



National Universities Commission

Core Curriculum and Minimum Academic Standards for the Nigerian University System (CCMAS)

Law 2022

Ten Unique Features

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5. Lifelong learning and research: Factual research, ability to interview (e.g. clients, witnesses, and victims), gather facts by formal and informal means.
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9. Alternative Dispute Resolution: Provide effective counselling on alternative courses of action.
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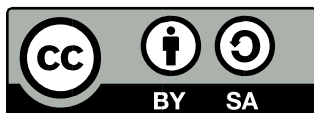
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Foreword

In furtherance of the “change” mantra of the present administration, I published a roadmap to guide my Ministry on ways of addressing the multiple problems that faced the education sector of the country shortly after my assumption of office in 2016. Known as “***Education for Change: Ministerial Strategic Plan – 2016-2019***” (updated to 2018-2022), the content of the document reaffirms government’s commitment to strengthening institutional structures and establishing innovative approaches that would quickly revamp the education sector.

The nations’ universities hold a pride of place in the execution of such a strategy, being at the peak of the educational system and charged in an overall manner, with the responsibility of catalysing the sustainable and inclusive growth and prosperity that the “change” mantra envisions. Thus, a “rapid revitalization of the Nigerian university system”, which is proceeding apace, became imperative. Improvement in research, teaching and learning facilities, deepening ICT penetration and the provision of enhanced power supply in our university campuses are some of the areas receiving stringent attention. In the same vein, the need was felt to radically review the curricula which universities had used for more than a decade so as to put in place one that would more directly address local issues, meet international standards and is fit for purpose for the training of 21st century graduates.

The National Universities Commission has concluded the review of the former *Benchmark Minimum Academic Standards (BMAS)* of 14 disciplines into those of *Core Curriculum and Minimum Academic Standards (CCMAS)* of 17 disciplines. I am therefore pleased to present these documents to the universities, the general public and the international community as I am sure that their application would tremendously uplift scholarship in our universities. I thank all and sundry who worked assiduously to bring this seminal enterprise to fruition.

Malam Adamu Adamu

Honourable Minister of Education

Preface

Section 10 (1) of the Education (National Minimum Standards and Establishment of Institutions) Act, Cap E3, Laws of the Federation of Nigeria 2004, empowers the National Universities Commission to lay down minimum standards for all universities and other degree awarding institutions of higher learning in the Federation and the accreditation of their degrees and other academic awards. The earliest efforts at giving effect to this legal framework in the Nigerian University System (NUS) started in 1989 following the collaboration between the Commission and Nigerian Universities, which led to the development of the Minimum Academic Standards (MAS) for all programmes in Nigerian universities. The MAS documents were subsequently approved by the Federal Government for use as a major instrument for quality assurance in the Nigerian University System (NUS). The documents were employed in the accreditation of programmes in the NUS for over a decade.

In 2001, the Commission initiated a process to revise the documents because the said MAS documents were essentially content-based and merely prescriptive. In 2004, the Commission developed outcome-based benchmark statements for all the programmes through a workshop that allowed for exhaustive deliberations by relevant stakeholders. Following comments and feedback from the universities to the effect that the Benchmark-style Statements were too sketchy to meaningfully guide the development of curriculum and inadequate for the purpose of accreditation, the Commission, in 2007 put in place a mechanism for the merger of the Benchmark-style Statements and the revised Minimum Academic Standards, which birthed the Benchmark Minimum Academic Standards (BMAS). The resultant BMAS, an amalgam of the outcome-based Benchmark statements and the content-based MAS clearly articulated the Learning Outcomes and competencies expected of graduates of each academic programme in Nigerian Universities without being overly prescriptive while at the same time providing the requisite flexibility and innovativeness consistent with institutional autonomy. In all, the BMAS documents were developed for the thirteen existing disciplines namely, **Administration and Management, Agriculture, Arts, Basic Medical Sciences, Education, Engineering and Technology, Environmental Sciences, Law, Medicine and Dentistry, Pharmaceutical Science, Sciences, Social Sciences and Veterinary Medicine.**

The Commission, in 2016, in its sustained commitment to make the NUS adaptable to global trends in higher education, constituted a group of relevant academic experts to develop a BMAS in **Computing**, thus increasing the number of disciplines in Nigerian Universities to fourteen.

In keeping with its mandate of making university education in Nigeria more responsive to the needs of the society, the National Universities Commission commenced the journey to restructure the BMAS in 2018, introducing in its place, the **Core Curriculum and Minimum Academic Standards (CCMAS)**, to reflect the 21st Century realities, in the existing and new disciplines and programmes in the Nigerian University System.

The new CCMAS is a product of sustained stakeholder interactions over two years. The composition of each panel took into consideration, the triple helix model, as a unique feature. This involved a blend of academic experts, academies, government (represented by NUC), professional bodies and of course, the private sector represented by the Nigerian Economic Summit Group (NESG). In order to enrich the draft documents, copies of each discipline were

forwarded to all critical stakeholders including the relevant academic units in Nigerian Universities, the private sector, professional bodies and the academies for their comments and input. These inputs along with the curriculum of programmes obtained from some foreign and renowned universities served as major working materials for the various panels constituted for that purpose.

Bearing in mind the need to adhere to covid-19 protocol as prescribed by the National Centre for Disease Control (NCDC), the Commission was compelled by prevailing circumstances to finalize the curriculum virtually. General Assemblies were also held via Zoom, comprising, the NUC Strategic Advisory Committee (STRADVCOM), Chairpersons/Co-Chairpersons of the various disciplines and Panel Members of the respective programmes. Each Discipline and Programme had NUC representatives who assisted panellists with all the tools and working materials. Several online meetings were held at programmes level, where the real business of developing the CCMAS took place. The products of the various programme-based virtual meetings were submitted to the corresponding discipline group and then to the National Universities Commission. These documents were further scrutinized and fine-tuned by a smaller group of versatile subject matter specialists and relevant private sector practitioners.

In line with the dynamism in higher education provisioning, the Commission took cognizance of complaints by the universities on the high number of General Studies (GST) courses in the BMAS, and was subsequently streamlined. Entrepreneurship courses such as Venture Creation and Entrepreneurship, and innovation found generous space. In addition, the new curriculum unbundled the Bachelor of Agriculture, Bachelor of Science in Mass Communication and the Bachelor of Architecture Programmes, while establishing some emerging specializations in these fields as obtained globally. This is in furtherance of the goal of producing fit for purpose graduates. The Allied Health Sciences was also carved out as a new Discipline from the existing Basic Medical Sciences discipline.

Preceding the completion of the curriculum review content and language editing, a 3-day validation workshop (face-to-face mode) involving critical stakeholders, including STRADVCOM, Vice-Chancellors and Directors of Academic Planning of Nigerian Universities, as well as the Nigerian Economic Summit Group (NESG) was organized by the Commission to validate the CCMAS documents, and to engender ownership for ease of implementation.

Consequent upon the afore-mentioned processes, seventeen CCMAS documents were produced for the following academic disciplines in the NUS:

1. Administration and Management
2. Agriculture
3. Allied Health Sciences
4. Architecture
5. Arts
6. Basic Medical Sciences
7. Computing
8. Communication and Media Studies
9. Education
10. Engineering and Technology
11. Environmental Sciences

12. Law
13. Medicine and Dentistry
14. Pharmaceutical Science
15. Sciences
16. Social Sciences
17. Veterinary Medicine

The CCMAS documents are uniquely structured to provide for 70% of core courses for each programme, while allowing universities to utilise the remaining 30% for other innovative courses in their peculiar areas of focus. In addition to the overall Learning Outcomes for each discipline, there are also Learning Outcomes for each programme and course. In general, programmes are typically structured such that a student does not carry less than 30 credit units or more than 48 credit units per session.

Consequently, the Commission is optimistic that the 2021 CCMAS documents will serve as a guide to Nigerian Universities in the design of curriculum for their programmes with regards to the minimum acceptable standards of input and process, as well as, measurable benchmark of knowledge, 21st century skills and competences expected to be acquired by an average graduate of each of the academic programmes, for self, national and global relevance.

Professor Abubakar Adamu Rasheed, *mni, MFR, FNAL*
Executive Secretary

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Introduction

Two Acts provide the legal framework for the quality assurance and regulatory mandates of the National Universities Commission. The first is the **National Universities Commission Act No. N81 Laws of Federation Nigeria (L.F.N.) 2004**.

*This Act sets up the National Universities Commission as a body corporate charged with the responsibility of advising the Federal and State Governments of all aspects of university education and the general development of universities in Nigeria. The second, **Education (National Minimum Standard and Establishment of Institutions) Act No. E3 L.F.N. 2004**, empowers the National Universities Commission to lay down minimum standards for all universities and other institutions of higher learning in the Federation and the accreditation of their degrees and other academic awards in formal consultation with the universities for that purpose, after obtaining prior approval therefor through the Minister, from the President.*

Following the enactment of NUC Act No. E3 L.F.N. 2004, the National Universities Commission developed the first set of Minimum Academic Standards (MAS) in 1989 for all the academic programmes existing in the Nigerian University System (NUS) at that time under the 13 major disciplines of Administration, Agriculture, Arts, Education, Engineering and Technology, Environmental Sciences, Law, Medicine and Dentistry, Management Sciences, Pharmaceutical Science, Science, Social Sciences and Veterinary Medicine. The Minimum Academic Standard served as the reference documents for the first accreditation of programmes conducted in NUS in 1990.

In its bid to review the Minimum Academic Standard documents, which was predicated on the fact that they were prescriptive, the Commission decided to develop the outcome-based Benchmark Statements for all programmes in the Nigerian University System in line with contemporary global practice in 1999. In the first comprehensive review of the Minimum Academic Standards by NUC, which was in 2004, the Commission decided to merge the Benchmark Statements and the revised Minimum Academic Standards into a new document called Benchmark Minimum Academic Standards (BMAS). These documents were approved for use in Nigerian universities in 2007. A second attempt at reviewing the BMAS was in 2011. It must however be noted that stand alone BMAS for new programmes were at different times developed by the Commission on request from some Nigerian universities.

The Current Review of the BMAS

The journey of the current curriculum review efforts commenced in 2018, when the National Universities Commission circulated the 2018 draft BMAS to all Nigerian universities and other stakeholders for their comments. In addition to the harvested comments, the curriculum of different programmes of some world-class universities were downloaded. The draft 2018 BMAS, compiled comments of Nigerian universities and other stakeholders and the downloaded curriculum of some foreign universities served as the working documents for the curriculum review panels. A multi-stakeholder approach was deployed in constituting the panels for the curriculum review exercise. The constituted panels included:

- i. Academic staff of Nigerian universities;
- ii. Representatives of the Academies;

- iii. Representatives of Professional bodies/associations
- iv. Representatives of the private sector

In addition to the reviewers working individually and in consultation with their subject area peers, over 512 cumulative online meetings of the general assembly (Vice-Chancellors, Discipline Chairmen/Chairpersons, programme-specific reviewers and Heads/representatives of international quality assurance agencies and institutions); Discipline groups; and programme groups were held between March and November, 2021. Physical meetings were also held to finalize the curriculum review exercise.

The reviewers carried out their assignments with a view to producing a curriculum for their respective programmes that will reflect both national and international expectations. Specifically, the reviewers focused on ensuring that the emerging curriculum will be adequate to train Nigerian university students in the 21st Century. By implication and in addition to current trends in the various programmatic areas, the curriculum will be ICT oriented, promote Artificial Intelligence, enhance skills acquisition (including soft skills), inculcate and sharpen entrepreneurship mindset of students and capable of steering the deployment of evolving technologies to deliver its content.

The Core Curriculum and Minimum Academic Standards (CCMAS)

The major highlights of the new curriculum are:

1. Change of nomenclature from **Benchmarks Minimum Academic Standards (BMAS)** to **Core Curriculum and Minimum Academic Standards (CCMAS)**;
2. The curriculum provides for 70% minimum core courses requirements for graduation. Nigerian universities are expected to provide the remaining 30%;
3. In consonance with global best practice, the curriculum is to stimulate blended learning in its delivery;
4. Mass Communication has been unbundled to create a distinct discipline of Communications comprising degree programmes in Advertising, Broadcasting, Development Communication Studies, Film and Multimedia, Information and Media Studies, Journalism and Media Studies, Mass Communication, Public Relations and Strategic Communication;
5. Agriculture has been unbundled into programmes in its contributing components of B.Sc. Agricultural Economics, B.Sc. Animal Science, B.Sc. Crop Science and B.Sc. Soil Science;
6. The unbundling of Architecture and introduction of Architecture as a new discipline with programmes like Architecture, Architectural Technology, Furniture Design, Interior Architecture Design, Landscape Architecture and Naval architecture;
7. The split of the Basic Medical Sciences discipline into two – Basic Medical Sciences and Allied Health Sciences;
8. Reduction of the General Studies (GST) course from 36 credit units to 12 credit units of 6 courses as follows:
 - i. Communication in English;
 - ii. Nigerian People and Culture;
 - iii. Philosophy, Logic and Human Existence;
 - iv. Entrepreneurship and Innovation;
 - v. Venture creation; and
 - vi. Peace and Conflict resolution.

9. Entrepreneurship has been repackaged with the introduction of programme-specific entrepreneurship;
10. The number of academic disciplines has been increased from 14 to 17 as follows:
 - i. Administration and Management
 - ii. Agriculture
 - iii. Allied Health Sciences
 - iv. Architecture
 - v. Arts
 - vi. Basic Medical Sciences
 - vii. Communications and Media Studies
 - viii. Computing
 - ix. Education
 - x. Engineering and Technology
 - xi. Environmental Sciences
 - xii. Law
 - xiii. Medicine and Dentistry
 - xiv. Pharmaceutical Science
 - xv. Sciences
 - xvi. Social Sciences
 - xvii. Veterinary Medicine

Having reviewed the curriculum of Nigerian universities, the next steps will include training and retraining of academic staff of Nigerian universities to effectively deliver the content of the curriculum.

Glossary of Course Codes

Course Codes are the 3 – letter codes for the identification of courses offered in the Law discipline as covered in the BMAS for the Nigerian University System. They are in three categories dictated by the sources of courses involved:

Category A: Course codes for courses offered in programmes outside the Faculty of Law

Category B: Course codes for the general and basic courses offered by all students registered in the Law Discipline.

Category C: Course codes for courses offered by specific department in the Law faculty.

Category A

The Programme offering the Courses	Course Code
Psychology: Introduction to Psychology	PSY 101
Philosophy: Introduction to Social and Political Philosophy	PHY 105
Entrepreneurship: Entrepreneurship and Innovation	ENT 211
Entrepreneurship: Venture Creation	ENT 312

Category B

The Programme offering the Courses	Course Code
General Studies Courses offered at the University for students registered for degree programme in all the disciplines.	GST
Foundation courses for all students registered in the Law programme.	LAW

Category C

The Departments offering the Courses	Course Code
Department of Private and Property Law	PPL
Department of Jurisprudence and International Law	JIL
Department of Commercial and Industrial Law	CIL
Department of Public Law	PUL
Department of Clinical Legal Education and Training	CLE
Department of Islamic and Customary Law	ICL

Preamble

These Core Curriculum and Minimum Academic Standards (CCMAS) are designed for the education and training of undergraduate students wishing to obtain first degree in Law in the Nigerian university system. Presented in this Section are the basic operational elements that serve to define the core curriculum and minimum academic standards required to achieve the cardinal goal of producing graduates in Law with sufficient academic background and professional exposure to face the challenges of a developing economy in the increasingly globalised world economy.

It is pertinent to note that this CCMAS Document is expected to guide institutions in the design of curricula for their Law programmes by stipulating the minimum requirements. Being such, institutions are encouraged to take due cognizance of the CCMAS while bringing necessary innovation into the content and delivery of their programmes towards achieving the overall goals of legal education and training in the country.

Programme and Degree

Presented in Table 1.1 are the programmes and the degrees in view covered in this current CCMAS Document. An attempt has been made to cover not only the programme being currently run in the Faculty of Law, but, also, proposed new programmes in response to the local and global dynamics of the requisite knowledge, skills and professional competences of Law graduates. Overall, it is expected to serve the needs of existing faculties contemplating minor or major programme review and also new institutions seeking to chart a new path away from the existing programmes in the system.

Table 1.1 List of Programme and Degree

S/N	Programme	Degree in View
1.	Law	LL. B
2	Common and Islamic Law	LL. B Common & Islamic Law (Combined)

All Faculties of Law in Nigerian Universities will offer courses and programmes leading to the degree of ***Bachelor of Laws (LL.B) Honours and/or Bachelor of Laws (LL.B) Honours, Common & Islamic Law (Combined)***

A law faculty is expected to have a minimum of two (2) departments and may wish to develop departments to a maximum of six (6).

The six departments a faculty of law may establish are:

- Department of Private and Property Law (PPL).
- Department of Jurisprudence and International Law (JIL).
- Department of Commercial and Industrial Law (CIL).
- Department of Public Law (PUL)
- Department of Clinical Legal Education and Training (CLE).
- Department of Islamic and/or Customary Law (ICL).

Philosophy and Fundamental Principles of the Discipline

The Law Discipline is established to contribute significantly to the enrichment and enhancement of legal study and practice. It is designed to provide legal education within the realm of a dynamic socio – political environment that encompasses the national and global

trends and challenges. The main focus of the Law discipline is to create an environment that encourages intellectual rigour, analytical and critical engagement as well as profound ethical standards. The discipline will produce law graduates who can compete actively in legal, social, economic and political developments on a global scale.

Aims and Objectives of the Law Discipline

The main aims and objectives of the Discipline should be:

1. To ensure that Law is taught as it exists at any given time, and that every Law student adopts a comparative approach to legal studies bearing in mind that there are many systems of Law (Common Law, Statutory Law, Customary Law and Islamic Law) currently in operation.
2. To ensure that students are imbued with a general knowledge and understanding of Law.
3. To develop in students the intellectual ability to apply research, knowledge and analytical skills to solving theoretical and practical legal problems.
4. To acquaint students with principles of the judicial process and legal systems, as well as their interaction with socio-economic frameworks.
5. To provide, through training and orientation, an appreciation of the growing relevance of inter- and multi-disciplinary approach to the solution of complex life problems and the role of law therein.

Admission Requirements

The entry requirements shall be through any of the two under-listed options:

a) **Unified Tertiary Matriculation (UTME) mode**

The minimum academic requirement is credit level passes in five (5) subjects at the Senior School Certificate (SSC)/O'Level in nationally recognised examination, including English Language and Literature in English obtained at not more than two sittings; such a candidate must in addition have an acceptable pass in the UTME. For students in the Common and Islamic Law Programme, they are to in addition to the above requirements, have credit pass in Islamic Studies obtained in not more than two sittings.

b) **Direct Entry Mode**

1. A two or three-year Diploma certificate plus credit passes in five (5) papers, including English Language and Literature in English at the Senior Secondary Certificate (SSC) or General Certificate of Education 'Ordinary' Level or their equivalent; or
2. Three (3) papers at Principal or Advanced Level in Higher School Certificate or GCE together with credit in English Language and English Literature in the S.S.S. Certificate Examination or GCE 'O' Level or their equivalent, or
3. Two (2) papers at Principal or Advanced Level in HSC or GCE plus credit in three (3) other papers (including English Language and English Literature) in S.S.S. Certificate Examination or GCE 'O' Level or their equivalent.
4. A good honours degree.

It should be noted that for students seeking direct entry into Common and Islamic Law programme, they are to in addition to the above requirements in (b) (i)-(iii) have credit pass in Islamic Studies obtained in S.S.S. Certificate Examination or GCE 'O' Level or their equivalent.

Duration of the Law Programmes.

A standard 5-year programme for students with Senior School Certificate, General Certificate of Education "Ordinary" Level, or their equivalents is to be offered. However, Direct Entry candidates will be permitted to join in year two of the programme. However, this category of students must take any 100-level course missed.

Learning Outcomes.

Law graduates are expected to develop a wide range of skills and abilities. These are divided into three broad categories:

1. **Analytical skills**

Graduates of law are expected to develop high cognitive abilities and skills. With the growing complexities in society law graduates are expected to identify related socioeconomic challenges and demonstrate ability/competence in proffering practical relevant solutions.

2. **Research skills**

Graduates of the programme are also expected to exhibit commendable research skills, with significant ability to find, consult, and analyse legal texts and other materials.

3. **Advocacy skills**

As ministers in the temple of justice, graduates of law are expected to demonstrate commitment to societal harmony and the administration of justice at all levels utilizing their analytical and advocacy skills.

4. **Application**

Graduates of law are expected to have the ability to apply their knowledge and skills in solving academic and practical social problems.

Graduation Requirements

A student shall qualify for the award of a degree when the student has completed and passed all the Courses registered for, including all compulsory courses and such elective /optional courses as may be specified by the university/faculty; obtained a minimum Cumulative Grade Point Average (CGPA) specified by the university but not less than 1.00 and earned the minimum credit units of not less than 150 for those that entered UTME and 120 through Direct Entry for the Law programme. For the Common and Islamic Law programme, a candidate must obtain a minimum Cumulative Grade Point Average (CGPA) specified by the university but not less than 1.00 and earned the minimum credit units of not less than 180 for those that entered UTME and 150 through Direct Entry

Course System

The Law programmes are to be run on a Course System, under which courses are divided into course packages that will be taught within a semester system, with examinations at the end of each semester. Weights in form of units will be attached to each course, with one Unit equivalent to one hour of lectures. One Unit is equivalent to one hour per week per semester of 15 weeks of lectures or 3 hours per week of practical/moot court work per semester of 15 weeks. It is assumed that the Nigerian university system shall continue to operate an academic year of two semesters with a minimum of 15 weeks of lectures/tutorials/clinic per semester.

Courses are to be numbered based on a progressive system reflecting the applicable session and semester within the 5 – year programme. For ease of reference and identification, course numbers may be prefixed by a three – character programme/subject code, usually reflecting the department that offers the particular course. Thus, the course code is in the form: DEP LNJ (where the three letters DEP identify the programme, 'L' in LNJ represents the level of the course (1 or 2 or 3 or 4 or 5 for all undergraduate courses) and NJ is a two – digit numbering of courses. Thus, for example, PUL 409 is a 400 – Level (4th year) course with number 09 offered by the Department of Public Law.

Grading of Courses

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Points as shown in Table 1.2.

Grade Point System

Table 1.2

Mark %	Letter Grade	Grade Point
70 – 100	A	5.0
60 – 69	B	4.0
50 – 59	C	3.0
45 – 49	D	2.0
40 – 44	E	1.0
0 -- 39	F	0

Grade Point Average and Cumulative Grade Point Average

For the purpose of determining a student's standing at the end of every semester, the Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total number of Units multiplied by the Grade Point (TUGP) by the total number of units (TNU) for all the courses taken in the semester as illustrated in Table 1.3 below.

The Cumulative Grade Point Average (CGPA) over a period of semesters is calculated in the same manner as the GPA by using the grade points of all the courses taken during the period, which is the student's cumulative time in the Faculty.

Calculation of GPA or CGPA

Table 1.3

Course	Units	Grade Point	Units x Grade Point (UGP)
C ₁	U ₁	GP ₁	U ₁ x GP ₁
C ₂	U ₂	GP ₂	U ₂ x GP ₂
-	-	-	-
-	-	-	-
C _i	U _i	GP _i	U _i x GP _i
-	-	-	-
-	-	-	-
C _N	U _N	GP _N	U _N x GP _N
TOTAL	TNU		TUGP

$$TNU = \sum_{i=1}^N U_i \quad TUGP = \sum_{i=1}^N U_i * GP_i \quad GPA = \frac{TUGP}{TNU}$$

Degree Classifications

The following regulations shall govern the conditions for the award of an honours degree.

1. Candidates admitted through the UTME mode shall have registered for at least 150 units of courses during the 5 – year degree law programme.
2. Candidates admitted through the Direct entry mode shall have registered for at least 120 units of courses during the 4 – year degree law programme
3. Candidates admitted through the UTME mode shall have registered for at least 180 units of courses during the 5 – year degree Common and Islamic law programme.
4. Candidates admitted through the Direct entry mode shall have registered for at least 150 units of courses during the 4 – year degree Common and Islamic law programme
5. Candidates must have registered and passed all the compulsory courses specified for the law programme.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree as summarized in Table 1.4. It is important to note that the CGPA shall be calculated and expressed correct to two decimal places.

Degree Classification

Table 1.4

CUMULATIVE GRADE POINT AVERAGE (CGPA)	CLASS OF DEGREE
4.50 – 5.00	1 st Class Honours
3.50 – 4.49	2 nd Class Honours (Upper Division)
2.40 – 3.49	2 nd Class Honours (Lower Division)
1.50 – 2.39	3 rd Class Honours
1.00 – 1.49	Pass

Duration

The maximum length of time allowed for obtaining an honours degree in the Faculty shall be fourteen semesters for the 5 – year degree programme and twelve semesters for students admitted directly into the 200 level. Students requiring more than the maximum period of fourteen and twelve semesters for UTME and Direct entry students can be considered for the award of a third-class degree on the recommendation of the Faculty Board and the approval of Senate.

Students who transfer from other universities should have sat and passed all courses transferred from the previous university or should have attained the minimum CGPA of 1.49. Such students shall however be required to spend not less than three sessions (6 semesters) in order to earn a degree. Students who transfer from another programme in the Faculty or other faculties for any approved reason shall be credited with those units passed that are within the curriculum of the programme to which they have transferred. Appropriate decisions on transfer cases shall be subjected to the approval of Senate on the recommendation of the Faculty.

1. Probation

A student whose Cumulative Grade Point Average is below 1.0 at the end of a particular year of study, earns a period of probation for one academic session. A student on probation is allowed to register for courses at the next higher level in

addition to his/her probation level courses provided that the regulation in respect of student work – load is complied with.

2. Withdrawal

A candidate whose Cumulative Grade Point Average is below 1.0 at the end of a particular year of probation should be required to withdraw from the University. However, in order to minimize waste of human resources, consideration should be given to withdrawal from programme of study and possible transfer to other programmes within the same University.

Tutorials

The timetable for courses shall be designed to make provision for tutorials of at least one hour for every four hours of lecture. Thus a 3 – unit course of 45 hours per semester should attract 15 hours of tutorials.

Evaluation

Techniques of Student Assessment

Continuous Assessments

Continuous assessment shall be done through essays, tests, and participatory exercises. Scores from continuous assessment shall normally be a minimum of 30 per cent of the full marks for courses which are primarily theoretical.

Examinations

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

Final Examination:	70% – 60%
Continuous assessment (Quizzes, Homework, Tests):	30% – 40%

External Examiner System

The involvement of external examiners from other universities is a crucial quality assurance requirement for all courses in Nigerian University System. In this regard, external examiner should go beyond mere moderation of examination questions to examining of examination papers to scope and depth of examination questions vis-a-vis the curricular expectation.

Student Evaluation of Courses

There should be an established mechanism to enable students to evaluate courses delivered to them at the end of each semester. This should be an integral component of the course credit system to serve as an opportunity for feedback on the effectiveness of course delivery.

Such an evaluation which should be undertaken by students at the end of each course, should capture, among others:

- (i) Improvement in the effectiveness of course delivery.
- (ii) Continual update of lecture materials to incorporate emerging new concepts.
- (iii) Effective usage of teaching aids and tools to maximize impact of knowledge on students and
- (iv) Improvement in students' performance through effective delivery of tutorials, timely in presentation of continuous assessment and high-quality examination.

It is very important that students' evaluation of courses be administered fairly and transparently through the use of well-designed questionnaires. The completed questionnaires should be professionally analysed and results discussed with the course lecturer(s) towards improvement in course delivery in all its ramifications.

Maintenance of Curricular Relevance

Using the CCMAS as guide, the curriculum in each discipline shall be reviewed from time to time to determine the continued relevance and fitness of purpose. The NUC, in its role as the national quality assurance agency on university programmes, shall subject the benchmark statements for review periodically. It is recommended that universities review their programme, at least once in five years, using the current quality assurance benchmark statements. A committee of staff competent to carry out an effective review shall conduct each curriculum review. The review shall include an assessment as to whether the goals and objectives of the programme as formulated are still relevant in dynamic professional and social contexts. Reviews shall endeavour to incorporate the opinions of relevant stakeholders such as students, staff, external examiners, employers, professional bodies, policy makers etc. Each curriculum so revised shall be subjected to consideration and approval at the levels of Department, Faculty/Colleges, and Senate in the University. Specifically, a good review should examine the curriculum and resources in accordance with the following criteria:

1. Re – assessment/re – formulation of goals and objectives of the programme in relation to the needs of the learners and the market requirements, taking into account the broader aspects of the discipline.
 - a. (ii) The market demands of the graduates, in terms of skills needed to function as competitive professionals in the current labour market on a global scale.
 - b. (iii) Relevance of the current content in terms of knowledge, skills and attitudes being taught/developed, and how these meet the needs of the present and future requirements of the clientele.
2. How the teaching and learning methods meet or fall short of current and future standards of comparable programmes.
3. The quality of teaching and learning material used.
4. Outcomes of learning in terms of success, experience of learners (pass rate, knowledge and skills acquisition, professional capability and integrity) as contributed by the programme.
5. The views of employers and community members on the quality and relevance of the curriculum.

Performance Evaluation Criteria

The accreditation of the Law programme will serve as a system of ensuring a level of performance, integrity and quality that ensures the relevance of the programme to the broader educational and professional community, the students, and employers of labour.

The objectives of the accreditation exercise are to:

1. Ensure that at least the provisions of the minimum academic benchmark statements are attained, maintained and enhanced.

2. Assure employers and other members of the community that graduates of these institutions have attained an acceptable level of competence in their areas of specialisation.
3. Certify to the international community that the programmes offered in these universities are of high standard and that their graduates are proficient for employment and for further studies.

LL. B Degree

Overview

This Curriculum offers a truly modern legal education reflecting the needs and concerns of Nigeria and the global community in the 21st century. The curriculum invites the students to develop a knowledge and understanding of legal concepts, practical applications, and legal skills in clinical and moot court practice, ethics, and legal argument. The curriculum exposes students to developing critical skills in research and analysis as well as understanding policy implications. Overall, the degree is designed to provide both a robust academic experience as well as vocational development, a balance that is highly sought after by employers in both law and non-law sectors.

Philosophy

The Law programme is established to contribute significantly to the enrichment and enhancement of legal study and practice. It is designed to provide legal education within a dynamic socio-political environment encompassing national and global trends and challenges. The main focus of the Law programme is to create an environment that encourages intellectual rigour, analytical and critical engagement, and profound ethical standards. The programme must be committed to outcome-based, learner-centred legal education that integrates knowledge, skills, and value competency and ethics to produce law graduates who can compete actively in legal, social, economic, and political developments globally.

Objectives

Objectives of the LL.B Common Law are as follows:

1. ensure that Law is taught as it exists at any given time and that every Law student adopts a comparative approach to legal studies bearing in mind that there are many systems of Law (Common Law, Statutory Law, Customary Law and Islamic Law) currently in operation;
2. ensure that students are imbued with general knowledge and understanding of Law;
3. develop in students the intellectual ability to apply research, knowledge and analytical skills to solving theoretical and practical legal problems;
4. acquaint students with principles of the judicial process and legal systems, as well as their interaction with socio-economic frameworks;
5. provide, through training and orientation, an appreciation of the growing relevance of inter-disciplinary and multi-disciplinary approaches to the solution of complex life problems and the role of law therein;
6. prepare the students to practice law with professional excellence and commitment to fairness, justice, compassion, and the highest ethical standards;
7. develop in the students the knowledge and competency that will enable them to succeed in a range of careers, leadership at the Bar, the Bench, the academia, the public and private sectors;
8. prepare the students to serve the community, accommodate disadvantaged members of society, and be dedicated to the preservation of human dignity and the common good;
9. train the students to appreciate the synergy between the law and other disciplines or professions; and

10. prepare the students for the diverse and globalised environment.

Unique Features of the Programme

The features are as follows:

1. client relationships such as the ability to listen, understand the client's perspective and goals and develop a relationship of trust;
2. ethical responsibilities: The legal profession's values of justice, fairness, candour, honesty, integrity, professionalism, respect for diversity, and respect for the Rule of Law;
3. self-confidence, resilience, and good communication skills;
4. problem-solving: Representational skills such as the ability to collaborate or otherwise work effectively with co-counsel and with third parties including opposing counsel, tribunals, and other professionals, negotiate and draft agreements;
5. lifelong learning and research: Factual research, ability to interview (e.g. clients, witnesses, and victims), gather facts by formal and informal means;
6. *pro bono*: Responsibility to ensure that adequate legal services are provided to those who cannot afford to pay for them;
7. entrepreneurship skills to see law practice as a business;
8. globalization and cross-cultural skills such as the ability to interact with clients, lawyers, and others from various cultures and socio-economic groups and the ability to practice cross-jurisdictionally and internationally;
9. alternative dispute resolution: Provide effective counselling on alternative courses of action; and
10. social engineering: The role of the legal profession in society

Employability Skills

1. Robust legal argument skills
2. Communication skills
3. Research and brief writing skills
4. Arbitration and Mediation competencies
5. Analytical skills to solving theoretical and practical legal problems
6. Practice management skills
7. Transactional skills, such as the ability to structure a legal transaction effectively
8. Legal drafting skills

21st Century Skills

The programme will lead to the acquisition of the following 21st Century skills:

1. legal Presentation skills;
2. alternative Dispute Resolution skills;
3. practical Court Room presentation;
4. globalization and cross-cultural skills;
5. information technology skills;
6. critical thinking;
7. communication skills;
8. creativity;
9. problem-solving;
10. perseverance; and

11. collaboration

Admission and Graduation Requirements

Admission Requirements

The entry requirements shall be through any of the two under-listed options:

Indirect (UTME) Mode

The minimum academic requirement is credit level passes in five (5) subjects at O' Level in a nationally recognised examination, including English Language and Literature in English obtained at not more than two sittings; such a candidate must, in addition, have an acceptable pass in the UTME.

Direct Entry Mode

1. A two or three-year Diploma certificate plus credit passes in five (5) papers, including English Language and Literature in English at the Senior Secondary Certificate (SSC) or General Certificate of Education 'Ordinary' Level or their equivalent; or
2. Three (3) papers at Principal or Advanced Level in Higher School Certificate or GCE together with credit in English Language and English Literature in the S.S.S. Certificate Examination or GCE 'O' Level or their equivalent, or
3. Two (2) papers at Principal or Advanced Level in HSC or GCE plus credit in three (3) other papers (including English Language and English Literature) in S.S.S. Certificate Examination or GCE 'O' Level or their equivalent.
4. A good honours degree.

Duration of the LL.B Degree

A standard 5-year programme for students with Senior Secondary School Certificate, General Certificate of Education Ordinary Level, or their equivalent is offered. Direct Entry candidates will be permitted to join in year two of the programme. However, this category of students must take any 100-level course missed.

Graduation Requirements

The following regulations shall govern the conditions for the award of an honours degree.

1. Candidates admitted through the UTME mode shall have registered for a minimum of 150 and a maximum of 180 units of courses during the 5-year degree law programme; and
2. Candidates admitted through the Direct Entry mode shall have registered for a minimum of 120 and a maximum of 150 units of courses during a 4-year degree law programme.
3. A student shall qualify for the award of a degree when the student has completed and passed all the courses registered for, including all compulsory courses and such elective /optional courses as may be specified by the university/faculty; obtained a minimum Cumulative Grade Point Average (CGPA) set by the university but not less than 1.00 and earned the minimum credit units of not less than 150 for those that entered UTME and 120 through Direct Entry.

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	-
PSY 101	Introduction to Psychology	2	C	30	
PHL 105	Introduction to Social and Political Philosophy	2	C	30	
PUL 101	Legal Methods I	4	C	60	
PUL 102	Legal Methods II	4	C	60	
LAW 101	English for Legal Writing	2	C	30	
LAW 102	Introduction to Logic	2	C	15	45
	Total	20			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	45	15
PUL 201	Constitutional Law I	4	C	45	45
PUL 202	Constitutional Law II	4	C	45	45
PUL 203	Nigerian Legal System I	4	C	45	45
PUL 204	Nigerian Legal System II	4	C	45	45
CIL 201	Law of Contract I	4	C	45	45
CIL 202	Law of Contract II	4	C	45	45
	Total	28			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
PUL 301	Criminal Law I	4	C	45	45
PUL 302	Criminal Law II	4	C	45	45
PPL 301	Law of Torts I	4	C	45	15
PPL 302	Law of Torts II	4	C	45	45
CIL 303	Commercial Law I	4	C	45	15
CIL 304	Commercial Law II	4	C	45	45
	Total	28			

400 Level

Course Code	Course Title	Units	Status	LH	PH
PUL 401	Law of Evidence I	4	C	45	45
PUL 402	Law of Evidence II	4	C	45	45
PPL 403	Equity and Trusts I	4	C	45	45
PPL 404	Equity and Trusts II	4	C	45	45
PPL 405	Property Law I	4	C	45	45
PPL 406	Property Law II	4	C	45	45
CLE 401	Clinical and Moot Court Practice	4	C	45	45
CLE 402	Clinical and Moot Court Practice	4	C	45	45
	Total	32			

500 Level

Course Code	Course Title	Units	Status	LH	PH
JIL 501	Jurisprudence and Legal Theory I	4	C	45	45
JIL 502	Jurisprudence and Legal Theory II	4	C	45	45
PPL 501	Company Law I	4	C	45	45
PPL 502	Company Law II	4	C	45	45
LAW 599	Long Essay	6	C	45	45
	Total	22			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students are expected to:

1. identify possible sound patterns in the English Language;
2. list notable Language skills;
3. classify word-formation processes;
4. construct simple and relatively 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 technical and straightforward reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). The sentence is Structural and functional, simple and complex). Grammar and

Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post Writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word-formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students are expected 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 (an 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 justice 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.

PSY 101: Introduction to Psychology**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students are expected to:

1. discuss the aim of studying psychology;
2. discuss and critically evaluate the schools of Psychology;
3. discuss the historical antecedents to modern Psychology;
4. explain different areas of specialisation in Psychology;
5. mention the methods of investigation, data collection and principles that guide scientific research; and
6. discuss the relationship between psychology and other disciplines and critically evaluate the controversies in psychology.

Course Contents

A brief history of Psychology; the aim of psychology; early schools of Psychology; structuralism, functionalism, behaviourism, gestalt psychology, psychoanalysis. Later schools of Psychology such as cognitive; evolutionary, humanistic and biological. Fields of Psychology such as clinical, industrial, social, environmental, developmental, school, educational, neuropsychology and medical/behavioural. Psychology as a specific discipline: principles that guide scientific research such as objectivism, empiricism, determinism, scepticism, a convergence of operation, refutability and testability. Methods of investigation in Psychology: experimentation, observation, case-study, survey, archival. Relationship between psychology and other disciplines: current issues- mind and body, Nature and Nurture controversies.

PHL 105: Introduction to Social and Political Philosophy (2 Units C: LH 30)**Learning outcomes**

At the end of the Course, students are expected to:

1. have acquired a good understanding of what Social and Political Philosophy is all about;
2. be familiar with the notions of society, the origin of the state, the individual in society, political obligations, leadership and;
3. appreciate their role as citizens and help shape their relationship with other constituents of society.

Course Contents

The State and the citizen; the nature of man and the origins of the state. Nature of political obligation; the ideal state and the individual. History of political thought and some existing political theories from ancient to modern times.

PUL 101: Legal Methods 1**(4 Units C: LH 60)****Learning outcomes:**

At the end of the course, students are expected to:

1. appreciate the various legal rules, methods, processes and reasoning;

2. acquire basic knowledge of the fundamental concepts of law and the various legal systems;
3. gain knowledge of the function of law in society; and
4. appreciate the various aspects and perspectives of law.

Course Contents

Law in a social context- nature and functions of law in society: law, order and justice; law and freedom; law and the state; law and legitimacy; law and sovereignty. Aspects of the law – types of law – eternal law, divine law, natural law and human or positive law; classification of law: common law and civil law; common law and equity; public and private law; civil and criminal law, substantive and procedural law; written and unwritten law; customary law and Islamic law and global legal traditions (common, civil, Roman-Dutch, Chinese, Islamic and customary laws. Methods of social control through law – penal method; grievance – remedial method; private arranging method; constitutive method, administrative, regulatory method; fiscal method; conferral or social benefits method. Legal reasoning and approach to problems – the language of the law; principles, standards and issues in law; formality and precision in the use of language and distinctiveness of legal terminology; legal rhetoric and legal logic; legal reasoning and practical reasoning; legalism. Legal reasoning in judicial processes: sifting of facts and law in courts; *ratio decidendi*; precedents. Legal reasoning in legislation – legislative proposals; legislative drafting; ambiguity, vagueness, open texture, semantics in law; legislative process: construction of statutes; types of legislation; codification of laws.

PUL 102: Legal Methods II

(4 Units C: LH 60)

Learning Outcomes

At the end of the Course, students are expected to:

1. appreciate the hierarchy and categories of sources of law;
2. illustrate basic knowledge in the use of various legal materials and resources;
3. identify basic knowledge in the way and style of legal writing; and
4. familiarise themselves with the ethics of the legal profession, including dress codes and modes

Course Contents

Sources of law – primary sources; statutory materials and judicial materials; secondary sources: books and pamphlets, letters, speeches, interviews, periodicals, and newspapers; foreign materials. Use of source materials – law library and legal research, indexing and identification of library materials, cases and citation of cases and reports; opinions; analysis and note-taking; use of authorities in legal argument and legal writing. Online research methods. Legal writing – methods and approaches in essay writing; styles of writing; analysis of social and legal issues and application of legal rules; division of topics into chapters, sections and subsections. Professional ethics, and regulation of the legal profession.

LAW 101: English for Legal Writing

(2 Units C: LH 30)

Learning Outcomes

At the end of the Course, students are expected to:

1. illustrate the understanding of principles, standards, and issues in law, including formalities and precision in the use of language; the uniqueness and distinctiveness of legal terminology, rhetoric, logic, reasoning and legalism;
2. list the tools and skills required by law students to study and display the ability to apply them;
3. explain the fundamentals of English Grammar;
4. be able to take and make notes from lecture and text, respectively;
5. demonstrate ability in both reading and writing skills consisting of presentations;
6. organise ideas in writing of legal letters, reports, essays and examination answers; and
7. distinguish between main ideas from supporting details.

Course Contents

English Language and the law: principles, standards and issues in law; formality and precision in the use of language and distinctiveness of legal language; legal rhetoric and legal logic; legal reasoning and practical reasoning; legalism; Study Skills for Students of Law; Guided note-taking; Free-note-taking; Note-making from texts; Fundamentals of English Grammar; Reading Skills, (a glossary, index, table of contents. Titles, main and sub-headings.) Scanning; Skimming; Distinguishing main ideas from supporting detail; Anaphora; Inference skills; Writing Skills: presentation, organisation of ideas in writing and tasks related to the study and or practice of law; writing legal letters; summarising a legal text or document; writing a report; writing an essay or examination answer.

LAW 102: Introduction to Logic

(2 Units C: LH 30)

Learning Outcomes

At the end of the Course, students are expected to:

1. identify the basic features of logic as an academic discipline;
2. identify the main branches of logic in philosophical discourse;
3. describe the elementary rules of reasoning and application to logic;
4. recognise arguments, deduction and induction, truth and validity
5. extrapolate and deploy expertise in logic to other areas of knowledge; and
6. apply the knowledge and expertise acquired in logic.

Course Contents

Scope of logic; premises and conclusions. Recognising arguments, deduction and induction, truth and validity. Three basic uses of Languages, discourse serving multiple functions, the forms of discourse, emotive works, kinds of agreement and disagreement, emotivity neutral language. Fallacies of relevance, fallacies of ambiguity, avoidance of fallacies. Five purposes of definition, verbal disputes and definition, various kinds of meaning. Techniques for defining, rules for definition by genus and differences. Categorical prepositions and classes, quality, quantity and distribution, the traditional square of opposition, further immediate inferences, existential import, symbolism and diagram categorical prepositions, Categorical syllogism,

standard form and nature, Venn diagrams, rules and fallacies. Reducing terms in syllogistic arguments, translation, enthymemes, sorters, disjunctive and hypothetical syllogism. The dilemma.

200 Level

GST 212 Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

At the end of the Course, students are expected to:

1. tell the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain 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 assess 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. use 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.

ENT: 211 – Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, students are expected 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. analyze 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;
- a

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.

PUL 201: Constitutional Law I

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. gain basic knowledge on the fundamental concepts and doctrines of constitutional law and constitutionalism;
2. tell the historical trends and constitutional developments in Nigeria and their relevance to the study of constitutional law today;
3. identify and analyse constitutional law issues relating to federalism, the rule of law, separation of powers, human rights, systems of government, citizenship, judicial review, amongst others;
4. compare the constitutional frameworks of one system and others; and
5. demonstrate understanding of the implementation, interpretation and case law on provisions of the constitution.

Course Contents

Definition and sources of constitutional law: classification of constitutions: written and unwritten, rigid and flexible, federal and unitary, presidential and parliamentary. The concepts of separation of powers, the rule of law, federalism, the supremacy of the constitution/parliament. The legal consequences of the change of government by extra-constitutional means (e. g. *coup d'état*); pre-colonial constitutional systems and constitutional history of Nigeria from the advent of British rule up-to-date; The Military and Constitution-Making in Nigeria, Law Making by the Military, The Judiciary under the Military, The Executive under the Military, The Military and search for constitutional and political order.

PUL 202: Constitutional Law II

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. appreciate the basic safeguards of every constitution;
2. explain the rationale behind some basic constitutional provisions such as human rights and separation of power;
3. appreciate the strengths and weaknesses of various types of constitutions;
4. tell the extent and scope of the powers of each arm of the government and whether one is superior to the other;
5. demonstrate an understanding of election or appointment of any government officials into office; and
6. application of constitutional provisions to doctrines.

Course Contents

Supremacy of the constitution, citizenship, fundamental rights, fundamental objectives and directive principles of state policy, creation of states, and constitutional amendments. Legislative power: its meaning, scope and relation with the executive and judicial powers; delegation of legislative power – division of legislative power between the federation and the states; interpretation of legislative entries/its doctrines of pith and substance, implied powers, repugnancy, and occupied field – impeachment power: oversight functions of the Legislature Judicial power: its meaning and scope – judicial review of legislation – independence of judiciary, jurisdiction and powers of the Supreme Court, Court of Appeal, Federal and State High Courts and Sharia and Customary Courts of Appeal, Judicial control of administration - nature, scope of writs and orders; habeas corpus, mandamus, certiorari, prohibition, quo warranto, declaration and injunction. Executive power: its meaning and scope; powers and functions of the President and Governors: appointment, legislative, police, public order, defence, emergency, prerogative of mercy, foreign affairs – Federal (and State) executive bodies – Attorney General's powers. Local government; status – relationship with State and Federal government, creation, finance, personnel and dissolution.

PUL 203: Nigerian Legal System I

(4 Units: LH 45; PH 45)

Learning Outcomes

At the end of the course, students are expected to:

1. tell the basic knowledge of legal concepts;
2. describe historical trends and developments,
3. appreciate sources of the Nigerian Legal System; and
4. recognise the court system, the structure, hierarchy and appointment of Judicial officers in Nigeria

Course Contents

Sources of Nigerian law. Administration of justice in Nigeria: problems and concepts of substantive law. Interaction between various arms of government within the Nigerian legal system and the social context. The idea and structure of a legal system. Nature and function

of law. Classification of law, sources of Nigeria law: (i) legislation; judicial precedents/case law; customary law; Islamic law; English Common Law and doctrine of equity (ii) reception and application of English law in Nigeria.

PUL 204: Nigerian Legal System II

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. differentiate between Common Law, Doctrines of Equity, Statutes and Customary/Islamic law
2. understand the compatibility and repugnancy doctrine;
3. acquire knowledge and understanding of the principles of judicial construction, interpretation and the doctrine of stare decisis;
4. appreciate the requirements of becoming a legal Practitioner, a judge or a member of a judicial body

Course Contents

Internal conflicts (i) different customary laws/Islamic laws (ii) English law and customary law (iii) English law and Islamic law. Judicial institutions. The role of the judiciary. The history and development of the courts. Types and jurisdiction of courts: customary and Area Courts; magistrate and district courts; and courts of record. Special courts: Sharia Court of Appeal, Customary Court of Appeal, Tribunals (excluding Commissions of Inquiry). Judicial Personnel Appointment and tenure. Outline of civil and criminal procedure in Nigeria. Legal Aid and Advice: development and future of law in Nigeria. The organisation of legal education and the legal profession in Nigeria.

CIL 201: Law of Contract I

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. be well-equipped with the basic principles governing contractual relations in Nigeria, as these principles constitute the foundation of virtually all transactions;
2. learn the various forms of terms expressed or implied in daily transactions; and
3. be informed on the contractual liability or responsibility of a party.

Course Contents

Nature of contract: sources of law, the concept of a bargain, classification. Formation of contract: offer and acceptance, consideration, intention to create legal relations. Contents of contract: terms, representations, excluding and limiting terms and fundamental breach of terms. Capacity: infants, illiterates, corporations, people with a mental health condition and drunken persons.

CIL 202: Law of Contract II

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. fully appreciate the factors rendering an agreement unenforceable;
2. differentiate between void, voidable and illegal contracts;
3. appreciate the basis under which contractual relationships terminate; and
4. be introduced to ways of enforcing a contractual obligation.

Course Contents

Vitiating elements of a contract: mistake; misrepresentation; duress; illegality and unenforceable contracts. Privity of contract: rules and exceptions. Discharge of contract: by performance, agreement, breach and frustration. Remedies; equitable remedies, *quantum meruit* claims and quasi-contract. Contract under customary law and Islamic law: constituents, capacity, terms, breach, and remedies.

300 Level

GST: 312- Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the Course, students are expected 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 peacebuilding strategies; and
5. describe roles of international organisations, media and traditional institutions in peacebuilding

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geopolitical 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/border disputes; Political disputes; Ethnic conflicts and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management - (Religious, Government and Community Leaders.). 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. Arbitration. Negotiation. Collaboration. Roles of International Organizations in Conflict Resolution. (a). The

United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT: 312 – Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop a 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, Microfinance, Personal savings, Small business investment organisations 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 bookkeeping, 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*. Digital Business and E-Commerce Strategies).

PUL 301: Criminal Law I

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. be well-equipped with the basic principles of criminal liability in Nigeria; and

2. appreciate the sources of criminal law in Nigeria and its importance in the maintenance of law and order in the society

Course Contents

General introduction and purpose of Criminal Law. The content of crime. History and sources of Nigerian Criminal Law. The elements of an offence. Classification of offences. General principles of criminal responsibility. Parties to an offence. Offences against the person. Corporate liability.

PUL 302: Criminal Law II

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. distinguish between various crimes and their effects on the individuals and the society;
2. appreciate the administration of criminal justice in society;
3. explain the principles of punishment; and
4. appreciate the application of statutes to the doctrines

Course Contents

Offences against property. Offences against the state and public order. Offences of corruption. The police and the administration of criminal justice. Theories and types of punishment. General principles of sentencing. Islamic criminal law and customary criminal law.

PPL 301: Law of Torts I

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. acquire basic knowledge and understanding of the fundamental principles of tort,
2. explain the concepts and history of tort law generally;
3. appreciate the sources of law of tort; and
4. explain the contents of key legal issues in tort law.

Course Contents

Historical background and general principles of tortious liability (defences will be considered concerning each tort). Trespass to person – assault, battery, false imprisonment and intentional harm to the person. Trespass to land; trespass to chattel, conversion and detinue. Negligence – duty of care, standard of care. Proof of negligence. Nervous shock. Contributory negligence and damages, including the remoteness of damage. Occupier's liability.

PPL 302: Law of Torts II

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. appreciate principles of liability in tort and the relationship between tort and crime
2. explain scopes of trespass and nuisance;

3. appreciate the principles of negligence, the duty of care and strict liability; and
4. comprehend defences and remedies in tort.

Course Contents

Nuisance. The rule in *Rylands v. Fletcher*. Liability for animals. Malicious prosecution. Vicarious liability. Defamation. Death as a cause of action. Fatal accidents. Deceit. Economic torts of passing – off, civil conspiracy, intimidation, interference with contract. Parties; joint torts; remedies.

CIL 303: Commercial Law I

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. be well-equipped with the basic principles governing the diverse forms of commercial transactions in Nigeria; and
2. familiarize with the legal provisions regulating selling and buying

Course Contents

Sale of goods: nature and formation of the contract. Conditions, warranties and representations. Ownership and passing - off of property. Duties of the seller. Duties of the buyer. Effect of contract. Remedies. Special commercial contracts in outline - the use of various payment devices, example cheques, credit cards, debit cards, electronic money transfers, luncheon and fuel vouchers.

CIL 304: Commercial Law II

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. appreciate the nature and legal sources of common transactions such as the sale of goods, hire purchase and agency; and
2. understand the scope of an agency relationship with the principal and third party.

Course Contents

Hire purchase: nature and meaning of hire purchase. Hire purchase in common law and under the Hire Purchase Act 1965. Ownership and passing – off of property. Remedies of owner and hirer. Minimum payment clauses and damages. Standard form hire – purchase agreements. Bills of sales - conditional sale and credit sale agreements. Agency: definition, formalities and capacity. Authority of the agent. Ratification: types of agents. Rights and duties of principal and agent. Termination of agency. Relationship of principal and agents to third parties.

400 Level

PUL 401: Law of Evidence I

(4 Units: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. describe the meaning and purposes of the evidentiary rules and burden of proof;
2. appreciate the nature and types of evidence;
3. comprehend the types and roles of witnesses in legal proceedings;
4. appreciate the rules governing relevancy, weight and the admissibility of evidence at trial; and
5. demonstrate a clear understanding of the relationship between the theoretical context of the law of evidence and its practical application at trial.

Course Contents

General introduction. Sources of Nigerian law of evidence. Direct and circumstantial evidence. Facts in issue and relevant facts. Complaints. Similar facts evidence, *Res Gestae*.

PUL 402: Law of Evidence II

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. appreciate the importance of opinion;
2. know when to refer to the character of a party/witness;
3. describe compellability of witnesses; and
4. identify the need for corroboration in evidence.

Course Contents

Character evidence. Opinion evidence. Hearsay evidence. *Estoppel*; competence and compellability of witnesses. Privilege generally. Corroboration. Burden of proof. Documentary evidence. Evidence under customary law / Islamic law. Electronic evidence.

PPL 403: Equity and Trusts I

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. be well-equipped with the basic principles of equity vis-à-vis the Common Law and their relevance to legal practice and administration of justice in Nigeria; and
2. appreciate the origins of these principles, maxims and their legal implications.

Course Contents

General Principles of Equity: Nature, doctrine and history of equity, its development in England and its introduction to Nigeria. The relationship between equity and common Law. Conflict between equity and customary law. Maxims of equity; nature of equitable rights and interests.

Priorities. Assignment of choses in action. Conversion; election; satisfaction. Remedies and defences: Equitable remedies – Injunctions: specific performance; rescission; rectification; delivery up and cancellation of documents; account; receivership; restitution. Equitable defences – estoppel, laches and acquiescence.

PPL 404: Equity and Trusts II

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. appreciate the principles of trust;
2. comprehend the practical use of trust in the society; and
3. appreciate options of administering an estate through trust.

Course Contents

The law of trusts: Nature and classification of Trusts; the requirements of Trust; constitution of trusts; express private trusts; charitable trusts; constructive trusts; protective and discretionary trusts (an outline only); trusts in favour of creditors. Appointment of trustees – duties and discretion of trustees; the power of trustees; breach of trust; retirement and removal of trustees. An outline of administration of estates.

PPL 405: Property Law I

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. be well-equipped with the basic principles governing property transactions in Nigeria;
2. appreciate the nature and legal sources of these transactions; and
3. comprehend the significance of the real property to economic development and legal rights involved in real/landed property.

Course Contents

Introduction: Legal notions of property (*Law Relating to Chattels (Personal Property)*; the *Law Relating to Incorporeal Property (Choses in Action)*, and *Land Law*). Historical evolution of land law in Nigeria. Sources of Nigerian land law(d) terminology – such as ownership, possession, titles, rights, liability and land. Customary land law/Islamic land law: Modes of acquiring title to land, settlement; expansion; loan or borrowing; pledge or pawn; gift; conquest, allotment, kola tenancy. Concept and ownership of land: nature of the title to land; control and management of community land – individual rights and extent of community land today; creation of family land – nature and extent of member's right in family land; control of family land, alienation of family land, recovery of family land, Improvement by a member of family land, termination of family land and an outline of succession to rights in land.

PPL 406: Property Law II**(4 Units C: LH 45; PH 45)****Learning Outcomes**

At the end of the Course, students are expected to:

1. be familiar with the laws regulating property acquisition and disposition in Nigeria;
2. appreciate the forms of titles over land;
3. recognize the control and ownership of natural resources throughout the federation; and
4. appreciate the application of the requisite statutes to the principle of property Law

Course Contents

Legal regulation of property: The Land Use Act – state control of land; grant of a right of occupancy; what Certificate of Occupancy connotes; alienation of Certificate of Occupancy; revocation of Certificate of Occupancy; compensation for revocation. Relationship between Land Use Act and State land law. An outline of control of natural resources – minerals, water and forests; agrarian reforms. Rights and interest in land – freehold, joint tenancy, tenancy in common, prescription, laches, acquiescence, leasehold, easements, *profit a prendre*, covenants, mortgages. Registration – registration of instruments, registration of title.

CLE 401: Clinical and Moot Court Practice I**(4 Units C: LH 45; PH 45)****Learning Outcomes**

At the end of the Course, students are expected to:

1. be actively engaged in the Moot/Mock Trial;
2. have the fundamental exposure to the practice at law office and courtroom; and
3. have a grasp of legal drafting, advocacy, and developing the needed spirit and courage in addressing and comporting oneself before the court and the public.

Course Contents

Introduction to Moot Courts: Meaning, importance, objectives, types and structure, Terminologies relevant to moot court. Rudiments of moot court proceedings, mannerism, dress codes and etiquettes. Techniques of moot courts and essential tips. Written complaints, charges, and statements. Principles of final written addresses. Practical sessions. Introduction to the Rules of Professional Conduct, controlling bodies in the Legal Profession and Solicitors Account in Nigeria. The distinction between Moot and Mock Trials. Mooting sessions. Mock Trial session on selected case scenario presided over by a serving judicial officer.

CLE 402: Clinical and Moot Court Practice II**(4 Units C: LH 45; PH 45)****Learning outcomes:**

At the end of the Course, students are expected to:

1. familiarize themselves with the artistry of client relationships;
2. experience practical community service by lawyers; and
3. gain legal awareness, creation and orientation strategy.

Course Contents

Introduction to Law Clinics: Meaning, significance and goals. Regulatory structure or content. Methodology of clinical teaching of law. Principles and practice of evaluation of clients. Delivery of legal assistance by the clinic to the local community. Documentations: faculty handbooks and precedent agreements for clinics, standard policies and procedures, precedent practice documents, use of feedback questionnaires. Practical sessions. Options in Law Clinic Practice – Prison Outreach, Street Law advocacy/awareness campaign, In-House law counselling. Establishing and managing a mock law office. Opening Solicitor's Account for the Mock Law Firm.

500 Level

JIL 501: Jurisprudence and Legal Theory I

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. be well-equipped with the essential critical legal thinking skills using the diverse legal theories and concepts;
2. appreciate the critical role of legal theories in legal reforms and administration of justice; and
3. appreciate the origins of these principles.

Course Contents

Introduction: the purpose of the study of law and jurisprudence; nature, definition and scope of jurisprudence; meaning and functions of law. The relation of law to (i) justice(ii) morality (iii) religion(iv) law and social change; ethics, the relation of the above concepts to customary law. Sources of law:(i) legislation, customs and judicial precedents (ii) nature, ascertainment, applicability and the role of these courses in contemporary and early society. Analysis of fundamental legal concepts such as rights, duty, liability, ownership, possession, personality, liberty and sovereignty.

JIL 502: Jurisprudence and Legal Theory II

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the exercise, students are expected to:

1. appreciate the purpose of law in society;
2. differentiate between the major schools of law and their doctrines;
3. compare various theories of law; and
4. understand the difference between law and other related concepts.

Course Contents

Theories of Law: Natural Law School. Historical School. Positivist Theory. Sociological Theory. Pure Theory of Law. Marxist theory of law. Indigenous theories and concepts of Law,

customary law. Law Reform. Codification, restatement, adaptation and unification of Customary Law, realism, cultural and anthropological school, and Jurimetrics.

PPL 501: Company Law I

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. have the basic knowledge and understanding of the evolution, nature, forms and structures of companies;
2. tell how law steps in to regulate activities of and within companies;
3. describe the legal framework on the forms of business organisations in Nigeria and the procedures for their incorporation;
4. appreciate the legal basis for corporate power structure; understand the key stakeholders of companies and the legal processes for the alignment of their interests within the company;
5. comprehend the framework for raising capital by companies; the regulators of various forms of companies in Nigeria; and
6. appreciate the principles and procedures for the liquidation of companies.

Course Contents

Forms of Business Organization; Sole Proprietorship; Partnership; Incorporated Companies; Creation and Incidents. Formation of companies; Certificate of Incorporation; Pre – incorporation contracts; promoter's liability. Memorandum of Association; *Doctrine of Ultra – Vires*; alteration of Memorandum and the Objects clause. Articles of Association; Contractual effect of Memorandum and Articles; Alteration of Articles. doctrine of constructive notice and in-house management. A prospectus; statement instead of prospectus; Remedies for Misrepresentation. Regulation of company matters: Corporate Affairs Commission (CAC), Securities and Exchange Commission (SEC).

PPL 502: Company Law II

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. get acquainted with Company Securities, shares and debentures;
2. understand principles concerning company directors and other officers;
3. appreciate company secretarial responsibilities;
4. acquire basic knowledge concerning mergers and acquisitions; and
5. understand the process of winding up a company.

Course Contents

Company securities; shares and debentures; becoming and ceasing to be a shareholder; transfer of shares; floating charges. Directors and other officers; appointment, removal, duties, rights and powers. Meetings resolutions. Majority powers and minority rights; prevention of oppression and mismanagement. Reconstructions and take – over, mergers. Winding up (in outline). Privatisation. Partnership: relation of partners inter se and to third parties; and dissolution of a partnership.

LAW 599: Compulsory Long Essay**(6 Units C: LH 45; PH 45)**

The research topic for the compulsory Long Essay for each final year student must be approved by the faculty at the beginning of each final year. Such a candidate will be expected to produce a well-researched essay containing a minimum of 10,000 words under the supervision of a member of the academic staff in the faculty.

Minimum Academic Standards**Equipment**

Classrooms and offices should be adequately equipped and constantly serviced to enable meaningful teaching and office work. Teaching aids like books, furniture, computer, a public address system (microphone) for large classes, writing materials and audiovisual appliances should be provided.

However, apart from the equipment common to all offices/classrooms:

1. Every large classroom meant for 100 or more students should have a platform and a podium as well as loudspeakers and other electronic equipment for mass communication of ideas.
2. Every office should have a reading desk, bookshelves, chairs etc.
3. The Dean's office and each Department should have a photocopying machine, a duplicating machine, at least three typewriters, plus other items of standard office equipment.

Staffing**Academic Staff**

1. Must be intellectually and morally capable of teaching and conducting research and providing leadership to the students.
2. On the employer's part, staff must be provided with adequate opportunity for self-retraining through research, attendance at conferences and training programmes, and adequately equipped with necessary facilities and well remunerated.

The Strength and Mix of Academic Staff

The right strength, calibre and mix should always be provided as per the National Universities Commission guidelines. There should be a minimum of six full-time academics with at least one Professor. The academic staff pyramid should be composed as follows:

- | | | |
|------------------------|---|-----|
| 1. Professor/Reader | - | 20% |
| 2. Senior Lecturers | - | 35% |
| 3. Lecturers I & below | - | 45% |

Students – Teacher Ratio

The Students – Teacher Ratio should be 1:30, in accordance with the guideline.

Non-Academic Staff

1. Must be adequately trained to supply the needed support for both staff and students;

2. Must be readily available and possess enough moral and behavioral abilities for patience and understanding; and
3. Must have the opportunity for re-training programmes that will enhance their productivity.

Senior Technical Staff

The ratio of senior technical staff to academic staff shall be as per guidelines. However, the qualifications and criteria for promotion should be as the University approves.

Senior Administrative Staff

The number of Senior Administrative Staff shall be as per guidelines. However, the criteria for Senior Administrative Staff appointments and promotions should be the same as is applicable in the University Central Administration.

Junior Staff

The ratio of junior staff to teachers in a Faculty of law shall be as per guidelines. However, the Junior Staff Appointments and promotions criteria should be as applicable in the University Central administration.

Library

Every Faculty of law must have a separate and distinct faculty/departmental library based in the faculty building and detached from the main law library.

1. Be sufficiently large and roomy to have reasonable space for book stacks, a reading room which should sit 25% – 30% students at a time) and staff offices;
2. Have adequate and current books, journals, law reports (foreign and local) and should be made readily accessible to users;
3. Have internet and electronic facilities for downloading current information that are made accessible to staff and students,
4. A Law library should preferably have a librarian that has a law qualification apart from the professional qualification as a librarian because such a person will:
 - i. Know the needs of the law faculty much better than a non-law degree holder;
 - ii. Be in a better position to make a sound judgment about the collections in Law Library as well as take care of peculiar reference needs of law students and researchers, and
 - iii. Know where to get what for the faculty.

Library Holdings Acquisitions

1. Each law faculty should have a minimum of 2 sets of Nigerian Publications, Reports and Journals, initially and five sets of such publications ultimately.
2. Law faculties must have at least one set of English Reports; American Reports; Commonwealth Reports; Journals, etc. initially and three sets of such publications ultimately.

3. In acquiring Library holdings in the Law Library, Law Faculties must be fully consulted, and their recommendations seriously considered. In other words, acquisitions by law libraries should be guided by the recommendations of the faculties.
4. The need to update the law library holdings should be boldly underlined. New issues of law reports and journals and current editions of books should be acquired from time to time.

Nigerian Publications

1. All publications published in the State of the University's location, including:
 - i. All law reports;
 - ii. All judgments of the various high courts;
 - iii. Statutes; bye-laws; statutory instruments; and
 - iv. All gazettes.
2. All Federal legislation and law reports, including:
 - i. Statutory instruments, statutes and gazettes;
 - ii. Supreme Court Judgments;
 - iii. Court of Appeal Judgments;
 - iv. Federal High Court Judgments; and
 - v. National Industrial Court Reports.
3. All law reports published in Nigeria, whether by governments; individuals, or, including the West African Court of Appeal Reports
4. All Law Journals published in Nigeria;
5. Recommended textbooks published in Nigeria; and
6. Authoritative Digests and Treatises by Nigerian Authors.

British Publications

English Reports (ER);
 All English Reports (All ER);
 Queens Bench Reports (Q.B) and Kings Bench Reports (K.B);
 Appeal Cases (AC);
 Chancery Cases (CH.D);
 Weekly Law Reports (WLR);
 Probate;
 Lloyds Law Reports;
 Criminal Appeal Reports;
 Halsbury's Laws of England;
 British and Empire Digest;
 African Commercial Law Reports;
 African Criminal Law Reports
 Cambridge Law Journal;
 International and Comparative Law Quarterly (ICLQ);
 Modern Law Review (M.L.R.);
 Criminal Law Review;

Law Quarterly Review (LQR);
Journal of Business Law;
Journal of African Law;
Industrial Law Journal;
Public Law Journal (Journal of Public Law);
Current Law Review;
British Year Book of International Law (BYIL); and
Index of Foreign Legal Periodicals.

American Publications

Harvard Law Review;
Yale Law Journal;
Columbia Law Review;
American Journal of International Law;
U.S. Federal Reports.
Stanford Law Review
Pennsylvania Law Review (the oldest).
Chicago Law Review
Duke Law Journal
Hastings Law Review (University of California at Berkeley)
Cornell Law Journal
Virginia Law Journal
Virginia Journal of International Law
Harvard Journal of International Law
Columbia Journal of International Law
Cornell Journal of International Law
American Journal of Comparative Law

Commonwealth Law Reports

Australian Commonwealth Law Reports;
Canadian Dominion Law Reports;
Indian Law Reports;
All Indian Law Reports;
East African Law Reports
Ghana Law Reports

Textbooks, Encyclopedias and Dictionaries

1. All the primary textbooks on each course taught in the faculty of the university concerned;
2. Encyclopedia of Forms and Precedents;
3. Law Dictionaries:
 - i. Blacks Law Dictionary;
 - ii. Jowitts Law Dictionary; and
 - iii. Stroud's Law Dictionary.
4. Major legal Encyclopaedias, including
Corpus Juris Secundum

Public International Law

1. Hague Recueil des course (Hague Academy of International Law)
2. International Court of Justice (ICJ) Reports
3. Permanent Court of International Justice (PCIJ) Reports
4. European Court of Justice Reports
5. European Court of Human Rights Reports
6. Reports of the International Criminal Court (ICC)
7. The Netherlands Yearbook of International Law
8. International Legal Materials (ILM)

Internet access

Each Law Faculty MUST have an E-Library with speedy internet connectivity and WIFI and Hotspot facilities. The faculty should also ensure subscription to at LEAST TWO relevant legal databases, i.e. one local and one foreign and other resources.

Classroom, Laboratories, Workshops, and Offices

Classroom Requirements

The standard requirement per full-time student equivalent enrolment (FTE) is considered and endorsed. Thus, the minimum total space requirements of a faculty of law shall be the product of its total full-time student enrolment and the minimum space requirement per FTE.

Faculties with Student Intake of 50

A Faculty that admits 50 students annually should have the following facilities:

1. One classroom that can accommodate 250 students
2. One classroom that can accommodate 150 students
3. Two classrooms that can accommodate 100 students
4. Two classrooms that can accommodate 40 – 50 students
5. A students' common room measuring approximately 120m².
6. A Moot Court that can accommodate 100 – 150 students.

Faculties with Students Intake of 250

A prominent law faculty with such a large population of students should have the following facilities:

1. A classroom capable of accommodating 250 students;
2. Two classrooms capable of accommodating 150 students;
3. At least three (3) classrooms, each capable of accommodating 100 students;
4. 5 (5) tutorial rooms, each capable of accommodating 40 – 50 students;
5. A Moot Court capable of accommodating 250 students at a time; specially designed to suit the purpose and have rooms for judges' chamber as well as barristers' chambers and dressing rooms.
6. A students' common room measuring approximately 300m², with offices for –students' union activities, including an editorial office for their journals;
7. An auditorium or lecture theatre capable of holding 1,000 to 1,500 students at a time.

Staff Offices and General Offices

Faculty Building:

Every law faculty should have its building separate and distinct from others. In designing such a building, the factors given below should be considered.

Offices

Every law faculty should have offices for the Dean, Heads of Departments, academic and administrative staff, general offices, stores, conference/seminar room, common room and utility rooms/ kitchen.

Dean's Office Complex

Dean's office, excluding space for toilet and Secretary's office, should measure approximately – 70m².

Secretary's office	–	24m ² .
General Office	–	96m ² .
Conference / Seminar room to accommodate 50 people		
Faculty Officer's room	–	24m ² .
Room for faculty Officer's Secretary	–	16m ² .
Stores	–	20m ² .
Machine room	–	12m ² .

Heads of Department Office

A Head of Department's Office excluding space for toilet and secretary's office should measure approximately

	–	35m ² .
Secretary's Office/Reception	–	20m ² .
General Office	–	48m ² .
Store/Machine room	–	30m ² .

Professor's Office

1. Professor's Office, excluding toilet	–	35m ² .
2. A toilet attached to the office		
3. Secretary's Office	–	16m ² .

Senior Lecturers' and Lecturer's Office

1. Lecturer's room, exclusive of toilet	–	30m ² .
2. One toilet for two senior Lecturers		

Staff Common Room

A Staff Common Room measuring approximately 70m² should be provided. The common room should have functional facilities, e.g. (cable) for national and international electronic news and relevant programmes.

Staff Library

It is desirable for a faculty of law to have a faculty/departmental library based in the faculty building and detached from the main law library for the use of the Academic Staff. It should be sufficiently roomy to accommodate stacks of important law reports (local and foreign) and seats for at least 10 readers at a time.

Suggested Courses

Each Faculty should have a set of optional or elective courses made up of:

Law Courses and Non-Law Courses.

The list of such courses should not, at any given time, be closed but should remain open so that courses that become irrelevant or unimportant should be eliminated and new relevant ones added. The list of the courses identified for the moment are as follows: -

(a) Suggested Law Courses **Weight in Credit Units**

1.	Administrative Law	8
2.	Revenue/Taxation Law	8
3.	Industrial Law or Labour Law	8
4.	Oil and Gas Law	8
5.	Public International Law	8
6.	Conflict of Laws	8
7.	Family Law/The Family and the Law	8
8.	Conveyancing	8
9.	Criminology	8
10.	Introduction to Islamic Law	8
11.	Law of Banking	8
12.	Law of Insurance	8
13.	Law of Intellectual Property	8
14.	Maritime Law	8
15.	Human Rights and Nigerian Law	8
16.	Customary Law	8
17.	Environmental Law	8
18.	African Comparative Law	8
19.	Information and Communication Technologies Law	8
20.	Health Law or Law and Medicine	8
21.	Islamic Law of Crimes and Tort	8
22.	Islamic Law of Transactions	8
23.	Islamic Law of Procedure and Evidence	8
24.	Islamic Family Law and Succession	8
25.	Islamic Jurisprudence	8

(b) Optional Non-Law Courses

1.	Economics	
2.	Elements of Business/Management	6
3.	Political Science/Elements of Government	6
4.	Philosophy	6
5.	Social Relations	6
6.	Psychology	6
7.	English	6
8.	Such other non-law courses as the faculty may be determine from time to time.	6

LL. B Common and Islamic Law Combined

Overview

This combined Curriculum offers a truly modern legal education that combines both common and Islamic Law, reflecting the needs and concerns of Nigeria and the global community in the 21st century. The combined curriculum invites the students to develop a knowledge and understanding of legal concepts their practical applications, developing legal skills in clinical and moot court practice, as well as an ethical and legal argument. The curriculum exposes students to develop critical skills in research and analysis and understand policy implications. Overall, the combined degree is designed to provide both a solid academic experience as well as vocational development, a balance that is highly sought after by employers in both law and non-law sectors.

Philosophy

The programme is clearly articulated to enrich and enhance legal study and practice significantly. It is designed to provide legal education within a dynamic socio-political environment encompassing national and global trends and challenges. The main focus of the Law programme is to create an environment that encourages intellectual rigour, analytical and critical engagement, as well as profound ethical standards. The programme must be committed to outcome-based, learner-centred legal education that integrates knowledge, skills, and value competency and ethics to produce law graduates who can compete actively in legal, social, economic, and political developments globally.

Objectives

Objectives of the LL.B Common Law and Islamic Law Combined are as follows:

The study of Common and Islamic Law will afford students the opportunity to:

1. Understand the sources, nature and function of Islamic Law in a historical context.
2. Appreciate the framework for thinking about social realities and institutional structures that help shape Islamic law.
3. Understand some of the legal changes in the context and application of Islamic Law in contemporary times.
4. Appreciate the application of Islamic law from a comparative viewpoint alongside English/civil law.
5. Appreciate the influence of Common and Islamic Law on the legal and political systems of many countries with mixed Islamic and civil law systems
6. Equip students with the ability to conduct in-depth research and write scholarly papers on matters related to Common and Islamic law.
7. Understand the basic principles of Common and Islamic law.
8. Appreciate the main differences between Islamic law and Western legal systems in critical areas of interest.
9. Be able to discuss contemporary issues relating to Common and Islamic law.
10. Recognize the essential techniques of interpreting Islamic law's classical concepts and terminology.

Unique features of the programme

The features are as follows:

1. Client relationships such as the ability to listen understand the client's perspective and goals and develop a relationship of trust;
2. Ethical responsibilities: The legal profession's values of justice, fairness, honesty, integrity, professionalism, respect for diversity, and respect for the Rule of Law;
3. Self-Confidence, resilience, and good communication skills;
4. Problem-solving: Representational skills such as the ability to collaborate or otherwise, work effectively with co-counsel and with third parties, including opposing counsel, tribunals, and other professionals negotiate and draft agreements;
5. Lifelong learning and research: Factual research, ability to interview (e.g. clients, witnesses, and victims), gather facts by formal and informal means;
6. *Pro bono*: Responsibility to ensure that adequate legal services are provided to those who cannot afford to pay for them;
7. Entrepreneurship's skills to see law practice as a business;
8. Globalization and cross-cultural skills such as the ability to interact with clients, lawyers, and others from various cultures and socio-economic groups and the ability to practice cross-jurisdictionally and internationally;
9. Alternative Dispute Resolution: Provide effective counseling on alternative courses of action; and
10. Social engineering: The role of the legal profession in society.

Employability Skills

1. Robust legal argument skills;
2. Communication skills;
3. Research and brief writing skills;
4. Arbitration and Mediation competencies;
5. Analytical skills to solving theoretical and practical legal problems;
6. Practice management skills;
7. Transactional skills, such as the ability to structure a legal transaction effectively; and
8. Legal drafting skills

21st Century Skills

The programme will lead to the acquisition of the following 21st Century skills:

1. Legal Presentation skills;
2. Alternative Dispute Resolution skills;
3. Practical Court Room presentation;
4. Globalization and cross-cultural skills;
5. Information technology skills;
6. Critical thinking;
7. Communication skills;
8. Creativity;
9. Problem-solving;
10. Perseverance; and
11. Collaboration.

Admission and Graduation Requirements

Admission Requirement

The entry requirements shall be through any of the two under-listed options:

Indirect (UTME) Mode

The minimum academic requirement is credit level passes in five (5) subjects at O' Level in the nationally recognised examination, including English Language Literature in English and Islamic Studies obtained at not more than two sittings; such a candidate must, in addition, have an acceptable pass in the UTME.

Direct Entry Mode

1. A two- or three-year Diploma certificate plus credit passes in five (5) papers, including English Language, Literature in English and Islamic Studies at the Senior Secondary School Certificate Examination or General Certificate of Education 'Ordinary' Level or their equivalent; or
2. Three (3) papers at the Principal or Advanced Level in Higher School Certificate or GCE together with credit in English Language, English Literature and Islamic Studies in the S.S.S. Certificate Examination or GCE 'O' Level or their equivalent, or
3. Two (2) papers at Principal or Advanced Level in HSC or GCE plus credit in three (3) other papers (including English Language, English Literature and Islamic Studies) in S.S.S. Certificate examination or GCE 'O' Level or their equivalent.
4. A good honours degree

Graduation Requirements

The following regulations shall govern the conditions for the award of a combined honours degree in Common and Islamic Law

1. Candidates admitted through the UTME mode shall have registered for a minimum of 180 and a maximum of 195 units of courses during the 5 – year degree law programme;
2. Candidates admitted through the Direct Entry mode shall have registered for a minimum of 150 and a maximum of 170 units of courses during a 4– year degree law programme; and
3. A student shall qualify for the award of LL.B Common Law and Islamic Law (Combined) degree when the student has completed and passed all compulsory courses and such elective /optional courses as may be specified by the university/faculty; obtained a minimum Cumulative Grade Point Average (CGPA) set by the university but not less than 1.00 and earned the minimum credit units of not less than 180 for those that entered UTME and 150 through Direct Entry.

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	-
PUL 101	Legal Method I	4	C	60	-
PUL 102	Legal Method II	4	C	60	-
LAW 101	English for Legal Writing	2	C	30	-
LAW 102	Introduction to Logic	2	C	15	45
ICL 101	Introduction to General Principle of Islamic Law	2	C	30	-
ICL 104	Arabic Language for Legal Studies	3	C	45	
	Total	21			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Logic, Philosophy and Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	15	
PUL 201	Constitutional Law I	4	C	45	45
PUL 202	Constitutional Law II	4	C	45	45
CIL 201	Law of Contract I	4	C	45	45
CIL 202	Law of Contract II	4	C	45	45
PUL 203	Nigerian Legal System I	4	C	45	45
PUL 204	Nigerian Legal System II	4	C	45	45
ICL 201	Ayat And Hadith Al –Ahkam	3	C	45	-
ICL 203	Islamic Law of Crime	3	C	45	-
ICL 204	Islamic Law of Torts	3	C	30	-
	Total	31			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-

ENT 312	Venture Creation	2	C	15	45
PUL 301	Criminal Law I	4	C	45	45
PUL 302	Criminal Law II	4	C	45	45
PPL 301	Law of Torts I	4	C	45	45
PPL 302	Law of Torts II	4	C	45	45
CIL 303	Commercial Law I	4	C	45	45
CIL 304	Commercial Law II	4	C	45	45
ICL 301	<i>Muamalat</i> (Islamic Law of Transaction)	3	C	45	45
ICL 304	Enterprise Appreciation	2	C	30	-
	Total	33			

400 Level

Course Code	Course Title	Units	Status	LH	PH
PUL 401	Law of Evidence I	4	C	45	45
PUL 402	Law of Evidence II	4	C	45	45
PPL 403	Equity and Trusts I	4	C	60	-
PPL 404	Equity and Trusts II	4	C	60	-
PPL 405	Property Law I	4	C	45	45
PPL 406	Property Law II	4	C	45	45
CLE 401	Clinical and Moot Court Practice	4	C	-	180
CLE 402	Clinical and Moot Court Practice	4	C	-	180
ICL 401	Islamic Property Law	3	C	45	45
ICL 402	Islamic Company Law	3	C	45	45
ICL 403	<i>Mirath & Wasiyya</i> (Islamic Law of Inheritance)	3	C	45	45
	Total	41			

500 Level

Course Code	Course Title	Units	Status	LH	
JIL 501	Jurisprudence and Legal Theory I	4	C	60	-
JIL 502	Jurisprudence and Legal Theory II	4	C	60	-
PPL 501	Company Law I	4	C	60	-
PPL 502	Company Law II	4	C	60	-
ICL 501	<i>UsulFiqh</i> (Islamic Jurisprudence) I	3	C	45	-
ICL 503	<i>Murafa'at</i> (Islamic law of Evidence & Procedure	3	C	45	-
ICL 505	Application of <i>Sharia</i> in Nigeria	3	C	45	-
LAW 599	Long Essay	6	C	270	
	Total	31			

Course Contents and Learning Outcomes

100 Level

GST: 111 Communication in English

(2 Units C: LH=15; PH=45)

Learning Outcomes

At the end of this course, students are expected:

1. identify possible sound patterns in the English Language;
2. list notable Language skills;
3. classify word-formation processes;
4. construct simple and relatively 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 technical and straightforward reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post Writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types

of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word-formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112- Nigerian Peoples and Culture

(2 units C; LH=30)

Learning Outcomes

At the end of the course, students are expected 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 (an 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 justice 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.

PUL 101: Legal Methods 1

(4 Units: LH 60)

Learning outcomes:

At the end of the Course, students are expected to:

1. appreciate the various legal rules, methods, processes and reasoning;
2. acquire basic knowledge of the fundamental concepts of law and the various legal systems;
3. gain knowledge of the function of law in society; and
4. appreciate the various aspects and perspectives of law.

Course Contents

Law in a social context- nature and functions of law in society: law, order and justice; law and freedom; law and the state; law and legitimacy; law and sovereignty. Aspects of the law – types of law – eternal law, divine law, natural law and human or positive law; classification of law: common law and civil law; common law and equity; public and private law; civil and criminal law, substantive and procedural law; written and unwritten law; customary law and Islamic law and global legal traditions (common, civil, Roman-Dutch, Chinese, Islamic and customary laws. Methods of social control through law – penal method; grievance – remedial method; private arranging method; constitutive method, administrative, regulatory method; fiscal method; conferral or social benefits method. Legal reasoning and approach to problems – the language of the law; principles, standards and issues in law; formality and precision in the use of language and distinctiveness of legal terminology; legal rhetoric and legal logic; legal reasoning and practical reasoning; legalism. Legal reasoning in judicial processes: sifting of facts and law in courts; *ratio decidendi*; precedents. Legal reasoning in legislation – legislative proposals; legislative drafting; ambiguity, vagueness, open texture, semantics in law; legislative process: construction of statutes; types of legislation; codification of laws.

PUL 102: Legal Methods II

(4 Units: LH 60)

Learning Outcomes

At the end of the Course, students are expected to:

1. appreciate the hierarchy and categories of sources of law;
2. illustrate basic knowledge in the use of various legal materials and resources;
3. identify basic knowledge in the way and style of legal writing; and
4. familiarise with the ethics of the legal profession, including dress codes and modes

Course Contents

Sources of law – primary sources; statutory materials and judicial materials; secondary sources: books and pamphlets, letters, speeches, interviews, periodicals, and newspapers; foreign materials. Use of source materials – law library and legal research, indexing and identification of library materials, cases and citation of cases and reports; opinions; analysis and note-taking; use of authorities in legal argument and legal writing. Online research methods. Legal writing – methods and approaches in essay writing; styles of writing; analysis of social and legal issues and application of legal rules; division of topics into chapters, sections and subsections. Professional ethics, and regulation of the legal profession.

LAW 101: English for Legal Writing

(2 Units C: LH 30)

Learning Outcomes

At the end of the Course, students are expected to:

1. illustrate the understanding of principles, standards, and issues in law, including formalities and precision in the use of language; the uniqueness and distinctiveness of legal language, rhetoric, logic, reasoning and legalism;
2. list the tools and skills required by law students to study and display the ability to apply them;
3. explain the fundamentals of English Grammar;
4. be able to take and make notes from lecture and text, respectively;
5. demonstrate ability in both reading and writing skills consisting of presentations;
6. organise ideas in writing of legal letters, reports, essays and examination answers; and
7. distinguish between main ideas from supporting details.

Course Contents

English Language and the law: principles, standards and issues in law; formality and precision in the use of language and distinctiveness of legal language; legal rhetoric and legal logic; legal reasoning and practical reasoning; legalism; Study Skills for Students of Law; Guided note-taking; Free-note-taking; Note-making from texts; Fundamentals of English Grammar; Reading Skills, (a glossary, index and table of contents. Titles, main and sub-headings.) Scanning; Skimming; Distinguishing main ideas from supporting detail; Anaphora; Inference skills; Writing Skills: presentation, organisation of ideas in writing and tasks related to the study and or practice of law; writing legal letters; summarising a legal text or document; writing a report; writing an essay or examination answer.

Law 102: Introduction to Logic

(2 Units C: LH 30)

Learning Outcomes

At the end of the Course, students are expected to:

1. identify the basic features of logic as an academic discipline;
2. identify the main branches of logic in philosophical discourse;
3. describe the elementary rules of reasoning and application to logic;
4. recognise arguments, deduction and induction, truth and validity;
5. extrapolate and deploy expertise in logic to other areas of knowledge; and
6. apply the knowledge and expertise acquired in logic.

Course Contents

Scope of logic; premises and conclusions. Recognising arguments, deduction and induction, truth and validity. Three basic uses of Languages, discourse serving multiple functions, the forms of discourse, emotive works, kinds of agreement and disagreement, emotivity neutral language. Fallacies of relevance, fallacies of ambiguity, avoidance of fallacies. Five purposes of definition, verbal disputes and definition, various kinds of meaning. Techniques for defining, rules for definition by genus and differences. Categorical prepositions and classes, quality,

quantity and distribution, the traditional square of opposition, further immediate inferences, existential import, symbolism and diagram categorical prepositions, Categorical syllogism, standard form and nature, Venn diagrams, rules and fallacies. Reducing terms in syllogistic arguments, translation, enthymemes, sortives, disjunctive and hypothetical syllogism. The dilemma.

ICL 101: Introduction to General Principles of Islamic Law (3 Units C: LH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. acquire basic knowledge of Islamic law generally;
2. understand the sources of Islamic law, the formation of Islamic jurisprudence, and the history of the development of Islamic law;
3. familiarise themselves with some basic principles of Islamic law;
4. explain the essential techniques of interpreting the classical concepts and terminologies of the law;
5. assess critically contemporary issues in the field of Islamic law; and
6. undertake both written and oral analysis.

Course Contents

Islam as a Complete Way of Life: a discussion of the integrated nature of worship, politics, law, economics in Islam. Nature and Sources of Islamic Law: Evolution and Historical Development of Islamic Law: Legislation in the time of the Prophet, Legislation in the time of the companions of the Prophet (The Development of Judicial System: Muadh bn Jabal appointment and Prophet's Directions; Umar's directions to the Judges, the Development of Judicial Institutions; Qadi Muhtasib Naziral, Raddul Mazalim); the period of *ijtihad*: the Emergence and Development of Schools of Law; Compilation of Hadith and other legal works: the period of *Taqlid* (blind imitation): Modern attempts to recapture Islamic Legislative dynamism. The role of juristic opinion (*Ra'y*) and custom (*'urf*) in the development of Islamic Law. The Emergence of the Schools of Law: Maliki, Shaffii, Hambali, Ja'fari and Zahiri. The Developments of Islamic Legal Literature: Types (e.g. compendia, abridgements, *gersses* and *Responsa*.); The Frequently consulted authoritative texts of the various law schools. Modern developments: Impact of Western Legal system Islamisation of Laws in recent year.

ICL 104: Arabic Language for Legal Studies

(3 units C: LH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. recognize the Arabic Alphabet and numbers;
2. read, understand and construct sentences in the Arabic language;
3. access the primary sources of Islamic law, the Qur'an and *Hadith*; and
4. have an idea of Arabic as the language of the revelation of Islamic Law; and
5. identify the intricacies of translations and interpretations of Islamic Law texts.

Course Contents

Arabic alphabet (forms, pronunciation, grouping, writing and identification); Simple sentences; Hijrah calendar; Comprehension and exercise; Parts of speech, Double consonants; 'Relative, interrogative and personal pronouns; Phonetics; Comprehension, composition; I'rab; Reading; Grammar (sound and unsound verbs, pronouns, huruf jar, the five verbs, raf wa nasb wa jazm al mudari; Dictation and writing (closed and opened 'T', Lam qamariyyah and shamsiyyah, hamza and madda punctuations). Reading and comprehension; Grammar (types of predicates, interrogative pronouns, relative pronouns, imperative sentences, negation, propositions of time and place, almasdar al sarih al muawwal); Phonetics (comparing different sounds and letters); Literature and specific poems; Science of Rhetoric (al khabar and al-insha'i, al nahyi and al-istifham, al-ijaz, al-itnab and al-musawat

200 Level

GST 212: Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

At the end of the Course, students are expected to:

1. tell the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain 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 assess 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. use 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.

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

At the end of the Course, students are expected 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.

PUL 201: Constitutional Law I**(4 Units C: LH 45; PH 45)****Learning Outcomes**

At the end of the Course, students are expected to:

1. gain basic knowledge of the fundamental concepts and doctrines of constitutional Law and constitutionalism;
2. tell the historical trends and constitutional developments in Nigeria and their relevance to the study of constitutional law today;
3. identify and analyse constitutional law issues relating to federalism, the rule of law, separation of powers, human rights, systems of government, citizenship, judicial review, amongst others;
4. compare the constitutional frameworks of one system and others; and

5. demonstrate understanding of the implementation, interpretation and case law on provisions of the con situation.

Course Contents

Definition and sources of constitutional law: classification of constitutions: written and unwritten, rigid and flexible, federal and unitary, presidential and parliamentary. The concepts of separation of powers, the rule of law, federalism, the supremacy of the constitution/parliament. The legal consequences of the change of government by extra-constitutional means (e.g. *coup d'état*); pre-colonial constitutional systems and constitutional history of Nigeria from the advent of British rule up-to-date; The Military and Constitution-Making in Nigeria, Law Making by the Military, The Judiciary under the Military, The Executive under the Military, The Military and search for constitutional and political order.

PUL 202: Constitutional Law II

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. appreciate the basic safeguards of every constitution;
2. understand the rationale behind some basic constitutional provisions such as human rights and separation of power;
3. appreciate the strengths and weaknesses of various types of constitutions;
4. know the extent and scope of the powers of each arm of the government and whether one is superior to the other;
5. demonstrate an understanding of election or appointment of any government officials into office; and
6. application of constitutional provisions to doctrines.

Course Contents

Supremacy of the constitution, citizenship, fundamental rights, fundamental objectives and directive principles of state policy, creation of states, and constitutional amendments. Legislative power: its meaning, scope and relation with the executive and judicial powers; delegation of legislative power – division of legislative power between the federation and the states; interpretation of legislative entries/its doctrines of pith and substance, implied powers, repugnancy, and occupied field – impeachment power: oversight functions of the Legislature. Judicial power: its meaning and scope – judicial review of legislation – independence of judiciary, jurisdiction and powers of the Supreme Court, Court of Appeal, Federal and State High Courts and Sharia and Customary Courts of Appeal, Judicial control of administration - nature, scope of writs and orders; habeas corpus, mandamus, certiorari, prohibition, quo warranto, declaration and injunction. Executive power: its meaning and scope; powers and functions of the President and Governors: appointment, legislative, police, public order, defence, emergency, prerogative of mercy, foreign affairs – Federal (and State) executive bodies – Attorney General's powers (e) Local government; status – relationship with State and Federal government, creation, finance, personnel and dissolution.

CIL 201: Law of Contract I**(4 Units C: LH 45; PH 45)****Learning outcomes**

At the end of the Course, students are expected to:

1. be well-equipped with the basic principles governing contractual relations in Nigeria, as these principles constitute the foundation of virtually all transactions;
2. learn the various forms of terms expressed or implied in daily transactions; and
3. be informed on the contractual liability or responsibility of a party.

Course Contents

Nature of contract: sources of law, the concept of a bargain, classification. Formation of contract: offer and acceptance, consideration, intention to create legal relations. Contents of contract: terms, representations, excluding and limiting terms and fundamental breach of terms. Capacity: infants, illiterates, corporations, people with a mental health condition and drunken persons.

CIL 202: Law of Contract II**(4 Units C: LH 45; PH 45)****Learning outcomes**

At the end of the Course, students are expected to:

1. fully appreciate the factors rendering an agreement unenforceable;
2. differentiate between void, voidable and illegal contracts;
3. appreciate the basis under which contractual relationships terminate; and
4. be introduced to ways of enforcing a contractual obligation.

Course Contents

Vitiating elements of a contract: mistake; misrepresentation; duress; illegality and unenforceable contracts. Privity of contract: rules and exceptions. Discharge of contract: by performance, agreement, breach and frustration. Remedies; equitable remedies, *quantum meruit* claims and quasi-contract. Contract under customary law and Islamic law: constituents, capacity, terms, breach, and remedies.

PUL 203: Nigerian Legal System I**(4 Units: LH 45; PH 45)****Learning Outcomes**

At the end of the Course, students are expected to:

1. tell the basic knowledge of legal concepts;
2. describe historical trends and developments,
3. appreciate sources of the Nigerian Legal System; and
4. recognise the court system, the structure, hierarchy and appointment of Judicial officers in Nigeria

Course Contents

Sources of Nigerian law. Administration of justice in Nigeria: problems and concepts of substantive law. Interaction between various arms of government within the Nigerian legal system and the social context. The idea and structure of a legal system. Nature and function of law. Classification of law, sources of Nigeria law: (i) legislation; judicial precedents/case law; customary law; Islamic law; English Common Law and doctrine of equity (ii) reception and application of English law in Nigeria.

PUL 204: Nigerian Legal System II

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. differentiate between Common Law, Doctrines of Equity, Statutes and Customary/Islamic law
2. understand the compatibility and repugnancy doctrine;
3. acquire knowledge and understanding of the principles of judicial construction, interpretation and the doctrine of stare decisis; and
4. appreciate the requirements of becoming a legal Practitioner, a judge or a member of a judicial body

Course Contents

Internal conflicts (i) different customary laws/Islamic laws(ii) English law and customary law(iii) English law and Islamic law. Judicial institutions. The role of the judiciary. The history and development of the courts. Types and jurisdiction of courts: customary and Area Courts; magistrate and district courts; and courts of record. Special courts: Sharia Court of Appeal, Customary Court of Appeal, Tribunals (excluding Commissions of Inquiry). Judicial Personnel Appointment and tenure. Outline of civil and criminal procedure in Nigeria (i)Legal Aid and Advice: development and future of law in Nigeria. The organisation of legal education and the legal profession in Nigeria.

ICL 201: Ayat and Ahadith Al-Ahkam

(3 units C: LH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. appreciate the basic knowledge of the Qur'an and Hadiths;
2. learn how to derive the legal rules embodied in these two principal sources of Islamic law;
3. develop capacity to review the theories and rules on the principles of creed and Da'wah; and
4. evaluate concepts, principles and rules from the principal sources of Islamic law and their applications to specific issues.

Course Contents

Prescriptive Quranic verses and Ahaadith (Selected Prophetic traditions from Muwaatta Malik and Bulugh al-Mariam) relating to Hudud, Qadhaf, Qisas, Diyyah, Zina, Sariqah, Khamar and T'azir.; the law of transaction Mu'amalat and riba. Prescriptive Quran and Ahaadith relating to

the law of personal status; Nikah (Marriage), Talaq (Divorce); Zira, Hadannah; Mirath-wal-wasiyyah; waqf, constitutional matters including human rights.

ICL 203: Islamic Laws of Crime

(3 units C: LH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. acquire knowledge of basic Islamic principles of justice in enforcing states' criminal laws;
2. understand principles and categories of criminal acts (*Qisas* and *Diyya*, *Hudud*, and *Ta'azir* crimes);
3. appreciate fundamental basics of criminal responsibility; and
4. understand the principle of punishment in the Islamic penal system.

Course Contents

Definition and Nature of Crime; The Basic Principles of the Criminal Responsibility: (Immaturity of age; Drunkenness: Duress. Necessity and insanity; Ignorance; Mistake: Forgetfulness; Right of Private Defence; Effect of Consent: Offences against morality; Other Offences. Classification of Crimes (Crimes Punishable with Hudud; Crimes against Public Morality: Zina, Qazf. Drinking Wine and Apostacy; Crimes against Property: Theft and highway Rubbery; Crimes Punishable with Qisas: (Crimes against the person; Crimes Punishable under the basis of Ta'zir: Cumulation of Punishments.

ICL 204: Islamic Law of Tort

(3 units C: LH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. appreciate the principles governing tort in Islamic law;
2. understand the general characteristics of crime and tort;
3. appreciate the concept of *Dhamān* in the Islamic law of tort;
4. identify the types of torts to person and property;
5. comprehend the Shari'ah concept of liability for premises and liability for animals; and
6. familiarise themselves with the operation and application of Islamic law of torts in contemporary times.

Course Contents

Introduction and scope of *Dhaman*; Tortious liability as one of the elements of Dhaman; The Legal Basis of Tortious Liability; Principles of Islamic Law of Tort; Limits of exercising one's rights; Injuries to the property; Injuries to the Person; Vicarious Liability; Liability for animals, dangerous buildings and structures.

300 Level

GST 312- Peace and Conflict Resolution

(2 Units C: LH=30)

Learning Outcomes

At the end of the Course, students are expected 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 peacebuilding 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, Geopolitical 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/border 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. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management - (Religious, Government and Community Leaders.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop a 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, Microfinance, Personal savings, Small business investment organisations 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 bookkeeping, 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 (IoT)*s, *Blockchain*, *Cloud Computing*, *Renewable Energy*. Digital Business and E-Commerce Strategies).

PUL 301: Criminal Law I

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. be well-equipped with the basic principles of criminal liability in Nigeria; and
2. appreciate the sources of criminal law in Nigeria and its importance in the maintenance of law and order in the society

Course Contents

General introduction and purpose of Criminal Law. The content of crime. History and sources of Nigerian Criminal Law. The elements of an offence. Classification of offences. General principles of criminal responsibility. Parties to an offence. Offences against the person. Corporate liability.

PUL 302: Criminal Law II

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. distinguish between various crimes and their effects on the individuals and the society;
2. appreciate the administration of criminal justice in society;
3. explain the principles of punishment; and
4. appreciate the application of statutes to the doctrines

Course Contents

Offences against property. Offences against the state and public order. Offences of corruption. The police and the administration of criminal justice. Theories and types of punishment. General principles of sentencing. Islamic criminal law and customary criminal law.

PPL 301: Law of Torts I

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. acquire basic knowledge and understanding of the fundamental principles of tort,
2. explain the concepts and history of tort law generally;
3. appreciate the sources of law of tort; and
4. explain the contents of key legal issues in tort law.

Course Contents

Historical background and general principles of tortious liability (defences will be considered about each tort). Trespass to person – assault, battery, false imprisonment and intentional harm to the person. Trespass to land; trespass to chattel, conversion and detinue. Negligence – duty of care, standard of care. Proof of negligence. Nervous shock. Contributory negligence and damages, including the remoteness of damage. Occupier's liability.

PPL 302: Law of Torts II

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. appreciate principles of liability in tort and the relationship between tort and crime
2. explain scopes of trespass and nuisance;
3. appreciate the principles of negligence, the duty of care and strict liability; and
4. comprehend defences and remedies in tort.

Course Contents

Nuisance. The rule in *Rylands v. Fletcher*. Liability for animals. Malicious prosecution. Vicarious liability. Defamation. Death as a cause of action. Fatal accidents. Deceit. Economic torts of passing – off, civil conspiracy, intimidation, interference with contract. Parties; joint torts; remedies.

CIL 303: Commercial Law I

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. be well-equipped with the basic principles governing the diverse forms of commercial transactions in Nigeria; and
2. familiarise themselves with the legal provisions regulating selling and buying

Course Contents

Sale of goods: nature and formation of the contract. Conditions, warranties and representations. Ownership and passing - off of property. Duties of the seller. Duties of the buyer. Effect of contract. Remedies. Special commercial contracts in outline. The use of various payment devices, example cheques, credit cards, debit cards, electronic money transfers, luncheon and fuel vouchers.

CIL 304: Commercial Law II

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. appreciate the nature and legal sources of common transactions such as the sale of goods, hire purchase and agency.
2. understand the scope of an agency relationship with the principal and third party.

Course Contents

Hire purchase: nature and meaning of hire purchase. Hire purchase in common law and under the Hire Purchase Act 1965. Ownership and passing – off of property. Remedies of owner and hirer. Minimum payment clauses and damages. Standard form hire – purchase agreements. Bills of sales. Conditional sale and credit sale agreements. Agency: definition, formalities and capacity. Authority of the agent. Ratification: types of agents. Rights and duties of principal and agent. Termination of agency. Relationship of principal and agents to third parties.

301: Mu'amalat (Islamic Law of Transactions)

(3 units C: LH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. appreciate the underlying philosophy of contractual transactions in Islam;
2. understand the meaning of and types of contracts in Islam;
3. appreciate legal concepts and theories of the various types of contracts in Islamic law; and
4. appreciate the rules and general principles guiding agency, hire-purchase and other forms of contracts.

Course Contents

Principles of Islamic Law of Contract; Fundamentals of contract (Sigha- Offer and acceptance), Contracting Parties and Subject matter of Contract; Conditions of Validity (Shurut al-Iqad. Shurut al-Siha. Shurut al-Nafath and Shurut al-Luzum); Conditions and Warranties: (Al-Shurut Fil-Aqd. AlShart al-Sahih, al-Shart al-Fasid and al-Shartal-Batil; Theories of Majlis al-Aqd and Khiyar al-Majlis; Options (Khiyar al-Shart. Khivar al-Ru'yah. Khiyar al-Ta'yvin. Khivar al-Ayn. Khivar al-Kimiyyah and Khivar Kashf al-Hal. Agency: Nature of the Agency relationship; Legality of Agency under the Shari'ah; Scope and types of the Agent's Authority; Capacity and the scope of the Agent's Authority; Sub-Agent; The Validity of Sub-Agent; Duties of the Agent and principal and their rights; Contractual Capacity of the Agent and the Principal; Termination of Agency; Legal Consequences concerning the relationship between Agent and the Principal. Specific Contracts: Sale of Goods; Auction sales; sale with deposit: conditions stipulated in the

subject matter; Sale based on market price; Contract of Sale for future goods; The Theory of Gharar (Uncertainty); Duties of the Seller and Buyer. Hire-Purchase: Formation of the Contract; Terms of the Contract; Relations between the owner and the Hirer; duties of the owner and the hirer; remedies for breach of duty; termination of Hire-purchase; Transfer of interest in the hire- purchase agreement. Ijara and Kira'; Qard; Ji'alah; Wadi'ah.

ICL 304: Islamic Family Law

(3 units C: LH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. understand the nature, sources and principles governing Islamic family relations, including marriage, divorce and custody of children;
2. appreciate rules and principles of Islamic law governing pre-marital, marital and post-marital relationships; and
3. identify the rights of children under Islamic law

Course Contents

Introduction and Nature of Family Law; Concept of Family in Islam. The Marriage: Position of Marriage in Islamic Law; Formation of the marriage Contract: Khutba (Betrothal): Definition; Validity; Withdrawal and Betrothal Gifts. Nikah (Marriage Contract): Definition; Essential Elements; Formula (Sigha); Witnesses (Shuhud); Dowry (Mahr); Marriage Guardian (Wali); Contracting Parties (Mahal); and Reforms. Marriage Impediments: Permanent and Temporary; Classification of Marriage: Valid Marriage (Sahih); Irregular Marriage (Fasid); Invalid Marriage (Batil); Shigar Marriage; Mut'a (Muhallil); Concept of Polygamy and Legal Reforms; Equality (Kafa'a); Legal consequences of Marriage (i.e. Rights and obligations of Parties) (Rights of the Almighty Allah; Mutual rights of the spouses; Rights of the husband; Rights of the Wife; Reforms (legal). Dissolution of Marriage: Position (i.e. Obligatory, Recommended Mandub"); Capacity of the husband to divorce (adult Sane, conscious and voluntary) Legal reforms; Formula of Divorce (Talaq): explicit and clear expression: indirect or implied expression, signs, gestures and writing; Maximum number of Talaq; Kinds of Talaq: Sunni & Bid'i: Revocable (Raji) and Irrevocable (Ba'in) Talaq; Revocation of Talaq: Methods of Revocation; Divorce by mutual Agreement (khuli) & Reforms'; Judicial Divorce at the wife's request (lack of maintenance: absence of husband: illicit/relations: bodily defects; harm and had relations: ila'. li'an); Annulment of Marriage; Absence of any of the essential elements of Marriage; Apostacy of either party; Adultery by husband with the wife's daughter or mother; Iddah: Definition and kinds; Reforms; Rights of Children: Paternity, Fosterage, Custody and Maintenance.

400 Level

PUL 401: Law of Evidence I

(4 Units: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. understand the meaning and purposes of the evidentiary rules and burden of proof;
2. appreciate the nature and types of evidence;

3. comprehend the types and roles of witnesses in legal proceedings;
4. appreciate the rules governing relevancy, weight and the admissibility of evidence at trial; and
5. demonstrate a clear understanding of the relationship between the theoretical context of the law of evidence and its practical application at trial.

Course Contents

General introduction. Sources of Nigerian law of evidence. Direct and circumstantial evidence. Facts in issue and relevant facts. Complaints. Similar facts evidence, *Res Gestae*.

PUL 402: Law of Evidence II

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. appreciate the importance of opinion;
2. know when to refer to the character of a party/witness;
3. understand compellability of witnesses; and
4. identify the need for corroboration in evidence.

Course Contents

Character evidence. Opinion evidence. Hearsay evidence. *Estoppel*; competence and compellability of witnesses. Privilege generally. Corroboration. Burden of proof. Documentary evidence. Evidence under customary law / Islamic law. Electronic evidence.

PPL 403: Equity and Trusts I

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. be well-equipped with the basic principles of equity vis-à-vis the Common Law and their relevance to legal practice and administration of justice in Nigeria; and
2. appreciate the origins of these principles, maxims and their legal implications.

Course Contents

General Principles of Equity: Nature, doctrine and history of equity, its development in England and its introduction to Nigeria. The relationship between equity and common Law. Conflict between equity and customary law. Maxims of equity; nature of equitable rights and interests. Priorities. Assignment of choses in action. Conversion; election; satisfaction. Remedies and defences: (a) equitable remedies – Injunctions: specific performance; rescission; rectification; delivery up and cancellation of documents; account; receivership; restitution (b) equitable defences – estoppel, laches and acquiescence.

PPL 404: Equity and Trusts II**(4 Units C: LH 45; PH 45)****Learning outcomes**

At the end of the Course, the students are expected to:

1. Understand the principles of trust;
2. Comprehend the practical use of trust in the society; and
3. Appreciate options of administering an estate through trust.

Course Contents

The law of trusts: Nature and classification of Trusts; the requirements of Trust; constitution of trusts; express private trusts; charitable trusts; constructive trusts; protective and discretionary trusts (an outline only); trusts in favour of creditors. Appointment of trustees – duties and discretion of trustees; the power of trustees; breach of trust; retirement and removal of trustees. An outline of administration of estates.

PPL 405: Property Law I**(4 Units C: LH 45; PH 45)****Learning Outcomes**

At the end of the Course, students are expected to:

1. be well-equipped with the basic principles governing property transactions in Nigeria;
2. appreciate the nature and legal sources of these transactions; and
3. comprehend the significance of the real property to economic development and legal rights involved in real/landed property.

Course Contents

Introduction: Legal notions of property (*Law Relating to Chattels (Personal Property)*; the *Law Relating to Incorporeal Property (Choses in Action)*, and *Land Law*). Historical evolution of land law in Nigeria. Sources of Nigerian land law. Terminology such as ownership, possession, titles, rights, liability and land. Customary land law/Islamic land law: (a) modes of acquiring title to land, settlement; expansion; loan or borrowing; pledge or pawn; gift; conquest, allotment, kola tenancy (b) concept and ownership of land: (i) nature of the title to land (ii) control and management of community land – individual rights and extent of community land today (iii) creation of family land – nature and extent of member's right in family land; control of family land, alienation of family land, recovery of family land, Improvement by a member of family land, termination of family land (iv) an outline of succession to rights in land.

PPL 406: Property Law II**(4 Units C: LH 45; PH 45)****Learning Outcomes**

At the end of the Course, students are expected to:

1. be familiar with the laws regulating property acquisition and disposition in Nigeria;
2. appreciate the forms of titles over land;
3. recognize the control and ownership of natural resources throughout the federation; and
4. appreciate the application of the requisite statutes to the principle of property Law

Course Contents

Legal regulation of property: The Land Use Act – state control of land; grant of a right of occupancy; what Certificate of Occupancy connotes; alienation of Certificate of Occupancy; revocation of Certificate of Occupancy; compensation for revocation. Relationship between Land Use Act and State land law. An outline of control of natural resources – minerals, water and forests; agrarian reforms. Rights and interest in land – freehold, joint tenancy, tenancy in common, prescription, laches, acquiescence, leasehold, easements, *profit a prendre*, covenants, mortgages. Registration – registration of instruments, registration of title.

CLE 401: Clinical and Moot Court Practice I

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. be actively engaged in the Moot/Mock Trial;
2. have the fundamental exposure to the practice at law office and courtroom; and
3. have a grasp of legal drafting, advocacy, and developing the needed spirit and courage in addressing and comporting oneself before the court and the public.

Course Contents

Introduction to Moot Courts: Meaning, importance, objectives, types and structure, Terminologies relevant to moot court; rudiments of moot court proceedings, mannerism, dress codes and etiquettes; techniques of moot courts and essential tips; written complaints, charges, and statements; principles of final written addresses; practical sessions; introduction to the Rules of Professional Conduct, controlling bodies in the Legal Profession and Solicitors Account in Nigeria. The distinction between Moot and Mock Trials. Mooting sessions. Mock Trial session on selected case scenario presided over by a serving judicial officer.

CLE 402: Clinical and Moot Court Practice II

(4 Units C: LH 45; PH 45)

Learning outcomes:

At the end of the Course, students are expected to:

1. familiarize with the artistry of client relationships;
2. experience practical community service by lawyers; and
3. gain legal awareness, creation and orientation strategy.

Course Contents

Introduction to Law Clinics: Meaning, significance and goals; regulatory structure or content; methodology of clinical teaching of law; principles and practice of evaluation of clients; delivery of legal assistance by the clinic to the local community; documentations: faculty handbooks and precedent agreements for clinics, standard policies and procedures, precedent practice documents, use of feedback and questionnaires; practical sessions; Options in Law Clinic Practice – Prison Outreach, Street Law advocacy/awareness campaign, In-House law counselling; establishing and managing a mock law office; opening Solicitor's Account for the Mock Law Firm.

ICL 401: Islamic Property Law

(3 units C: LH 45)

Learning Outcomes

At the end of Course, students are expected to:

1. understand the vesting of ownership of property in God;
2. acquire basic knowledge of the concept of property and ownership of property;
3. appreciate the freedom and rights to private ownership;
4. understand the distinction between public property and private property; and
5. understand the protection and restrictions on private ownership.

Course Contents

Definition & Classification of Property: Mutaqawam & Ghayr Mutaqawam, Aqar and Manqul, Mithli and Qimi, Manfa'ah and Huquq (Usufruct and Rights); Concept and classifications of Ownership: Public and Private Ownership; Ownership in Common and Individual Ownership; Absolute and Limited Ownership; Concept of Land; Division of Land: Unoccupied Land; Occupied Land; State Land; Ownership of Land: Private Ownership; Communal Land; State Ownership; Co-ownership (i.e. Joint, Haq al-Irtifaq - Easements; Profit and Tenancy in Common; Natural Rights, Al-Shuf'ah (Right to Pre-emption). Future Interests.

Lease hold: (a) Muzara'ah (b) Musaqah (c) Ariyya; Muzahanah. Mortgages (Rahn). Control of Land. Treasures, Minerals and the Sea; Islamic Viewpoint on the Land Use Act, 1978.

ICL 403: Mirath & Wasiyyah (Islamic Law of Succession)(3 units C: LH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. understand the nature, sources, relevance and principles governing the distribution of the estates of a deceased Muslim;
2. understand the conditions under which heir could inherit; and
3. appreciate the principles and rules governing the administration of Wills (*Wasiyya*) and Endowment (*Waqf*)

Course Contents

Definition of Mirath and the rationale behind it in Islamic and Pre-Islamic Era. Elements of Succession; Impediments of succession; Duties related to the estate; The Legal heirs; Ashab al-Furud; Al-Asabah; Al-Radd; Dhaw al-Arham; Bait al-Mal. Distribution of Estate involving *HamI* (Foetus): - Mafqud (Missing person): and Khuntha Mushkil (Hermaphrodite); Takhruj (Waiving). Wasiyyah: conditions of its validity, effect of death Sickness.

Waqf: Definition, its legality, conditions of its validity; Terms of the Grantor; Shurut al-Waqif; Administration of Waqf; Legal personality of waqf; and Liquidation of Waqf.

ICL 402: Islamic Company Law

(3 units C: LH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. understand the principles of Islamic Economics, Banking and Finance;
2. appreciate the legal rules guiding Islamic Financial products and services;

3. understand the nature and scope of Islamic finance and its relationship and differences with conventional finance;
4. differentiate between conventional insurance and Takafu (Islamic Insurance); and
5. understand the conceptual basis of the modern practice of Islamic banking and finance.

Course Contents

Nature, Sources and Forms of Business under shariah; Legality of Partnership; Types of Partnership; Sharikat al-Amwal; Sharikat al-Abdan; Sharikat al-Wujub; General Conditions of the Sharikat, Termination of Partnership Sharikat al- Mudarabah Legality; Formation of the Capital; Conditions of validity; Responsibility of the Mudarib; Termination of Madarabah; Legal Personality; The Limited Liability of Companies in Islamic Law; Islamic Banking; Islamic Insurance.

500 Level

JIL 501: Jurisprudence and Legal Theory I

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. be well-equipped with the basic critical legal thinking skills using the diverse legal theories and concepts;
2. appreciate the critical role of legal theories in legal reforms and administration of justice; and
3. appreciate the origins of these principles.

Course Contents

Introduction: the purpose of the study of law and jurisprudence; nature, definition and scope of jurisprudence; meaning and functions of law. The relation of law to (i) justice(ii) morality (iii) religion(iv) law and social change; ethics, the relation of the above concepts to customary law. Sources of law:(i) legislation, customs and judicial precedents (ii) nature, ascertainment, applicability and the role of these courses in contemporary and early society. Analysis of fundamental legal concepts such as rights, duty, liability, ownership, possession, personality, liberty and sovereignty.

JIL 502: Jurisprudence and Legal Theory II

(4 Units C: LH 45; PH 45)

Learning outcomes

At the end of the Course, students are expected to:

1. appreciate the purpose of law in society;
2. differentiate between the major schools of law and their doctrines;
3. compare various theories of law; and
4. understand the difference between law and other related concepts.

Course Contents

Theories of Law: Natural Law School. Historical School. Positivist Theory. Sociological Theory. Pure Theory of Law. Marxist theory of law. Indigenous theories and concepts of Law, customary law. Law Reform. Codification, restatement, adaptation and unification of Customary Law, realism, cultural and anthropological school, and Jurimetrics.

PPL 501: Company Law I

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. have the basic knowledge and understanding of the evolution, nature, forms and structures of companies;
2. tell how law steps in to regulate activities of and within companies;
3. describe the legal framework on the forms of business organisations in Nigeria and the procedures for their incorporation;
4. appreciate the legal basis for corporate power structure; understand the key stakeholders of companies and the legal processes for the alignment of their interests within the company;
5. comprehend the framework for raising capital by companies; the regulators of various forms of companies in Nigeria; and
6. appreciate the principles and procedures for the liquidation of companies.

Course Contents

Forms of Business Organization; Sole Proprietorship; Partnership; Incorporated Companies; Creation and Incidents. Formation of companies; Certificate of Incorporation; Pre – incorporation contracts; promoter's liability. Memorandum of Association; *Doctrine of Ultra – Vires*; alteration of Memorandum and the Objects clause. Articles of Association; Contractual effect of Memorandum and Articles; Alteration of Articles. doctrine of constructive notice and in-house management. A prospectus; statement instead of prospectus; Remedies for Misrepresentation. Regulation of company matters: Corporate Affairs Commission (CAC), Securities and Exchange Commission (SEC).

PPL 502: Company Law II

(4 Units C: LH 45; PH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. get acquainted with Company Securities, shares and debentures;
2. understand principles concerning company directors and other officers;
3. appreciate company secretarial responsibilities;
4. acquire basic knowledge concerning mergers and acquisitions; and
5. understand the process of winding up a company

Course Contents

Company securities; shares and debentures; becoming and ceasing to be a shareholder; transfer of shares; floating charges. Directors and other officers; appointment, removal, duties, rights and powers. Meetings resolutions. Majority powers and minority rights; prevention of oppression and mismanagement. Reconstructions and take – over, mergers. Winding up (in outline). Privatisation. Partnership: relation of partners inter se and to third parties; and dissolution of partnership.

LAW 599: Compulsory Long Essay

(6 Units C: LH 45; PH 45)

The research topic for the compulsory Long Essay for each final year student must be approved by the faculty at the beginning of each final year. Such a candidate will be expected to produce a well-researched essay containing a minimum of 10,000 words under the supervision of a member of the academic staff in the faculty.

ICL 501: Usul AI-Fiqh I (Islamic Jurisprudence) I

(3 units C: LH 45)

Learning Outcomes

At the end of the Course, students are expected to:

1. understand the principles, concepts and doctrines of Islamic law;
2. acquire knowledge of interpretative rules and Interpretation of Islamic texts;
3. understand the different Islamic schools of law or jurisprudence (Hanafi, Maliki, Shaf'i, and the Hanbali schools); and
4. appreciate the theory of Ijtihad ("Individual Reasoning") and Fatwa.

Course Contents

Definition, scope and evolution of the science of Usulal-Fiqh; Al-Ahkam al-Shari'yyah: Al-Hakim (the Ruler); Al-hukum (the Rule), definition, difference between al-hukum al-Taklifi and al-Hukum Wad'i; Types of Al-Hukum al-Taklifi; Wajib, Haram, Mandub, Makruh and Mubah. Types of al-Hukum al-Wad'i: al-Sabab, Al-Shart, Al-Mani', Al-Rukhsah and Al-Azimah. The linguistic Principles. The legislative Principles. Evolution and Development of the Science of Qur'anic Exegesis; i. Al-Tafsir Bil-Ma'thur; ii. Al-Tafsir Bil—Im.ha; iii. Al-Tafsir Bil-Ray; iv. Al - TafsirAl- ilmi; v. Al-Tafsir Bil-Batin Application on selected Quranic verses, emphasising Ayat Al-Ahkam. Hadith: Evolution of the Science of Hadith; Methods of determining the authenticity of Hadith; Classification of Hadith; Authenticity- Sahih, Hassan, Da' if and others; transmission- Mutawatir Mush hur, Ahad and others; the study of the basic works on Hadith especially the six known collections, Al-Muwatta and the Musnad of Imam Ahmad.

ICL 503: Islamic Law of Procedure & Evidence (Murafa'at) (3 units C: LH 45)

Learning Outcomes

At the end of the exercise, students are expected to:

1. gain a practical understanding of Islamic Law and procedures;
2. understand the general rules of evidence in Islamic law and its modes;
3. understand pre, during and post-trial procedures;
4. appreciate the principle of presumption of innocence, and the investigation and primary-questioning stage; and

5. understand the Indictment process.

Course Contents

Nature, Sources and scope of the law of Evidence under the Shari'ah;
Courts vested with jurisdiction in Islamic civil and criminal laws and the roles of legal practitioners;
Means of Proof: Iqar (Confession)- definition and conditions/elements; Shahada (Testimony); Burden of Proof; Competence of Witness; Tazkiyah; Weight of Evidence; Withdrawal of statement by a witness; Types of Evidence: - Evidence of Infants; Circumstantial Evidence; Documentary Evidence; Declaration of a dying person. Inspection and opinion of experts; Methods of Instituting criminal and civil proceedings in the Sharia Courts; Custody and Bail of Accused, Process to compel the attendance of Accused, Power to search by Police and other Officers (including a brief explanation of the status of police in Sharia); charges and complaints in Sharia Courts, Preliminaries to trial, Trial and/or hearing, Judgment, Appeals;
Oath as means of Proof: Who will take an oath and when? Conditions for taking an oath; Al-Istihqaq (Entitlement): Its definition and conditions; Elements of Entitlement.
Documentary and Circumstantial Evidence; Burden of Proof, Standard of Proof; Facts the proof of which is made in exceptional cases: Character evidence, Expert evidence, Presumptions, *Estoppe*, Long possession (Hauzi); Wrongful admission and rejection of evidence. Al-Sulh (Arbitration and Settlement out of Court): Its definition and conditions of al-Sulh in Iqar.

ICL 505: Application of Shariah in Nigeria

(3 units C: LH 45)

Learning Outcome

At the end of the Course, students are expected to:

1. understand the practical application of Islamic Law in Nigerian Courts;
2. comprehend the constitutional provisions of Islamic Law in Nigeria; and,
3. understand the universal applicability of Islamic Law.

Course Contents

The Pre-colonial condition; The advent of British rule - the Policy of 'Indirect Rule and its effect on Shari'ah; Proclamation No. 5 of 1900 Native Courts Proclamation, 1906 -Alkali's Courts and Judicial Councils — Civil and Criminal jurisdiction of Emir's Courts: *Tsofo Gubba V Gwandu Native Authority*, (1947)12 WACA 141; Native Courts Ordinance. 1933 (and it's 1943); Northern Nigeria Native Courts Law, 1956. Abolition of Emir's Courts; and a Critical appraisal of colonial policies towards *Shari'ah*. 'Muslim Personal Law': Meaning and Mischief thereof; Islamic Law as a specie of Native Law and Custom. Traces of Islamic Law in the Northern Nigerian Penal Code, 1961. Relevant provisions of the 1963 Constitution and Sharia Court of Appeal Law, 1963; High Court and District Court Laws of 1963; Area Court Edict 1967; Area Courts Reform Committee Report. - Relevant Provision of the 1979 Constitution; Impact of Decree No. 26 of 1986.; the Impact of the following cases on the application of Sharia: *Yunusa Vs Adesubokan* (1968) NNI.R 97; *Ado Vs Dije* (1984)5 NCI.R 260; *Karimatu Yakubu Vs Paiko* an unreported case of Court of Appeal No. CA/K/805 85. Islamic Law in Nigerian Legal Education Curriculum: Regular Vs the Comparative Types; The status of Qhadi as Judges; Future of Islamic Law in Nigeria

Minimum Academic Standards

Equipment

Classrooms and offices should be adequately equipped and constantly serviced to enable meaningful teaching and office work. Teaching aids like books, furniture, computer, a public address system (microphone) for large classes, writing materials and audiovisual appliances should be provided.

However, apart from the equipment common to all offices/classrooms:

1. Every large classroom meant for 100 or more students should have a platform and a podium as well as loudspeakers and other electronic equipment for mass communication of ideas.
2. Every office should have a reading desk, bookshelves, chairs etc.
3. The Dean's office and each Department should have a photocopying machine, a duplicating machine, at least three typewriters, plus other items of standard office equipment.

Staffing

Academic Staff

1. Must be intellectually and morally capable of teaching and conducting research and providing leadership to the students.
2. On the employer's part, staff must be provided with adequate opportunity for self-retraining through research, attendance at conferences and training programmes, and adequately equipped with necessary facilities and well remunerated.

The Strength and Mix of Academic Staff

The right strength, calibre and mix should always be provided as per the National Universities Commission guidelines. There should be a minimum of six full-time academics with at least one Professor. The academic staff pyramid should be composed as follows:

- | | | |
|------------------------|---|-----|
| 1. Professor/Reader | - | 20% |
| 2. Senior Lecturers | - | 35% |
| 3. Lecturers I & below | - | 45% |

Students – Teacher Ratio

The Students – Teacher Ratio should be 1:30, in accordance with the guideline.

Non–Academic Staff

1. Must be adequately trained to supply the needed support for both staff and students;
2. Must be readily available and possess enough moral and behavioral abilities for patience and understanding; and
3. Must have the opportunity for re-training programmes that will enhance their productivity.

Senior Technical Staff

The ratio of senior technical staff to academic staff shall be as per guidelines. However, the qualifications and criteria for promotion should be as the University approves.

Senior Administrative Staff

The number of Senior Administrative Staff shall be as per guidelines. However, the criteria for Senior Administrative Staff appointments and promotions should be the same as is applicable in the University Central Administration.

Junior Staff

The ratio of junior staff to teachers in a Faculty of law shall be as per guidelines. However, the Junior Staff Appointments and promotions criteria should be as applicable in the University Central administration.

Library

Every Faculty of law MUST have a separate and distinct faculty/departmental library based in the faculty building and detached from the main law library.

1. Be sufficiently large and roomy to have reasonable space for book stacks, a reading room which should sit 25% – 30% students at a time) and staff offices;
2. Have adequate and current books, journals, law reports (foreign and local) and should be made readily accessible to users;
3. Have internet and electronic facilities for downloading current information that are made accessible to staff and students;
4. A Law library should preferably have a librarian that has a law qualification apart from the professional qualification as a librarian because such a person will:
 - i. Know the needs of the law faculty much better than a non-law degree holder;
 - ii. Be in a better position to make a sound judgment about the collections in Law Library as well as take care of peculiar reference needs of law students and researchers, and
 - iii. Know where to get what for the faculty.

Library Holdings

Acquisitions

1. Each law faculty should have a minimum of 2 sets of Nigerian Publications, Reports and Journals, initially and five sets of such publications ultimately.
2. Law faculties must have at least one set of English Reports; American Reports; Commonwealth Reports; Journals, etc. initially and three sets of such publications ultimately.
3. In acquiring Library holdings in the Law Library, Law Faculties must be fully consulted, and their recommendations seriously considered. In other words, acquisitions by law libraries should be guided by the recommendations of the faculties.

4. The need to update the law library holdings should be boldly underlined. New issues of law reports and journals and current editions of books should be acquired from time to time.

Nigerian Publications

1. All publications published in the State of the University's location, including:
 - i. All law reports;
 - ii. All judgments of the various high courts;
 - iii. Statutes; bye-laws; statutory instruments; and
 - iv. All gazettes.
2. All Federal legislation and law reports, including:
 - i. Statutory instruments, statutes and gazettes;
 - ii. Supreme Court Judgments;
 - iii. Court of Appeal Judgments;
 - iv. Federal High Court Judgments; and
 - v. National Industrial Court Reports.
3. All law reports published in Nigeria, whether by governments; individuals, or, including the West African Court of Appeal Reports
4. All Law Journals published in Nigeria;
5. Recommended textbooks published in Nigeria; and
6. Authoritative Digests and Treatises by Nigerian Authors.

British Publications

English Reports (ER);
All English Reports (All ER);
Queens Bench Reports (Q.B) and Kings Bench Reports (K.B);
Appeal Cases (AC);
Chancery Cases (CH.D);
Weekly Law Reports (WLR);
Probate;
Lloyds Law Reports;
Criminal Appeal Reports;
Halsbury's Laws of England;
British and Empire Digest;
African Commercial Law Reports;
African Criminal Law Reports
Cambridge Law Journal;
International and Comparative Law Quarterly (ICLQ);
Modern Law Review (M.L.R.);
Criminal Law Review;
Law Quarterly Review (LQR);
Journal of Business Law;

Journal of African Law;
Industrial Law Journal;
Public Law Journal (Journal of Public Law);
Current Law Review;
British Year Book of International Law (BYIL); and
Index of Foreign Legal Periodicals.

American Publications

Harvard Law Review;
Yale Law Journal;
Columbia Law Review;
American Journal of International Law;
U.S. Federal Reports.
Stanford Law Review
Pennsylvania Law Review (the oldest).
Chicago Law Review
Duke Law Journal
Hastings Law Review (University of California at Berkeley)
Cornell Law Journal
Virginia Law Journal
Virginia Journal of International Law
Harvard Journal of International Law
Columbia Journal of International Law
Cornell Journal of International Law
American Journal of Comparative Law

Commonwealth Law Reports

Australian Commonwealth Law Reports;
Canadian Dominion Law Reports;
Indian Law Reports;
All Indian Law Reports;
East African Law Reports
Ghana Law Reports

Textbooks, Encyclopaedias and Dictionaries

1. All the primary textbooks on each course taught in the faculty of the university concerned;
2. Encyclopedia of Forms and Precedents;
3. Law Dictionaries:
 - i. Blacks Law Dictionary;
 - ii. Jowitts Law Dictionary; and
 - iii. Stroud's Law Dictionary.
4. Major legal Encyclopaedias, including
 - Corpus Juris Secundum*
 - AmJur* Second

Public International Law

1. Hague Recueil des course (Hague Academy of International Law)
2. International Court of Justice (ICJ) Reports
3. Permanent Court of International Justice (PCIJ) Reports
4. European Court of Justice Reports
5. European Court of Human Rights Reports
6. Reports of the International Criminal Court (ICC)
7. The Netherlands Yearbook of International Law
8. International Legal Materials (ILM)

Internet access

Each Law Faculty MUST have an E-Library with speedy internet connectivity and WIFI and Hotspot facilities. The faculty should also ensure subscription to at LEAST TWO relevant legal databases, i.e. one local and one foreign and other resources.

Classroom, Laboratories, Workshops, and Offices

Classroom Requirements

The standard requirement per full-time student equivalent enrolment (FTE) is considered and endorsed. Thus, the minimum total space requirements of a faculty of law shall be the product of its total full-time student enrolment and the minimum space requirement per FTE.

Faculties with Student Intake of 50

A Faculty that admits 50 students annually should have the following facilities:

1. One classroom that can accommodate 250 students
2. One classroom that can accommodate 150 students
3. Two classrooms that can accommodate 100 students
4. Two classrooms that can accommodate 40 – 50 students
5. A students' common room measuring approximately 120m².
6. A Moot Court that can accommodate 100 – 150 students.

Faculties with Students Intake of 250

A prominent law faculty with such a large population of students should have the following facilities:

1. A classroom capable of accommodating 250 students;
2. Two classrooms capable of accommodating 150 students;
3. At least three (3) classrooms, each capable of accommodating 100 students;
4. (5) tutorial rooms, each capable of accommodating 40 – 50 students;
5. A Moot Court capable of accommodating 250 students at a time; specially designed to suit the purpose and have rooms for judges' chamber as well as barristers' chambers and dressing rooms.
6. A students' common room measuring approximately 300m², with offices for –students' union activities, including an editorial office for their journals;
7. An auditorium or lecture theatre capable of holding 1,000 to 1,500 students at a time.

Staff Offices and General Offices

Faculty Building:

Every law faculty should have its building separate and distinct from others. In designing such a building, the factors given below should be considered.

Offices

Every law faculty should have offices for the Dean, Heads of Departments, academic and administrative staff, general offices, stores, conference/seminar room, common room and utility rooms/ kitchen.

Dean's Office Complex

Dean's office, excluding space for toilet and Secretary's office, should measure approximately – 70m².

Secretary's office	–	24m ² .
General Office	–	96m ² .
Conference / Seminar room to accommodate 50 people		
Faculty Officer's room	–	24m ² .
Room for faculty Officer's Secretary	–	16m ² .
Stores	–	20m ² .
Machine room	–	12m ² .

Heads of Departments Office

A Head of Department's Office excluding space for toilet and secretary's office should measure approximately

	–	35m ² .
Secretary's Office/Reception	–	20m ² .
General Office	–	48m ² .
Store/Machine room	–	30m ² .

Professor's Office

1. Professor's Office, excluding toilet	–	35m ² .
2. A toilet attached to the office		
3. Secretary's Office	–	16m ² .

Senior Lecturers' and Lecturer's Office

1. Lecturer's room, exclusive of toilet	–	30m ² .
2. One toilet for two senior Lecturers		

Staff Common Room

A Staff Common Room measuring approximately 70m² should be provided. The common room should have functional facilities, e.g. (cable) for national and international electronic news and relevant programmes.

Staff Library

It is desirable for a faculty of law to have a faculty/departmental library based in the faculty building and detached from the main law library for the use of the Academic Staff. It should be sufficiently roomy to accommodate stacks of important law reports (local and foreign) and seats for at least 10 readers at a time.

Suggested Courses

Each Faculty should have a set of optional or elective courses made up of:
Law Courses and Non-Law Courses.

The list of such courses should not, at any given time, be closed but should remain open so that courses that become irrelevant or unimportant should be eliminated and new relevant ones added. The list of the courses identified for the moment are as follows: -

(a) Optional Law Courses

Weight in Credit Units

1.	Administrative Law	8
2.	Revenue/Taxation Law	8
3.	Industrial Law or Labour Law	8
4.	Oil and Gas Law	8
5.	Public International Law	8
6.	Conflict of Laws	8
7.	Family Law/The Family and the Law	8
8.	Conveyancing	8
9.	Criminology	8
10.	Law of Banking	8
11.	Law of Insurance	8
12.	Law of Intellectual Property	8
13.	Maritime Law	8
14.	Human Rights and Nigerian Law	8
15.	Customary Law	8
16.	Environmental Law	8
17.	African Comparative Law	8
18.	Information and Communication Technologies Law	8
19.	Health Law or Law and Medicine	8

(b) Optional Non-Law Courses

1.	Economics	
2.	Elements of Business/Management	6
3.	Political Science/Elements of Government	6
4.	Philosophy	6
5.	Social Relations	6
6.	Psychology	6
7.	English	6
8.	Such other non-law courses as the faculty may determine from time to time.	6