student is suspected to have committed examination misconduct and found guilty after due investigations, the Committee may recommend to the Senate, any of the following penalties against the respective offences:

S/No	Offences	Penalties
1.	Introduction of material(s) not relevant to the course being examined.	Written warning
2.	Writing on question paper.	Written warning.
3.	Submission of answer script without signing out of the examination.	Written warning.

4.	Copying from a colleague without his knowledge (Grafting).	Cancellation of paper
5.	Speaking or conversing or chatting or possession of cell-phone (GSM), Computers, sophisticated calculators during examination in spite of instruction written or verbal by the invigilator.	Cancellation of paper.
6.	Collaborated copying i.e. copying from another candidate with his knowledge	Rustication of the candidates involved for one (1) academic session
7.	Acts of insubordination or insolence to the invigilator other than assault.	Rustication for one (1) academic session
8.	Introduction of material(s) relevant to the course being examined.	Rustication for one (1) academic session
9.	Exchanging answer scripts or question papers containing relevant materials and/or jottings during examination.	Rustication for one (1) academic session for candidates involved
10.	Smuggling of unused answer script in or out of Examination Hall	Rustication for one (1) academic session
11.	Refusal to surrender or destroying incriminating evidence of examination malpractice.	Rustication for one (1) Academic session
12.	Involvement in two previous examination misconducts with penalties less than Rustication.	Rustication for one (1) academic session.
13.	Fighting/assaulting another student in the Examination Hall.	Expulsion from the University
14.	Impersonation: writing for another candidate; exchanging of examination numbers or names on answer script; intentional use of someone else's examination number; hiring mercenary to write examination by candidate.	Expulsion from the University.
15.	Smuggling of used answer script in or out of Examination Hall.	Expulsion from the University.
16.	Any attempt; successful or not, to: -remove submitted examination script or materials; -replace submitted examination script with extraneous ones after the examination, either in part or in whole; -alter, add or delete any written materials in the submitted answer scripts after examination; -destroy submitted examination scripts or materials by any method.	Expulsion from the University.
17.	Assaulting an invigilator or any other authorised person in the Examination Hall or premises	Expulsion from the University.
18.	Involvement in examination leakage.	Expulsion from the University
19.	Forging any document relevant to the examination, including I.D. card.	Expulsion from the University.
20.	Introduction and use of relevant unauthorised materials e.g.	Expulsion from the

	copying from books, papers, mobile phones, tablets, and listening to pre-recorded answers.	University
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Penalty for other offences depends on the class of misconduct committed, categorised as follows: **Category A Misconduct:** This is a severe misconduct involving any of the following within the jurisdiction of the University:

- i. Unauthorized possession or use of fire-arms or chemical explosives, incendiary device or any dangerous weapons to warrant such categorization by the Committee;
- ii. Membership of Cultist/Secret societies;
- iii. Fraud such as forgery and impersonation;
- iv. Fighting;
- v. Assault leading to grievous bodily harm;
- vi. Robbery;
- vii. Rape, arson;
- viii. Use or possession of dangerous drugs within the University premises (e.g. hemp, cocaine and alcohols);
- ix. Cyber related offences;
- x. Any student convicted by competent jurisdiction; and
- xi. Any form of incitement by student(s) to defy authority;

Penalty: Any student found guilty of “Category A Misconduct” shall be expelled from the University.

Category B Misconduct: These are acts, misbehaviours and so on which include the followings within the jurisdiction of the University:

- i. Dishonesty (deceit, lying. etc.);
- ii. Stealing;
- iii. Willful damage of University property (graffiti);
- iv. Sexual harassment;
- v. Mutilation and defacing of any University Library book(s) and other materials;
- vi. Any form of harassment with the intent of gaining favors from Staff;
- vii. ‘Sorting’; and
- viii. Any form of gathering that can lead to mob action;

Penalty: Any Student found guilty of “Category B Misconduct” shall be rusticated from the University for one (1) academic session.

Category C Misconduct: These are acts involving the followings within the jurisdiction of the University:

- i. Gambling within the University premises;
- ii. Unauthorized use of another student’s library borrowing card;
- iii. Unauthorized commercial activities within the University premises;

- iv. Organizing parties in halls of residence without official permission, etc.;
- v. Using official student position to intimidate or bargain for favor from any individual within or outside the University; and
- vi. Any form of call for or sermons to an unauthorized gathering of student(s).

Penalty: Any Student found guilty of “Category C Misconduct” shall be rusticated from the University for a one (1) semester.

Category D Misconduct: This includes acts or omissions involving, for instance, rowdy and/or anti- social behaviour that constitutes a nuisance within the jurisdiction of the University such as:

- i. Indecent dressing;
- ii. Reckless or dangerous driving on campus;
- iii. Keeping of guests or visitors by students in their rooms without authorization.
- iv. iv. Discharging of human waste in an unauthorized place;
- v. v. Use of bathrooms and toilets indecently and so on;
- vi. vi. Insulting any member of staff or community;
- vii. vii. Quarrelling; and
- viii. viii. Rowdiness disturbance of the peace.

Penalty: Any Student found guilty of “Category D Misconduct” shall be given strong warning in writing, and if the attitude persists, the student shall be deemed to have committed “Category C Misconduct”, and be penalized as such.

Notes: “Indecent Dressing” includes all transparent, tight fitting bare-back and clinging dresses; all short dresses above knee length, including knickers and skirts with slits above knees; all provocative dresses that reveal the body, belly, waist, chest and shoulders; casual dresses like T-shirts and singlet bearing obscene and unwholesome inscriptions; bathroom slippers and jackboots; wearing of dark glasses except for medical reasons; all baggy, torn combat jeans, shirts and trousers with multiple pockets; flying collars; wearing of face caps in the lecture halls; wearing of headbands by male students in the lecture halls and in public places; plaiting and perming of hair and wearing of earrings by male students.”

A. “Examination Misconduct” includes any act or omission that negatively affects the smooth conduct of the Examination.

B. Criminal cases such as homicide and armed-robbery shall be referred to the relevant security agencies outside the University,

C. Any case of examination malpractice or other student’s misconduct(s) involving a member of the Staff should be reported by the Dean of Faculty or Head of Department or Unit concerned to the Vice-Chancellor who may refer the case to the appropriate Staff Disciplinary Committee.

D. Suppression of a case of examination malpractice or any student’s misconduct(s) by any member of staff shall be deemed to be a malpractice committed by the member of staff which should be treated as in (c) above.

E. Any member of Staff may report a case of student's misconduct committed in his/her Department or anywhere in his presence to the Dean, Students Affairs or Chief Security Officer, as may be deemed appropriate.

F. Invigilator(s), Heads of Department and Deans of Faculty are under obligation to report to the appropriate officer any case of examination malpractice that comes to their knowledge.

G. Where misconduct is not established against a suspect, he/she may be exonerated and, accordingly be issued, a formal letter of exoneration which should be copied to his/her parent.

H. the Deans of Faculty are the official primary custodians of records and other exhibits of examinations misconduct involving students of their Faculties. The Dean, Students' Affairs and Chief Security Officer of the University are likewise the officials' primary custodians of records and other exhibits of other student's misconducts as the cases may warrant. The Secretary of the Students' Disciplinary Committee is to take custody of all records and other exhibits of students' misconduct, on behalf of the Registrar of the University, who is the ultimate custodian of records of the University.

I. All Students involved in alleged cases of misconduct as complainants, accused, witnesses or others, should be notified of invitation to appear before the Students' Disciplinary Committee, even during vacations, through the Student's Undertaking for Appearance Before the SDC (EM03) as attached which they will be required to fill by the Faculty Examinations Officer in case of examination misconduct, or the Security Unit of the University in other cases, and submit to same before proceeding on the vacation.

J. Where a particular misconduct is not stated in this procedure and penalty not prescribed, the Committee may consider the case and recommend appropriate penalty.

The Examination Misconduct Invigilator's Report Form (EM01), the Examination Misconduct Student's Report Form (EM02) and the Student's Undertaking for Appearance before the SDC (EM03) are here by indicated in the appendix.

CHAPTER SEVEN

COURSE STRUCTURE & DESCRIPTION OF COURSE CONTENT

Level 100

First Semester					
Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication Skills in English	2	C	15	45
ECO 101	Principles of Economics I	2	C	30	
ECO 103	Introductory Mathematics I	2	C	30	
SLU-ECO 105	Introduction to Statistics I	2	C	30	
SLU-ECO 107	Foundation of Islamic Economics	2	C	30	
SLU-ACC 101	Introduction to Financial Accounting I	3	C	30	45
SLU-BUA 107	Character Building and Mentoring	2	C	30	
	Sub-Total	15			
Second Semester					
GST 112	Nigerian Peoples and Culture	2	C	30	
ECO 102	Principles of Economics II	2	C	30	
ECO 104	Introductory Mathematics II	2	C	30	
SLU-ECO 106	Introduction to Statistics II	2	C	30	
SLU-ECO 108	Islamic Economics II	2	C	30	
SLU-ECO 110	The Economy of Jigawa State	3	C	45	
SLU-BUA 108	Business Communication Skills	2	C	30	
	Sub-Total	15			
	Total	30			

Note: Level 100 Student should register a total of 30 credit unit for this session; 15 credit units each for first and second semesters.

Level 200					
First Semester					
Course Code	Course Title	Units	Status	LH	PH
ENT 211	Entrepreneurship and Innovation	2	C	30	
ECO 201	Introduction to Microeconomics I	2	C	30	
ECO 203	Introduction to Macroeconomics I	2	C	30	
ECO 205	Structure of Nigerian Economy	2	C	30	
ECO 207	Mathematics for Economists	2	C	30	
SLU-ECO 209	Economics of Natural Resources	3	C	30	45
SLU-ECO 211	Public Policy	2	C	30	
SLU-ECO 213	Labour Economics	2	E	30	
	Sub-Total	17			
Second Semester					
GST 212	Philosophy, Logic and Human Existence	2	C	30	
SSC 202	Introduction to Computer and its Application	3	C	45	
ECO 202	Introduction to Microeconomics II	2	C	30	
ECO 204	Introduction to Macroeconomics II	2	C	30	
ECO 206	Statistics for Economists	2	C	30	
SLU-ECO 208	Environmental Economics	2	C	45	
SLU-ECO 210	Principles of Finance	2	C	30	
SLU-ECO 212	Human Resources	2	E	30	
	Sub-Total	17			
	Total	34			

Note: Level 200 Student should register a total of 30 credit units for the session; 15 credit units each for first and second semesters. Students may also register additional 2 credit units per semester as an elective course.

Level 300

First Semester					
Course Code	Course Title	Units	Status	LH	PH
ECO 301	Intermediate Microeconomics I	2	C	30	
ECO 303	Intermediate Macroeconomics I	2	C	30	
ECO 305	History of Economic Thought	2	C	30	
ECO 307	Project Evaluation	3	C	30	45
SSC 301	Innovation in the Social Sciences	2	C	30	
SLU-ECO 309	Applied Statistics	2	C	15	45
SLU-ECO 311	Political Economy	2	C	30	
SLU-ECO 313	Commodity Exchange	2	E	30	
	Sub-Total	17			
Second Semester					
GST 312	Peace and Conflict Resolution	2	C	30	
SSC 302	Research Method I	2	C	30	
ENT 312	Venture Creation	2	C	15	45
ECO 302	Intermediate Microeconomics II	2	C	30	
ECO 304	Intermediate Macroeconomics II	2	C	30	
ECO 306	Introductory Econometrics	3	C	30	45
ECO 310	Public Sector Economics	2	C	30	
SLU-ECO 312	Green Economy	2	E	30	
SLU-ECO 314	Digital Economy	2	E	30	
	Sub-Total	19			
	Total	36			

Note: Level 300 Student should register a total of 30 credit units for the session; 15 credit units each for first and second semesters. Students may also register additional 2 credit units per semester as an elective course.

Level 400

First Semester					
Course Code	Course Title	Units	Status	LH	PH
ECO 401	Advanced Microeconomics I	2	C	30	
ECO 403	Advanced Macroeconomics I	2	C	30	
ECO 405	Economic Planning	3	C	45	
ECO 407	Fiscal Policy and Analysis	3	C	45	
SSC 401	Research Method II	2	C	30	
SLU-ECO 409	Advanced Econometric Analysis	3	C	30	45
SLU-ECO 411	Energy Economics	2	E	30	
SLU-ECO 413	Current National and Global Economic Issues	2	E	30	
	Sub-Total	19			
Second Semester					
ECO 402	Advanced Microeconomics II	2	C	30	
ECO 404	Advanced Macroeconomics II	2	C	30	
ECO 406	Monetary Theory and Policy	3	C	45	
ECO 499	Research Project	6	C	-	270
SLU-ECO 408	Agricultural Economics	2	C	30	
SLU-ECO 412	Islamic Social Finance	2	E	30	
SLU-ECO 414	Health Economics	2	E	30	
	Sub-Total	19			
	Total	38			

Note: Level 400 Student should register a total of 30 credit units for the session; 15 credit units each for first and second semesters. Students may also register additional 2 credit units per semester as an elective course.

COURSE CONTENTS AND LEARNING OUTCOMES

100 Level

GST 111: Communication Skills in English (2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course Contents

The sound patterns in English Language will be considered. These will include vowels and consonants, phonetics and phonology). In addition, the English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations) will be considered. Thereafter, the course will examine the nature of the sentence in English especially in terms of its types such as simple, complex and compound sentences. Besides, the structure and function of the different types will be examined. The course will equally examine the issue of grammar and usage especially in relation to the subjects of tense, mood, modality and concord, and the aspects of language use in everyday life. Moreover, the course will focus on the important subjects of logical, critical thinking, and reasoning methods. Under this category the discussion will dwell on the issues of logic and syllogism, inductive and deductive arguments and reasoning methods, analogy, generalisation and explanations, ethical considerations, copyright rules and infringements. There will be practical activities which will involve sufficient writing activities including, pre-writing, writing, post writing, editing and proofreading, brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making and mechanics of writing. The last part of the course will examine the nature of comprehension strategies such as reading and types of reading, comprehension skills including the 3RsQ. The discussion will be extended to the subject of information and communication technology in modern language learning. Thus, the language skills for effective communication will be examined. This will involve a consideration of the major word formation processes. Writing and reading comprehension strategies will be considered. The skills required for meaningful presentation, and the art of public speaking and report writing.

GST 112: Nigerian Peoples and Culture (2 Units C: LH 30)

Learning Outcomes

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

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian state towards nation building
6. analyse the role of the judiciary in upholding people's fundamental rights

7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

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

ECO 101: Principles of Economics I (2 Units C: LH 30)

Learning Outcomes

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

1. identify the basic concepts in economics including scarcity, choice and scale of preference; basic laws of demand and supply;
2. explain the nature of elasticity and its applications, as well as short and long run production functions; and
3. discuss pricing of factors of production and market structure consisting of perfect competitive market and imperfect competitive markets.

Course Contents

An introduction to the nature of economic science and its basic problem of scarcity and choice. The methodology of economics and major areas of specialization. Historical development of ideas from the classical, neoclassical, utilitarian and welfare economists. Major findings in the various areas of specialization and elementary principles of microeconomics, as well as partial equilibrium analysis. Demand and Supply; and their laws. Determinants and types in statement and graphical format. The firms and production functions, as well as market structure.

ECO 103: Introductory Mathematics I (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the roles of mathematics in social sciences, particularly in economics and basic mathematics concepts in relation to modern mathematics such as set theory, factors and logarithms; and
2. explain the basic concepts in advanced level mathematics with reference to algebra and trigonometric functions which are useful tools in investigating economic issues.

Course Contents

The course begins with mathematical concepts in the social sciences. Gradual focus on Set theory. Factors and exponents. Logarithms. Trigonometry. Different types of equations as well as functions and progressions. Other topics include: Co-ordinate geometry, Trigonometric functions and their inverse. Inequalities, Matrix algebra, and differentiation.

ECO 102: Principles of Economics II (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the basic concept of functions, index numbers and dependent and independent variables in functions, as well as national income accounting;
2. examine circular flow of income with simple two-sector model, and
3. explain elementary issues on consumption, savings, investment, and, government's revenue, expenditure and roles of domestic money and foreign exchange.

Course Contents

Treatment of Functions, Index numbers, variables and functional relationships. Basic concept of national income accounting. The circular flow of income, withdrawals and injections. National Income determination and analysis. Introduction to consumption, savings and investments. Elementary understanding of government activities: taxation and government expenditure; money and the banking system. Aggregate supply, unemployment and inflation. The basic terminology in external economy such as exchange rates, balance of payment and global interdependence.

ECO 104: Introductory Mathematics II (2 Units C: LH 30)

Learning Outcomes

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

1. identify the roles and importance of mathematics in economics;
2. translate economic statements to mathematical formulation and explain mathematical formulation in economic terms; and
3. discuss the roles of matrices and algebra in representation of economic statements and solving simple economic concepts in the range of introductory economics.

Course Contents

The derivatives of trigonometric functions, sequences and series, and expansions. Partial and total derivatives. Maxima and minima. Linear algebra. Matrix algebra. Simultaneous linear equations. Treatment of mathematical relationships and analysis with respect to basic theories of economics. The use of simple algebra and graphical tools in explaining economic statements and concepts.

SLU-ECO 105: Introduction to Statistics I (2 Units Core: LH 15; PH 45)

Learning Outcomes

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

1. identify the basic concepts and the use of statistics in economics and in everyday life;
2. compare various levels of measurement in social sciences, sources and types of data and their limitations;
3. explain method of data collection, surveys, population and samples

Course Contents

Definition and scope of statistics, basic concepts, use of statistics in everyday life. Levels of measurement in social sciences. Distributions and comparisons. Data, data types and techniques of data presentation. Sources and nature of published statistical data in Nigeria and their uses and limitations. Methods of collecting data census and surveys. Population and sample.

SLU-ECO 107: Foundation of Islamic Economics (2 Units Core: LH 30)

Learning Outcomes

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

1. Identify the basic concepts in Islamic economics including scarcity, choice and economic problems, nature and scope of Islamic economics;
2. Identify the relationship of man, with his creator (Allah), other creatures and the man's role as servant (Abd) and vicegerent (Khalif);
3. Explain the concept of rationality, utility and utility maximization and selfish attitude vs altruism;
4. Explain theory of the firm, differentiates between Islamic firm and non-Islamic firm and the role of Al-Hisbah as control mechanism for market malpractices and manipulations.

Course Contents

The course lays the foundation of Islam, Iman and Ihsan as key to the discipline. It then identifies the relationship between man and his creator (Allah) and other creatures. It also explains the concept of Islamic economic thought, the concept of rationality and models of consumer behaviour with Islamic norms. It explains the concept of production and theory of the firm from Islamic and non-Islamic perspectives. It briefly discusses the control mechanism in the market system from Islamic perspective.

SLU-ECO109: Introduction to Financial Accounting I (3 Units C: LH 30; PH 45)

Learning Outcomes

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

1. describe the nature and scope of accounting;
2. list 2 differences between bookkeeping and accounting;
3. discuss 3 objectives of financial accounting;
4. list 3 branches of accounting, and methods of recording accounting data using manual and electronic devices;
5. explain 5 basic accounting records from primary books to extraction of trial balance;
6. identify 3 correct basic posting errors; and
7. explain 2 bank reconciliation statements.

Course Contents

The nature and scope of accounting. Definition of bookkeeping and accounting. Differences and similarities between bookkeeping and accounting. Objectives of financial accounting, financial accounting cycle, various branches of accounting, methods of recording accounting data using manual and electronic devices. Source documents for Book-keeping and Accounting, original/principal/prime books of entry/ledgers in accounting. Principles of double-entry and accounting equation, the trial balance, bank reconciliation statement, classification of revenue/receipts and expenditure (current & capital).

SLU-ECO 111 Character Building and Mentoring (2 Units C: LH 30)

Learning Outcomes

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

- 1) list at least 5 ways they can engage in volunteer work (through participating in community service);
- 2) enumerate 5 ways that can be used in developing empathy and a sense of responsibility towards others;
- 3) discuss three 3 strategies for enhancing leadership development skills, decision making, communication skills, and problem-solving skills;
- 4) list at least five 5 patriotism and nation building and university affiliation;
- 5) discuss five 5 on how to build effective teams and relates well with all and sundry through effective interpersonal relations;
- 6) identify three 3 strategies on how to acquire and appropriately use emotional intelligence;
- 7) identify four 4 strategies for improving public speaking skills, time and stress management, mindfulness and meditation, respected for diversity and constituted authorities and reflective journalizing; and
- 8) identify at least five 5 strategies to familiarize with how to guard against substance use, child-abuse, cyber-crime, corruption, cross boarder crimes, money laundering, gender disparity, domestic violence, and other negative vices that can affect social peace, progress and development.

Course Contents

Volunteer work (participating in community service). Developing empathy and a sense of responsibility towards others. Leadership development skills (leadership roles in clubs, organizations, or student

government). Ethical decision-making strategy. Communication skills. Problem solving. Public speaking (participation in debates, mock trials and presentations). Developing confidence and overcoming fear of public speaking. Improving communication skills. Mindfulness and Meditation. Emotional intelligence. Stress and Time Management and organization skills (balancing academic, personal and extracurricular responsibilities and improving wellbeing). Reflective Journaling (writing in a journal). Professionalism. Followership. Patriotism and Nation building. Role-model and self-esteem. University affiliation. Team building skills and interpersonal relations. Public speaking. Respected for diversity and constituted authorities. How to guard against substance use, child-abuse, cyber-crime, corruption, cross boarder crimes, money laundering, gender disparity, domestic violence, and other negative vices that can affect social peace, progress and development.

The course will have two aspects: class lecture and practical exercises. The lecture will be taken and terminate in 100 level while the practical (character building and mentoring) will starts in 100 level and ends in the final year of study. The students (mentees) will be allocated to lecturers (mentors) for mentoring and guidance throughout their period of study in the university.

SLU-ECO106: Introduction to Statistics II (2 Units Core: LH 15; PH 45)

Learning Outcomes

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

1. Appreciates basic statistics, data presentation, measures of tendency and dispersion.
2. Explain the logic and basis for inferential statistics;
3. Discuss sampling distribution and estimates of parameters.

Course Contents

The course examines the role and significance of statistics in Social Science research; Basic statistics; data presentation (frequency distribution, Ogive, quartiles, deciles and percentiles etc.); measure of central tendency, measure of dispersion, permutations and combinations. The logic and basis for inferential statistics (Sampling design and selection); sampling distribution, point and interval estimates of parameters.

ECO108: Islamic Economics II (2 Units Core: LH 30)

Learning Outcomes

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

1. Identify the basic macroeconomic aspects of Islamic economics;
2. Describe money and its functions from the Islamic perspectives
3. Explains the rationale for the prohibition of interest and the economic impact of interest-free system
4. Discuss public finance and macroeconomic modeling in Islamic perspectives.

Course Description

The course focuses on macroeconomic aspects of Islamic economics. It describes money and its functions, growth and developments, income distributions, fiscal and monetary policies, taxations and public debts among others.

SLU-ECO 110: The Economy of Jigawa State (2 Units Core: LH 30)

Learning Outcomes

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

1. Understand the economic base of Jigawa State, gain insights into the key sectors and industries that contribute to the state's economic output, and understand the role of agriculture, manufacturing, trade, and services in Jigawa's economy, as well as understand how these sectors are interrelated.
2. Explore the impact of globalization on Jigawa's economy and gain insights on how globalization has affected the major economic activities in both urban and rural areas, including changes in trade patterns, employment, and investment.
3. Analyze the challenges and opportunities facing the state's economy and gain a deeper understanding of the specific challenges and opportunities facing the state, such as infrastructure gaps, limited access to credit, and potentials for growth in certain sectors.
4. Develop strategies for economic development of the state. This could include identifying potential areas for investment, supporting local businesses, and advocating for policies that promote economic growth and development.
5. Understand the importance of ethical behavior in finance, including issues related to corporate governance, social responsibility, and sustainability.
6. Develop critical thinking and problem-solving skills in financial decision-making and apply those skills to real-world scenarios.
7. Communicate financial information effectively, both orally and in writing, to different stakeholders, including investors, managers, and regulatory authorities.

Course Contents

The course will study and analyzed sectors of the state's economy. Agriculture: land use, crop production, livestock management, agricultural technology, and marketing strategies. Manufacturing: industries such as textiles, food processing, pharmaceuticals, and leather goods, industrial policy, manufacturing processes, quality control, and entrepreneurship. Trade and Commerce: trade policies, marketing, sales, supply chain management, and consumer behavior. Services: banking, insurance, telecommunications, tourism, and education, service delivery, customer satisfaction, financial management, and business innovation. Informal Sector: small-scale trading, transportation, and artisanal work, entrepreneurship, microfinance, and community development, challenges and opportunities facing the economy of the state, as well as potential strategies for sustainable economic development.

SLU-EC0112: Principles of Project Management (2 units C: LH 30)

Learning Outcomes

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

1. define the concept and purpose of project management;
2. identify the processes and actors in project management;
3. demonstrate a working knowledge of key project management methods;
4. describe the tools and techniques used in project management; and
5. identify projects bottlenecks and possible solutions.

Course Contents

Concept of project management, purpose, processes of project delivery within any project management environment. Actors. The tools and techniques used in project management. Traditional and contemporary project management methods. Projects bottle neck and possible solutions. Project life cycle.

200 Level

GST 212: Philosophy, Logic and Human Existence (2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ENT 211: Entrepreneurship and Innovation (2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course Contents

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

SSC 202: Introduction to Computer and its Application (3 Units C: LH 45)

Learning Outcomes

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

1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

Course Contents

Historical perspectives of computing sciences that gave birth to the different programs. Characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. laboratory assignments using the PC's operating system, and several commonly used application software, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and online resources, browsers, and search engines.

ECO 201: Introductions to Microeconomics I (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the division of economics into microeconomics and macroeconomics;
2. define the laws of individual and market demand and supply and their elasticities; and
3. explain the basic elements in microeconomics in terms of foundation subject matter of household consumer behaviour using indifference curves, elementary production and costs with isoquant and Isocost, treated in graphical form and simple mathematical capsules.

Course Contents

Introduction to microeconomics. The partial equilibrium analysis with respect to basic microeconomic variables like individual and market demand, individual and market supply. Shapes of the demand and supply curves. Price elasticity of demand. Arc and point elasticity of demand. Income and cross elasticities. Consumer behaviour: Cardinalist, Ordinalist using indifference curves, their graphical and mathematical presentation and Partial derivative. Consumer surplus. Income and substitution effects in consumption. Cobweb analysis. Government price control. The production functions. Introductory theories of production and cost: Short- and Long-run production with laws of diminishing returns or variable proportion, marginal rate of technical substitution, Isocost, returns to scale, expansion path and factor substitution. Graphical and mathematical treatments of these.

ECO 203: Introduction to Macroeconomics I (2 Units C: LH 30)

Learning Outcomes

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

1. distinguish elements of microeconomics which deal individual households, firms and market from elements of macroeconomics that is concerned with aggregates in terms of nature and scope;
2. discuss economic models, general equilibrium and disequilibrium
3. identify the goals of macroeconomics; gross domestic product measurement and components; and
4. explain the basic theories of consumption, savings and investments in economic science as well as their determinants.

Course Contents

Distinction between Microeconomics and Macroeconomics in the context of partial and general equilibrium. The goals of macroeconomics. Nature and Scope of Macroeconomics. Concept of National Income Accounting, Gross Domestic Product (GDP) and its components, its calculation and derivatives. Gross National Product, GDP deflator and its uses, cost of living; consumer price index and National Income with its derivatives. Consumption and Savings theories and their determinants. The Multiplier and the relations between APC, APS, MPC, MPS. Also, the theories of investment and its determinants, as well as introduction to government roles within the context of a 3- Sector model.

ECO 202: Introduction to Microeconomics II (2 Units C: LH 30)

Learning Outcomes

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

1. appreciate the basic concepts and the working of market mechanism within the context of theories of demand, supply, consumer behaviour, production in the short and long run;
2. identify distribution of incomes to factors of production, and
3. discuss the structure of markets within the context of perfect and imperfect markets.

Course Contents

Recapitulation of the short-run and long-run production periods. The short-run and long-run cost curves. Fixed costs, variable costs, average costs and marginal costs. Cobb Douglass production function. Technical progress and production. Market structure: Axioms and determination of prices and output in perfect markets and imperfect markets, such as perfect competitive market, monopoly and price discrimination, monopolistic competition, oligopoly and different types, duopoly. Pricing of factors of production such as, wages, rent, interest and profit. Elementary price theory and its applications.

ECO 204: Introduction to Macroeconomics II (2 Units C; LH 30)

Learning Outcomes

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

1. discuss issues on the aggregate economy in relation to the functions and role of government with its policies;
2. identify the types of inflation and its positive and negative effects;
3. explain the types of unemployment and the Philips curve; and
4. discuss the external sector activities, particularly the international trade and role of exchange rate in payment system.

Course Contents

Introduction to government: government spending, taxes, transfers, subsidy and output. Government sector multipliers; multiplier for model with income taxes. Money and its functions, the banking system and functions. Income and Trade policy measures. The External sector: International trade, exchange rate regimes, international reserves and balance of payments.

ECO: 205 Structure of the Nigerian Economy (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the Nigerian economy in pre- and post-colonial era and up to the present time, with regards to economic growth and development; and
2. identify and explain the number of economic sectors and broad contributions of each to the Nigerian economy over time, as well as the changes that have taking place since independence, with future prospects.

Course Contents

Introduction to development in the pre-colonial and post-colonial periods with regards to development of economic and social structure of the Nigerian economy. The modern nature and structure of the Nigerian economy: Primary Sector: Agriculture, Mining and other extractive industries. Secondary Sector: Small, medium and large-scale enterprises including manufacturing and allied enterprises with their Associations such as, MAN. The Tertiary Sector or Services: Banking, Insurance, Commerce, Shipping, Entertainment, Sports and many others, and their Associations like NACCIMA. The functions and roles of agriculture, industry and service sectors in Nigerian economic development. Growth of income, employment, wages and prices in Nigeria since independence.

ECO 206: Statistics for Economist (2 Units C: LH 30)

Learning Outcomes

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

1. collect, analyse, utilise and present numerical data to make inferences as well as reach decisions both under certainty and uncertainty in economics, business, management and socio-political conditions;
2. apply simple statistical concepts to business, management and socio-political conditions; and
3. prepare both descriptive and inferential statistics using representative of a population and specified probability error.

Course Contents

Descriptive statistics: frequency distribution, measures of central tendency, measures of dispersion and shapes of frequency distribution. Probability and Probability distributions: probability of single and multiple events, discrete probability distribution and binomial distribution, Poisson distribution, normal distribution and continuous probability distribution. Statistical inferences from sampling, sampling distribution of the mean, estimation using the normal distribution and t distribution; confidence intervals. Statistical inference of Hypothesis testing: Testing hypotheses: about population mean and proportion; for differences between two means or proportions.; Goodness of fit, Analysis of variance, Chi Square test and Nonparametric testing.

ECO 207: Mathematics for Economists (2 Units C: LH 30)

Learning Outcomes

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

1. convert economic statements into mathematical formulation;
2. apply some simple mathematical concepts to day-to-day economic factors; and
3. solve and interpret mathematical models.

Course Contents

Derivatives of trigonometric functions. Sequences and series. Expansions, and Taylor's theory. Mathematical analysis of basic theories of economics as well as partial and total derivatives, differentials and difference equations. Applications of partial derivatives, maxima and minima; the Lagrange multiplier to theories of consumer behaviour and production functions. Linear algebra. Matrix algebra and Inverse matrix. Application of Simultaneous equations to macroeconomic issues in consumption and investments. Introduction to linear programming, game theory and in-put output analysis.

SLU-ECO209: Health Economics

(2 Units C: LH 30)

Learning Outcomes

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

1. Discuss the theoretical and empirical microeconomics application to health and health care to provide useful insights for health policy
2. Distinguish basic health care economics tools and institutions;
3. Discuss economic models, general equilibrium and disequilibrium
4. Identify profit maximization in perfectly competitive and imperfect markets
5. Explain various government and health care programmes.

Course Contents

This course provides the meaning, scope and nature of health economics. The course also demonstrates how theoretical and empirical microeconomics can be applied to health and health care to provide useful insights for health policy. Basic health care economics tools and institutions, health and medical care and spending, demand for medical services, medical care production and costs, benefit and cost analysis, health care systems and institutions, objectives of health care providers, profit maximization in perfectly competitive and imperfect markets, non-profit goals, government and health care programmes, private health insurance industry, physician and hospital and pharmaceutical industries, health care reform, proposals of health care reform, international health care watchdogs.

SLU-ECO211: Intermediate Statistics I (2 Units C: LH 30)

Learning Outcomes

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

1. collect, analyse, utilise and present numerical data to make inferences as well as reach decisions both under certainty and uncertainty in economics, business, management and socio-political conditions;
2. Discuss probability theory and Probability distributions; and
3. Prepare both descriptive and inferential statistics using representative of a population and specified probability error

Course Contents

This course provides extended explanations on the introductory statistics offered in level 100. Topics include: Data and Statistics, Collection of data, Presentation of data, Frequency distributions, Scatter diagrams and Cross tabulations, Measures of central tendency, Measures of dispersion/variation, Probability theory and Probability distributions (Binomial, Poisson, Exponential and Normal). The logic and basis of inferential statistics (Probability theory and Probability distributions); sampling distribution and point and interval estimates of parameters as well as the logic of hypothesis testing; methods of collecting data census and surveys; population and sample. Simple tests of hypotheses, simple regression analysis, index numbers, time series and growth surveys will be taught.

SLU-ECO 208: Natural Resources and Environmental Economics (2 Units Core: LH 30)

Learning Outcomes

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

1. identify the application of the principles of economics to a diverse set of natural resource issues and policies
2. understand the economic and welfare implications of exploiting natural resources
3. discuss sustainable utilization and exploitation of natural resources

Course Contents

The course is an application of the principles of economics to a diverse set of natural resource issues and policies including: forestry, mining, marine, climate change, wildlife, biodiversity, agriculture, and recreation. Nature and scope of natural resources and Environmental Economics, relationship between environment and economic activities (rebuild circular flow of income), the Economic of pollution (causes and effects), theories of natural resources, resource use and efficiency, theory of law scarcity (hotteling's rule, tragedy of commons, resource conservation), theory of economics welfare and environmental analysis (Parato optimality, compensation), valuation methods of environment in natural resources (damage functional method, contingent valuation method, travel cost method and cost benefit analysis).

SLU-ECO213: Public Policy

(2 Units C: LH 30)

Learning Outcomes

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

1. Discuss the public sector as a concept and apply social science methods and policy analysis to practical problems of government, communities, regions and global issues.
2. Develop critical thinking about public policy issues and the ability to conduct professional analyses of social, political and economic structures and bureaucratic processes.
3. identify various public policies in Nigeria

Course Contents

The concept of the public sector. Pricing, investment and financing of public sector enterprises. The public sector and economic development. Analysis of selected public policies in Nigeria and the world at large.

SLU-ECO210: Human Resources

(2 Units C: LH 30)

Learning Outcomes

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

1. Gain a deep understanding of the concepts of national resources and human resources as well as identify and articulate the distinctions between national resources and human resources.
2. Develop a comprehensive knowledge of various human resource management theories;
3. Comprehend the role of human resources in determining and influencing organizational productivity;
4. Explore the geographical distribution of human resources within Nigeria, Africa, and the global context as well as understand the factors influencing the distribution of human resources.

Course Content

The course begins with the Introduction to National Resources and their distinction with Human Resources; review of various theories of human resources and their application to practical situations in industry and public service. Other topics include: human resources as determinant of productivity; requirement for human capital; inputs to human capital, theories of human capital i.e. classical and neo-classical theories; human resources in Nigeria and their distribution in different regions of Nigeria, Africa and the global economy.

SLU-ECO212 Principles of Finance

(2 Units E: LH 30)

Learning outcomes

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

1. understand the key concepts and principles of finance, such as time value of money, risk and return, asset pricing, capital budgeting, and financial statements analysis.
2. analyze and interpret financial statements, including balance sheets, income statements, and cash flow statements.
3. evaluate various types of investments, including stocks, bonds, and mutual funds, and determine the appropriate investment strategy based on individual goals, risk tolerance, and market conditions.
4. apply financial modeling techniques, including forecasting, budgeting, and financial ratio analysis, to make informed financial decisions.
5. understand the role and function of financial institutions, including banks, insurance companies, and investment firms, and evaluate the different types of financial products and services they offer.
6. analyze the impact of macroeconomic factors, such as inflation, interest rates, and exchange rates, on financial markets and investments.
7. understand the importance of ethical behavior in finance, including issues related to corporate governance, social responsibility, and sustainability.
8. develop critical thinking and problem-solving skills in financial decision-making and apply those skills to real-world scenarios.
9. communicate financial information effectively, both orally and in writing, to different stakeholders, including investors, managers, and regulatory authorities.
10. develop a strong understanding of financial terminology and be able to apply it in both academic and professional settings.

Course Contents

Nature of financial management, Nigerian Financial System, functions of a financial manager, money market, capital market, etc. Ratio analysis, investment appraisal under uncertainty, introduction to capital structure, working capital management.

300 Level

GST 312: Peace and Conflict Resolution (2 Units C: LH 30)

Learning Outcomes

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

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents

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

ENT 312: Venture Creation (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;

4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

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

ECO 301: Intermediate Microeconomic Theory I (2 Units C: LH 30)

Learning Outcomes

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

1. apply some level of mathematics to solving optimization problems in consumer behaviour and production using langragian analysis;
2. discuss the optimising behaviour of households in the consumption decision and the optimisation decision making by firms in their production processes given available factor inputs; and
3. explain inferences from theorems and appreciate the simplicity of economic models viza-viz the complexity of the true world situation.

Course Contents

Advanced topics in consumer demand theory: Separable and additive utility functions; homogeneous and homothetic utility functions. Slutsky and Hicks substitution effects of changes in prices and incomes. The theory of Revealed Preference in consumption and the demand for characteristics. Composite commodities, consumer's surplus. The theory of the firm: the Production functions (Homogeneous, CES, Leontief and many others), production curves and shapes; Elasticity of substitution; optimising behaviour, input demand

functions. The cost functions in the short and long run. Constrained Revenue maximisation and Profit maximisation.

ECO 303: Intermediate Macroeconomic Theory I (2 Units C: LH 30)

Learning Outcomes

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

1. present national income multipliers for 4-sector model;
2. know the theories of consumption and investments under certainty and uncertainty;
3. explain the economic fundamentals relating to public sector economics and finance; and
4. proffer solutions to some public sector problems, with their understanding of government policies.

Course Contents

The concepts and multipliers of national income components in an open economy or 4-Sector model using the Keynesian model. Theories of Consumption (KIH, RIH, PIH & LCH); Investments: Types, Assumptions, Physical theories like accelerator, MEI and MEC, Tobin Q and Financial theories like Shapiro's profit theory, Jorgensen's investment theory). The **IS-LM** analytical framework within the context of equilibrium in the goods sector and the monetary sector. The multiplier effects of monetary and fiscal policies in an IS-LM framework.

ECO 302: Intermediate Microeconomics II (2 Units: LH 30)

Learning outcomes

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

1. identify and distinguish between and among different market structures in industrial settings;
2. discuss the behaviour, conduct and performance of businesses under different market structures; and
3. appreciate how consumers, businesses and government combine available resources to produce output at optimal levels.

Course Contents

Market structure and optimization exercises: Perfect competition – demand function, supply function, commodity market equilibrium, factor market equilibrium. The existence and uniqueness of equilibrium with issue of stability. Imperfect competition – Monopoly and price discrimination, Monopsony and Monopolistic competition. Duopoly, Oligopoly (collusive and non-collusive leadership) and Bilateral Monopoly. Issues of revenue, output and profit and maximization in each market. Limiting pricing or entry preventing pricing theories. Exchange theory, offer curves, and contract curves. General Equilibrium theory.

ECO 304: Intermediate Macroeconomics II (2 Units C: LH 30)

Learning outcomes

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

1. discuss some policy issues on international economy;
2. undertake some analysis of government policies with respect to economic growth, treatment of monetary and fiscal policies in closed and open economy (capital mobility, exchange rate regimes and environment);

3. appreciate workings of an economy within the framework of the new classical and Keynesian macroeconomics; and
4. explain issues in economic development as well as international trade and balance of payment adjustments.

Course Contents

Theories of economic growth: The Classical/Neo-Classical growth models (H-D model, Nicholas Kaldor, Pasinetti, Joan Robinson & Solow models), the Marxian theory of growth model, Keynesian growth model. The Endogenous growth model (Arrow, Romer, Lucas, and many others) The government economic policies including fiscal and monetary theories and policies. Theories and problems of unemployment and inflation. The international economy involving trade, exchange rates and balance of payments theories (Portfolio Balance, Keynesian theory, Monetary approach, Purchasing Power Parity and many others.) and policy measures for Balance of Payments adjustments.

ECO 305: History of Economic Thought (2 Units C: LH 30)

Learning Outcomes

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

1. appreciate the roles of classical economists in separating economics subject matter from political economy stand-alone discipline;
2. discuss the forerunners economics disciplines like the position of physiocrats and mercantilists as well as the position of such schools of thought like utilitarianism, German romanticism, the historical school and institutionalists; and
3. explain roles of Keynesian, neo-Keynesian, new classical and other new schools of economic thoughts.

Course Contents

The Physiocrats, Mercantilism, classical economics, neo-classical school of thought, as well as evolution and contemporary development of Marxian School of Economic thought, the Marginalist, positive and welfare schools of economic thought, institutional economics, Keynesian School of Economic thought, the Monetarists and the Rational Expectation School (RATEx). The Supply Side economics. Contemporary state of development in economics and future prospects are examined within the context of development theories relevant to emerging and developing economies around the world.

ECO 306: Introductory Econometrics (3 Units C: LH 30; PH 45)

Learning Outcomes

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

1. explain the various concepts used in econometrics;
2. derive simple ordinary least squares estimates and the statistical relationship of data set like the goodness-of-fit, the t-statistics and making inferences from results of simple/multiple regression and interpret estimated models; and
3. carry out data formatting, data mining, data processing and interpretation of estimated models.

Course Contents

Beginning with extensions of the two-variable linear model. The course should cover introduction to matrix algebra and algebra of econometrics. The General linear model and generalized least square procedure, violations of linear model assumptions and the correction of serial correlation (autocorrelation) of the errors, intercorrelation (Multicollinearity) of the variables, stochastic regressions and errors in variables are also discussed. Other topics are identification of problems, meaning, detection and correction of simultaneous models and estimations, K-class estimators and the choice of estimators. Students will be engaged in practical assignments and familiarity with software computer applications for econometrics such as E-views, Stata, SPSS and many others.

ECO 307: Project Evaluation (3 Units C: LH 30 PH 45)

Learning Outcomes

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

1. explain the fundamental of cost analysis;
2. define financial terminology and concepts;
3. conceptualise, prepare and execute/assess projects for small and medium scale enterprises;
4. design cash flow analysis, risks and uncertainty assessment, cost-benefit analysis, and other standard analytical techniques for evaluating investment proposals in the natural resource industries; and
5. account for and able to judge and select the right projects from alternatives.

Course Contents

Definition and classification of projects and project evaluation are introduced. Topics are location and size of projects, calculation of investments required for a project, and evaluation of projects. Other topics are appraisal of projects from commercial and social view points and cash flow analysis. Project and the overall view of development programme data requirements. Evaluation of proposed investments via Payback method, Return on investment (ROI), Total life cycle ratio or present value method, Saving/Investment ratio or Benefit/Cost ratio; Net Present Value (NPV) and Internal rate of return (IRR). Students are to carry out practical project evaluation of identified businesses.

ECO 308: Public Sector Economics (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the roles of governments under various fiscal systems of free, mixed and centrally planned economics;
2. explain the allocation, distribution and stabilization functions of the government given the fiscal instruments at its disposal; and
3. identify the background theories of public sector economics as a guide to higher level economics on role of government in economic growth and development.

Course Contents

The concept and scope of the public sector is examined. The importance and goals of public policy. Roles of government under different economic systems: capitalism, socialism and mixed economic system. Theories of public policy: Ernest Engel law. Pigou and Dalton theory. Musgrave and Musgrave theory. Keynesian theory, Wagner's theory. Peacock and Wiseman theory. Luzano theory and many others. Public sector Revenue and

Expenditure instruments. Public sector policy and market/State failure. Quantitative skills for public policy: exploration of applications of game theory to public policy analysis. Public debt issues. Institutions, structure and public policy.

SSC 301: Innovation in the Social Sciences (2 Units C: LH 30)

Learning Outcomes

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

1. enumerate innovative ideas that borders on societal problems;
2. apply social science knowledge to research on public and private sectors;
3. design techniques for proposal writing;
4. appreciate social and human welfare services, and
5. analyse models for establishing family and community development.

Course Contents

Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues. Establishing and mobilising resources for establishing enterprises through which social science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

SSC 302: Research Method I (2 Units C: LH 30)

Learning Outcomes

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

1. explain the concept and scope of research methods;
2. discuss in detail procedures for conducting a research;
3. discuss the principles guiding research; and
4. discuss types of research – experimental non-experimental and quasi-experimental research.

Course Contents

Introduction to Social Science research protocol with particular emphasis on proposal development; literature review (conceptual, empirical and theoretical framework), ethnography of the study area statement of the research problem, sampling procedures and methods of data collection and instruments.

SLU-ECO309: Applied Statistics (2 Units C: LH 30)

Learning Outcome

Upon successful completion, students will have the knowledge and skills to:

- 1) Estimation and sampling distributions, estimation of point and interval as well as hypothesis testing.
- 2) Conduct correlation analysis, simple linear regression and multiple regression (estimation, prediction, and diagnostics) and analysis of variance.
- 3) A very important part of the course involves giving students a practical know-how on to apply Microsoft Excel to work with the economic data.

Course Content

This course covers estimation and sampling distributions, estimation of point and intervals, hypothesis testing for one and two populations (interpretation with confidence intervals, p- values), estimation methodology (ML and LS estimation); non-parametric methods, Chi- Square tests, correlation analysis, simple linear regression and multiple regression (estimation, prediction, diagnostics) and analysis of variance. Tests of significance for nominal, ordinal level, interval and ratio level are also discussed as well as measures of association for nominal, ordinal, interval and ratio levels. It also covers index number and unit normal distribution.

SLU-ECO 311: Political Economy (2 Units C: LH 30)

Learning Outcomes

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

1. Distinguish between bourgeois methods of economic analysis and the dialectical methods and historical materialism;
2. Explain social classes and the classification of social system;
3. Understand the stages of capitalist development and advancement of capitalism
4. Analyse the emergence and development of socialism

The basic distinguishing features of bourgeois methods of economic analysis and the dialectical methods and historical materialism are examined. The course also covers classification of social systems and theory of social classes. Topics also include Marxist theory of capital accumulation, surplus value; stages of capitalist development; emergence and advancement of capitalism. The related topics of Metropolitan and satellite economic relations; the struggle against colonialism and neo-colonialism; and the socialist development, emergence and advancement of socialism are also covered.

SLU-ECO312 Green Economy (2 Units E: LH 30)

Learning Outcomes

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

1. understand the concept of sustainability and its importance in the green economy.
2. familiarize with the principles of circular economy and the importance of waste reduction and resource efficiency.

3. acquire knowledge of renewable energy sources and their role in reducing greenhouse gas emissions.
4. understand sustainable agriculture and the importance of regenerative farming practices.
5. acquire knowledge of sustainable forestry and the importance of responsible management of natural resources.
6. familiarize with sustainable transportation and the importance of reducing emissions from transportation.
7. Understand green finance and the importance of investing in sustainable businesses and projects.
8. have knowledge of green jobs and their potential for economic growth and job creation.
9. familiarize with the role of government policy in promoting the transition to a green economy.
10. Understand the challenges and opportunities in transitioning to a green economy, including the need for social and environmental justice.

Course Contents

Introduction to green economy: Definition, principles and concepts of a green economy, historical and contemporary context. Sustainability and sustainable development: understanding the concept of sustainability, sustainable development and the role of green economy in achieving sustainability, Environmental economics: The economics of natural resources, externalities, market failure and public goods, the valuation of natural resources, and cost-benefit analysis, Sustainable production and consumption: Sustainable production and consumption patterns, green production and services, eco-innovation, and circular economy, Green finance: The role of finance in supporting green economy transition, green investment and financing options, the role of banks and financial institutions, and green bonds, Green energy: Renewable energy systems, energy efficiency, energy policy, and the impact of energy on the environment, Green policies and governance: National and international green policies, environmental regulations, institutional and governance arrangements for green economy, Green entrepreneurship: Green entrepreneurship and innovation, opportunities and challenges, and the role of green business in the transition to a green economy, Case studies: Examples of successful green economy projects, policies, and practices, Future prospects: Future trends and directions for green economy, and potential career opportunities in green economy.

SLU-ECO313 Commodity Exchanges

(2 Units E: LH 30)

Learning Outcomes

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

1. Understand the role of commodity exchanges in the global economy.
2. Understand the basic principles of commodity trading, including pricing mechanisms and risk management techniques.
3. Understand the different types of commodities traded on exchanges, including agricultural products, metals, energy, and financial instruments.

4. Understand the different market participants and their roles, including producers, consumers, traders, and speculators.
5. Understand the regulatory environment in which commodity exchanges operate, including the role of government agencies and self-regulatory organizations.
6. Develop the ability to analyze market trends and interpret market data in order to make informed trading decisions.
7. Understand the importance of ethical behavior and compliance with regulations in the commodity trading industry.

Course Contents

Introduction to commodity exchanges, Understanding commodity markets and their constituents, Types of commodities and commodity contracts, Futures, forwards, options, and swaps, Trading strategies and risk management, Clearing and settlement process, Role of commodity exchanges in price discovery and market efficiency, Regulatory framework and compliance requirements, Global commodity exchanges and their operations, Recent developments and future prospects of commodity exchanges.

SLU-ECO314 Digital Economy

(2 Units E: LH 30)

Learning Outcomes

1. Understand the fundamental concepts of the digital economy, including digital platforms, e-commerce, and the sharing economy.
2. Understand the impact of digital technology on traditional business models and industries.
3. Understand the different types of digital platforms and the role they play in facilitating transactions and interactions between users.
4. Understand the different business models used by digital platforms, including advertising, subscription, and commission-based models.
5. Understand the importance of data privacy and security in the digital economy, and the regulatory frameworks that govern data protection.
6. Develop the ability to analyze market trends and consumer behavior in the digital economy.
7. Understand the opportunities and challenges of participating in the digital economy, including the potential for disruption and innovation.

Course Content

Introduction to digital economy and its evolution, Key concepts and components of the digital economy, Digital platforms and ecosystems, Digital marketing and advertising, E-commerce and online retailing, Digital payment systems and fintech, Blockchain technology and cryptocurrencies, Big data analytics and artificial

intelligence, Intellectual property rights in the digital economy, Policy and regulatory issues in the digital economy.

400 Level

ECO 401: Advanced Microeconomics I (2 Units C: LH 30)

Learning Outcomes

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

1. discuss confidently, issues in behavioural/optimization construct in consumer behaviour, investments, production and pricing/distribution under different market or cost structures, maximisation and minimisation framework;
2. explain the issues of equilibrium in single and multimarket situations, multi period consumption, investment theory of the firm and the role of time; and
3. discuss welfare economics issues within the context of efficiency or inefficiency in resource use under perfect and imperfect competitive situations; and optimality conditions.

Course Contents

Fundamental quantitative relationships, Recapitulation on partial/general equilibrium conditions. Consumer surplus, Slutsky and Hicks income/substitution effects. Consumer behaviour under uncertainty. Dynamic analysis and value theory production functions. Constrained profit maximisation, cost minimisation and profit functions. Duality in production. Production under uncertainty. Factor market equilibrium. The existence and uniqueness of equilibrium as well as the stability of equilibrium. Topics are determination of wages, rent, interest and profit. Optimisation in theories of consumption and production. It also includes the notion of economic efficiency. Efficiency and equity.

ECO 403: Advanced Macroeconomics I (2 Units C: LH 30)

Learning Outcomes

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

1. present a complete open economy model multiplier i.e. including the household, business unit, the government and the external sector;
2. discuss in details, the theories of consumption and investments and relevant to emerging and developing economies; and
3. explain the relevance of the IS-LM framework to macroeconomic policies; the appropriate macroeconomic theories and policies on consumption and investment for emerging and developing economies desirous of sustainable growth and development.

Course Contents

Basic model of income determination and extension from a simple closed economy to a foursector economy with the derivation of the multipliers. Detailed theories of consumption (KIH, RIH, PIH & LCH) and investment (Accelerator theories, MEC, MEI, Profit Theory, Profit & Residual, Cash Flow and many others), (including under conditions of uncertainty) of the classical, Neo-Classical, Keynesian and Post-Keynesian economists; and the relevance of the theories to emerging and developing countries. The advanced treatment

of the IS-LM framework within the context of government monetary and fiscal policies and in relation to output, employment, prices and inflation.

ECO 402: Advanced Microeconomics II (2 Units C: LH 30)

Learning outcomes

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

1. advise businesses on optimal combinations of factors of production to achieve optimal output and maximise their profits;
2. advise on management of public resources to achieve citizen's welfare and externalities, including the use of game theory to solve welfare problems in emerging and developing economies; and
3. use game theory to solve welfare problems in emerging and developing economies.

Course Contents

Study of externalities as well as Social and private costs and Pareto Optimality Criterion. Social welfare functions are studied using Game theory and with applications relevant to developing economies. Theory of Games: Two-person, Zero-Sum games, Mixed strategies. Linear programming equivalence, cooperative games and the Nash Bargaining solution. Welfare economics: Pareto optimality for consumption, production and in general. Social Welfare Function and its determinants. Social preference and indifference. The Arrow Impossibility Theorem. Income distribution and equity. Relevance of the welfare economics to emerging and developing economies.

ECO 404: Advanced Macroeconomics II (2 Unit C: LH 30)

Learning outcomes

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

1. discuss growth models from neo-classical to modern theories of economic growth
2. identify employment models from the classical to Keynesian;
3. explain various theories of exchange rate and balance of payments under different exchange rate regimes;
4. prepare government macroeconomic policies and offer sound advice to public and private enterprises or organisation; and
5. carry out relevant research on macroeconomic policies as they affect emerging and developing economies, including Nigeria.

Course Contents

Growth Theories: Solow model and endogenous models of economic growth, inclusive growth model. Keynesian models of Income, employment and Prices. Taxation and Laffar curve, Debts and Ricardian equivalence. Capital theory, fiscal and monetary policy theories. Determination of wages, rent, interest and profit. Notion of economic efficiency; Efficiency and equity; the theories of foreign exchange and balance of payment, required adjustment techniques in balance of payment disequilibrium. The J-Curve and Marshall-Lerner condition for currency adjustments. Theories of Business Cycle. Macroeconomic policies, planning and optimal allocation of resources with particular reference to emerging and developing economies.

ECO 405: Economic Planning (3 Units C: LH 45)

Learning Outcomes

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

1. prepare short-, medium- and long-term plans with feedback mechanism for an economy;
2. discuss planning processes and policy formation given natural endowments including human resources;
3. compare national planning across economic blocs and relevance to economic development; and
4. discuss basic theories and policy issues on economic development.

Course Contents

The origins of planning and technical planning types include Input-Output model and planning performance. Rationale for planning. Objectives and policy formation. Component of Economic Planning: Objectives, Planning authority, Democratic character, comprehensiveness, Rational allocation of resources, Feasible policies and targets; and the Political economy. Types of planning: Planning by inducement; Planning by Directions; Physical and Financial Planning; Centralised and Decentralised planning; and Structural and Functional Planning. Planning machinery; the planning process; Planning decision models and Planning data. Plan implementation. Development planning in Nigeria and Africa–Agenda 2063. Issues in Development and Under-development.

ECO 406: Monetary Theory and Policy (3 Units C: LH 45)

Learning Outcomes

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

1. identify the theoretical foundation for monetary policy formulation;
2. discuss the nature and functions of money, its use as credit instrument and the policy measures that control its usage, circulation and transmission mechanism to achieve the stated objectives; and
3. explain roles money play in economic growth, employment of resources, stable prices and balance of payment equilibrium issues.

Course Contents

Recapitulation of the theories of demand for and supply of money, and interest rates. Theories of money and economic growth: McKinnon and Shaw, Gurley and Shaw, Polak and Boisselneut. Definition, Objectives and Tradeoffs in monetary goals. Targets of monetary policy. Indicators of monetary policy. Lags in monetary policy: Types and nature, Outcomes of monetary policy: Positive, negative & neutral. Factors considered in monetary policy formulation, Constraints to monetary policy efficacy. Issues in Economic Policies: Monetary Policy; Fiscal policy; Exchange rate; income policy; Effectiveness of Monetary & Fiscal Policy. Monetary Management in Nigeria: Monetary Policy Framework; Monetary Targeting; Inflation Targeting; Multiple Targeting. International Financial Institutions & International Liquidity: International Institutions: World Bank Group; IMF; African Development Bank Group

ECO 407: Fiscal Policy and Analysis (3 Units C: LH 45)

Learning Outcomes

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

1. discuss issues on government sources of revenue, particularly various types/relevance of taxes and objects/structure of expenditure

2. discuss issues on fiscal relationship between and among the federating units of the economy (fiscal federalism);
3. explain issues relating to national debts and its consequences for debt management and national development; and
4. discuss global debt issues, debt forgiveness and economic dependence and development.

Course Contents

Government revenues sources, particularly taxes, distinction between the taxation of income and taxation of capital. Personal Income Tax. The law and practice of income tax relating to individuals, exemptions, settlements, trusts, and estates. Company Tax – the principles and scope of company tax as well as small company provisions including definitions, computation and exemptions. Government expenditure: debt issues including Ricardian Equivalence and fiscal responsibility. Nigerian system of income tax administration. Structure and procedures, returns, assessments, appeal, postponement, collection, with reference to all necessary legislation. The role of the public sector and economic development is examined as well as analysis of selected public policies; special attention will be paid to the public service in Nigeria.

ECO 499: Research Project/Long Essay (6 Units C: PH 270)

Learning Outcomes

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

1. carryout a research successfully and write a report. the student can choose any research method, design, and statistics;
2. investigate issues within the context of subject matter of economics; and
3. write research report.

Course Contents

Students are guided through supervision by lecturers in the department to choose topics in core economic area. The long essay or research report contains introduction; Literature review containing conceptual, theoretical and empirical literature; Methodology, Data Estimation and Analysis, Summary, Conclusion and Recommendations and completed with References which are expected to be current and relevant.

SSC 401: Research Method II (2 Units C: LH 30)

Learning Outcomes

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

1. prepare and present a research proposal;
2. collect and organize meaningful data;
3. conduct pilot study and write research report; and
4. apply appropriate statistics in data analysis.

Course Contents

Data collection and coding procedures. Analysis of data and relate these to the research objectives. Writing and discussing the research report.

SLU-ECO 403: Advanced Econometric Analysis (3 Units C: LH 30 PH; 45)

Learning Outcomes

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

- 1) Estimate the parameters of the model in a correct way by using economic data and econometric software.
- 2) Test the underlying assumptions.
- 3) Interpret data from the computer.
- 4) Apply the regression results.
- 5) Have basic knowledge of the statistical foundations of regression analysis with OLS.
- 6) Report and interpret regression result
- 7) Have the ability to read and critically discuss empirical papers
- 8) To perform own empirical analysis

Course Contents

This course aims to introduce the study of economic measurement- in which we apply to the real-world economic data to economic theory to examine relations among economic variables by means of regression analysis. Basic linear regression analysis with applications; hypothesis testing and model specification. The general linear regression model; multiple correlation, path analysis, analysis of variance and tests of significance; specification errors. Nature and sources of econometric data, two variable regression analysis, multiple regression analysis, Dummy variable regression, and problems of estimation. The course will proceed with the discussion on multicollinearity, heteroscedasticity, and autocorrelation. After that, it will introduce students to model specification, non-linear regression models and qualitative response regression models. A very important part of the course involves giving students a practical know-how on how to apply econometric software package such as “Gretl, Eviews, etc.” to work with the economic data.

SLU-ECO 408: Agricultural Economics (2 Units C: LH 30)

Learning Outcomes

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

- 1) Explain the importance of record keeping and calculate the cost of agricultural production.
- 2) Describe the importance of farm enterprises and how it provides raw materials of production and creates a functional relationship between outputs and inputs.
- 3) List the characteristics of agricultural activities, importance of agricultural sector in economic development, the place of agriculture in the Nigerian economy, the general problems of Nigerian agriculture, the agricultural production tools, operating costs, purchasing costs and opportunity cost measurements.
- 4) Explain how external forces such as law, environmental regulation and government policies impact the agribusiness decision making.
- 5) Assess the role of agriculture in international trade and development.

Course Contents

This course introduces students to the applications of microeconomics and business management tools to farm operations. The course contains both theory and empirical case studies of farm management, drawn from Nigeria and other countries' experiences. It focuses on enterprise budgeting for crops and livestock, analyzing farm management risk issues and the concept of time value for money. Topics include: Meaning nature and importance of Agriculture; the use of budgets in management decisions, such as budget worksheets, and scenario and breakeven analysis. The course also entails the preparation of financial statements and addresses the issue of how to cope with the agricultural risk environment and how to measure risk and the ability to bear risk. Government policy; agricultural Policy; Agricultural practice in Nigeria; problems of agriculture; A review of agricultural performance; agricultural marketing, farm management and contemporary agricultural issues; important aspects in agricultural development.

SLU-ECO 412: Islamic Social Finance (2 Units C: LH 30)

Learning Outcomes

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

1. Summarize key elements of Islamic jurisprudence
2. Explain the background and rationale for Islamic banking and finance
3. Distinguish different modes of Islamic financial transactions
4. Analyze distinctive modus operandi of Islamic banks
5. Explain legal and regulatory environment of Islamic banks
6. Analyze current challenges & future prospects of Islamic banking
7. Categorize different types of Islamic Bonds (Sukuk)
8. Distinguish between conventional and Islamic approaches to investment and portfolio management

Course Contents

Public Finance in Islam, Tax structure in early Islam, Zakkat, Fiscal Policy, Meaning, and Policies, Insurance and Gambling in Islam, Islamic and Economic Laws, Meaning, Scope, Nature, and all other concept i.e. Hadith and Sunnah, Ijma and Qiyas. Key differences between Islamic and conventional banking, Islamic banking products, Structure and operations of Islamic banks, Financial reporting in Islamic banks, Present status of Islamic banking industry, challenges and future prospects, *Takaful*: Islamic insurance, *Sukuk*: Islamic Bonds, investment in stocks, Portfolio management under Islamic finance.

SLU-ECO 411 Energy Economics (2 Units C: LH 30)

Learning Outcomes

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

- 1) Understand energy markets and the role of energy in the economy.
- 2) Understand important energy policy issues.
- 3) Understand the sources, utilization technologies, storage and distribution modes of energy that presently power, homes, cities and transport facilities.
- 4) Outline the impact of energy utilization on the environment at local and global levels.
- 5) Identify and apply a knowledge of methods to assess energy projects, technologies and policies
- 6) Examine the economics of energy production and consumption.
- 7) Evaluate and communicate research in energy economics.

Course Contents

The course focuses on the technological and cost “fundamentals” of emerging energy technologies, including solar, wind, biomass, oceanic, geothermal, hydropower, fuel cell (hydrogen), nuclear, and other more exotic energy sources. A premise of the course is that a *sustainable* energy technology must both be technically feasible and economically viable. The course also investigates the technological promise and progress of each technology, as well as its economic opportunities and challenges. It further explores the theoretical and empirical perspectives on individual and industrial demand for energy, energy supply, energy markets, and public policies affecting energy markets. It discusses aspects of the oil, natural gas, electricity, wind solar power and nuclear power sectors and examines energy tax, price regulation, deregulation, energy efficiency and policies for controlling emission.

SLU-ECO413 Current National and Global Economic Issues (2 Units)

Learning Outcomes

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

1. understand the key drivers of economic growth and development, and how these vary across countries and regions.
2. analyze the causes and consequences of income inequality and evaluate different policy options for addressing this issue.
3. identify the major challenges facing global trade and investment, and assess the benefits and drawbacks of different trade policies and agreements.
4. critically evaluate the role of government in regulating markets and promoting economic stability, and understand the strengths and limitations of different economic systems.

5. assess the impact of technological change and automation on labor markets, and explore potential solutions for addressing the resulting economic dislocation.
6. analyze the causes and consequences of climate change, and evaluate different policy options for mitigating its effects and promoting sustainability.
7. understand the implications of demographic changes, such as aging populations and declining birth rates, for economic growth and social welfare.
8. evaluate the potential benefits and challenges of emerging technologies, such as artificial intelligence and blockchain, for economic innovation and productivity.
9. critically evaluate the role of financial institutions and markets in shaping economic outcomes, and understand the potential risks and benefits of different financial instruments and practices.
10. develop a nuanced understanding of the complex interplay between economic factors and social and political dynamics, and be able to analyze and communicate the implications of economic issues for different stakeholders and communities.

Course Contents

Economic Growth and factors that drive economic growth and the challenges faced in sustaining it; Monetary Policy and how central banks set interest rates, control the money supply, and manage inflation; Fiscal Policy and how governments use taxes and spending to influence economic activity and stabilize the economy; International Trade and the benefits and challenges of international trade, trade policies, and trade agreements, Globalization and the effects of globalization on the economy, including the movement of capital, goods, and labor across borders; Income Inequality and the causes and consequences of income inequality and policies to address it, Technological Change and how technological change affects the economy, including the impact on productivity, employment, and income distribution; Environmental Economics and the economic aspects of environmental problems, such as pollution, climate change, and resource depletion; Financial Crises and the causes and consequences of financial crises and the role of government and international institutions in preventing and mitigating them; Economic Development and the challenges and opportunities of economic development, including the role of institutions, infrastructure, and human capital.

MINIMUM ACADEMIC STANDARDS

Equipment

An Econometric Laboratory equipped with 50 desktop computers for the use of students during practical while 02 laptop computers for the Instructor (1) and Technical personnel (1). The 50 desktop computers can be used by 100 students on two streams of practical periods.

At least, two of the following soft wares should be installed in the computers (Desktop and laptops): SPSS, E-Views, Microfit, Stata, SAS and Shazam. The commonest for now are E-Views, Stata and SPSS.

Item	Number	Comment
Laboratory	1	Can be shared and well equipped with furniture and fittings

Desktop computers	50	For students
Laptop computers	2	For instructor (lecturer) & Technical personnel
Software:		
SPSS		Very important
E-Views		Very important
Microfit		
Stata		Very important
SAS		
Shazam		

Staffing

1. The basic qualification for an academic staff in Economics is that the staff should have B.Sc. (Hon.) Economics at the first degree.
2. Minimum academic staff for starting Economic Department should be six (6) including one Professorial cadre, one Senior Lecturer and four others.
3. Staff requirement of a full-fledged Department of Economics should depend on Staff-Student ratio of 1:30.
4. The administrative staff should consist of a qualified Departmental Secretary (minimum of National Diploma or NCE, Secretarial Studies) and a clerical officer with minimum of SSCE or GCE. Ordinary level.

Library

1. In addition to the University central Library, there should be Faculty and/or Departmental Library;
2. The library should have minimum of two books in areas of Economic theories, Mathematics, Econometrics and Economic policies (Monetary and Fiscal policies). These would be in addition to other textbooks on Economics, Accounting, Business Administration and other allied courses.
3. The Departmental Library should be able to sit minimum of twenty (20) students at once with standard reading tables and chairs.
4. The Departmental Library may or may not have borrowing facilities.
5. Standard library at the central level should have photocopying facilities, scanners and eLearning unit that can accommodate minimum of 25 computers.

Classrooms, workshops, laboratories and Offices

1. The department should have at least three dedicated lecture rooms, particularly for students at the higher levels while large lecture theatres can be shared with other departments in the faculty.
2. Every lecture room should be equipped with, at least, 4' x 6' white marker board in absence of projector and other electronic teaching facilities; standard lecture desks; and, notice boards at the back of the lecture room.
3. The minimum lecture room should be able to accommodate 100 students.
4. Large lecture theatres, in addition to the facilities provided for smaller lecture rooms, must have public address system.
5. The lecture room area should have workshop/seminar rooms.
6. The offices and lecture room areas must be equipped with safety facilities such sand buckets, fire extinguishers and climbing ropes.
7. The general environment should be seen to promote green environmental programme.

