



BTTC main building that was completed in 1919

GENESIS OF UGANDA'S COU- FOUNDED UNIVERSITY

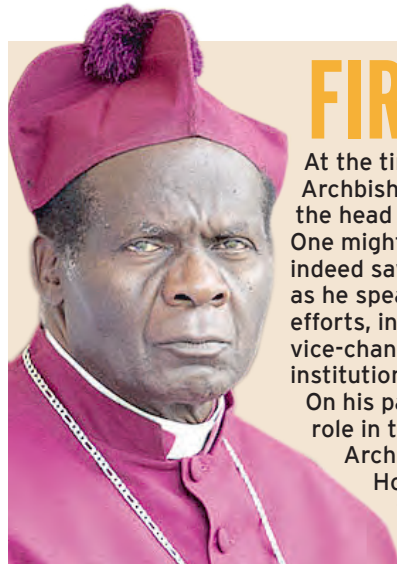
By Vision Reporter

In 2004, Uganda Christian University (UCU) made history, becoming the first chartered private university in Uganda. Today, as the institution proudly celebrates 25 years of provision of complete education to thousands of great men and women countrywide, many people are keen to know its journey.

UCU traces its origins to Bishop Tucker Theological College from a century ago – 1913. According to available literature, it is the second oldest institution of higher learning in East Africa, after St Paul's College in Kenya (1903).

The institution was started as a result of the work of the early missionaries who were sent by CMS to spread Christianity in Uganda. Key of these was Shergold Smith together with Rev. C. T. Wilson, Mackay, Pilkington, Walker, Baskerville and Galpin. These people had missionary work experience in various parts of the world, especially in West Africa, where they started formal schools as they preached the gospel. Therefore, it is not surprising that the Church Mission Society (CMS) missionaries adopted the same approach when they came to Uganda.

Tucker, like the first generation of Christians who preceded him in Uganda, was born in the mid-nineteenth century in Britain. By 1883, he had started to think seriously about coming to Africa as a missionary and, in 1890, he wrote to CMS, asking if there was a position available in East Africa in which he could serve as an ordinary missionary.



FIRST CHANCELLOR

At the time of opening UCU, retired Archbishop Nkoyoyo (pictured) was the head of the Anglican Church. One might say it was his vision that indeed saw this dream come true as he spearheaded all the initial efforts, including seeking the first vice-chancellor to head the new institution.

On his part, when asked about his role in the establishment of UCU, Archbishop Nkoyoyo said: "The House of Bishops had agreed to start a university; the location was a

contentious issue. The fear was that if you start the university, it would swallow up BTTC. The Church had wanted to build the university in Buwalasi. But this was very far. Travelling there would take two days. Minakita in Lango was the next option with a lot of land, more than 200 acres, but this was also far. As the head of the Anglican Church then, I thought it more suitable to start the university in Mukono. We said, let us begin in Mukono and start the constituent college in Kabale."

1992

The year when the Government issued the White Paper on Education which raised the idea that higher education be offered through private institutions. This was the incentive to the opening of UCU

In response to his request, Benson, the then Archbishop of Canterbury, nominated him to fill the vacant bishopric position of Eastern Equatorial Africa. He was subsequently consecrated at Lambeth on April 25, 1890 and left for East Africa on the same day. He arrived at the CMS Uganda

mission headquarters at Mengo in December 1890. In 1897, the Diocese of Eastern Equatorial Province was divided into two and Tucker chose to be the Bishop of the Diocese of Uganda.

Bishop Tucker, the new leader of the Church at this time, linked baptism with the ability to read. For him, unless you could read, you could not be baptised. As a result, large numbers came forth for baptism, as a way to acquire the skill of reading.

Bishop Tucker further challenged Charles William Hattersley, a church missionary photographer, to set up a formal system of primary schools and to train teachers for them. Later, Hattersley's interests moved from general primary education to the education of sons of the chiefs and the future elite, and he became the founding head teacher of Mengo School. Soon

the Anglican Church had village schools, and some intermediate schools like Kings College Buddo.

At that time, theological education and teacher training did not seem to make much progress compared to secular education, as its demands were greater. This was made worse by the absence of an institution to offer formal theological training. Subsequently, from 1890 to 1913, training of catechists started at a small scale at Namirembe, led by Rev. John Roscoe.

The increasing interest and focus of the Church on education was a motivation to chief Hamu Mukasa, a very religious person who had survived execution by Kabaka Mwanga and was later granted a lot of land during the 1900 Buganda Agreement.

He took a decision to "give back what belonged to God", through donating land located in Mukono,

to the Church. As a result, an appeal was launched to found a full Theological College in memory of Bishop Tucker the Bishop Tucker Theological College (BTTC). This was done in 1913 and, by 1919, the main building was completed.

The attainment of independence for the country was accompanied by the indigenisation of Church leadership in the 1960s. The election of Erica Sabiti, an alumnus of Bishop Tucker College, as the Archbishop, was a hallmark of that progress. For the first time, an African led the entire Church, a sign that Bishop Tucker's vision of a self-governing and self-propagating Church had come to fulfilment.

By 1977, the college had to rely mainly on the very few Ugandan graduate tutors available at the time. These included Can. E. Kamanyire, the principal; Can. George Enyagu, teaching the New Testament; Can. Elisha Mbonigaba, teaching the Old Testament; Can. Eliphazi Maari, teaching church history; Can. Shillimi, the college chaplain; Can. William Okodi, the vice-principal and Prudence Kaddu, the trainer of the ordinands' wives. Their efforts were complemented by only two CMS expatriates – Rev. Dr Kevin Ward, in charge of church history and Can. Allan Galpin, teaching theology and later the acting principal. The larger majority of expatriate staff from USA, Canada and England had left the country earlier for fear of their lives due to President Idi Amin's hostility to whites living in Uganda.

1996

Anglicans had talked about a provincial university since the 1970s, but only in 1996 did the Provincial Assembly come together to found UCU



Rev. Assoc. Prof. John Mulindwa Kitayimbwa, UCU vice-chancellor
Assoc. Prof. Aaron Mshengezezi and David Mugawe, the deputy vice-chancellor for finance and administration

THE HISTORY OF UCU

OTHER NOTABLE UCU LEADERS

From to page 19

President Idi Amin had in 1972, expelled the Asian community from Uganda and, therefore, treated expatriates with much suspicion.

In 1977, these staff members were joined by Rt. Rev. Can. Magambo amidst much turbulence. With his exception, many other interested teachers living abroad were forced to stay away for fear of their lives. This led to understaffing of the college, to the extent that each tutor would have over 20 lectures a week, which was a heavy workload.

The fall of President Idi Amin in 1979 opened opportunities for BTTC to get back members of the clergy who had been scared away by the regime. Among them was Rev. Can. Dr Alex Kagume, the former deputy vice-chancellor in charge of academic affairs. From 1982, BTTC began its journey to recovery and unprecedented development.

At this time, however, the Anglican Church faced two challenges. One was the increasingly secular, urban and global culture, affecting many middle-class Ugandans.

The second came from the Pentecostal movement, a global phenomenon combining western ideas, preachers and mass gatherings with local spirituality and earlier revival movements.

The Anglican Church was losing touch with the young educated population. With tremendous passion and energy, they found followers in the weakened Anglican Church of Uganda. Some of the Anglican Church members realised that although the Church looked strong from outside, it was crumbling away.

A remedy had to be sought. The question was how the Church of Uganda would fare! The first reaction of the *Balokole* and

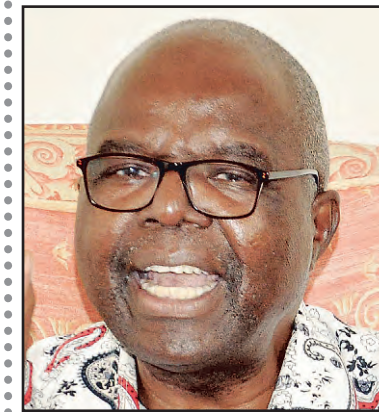
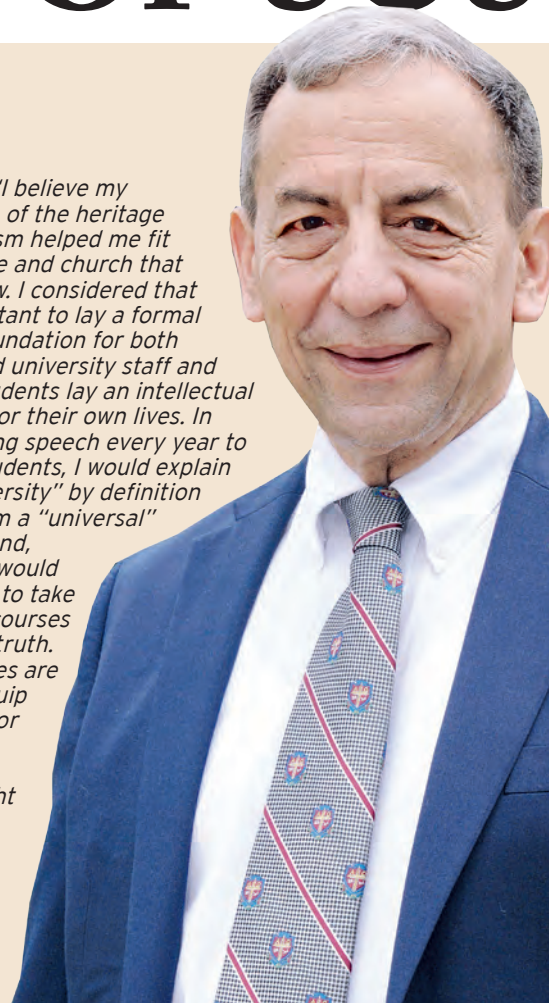
NOLL'S LETTER

Rtd Archbishop Nkoyoyo was determined to raise the best person to start this important institution. He decided right away that the Church needed a white man to bring the much-needed difference in leadership style, partnerships and friends, and also reduce the financial burden on the Church of Uganda. Seeking advice from Anglican evangelical leaders, he began the search.

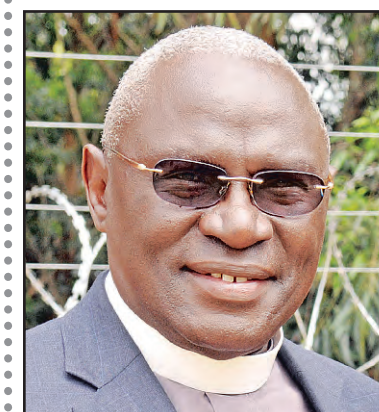
The initial reaction by Prof. Noll (pictured) was a "polite no" and, as he said, he had never been to Uganda or to Africa long enough to understand the environment well. He had not run a university, but only a theological college. The advantage was that he was a professor, which is one of the competencies the Church was looking for. He also had the experience of preparing a college for accreditation.

Two years later, when Rev. Prof. Noll visited Uganda, he says he sensed a divine call to come to UCU. On returning to America, he wrote to Archbishop Nkoyoyo accepting, though on condition that UCU would have to be Christian not only in name, but in substance too. One of his first tasks was to formulate "the Instruments of Identity".

He wrote: *"I believe my appreciation of the heritage of Anglicanism helped me fit into a culture and church that I hardly knew. I considered that it was important to lay a formal orthodox foundation for both students and university staff and also help students lay an intellectual foundation for their own lives. In my welcoming speech every year to incoming students, I would explain that "a university" by definition seeks to form a "universal" world view and, hence, they would be expected to take foundation courses in Christian truth. These courses are meant to equip lay leaders for the Church in the same way. I brought this vision for Christian higher education with me to Mukono in 2000."*



Orombi, Archbishop Nkoyoyo's successor



Rev. Can. Dr John Senyonyi, Noll's successor

Anglican leadership was hostile. A change in attitude was to come under the leadership of the former Archbishop Livingstone Mpalanyi Nkoyoyo, who welcomed the charismatic groups. Within 10 years, the Church of Uganda was adopting some of the worship styles of the Pentecostals and had elected Archbishop Henry Luke Orombi, who combined them all.

The answer of the Church to the rising urban and secular culture came with the founding of UCU. Anglicans had talked about a provincial university since the 1970s, but only in 1996 did

the Provincial Assembly come together to found UCU.

The time then was right; Makerere University was in place, but could not afford to meet all the demands for higher education. The organisation of Islamic countries started Islamic University of Uganda in Mbale and the Catholic Church had started Uganda Martyrs University in Nkozi. The Province of the Church of Uganda also thought it right to begin to train its own children, in line with its own values.

According to the first vice-chancellor, the Rev. Prof. Noll, the

Government of Uganda, through the White Paper on Education (1992), raised the idea that higher education be offered through private institutions, which was an incentive to the opening of UCU.

Bishop Eliphazi Maari ushered BTTC into university status as the longest serving principal and acting vice-chancellor, with Rev. Can. Dunstan Bukenya, as the first university secretary. The transfer of BTTC assets to UCU was a leap for the university and enabled its fast development.

Further preparations included

seeking approval from the education ministry on starting the university. This also posed its challenges as the process required resources that were not readily available. As the events unfolded, the next question was who would lead the university.

In tracing UCU's history, what is indeed most apparent is its distinction from any other institution, its full integration in identity and mission, an invaluable heritage from the Christian missionaries from whom the institution draws its foundation.

UCU'S 25 YEARS OF LEAPS AND BOUNDS



The Bishop Tucker Building at Uganda Christian University

After 25 years down the road, Uganda Christian University (UCU) has stood the test of time, grown through leaps and bounds and changed the perception of what a complete education is. By putting emphasis on Christian values among their students, it has set its graduates apart and made them exceptional in the world of employment. **FRANCIS EMUKULE** spoke to UCU's vice-chancellor, Aaron Mushengyezi, about the university's mission, vision, present achievements and bright future ahead. Below are the excerpts of the interview.

When was Uganda Christian University founded?

Uganda Christian University has been around since 1913 when it was established as Bishop Tucker Theological College, and it moved to Mukono in 1991 before it evolved into a university in 1997.

Why was it important to establish it as a university?

They established it as a university to bridge a gap in the education sector because we mostly had public universities with only one non-public university at a time. They wanted to train students with a Christian ethos that would positively impact society. UCU's founders generally envisioned a transformational approach to education. Therefore, the idea was not to simply put out graduates that were highly knowledgeable, but also people that had ethics, values, human relations and emphasise values inculcation as part of the academic training. That is why when UCU graduates go out, they are different.

What has made UCU unique over the years?

When you come to the UCU campus, you are met with a clean

THE NEXT 25 YEARS

Where do you see UCU 25 years from now?

We commend those who carried the vision of the late Archbishop Mpalanyi Nkoyoyo, who came up with this idea during his tenure, and those who wore it, the vice-chancellors who led: Prof. Steven Knowle, John Senyonyi, the council chairmen and council members, for laying a solid foundation.

It is my desire to see UCU continue to excel in academics. Our training covers a spectrum of fields. We would also love to continue innovating and coming up with programmes of national importance, especially in the area of science and technology, for the next 25 years.

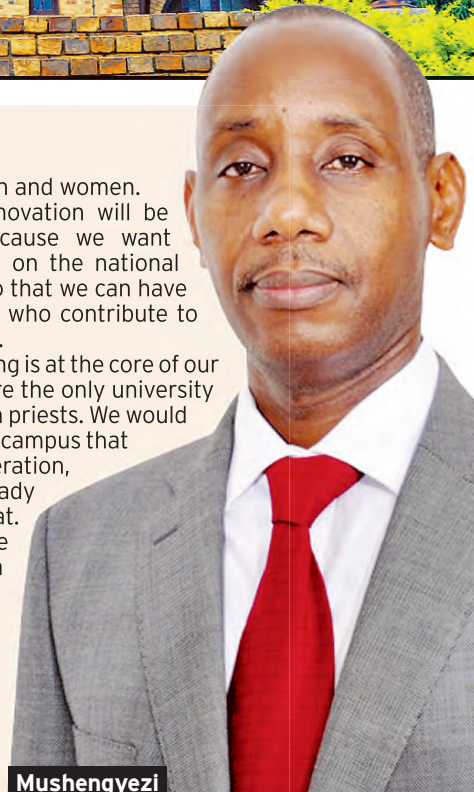
In the area of sports, we would love to continue upgrading our sports facilities to standards that will make our sportsmen and women extremely competitive. Currently, our basketball team will be representing Uganda and Africa in the international three-by-three competition in Turkey after beating all the teams in Africa. 'The Lady Canons' won the national trophy. We want to continue supporting sports by giving scholarships to

talented young men and women.

Research and innovation will be critical for us because we want to have an impact on the national research agenda so that we can have renowned scholars who contribute to providing solutions.

Theological training is at the core of our mission since we are the only university that trains Anglican priests. We would also love to be an e-campus that digitises every operation, and we are already moving towards that.

We also have plans to build a business centre here at Mukono Campus, which will be a one-stop centre where students and staff can buy whatever they need.



Mushengyezi

CHALLENGES

What are some of the challenges you have faced in your leadership?

The biggest challenge so far has been the COVID-19 pandemic, where we were forced to adjust the way we operate. I remember we had to find ways to expand our e-learning platform to accommodate all our 13,000 students, which was a very costly venture for us. We had to spend sh1.4b to upgrade it. However, as difficult as it was, I believe it helped us get closer to our goal of becoming an e-campus. The COVID-19-induced-lockdowns also had an impact on new admissions. So, universities do not have new students coming in, but I am convinced that we will navigate these challenges.

and orderly environment. The environment in which students are trained reflects a sense of excellence, which has enabled students to set themselves apart from the rest of the competition. We aim to influence young leaders who are able to make a difference in the various sectors of Uganda. We are also an institution that puts God at the centre of everything that we do.

Why do you think it is crucial to celebrate UCU at 25?

It is important to celebrate UCU at 25 years because we want to mark the path of excellence that we have exhibited over the years in the education sector. We also want to celebrate 25 years because of the impact UCU has had in the sports arena, where many of our sportsmen and women end up on the national team, but also in

politics and government, where our students have made several contributions.

What attracted you to UCU?

I served at Makerere University from 1996 to 2020, and I grew through the ranks to become a professor and dean of faculty. Makerere is a very good training ground for leaders because you face a lot of challenges and opportunities, but a time comes when you want to have a wider impact in society, and Makerere is a breeding ground for highly skilled people per capita and, as such, you need to spread your wings and evolve.

I had always had the desire to serve in the higher education sector, and I also had a strong connection with the Church of Uganda, so I felt that I needed to give back to society and also foster

positive impact. Although I was the first non-ordained applicant, I had the credentials to serve. Also, UCU does not require one to be a priest to serve.

How is UCU working to become a research-led university?

We have done very well as a teaching-intensive university. So far, our teaching has been good, but we have had less impact regarding research, partnerships and innovations. We have separated post-graduate training from research and innovation, thereby creating a new directorate of research, partnerships, and innovations so that they can focus on fostering the research agenda. This will eventually create partnerships with the private sector, other universities and funding agencies so that various teams can write winning grants. In

fact, we are already winning grants. It is important to grow the research agenda because it also plays a huge role in attracting more funds, which helps us to stop relying on tuition to support research.

What are some of your achievements?

We are determined to become an entirely e-led university and, as such, our students, with the guidance of lecturers, were able to build a management information system on which all university business can be conducted. Our students can find educational materials, view their results, and timetables on it. Also, financial operations can be done on that platform. We have also added an assessment option where students can journal their internship errands so that it is easy for their supervisors to access the updates.



How did you see your role as VC at UCU, and what years did you serve at the helm?

Noll:
I was the first, "pioneer" Vice Chancellor, although I did not take office until September 2000 (Bishop Eliphaz Maari, the former Principal of Bishop Tucker College, had served as Acting VC from 1997-2000).

Becoming VC was a reach, as they say. My prior roles in the States had been as "deputy." In addition, I had to learn specific customs in Uganda, for instance, going first in the banquet line, even ahead of my wife (contrary to the "ladies first" American tradition).

I have sometimes said that I tried to emulate two practices from African leadership as I observed it. The first was the "council of elders." I worked closely and listened carefully to my colleagues on the academic and administrative staff. In many cases, I was learning "how do you do things here?" At the same time, I came to see that, as the "big drum," my word settled matters and would be carried out by the staff willingly and promptly.

I suppose my greatest contribution was as a vision-bearer for Uganda Christian University as an authentically Christian institution, fleshing out what the "Christian" in its title stands for. I think UCU's founders in the Church of Uganda held that vision implicitly, but I brought experience and wisdom from the long tradition of private Christian education in the United States and from my involvement in confessional institutions and movements that confronted the increasing secularism of Western Christianity and culture.

Senyonyi:
I served as VC of UCU from September 2010 to the end of August 2020, a total of 10 years. But I worked at UCU in different portfolios since January 2001.

I was the CEO of the university and hence, head of all the different aspects of the University's life.

Above all, I considered the importance of keeping faithful to the Christian Identity of UCU. This meant keeping the functioning of the University at its best in all its services, especially to students, as a testimony to Christ. This included the preservation and animation of Christian faith, keeping academic life on its cutting edge, retaining a committed, competent and growing staff at all levels, ensuring modern infrastructure, financial integrity, and developing and maintaining engaged partnerships. I was also intent that UCU should set standards both in Uganda and the African region.

Why is it important for UCU to celebrate 25 years of existence and for Bishop Tucker to commemorate 100 years?

Noll:

VIEWS OF FORMER VICE CHANCELLORS

As part of the Uganda Christian University (UCU) and Bishop Tucker School of Divinity and Theology anniversaries of 25 and 100 years, respectively, this year, there was a public lecture on October 26. The invited guest of honour was President Yoweri Museveni. In Nkoyoyo Hall on the UCU Mukono campus, two former UCU Vice-Chancellors featured during the lecture, addressing the topic, "The beginnings of Private Higher Education in Uganda." The Rev. Dr Stephen

Noll, Professor Emeritus of Biblical Studies, Trinity School for Ministry, Pennsylvania, USA, gave the keynote address; and the Rev. Dr John Senyonyi, mathematician, academic and evangelist in Mukono, Uganda, led the discussion. The two VCs were interviewed by **JOHN SEMAKULA**, head of undergraduate programs with the UCU School of Journalism, Media and Communication; and **PATTY HUSTON-HOLM**, Communications Director, Uganda Partners.



Noll and Senyonyi during the handover ceremony that ushered in Senyonyi as Vice-Chancellor in 2010

THE FUTURE

Where do you want to see UCU in the next 25 years?

Noll:
I would hope that UCU will maintain (and deserve) its reputation as a centre of excellence and for providing a "complete education for a complete person." As it matures, I would expect that UCU will continue to develop new programmes, research partnerships, and international networks. At the same time, I would hope that it can continue to provide a firm foundation for the undergraduate population in their personal, professional and

spiritual lives.

Senyonyi:

- UCU should be on the cutting edge in research within its fields of study.
- UCU should be producing graduates that are taking up leadership roles in all spheres of their countries - in politics, business, law, medicine, agriculture, engineering, and others.
- UCU should be a continent-wide first-class university mentioned among the top twenty or so in Africa, and routinely attracting students from across the continent.

Anniversaries are celebratory milestones, and milestones are important to recall the road one has taken in the past and the way forward in the future. I frequently reminded students that a university or college is a "dear mother," an alma mater, that would ever be part of their heritage. None of the original

Bishop Tucker College students are alive today, but they are on its honor roll. Most of the alumni of UCU are still alive and taking places of importance in Uganda and beyond, but they, too, will be remembered in its history.

Senyonyi:

Anniversaries are times of reflection on the journey so far,

and an opportunity for recasting and replanning, considering the changed or changing market landscapes. Thus, a celebration of the past 25 years of existence helps to maximize the use of the past to build a greater future. The same applies to Bishop Tucker's 100 years. In 2013, the same Divinity School remembered its conception in 1913; I would expect this year's commemoration to awaken BTSdT to the new national and global challenges and opportunities facing the church and the work of mission so that her graduates are well-equipped for effective dissemination of the Gospel of Christ.

One key challenge of UCU's former and current Vice-Chancellors is mobilising funds to run the University. How did you address the challenge?

Noll:
It is indeed a heavy burden for the Vice Chancellor to seek funding to maintain the University's mission. As an American, I was able to raise funding for student scholarships and for capital projects from outside donors,

ACHIEVEMENTS

What would you say are the top three achievements at UCU in the past 25 years?

Noll:
I suppose I would see the top three achievements during my tenure to be: 1) preparing UCU to receive the first Charter in Uganda; 2) planning and executing the expanded campus and its facilities; and 3) keeping its focus on the Gospel by calling and equipping clergy and lay leaders for the church, the nation and the world.

Senyonyi:

First, UCU has shown that a private university in Uganda can compete favourably and even beat a well-financed public university to be the university of choice for many bright students. Among the private universities, none have achieved UCU's status.

UCU has shown that a Christian university can produce graduates that the market prefers to others because of the added values and Christian ethos. Ironically, this also worked in the favour of staff members who sought job opportunities elsewhere.

UCU pioneered defining a 'Christian university' for Uganda. This is important because prior to the founding of UCU, no university was intentional about Christian faith matters, even those that were church-founded. Now, all universities in Uganda founded by Christian churches or by Christians, have attempted to use UCU's model, even in the detail of worship services.

especially through our Uganda Partners societies in the USA, UK and Australia. However, the main source of recurrent funds came from students and their parents. We struggled with keeping fees moderate while at the same time making clear that an excellent university is a cost-intensive enterprise and that investment in a student's education is worth the sacrifice made by a student and his or her supporters.

Senyonyi:

In reality, almost every problem I faced could be reduced to meagre finances for running the university. Consequently, the burden of financing was increasingly cast on students. The bottom line was exercising stringent controls and adherence to cash flows, as we tried to implement the budget.

During my first years, the Ugandan economy was not too badly off and we afforded the basics of the recurrent budget. In due time, however, we used the undesirable and very limiting method of nominal increments in fees to the chagrin of our students, but they bore it stoically most of the time.



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

APPLICATIONS ARE OPEN FOR THE 2023 INTAKES

All S.6 leavers who wish to enrol for the May 2023 Intake should apply now. Only those who apply this year will qualify to attend the UCU Pre-Campus Camp.

ACADEMIC PROGRAMMES

School of Business

Diploma in Business Administration
 Bachelor of Business Administration
 Bachelor of Procurement and Logistics Management
 Bachelor of Human Resource Management
 Bachelor of Science in Accounting and Finance
 Bachelor of Science in Economics and Statistics
 Bachelor of Tourism & Hospitality Management
 Postgraduate Diploma in Human Resource Management
 Postgraduate Diploma in Sustainable Business and Renewable Energy
 Master of Human Resource Management
 Master of Business Administration
 Master of Business Administration (Oil and Gas)
 Master of Arts in Organizational Leadership and Management
 Master of Science in Procurement & Supply Chain Management

School of Education

Higher Education Certificate (Arts & Sciences)
 Bachelor of Arts with Education
 Bachelor of Science with Education
 Bachelor of Education (Upgrading teachers)
 Master of Library & Information Science
 Master of Education (Planning & Administration)
 Master of Arts in Literature
 Master of Education Administration and Management
 Master of Education in Curriculum Studies
 Master of Educational Psychology
 Master of Higher Education Pedagogy and Leadership
 PhD in Education (Administration & Management)
 PhD in Literature

School of Journalism, Media & Communication

Bachelor of Arts in Journalism and Communication
 Master of Journalism and Media Studies
 Master of Arts in Strategic Communication

School of Law

Bachelor of Laws
 Master of Laws in International Business Law
 Master of Laws in International Energy Law & Policy
 Master of Laws Oil & Gas

School of Medicine

Bachelor of Medicine & Bachelor of Surgery

School of Dentistry

Bachelor of Dental Surgery

Faculty of Public Health, Nursing & Midwifery

Bachelor of Public Health
 Bachelor of Nursing Science (For A' level Applicants)
 Bachelor of Nursing Science (Completion- Diploma entry)
 Master of Nursing Science
 Master of Midwifery and Women's Health Science
 Master of Public Health Leadership (Save the Mothers)
 Master of Public Health

Master of Science in Human Nutrition

Faculty of Engineering, Design & Technology

Diploma in Information Technology
 Diploma in Visual Art and Design
 Bachelor of Science in Data Science and Analytics
 Bachelor of Visual Arts and Design
 Bachelor of Art in Graphic Design and Animation
 Master of Science in Data Science and Analytics
 Master of Science in Computer Science
 Bachelor of Science in Information Technology
 Bachelor of Science in Computer Science
 Bachelor of Science in Civil and Environmental Engineering
 Postgraduate Diploma in Water and Sanitation
 Master of Science in Water and Sanitation
 Master of Science in Computer Science
 Master of Science in Data Science and Analytics
 Master of Science in Environmental Science and Management
 Master of Information Technology

Faculty of Agricultural Sciences

Bachelor of Science in Agricultural Science and Entrepreneurship
 Bachelor of Science in Human Nutrition & Clinical Dietetics
 Bachelor of Science in Food Science and Technology
 Postgraduate Diploma in Agribusiness Management and Entrepreneurship
 Master of Science in Agriculture & Rural Development
 Master of Science in Agriculture by Research
 Master of Science in Agribusiness Management & Entrepreneurship
 PhD in Agricultural Systems and Value Chain Management

School of Social Sciences

Diploma in Social Work and Social Administration
 Bachelor of Public Administration and Management
 Bachelor of Social Work and Social Administration
 Bachelor of Governance and International Relations
 Bachelor of Human Rights, Peace and Humanitarian Interventions
 Postgraduate Diploma in Development Monitoring & Evaluation
 Master of Governance and International Relations
 Master of Public Administration and Management
 Master of Development Monitoring & Evaluation
 Master of Research and Public Policy (Full Time)
 Master of Social Work
 Master of Counseling Psychology

Bishop Tucker School of Divinity & Theology

Bachelor of Divinity
 Master of Arts in Theology
 Master of Divinity
 PhD in Theology
 Doctor of Ministry

ENTRY REQUIREMENTS

Applicants for Degree programs should hold EITHER; UCE & UACE Certificate with at least 2 Principal Passes OR Diploma from a recognized institution of Higher Learning

Applicants for Diploma programs should hold EITHER UCE & UACE Certificate with 1 Principal Pass and 2 Subsidiary Passes OR A Certificate from a recognized Tertiary Institution

All Post Graduate applicants should hold at least a good degree from a recognized institution of higher learning.

Applicants for Higher Education Certificate should hold EITHER Uganda Certificate of Education or its equivalent and Uganda Advanced Certificate of Education with at least two subsidiary passes obtained in principal subjects or its equivalent. For avoidance of doubt, a holder of UACE with only one principal pass shall be deemed to meet the admission requirements.

International Applicants

International applicants must have qualifications that are recognized for University entry in their respective countries and equated at UNEB.

Obtaining application forms

Apply online: apply.ucu.ac.ug

Or:-

Application forms are available at a non-refundable fee of Uganda shs. 50,000/= from the admissions office at the Main Campus in Mukono or at Kampala Campus
 Tel: 0312-350800/880/835, Email: admissions@ucu.ac.ug

Returning of filled application forms, Venue & Dates

Filled application forms can be returned to the admissions office at UCU in Mukono or Kampala Campus or scanned and emailed to admissions@ucu.ac.ug

Summary of UCU's admission procedure

- Know the programmes we offer and the different intakes
- Apply
- If admitted, pick admission letter
- Confirm acceptance by paying a non-refundable tuition fee deposit.

For more information please contact:

The Admissions Office
 Plot 67-173, Mukono Hill, Bishop Tucker Road
 P.O. Box 4, Mukono - Uganda
 Tel: 0312-350880
 Email: admissions@ucu.ac.ug

Or

Kampala Campus
 Plot 616, Musajjalumbwa Road, Meng

Please note that an incomplete application form will not be received.

UGANDA CHRISTIAN UNIVERSITY

P.O.Box 4, Mukono-Uganda Tel: +256 312 350 800 Fax: +256 414 290 800

E-mail: admissions@ucu.ac.ug Website: www.ucu.ac.ug



SCHOOL OF MEDICINE REDEFINES TRAINING FACE

By Francis Emukule

In 2018, the Uganda Christian University School of Medicine (UCUSoM) was established in partnership with Mengo Hospital. The fundamental objective was to train a new generation of Christ-centred doctors who are eager to serve, compassionate and capable of offering holistic care.

Dr Gerald Tumusiime, the Dean of the school, says its formation would not only produce medical practitioners who are well-equipped with technical skills, but also medical practitioners who value the lives of the patients they are treating.

Tumusiime says the partnership with Mengo Hospital provides an opportunity for quality



Dr Tumusiime

practical experience to produce graduates who promote medical evangelism, like Sir Albert Cook, who introduced modern medicine at Mengo over 100 years ago. The capacity of the school has since grown from 60 admissions, of which 10 were dental students in



Medical students during a lecture

soft skills are ignored, it poses a threat to people's values and how they carry themselves in society.

"I think what makes us unique is also the fact that we train a holistic person, who does not have only technical skills, but also soft ones," he says.

INNOVATION

When COVID-19 was at its peak, the school acquired a digital system called the Visual Body, which helped students continue with their practical lessons, especially in human anatomy.

"We built a digital system which helped students study human anatomy without necessarily dealing with cadavers, but the innovation also helped us orient students who had fears of dealing with cadavers. We still use this technology in blended formats in cases where a student may not be on campus or outside Uganda," Tumusiime says.

Currently, the school is also researching about two Non-Communicable Diseases (NCDs); gastrointestinal cancers and high blood pressure. Tumusiime says the two NCDs were chosen because they are the leading causes of premature deaths associated with modernisation and adoption of a western diet characterised by low fruits and vegetables, and high fat and salt. Premature death is due to the detection of NCDs in advanced stages when cure and optimal control are not possible.

"These diseases are potentially curable and controllable. However, most of the time, people report cases when it is too late. So, we are doing research and sensitisation to encourage people to take action as soon as they see any signs or symptoms of these diseases." In conjunction with the faculty of agricultural sciences at the main campus, UCUSoM is also carrying out research to promote the use of indigenous vegetables, especially among older persons since they are associated with good health outcomes.

2018, to 240 students from within Uganda and outside.

WHAT MAKES THE SCHOOL UNIQUE?

Since the school is still new, the teacher-student ratio is good. It eases teaching because the lecturers can have one-on-one sessions with students. This enhances the learning and quality of students.

The school is the only Christian medical school in Uganda. Angella Nakiganda, a fifth-year medical student, says the lecturers uniquely deliver the content. She says after the students have been taught, lecturers still take it upon themselves to follow up on whether one has understood or not.

"We are taught the basics and also taken through the depth of whatever we have been taught. In case one needs more elaboration, they have the liberty to ask for clarity, which the lecturers do both theoretically and practically," Nakiganda explains.

During the lockdown that was brought about by the COVID-19 pandemic, when a number of institutions of higher learning were struggling to cope and find solutions on how to conduct off-site and long-distance learning, UCUSoM successfully conducted online learning using its

SCHOOL PLANS

The school plans on setting up outreach programmes in collaboration with Kagando Hospital in Kasese district and Mukono Church of Uganda Hospital in Mukono district, to promote preventive and health promotion services in rural communities. Together with Mengo Hospital and the University of Leeds, UCUSoM plans to train their students in minimal access surgery and implement exchange programmes for students and the faculty.

modern e-learning platform, Moodle.

Hegan Jeremy, a third-year international medical student from Liberia, says he was inspired to join UCUSoM because the institution's students are a preference for many employers in Liberia, especially for their uniqueness and Christ-centeredness.

Tumusiime says the kind of mentorship that integrates soft skills makes the school exceptional. He says his technical skills are good. However, once

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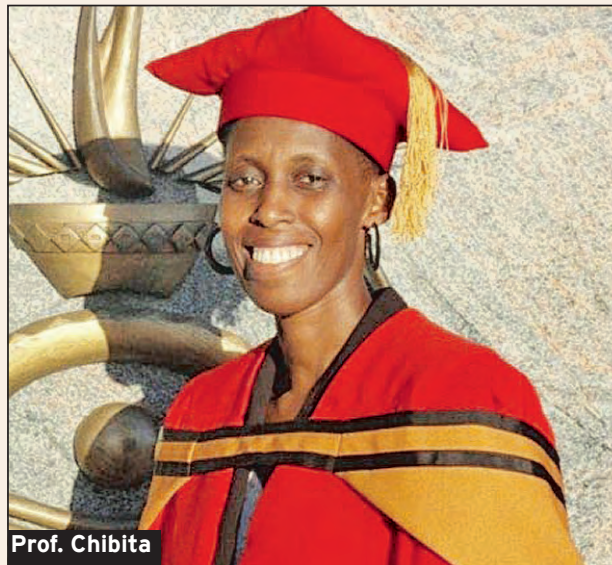


JOURNALISM SCHOOL TO SUPPORT CURRICULUM DEVT, MENTORSHIP

By Prof. Monica B. Chibita

The Mass Communication Department at Uganda Christian University (UCU) was established in 2012. In 2014, UCU won the Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED I capacity) building grant that enabled it to partner with Newspaper Licensing Agency (NLA) University College in Norway and the University of KwaZulu Natal (UKZN) in South Africa. This was to establish two masters' degrees, train five PhDs at UKZN, effect staff and student mobility between UCU and NLA, buy over 600 book titles, build and

equip four studios. In its first five years, the grant yielded 24 masters graduates and contributed to the attainment of two lectureships, three senior lectureships and one full professorship (the second in the field in Uganda). In 2018, the faculty was elevated to school status, and in 2022, it submitted a proposal to establish a PhD by coursework and research, as well as a blended Master of Arts in Journalism and Strategic Communication to the National Council for Science and Technology to cater for people who were considering a career switch between journalism and communication at opening up their career options. The school awaits the council's feedback. We currently run a Bachelor of Arts in Journalism



Prof. Chibita

and Communication at the Mukono and Bishop Barham University College (BBUC) campuses; a Diploma in Mass Communication at BBUC;

a Master of Arts in Strategic Communication and a Master of Arts in Journalism and Media Studies at the main campus. The staff

GRADUATES ARE PLACED IN THE INDUSTRY, GOVT AND CHURCH, AMONG OTHERS, AND ARE HIGHLY SOUGHT AFTER.

complement stands at two full professors, three senior lecturers, three senior teaching fellows (attached to the industry), four lecturers and one technical instructor. Its graduates are placed in the industry, government, the church and non governmental organisations, among others and are highly sought after. Apart from the NORHED II project which they won

in 2021, the school is also partnering in the EU-funded CoMMPASS project. These focus on strengthening capacity in migration reporting, two ERASMUS+ mobility projects and the NIHR-funded and UVRI-Led VANguard project that seek to build capacity and investigate biological, social and structural drivers of vaccine uptake in vulnerable communities in Kenya and Uganda, where they are leading on the Community Engagement Work Package. The school seeks out and maintains vibrant partnerships with the industry to support curriculum development, internship and mentorship. The writer is the Dean of School of Journalism, Media and Communication



Congratulations Uganda Christian University Upon 25 Years of An Excellent Education Service.

Through the Campuses of UCU, 214 Students' Loan Scheme Beneficiaries have attained their academic dreams.

Lucy Nayolo, (Second Left) the Nursing Officer/Incharge Loputuk Health Center III studied at Uganda Christian University, funded under the Students' Loan Scheme.

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INNOVATIONS: UCU IN TOP PLACE

By Francis Emukule

Every year, the National Council for Higher Education (NCHE) organises an exhibition where the 54 universities in Uganda, both public and private and over 100 higher education institutions exhibit what they are doing in several sectors, such as innovations in tech, teaching, learning and research.

So far, Uganda Christian University (UCU), has won four competitions in a row over the last five years.

Aaron Mushengyezi, the UCU vice-chancellor, says these wins do not come as a surprise because the university has always proved to be one of the most innovative in the areas of teaching, learning and research.

The university is highly digitised, right from the e-learning platform, where students are in a position to access reading materials and lectures. The university, with the



Secondary school students learning about pottery during an exhibition at the campus

help of its students, designed a system they named Alpha MIS, a management information system on which all university businesses, such as financial operations like payment of tuition, uploading and approving of results, senate operations, human resources and timetables, are run.

Mushengyezi said in Uganda, UCU is the only university that has been able to build a system that works. "With this system, I can approve a transaction from anywhere in the world, as long as I have internet. When it comes to the senate, we don't need paper, but only laptops. In addition, once the results

are out, students can access them instantly from wherever they are.

"The programme was designed to cut costs spent on paper, but to also preserve the environment. The university plans to mount screens on each building so that the timetables can be digitally displayed for students."

"Online elections have also become the norm. Since last year, we have been holding online elections that proved to be successful," he says.

It is such a rich technological background that Mushengyezi says sets them apart from the rest of the competition.

Indeed, when the national council organised the 2022 exhibitions under the theme *Enhancement of Teaching and Learning and Assessment With Online Distance Learning (ODEL)*, the NCHE says during the exhibitions, they base their assessment on how an institution has aligned its innovations with the theme.

Owing to the wins that have been registered over time, it is fair to say they have always met the expectations of the NCHE.

Christa Oluka, the director of academic affairs, adds that the exhibitions are more like a mirror to what happens during the preparations for the event, to which she explains

that being a faith-based university, their success at the exhibitions is also a demonstration of the commitment and desire to achieve goals, which come with a lot of preparation and engagement.

"Our excellence in the recently concluded exhibition which was significant in teaching, research and learning, is a product of studying, resources, engagements, time, effort, and innovations," she explained.

She says for a long time, UCU had been planning around the incorporation of long-distance learning and how to deliver education to their students from a practical point of view.

This spoke a lot in terms of institutional commitment at the exhibition in terms of how they carried out online teaching and how students accessed content online.

Oluka says UCU's goal is to develop technological innovations that bring real solutions to real-world problems.



Enabling Research and Education Collaboration



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RENU is a not-for-profit membership organisation established in 2006 purposely to mitigate the challenge of poor connectivity and high cost of Internet among education and research institutions. Since then, RENU has gradually grown to be the national ICT solutions provider for universities, tertiary institutions, schools and research institutions in Uganda. The overall goal is to uplift the quality of research and education in the country.

Currently, RENU provides high-speed and stable Internet connectivity to over 400 sites from 176 institutions (members) within the Ugandan research and education community.

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