



HEKIMA UNIVERSITY COLLEGE

A CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA



PROSPECTUS
40th Academic Year
2023-2024

PROSPECTUS

JESUIT SCHOOL OF THEOLOGY (JST)

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INSTITUTE OF PEACE STUDIES & INTERNATIONAL RELATIONS (HIPSIR)

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*The front and back pages of this prospectus features the logo of the
Hekima University College at 40 designed by Jaison Joseph SJ*

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SECTION I: COLLEGE AUTHORITIES

Chancellor

The Catholic University of Eastern Africa (A.M.E.C.E.A.)

Rt. Rev. Charles Kasonde
Bishop of Solwezi, Zambia

Board of Trustees

Chairman: Very. Rev. José Minaku Lukoli SJ
President of Jesuit Conference of Africa & Madagascar (JCAM)

Members: **Provincials and Regional Superiors of the Society of Jesus, Africa & Madagascar:**

Very Rev. R.P. Kizito Kiyimba SJ, Eastern Africa
R.P. Mathieu Ndomba SJ, West Africa
R.P. John Ghansah SJ, North-West Africa
R.P. Rigobert Kyungu SJ, Central Africa
R.P. Fabien Gasigwa SJ, Rwanda-Burundi
R.P. Jocelyn Rabeson SJ, Madagascar
R.P. Leonard Chiti SJ, South Africa

Governing Council

Very Rev. Prof. Stephen Mbugua Ngari (Deputy Chairman)
Prof. Margaret Jepkirui Muthwii
Rev. Sr. Dr. Mary Cecilia Draru LSMIG
Rev. Dr. Marcel Uwineza SJ (Secretary)
Mrs. Mary Wangui Kiarie
Dr. Margaret Muhoro-Muiruri (Chair)
Rev. Dr. Deogratias Mutayoba Rwezaura SJ
Mr. Jason Zenk

ADMINISTRATION

Principal

Marcel Uwineza SJ, STL, MBA, PhD

Acting Deputy Principal—Finance and Administration

Francis Anyanzu SJ, MA, MPhil.

Acting Deputy Principal—Academic Affairs

Emmanuel Foro SJ, STL, STD

Acting Registrar

George Macharia Njeri SJ, MA, STL, STD

Dean of the Jesuit School of Theology

Johny Thachuparamban CMI, STL, PhD

Dean, Hekima Institute of Peace Studies & International Relations

Elisée Rutagambwa SJ, MPh, STL, PhD

Director of Centre for Research, Training and Publications

Elias Opongo SJ, MA, STL, PhD

Director of Jesuit Historical Institute in Africa

Jean Luc Enyegue SJ, PhD

Director of the Jesuit Centre for Safeguarding in Africa

Beatrice Mumbi, DIL, LL.B, MA

College Chaplain

James Campbell SJ, JCD

Human Resource Officer

Francis Anyanzu SJ, MA, MPhil.

ADMINISTRATION (CONT.)

Librarian/ Library Supervisor

Francis Aziza SJ, MA

Deputy Librarian

Samuel Okirigiti, BCom, BLS, MILS

Assistant Librarians

Joseph Bii

Margaret Akinyi, BSc

Mary Wanjiku, BSc

ICT Department

Beata Njageh, BSc

Abel Kuria, DipIT

James Eugene Atinda, BSc

Accounts Department

Dorine Luswetī, BCom, CPA-K

Joy Kimathi BCom

Coordinator of Student Recruitment and Scholarships

Sr. Gladys Ndege SE, MBA

Administrative Assistants:

Christine Anyango, MA (Undergraduate campus)

Lilian Itenya (Postgraduate campus)

Director of Communications

Chukwuemeka Orji SJ, B.Engr., STL, STD

Communications Officer

Pamela Adinda, MA

SECTION II: THE LIBRARY

- 2.1 The College has a library of more than 110,000 volumes. It acquires periodicals specializing in Theology, Peace Studies and International Relations.
- 2.2 The library uses the Library of Congress system of classification. All of the catalogues are available on the Online Public Access Catalogue (OPAC).
- 2.3 Students are allowed to borrow 15 books for two weeks and these may be renewed. A penalty is imposed for the late return of books.
- 2.4 **Visiting users:** Lecturers and students of other institutions may use the library for consultation and study during opening hours. They do not have borrowing privileges.
- 2.5 **Inter-library loan:** Inter-library loans are arranged with the library of the institution where the intended borrower is registered
- 2.6 For further information contact the Librarian.
library@hekima.ac.ke

2.7 **Opening Hours**
During the semesters:

Monday to Friday 0800 - 2100 Hours

Saturday 0900 - 1230 Hours
 1430 - 1630 Hours

Sunday 1500 - 1700 Hours

During College vacations:

Monday to Friday (only) 0800-1700 Hours

Note: Hekima Library is closed on public holidays and for short periods over Easter.

Please complete all transactions at least five minutes before the library closes.

SECTION III: JESUIT HISTORICAL INSTITUTE IN AFRICA

The Jesuit Historical Institute in Africa (JHIA) is a commitment of the Society of Jesus to preserving memory and promoting historical knowledge in Africa. Linked directly to Hekima University College, the institute is a dependant research facility dedicated to documenting, researching and disseminating scholarly findings about the Society of Jesus and the historical development of Christianity within the political, cultural and religious context of Africa and its adjacent islands.

JHIA's vision is to provide a cost-effective environment for groundbreaking research on the religious histories, cultures and traditions of the people of Africa and Madagascar. It pursues this vision by carrying out a fourfold mission:

- collecting and preserving records of the religious traditions and cultures of Africa, including Islam,
- documenting the evolution of Christianity on the continent, especially the role played in it by the Society of Jesus, other missionary societies and local agents of evangelization,
- making the collected information available to researchers from all academic disciplines, and
- promoting targeted research.

Director: Jean Luc Enyegue SJ, PhD
Email: director.jhia@hekima.ac.ke

Librarian: Philip Opiyo

Administrative Assistant: Geoffrey Obatsa

ICT Supervisor: Denis Munyua

College Accountant and Project Officer

Dorine Lusweti, BCom, CPA-K
Email: senior.accountant@hekima.ac.ke

Contact

Jesuit Historical Institute in Africa
Hekima University College
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Telephone: (+254) 731 060 381 or 719 177 919
E-mail: inquiries@jhia.ac.ke
Website: www.jhia.ac.ke

SECTION IV: OUTREACH

4.1 Hekima Review

The first issue of Hekima Review was published in 1988, four years after the founding of the College.

This peer-reviewed academic journal provides a forum for debate and reflection on current challenges and questions of social, cultural and religious significance. Contributions focus particularly on topics and issues relevant to the life of the Church in Africa, and on issues related to peace studies and international relations. There are two publications every year.

For more information, please contact:

The Director of Hekima Review, Dr. Steven Eyeowa SJ

Tel: + 254-722 201 288

E-mail: editor@hekima.ac.ke

director.review@hekima.ac.ke (for submission of articles)

4.2 Books Written by Lecturers of Hekima University College

More than eighty books have been published by various publishing houses:

1. Laurenti Magesa, *The Church and Liberation in Africa*, 1976.
2. Varghese Malpan, *A Heart that Listens: Sravikkunna Hrudayam*, 1985.
3. Rodrigo Mejía Saldarriaga, *Seeking and Finding God in all Things*, (Nairobi: Paulines Publications-Africa, 1986).
4. Anthony Egan, *The Politics of a South African Catholic Student Movement* (Cape Town: UCT Centre for African Studies, 1991).
5. Varghese Malpan, *A Comparative Study of the Bhagavad-Gita and the Spiritual Exercises of Saint Ignatius of Loyola on the Process of Spiritual Liberation*, 1992.
6. Rodrigo Mejía Saldarriaga *The Church in the Neighbourhood*, Nairobi: Paulines Publications-Africa, 1992).
7. Cecil McGarry, Rodrigo Mejía, Valerian Shirima, *A Light on Our Path: A Pastoral Contribution to the Synod for Africa*, 1993.
8. Terry Charlton (ed.) *Exploring Our Christian Life: In the Light of the African Synod*, 1994.
9. Cecil McGarry, (Ed., with contributions from eight students of Hekima University College), *What Happened at the African Synod?* 1995.

10. Rodrigo Mejia (ed.) *The Conscience of Society: The Social Teaching of the Catholic Bishops of Kenya 1960-1995*, 1995.
11. Varghese Malpan, *The Art and the Grace of Discernment: Vivechana Kala*, 1995.
12. Ngwese Kombi, *Maria Mjaliwa Neema*, 1995.
13. Laurenti Magesa, *African Religion: The Moral Traditions of Abundant Life*, 1997, 296 pp, Second Edition 1998.
14. A.E. Orobator, *The Church as Family: African Ecclesiology in its Social Context*, 2000.
15. Terry Charlton (ed.) *Spirituality for Lay Christians, At the Dawn of the Third Millennium*, 2000.
16. Laurenti Magesa, *Le Catholicisme Africain en Mutation: Des Modèles de l'église pour un Siècle Nouveau*, 2001.
17. Mejia R., McGarry C., Ruwaichi J., Ryan, P., Schonecke, W. (eds.) *New Strategies for a New Evangelization in Africa*, (Nairobi: Paulines Publications Africa, 2002).
18. Laurenti Magesa, *Christian Ethics in Africa*, 2002.
19. Ngwese Kombi, *Concordance et Lexique de l'araméen Biblique - Swahili. Itifaki na Kamusi ya Kiaramu cha Biblia. Concordance and Biblical Aramaic-Swahili Lexicon*, 2002.
20. Ngwese Kombi, *Vocabulaire des Psaumes de Supplication. Hébreu-Anglais-Français-Swahili*, 2002.
21. Laurenti Magesa, *Anatomy of Inculturation: Transforming the Church in Africa*, 2004.
22. Aquiline Tarimo, *Human Rights and Cultural Differences*, 2004.
23. Toussaint Kafarhire, *Bukavu: La Chanson du Soleil en Exil*. (Ottawa: Editions Malaika, 2004).
24. Chukwuemeka Orji, *Scene Doubling Structure in 2Sam 5 – 8*. Old Testament Exegesis. Monograph Series 1. African Jesuit Publications. Nairobi, 2005.
25. Jean-Marie Hyacinthe Quenum, *Le Dieu de la Solidarité qui Vient à l'Africain*. (Editions de L'UCAO, 2005).
26. Aquiline Tarimo, *Applied Ethics and Africa's Social Reconstruction*, 2005.

27. A. E. Orobator, *From Crisis to Kairos The Mission of the Church in the Time of HIV/AIDS, Refugees and Poverty*, 2005.
28. Mejia R., Wijssen F., Henriot P. (eds.) *The Pastoral Circle Revisited*, (Maryknoll: Orbis Books, 2005).
29. Varghese Malpan, *Spiritual Accompaniment: Sahayatra*, 2005.
30. Ingrid Vorner. *Füreinander vor Gott eintreten: Eine Untersuchung der molinistisch-neuscholastischen Theologie im Hinblick auf eine Erneuerung der Theologie der Suffragien*. (Marburg: Tectum Verlag, 2006).
31. Laurenti Magesa, *Rethinking Mission: Evangelization in Africa in a New Era*, 2006.
32. Elias O. Opongo, *Making Choices for Peace*, 2006.
33. Joachim Zoundi. *La Fin de l'homme dans le Principe et Fondement de Saint Ignace et Ses Sources Augustiniennes en Vue d'une Inculturation au Mogoo*. (Rome: Pontifical Gregorian University, 2006).
34. A. E. Orobator and Elias O. Opongo, *Faith Doing Justice*, 2007.
35. Aquiline Tarimo and Paulin Manwelo, *African Peacemaking and Governance*, 2007, Second Edition 2008.
36. Bishop Rodrigo Mejía Saldarriaga SJ, *The Wisdom of the Kingdom of God*, (Nairobi: Paulines Publications Africa, 2008).
37. Chukwuemeka Orji, *In Towns and Villages: Mission and Ministry from an African Jesuit Theologate*. African Jesuit Publications. Nairobi, 2008 (ed.)
38. Peter Knox, *AIDS, Ancestors and Salvation* (Nairobi: Paulines Publications Africa, 2008).
39. A. E. Orobator, *Theology Brewed in an African Pot* (Maryknoll, New York: Orbis Books, 2008).
40. Aquiline Tarimo and Paulin Manwelo (eds.), *Ethnicity, Conflict and the Future of African States*, 2009.
41. Bishop Rodrigo Mejía Saldarriaga SJ, *We are the Church*, (Nairobi: Paulines Publications Africa, 2009).
42. Joachim Zoundi. *Apprendre de l'humilité du Christ à l'école de Saint Augustin: Une Contribution pour l'approfondissement de l'engagement Chrétien pour Toute Personne de Bonne Volonté*. (Yaoundé: Presse Universitaire de Yaoundé, 2009).
43. Toussaint Kafarhire, *Lettre à une Génération Damnée*. (Paris/Bertoua: Editions Ndze, 2009).

44. Toussaint Kafarhire, *Solstice d'Afriques, (hommage à V.Y. Mudimbe)*. (Paris: Editions L'Harmattan, 2009).
45. Emmanuel Foro, *Doctrinal Notes on Reconciliation*. (Berkeley: Jesuit School of Theology, 2010).
46. Laurenti Magesa, *African Religion in the Dialogue Debate: From Intolerance to Coexistence*, 2010.
47. Ngwese Kombi, *Prier à la Suite d'Emmanuel d'Alzon*, 2010.
48. Ngwese Kombi, *Contribution to The New African Bible*, 2011.
49. Varghese Malpan, *Seeing the Rainbow in Ignatian Spiritual Exercises*, 2011, 240 pp.
50. Aquiline Tarimo, *Ethnicity, Citizenship and State in Eastern Africa*, 2011, 160 pp.
51. Johny Thachuparamban, *Jesus and the Law in the Matthean Community, A Source- and Redaction-Critical Study of Mt 5:38-48*, 2011, 376 pp.
52. A.E. Orobator (ed.) *Reconciliation, Justice, and Peace: The Second African Synod* (Maryknoll: Orbis Books, 2011).
53. A.E. Orobator (with Peter Edmonds, David Foster, Linda Jones, Karen Kilby and Benignous O'Rourke), *Light Breaks Forth: Reflections on the Scripture Readings for Lent 2012* (London: Darton, Longman & Todd, 2011).
54. Anthony Egan, *The Church and War in the 21st Century* (Pietermaritzburg: Cluster Publications, 2012).
55. A.E. Orobator, Paterne Mombe, Daniella Vella (eds.) *AIDS 30 Years Down the Line: Faith-based Reflections about the Epidemic in Africa* (Nairobi: Paulines Publications Africa, 2012).
56. A.E. Orobator (ed.) *Practising Reconciliation, Doing Justice, Building Peace: Conversations in Catholic Theological Ethics in Africa* (Nairobi: Paulines Publications Africa, 2013).
57. Emmanuel Foro, *Reconciliatory Aesthetic and Doctrinal View of Rwanda 1994*. (Saarbrücken: Lambert, 2013).
58. Laurenti Magesa, *What Is Not Sacred? African Spirituality*. (Maryknoll: Orbis Books, 2013).
59. A.E. Orobator, Linda Hogan (eds.) *Feminist Catholic Theological Ethics: Conversations in the World Church* (Maryknoll: Orbis Books, 2014).
61. A.E. Orobator (ed.) *Theological Reimagination: Conversations on Church, Religion, and Society in Africa. Vol. 1 of TCCRSA Research Project* (Nairobi: Paulines Publications Africa, 2014).
62. Chukwuemeka Orji, *Seven Words With a Woman of Samaria. Dialogical and Dramatic Development of Christology in John 4*. New Testament Exegesis. Monograph Series 1., African Jesuit Publications: Nairobi, 2014.
63. Toussaint Kafarhire, *Matin Sauvage*. (Paris/Bertoua: Editions Ndze, 2014).

64. A.E. Orobator (ed.), *The Church We Want: Foundations, Theology and Mission of the Church in Africa. Vol. 2 of TCCRSA Research Project* (Nairobi: Paulines Publications Africa, 2015).
65. Elias Opongo, Jim Stormes, Kifle Wansamo, Peter Knox (eds.) *Transitional Justice in Post-Conflict Societies in Africa*, 2015.
66. A.E. Orobator, (ed.) *The Church We Want: African Catholics Look to Vatican III* (Maryknoll: Orbis Books, 2016).
67. John-Okoria Ibhakewanlan, *The Dialogue with Nature* (London: Author House, 2016).
68. Laurenti Magesa, *The Post-Conciliar Church in Africa: No Turning Back the Clock*. (Nairobi: CUEA Press, 2016).
69. Peter Knox and Wilfred Sumani (eds.), *The Joy of Love Made Simple* (Nairobi: Paulines Publications Africa, 2016).
70. Rodrigo Mejía Saldarriaga, *The Beatitudes. Road to Happiness*, (Nairobi: Paulines Publications Africa, 2017).
71. Wilfred Sumani and Ingrid Vorner (eds.), *Laudato Si' Made Simple*. (Nairobi: Paulines Publications Africa, 2017).
72. Chukwuemeka Orji, *Mary of Bethany Called The Magdalene. A Synopsis of the Four Gospels Deciphering One Biblical Figure*. New Testament Exegesis. Monograph Series 2. African Jesuit Publications, Nairobi, 2018
73. Dominic Irudayaraj, *Violence, Otherness and Identity in Isaiah 63:1-6: The Trampling One Coming From Edom* LHBOTS 633 (London: Bloomsbury T&T Clark, 2017 [2nd Print, 2018]).
74. Festo Mkenda, Laurenti Magesa, Michael Amaladoss, Gerard J. Hughes and Diane B. Stinton, *The Way, the Truth and the Life: A Confluence of Asia, Europe and Africa in Jesus of Nazareth*, (Nairobi: Jesuit Historical Institute in Africa, 2017).
75. A. E. Orobator, *Religion and Faith in Africa: Confessions of an Animist*. (Maryknoll: Orbis Books, 2018).
76. Wilfred Sumani and Ingrid Vorner (eds.), *The Joy of the Gospel Made Simple* . (Nairobi: Paulines, 2018).
77. Wilfred Sumani, *Mothers of Faith*. (Maryknoll: Orbis Books, 2018).
78. Wilfred Sumani and Ingrid Vorner (eds.), *Rejoice and Be Glad Made Simple* . (Nairobi: Paulines Publications Africa, 2018).
79. Wilfred Sumani, *On Fire with Praise*. (Naples: Editrice Domenicana Italiana, 2018).

80. Antonio Autiero and Laurenti Magesa (eds.), *The Catholic Ethicist in the Local Church*. (Maryknoll, New York: Orbis, 2018).
81. Rodrigo Mejía Saldarriaga, *A Call to New Life. A Spiritual Journey with St. Paul* (Nairobi: Paulines Publications Africa, 2019).
82. Susan Mwangi, Elias Opongo, Ephraim Wahome (eds.) *The State and Nation-Building Processes in Kenya since Independence*. (Bamenda, Cameroon: Langa RPCIG, 2019).
83. Anthony Egan, *God's Universe, Our Responsibility: A Book of Meditations [on Creation, Evolution, Christ and Ecological Responsibility]* (Johannesburg: Jesuit Institute South Africa, 2020).
84. John-Okoria Ibhakewanlan (ed.) *Catholic University Education Today*. (London: Author House, 2020).
85. Kyama M. Mugambi. *A Spirit of Revitalization: Urban Pentecostalism in Kenya*. (Waco: Baylor University Press, 2020).
86. A. E. Orobator, SJ. *The Pope and the Pandemic: Lessons in Leadership in a Time of Crisis*. (Maryknoll: Orbis Books, 2021).
87. Rodrigo Mejía Saldarriaga. *When We Pray, We Say Our Father*. (Nairobi: Paulines Publications Africa, 2021).
88. Elias Opongo and Paul Bere (eds.) *African Theology in the 21st Century: A Call to Baraza* (Nairobi: Paulines Publishers Africa, 2021).
89. Elias Opongo and Tim Murithi (eds.) *Elections, Violence and Transitional Justice in Africa*. (Abingdon-on-Thames: Routledge, 2022).
90. Marcel Uwineza, *Risen from the Ashes: Theology as Autobiography in Post-Genocide Rwanda*. (Nairobi: Paulines Publications, 2022).
91. Marcel Uwineza, Elisee Rutagambwa, and Michel Segatagara Kamanzi (eds.) *Reinventing Theology in Post-Genocide Rwanda* (Washington, D.C.: Georgetown University Press, 2023).
92. Jean Luc Enyegue. *Competing Catholicisms: The Jesuits, the Vatican and the Making of Postcolonial French Africa*. (Martlesham, UK: Boydell & Brewer, 2022).
93. Peter Knox (ed.) *Catholic and Protestants in Africa*. (Nairobi: Jesuit Historical Institute in Africa, 2022).
94. Enyegue, Jean Luc. *The Jesuit Ethos. A Social and Spiritual History*. (New York: Paulist Press, 2023).
95. Benedetta Rossi, Dominic S. Irudayaraj and Gina Hens-Piazza (eds.) , *Unity in the Book of Isaiah*, LHBOTS 732. London: Bloomsbury T&T Clark, 2023.
96. Anthony Egan(ed.) *Conflict Monitoring in Africa for Strategic Intervention (HIPSIR Research Series No. 1/2023/1)* Centre for Research Training &Publications Hekima.

4.3 Hekima Forum for Exploring Faith in Public Life

Hekima University College runs the Program, Exploring Our Faith in Public Life, geared primarily towards the formation of laity. Hekima University College has re-launched the Program under a new format to continue the good work that has been done through Exploring Our Christian Life Program.

Hekima Forum for Exploring Faith in Public Life offers quality ongoing formation for lay faithful, clergy and religious, including Hekima University College students, on vital issues of faith and Christian life in society. The Forum:

- a. Promotes a culture of public debate that will facilitate a better understanding and dissemination of Catholic Social Teaching on various aspects of social, religious, cultural, economic and political life in Africa.
- b. Brings to bear a specifically theological perspective on various issues of the day, as these affect Christians and people of other faiths.
- c. Collaborates with other socially-oriented institutions in exploring the role of faith in public life.
- d. Attracts high-level academics, notable ecclesiastical personalities, eminent theologians, and high-profile public figures to propound their ideas and views on social issues from the perspective of faith.
- e. Aims to enhance the profile of Hekima University College as a centre of theological reflection and scholarship in Africa.

Target Audience

- a. Lay Professional Catholics and Non-Catholics
- b. Pastoral Agents/Agents of Evangelization
- c. Clergy, Religious and Formation Personnel
- d. Religious in Formation
- e. The General Public

Format

- a. Public Lecture
- b. Symposium
- c. Conference
- d. Public Debate
- e. Community Extension Events

Note

Hekima Forum for Exploring Faith in Public Life is held at least twice per semester, or more often, depending on the availability of resource persons.

- a. One of the long-term goals of the Forum is the publication of materials generated by the activities of the Forum, in keeping with the tradition of Exploring our Christian Life Program.

- b. Another long-term goal is to establish a theological essay prize open to all categories of theology students, and aimed at promoting solid theological reflection in Africa.
- c. The Forum is ecumenical and inter-religious.

Previous Speakers at Hekima Forum

1. **Rev. Prof. Laurenti Magesa**, an African theologian from Tanzania (“The Rules of the Game: The Just War Theory and the Situation of Conflict Today,” March, 2006).
2. **Dr. Jacinta Muteshi**, Chairperson of Kenya National Commission on Gender and Development (“Gender Equality Today: A Matter of Social Justice,” April 29, 2006).
3. **Prof. Peter Wanyande** of University of Nairobi (“The Evolving Political situation in Kenya and the Challenges it Poses to Christians,” September 16, 2006).
4. **The Late Prof. Wangari Maathai**, Nobel Peace Laureate (“Religion and Environmental Conservation in Africa: Allies or Adversaries?,” November 22, 2006).
5. **Sheikh Abdullahi Abdi**, Chairman of The Muslim Leaders’ Forum of Kenya (“Lies and Truths about Islam: What is the True Face of Islam in Africa and the World?,” February 24, 2007).
6. **Sr. Anne Nasimiyu-Wasike**, LSF, an African theologian from Kenya (“The Value of Woman is the Value of the Church: From Rhetoric to Reality,” April 28, 2007).
7. **Prof. Mercy Amba Oduyoye**, Director, Institute of Women in Religion & Culture, Accra, Ghana (“Parenting: A Theological Exploration of the Motherhood of God,” November 23, 2007).
8. **William Barry SJ**, of Campion Center, Weston, Massachusetts, USA. Internationally renowned writer, retreat director and expert on the Spiritual Exercises of St. Ignatius of Loyola. December 15, 2007.
9. **Hon. Njoki Ndung’u**, a Kenyan Lawyer and Human Activist; Former Nominated MP and Author of The Sexual Offences Act 2007 (“Reshaping The Socio-Political Space of Kenya; Why Women Matter,” February 23, 2008).
10. **Uwem Akpan SJ**, Fellow at University of Michigan, Lecturer at Arrupe College, Zimbabwe, and author of bestselling collection of short stories, *Say You’re One of Them*, Finalist for 2007 Caine Prize for African Writing and **Monica Arac de Nyeko**, Winner of 2007 Caine Prize for African .

Writing for the Short Story, *Jambula Tree*. A conversation between two internally acclaimed African creative fiction writers. Fr Akpan reads from *Say You're One of Them* and discusses his "Stories of Pain and Redemption in Africa," with Monica Arac de Nyeko, September 6, 2008.

11. **Peter Henriot** SJ, Director, Jesuit Centre for Theological Reflection (JCTR), Lusaka, Zambia ("Africa and the challenges of development-Is Religion a help or a hindrance?," October 25, 2008).
12. **The Hekima University College Drama Society**, featuring a Wole Soyinka play, (*The Trials of Brother Jero*, December 12, 2008).
13. **Fr. Thomas Scirghi** SJ, Professor of Liturgy, Jesuit School of Theology at Berkeley, California, USA, and Fr. Gregory Chisholm, SJ, Pastor of St. Patrick Church, Oakland, California, USA, and Assistant Professor of Pastoral Theology, Jesuit School of Theology at Berkeley, California, USA, ("The Third Roman Missal: Something Old, Something New," January 24, 2009).
14. **Sr. Margaret Aringo**, FSJ, an African Scripture Scholar and Theologian, Lecturer at Hekima University College, ("Gender and Participation in Governance The Contemporary Kenyan Situation," April 18, 2009).
15. **Peter Henriot** SJ, Director, Jesuit Centre for Theological Reflection, Lusaka, Zambia, and Michael Czerny, SJ, Director, African Jesuit Aids Network, Nairobi, ("The Second African Synod: Preparations and Expectations," September 14, 2009).
16. **The Hekima University College Drama Society**, featuring a play, "Embers of Hope" based on the book *Embers of Hope* by A. E. Orobator, December 14, 2009).
17. **Most Rev. Raphael S. Ndingi Mwana a' Nzeki**, Archbishop Emeritus of Nairobi and **Rev. Dr. Eamonn Mulcahy**, CSSp, Dean of Systematic Theology, Tangaza College, ("Year for Priests," January 30, 2010).
18. **Rev. Dr. Paul Béré** SJ, A Jesuit Biblical scholar and Lecturer at the Institut de Théologie de la Compagnie de Jésus (ITCJ), Abidjan, Côte d'Ivoire. ("Verbum Domini: An Exercise in Listening to the Papal Exhortation," December 8, 2010).
19. **Rev. Dr. George Kocholickal**, SDB Director of Philothea Missionary Society, Lecturer at Tangaza College and Hekima University College. ("Interreligious Dialogue as a Form of Mission: Implications in the Light of African Religion in the Dialogue Debate," January 29, 2011).

20. **Dr. David G. Mailu**, foremost Kenyan novelist and writer who has published over seventy books and numerous articles, self-educated scholar in African culture. (“Trying to Understand One Another: African Religion versus Christianity,” January 29, 2011).
21. **Chris Lowney**, A one-time Jesuit seminarian in the United States who later served as Managing Director of the global banking firm JP Morgan & Co. in Japan, Singapore, England, and the U.S. (“Called to be a Leader in the 21st Century: What You Can Learn from 16th Century Jesuits,” 19 March 2011).
22. **Rev. Prof. Phil Rossi SJ**, (“Peacemaking and Victory: Lessons from Kant’s Cosmopolitanism” , 2 April 2014).
23. **Rev. Prof. Phil Rossi SJ**, (“Grace and Freedom in a Time of Secularity”, 9 April 2014).
24. **Prof. Joseph Selling**, (Between Two Synods, Journeying Together from October 2014 to October 2015, 11 March 2015).
25. **The Hekima University College Drama Society**, featuring a play "The Night of Lost Innocence" based on the script by A.E. Orobator, 22 April 2017.
26. **The Hekima University College Drama Society**, featuring a play "The Gods Are Not to Blame" 21 April 2018.
27. **The Hekima University College Drama Society**, featuring a play “I Will Marry When I Want” 13 April 2019.

Hekima Forum for Exploring Faith in Public Life

E-mail: forum@hekima.ac.ke



HEKIMA UNIVERSITY COLLEGE

A CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA



**JESUIT
SCHOOL OF
THEOLOGY**

SECTION V: JESUIT SCHOOL OF THEOLOGY

The Jesuit School of Theology was founded in 1984 to provide theological formation at university level for African Jesuit students preparing for priesthood. Other properly qualified students, male and female, are also admitted to the Jesuit School of Theology. The school is owned and maintained by the Major Superiors of the Society of Jesus of Africa and Madagascar (JCAM).

The three-year bachelor's program in theology satisfies the requirements for the ecclesiastical Baccalaureate in Theology as set down in the Apostolic Constitution of Pope Francis, *Veritatis Gaudium*, as well as the requirements for the Bachelor in Theology Degree of the Catholic University of Eastern Africa, which comply with the *Standards and Guidelines* of the Kenya Commission for University Education.

The two-year master's program in theology satisfies the requirements for the civil master's degree that is awarded through the Catholic University of Eastern Africa. An additional comprehensive examination, and proof of knowledge of Latin qualify the student for an ecclesiastical Licentiate in Theology as stipulated by *Veritatis Gaudium*.

The Ignatian pedagogy used in the school provides a solid grounding in the enduring Christian tradition, with a focus on the contextual relevance of all subjects taught. Wherever possible contemporary African insights are given to the course material. The school recognizes that all of our students have prior learning in their fields of expertise and home countries, and we encourage interactive discussion in the classroom experiences. For this to take place a sound knowledge of English is a requirement.

5.1 Administration

Principal

Marcel Uwineza SJ, MTh, STL, MBA, PhD
E-mail: principal@hekima.ac.ke

Deputy Principal—Administration and Finance

Francis Anyanzu SJ, MA, MPhil.
E-mail: administration@hekima.ac.ke

Deputy Principal—Academics

Emmanuel Foro SJ, STL, STD
E-mail: academics@hekima.ac.ke

Dean of the Jesuit School of Theology

Johny Thachuparamban CMI STL, STD
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Rector, Jesuit Community at Hekima University College

Deogratias Rwezaura SJ, ThM/STL, STD
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Registrar

George Macharia Njeri SJ, MA, STL, STD
E-mail: registrar@hekima.ac.ke

Librarian/ Library Supervisor

Francis Aziza SJ, MA
Email: library@hekima.ac.ke

College Chaplain

James Campbell SJ, JCD
Email: chaplain@hekima.ac.ke

Human Resource Officer

Francis Anyanzu SJ, MA, MPhil.
E-mail: hr@hekima.ac.ke

Senior Accountant and Project Officer

Dorine Lusweti, BCom, CPA-K
Email: senior.accountant@hekima.ac.ke

Full-time Academic Staff

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Scripture: Old Testament

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Prof. William O'Neill, SJ

Moral Theology

Email: woneill@scu.edu

Some Past Hekima Lecturers

Abonkhanmeghe E. Orobator SJ, PhD	John-Okoria Ibhakewanlan SJ, PhD
Albert Nzabonaliba FMS, PhD	Joseph Healey
Augustin Karekezi SJ, STL	Joseph Odour Afulo SJ, PhD
Bienvenu Matanzonga, SJ, PhD	Joseph-Mary Hertzog, PhD
Clement Majawa, PhD	Joseph Mpala Ngulu STL, STD
Cyrus Mwangi SJ	Kabamba Nshimbi SJ, PhD
Emmanuel Bueya SJ, PhD	Leo Mwenda, PhD
Eugene Goussikindey SJ, PhD	Lisa Fullam, PhD
Felix Phiri SMM, PhD	Margaret Aringo, PhD
Festo Mkenda SJ, PhD	Maurice Owinyo
Floribert Ngwese Kombi AA	Meghan Clark, PhD
Francois Randriamanalina SJ	Mike Lewis SJ, PhD
Gabriel Mmassi SJ, PhD	Nicholas Fogliacco, IMC, PhD
George Kocholickal, SDB	Noelina Nakato, PhD
Ingrid Vorner, PhD	Pierre-Celestin Musoni SJ
Jairo Uribe, PhD	Peter Knox SJ, PhD
Jean Claude Loba-Mkole, PhD	Richard Rwiza, PhD
Jean-Marie Hyacinthe Quenum, PhD	Robert Ssekyanzi SJ
Jean-Roger Ndombi SJ, PhD	Robert White SJ, PhD
Jeketule Jacob Soko, PhD	Rodrigo Mejía Saldarriaga SJ, PhD
Jim Stormes SJ, PhD	Terry Charlton SJ, PhD
Joachim Zoundi SJ, PhD	Toussaint Kafarhire SJ, PhD
Jocelyn Rabeson SJ, PhD	Valentine Ossai SJ
John Ghansah SJ, PhD	Varghese Malpan SJ, PhD
John Lenkaak Lorisio, PhD	Wilfred Sumani SJ, PhD

Cherished Memories of Lives Well Lived

Henri De Decker, SJ
Rested: 1997

Cecil McGarry, SJ
Rested: October 2009

Danson Esese, PhD
Rested: July 2017

Aquiline Tarimo SJ PhD
Rested: January 2019

Prof. Peter Gichure
Rested: July 2021

Prof Omoka Wanakayi
Rested: July 2021

Prof. Laurent Magesa
Rested: August 2022

1. Chaplaincy Committee:

(To oversee religious celebrations and provide pastoral care for all the students and staff of HUC)

Deogratias Rwezaura
Dominic Tomuseni
Emmanuel Banda (Sec)
Mary Wanjiru
Eric Kambale
James Campbell (**Chair**)

2. Development/Collaboration:

(Explore possible collaborations & review existing collaborations)

Beata Njageh
Christine Anyango (Sec)
James Campbell
Philip Ochieng Opiyo
Anthony Egan
Francis Anyanzu
George Macharia (**Chair**)
John Kuloba (Resource person)

3. Finance Committee:

(Oversee budgeting, investments, income/expenditures and other finance-related aspects of HUC)

Director CRTP
Dean HIPSIR
Dean of JST
DP Academic Affairs
Registrar
Director JHIA
Dorine Lusweti (Sec.)
Joy Kimathi
Grace Omondi
DPA+F (**Chair**)
Caro Mwangi (Resource Person)
Fidelis Udahemuka (Resource Person)

4. Planning Committee:

(Strategic Planning and Monitoring, long/short term)

All HoDs
Elisee Rutagambwa
George Macharia
Lilian Itenya (Sec)
HIPSIR & JST Reps
Graduate Assistant
Fidelis Udahemuka (Resource Person)
Francis Anyanzu (**Chair**)

5. Quality Assurance:

(Ensure HUC upholds standards in academics and other aspects of college life; including student admissions and staff evaluation).

Dean of JST
Dean HIPSIR
Jacinta Opondo
Jean Luc Enyegue
George Macharia
Stephen Eyeowa
Anthony Egan
Christine Anyango (Sec)
DP Academics (**Chair**)

6. Research, Grants, and Scholarships, Committee:

(Implement & Review protocol for grants and scholarships at HUC)

Dennis Munyua
Hezbon Awiti (Sec)
Jacinta Opondo
Pamela Adinda
Sam Okirigiti
Gladys Ndege
Stephen Eyeowa
Paul Hamill (Resource Person)
Norbert Litoing (**Chair**)

Standing Committees 2023/2024 cont.

7. Staff Recruitment, Dev. & Training Committee: *(Explore in-service training and other aspects of staff development)*

Beata Njageh
Christine Anyango
Francis Anyanzu
(HoD of Relevant Dept.)
Margaret Akinyi (Sec)
Grace Omondi
Emmanuel Banda
Eric Kambale (**Chair**)

8. Staff Disciplinary Committee: *(To take up any official complaint of offence, as referred to it by the Principal, against a staff member)*

Norbert Litoing (Sec)
Florence Mpaayei
Francis Anyanzu
Gaspar Sunhwa
James Campbell
Stephen Eyeowa (**Chair**)

9. Staff Welfare Committee: *(To organize staff social events or solidarity action on behalf of members of staff)*

Abel Kuria
Angelo Albertine
Benedict Ebogu
Emmanuel Banda
Pamela Adinda (Sec)
Geoffrey Obatsa
Graduate Assistant
Joseph Bii
Eugene Atinda (**Chair**)

10. Student Disciplinary Committee: *(To take up an official complaint of offence, referred to it by the Principal, against a student)*

Stephen Eyeowa
Gaspar Sunhwa
HUCSA Chairperson
Graduate Representative
Mary Wambua Nzilani
Eric Kambale
Chukwumeka Orji (**Chair**)

11. Marketing Committee *(Work on marketing and visibility of HUC)*

Francis Anyanzu
Hezbon Awiti
Beata Njageh
Lilian Itenya (Sec)
Gladys Ndege
Joy Gakii
Pamela Adinda
Grace Omondi (**Chair**)
Vincent Wada (Resource Person)

5.2 Bachelor of Theology

5.2.1 Admission

For admission to the degree program, candidates must:

5.2.1.1 Have attained a mean Grade C+ for Kenya Certificate of Secondary Education (KCSE) holders, or its equivalent as determined by the Kenya National Examinations Council (KNEC); or a KNEC Diploma or its equivalent. Two years of philosophical training are required for a student to be admitted to the three-year BTh program.

5.2.1.2 Have completed a two-year philosophy program, or have been granted explicit exemption by the Admissions Committee. Students who do not fulfill this requirement, may be admitted into a 4-year program for the BTh degree, during which they would be expected to fulfill the Philosophy requirement in the extra year.

5.2.1.3 Have a sufficient knowledge of English, namely certificates of IELTS level 7 or its internationally recognized equivalent.

5.2.1.4 Present a recommendation in writing from their missioning Ordinary if they are students for the priesthood, in addition to other recommendations prescribed on the admission form. Other students must be suitably recommended in writing.

5.2.1.5 Students may be admitted to the Certificate Program in Theology in preparation for ordination, either because they do not wish to study the degree-level course or because they are not qualified to do so. Such students study the same courses as the degree-level students, with minor exceptions, but the standard of assessment in examinations is less stringent.

5.2.1.6 The Admissions Committee shall be the final judge of the sufficiency of a candidate's qualifications for entry to the degree-level program, or to the certificate course, according to the above norms.

5.2.1.7 Enquiries about admission are made to the Office of the Registrar, from whom application forms may be requested. These should be returned by May 30 in the relevant year, together with certified transcripts in Philosophy studies and other transcripts of studies pursued after Secondary School. The relevant forms can also be downloaded from the college website.

5.2.1.8 Registration takes place during the first week of the Academic Year.

5.2.2 General Orientation of the Program

5.2.2.1 The Theology Program complies with the spirit and norms of the 2017 Apostolic Constitution *Veritatis Gaudium* of Pope Francis and the General Norms for Jesuit Studies (1980), updates of the Congregation of Catholic Education, supplemented by the statements on studies of the recent Jesuit General Congregations, especially GC 34 of 1995, GC 35 of 2008 and GC36 of 2016. The program responds to the call of the African Synods expressed in the post-synodal exhortations, *Ecclesia in Africa* and *Africae Munus*. It provides a contextualized systematic presentation of Catholic doctrine found in divine revelation, and in the light of revelation and tradition, studies new questions that are being posed today. Themes are presented in an organic way so that the relations between various mysteries and doctrines become apparent and lead to a deeper knowledge of the mystery of Christ, to be proclaimed to the nations.

5.2.2.2 Special attention is paid to African themes in theology and pastoral practice as well as to the history of Christianity in Africa. The program endeavours to prepare the students for sound and competent pastoral leadership in fidelity to the foundational spiritualities. The pastoral orientation of the program is guided by the Universal Apostolic Preferences of the Society of Jesus (2019).

5.2.2.3 Ecumenical questions, relations and dialogue with other religions, and problems of unbelief and religious indifference as well as poverty and injustice in contemporary society are, as far as possible, dimensions of all courses.

5.2.3 Components of the Program

5.2.3.1 The Program consists of Core Courses, Elective Courses, Seminars, Pastoral Insertion, Symposia, and activities accompanied by pastoral and theological reflection.

5.2.3.2 Credits

5.2.3.2.1 A credit is defined as one lecture hour per week for fifteen weeks. E.g. a course which has three lecture hours per week is a three-credit course. A semester runs for fourteen weeks of instruction and one week for the end-of-semester examinations. Both the student and the lecturer must fulfill the contact-hour requirements.

5.2.3.2.2 The number of credits in each academic year is not fixed but, depending on the organization of courses in a given year, is approximately 40 credits in the first and second years and approximately 32 credits in the third year. 112 is the minimum number of credits required to obtain the Bachelors' degree in Kenya in three years.

5.2.3.3 Core Courses

5.2.3.3.1 Attendance in all the courses listed as core courses in every academic year is obligatory. Hence, all candidates for the program must be examined in these courses to be awarded the Bachelor's Degree. The core courses offered are indicated in the academic calendar.

5.2.3.3.2 Credit Transfer/ Exemption from Courses:

Students who have recently studied theology in a Faculty of Theology or in a Seminary, may seek exemption from some core courses. They must submit their written request to the Dean along with the relevant transcripts, for review. If an exemption is granted, they will be required to write a paper in each of the courses by making arrangements with the lecturer concerned. The maximum number of credits that may be transferred from another university may not exceed 49% of the total specified number of credits for the program.

5.2.3.4 Elective Courses

5.2.3.4.1 An Elective course consists of one credit, taught in double periods for seven weeks in a semester. Students are required to write a paper of approx. 1,000 words for the elective. A one-hour examination is taken at the end of the course. Language electives are two credits.

5.2.3.4.2 Students are required to take a minimum of four elective courses in the-three year study period, that is, at least one elective course each academic year. Third-Year students may register for elective courses only in the first semester. Students may register for additional electives courses and / or audit courses, i.e. without offering themselves for final assessment, if the timetable permits.

5.2.3.4.3 Registration of elective courses for both semesters commences during the first week of the first semester of the academic year. The signature of the student's Academic Advisor is required. Classes begin in the second week of each semester. The final date for changing or dropping elective courses is the Friday of the second week of the semester.

5.2.3.5 Seminar Courses

5.2.3.5.1 A Seminar consists of two credits, taught in three-hour sessions of presentation and discussion once a week for ten weeks. Each student in a seminar class is expected to make a presentation of approx. one hour to the class on a topic related to the course. The seminar paper of about 2,000 words should be submitted by the date indicated in the academic calendar.

5.2.3.5.2 Students are required to take a minimum of three seminar courses in the three-year study period, that is, at least one seminar each academic year. Third-Year students may register for seminar courses only in the first semester. Students may register for additional seminar courses and /

or audit courses, i.e. without offering themselves for final assessment, if the timetable permits.

5.2.3.5.3 Registration of seminars commences during the first week of each semester. The signature of the student's Academic Advisor is required. Classes begin in the second week of each semester. The final date for changing or dropping seminars is Friday of the second week of the semester.

5.2.3.6 Biblical Greek

5.2.3.6.1 Competence in Greek is often demanded in graduate studies. At Hekima University College, BTh students are expected to have at least four credits of Biblical Greek as core courses.

5.2.3.6.2 Biblical Greek I and II are the elementary level of the study and are taught as two two-credit course in the first academic year.

5.2.3.7 Pastoral Insertion

5.2.3.7.1 During the vacation at the end of the first year (May–August), students are required to have six weeks of pastoral insertion. In addition to their pastoral work and insertion, they make an analysis of their pastoral institutions and experience.

5.2.3.7.2 The pastoral insertion provides the basis for pastoral and theological reflection which is written up and presented for discussion with the members of the class during the first semester of the second year.

5.2.3.7.3 Three credits are assigned to this work. In order to integrate theory and practice, Hekima students are expected to engage in ongoing pastoral work during their three years of theological studies. Ideally this ongoing pastoral work is guided by the Universal Apostolic Preferences of the Society of Jesus (2019.)

5.2.3.8 Written Work

5.2.3.8.1 Written work may be submitted in English (or French with the approval of the lecturer). Two types of written work may be expected of every student:

5.2.3.8.2 The first consists of short written exercises which a lecturer may set from time to time. These are designed to help the student keep up with the material being treated. These exercises encourage active, personal participation in the course, and facilitate personal research. The exercises may take the form of brief reflection papers, library exercises, short book reviews and comments. The marks awarded count for the continuous assessment requirement of the course.

5.2.3.8.3 The second type of written work consists of more substantial reflection or research papers. During the first two weeks of the course, the lecturers define the dimensions of the paper and their expectations. After four weeks of the semester, students give the lecturer the titles of the papers they intend to write.

5.2.3.8.4 Requirements for papers are as follows:
Lecturers may require students to write up to a maximum of 1,000 words per credit assigned to each course. Thus, for a two-credit course, a maximum of 2,000 words may be required in written assignments.

5.2.3.8.5 Papers must be submitted on or before the date indicated in the course outline which is presented by the lecturer in the first week of the semester.

5.2.3.8.6 The deadline for submitting papers is at least a week before the study week. After this date, lecturers do not accept papers directly from the students. They should be handed in through the Dean of the School of Theology.

- a. Students are encouraged to spread out their papers over the semester, in order to reduce congestion at the end of the semester and to prevent interference with examination preparation.
- b. There is a penalty for handing in papers after the deadline. One mark may be deducted for each weekday after the prescribed date, that is five marks per week.

5.2.3.8.7
All writing is to follow the norms of academic culture, giving complete citation information for all references (implicit or explicit), in footnotes, following the Turabian Style.

5.2.3.9 Language

The language of instruction is English. However, some Elective and Seminar courses may be offered in French, depending on the lecturer of the course.

5.2.3.10 Academic Advisor

An academic advisor in Hekima University College accompanies the students throughout their academic program. Beyond meeting at registration time, students are encouraged to meet with their advisors more often through the year to discuss their academic experiences, plans and progress. The students should consult the academic advisor about the program, especially when writing a long paper, and when they have any questions of an academic nature. The advising system presumes responsibility, maturity, initiative and broad experience of the individual student.

5.2.4 Academic Regulations

5.2.4.1 Academic Integrity Students at Hekima University College are expected to maintain the highest level of academic integrity. Any student involved in any form of cheating or plagiarism on assignments or examinations violates intellectual honesty. This is followed up with the procedure stated in the Student Handbook.

5.2.4.2 Impersonating another student during examinations will result in expulsion of both students from the College.

5.2.4.3 Attendance of Lectures

5.2.4.4 Lecture attendance is mandatory and students should have a roll-call form to sign for lecture attendance. It is the prerogative of each department to establish and make more stringent its policy for lecture attendance, tests, examinations, deadlines for reports, and specific departmental requirements. During the first week it is the lecturer's responsibility to present a complete course outline and to make known to the students the faculty policy pertaining to a particular course.

5.2.4.5 Absence: Students may not absent themselves from scheduled lectures without sufficient reason and prior notification to the Dean of the school, and the lecturer of the concerned course. A student who misses 1/3 (one-third) of the lectures of a course cumulatively or continuously in a semester forfeits the right to sit for the examination in that course, and must repeat the course the next time it is offered.

5.2.4.6 Illness: A student who is absent from class on grounds of illness must submit a medical report from an authorized practitioner to the Dean of the school who is to authenticate it to enable the student to resume studies after recovery. These documents will be forwarded to the Registrar. A student who misses 1/3 of the lectures on account of illness is required to repeat the course.

5.2.5 Assessment

Continuous assessment may take the form of tests, written work (in line with 5.2.3.8.4 above), class presentations, or group work, or a combination of the four, with the provision that the amount of work does not exceed what would be required in the writing of a paper of the maximum length for the course. The ratio of continuous to final assessment is indicated to the students in the course outline.

Final assessment may be in the form of either an oral or (preferably) a written examination. In exceptional circumstances, the exam might be a "take-home" exam. The lecturer informs the students of the examination type in the course outline.

5.2.5.1 Grading System

Assessment of the degree and its components is made according to the following grading system:

Grade	Mark Range	Remark	Grade Point
A+	75 - 78	Summa Cum Laude	4.00
A	70 - <75		3.75
B+	65 - <70	Magna Cum Laude	3.50
B	60 - <65		3.00
C	55 - <60	Cum Laude Probatus	2.75
D	50 - <55	Bene Probatus	2.50
F	< 50	Non Probatus	0.00
GPA for Progression (Good Standing) 2.00			

A:– First Class Honors

This category indicates that the candidate has not only excelled in understanding of the material by diligence and competence, but shown originality and an exceptional capacity for study, and gives promise of the ability for research.

B:– Second Class Honors, Upper Division

This category indicates that the candidate, while not in the first rank of students, has nevertheless shown a capacity for study and a comprehensive grasp of the material and is certainly above the average student in the program.

C:– Second Class Honors, Lower Division

This category indicates that the candidate has a competent knowledge of the basic material in the course and is able to handle the ordinary difficulties that may arise.

D:– Pass in relation to the final award

This category indicates that the candidate has attained an adequate knowledge of the basic material in the course and is familiar with the main issues involved in the various subjects.

F: - Fail

The student must repeat the work, whether it is a core course, a test or an examination.

5.2.5.2

A mark below the pass mark indicates that the candidate has not yet demonstrated the required knowledge of the basic material in the course.

5.2.5.3

A second failure in a core course necessitates transferring to the Certificate Program.

5.2.6 Examination Regulations

5.2.6.1 Re-marking

A student who requests the re-marking of an examination or a semester paper should address the request in writing to the Dean of the school, along with motivation for the request. The Dean in liaison with the Departmental Head will determine whether a remarking is in order. The reasons advanced must strongly justify re-marking as the best alternative. The application for a re-mark should be done within 2 weeks of the release of results. In a re-mark, a student can expect the grade to be raised, lowered, or remain unchanged, but this grade remains final.

5.2.6.2 Supplementary Examinations

Students who fail to attain the pass mark for a given course take supplementary examinations as indicated on the academic calendar. The Registrar releases the names of students who are required to sit supplementary examinations and notifies them of the date for the supplementary examinations if it different from that indicated on the academic calendar. Success in a supplementary examination will earn the candidate a PASS as the final mark on the course. A student may only do a supplementary examination once for each course.

5.2.6.3 Special Examinations

Student who miss the semester examinations due to illness or an accident, or legitimate and important travel must inform the Dean of the school in writing, as far as possible within the next 48 hours after the examination, producing evidence of the reasons for missing the examination. The approval of the Dean of the school shall be forwarded to the Registrar and the student will be allowed to sit for a special examination whose date is indicated in the calendar.

Please note the fees that accompany the above exercises.

5.2.6.4 Repeating Courses

A student is allowed to repeat core courses once in case they failed the supplementary examination. The request to repeat a course is submitted in writing to the Dean of the school before registration of the course.

All grades are retained on the permanent academic record and the result of the final attempt in repeating the course is the students' ranking in the course. The mark for a repeated course shall be deemed to be the final mark.

5.2.6.5 Discontinuation

The highest mark for a student shall be the pass mark for a repeated course. If a student fails to obtain the PASS mark in a repeated core course, he/she shall be discontinued from the degree program.

Failure to take an examination at the scheduled time will result in an "F" grade. Requests to take an examination late without a valid and justifiable reason will not be granted. An accumulation of seven (7) "F" grades will result in discontinuation from the College.

5.2.6.6 Final Examinations

For admission to the third-year Final Examination, students must have completed three academic years except under exceptional pre-arranged circumstances, and have passed in all the core courses of the program.

5.2.6.6.1 The Final Examination is a Comprehensive Examination, covering material in Scripture, Systematic and Moral / Pastoral Theology from all three years of the program of studies.

a. A three-hour Written Examination in which two questions from each of the three sections of the Syllabus will be proposed. The candidates will answer two questions chosen from different sections.

b. An Oral Examination for the Comprehensives shall be undertaken thereafter. Each candidate shall be examined by a panel of at least three examiners for a period of one hour.

c. A candidate who fails **either** the oral **or** the written examination is notified and invited to present him/herself for a supplementary written or oral examination, whichever applies.

d. The supplementary written and oral comprehensive examinations are held a maximum of two weeks after the final oral comprehensive examination.

5.2.6.7 Calculation of the Final Grade

The final grade is a combination of the results obtained in the courses over the three years and of the Comprehensive Examination in a proportion of 60% and 40% respectively. In the Comprehensive Examination, the distribution of marks for Written and Oral Examinations will be in the ratio 1:1, that is, 20% for the Written and 20% for the Oral Examinations.

5.2.6.8 The calculation of the final result coming from the accumulated credits of the three years, the results of all the core courses will be taken into account with the best results of four elective courses and three seminars.

5.2.6.9 In the computation of results for the final award, the marks for the various courses will be weighted according to the number of credits assigned to each course.

5.2.6.10 Hekima University College does not recommend a student for admission to an academic Masters or Licentiate Program at another institution unless at least a Second Class Honors, Upper Division (Grade B) has been achieved in the degree course. (This does not necessarily imply acceptance in the applicant's institution of choice.)

5.2.6.12 Course Monitoring and Student Feedback

Students' feedback is a vital part of course monitoring and quality assurance. Upon the completion of each course, students are required to complete evaluation forms. The students' evaluations for each course are submitted to the Dean of the relevant school who is the chairperson of the Evaluation Committee. After analyzing the evaluation forms, the Dean compiles a report and gives a copy to the lecturer and another to the Principal.

5.2.7 Requirements for Graduation

5.2.7.1 All students at Hekima University College are expected to complete their graduation requirements before the end of their course duration.

5.2.7.2 For conferment of a degree of the Catholic University of Eastern Africa, the candidate must have satisfactorily fulfilled all academic requirements of the school in which s/he is enrolled, have paid all outstanding dues to the College, completed the clearance form, and submitted it to the office of the Registrar on or before the latest date to apply for graduation as announced in the Academic Calendar.

5.2.8 Bachelor of Theology Courses

5.2.8.1 Core Courses

First Year			Credits/ Hours
First Semester	TB 1011	Introduction to the Old Testament & the Pentateuch	4
	TS 1014	Patristic Theology	2
	TS 1020	Fundamental Theology: Revelation & Faith	4
	TE 1030	Fundamental Moral Theology I	2
	TP 1041	Introduction to Pastoral Counselling	2
	TS 1022	Theological Reading, Writing & Methodology	2
	TP 1040	Pastoral Theology	3
Second Semester	TBG1000	Biblical Greek I	2
	TB 1010	Introduction to the New Testament & the Synoptics	4
	TS 1023	Christology	4
	TL 1050	General Liturgy & the Norms for the Sacraments	3
	TE 1031	Fundamental Moral Theology II	2
	TH 1060	Church History: Patristic Period	2
	TBG 1001	Biblical Greek II	2
TS 1021	African Christian Theology	2	
Second Year			Credits/ Hours
First Semester	TS 2020	Sacramental Theology & Seven Sacraments	5
	TB 2010	Historical Books and Prophets	4
	TP 2040	Theological Reflection on Pastoral Insertion	3
	TB 2012	The Pauline Writings	4
	TC 2071	Introduction to Canon Law: History and Norms	2
Second Semester	TS 2021	Ecclesiology & Mariology	4
	TS 2022	Ecumenism	2
	TH 2060	Medieval Church History: 500-1500	2
	TE 2030	Sexual Morality, Marriage & the Family	4
	TS 2023	The Self-Revelation of the Triune God	2
	TC 2072	Canon Law: Sacred Ministers & Sacrament of Orders	2
TB 2015	Biblical Archaeology	2	
Third Year			Credits/ Hours
First Semester	TB 3010	The Johannine Writings	4
	TP3041	Homiletics	4
	TS 3020	Christian Anthropology & Eschatology	4
	TH 3060	Church History: The Age of Reform	2
	TE3030	Social Teaching of the Church	3
Second Semester	TB 3011	Wisdom Books	4
	TC 3070	Canon Law on Marriage	2
	TH 3061	Church History: Modern Period	2
	TL 3050	Christian Rituals in a Parish Setting	4
	TP 3040	Practice of Confession	4
	TB3012	The Psalms	2

5.2.8.2 Electives & Seminars

Electives - One Credit			
First Semester	THE1115	The Book of Ruth	
	THE1116	An Introduction to the World of the New Testament	
	THE1119	Prophets and Social Justice	
	THE1214	Contemporary Approaches to the Doctrine of the Holy Spirit	
	THE1215	Introduction to Liberation Theology	
	THE1310	Bioethics: Reason, Science and Belief	
	THE1311	Thinking Theologically in an Interreligious Perspective	
	THE1403	Youth and Evangelization Today	
	THE1220	Modern Roman Catholic Social Teaching	
	THE1421	Evangelisation and Mission—Structural Aspects	
	THE1427	Canon Law: Consecrated Life and Societies of Apostolic Life	
	THE2503	Certificate in Retreat Direction (runs for 20 weeks on Saturday mornings) (3 credits)	
	THEH2000	Introduction to Biblical Hebrew I (2 credits)	
	THEK2000	Kiswahili I (2 credits)	
	THEL2000	Latin I (2 credits)	
Second Semester	THE1114	Discipleship in the Synoptics	
	THE1117	Judas Iscariot: A Cursed or Blessed Disciple?	
	THE1118	Biblical Methods in Exegesis	
	THE1218	Theology of the Holy Spirit through the Lens of the Catholic Charismatic Renewal	
	THE1221	Theology, Ethics and Politics: The Work of Albert Nolan	
	THE1315	Critical Perspectives on Islam in Africa	
	THE1410	Small Christian Communities: A Way of Being Church	
	THE1424	Comparative Religious Law	
	THE1425	Liturgy and Inculturation	
	THE1426	Sanctions in Canon Law	
	THEH2001	Introduction to Biblical Hebrew II (2 credits)	
	THEK2001	Kiswahili II (2 credits)	
	THEL2001	Latin II (2 credits)	

Seminars - Two Credits

First Semester	THS1505	Jesuit Constitutions
	THS2108	Biblical Texts and Texture
	THS2113	The Passion Narrative According to the Gospel of Matthew
	THS2201	Appropriating <i>Verbum Domini</i> in the Contemporary African Church
	THS2208	Theological Themes in Religion and Violence
	THS2302	Human Rights
	THS2403	Pastoral Communication: A Tool for Effective Ministry Today
	THS2415	Child Protection
	THS2419	Consecrated Life in the Light of The gift of Fidelity the joy of Perseverance, Guidelines (GFJP)
Second Semester	THS2107	Miracles in the Synoptics
	THS2109	Biblical Hermeneutics in Exegesis
	THS2209	Vatican II: History, Interpretation and Reception
	THS2215	Martyrdom, Ancient and Modern
	THS2217	Readings in Islamic Mysticism
	THS2407	An Integrated Catechesis
	THS2415	Child Protection
	THS2414	A Progressive Development of the Gospel(s) Tradition
	THS2502	Salvation in Theology and African Literature
	THS3209	Readings in Islamic Mysticism

5.2.8.3 Course Distribution

	Systematic Theology	Sacred Scripture	Moral Theology	Liturgy	Church History	Pastoral Theology	Church Law	Biblical Languages
First Year	<p>TS1020 Fundamental Theology: Revelation & Faith</p> <p>TS1021 African Christian Theology</p> <p>TS1022 Theological Reading, Writing and Methodology</p> <p>TS1023 Christology</p> <p>TS1014 Patristic Theology</p>	<p>TB1011 Introduction to the Old Testament & the Pentateuch</p> <p>TB1010 Introduction to the New Testament & the Synoptics</p>	<p>TE1030 Fundamental Moral Theology I</p> <p>TE1031 Fundamental Moral Theology II</p>	<p>TL1050 General Liturgy</p>	<p>TH1060 Church History: Patristic Period</p>	<p>TP1040 Pastoral Theology</p> <p>TP1041 Introduction to Pastoral Counselling</p>		<p>TBG1000 Biblical Greek I</p> <p>TBG1001 Biblical Greek II</p>
Second Year	<p>TS2023 The Self-Revelation of the Triune God</p> <p>TS2021 Ecclesiology & Mariology</p> <p>TS2020 Sacramental Theology & Seven Sacraments</p> <p>TS2022 Ecumenism</p>	<p>TB2012 The Pauline Writings</p> <p>TB2010 Historical Books & Prophets</p> <p>TB2015 Biblical Archaeology</p>	<p>TE2030 Sexuality, Morality, Marriage & the Family</p>		<p>TH2060 Medieval Church History: 500-1500</p>	<p>TP2040 Theological Reflection on Pastoral Insertion</p>	<p>TC2071 Introduction to Canon Law : History and Norms</p> <p>TC2072 Sacred Ministers and Orders</p>	
Third Year	<p>TS3020 Christian Anthropology & Eschatology</p>	<p>TB3010 The Johannine Writings</p> <p>TB3012 The Psalms</p> <p>TB3011 Wisdom Books</p>	<p>TE3030 Social Teachings of the Church</p>	<p>TL3050 Christian Rituals in a Parish Setting</p>	<p>TH3060 Church History: Age of Reforms</p> <p>TH3061 Church History: Modern</p>	<p>TP3041 Homiletics</p> <p>TP3040 Practice of Confession</p>	<p>TC3070 Canon Law on Marriage</p>	

5.2.9 Course Descriptions

5.2.9.1 First Year Courses (Revelation in Christ)

First Semester

TB1011: Introduction to the Old Testament and the Pentateuch **Eyeowa/ Orji SJ** **4 Credits**

Aim: To inculcate in students a familiarity with and a critical reading of the Old Testament (OT) texts, with a particular focus on the Pentateuch. For this purpose, the course engages the OT from literary, socio-historical, and theological points of view.

Content: A general introduction to the Old Testament sets the tone of the course. The cultural context of the OT then expands the study arena to situate the OT in its wider context of the Ancient Near East (ANE). Then, the socio-historical and religious dimensions of the OT are pursued. Origin and development, canonicity and inspiration of the OT round off the first major part of the course. The focus during the second part of the course narrows down to the first five books of the OT—the Pentateuch. Among the various themes within this section, Creation, Patriarchal-Matriarchal narratives, Exodus Event, Law, and Worship are dealt with at length.

TS1020: Fundamental Theology: Revelation and Faith **Dominic Tomuseni SJ** **4 Credits**

Aim: To explore the reasonable grounding of faith and Christian life, and the relationship between faith and revelation. To examine questions posed by religious pluralism, and contemporary culture.

Content: *“But in your hearts honor Christ the Lord as holy, always being prepared to make a defense to anyone who asks you for a reason for the hope that is in you; yet do it with gentleness and respect,” 1 Peter 3:15.* In this course we explore the grounds or foundations of Christian faith or what makes the faith credible or reasonable. It is a study of rational justifications of Christianity, or grounds upon which the Christian faith is built. This involves going beyond making claims about God to pursuing questions about how we know what we claim about God. It is an investigation of what is traditionally referred to as apology (defense of the faith). However, the course is not an apology per se. Its objective is not to defend or establish foundations for any dogmatic position, but to develop fundamental theological thinking through an exploration of rational justification of the faith in the history of Christian thought.

TP1040: Pastoral Theology

Mary Nzilani Wambua SMMG

3 Credits

Aim: To challenge students to develop appropriate pastoral attitudes, values as well as practical skills to explore, discover and understand social and ecclesial issues leading to practical actions for human and Church development. To train competent pastoral agents (the laity, religious and priests).

Content: Nature and function of pastoral theology; subject matter, method and sources of pastoral theology; historical evolution of pastoral theology; Vatican II as the decisive turning point in pastoral theology; pastoral theology and other disciplines (theological and non-theological disciplines); models of ministry; ministerial priesthood and co-responsibility (collaborative ministry); pastor/priest: qualities, roles, functions, etc.; pastoral challenges of the 21st Century African context; pastoral care for different groups and need situations.

TS1014: Patristic Theology

Emmanuel Foro SJ

2 Credits

Aim: To introduce students to the theology of post-apostolic period to the first five hundred years of the Church's history, a period of great creativity, inculturation, controversies, reflection, and explosions of understanding of Christology, Trinity, Ecclesiology, canonicity, etc., in the crucible of the Ancient Near East. Students become familiar with the "Fathers" of the Church and their contributions to the faith that became known as Christianity.

Contents: It is presumed that the history and geography of the expansion of the Church are being covered in the course on Church History governing this period. Patristic theology focuses on the theologies of the early Eastern and Western Churches under Greek and Latin influences, as they absorb the Jewish faith tradition of Jesus of Nazareth.

As questions arose concerning the person of Jesus, the nature of God, the meaning of salvation, membership of the Church, the necessity of faith for salvation, what is "in" the Sacred Scriptures, theologians of this era had creative ways of approaching these novel questions. From a variety of philosophies, they developed competing responses to these questions. Tensions arose between their approaches, resulting ultimately in a major schism in the Church. This course traces the theologies of this period, and the councils that attempted to resolve the differences between them.

TE1030: Fundamental Moral Theology I

Gaspar Sunhwa SJ

2 Credits

Aim: To know they should behave, people rely on various sources of moral instruction. Christians in particular often refer to the Scriptures, and to the commandments they formulate. This course examines what the Pontifical

Biblical Commission has described as the biblical roots of Christian conduct.

Content: Briefly, by way of reminder of previous studies, we consider how nature, society and reason shape moral behavior. The focus of the course however is on biblical teaching. First, the moral teaching of the Old Testament is analyzed, as it is given in the Pentateuch, the Prophets and the Books of Wisdom: through laws, admonitions and appeals to good common sense the Israelites were called to live as God's covenantal people. Then the gospels and Pauline literature put forward the figure of Christ, calling the faithful to conform their life to his, because he is the image of God. In this way, the foundations of Christian morality are established.

TBG1000: Biblical Greek I

George Macharia SJ and Eric Kambale SJ

2 Credits

Aim: To be able to read Greek words and sentences find cited in commentaries on biblical books, and to understand references to linguistic features of the Greek text one encounters in exegetical works

Content:

Greek alphabet; introduction to Greek inflection (declension, conjugation); 1st declension nouns, 2nd declension nouns, article, adjectives; verbs in -ω in the indicative mood of Present, Future, Aorist and Imperfect (in all voices); verb "to be" in the indicative mood (Present, Future, Imperfect)

TS1022: Theological Reading, Writing and Methodology

Anthony Egan SJ

2 Credits

Aim : To introduce students to reading and writing academic theology.

Contents:

- a. Theology as a hermeneutical discipline
- b. Critical reading
- c. Hierarchy of sources
- d. Conventions in academic writing
- e. Chicago Manual of Style
- f. Using and abusing the internet
- g. Hints for constructing essays

TP1041: Introduction to Pastoral Counselling

Mary Nzilani Wambua SMMG

2 Credits

Aim: To introduce students to the field of counselling, and focus on its clinical and pastoral perspectives.

Content: The first part of the course develops the history, the main schools and the ethical and legal issues of counselling. The second part discusses generic psychological disorders, and suggests how to treat them in short term or in long term counselling. The third part of the course spotlights similarities

and differences between the counselling profession and other spiritual relationships and approaches, including spiritual direction, confession, etc. The final part of this course focuses on an “incarnated” counselling in an African context. This last part provides a critical yet constructive analysis of counselling developed in the Western world and discusses how Africa may use philosophy and belief systems to foster an effective counselling system.

TH1060: Church History: Patristic Period

Jean Luc Enyegue

2 Credits

Aim: To treat the development of the Church and of its teaching up to the year 500AD. The course complements the dogmatic treatises by placing the Church’s growth, teaching, controversies, heresies and councils in their historical setting.

Second Semester

TB1010: Introduction to the New Testament and the Synoptics

Kambale/Macharia SJ

4 Credits

Aim: To introduce students to the New Testament as a whole and supply them the introductory information with regard to the person, teaching and the work of Jesus of Nazareth as experienced and handed down by the early church through the first three gospels (Synoptics). Students become acquainted with some methods for the interpretation of these gospels as well as their major themes.

Content:

- a. General Background: Significance of the study of the New Testament; the formation of the New Testament Canon, an overview of the entire NT.
- b. The Synoptic Gospels: the Synoptic problem and its solutions; literary forms and different methods applied in understanding each gospel, authorship, date, structure and intended audience of each gospel.
- c. The composition, structure, style and themes of Mark’s gospel with particular reference to Mark’s Christology, the theology of passion and theology of Christian discipleship. The study focuses on the structure and major themes of the Matthean text with a particular attention to the infancy narrative. Finally the study deals with the structure and major themes of the Lukan text with particular attention to the infancy narrative.

TS1023: Christology

Norbert Litoing SJ

4 Credits

Aim: To know Jesus Christ as the foundation of Christian faith, the Mediator of Salvation, not only through spiritual experience but also through 'scientific' knowledge which is never mere historicism. In an increasingly relativist world, faith-based knowledge combined with reason-based knowledge allows us to bear effective witness. This course helps students to grapple with the reasonability of faith in Jesus as the Christ and synthesise right understanding of Christ most useful for their future pastoral work.

Content: The study is systematic, going from the Biblical considerations to the Fathers of the Church up to contemporary Christology. The tradition of the Church occupies central stage in our approach to Christology. After reviewing the essential elements of the discipline we look at some local Christologies in order to deepen further our knowledge of Christ within our respective cultures. Our endeavour consists of the necessary combined use of reason and faith in the study of Christology for the purposes of proclamation and witnessing. Raymond Brown, Gerald O'Collins, Wolfhart Pannenberg and Walter Kasper are our main authors on the systematic aspect, while Kwame Bediako and others will serve as basis for African Christology.

TL1050: General Liturgy and the Norms for the Sacraments

Emmanuel Banda SJ

3 Credits

Aim: To introduce students to the broad principles, norms and historical development of the Church's liturgical tradition, in order to show how worship is an important space for expressing and cultivating the Church's vision of God, humanity and the world. Liturgical reforms are treated as privileged moments to understand how shifts in the Church's theology and worldview influence the Church's law of prayer (*lex orandi*).

Content: The main components of the course are as follows: principles and sources of liturgy, historical development of liturgical traditions (with special emphasis on reforms), the liturgical year, dynamics of ritual programs and inculturation.

TE1031: Fundamental Moral Theology II

Gaspar Sunhwa SJ

2 Credits

Aim: To open ourselves to the guidance of the Spirit today by understanding how the Spirit is at work in the Bible, but also in the history of the Church. To understand how this has worked in the past through the centuries, by studying situations which arose and which needed new responses which the Church could only formulate by being sensitive to the guidance of the Spirit.

Content: The Church is called to lead God's people to fulfillment in God. During the first centuries, the Fathers of the Church have tried to discern for the faithful the way to the City of God. Later, in the Penitentials, monks emphasized the gravity of sin. Scholasticism showed how a life of virtue fits in God's plan for creation. In a legalistic way, the manuals laid down rules for Christian life. Vatican II emphasized that morality does not only seek individual perfection, but contributes to the life of the world. In this perspective, answers can be given to today's questions concerning, for example, the universal value of Christian morality.

TBG1001 : Biblical Greek II

George Macharia SJ and Eric Kambale SJ

2 Credits

Aim: To continue mastery of NT Greek morphology and vocabulary, to enable students to read Greek words and sentences they find cited in commentaries on biblical books and other exegetical works.

Content: Inflections of Thematic verbs (Aorist, Perfect, Pluperfect), inflection of Athematic verbs (-μ).

Ts1021: African Christian Theology

Dominic Tomuseni SJ

2 Credits

Aim: To develop an appreciation of the history, methods, trends, and perspectives of African Christian Theology and Hermeneutics.

Content: Having investigated the historical genesis of African Christian Theology, we justify the motivations of African Christian Theology in general, particularly through the investigation of its main trends such as African Inculturation Theology, African Liberation Theology and African Theology of Reconstruction. Then we evaluate its strengths and weaknesses. Finally, we search for new ways in African Theology with the framework of a Theology of Birthing the *Homo Novus* in the African Context through the articulation of the Word of God with African Spirituality and ways of thought, Western Dogmatics, African Christology, Pastoral, Preaching and Spirituality, African Context and Challenges of Justice and Peace. To achieve this goal we will use holistic hermeneutics that are anthropotheocentric.

5.2.9.2 Second Year Courses (The Church, the Sacrament of Christ)

First Semester

TS2020: Sacramental Theology and Seven Sacraments

Emmanuel Foro SJ

5 Credits

Aim: To analyse the sacraments from the perspective of a profound appreciation of the symbolic which is inherent in the Catholic tradition and which is of central importance for their proper celebration.

Content: Much of the richness of human existence arises from the meaning found in the symbols by which human beings live. We develop a sacramental theology after considering the historical development of the practice and the understanding of the sacraments and the important contributions of anthropology and the social sciences to understanding how the sacraments function. Central to this theology is a consideration of the seven sacraments as originating from Christ, who is the primordial sacrament of God's love, and from the Church, which is the fundamental sacrament of Christ's ongoing presence in the world, and a development of what the sacraments effect in virtue of their being symbolic actions.

TB2012: The Pauline Writings

George Macharia SJ

4 Credits

Aim: To investigate through the thirteen 'Pauline letters' some main themes like Christ, Justification, Predestination, Law, Church, Ethics and Eschatology.

Content: An examination of the earliest letters as well as the great ones like Romans and Galatians using Tendency Criticism (*Tendenzkritik*) to grasp the ideological context of the Pauline Churches and Paul's Theology in the framework of the history of religions (Judaism and Hellenistic Mystery Cults). We consider the development history of Pauline Theology, its reception in the course of Church history and its relevance to the African context especially regarding pastoral practice (*kerygma, diakonia, leiturgia, koinonia*), spiritual care, Church leadership, and theologizing, since Paul was the first Christian theologian and the apostle of the Gentiles.

TP2040: Theological Reflection on Pastoral Insertion

Mary Nzilani Wambua SMMG

3 Credits

Aim: To conduct an evaluative reflection on the pastoral insertion which students undertook during the previous long recess.

Content: The evaluative reflection consists of three stages:

- a. The facilitator sets the stage for a conversation of the theological issues arising from students' pastoral insertions.

- b. Each student distributes a one-page summary of her/his pastoral insertion to the class a week before her/his presentation. (It is highly recommended that the student discuss a draft of the summary with the facilitator.)
- c. Each student presents the outcome of her/his pastoral insertion to the class, engaging in a conversation around issues arising from the insertion.

TC2071: Canon Law: History and Norms

James Campbell SJ

2 Credits

Aim: To introduce Canon Law in the Latin Church and how it has been a major and continuing influence in the Church for the promotion of justice and the salvation of souls. A historical, comparative and analytical methodology is employed.

Content: The emergence of the various Christian communities in the first centuries saw the need for guidelines, norms or laws. These gave shape and meaning to the newly formed communities and provided the basis for its contained mission. However, in the Fourth Century Christianity was made the official religion of the Roman Empire and so the Roman Church adopted the Empire's existing structures of government, that is, its means of creating legislation, of administering and of judging. These structures, with some modifications, are still operative in the Latin Church.

Government requires a legislature, executive and judiciary without which it cannot function. Canon Law is part of the government of the Catholic Church and there are two Codes: one for the Latin Church and another for the Eastern Catholic Churches. This course is concerned only with the Code for the Latin Church which was promulgated in 1983 and is revised from the original Code of Canon Law of 1917. However, the Code is not merely a collection of laws. Important though that is, it embodies the means whereby the Church's theological vision, expressed in the Second Vatican Council and the Sixteenth Century Council of Trent gives clarity and enables the Church's mission to be effective and accountable. However, it is first of all a body of law and this properly legal dimension is at the forefront of the course.

The course covers the history of Canon Law and the jurisprudence that underlies it. One scholar called Canon Law the foundation of Western legal theory. So the influence of Canon Law within the Catholic Church and in the formation of secular Public Law will be examined. The Code's General Norms will be considered in detail since they contain the principles and foundation for the other Books of the Code and incorporate many historical, legal, theological and practical points for the maintenance and progress of any mission in the Church. In addition, the course considers other forms of law, religious and secular, in order to give a comparative study of legal theory and culture. The 'pastoral' approach to Canon Law is evaluated and critiqued given the emergence of antinomianism and the resultant effect this has had on the mission, reputation and finances of the Catholic Church in recent times.

TB2010: Historical Books and Prophets

Steven Eyeowa/Dominic Irudayaraj

4 Credits

Aim: To understand the phenomenon called “prophecy” and the prophetic texts of the Hebrew Bible, this course (i) situates the prophetic phenomenon within its larger cultural context (ANE); (ii) engages select texts from the former and the latter prophets; (iii) underscores the texts’ import for both their purported contexts as well as ours.

Content:

- a. “Prophecy” in ANE and in the Hebrew Bible
- b. Former Prophets (Joshua, Judges, 1-2 Samuel, 1-2 Kings) and Latter Prophets (Major and Minor Prophets)
- c. Close reading of select texts and teasing out their theological import(s)

Second Semester

TE2030: Sexual Morality, Marriage and the Family

Gaspar Sunhwa SJ

4 Credits

Aim: To consider sexuality, marriage and family life with an approach that is both pastoral and theological.

Content: After an exposé of the historical development of marriage in the Catholic Church, we discuss the understanding of marriage in traditional Africa. What ideals do the two share? Finally, we look at some particular issues relating to the institution of marriage in contemporary Africa: namely sexual morality (sexuality), premarital sexual relations, plural marriages (polygamy), leviratic unions, broken marriages, prostitution, homosexuality, HIV/AIDS, etc. We propose some pastoral approaches to these and other related issues.

TS2021: Ecclesiology and Mariology

Marcel Uwineza SJ

4 Credits

Aim: To introduce discourses and doctrines on the church. To deepen an appreciation of the complexity in the self-understanding of Church.

Content: An exploration of one’s own (and others’) understandings of Church in the history of Christian thought. The course highlights key themes in the discourse on Church in its development from an informal group of friends of the Nazarene to a fully-fledged international institution that has never lost its identity as One, Holy, Catholic and Apostolic. Following the example of *Lumen Gentium*, Mariology is considered as a special topic within ecclesiology.

TS2023: The Self-Revelation of the Triune God

Dominic Tumoseni SJ

2 Credits

Aim: To inquire into the doctrine of the Trinity as a way to articulate what it means to be saved by God through Christ in the power of the Holy Spirit.

Content:

- a. The self-revelation of the Triune God as the Christian doctrine of God
- b. The biblical and liturgical origins of the doctrine of the Trinity
- c. The essential unity between the mystery of salvation and the mystery of God
- d. Development of Trinitarian doctrine
- e. Living Trinitarian faith by being transformed in Christ through the life in the Spirit
- f. Worship of the Triune God and the need for ethical transformation.

TS2022: Ecumenism

Anthony Egan SJ

2 Credits

Aim: To introduce the historical development of ecumenism, the key Catholic documents since Vatican II, and some examples of ecumenical dialogue. Within the possibilities of Covid-19 era, students may possibly attend services of another Christian Church.

Content:

- a. Definitions: ecumenism, ecumenical dialogue, unity
- b. A brief history of Christian divisions
- c. The World Council of Churches (WCC)
- d. Ecumenism before the Second Vatican Council
- e. Vatican II and ecumenism
- f. Development after Vatican II (key Catholic documents)
- g. Examples of dialogue

TB2015 Biblical Archaeology

Chukwuemeka Orji SJ

2 Credits

Aim: The course will first define Biblical Archaeology of Ancient Israel and Judah and then acquaint the student with the tangible and physical remains or fragments of earlier times. This will involve a selection of geographical sites, objects and persons mentioned especially in the OT (and referenced in the NT), key to understanding biblical texts.

Content:

Syria & Palestine as the Holy Land strictly speaking;
Origins in the late Bronze-Early Iron Age.
El-Amarna district of Ancient Egypt and the *Amarna Letters*.
Extra-Biblical Sources.
Tribal Territories, Religion and Cult.
History and the Book of Judges. Bibliography.

TH2060: Medieval Church History: 500-1500

Jean Luc Enyegue

2 Credits

Aim: To introduce main themes of this period, half of the Church's history.

Content:

- a. The end of the Roman Empire
- b. Conversion of the barbarians of Europe
- c. Schism between the churches of the East and the West
- d. Christian society, spiritual life
- e. Religious orders
- f. Intellectual developments
- g. Relations between Church and State
- h. Government of the Church
- i. Dissent and heresy
- j. Christendom and the wider world

TC2072: Canon Law: Sacred Ministers and the Sacrament of Orders

James Campbell SJ

2 Credits

Aim: To provide an introduction to the duties and rights of clerics. To this end the course considers the 1983 Revised Code of Canon Law for the Latin Church and in particular, Books II (The People of God) and IV (The Sanctifying Office of the Church) as they pertain to this subject. This provides an introduction to the clerical state and the context in which it occurs as well as outlining the expectations and demands of those who enter this state.

Content: The training of sacred ministers or clerics took on an institutional dimension at the Council of Trent. Many of these principles are still current after the Second Vatican Council. At Vatican II, there was wide discussion on the formation of priests and it issued a Decree on Priestly Formation, *Optatam totius*. Other documents, such as *Lumen gentium* and *Presbyterorum ordinis* also considered sacred ministry and clerics. The 1983 Revised Code of Canon Law for the Latin Church reflects the conciliar teachings and gives a broader context for clerical training with an emphasis on the formation of clerics which includes academic learning, personal development and spirituality. The 1983 Code contains a number of canons on the clerical state and these are found, in two of its Books. The first, Book II, is on The People of God and contains norms as regards Christ's faithful and The Obligations and Rights of All Christ's Faithful. There are sections on Sacred Ministers or Clerics which include the Formation of Clerics, the Enrolment or Incardination of Clerics, the Obligations and Rights of Clerics, Loss of the Clerical State, and canons on parishes and parish priests. Book IV is on The Sanctifying Office of the Church and is concerned with the Sacrament of Orders, those to be ordained and other related norms. There are also several canons in Book VII on Processes which pertain to the clerical state. The course provides an introduction to the state of life and its obligations and rights. Where appropriate, reference is made to the Constitutions of the Society of Jesus and their Complementary Norms.

5.2.9.3 Third Year Courses (Life in Christ)

First Semester

TS3020: Christian Anthropology and Eschatology

Marcel Uwineza SJ

4 Credits

Aim: To deepen knowledge of the human person in the light of God’s revelation. To explore the vital relationship between the Creator and creatures including the human creature. Our foundation is the history of salvation: Creation, fall (sin and death), redemption and eschatology, taking into account the mystery of grace and the theological virtues.

Content: The course elucidates basic concepts of Christian anthropology such as creation, sin and redemption. After these, we explore what are traditionally called “the last things” studied under Eschatology. Scripture and Church Tradition serve as a common source to review these themes – without excluding other contemporary resources working for the same purpose in a broader sense. Christological elements are recalled for the clear reason that Christ is the destiny, realization and fullness of humanity. In this way the ground of human dignity as “image of God” and way to God is demonstrated in a clear light.

TH3060: Church History: Age of Reform

Anthony Egan SJ

2 Credits

Aim: To acquaint the student with some of the dominant themes, concerns and structures in the Church during the Age of Reform.

Content: The Church on the eve of the Reformation, nominalism, renaissance and humanism, biblical movements, Erasmus, Luther, Zwingli, Anabaptism, Calvin, Reformation in England, Catholic Reform, Carmelite Renewal in Spain, Jesuits and Trent, the Age of Discoveries and Missions.

.TE3030: Social Teaching of the Church

Deogratias Rwezaura SJ

3 Credits

Aim: To explore how the Christian faith informs public values in view of guiding the ministry of the Church in the modern world, drawing resources from the Catholic social teaching tradition and other social sciences such as anthropology, philosophy, political science and economics, The course introduces the Social Teaching of the Church and offers a broad understanding of the foundation and development of the Catholic Social Thought. It provides an overview of key concepts, themes and principles proper to Catholic Social Teaching and initiates students to critical reflection on some of the most burning contemporary issues facing Christian faith in the African Church in general, and those concerning their cultural contexts, in particular.

Content: The course covers the following topics:
Foundations/principles of social ethics (human dignity, love of neighbour, subsidiarity, solidarity, universal destination of goods, option for the poor).
Scriptural foundation of social justice & modern theories of social justice
Religion and Politics
Ethics of war and peacebuilding (Christian pacifism, just war theory, political realism, and religion and conflict resolution)
Human dignity, human rights and the common good
Social sin and morality underlying social structures
Globalisation, economic development and marginalisation
State sovereignty and ethical justification for humanitarian intervention
Care for our common home (Integral ecology) - *Laudato Si'*

TP3041: Homiletics
Emmanuel Banda SJ

4 Credits

Aim: To help students to discover and develop homiletic approaches capable of making the Word of God incarnate in the lives of the people of our time.

Content: An exploration of biblical foundations of the ministry of preaching; continuities and discontinuities between the Bible and the Lectionary. Magisterial documents on this ministry are reviewed along with the contribution of various scholars in the field of homiletics.

Models of preaching from different ecclesial communities, Catholic and otherwise, will be featured to help students to see the different ways of crafting and delivering sermons. Every student will have the opportunity to prepare and present a homily on a given theme.

TH3010: Johannine Writings
Johny Thachuparamban CMI

4 Credits

Aim: To guide students in the comprehensive study of the Gospel of John. To explore the origins, theology and the significance of this gospel. To help the students grasp John's high Christology as it developed against the backdrop of fierce opposition and controversies with Jewish authorities. This course also offers an introduction to the Johannine letters and the book of Revelation.

Content:

(i) Preliminary considerations: Introductory questions and four hermeneutical principles in reading the gospel of John; the uniqueness of the gospel of John; relationship between John and the Synoptics; the question of authorship and the formation of the gospel, purpose and the audience of the gospel, literary techniques used in the gospel and its structure.

(ii) Study of the major texts (themes) in the gospel, for example: Prologue (Jn 1:1-18) and the centrality of the incarnation; John's Witness to Jesus (1:19-34); the Call to Discipleship (Jn 1:35-51); Jesus' first sign at Cana and

the role of Mary (Jn 2:1-11); Jesus' cleansing of the Temple in Jerusalem (Jn 2:13-22); Jesus and Nicodemus (Jn 3:1-12); Jesus' encounter with Samaritans (Jn 4:1-42); Jesus heals a sick man (Jn 5:1-9); the discourse on the bread of life (Jn 6:35-58); Jesus as the source of "living water" (Jn 7:37-39); the story of the adulterous woman (7:53- 8:11); Jesus the Good Shepherd (Jn 10:1-18); Jesus as "the light of the world" (Jn 8:12); the healing of the man born blind (Jn 9:1-41); Jesus the Good Shepherd (Jn 10:1-18); the sign of raising Lazarus (Jn 11:1-44); the last supper and Jesus' washing of the feet of his disciples (Jn 13,1-20) ; the New commandment of Love (Jn 13:34-35); Jesus' Farewell Discourse (Jn 14:1-16:33); Jesus the true Vine (Jn 15:1-8); Jesus' Great Prayer to his Father (Jn 17:1-26); Passion Narrative (Jn 18-19); St. Thomas, the Spokesman of the Faith (Jn 20,24-29) and the Epilogue (21:1-25).

(iii) Introduction to the letters of John and the book of Revelation with their major themes.

Second Semester

TL3050: Christian Rituals in a Parish Setting

Emmanuel Banda SJ

4 Credits

Aim: To provide principles and practical tools for the preparation, celebration and evaluation of Christian rituals in various pastoral settings, especially in a parish.

Content: The content of the course rests on three pillars: the parish as a community of worshippers, the art of celebrating (*ars celebrandi*) and the importance of ministeriality in the parish

- a. Parish as a place of worship
- b. Structures within the parish and the need for liturgical collaboration
- c. Defining Christian rituals
- d. Preparing for and celebrating Christian rituals of baptism, confirmation, the holy Eucharist, marriage, anointing of the sick, funeral rituals/burial rites.

TB3012: The Psalms

Chukwuemeka Orji SJ

2 Credits

Aim: To introduce students to the Book of Psalms as an anthological book of prayer and worship rooted in the daily experience of Israel which consists of lament and praise, remembrance and instructions.

Content:

- a. The relation of the Psalms to the history of Israel
- b. Elements of Hebrew poetry
- c. Literary forms of Psalms; structure and content
- d. Pentapartite subdivision and theology of each section: Book I-V
- e. Exegesis of selected Psalms: 1-2; Psalms of ascents; great *hallel*

TB3011: Wisdom Books

Stephen Eyeowa SJ

4 Credits

Aim: To open windows on the world of Israelite *sapientia*. The spotlight shifts to a less-familiar section of the Bible than the Pentateuch and Prophetic corpus. Situating Israelite wisdom within its larger context of ANE (Mesopotamia, Egypt, and Canaan), major themes, exegesis of selected texts, and theological ramifications are delineated. At appropriate junctures, the course invites students' contributions of wisdom from their particular, local contexts.

Content: A general introduction to Wisdom Literature sets the tone of the course. We engage with and dwell on texts from the books of Job, Proverbs, Ecclesiastes, Song of Songs, Wisdom, and Sirach. Wisdom themes in Psalms and the Dead Sea Scrolls are elucidated. Selections from each book are read to underscore their cultural contexts, literary nuances (structure, form, etc.), and theological import for both ancient and current contexts.

TH3061: Church History: Modern Period

Jean Luc Enyegue SJ

2 Credits

Aim: To offer an overview of the major historical events that affected the Church during the European Modern Period, and to analyse their implications for the development of Christianity in Africa then and today.

Content: From the dawn of the Modern Period, European nations became increasingly expansionist, crossing oceans to lay claim to territories in the Americas, Asia and Africa. Alongside this expansionist wave was a new spirit to evangelize and to create a global Christendom. Yet essentially European issues like Galicanism, Jansenism, the Enlightenment, various kinds of "revolutions" and the very appearance of a Catholic-Protestant duality in the approach to evangelization often modified the unified notion of Christianity in mission lands. More importantly, the vision of Europe as the sole bearer and exporter of legitimate cultural foundation for Christianity became increasingly untenable.

The development of indigenous churches is surveyed as local responses to mainstream views of Christianity. The Second Vatican Council is treated largely as an attempt by the Catholic Church to align its own centre with realities in its multiple cultural peripheries. The course ends with a survey of the impact of the Second Vatican Council on, and its implications for, Catholicism in Africa.

TP3040: Practice of Confession

Emmanuel Foro SJ

4 Credits

Aim: To give student practice in celebrating the rite of reconciliation. Emphasis is placed on Christian extension of the mercy of God. The course serves as a general introduction to the ministry of God's mercy shown in Jesus' forgiveness of sins.

Content: The Rite of Reconciliation; recent magisterial teaching regarding the sacrament; the catechism and canon law governing the sacrament; role-playing in which students confess, listen to confessions, give advice and absolution. On the basis of these exercises, an assessment is made of the students' readiness to celebrate the sacrament.

TC3070: Canon Law on Marriage

Jacinta Opondo FSA

2 Credits

Aim: To introduce the Church Law on Matrimony according to the 1983 Code of Canon Law. Emphasis is laid on pastoral practice, with special reference to the African context.

Content: A short history of marriage as an institution is given, followed by views and values found in the African context. The Church's legislation and norms, which exist to safeguard the substance and ends of the sacrament of Christian Marriage, are presented. The course fosters an understanding of the particular values that the norms are meant to serve. Without such an understanding no true appreciation of the laws is possible.

This legislation is found in the 1983 Code of Canon Law Book IV, Title VII Marriage, Canons 1055 to 1062: and from Chapters I to X, in Canons 1063 to 1165.

The course's pastoral orientation stresses the concerns of marriage, especially those in marriage institutions in an African context: polygamy; consent; questions of unity and solubility; possibility of divorce/separation in traditional marriages, including childless marriages; rights arising from the equality of sexes in marriage.

5.2.9.4 Elective Courses

1. An Elective Course consists of one credit, taught in double periods for seven weeks.
2. A one-hour examination is taken at the end of the course.
3. Students are required to take a minimum of four elective courses for the three year study period, that is, at least one elective course each academic year. Third Year students may only register for elective courses in the first semester. Students may register for additional electives courses and/or as an “audit” (i.e. without offering themselves for final assessment), if the timetable permits.

Registration of electives for both semesters commences during the first week of the academic year. Classes begin in the second week of each semester.

First Semester

THEK2000: Introduction to Kiswahili

Eileen Mutwiri

Aim: To enable the student to:

- a) Acquire a lasting ability to listen, speak, read and write effectively using Kiswahili
- b) think critically, creatively analyze expressions and meaningfully express themselves
- c) correctly use Kiswahili in daily life conversations and engagements; identify, appreciate and value the different key aspects of Kiswahili language and literature
- d) appreciate, value and cherish Kiswahili as a national language in Kenya.

Content:

Listening and speaking: good pronunciation skills, greetings and conversations, listening comprehension, reading comprehension, listening skills.

Grammar and usage: grammar, root of words, composition of words, formation of nouns, singular and plural.

Usage of root words: tenses and time, verbs, sentence structure and patterns, Swahili sentence, punctuation, direct and indirect speech.

Reading: reading aloud, silent reading, expressive reading/reading for meaning, using the Kiswahili dictionary.

THE1403: Youth and Evangelization Today

Mary Nzilani Wambua SMMG

The aim of this course is to enable the students to discover the value of journeying with the young people in Evangelization. To desire to evangelize, catechize, and encourage youth and young adults to participate in the life and mission of the Church through various programs and events.

THE1421: Evangelisation and Mission – Structural Aspects

James Campbell SJ

In his reforming agenda for the Church, Pope Francis has recently reorganised the structures of the Roman Catholic Church in such a way as to reorder them in line with evangelisation and mission. Interestingly, his reforms run almost completely counter to his two predecessors, particularly St John Paul II. In this course we will look in detail at these reforms which, although somewhat technical and not well known, provide the blueprint for the future of the Church. It will be important in any apostolic work to have a good knowledge of these changes in order to understand more fully the Holy Father's purpose.

THE1115: The Book of Ruth

Stephen Eyeowa SJ

Aim: To introduce students to a 3C biblical reading technique (Content, Context, Consequence); To demonstrate the relevance of biblical texts in shaping history and society; To engage biblical texts for exegetical, homiletic, spiritual counseling and socio-political purposes.

Content: Reading the Book of Ruth verse-to-verse, we will consider theological responses to questions of cultural identity, social ethics, marriage and migration, integration and inheritance justice, grief management and care for the poor.

THE1310: Bioethics: Reason, Science and Belief

Anthony Egan SJ

Aim: To explore questions of life, health and death, using transdisciplinarity as a theological method. To discover the work of medical ethics committees through simulations and case studies.

Content: Healthcare and human rights, medical research ethics, medical technologies, assisted reproduction, abortion, euthanasia and assisted dying.

THE1116: An Introduction to the World of the New Testament

George Marcharia SJ

Aim: To understand the two worlds in which the NT emerged. To appreciate the source and redactional criticisms in the development of NT Books. To appreciate the connection between the growth of faith and the development of NT Books.

Content: The New Testament background in the Roman world and the Jewish world; Who writes what, where, when, to whom, how, and why?

THE1214: Contemporary Approaches to the Doctrine of the Holy Spirit

Robert Wafula CSSp

Aim: To examine how in contemporary theology the role of the Holy Spirit is relatively peripheral to theological discourses and why. Theology needs not just a theology of the Holy Spirit but theology done in the Holy Spirit. Under What names should the Holy Spirit be acclaimed and contemplated in God's creation and evolution – only as 'Love' or 'Gift'?

Content: Without compromising divine incomprehensibility, the course sheds light upon the biblical, liturgical, and experiential testimonies to the Holy Spirit's role in the community of believers and non-believers and emphasizes that the Holy Spirit is actively accomplishing Christ's promises not only to the Church that God founded on the Apostles but also in the entire creation of God – the entire observable cosmos in evolution.

THE 1215 Introduction to Liberation Theology

Marcel Uwineza SJ

Aim: To address theological questions for all people interested in the pressing social issues of our day. In its thinking, and in extraordinary examples lived out by people who affirmed liberation theology, models are given to the rest of the church.

Content: To review models for thinking and living responsibly in a world calling for justice, hoping for peace and needing reconciliation.

THE1119 Prophets and Social Justice

Dominic S. Irudayaraj SJ

Aim: An inquiry into the role and the relevance of counter-cultural prophetic voices of the Eighth-Century Hebrew prophets with a specific focus on social justice, for contexts ancient and ours.

Content: The focus of this course will be on the evidence of and allusions to social justice (and/or the rampant violation of the same) in the oracles of Amos, Isaiah, and Micah. To this end, a close reading of relevant prophetic texts would be pursued in order to highlight the significance of their messages in their cultural contexts and invite the students to outline their continued relevance for some current contexts.

THE1220: Modern Roman Catholic Social Teaching

William O'Neill SJ

Aim: To understand the foundations and development of modern Roman Catholic Social Teaching (CST) as it applies to a range of social-ethical issues in the modern African context.

Content: The late 19th Century, the Roman Catholic Church's social teaching has permitted it to address a wide range of critical social issues in a "catholic" or universal idiom. Pope Francis's encyclical "Laudato Si'" ("On Care for Our Common Home"), for instance, appeals not only to Catholics or Christians, but to both religious believers and secularists. This course will consider the biblical roots, tradition and development of modern Catholic Social Teaching. Issues to be treated will include Christian interpretations of violence and non-violence, war and peace, global and domestic justice, human rights, forced migration, and ecological ethics.

THE1311: Thinking Theologically in an Interreligious Perspective
Norbert Litoing SJ

Aim: This course introduces interreligious theology. It examines the processes by which theologians — committed religious intellectuals, seeking understanding in faith— study the truths and realities of faith across religious boundaries, and bring this learning into fruitful exchange with home traditions, personal experience, and social contexts. Such learning occurs by careful comparison, dialogical reflection and, ideally, a well-informed understanding of what it means to belong to one tradition and learn from another. Such an approach to theology is indispensable in the face of challenges posed by religious pluralism.

Content: To deal with these large issues in a manageable way, this course draws primarily on Roman Catholic and Muslim sources, without ignoring other traditions and contemporary issues. Students are encouraged to bring their familiarity with other traditions, plus personal experience, into the discussions and writing assignments. The work of Francis X. Clooney, the leading comparative theologian of the last three decades, will serve as departure point for the theological journey suggested by this course.

THE 1427: Canon Law: Consecrated Life and Societies of Apostolic Life

Jacinta Opondo FSA

Aim: To help the students understand the norms governing Institutes of consecrated life and Societies of Apostolic Life; their place and role in the life of the Church.

Content: Brief historical development of the norms governing consecrated life; Norms common to all institutes of consecrated life (Cann. 573 - 606); Societies of apostolic life (cann. 731-746); Religious Institutes (cann. 607 - 709); The Internal governance of Institutes; The admission of candidates and the formation of members (cann. 641-661); The obligations and rights of Institutes and of their members (cann. 662-672); The apostolate of Institutes (cann. 673-683); Religious raised to episcopate (cann. 705-707); Conferences of major superiors (cann. 708-709).

Second Semester

THE1114: Discipleship in the Synoptics

Johny Thachuparamban CMI

Aim: To introduce students to a deeper understanding of the nature, challenges and cost of discipleship as presented in the Synoptic Gospels. To assimilate the different aspects and dimensions of discipleship as emphasized in each gospel.

Content: The course consists of four units:(i) discipleship in different traditions, (ii) discipleship in the gospel of Mark, (iii) discipleship in the gospel of Matthew and (iv) discipleship in the gospel of Luke.

THE1118: Biblical Methods in Exegesis

Benedict Ebogu SJ

Aim: To invite students to explore selected methods in biblical exegesis and to see the advantages and limitations of each method and to learn how to choose a biblical method or methods when investigating a specific question in a biblical text.

Content: Why is biblical method necessary for biblical exegesis? There will be a general introduction to the role of biblical methods in biblical exegesis. Afterwards, the following methods will be studied with relevant biblical texts from the Old Testament and the New Testament:

- (i) Historical Critical Method
- (ii) Redaction Critical Method
- (iii) Literary Critical Method
- (iv) Narrative Critical Method
- (v) Rhetorical Critical Method

THE1315: Critical Perspectives on Islam in Africa

Norbert Litoing SJ

Aim: An estimated 450 to 500 million Muslims live on the African continent—close to a third of the global Muslim population. The overwhelming majority of them lives in the northern half of the continent, above the equator. The spread of Islam increased the contact between the peoples of North Africa, the Sahara, and parts of sub-Saharan Africa. This course is designed to provide an understanding of the spread of Islam and the transformation of contemporary Muslim societies in Africa.

Content: The first part of the course will consist of an overview of two concomitant processes, namely, the Islamization of Africa and the Africanization of Islam. The second part of the course will briefly explore selected themes related to the dynamics of Islam in postcolonial Africa.

THE1424: Comparative Religious Law**James Campbell SJ**

Aim: To examine the legal systems and cultures of the three Abrahamic faiths - Judaism, Christianity and Islam. To acquire an analytic and comparative methodology to study religious law and be enriched by their jurisprudence and legal articulation.

Content: Consideration of the similarities and differences between the legal systems of the three Abrahamic faiths.

THE1117: Judas Iscariot: A Cursed or Blessed Disciple?**George Macharia SJ**

Aim: To understand the unique character of Judas Iscariot; To investigate the Christological importance of Judas's betrayal; To introduce students to the narrative role of Judas Iscariot.

Content: Judas in the synoptic gospels—as a betrayer, faithful, remorseful, suicidal disciple. Deeper Christological insights.

THE1426: Sanctions in Canon Law**Jacinta Opondo FSA**

Aim: to comprehend the pastoral orientation and importance of penalties or sanctions in the Church and their correct application; To know how the rights and obligations of Christian faithful are protected, and justice administered with the Christian spirit through a properly conducted penal trial.

Content: Following the structure of Book VI of the Code of Canon Law: Part I: offences and punishments in general, and Part II: penalties for specific offences.

THE1218: The Holy Spirit through the Lens of the Catholic Charismatic Renewal**Nicole Facheux**

Aim: To introduce fundamentals of Pneumatology as an essential way of being witness to the Gospel. To equip students with necessary tools to approach the experience and power of the Holy Spirit their daily Christian life. To explore avenues for spiritual regeneration and rediscovery of a free, authentic witness. To critique dubious teachings about the Holy Spirit.

THE1221: Theology, Ethics and Politics: The Work of Albert Nolan**Anthony Egan SJ**

Aim: To explore the significance for Africa of the writings of Albert Nolan OP, a major South African Catholic theologian, and his contributions to the churches' struggle against apartheid and to liberation theology.

Content: Nolan's writings in their historical and political context; Understanding the praxis of Jesus of Nazareth; Using the gospels in situations of conflict; Option for the poor; Theological significance of globalisation; Embracing a liberating spirituality.

THE1425: Liturgy and Inculturation

Emmanuel Banda SJ

Aim: To identify and discuss theological and pastoral understandings of inculturation; To discuss how plurality of liturgical expression is essential to the life of the Church; To articulate how sustainability, community resilience, and earth-restorative practices are essential to full inculturation of communities around the globe.

Content: Course readings and visual resources draw on emergent theologies from around the globe, key church documents, and narratives of communities engaged in inculturated worship. Focus is given to issues of integral ecology, community resilience and sustainability as integral to inculturation.

THE1410: Small Christian Communities: A Way of Being Church

Mary Nzilani Wambua SMMG

Aim: To examine how Small Christian Communities are a new way of being church in Africa today. To foster development of SCCs, in order to enhance a deeper evangelisation in Africa and beyond.

Content: The objectives, strengths, weaknesses, and historical development of SCCs in Eastern Africa; Experience of SCCs, and ten characteristics of long-lasting SCCs. Biblical foundations, patristic basis, magisterial encouragement of SCCs. Ecclesiology, organisational structure and ministry of SCCs.

5.2.9.5 Seminar Courses

1. A Seminar consists of two credits, taught in triple periods of presentation and discussion for ten weeks. Students present at least one seminar.
2. The seminar paper of about 2,000 words should be submitted before the date indicated in the academic calendar.
3. Students are required to register for a minimum of three seminar courses in the three-year study period, that is, at least one seminar each academic year. Third Year students may only register for seminar courses in the first semester. Students may register for additional seminar courses or as “audit” (i.e. without offering themselves for final assessment), if the timetable permits.

Registration of seminars for both semesters commences during the first week of the academic year. Classes begin in the second week of each semester.

First Semester

THS2415: Child Protection

Jesuit Centre for Safeguarding

ALL Hekima students are expected to do this seminar during their studies in the college. This seminar is offered in both semesters.

Aim: The abuse of children not just a “first world” problem, but has many manifestations in African settings, and where power differences make children vulnerable to multiple forms of abuse and victimisation. Nor is it simply a “Catholic” problem or a problem of “clericalism.” This seminar is designed to equip all students at Hekima University College with tools to make a positive contribution to this most challenging issues of our day - the development of a culture of protection and safeguarding of children.

Content: Recognition of different forms of child abuse and exploitation; Analysis of the dynamics of power in various situations in which children find themselves; Identifying likely victims and possible perpetrators of abuse. The psychological damage that children can suffer, including signs and indicators of abused children; Canonical norms governing the protection of minors; Placing protective structures.

THS1505: Jesuit Constitutions

James Campbell SJ

Aim: To take an in-depth look at how this vital document came to be formulated and the influence it has in today’s Society of Jesus. Recent scholarship has revealed the extent to which St Ignatius used the writings of other religious orders and congregations to compose his own constitutions.

Content: The primitive texts which contributed to the final draft; the acceptance of candidates and their qualities; the formation of scholastics and the studies they undergo; other pertinent and contemporary matters.

THS2403: Pastoral Communication: A Vital Tool for Effective Evangelisation

Mary Nzilani Wambua SMMG

Aim: To identify means of communication and their application; To reflect on African ways of communication and worldview to effectively proclaim the Gospel; To develop talents in proclaiming the Word of God in multilingual societies; To develop skills for communication in various pastoral ministries.

Content: Communication in the Scriptures; Intercultural communication; Barriers to communication; Incarnation as communication; Traditional media of communication; verbal symbols; pastoral implications; Culture and community; Interrelationship and interdependence; Improving pastoral communication; Role of the preacher and listener.

THS2201: Appropriating *Verbum Dominum* in an African Church

Robert Wafula CSSp

The Word of God has a legitimate place in the life and mission of the Church, and the *Synod of Bishops on the Word of God* (2010) demonstrates this. The Bible may not be simply a word from the past, but a living and timely Word of God in view of the New Evangelization process in the African Church today. Humanity today in the wake of the culture of scientism approaches reality in a critical and systematic manner under the façade of scientific methodology. This cultural milieu, as Pope Benedict XVI points out, encompasses the whole world; as humanity makes spectacular progress (*scientific research*) in the understanding the universe. Therefore, a critical reflection on the Apostolic Exhortation is so timely for future pastors in the African Church, so that the Word of God is presented as relevant in the world of young Churches in the light of New Evangelization for the transmission of the Christian faith.

THS2302: Human Rights

William O'Neill SJ

Aim: To understand the history, scope, and limits of human rights theories as they apply to a range of social-ethical issues. Distinctive religious and African contributions to human rights discourse will be emphasized.

Content: In the latter part of the 20th Century, Human Rights have emerged as a lingua franca in international politics and jurisprudence. The Universal Declaration of Human Rights is embraced not only by state actors, but by contemporary religious authorities, such as the Roman Catholic Church in its social teaching. Yet the very notion of such universal rights or warrants remains problematic. Indeed, writes Stanley Hauerwas, "any attempt to establish a universal ethic grounded in human nature per se," fails "to appreciate that there is no universal morality, but that in fact we live in a fragmented world of many moralities." We shall address such philosophical and theological criticisms and explore the use of rights' language in religious rhetoric, African interpretations of human rights, and the extension of human rights to social-economic claims, e.g., nutritional well-being. Issues to be treated include forced displacement, women's rights, and social reconciliation.

THS2108: Biblical Texts and Texture**Stephen Eyeowa SJ**

Aim: To grasp the texture of biblical texts through keen observation, consideration of literary techniques, and verse-to-verse reading and interpretation.

Content: Using a narratological approach in exegesis, to view select biblical texts as literary masterpieces mainly composed of historicised narratives.

THS2113: The Passion Narrative According to the Gospel of Matthew**George Macharia SJ**

Aim: To study the uniqueness Matthew's Passion Narrative, including his *Sondergut*; To appreciate Matthew's response to the growth of faith in the 1st and 2nd Centuries.

Content: Contextualisation of Matthew's Passion Narrative. Comparisons of Mt 26 and 27 with the Marcan parallels.

THS2208: Theological Themes in Religion and Violence**Norbert Litoing SJ**

Aim: Violent episodes of recent world history have all had a religious dimension. Be it the ongoing conflict between Israelis and Palestinians, the Yugoslavian conflict of the 1990s or the seemingly unstoppable spread of Salafi jihadism in West Africa, and sundry other examples, religion seems inextricably tied to outbursts of violence around the world. Is there something about religion that makes it fundamentally prone to violence? Or is religion simply a screen for other motivations? Is violence a necessary part of what it means to be human and religion simply an aggravating factor or a vehicle? What contribution can theology have in this conversation? This seminar will explore these questions and many more.

Content: The seminar is divided into two parts. The first part will be dedicated to theoretical and methodological considerations meant to problematize the concept of violence. Slavoj Zizek, Walter Benjamin, René Girard and William Cavanaugh, among others, will be the chosen conversation partners in this first part of the seminar. The second part will reflect on several themes related to religion and violence, notably the Just War Theory, Jihad, Terrorism, and Genocide. Augustine of Hippo, Sayyid Qutb, Mark Juergensmeyer, Miroslav Volf, and Marcel Uwineza will count among the chosen conversation partners.

THS2419: Consecrated Life in the Light of *The gift of Fidelity the joy of Perseverance, Guidelines (GFJP)***Jacinta Opondo FSA**

Aim: To help the students deepen their understand of Consecrated Life in the light of the Guidelines, *The Gift of Fidelity the Joy of Perseverance: Manete in dilectione mea (Jn 15:9) (GFJP)* and the crisis of lack of perseverance facing Consecrated Life today as well the possible way forward proposed by the Church with reference to the African context.

Content: The meaning and implications of fidelity and perseverance: a journey of conversion and purification to rediscover the foundation and identity of one's call; Gazing and listening and its challenges; Enkindling awareness and its challenges; Separation from the Institute. Norms and practice Of the Decastery; Exclaustration (cann. 686-687); Transfer to another Institute (cann. 684-685); Departure of temporary professed members (cann. 688-689; 692); Departure of perpetually professed members (cann. 691-693); Dismissal (cann. 694-704); Readmission into the Institute (can. 690).

Second Semester

THS2502: Salvation in Theology and African Literature

Dominic Tomuseni SJ

Aim: To use storytelling as a source of theological reflection. Stories, like parables in the Bible, are key sources of imagination that is critical in turning information - a vital element of our technological age - into wisdom.

Content: An exploration of how major metaphors of salvation in theology, such as victory, sacrifice and justification, have been presented in African literature. After a brief overview of dramatic approaches to salvation in theology, we discuss different texts in African literature, focusing on their treatment of soteriological themes.

THS2114: A Progressive Development of the Gospel Tradition(s)

George Macharia SJ

Aim: To debate the progressive development of the Gospels; To review the contest of the "priorities" of the Gospels; To use textual and redaction criticisms.

Content: Textual and Redaction criticisms; Marcan Priority; Matthean priority; Lukan Priority; John's knowledge of the synoptics; Q, M and L material; *Lectio difficilior potior* vs. *lectio brevior potior*; Gospels before the book; The unfinished Gospel of Mark.

THS2107: Miracles in the Synoptics

Johnny Thachuparamban CMI

Aim: To discover the meaning of Miracles from a synoptic perspective. To find their relevance for Christians today as the miracles recorded in the gospels are integral part of the NT tradition, and "foundational" in Christianity because they are fashioned by Jesus, who is the founder of Christianity.

Content: After presenting a general introduction on miracles, Mk 5:1-20 will be analyzed in comparison with two other synoptic gospels. Each student will present some miracle stories.

THS2209: Vatican II: History, Interpretation and Reception

Marcel Uwineza SJ

The Second Vatican Council was arguably the most significant ecclesial event for Roman Catholicism in the last four centuries. Although “Vatican II” has become a staple of contemporary church language, few who invoke it seem to have really grasp what happened at the council and what its consequences are for the life of the church today. We will study the Second Vatican Council as 1) a seminal ecclesial event. 2) a source for authoritative church teaching and 3) a source for a revitalized vision of the church for the third millennium.

THS2109: Biblical Hermeneutics in Exegesis

Benedict Ebogu SJ

Aim: To expose students to contemporary hermeneutical perspectives in biblical exegesis as an inductive and scientific approach to biblical interpretations.

Content : Why is a hermeneutical perspective important in biblical studies? There will be a general introduction to the role of hermeneutical perspectives in biblical exegesis. Afterwards, the following biblical hermeneutics will be studied with relevant biblical texts from the Old Testament and the New Testament:

- (i) Postcolonial Biblical Hermeneutics
- (ii) Feminist Biblical Hermeneutics
- (iii) Ecological Biblical Hermeneutics
- (iv) Trauma Biblical Hermeneutics

Students will have the opportunity to critically explore any of these hermeneutics on selected biblical texts from the Old Testament and the New Testament.

THS2215: Martyrdom, Ancient and Modern

Anthony Egan SJ

What did early Christians mean when they spoke of martyrdom? What do Christians today understand by the term? Drawing on a range of case studies throughout Christian history, we shall examine shifting understandings of martyrdom as we seek to uncover the theology behind the 'witnesses'.

THS2407: An Integrated Catechesis

Mary Nzilani Wambua SMMG

Aim: To explore theological, historical and fundamental aspects of catechesis, to clarify the role and identity of the catechist as a missionary.

Content: Church documents dealing with catechesis; The formation of the catechist as a responsibility of the Church (biblical-theological, Christian, anthropological, pedagogical, methodological, emotional); Catechesis in the mission of evangelisation.

THS2217: Readings in Islamic Mysticism

Norbert Litoing SJ

Aim: Sufism (Islamic mysticism) represents one of the most important forms of personal piety in Islam and Sufi orders have inspired modes of socio-political organization throughout Islamic history. Sufi orders recruit from different social classes, age groups, and genders, both among masses and elites as well. This seminar will survey the selected writings of some influential Sufi masters.

Content: The seminar begins with an analysis of some central concepts of Sufism. The seminar participants will then look at how these concepts are embodied in the writings of Sufi masters whose works they will read in their translated versions. These will include passages from *Mantiqu't-Tair* (The Conference of the Birds) by Farid Ud-Din Attar, *majnūn laylā* (Layla and Majnun or "Layla's Mad Lover") by Nizami Ganjavi, quatrains from Omar Khayyam, select poems from Rumi, and passages from *Fusus al-Hikam* (The Ringstones of Wisdom) by Ibn Arabi.

THS2415: Child Protection

Jesuit Centre for Safeguarding

ALL Hekima students are expected to do this seminar during their studies in the college. This seminar is offered in both semesters.

Aim: The abuse of children not just a "first world" problem, but has many manifestations in African settings, and where power differences make children vulnerable to multiple forms of abuse and victimisation. Nor is it simply a "Catholic" problem or a problem of "clericalism." This seminar is designed to equip all students at Hekima University College with tools to make a positive contribution to this most challenging issues of our day - the development of a culture of protection and safeguarding of children.

5.2.10 Tentative Timetables

5.2.10.1 First Year

First Semester

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:50		TS1020 Fundamental Theology: Faith and Revelation (Dominic Tomuseni)	TB1011 Introduction to the Old Testament & the Pentateuch (Chukwuemeka Orji/ Stephen Eyeowa)		
9:00 - 9:50	TBG1000 Biblical Greek (George Macharia/ Eric Kambale)	TS1020 Fundamental Theology: Faith and Revelation (Dominic Tomuseni)	TB1011 Introduction to the Old Testament & the Pentateuch (Chukwuemeka Orji/ Stephen Eyeowa)	TS1014 Patristic Theology (Emmanuel Foro)	TB1011 Introduction to the Old Testament & the Pentateuch (Chukwuemeka Orji/ Stephen Eyeowa)
10:00 - 10:50	TBG1000 Biblical Greek (George Macharia/ Eric Kambale)	TP1040 Pastoral Theology (Nzilani Wambua)	TE1030 Fundamental Moral Theology I (Gaspar Sunhwa)	TS1014 Patristic Theology (Emmanuel Foro)	TB1011 Introduction to the Old Testament & the Pentateuch (Chukwuemeka Orji/ Stephen Eyeowa)
BREAK					
11:10 - 12:00	TS1022 Theological Reading, Writing and Methodologies (Anthony Egan)	TP1040 Pastoral Theology (Nzilani Wambua)	TE1030 Fundamental Moral Theology I (Gaspar Sunhwa)	TH1060 Church History; Patristic Period (Jean Luc Enyegue)	TS1020 Fundamental Theology: Faith and Revelation (Dominic Tomuseni)
12:10 - 13:00	TS1022 Theological Reading, Writing and Methodologies (Anthony Egan)	TP1040 Pastoral Theology (Nzilani Wambua)	COLLEGE MASS	TH1060 Church History; Patristic Period (Jean Luc Enyegue)	TS1020 Fundamental Theology: Faith and Revelation (Dominic Tomuseni)
LUNCH					
14:30-16:20	LANGUAGE ELECTIVES				

Second Semester

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:50	TL1050 General Liturgy and the Norms for the Sacraments (Emmanuel Banda)	TP1041 Introduction to Pastoral Counselling (Nzilani Wambua)	TB1010 Introduction to the New Testament & the Synoptics (Eric Kambale/ George Macharia)	TB1010 Introduction to the New Testament & the Synoptics (Eric Kambale/ George Macharia)	SEMINARS Include a 20-minute break
9:00-9:50	TL1050 General Liturgy and the Norms for the Sacraments (Emmanuel Banda)	TP1041 Introduction to Pastoral Counselling (Nzilani Wambua)	TB1010 Introduction to the New Testament & the Synoptics (Eric Kambale/ George Macharia)	TB1010 Introduction to the New Testament & the Synoptics (Eric Kambale/ George Macharia)	
10:00-10:50	TBG1001 Biblical Greek (George Macharia/ Eric Kambale)	TS1023 Christology (Norbert Litoing)	ELECTIVES	TS1023 Christology (Norbert Litoing)	
BREAK					
11:10-12:00	TBG1001 Biblical Greek (George Macharia/ Eric Kambale)	TS1023 Christology (Norbert Litoing)	ELECTIVES	TS1023 Christology (Norbert Litoing)	TE1031 Fundamental Moral Theology (Gaspar Sunhwa)
12:10-13:00	TS1021 African Christian Theology (Dominic Tomuseni)	TL1050 General Liturgy and the Norms for the Sacraments (Emmanuel Banda)	College Mass	TS1021 African Christian Theology (Dominic Tomuseni)	TE1031 Fundamental Moral Theology II (Gaspar Sunhwa)
LUNCH					
14:30-16:20	LANGUAGE ELECTIVES				

5.2.10.2 Second Year

First Semester

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:50	TB2013 Historical Books & Prophets Eyeowa/Irudayaraj	TB2013 Historical Books & Prophets (Eyeowa/Irudayaraj)	TS2020 Sacramental Theology & Seven Sacraments (Emmanuel Foro)	TB2012 The Pauline Writings (George Macharia)	SEMINARS Include a 20 minute break
9:00- 9:50	TB2013 Historical Books & Prophets Eyeowa/Irudayaraj	TB2013 Historical Books & Prophets (Eyeowa/Irudayaraj)	TS2020 Sacramental Theology & Seven Sacraments (Emmanuel Foro)	TB2012 The Pauline Writings (George Macharia)	
10:00-10:50	TS2020 Sacramental Theology & Seven Sacraments (Emmanuel Foro)	TC2071 Canon Law: History & Norms (James Campbell)	ELECTIVES	TP2040 Theological Reflection on Pastoral Insertion (Nzilani Wambua)	
BREAK					
11:10-12:00	TS2020 Sacramental Theology & Seven Sacraments (Emmanuel Foro)	TC2071 Canon Law: History & Norms (James Campbell)	ELECTIVES	TP2040 Theological Reflection on Pastoral Insertion (Nzilani Wambua)	TB2012 The Pauline Writings (George Macharia)
12:10-13:00	TS2020 Sacramental Theology & Seven Sacraments (Emmanuel Foro)		COLLEGE MASS	TP2040 Theological Reflection on Pastoral Insertion (Nzilani Wambua)	TB2012 The Pauline Writings (George Macharia)
LUNCH					
14:30-16:20	LANGUAGE ELECTIVES				

Second Semester

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:50	TE2030 Sexual Morality, Marriage & the Family (Gaspar Sunhwa)	TS2023 The Self-Revelation of the Triune God (Dominic Tomuseni)	TS 2022 Ecumenism (Anthony Egan)		SEMINARS Include a 20 minute break
9:00-9:50	TE2030 Sexual Morality, Marriage & the Family (Gaspar Sunhwa)	TS2023 The Self-Revelation of the Triune God (Dominic Tomuseni)	TS 2022 Ecumenism (Anthony Egan)	TB2015 Biblical Archaeology (Chukwuemeka Orji)	
10:00-10:50	TC2072 Canon Law: Sacred Ministers & Sacrament of Orders (James Campbell)	TE2030 Sexual Morality, Marriage & the Family (Gaspar Sunhwa)	ELECTIVES	TB2015 Biblical Archaeology (Chukwuemeka Orji)	
BREAK					
11:10-12:00	TS2021 Ecclesiology & Mariology (Marcel Uwineza)	TE2030 Sexual Morality, Marriage & the Family (Gaspar Sunhwa)	ELECTIVES	TS2021 Ecclesiology & Mariology (Marcel Uwineza)	TH2060 Medieval Church History (Jean Luc Enyegue)
12:10-13:00	TS2021 Ecclesiology & Mariology (Marcel Uwineza)	TC2072 Canon Law: Sacred Ministers & Sacrament of Orders (James Campbell)	COLLEGE MASS	TS2021 Ecclesiology & Mariology (Marcel Uwineza)	TH2060 Medieval Church History (Jean Luc Enyegue)
LUNCH					
14:30-16:20	LANGUAGE ELECTIVES				

5.2.10.3 Third Year

First Semester

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:50	TP3041 Homiletics (Emmanuel Banda)	TH3060 Church History: The Age of Reform (Anthony Egan)	TB3010 The Johannine Writings (Johny Thachuparamban)	TP3041 Homiletics (Emmanuel Banda)	SEMINARS Include a 20 minute break
9:00 - 9:50	TP3041 Homiletics (Emmanuel Banda)	TH3060 Church History: The Age of Reform (Anthony Egan)	TB3010 The Johannine Writings (Johny Thachuparamban)	TB3010 The Johannine Writings (Johny Thachuparamban)	
10:00 - 10:50	TL3050 Christian Rituals in a Parish Setting (Emmanuel Banda)	TE3030 Social Teaching of The Church (Deogratias Rwezaura)	ELECTIVES	TB3010 The Johannine Writings (Johny Thachuparamban)	
BREAK					
11:10-12:00	TS3020 Christian Anthropology & Eschatology (Marcel Uwineza)	TE3030 Social Teaching of The Church (Deogratias Rwezaura)	ELECTIVES	TC3071 Canon Law: Marriage (Jacinta Opondo)	TS3020 Christian Anthropology & Eschatology (Marcel Uwineza)
12:00-13:00	TS3020 Christian Anthropology & Eschatology (Marcel Uwineza)	TE3030 Social Teaching of The Church (Deogratias Rwezaura)	College Mass	TC3071 Canon Law: Marriage (Jacinta Opondo)	TS3020 Christian Anthropology & Eschatology (Marcel Uwineza)
LUNCH					
14:30-16:20	LANGUAGE ELECTIVES				

Second Semester

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:50	TH3061 Church History: Modern Period (Jean Luc Enyegue)	TB3011 Wisdom Books (Stephen Eyeowa)	TB3012 The Psalms (Chukwuemeka Orji)	TB3011 Wisdom Books (Stephen Eyeowa)	
9:00 - 9:50	TH3061 Church History: Modern Period (Jean Luc Enyegue)	TB3011 Wisdom Books (Stephen Eyeowa)	TB3012 The Psalms (Chukwuemeka Orji)	TB3011 Wisdom Books (Stephen Eyeowa)	
10:00 - 10:50	TP3040 Practice of Confession (Emmanuel Foro)	TP3040 Practice of Confession (Emmanuel Foro)	TL3050 Christian Rituals in a Parish Setting (Emmanuel Banda)	TL3050 Christian Rituals in a Parish Setting (Emmanuel Banda)	
BREAK					
11:10-12:00	TP3040 Practice of Confession (Emmanuel Foro)	TP3040 Practice of Confession (Emmanuel Foro)	TL3050 Christian Rituals in a Parish Setting (Emmanuel Banda)	TL3050 Christian Rituals in a Parish Setting (Emmanuel Banda)	
12:00-13:00			College Mass		
LUNCH					
14:30-16:20	LANGUAGE ELECTIVES				

5.3 Master of Theology : Systematic Theology (suspended until further notice)

5.3.1 Admission

In addition to the requirements of admission to Hekima University College for the BTh,

the prospective student must:

- a) in accord with PROG/STD/09, hold a Bachelor's degree or equivalent in Theology, Philosophy of Religion or Religious Studies, with either:
 - i) an upper second-class honors (B+) or a cumulative Grade Point Average of 3.00 on a scale of 4.00, or
 - ii) a lower second-class honors (B) or a cumulative Grade Point Average of 2.50 on a scale of 4.00. In addition, this candidate must have received relevant training, or demonstrated research capability through research, paper presentation or peer-reviewed publications and relevant working experience,
- b) be proficient in listening, speaking, reading and writing English language at IELTS Overall Band Score of 7.0 or its equivalent,
- c) write a statement of purpose indicating the intended field of research
- d) provide two letters of recommendation by competent scholars with doctorates, and
- e) be in a position to spend four semesters of full-time residence.

5.3.2 Objectives of the Program

The program is designed:

- to equip candidates with knowledge and skills in their area of their specialisation
- to provide candidates with sufficient material to teach theology (at lower levels)
- to equip candidates to lead reflection in parish-based theological sharing groups
- to guide and accompany candidates in conducting theological research
- to introduce candidates to publishing theology that is context-aware, deep and relevant.

5.3.3 Expected Program Learning Outcomes

Successful candidates of the Master of Theology Program are able to:

- proceed to a doctoral program in the same area of theology
- teach introductory courses in the area of systematic theology
- organize formation at community and parish levels
- advance the dialogue of faith and culture
- disseminate creative contextual theology through research and

Specialised Learning Outcomes

Successful candidates in the Master of Theology program specialising in systematic theology are able to:

- explain the main themes of Catholic doctrine and their context
- carry out research and writing in matters of dogmas and life
- teach introductory level courses in Systematic Theology
- interpret accurately and creatively magisterial documents
- interpret the underlying philosophies of faith statements today

5.3.4 Mode of Delivery

Students are required to complete 42 credits in order to attain the degree of MTh. Each student is required to take a minimum of:

16 credits in Core courses

12 credits in Specialisation courses, and

14 credits relating to Research.

Of the specialisation courses, four credits are accounted for by a **minimum of two seminars** of the students' choice. The courses are all attended in the first three semesters of the program, and account for 36 credits (or 540 instructional hours.) The remaining 6 credits (or 90 instructional hours) are earned in the fourth semester, with individual supervision and guidance from the student's thesis supervisor.

With prior consultation and approval of the program director, a student may choose to substitute one four-credit specialisation course with two additional two-credit seminars.

5.3.5 Coursework Distribution per Semester

Year/Semester	First Semester	Second semester
First Year	14 credits	14 credits
Second Year	8 credits	6 credits <i>Thesis research, seminar, writing, supervision and defence</i>

5.3.6 Research

Research forms an integral part of a master's degree program and constitutes not less than one third (1/3) of the entire program structure.

Accordingly:

- In every course (apart from languages), students are required to write a semester research paper. The lecturer for the respective course is available to guide the students in their research.
- In the first two semesters students are required to do 8 research-related credits (2 courses) viz. Theological Reading, Writing and Research, and Preparing a Thesis Proposal.
- In the fourth semester, each student is required to undertake an original theology research project and write a thesis of at least 20,000 words (excluding footnotes, bibliography and appendices). 6 credits are awarded for the students' regular consultation with the supervisor who is appointed to accompany them, as well as for the research, writing and eventual defence of the thesis before two internal and one external examiners.
- This thesis is to be completed and defended in the fourth semester of the program. A successful pass of the thesis is necessary for overall awarding of the degree of MTh.
- A thesis that is not submitted by 31 March will be carried over to the following academic semester for examination and defence. The student will be liable to pay registration fees for that academic semester.

5.3.7 Student Assessment

Student assessment follows the specifics of this prospectus.

It is understood that:

Written examinations do not exceed three hours.

Oral examinations do not exceed 45 minutes.

5.3.8 Graduation Requirements

In order to graduate with a Master of Theology degree from the Catholic University of Eastern Africa, students must obtain an average mark of at least 50 in all core courses, specialisation courses, methodology courses and thesis supervision and writing.

In addition, the thesis and its defence must both obtain a pass mark.

The school of theology awards marks with a maximum of 78.

Before a student may graduate with a Master's degree in Kenya, s/he must have published at least one article in a peer-reviewed journal.

5.3.9 Grading System

Assessment of the individual courses and of the degree as a whole will be made according to the following grading system:

Grade	Mark Range	Remark	Grade Point
A+	75 - 78	Summa Cum Laude	4.00
A	70 - <75		3.75
B+	65 - <70	Magna Cum Laude	3.50
B	60 - <65		3.00
C	55 - <60	Cum Laude Probatus	2.75
D	50 - <55	Bene Probatus	2.50
F	< 50	Non Probatus	0.00
GPA for Progression (Good Standing) 2.00			

5.3.9 .1 Grading System : Final Classification of Degree

FINAL CGPA	Class	Remark
3.60 - 4.00	Distinction	Summa Cum Laude
3.00 - 3.59	Pass (not indicated)	Magna Cum Laude
2.50 - 2.99		Cum Laude Probatus
2.00 - 2.49		Bene Probatus

5.3.10 Transfer of Credits

In accordance with PROG/STD/10, students may have their prior learning recognized, and transfer a maximum of 20 credits from similar programs at the same level. An application for transfer of credits must be accompanied by a description of the course completed at another recognised institution and a certified copy of transcripts that specify grades for each unit done.

If a student has taken any of the MTh courses in an undergraduate program at a recognised institution, then s/he may upgrade it/them to Masters level. An upgrading system (in conformity with a 4-credit course requirement) designed by the lecturer and approved by the Dean of the school of theology will condition the validity of the course in the MTh program.

5.3.11 MTh/ STL Courses

5.3.11.1 First Year Courses

First Semester			Credits
Core Courses	TS4000	Faith and Revelation	4
	TR4000	Theological Reading, Writing and Research	4
Specialisation Course	TR4001	African Theologies	4
		Seminar of Choice	2
Second Semester			Credits
Core Courses	TR4001	Preparing a Thesis Proposal	4
Specialisation Course	TS4002	The Church of Christ in History and Doctrine	4
Research	TS4002	Christ in History and Dogma	4
		Seminar of Choice	2

5.3.11.2 Second Year Courses

First Semester			Credits
Specialisation Course	TS4014	History of Theology in 19th & 20th Century	4
Research	TS4009	God, Humans and Eternity	4
		(Seminar of Choice)	(2)
Second Semester			Credits
Research	TR4002	Thesis Research, Seminar, Writing and Supervision Supervisor and Reader	6

5.3.12 Research: Methodology Courses and Thesis Writing

Before embarking on the writing of their thesis, students are required to complete two courses (of 4 credits each) in the methodology of theological research. These two courses combined contribute eight credits towards the minimum one-third of the entire program devoted to research.

The final course, TR4002 is awarded 6 credits since it requires the student to have frequent direct consultation with his/her research supervisor, as well as to defend the thesis in an oral examination.

5.3.13 Course Descriptions

TR4000: Theological Reading, Writing and Research

4 Credits

Objective: The course is designed to introduce students to reading and writing academic theology, to help them develop a methodological approach to theological texts and thinking, and to revise some basic study skills. In addition, students are introduced to contemporary methodology specific to systematic theology, as well as to approaches to research.

TR4001: Preparing a Thesis Proposal

4 Credits

This course guides students through the steps of articulating a hypothesis, identifying a methodology for investigating the hypothesis, locating sources that would be useful to verify the hypothesis, producing a review of the available literature, and a *status quaestionis*, up to the point of writing, and submitting their thesis proposal.

In the fourth week of the semester, students indicate their general area of research to the program coordinator, who suggests to the Dean of the school a suitable research supervisor. The Dean appoints the lecturer to supervise the research and accompany the student in the elaboration of the proposal and ultimately, the thesis. This supervisor is to be available for regular consultation appointments as the student elaborates the proposal.

The proposal is at least 5,000 words in length excluding footnotes and appendices. It is submitted to the Dean in electronic format before the end of the semester.

If the proposed research involves human subjects, then the student must obtain clearance from the Research Ethics Committee before submitting the proposal to the Dean. The proposal must receive NACOSTI approval before the research may begin.

Once submitted, the student has a one-hour discussion of the proposal with the supervisor and one other member of the faculty, assigned by the Dean.

This member becomes the reader of research, if the proposal is accepted.

A proposal that is accepted may be advanced for the actual research and elaboration of a thesis.

If the proposal is rejected, the student receives ONE more opportunity to submit a research proposal. Failure of a second proposal means that the student is discontinued from the program.

TR 4002: Thesis Research, Seminar, Writing and Supervision **6 Credits**

This course covers the students' verification or falsification of their hypothesis, the research done in this pursuit, the analysis of the findings, and the writing up of the research in a coherent thesis.

The student is accompanied by a research supervisor and a reader, both of whom are available for regular consultation. The supervisor guides the student to ensure that progress is made in the research.

Every two weeks the student is required to submit a text to the supervisor. Each submitted text is discussed in a face-to-face meeting of the student and the supervisor. The supervisor gives written feedback on the text, to help the student to advance with the research and writing. The supervisor insists that submitted work is of a publishable academic quality, and that integrity is maintained at all stages.

The student is expected to follow the advice of the supervisor.

If a student fails to honour an appointment, the supervisor follows up. The supervisor keeps a log of the bi-weekly meetings with the student. This log is submitted to the program coordinator every six weeks. If it becomes evident that the student will not complete the thesis on time, or will not complete at all, the supervisor gives the program coordinator adequate warning of this.

In addition to meeting the supervisor every two weeks, research students are required to participate in a bi-weekly research seminar with their colleagues. The purpose of this seminar is to inculcate the value of answerability to a community of scholars, and to provide mutual assistance in offering peer insights into the progress of each other's research. Participation in this seminar continues until the student has submitted his/her thesis.

A student who has a serious reason for wanting to change his/her supervisor, may make an application in writing to the Dean, detailing the reasons for this application. The Dean will consider the application in association with the program coordinator.

TS4000: Faith and Revelation

4 Credits

This course explores in depth the fundamental question of the origin of faith, and the necessary pre-conditions for faith. The encyclical *Fides et Ratio* will be read in the light of the Dogmatic Constitution *Dei Verbum*. The course also examines contemporary interrogations of the Christian faith in the light of modern science and religious pluralism.

TS4001: African Theologies

4 Credits

This course is designed to equip students with knowledge of theological works in Africa since the evangelization of the continent. Topics to be covered include: studying carefully several authors, elaborating contrasting views, and the history of systematic elaboration of theology in Africa.

TS4002: Christ in History and Dogma

4 Credits

This course takes both a thematic and a diachronic approach to the major Christological developments in the 20 centuries of the faith-response to Jesus of Nazareth. Some contemporary authors will be studied for their insights into the divine-human dichotomy.

TS4005: The Church of Christ in History and Doctrine

4 Credits

Although a relatively 'young' topic of research, ecclesiology sheds light on what we think we are doing as a community of believers claiming salvation in Christ. Issues to be studied include the diversity of ecclesiological manifestations, the exercise of authority, the leadership of the Holy Spirit, and contemporary trajectories of the Church under the papacy of Francis. The course includes a close reading of *Lumen Gentium* and *Ecclesiam Suam*.

TS4009: God, Humans and Eternity

4 Credits

Although considering the same God, ancient Hebrew and the Greek cultures had different starting points and different notions of the nature of God. These directly influenced the understanding of the divine-human interface, the human person, as well as the concept of eternity and ultimate human fulfillment.

TS 4014: History of Theology (19th and 20th Centuries)

4 Credits

Aim: This course is designed to equip students with knowledge of the recent history of the discipline of theology.

Content:

Topics to be covered in the course include:

A close study of several authors elaborating various issues of the centuries

The encroachment of scientific method into theology

Identifying the roots and effects of the 'Modernist Crisis'

The First Vatican Council, its pre-history and its outcome.

The major impact of two world wars as a primary example of contextual theology.

The Second Vatican Council with its protagonists and competing agendas.

5.3.14 Examination of the Thesis

When the supervisor and reader are satisfied that the thesis is ready for examination, then the student may submit three unbound printed copies to the program coordinator, who transmits them to the Dean, along with the name of an appropriate external examiner. If the supervisor and reader are not in agreement whether the thesis is ready for examination, then the view of the supervisor prevails.

The thesis is between 20,000 and 25,000 words, excluding footnotes and any appendices. It is submitted with a signed declaration by the student that it is entirely his or her original work, and has not been submitted to any other university. The supervisor signs his/her agreement that the declaration is correct, to the best of his/her knowledge.

The thesis is evaluated by the following criteria: originality; competent use of a suitable methodology; coherence, logical discussion of the findings, conclusions, implications, and limitations of the research; professional presentation in terms of standard English language, layout, proofing, and adherence to Turabian writing and referencing style.

The Dean distributes the copies of the thesis to the supervisor, reader and external examiner, who return their assessments of the work to the Dean within six weeks. The final grade for the course TR4002 is the average of the grades submitted by the supervisor, reader, and external examiner.

Once these assessments are returned, a mutually agreeable date is arranged for the thesis defence. A member of the faculty is appointed by the Dean to be chairperson of the defence. If she or he desires, the student has the option to permit members of the public to attend the defence. But these do not participate in the conversation in any way.

The defence is conducted with the student presenting the thesis for 15 minutes to a board of examiners consisting of the supervisor, the reader, and the external examiner. This presentation should locate the thesis in its broader, theological, social, and ecclesial context, and should proceed to explain the hypothesis and the method used to verify it, as well as other significant findings. In the examination, the student must work from a copy of the thesis exactly as it had been submitted for examination.

Each member of the board is permitted 10 minutes to interact with the student about the thesis and any areas that warrant further enquiry. The chairperson of the session may add some final remarks for not more than 5 minutes.

Everybody apart from the chairperson and board of examiners leaves the room to give the examiners time to deliberate. The student alone is then invited back to the venue to receive the examiners' verdict. The outcome may be:

- accepted with minor corrections
- accepted with substantial corrections to be made under supervision
- rejected.

In the case of the first two outcomes, under the direction of his/her supervisor, the student proceeds to make the required corrections to the thesis according to the correction matrix. When the supervisor and second reader are satisfied, they must both sign off that the thesis is ready for publication.

In the case of the final outcome (rejection), the student must work on a new thesis to be submitted for the degree. This thesis must begin at the stage of submission of a new thesis proposal

If the student feels aggrieved and wants to challenge the examiners' verdict, he or she may make an appeal to the Dean of the school, who will take up the case with the Deputy Principal for Academic Affairs. The two may agree that the examination has been conducted justly, and that no further action is to be taken. Or the two may agree that the thesis should be re-examined by another board. In this case the new board does not contain members of the previous board of examiners. If the Dean and the Deputy Principal fail to agree, the view of the Deputy Principal prevails.

The formatting of the final version of the thesis must adhere to the school's

5.3.15 Publication of the Thesis

MTh Thesis Instructions. Five bound copies of the final, corrected thesis are submitted to the office of the program coordinator, along with an electronic version of the thesis in .pdf format. The program coordinator verifies that the specified corrections have been made, before the student's name is submitted to the faculty for graduation.

Students who are simultaneously working towards an ecclesiastical Licentiate in Sacred Theology of the Faculty of Theology of the Jesuits of Africa and Madagascar submit a further three copies of the thesis which adhere to the *STL Thesis Instructions*.

Licentiate students are required to write a comprehensive examination. For further details, refer to the relevant section of this prospectus.

5.3.16 Tentative Timetables

5.3.16.1 MTh/STL 1st Year

First Semester

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:50		TS4001 African Theologies	TR4000 Theological Reading, Writing and Research	TS4000 Faith and Revelation	SEMINAR of CHOICE
9:00 - 9:50		TS4001 African Theologies	TR4000 Theological Reading, Writing and Research	TS4000 Faith and Revelation	
10:00-10:50	TS4000 Faith and Revelation		TS4001 African Theologies		
11:10-12:00	TS4000 Faith and Revelation		TS4001 African Theologies		TR4000 Theological Reading, Writing and Research
12:10-13:00			COLLEGE MASS		TR4000 Theological Reading, Writing and Research
14:30-16:20	THEL2000 Latin I If necessary				

Second Semester

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:50	TS4002 Christ in History and Dogma	TR4001 Preparing a Thesis Proposal			SEMINAR of CHOICE
9:00 - 9:50	TS4002 Christ in History and Dogma	TR4001 Preparing a Thesis Proposal			
10:00-10:50		TS4005 The Church of Christ in History and Doctrine	TR4001 Preparing a Thesis Proposal	TS4005 The Church of Christ in History and Doctrine	
11:10-12:00		TS4005 The Church of Christ in History and Doctrine	TR4001 Preparing a Thesis Proposal	TS4005 The Church of Christ in History and Doctrine	TS4002 Christ in History and Dogma
12:10-13:00			College Mass at Noon		TS4002 Christ in History and Dogma
14:30-16:20	THEL2001 Latin II if necessary				

5.3.16.2 MTh/STL 2ndYear

First Semester

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:50	TS4090 God, Humans and Eternity	TS4014 History of Theology (19th & 20th Centuries)	TS4090 God, Humans and Eternity	TS4014 History of Theology (19th & 20th Centuries)	SEMINAR of choice
9:00 - 9:50	TS4090 God, Humans and Eternity	TS4014 History of Theology (19th & 20th Centuries)	TS4090 God, Humans and Eternity	TS4014 History of Theology (19th & 20th Centuries)	
10:00-10:50					
BREAK					
11:10-12:00					
12:10-13:00			College Mass		

Second Semester

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:50	Thesis	Thesis	Thesis	Thesis	Thesis Seminar
9:00 - 9:50	Thesis	Thesis	Thesis	Thesis	Thesis Seminar
10:00-10:50	Thesis	Thesis	Thesis	Thesis	Thesis Seminar
BREAK					
11:10-12:00	Thesis	Thesis	Thesis	Thesis	Thesis
12:10-13:00	Thesis		College Mass	Thesis	Thesis

5.4 Certificate in Retreat Direction

Aim: This program offers foundational training in retreat guidance and spiritual direction. This training is based on the following convictions:

- 1) Retreats and spiritual direction aim at helping the retreatant or directee to grow in a personal relationship with God, to accompany them in their faith-journey.
- 2) Therefore, the central factor in the retreat covenant is the relation of both the director and the directee to God.
- 3) Appropriate supporting material (scriptural passages, other texts, pictures...) and conversation skills are secondary to God's presence, but they are not superfluous, as God works through human instruments.

Content: The program comprises instructions on themes relevant for this ministry (clarification of roles of retreatant and director, dynamics of Ignatian retreats, forms of prayer in retreats, selecting and presenting supporting material, among others), exercises on practical skills and supervised practice in spiritual direction. Instructions and supervision are given by members of the leading team and other experienced retreat directors.

The maximum enrollment is 32 participants.

Participants commit themselves to:

Regular attendance

Readiness to share about faith experiences with members of the group

Developing (in writing) a plan for an 8-day retreat

Writing a paper of 2500 words on a theme related to retreat direction

(Details will be explained at the beginning of the course.)

Admission requirements

Having done at least one 8-day retreat

Having experienced spiritual direction oneself

N.B.

Regular JST students may ask for this course to be included in their transcript of the second semester of the academic year as an elective (3 credits). Those students will have to submit an additional written assignment. (Details will be given at the beginning of the course).

Duration

20 Saturdays from 8:15 am to 12:30 am.

2 September – 11 November 2023

20 January – 23 March 2023

Contact the office of the Registrar for further information.

5.5 Certificate in Theological Formation of Laity

Aim: In line with the mission of Hekima University College, the certificate is offered to eligible Christian adults, to help them to deepen their Christian knowledge and life and to train them for leadership in their communities.

Contents:

The certificate covers the following areas of theology:

- Old Testament
- New Testament
- Christology
- African Religions and Christian Spiritualities
- Liturgy and Sacraments.

In the area of living the Christian life, there are sessions on:

- Social Professional Ethics and Social Analysis
- Personal and Family Ethics
- Psychology, Cultural Personality and Pastoral Counselling.

Finally, in order to help learners to develop leadership skills, there are sessions on:

- Christian (Servant) leadership
- Public speaking.

Eligibility for the certificate

People who register for the certificate should:

- have a KCSE or equivalent,
- be baptized, committed Catholics in a position of responsibility in their parish,
- provide a letter of support or recommendation from their parish priest,
- be prepared to write a final paper of 2,500 words on a theme covered by the certificate,
- be committed to follow the program till its conclusion.

Duration and delivery

Every weekday evening from 5:00 p.m. to 8:00 p.m.

Contact Hekima University College Office for registration and special brochure.

scholarship@hekima.ac.ke

5.6 Communications and Language Center

Established in 2021, HUC Communications Center strives to promote the Vision, Mission, Aims and Objectives of the institution through effective communication which includes production of the quarterly HUC Newsletter, as well as an annual calendar or diary, production of narrative or financial reports for workshops held by HUC, and facilitate HUC communicating with the mass media, among others.

In addition to the above mentioned activities, the center serves as a language center on behalf of the Jesuit School of Theology at HUC for its Biblical and Academic languages; these include:

Ancient languages: Greek, Hebrew and Latin. The center aims to enable JST's teaching of Hebrew and Greek for preparing students for further studies in the Scriptures or other areas in Theology. It provides the space and facility both for the teaching of Latin, thus helping students to read ecclesial texts, and for those who want to engage with texts in depth. These languages are part of the theological curriculum at HUC.

Modern languages: The modern languages refer to international languages, which include English, French, German, Italian, Portuguese, and Spanish. The majority of Hekima students are bilingual, at least in French and English. The aim of the center is to improve proficiency in reading, writing and speaking these languages, to help students in their studies which are conducted in these languages, as well as those who want to work in a place where these particular languages are used. The center may also help with translation projects.

African languages: The African languages include Hausa, Kikuyu, Kiswahili, Shona, and Zulu. The purpose of providing a space for learning these languages, personally or with the help of others, is to help immerse students in a local culture, to lay foundations for further studies of particular languages and their impact on theology or any form of study. More than 90% of HUC students are from various African countries, so the center will help affirm some of the African heritage in the students.

Writing Component: Over the years, HUC lecturers have noticed that many of their students need assistance with writing. There seems to be no mechanism for systematically helping such students. Hence the Centre also helps HUC students with their writing skills especially in English.

The language programs are an intensive monthly formation based on the student's proficiency level. This is ascertained following an entry language tests. The levels include: A1 (Beginners), A2 (Elementary), B1 (Intermediate), B2 (Upper Intermediate), C1 (Advanced) and C2 (Proficiency). Each level costs USD 300 (Kshs. 30,000), which includes tuition and learning materials.

For more information, please contact:

The Coordinator, Ms Pamela Adinda

Email: communications@hekima.ac.ke

5.7 Certificate in Theology

Hekima offers a theology course for Catholic Sisters across Africa and for lay faithful serving within the Church in various capacities (all sessions are offered through remote delivery via Zoom). It is an introduction to theology course for the spiritual and human development of the participants - particularly sisters of the various religious congregations across Africa.

The purpose of the course is to help participants grow in their vocation and mission through the spiritually and theologically rich courses offered at Hekima University College. The programme provides the opportunity for those enrolled in it to do so in the evenings (after work or active apostolate) in the comfort of their residences. It gives the participants an understanding of the major areas in theology for spiritual and human formation for the religious, as a component in preparation for mission or for further studies. It recognizes the interrelatedness of theological education, human maturing, and the universal call to holiness.

The course lasts 1 year. It is provided by Hekima University College, which coordinates it and oversees the implementation processes in collaboration with the Hilton Foundation.

5.7.1 Tentative Timetable

5.7.1.1

First Semester

	Monday	Tuesday	Wednesday	Thursday
5:00pm to 5:50pm	TP0011 Theological Anthropology (Arobome)	TS0002 Service of Authority and Obedience (Manu) TP0003 Psychology, Cultural Personality and Pastoral Counselling (Wambua) TP0009 Communication Skills (Foro)	TP0004 Technology, Theology, and Formation (Bwalya) TP0006 Theology of Religious Life (Opondo)	TS0001 Missiology (Joan) TE0002 Personal and Family Ethics (Rop) TP0005 Psychology and Christian Formation (Bettelli)
6:00pm to 6:50pm	TP0011 Theological Anthropology (Arobome)	TB0001 Introduction to the Old Testament (Mwangi)	TLO001 Introduction to Liturgy and Sacraments (Sumani)	TS0005 Ecclesiology & Mariology (Tomuseni)
7:00pm to 7:50pm	TC0001 Canon Law on Consecrated Life and Societies of Apostolic Life (Opondo)	TB0001 Introduction to the Old Testament (Mwangi)	TLO001 Introduction to Liturgy and Sacraments (Sumani)	TS0005 Ecclesiology & Mariology (Tomuseni)

First Semester: 15 August to 24 November

Term papers due: 5-14 December

5.8.1.2

Second Semester

	Monday	Tuesday	Wednesday	Thursday
5:00pm to 5:50pm		TE0001 Moral Theology and Foundations of Christian Moral Life	TP0010 Evangelization and Faith Formation (Joan) TP0007 Life According to the Evangelical Counsels (Rop)	TP0007 Servant Leadership and Fraternal Life in Common (Udahemuka) TP0002 Pastoral Theology (Nzilani) TS0007 Spiritual Direction (Arobome)
6:00pm to 6:50pm	TB0002 Introduction to New Testament (Macharia)	TP0001 Spiritual Theology, Christian Spirituality, Discernment of Spirits, and Communal Apostolic Discernment (Uwineza)	TS0003 Christology (Wafula)	TE0003 Catholic Social Teaching (Rwezaura)
7:00pm to 7:50pm	TB0002 Introduction to New Testament (Macharia)	TP0001 Spiritual Theology, Christian Spirituality, Discernment of Spirits, and Communal Apostolic Discernment (Uwineza)	TS0003 Christology (Wafula)	TE0003 Catholic Social Teaching (Rwezaura)

Second Semester: 9 January to 19 April

Term papers due 8-17 May

5.8 Important Dates

Important Dates - 2023

16 August	Academic Board Meeting (10:00 a.m.)
17 August	Induction of New Staff (3:00 p.m.)
18 August	Orientation: All New Students (9:00 a.m) UG Campus
19 August	a) Inauguration Ceremony for the 2022-2023 Academic Year in the Auditorium (3:00 p.m.) b) Mass : Hekima Chapel (5:00pm)
21 August	Classes begin: 21 August – 1 December
26 August	HUC Academic Staff Dinner (Welcoming new Faculty) – Postgraduate Campus
28 August	Language Electives begin for 14 Weeks , Mondays, 28 August- 27 November
30 August	Electives begin for 7 Weeks Wednesdays, 30 August – 18 October <i>Jesuit School of Theology</i>
1 September	a) HIPSIR Academic Staff Meeting (3:30pm) b) Seminars begin for 10 Weeks Fridays, 1 September– 10 November <i>Jesuit School of Theology</i>
2 September	Certificate in Retreat Direction (2 September – 11 November) Mass at 8:15 am
5 September	Lecture: "Ecology and the Bible, Odd Bedfellows? An Invitation to Eco-Biblical Rendezvous" by IRUDAYARAJ Sundararaj Dominic SJ
7 September	Management Board Meeting (3:00 p.m.)
8 September	HIPSIR Monthly Public Forum
13 September	Supplementary & Special Examinations
14 September	HUC@40 Meeting
20 September	HUC Council Meeting
21 September	JST Academic Staff Meeting (3:00 p.m.)
22 September	FTJAM Academic Board Meeting (3:00pm)
23 September	International Conference on Refugees and Migrants
24 September	The Celebration of the 109th World Day of Refugees and Migrants
28 September	JST Academic Staff Meeting (3:00pm)
3 October	FTJAM Council Meeting (3:00 pm)
9 October	Mid-term Break (9-13 October)
10 October	HUDUMA Day
12 October	Lecture: "‘Strangers no longer’ (Eph. 2:19): Welcoming migrants and refugees." by Prof. William O’Neill, SJ
16 October	Field Research for HIPSIR 2nd Year Students (MA II JAN 2023) 16 Oct – 17 Nov
17 October	Submission of Thesis Proposal Draft for Mock Defense— <i>HIPSIR</i>
18 October	Final Elective Class <i>Jesuit School of Theology</i>

Important Dates - 2023 continuation

20 October	MASHUJAA DAY
23 October	Hekima Research Week (23-27)
26 October	a) Graduation Mass and Rehearsal, CUEA b) HIPSIR Research Seminar
27 October	Graduation at CUEA
1 November	Non-Teaching Staff Recollection (1-2 November)
1 November	Elective Examinations <i>Jesuit School of Theology</i> (turning-in grades 15 November)
2 November	A conference on Laurenti Magesa
4 November	Conferment of Ministries of Lector and Acolyte
8 November	Thesis Defenses (Final, Proposal, and Mock)- <i>HIPSIR</i> , November 8-9
10 November	a) End of Seminars and deadline for presenting papers— <i>Jesuit School of Theology</i> (turning-in grades 4 December) b) HIPSIR Monthly Public Forum
16 November	JST Academic Staff Meeting (3:00p.m.)
21 November	The JCAM Research Network (21–25 November) HUC premises
23 November	HIPSIR Academic Staff Meeting (3:30 p.m.)
30 November	a) End of Classes b) External Formators' Meeting
1 December	College Feast day/ Cultural day
4 December	Study Week: (4-8 December)
11 December	First Semester Examinations (11 – 19 December) (turning-in grades 8 January 2024)
12 December	INDEPENDENCE DAY
13 December	Certificate in HHSSP & Certificate in Theological Formation of Laity closes
20 December	College closes for Christmas Break

The Principal reserves the right to add or cancel an item as circumstances will oblige.

Important Dates - 2024

4 January	HUC Staff resume offices/work
8 January	<p>(a) Classes Begin: 8 January - 19 April</p> <p>(b) Distribution of the Comprehensive Examinations Syllabus (<i>Third Year, Jesuit School of Theology</i>)</p> <p>(c) Grades due for First Semester Examinations</p> <p>(d) Orientation: All New Students (Postgraduate Campus, 3:00 p.m.)</p>
12 January	<p>a) FTJAM Academic Board (3:00 p.m.)</p> <p>b) HIPSIR Monthly Public Forum</p>
13 January	HUC Academic Staff New Year Dinner – Postgraduate Campus
15 January	Language Electives begin for 14 Weeks Mondays, 15 January – 15 April
17 January	Electives begin for 7 weeks , on Wednesdays, 17 January - 6 March <i>Jesuit School of Theology</i>
19 January	<p>(a) Seminars begin for 10 weeks, on Fridays, 19 January – 19 April <i>Jesuit School of Theology</i></p> <p>(b) Academic Board Meeting: Scrutiny of First Semester Results (3:00 p.m.)</p>
20 January	Certificate in Retreat Direction Continues: 20 January– 23 March
25 January	Management Board Meeting (3.00p.m.)
26 January	HIPSIR Academic Staff Meeting (3:00 p.m.)
29 January	HIPSIR Students' Theses Proposals and Final Theses Defenses (29 January - 2 February)
7 February	<p>a) Supplementary & Special Examinations</p> <p>b) Field Research for 2nd Year Students– <i>HIPSIR</i></p>
9 February	<p>a) Submission of corrected Thesis Proposal (HIPSIR)</p> <p>b) HIPSIR Monthly Public Forum</p> <p>c) HUC Council Meeting</p>
10 February	Diaconate Ordination
12 February	Board of Trustees (BoT) Meetings 12-14 February
14 February	Faculty Research Seminar (3:00 p.m.)
19 February	Final Defense of Thesis Proposals (MA II Jan) HIPSIR 19-23 February
21 February	Conference of HUC Pioneers
22 February	JST Academic Staff Meeting (3:00 p.m.)
24 February	Meet the Dean and Principal session 3.00 – 4.00 p.m.– <i>HIPSIR</i>
26 February	Mid-term Break (26 February – 1 March)
2 March	Students' Excursion-HUCSA
6 March	Final Elective class – Jesuit School of Theology
7 March	HIPSIR Meet the Dean and Principal (3.00 – 4.00 p.m.) - Postgraduate Campus
8 March	A Conference on Women Theologians
9 March	Faculty Rekindling and Excursion
13 March	Data Analysis Induction at 10.00 a.m. <i>Second Year, HIPSIR (13-15 March)</i>
15 March	JST Meet the Dean and Principal session 3:00 – 4:00 p.m. Postgraduate Campus
18 March	HIPSIR Students' Theses Proposals and Final Theses Defenses (18-22 March)

Important Dates—2024 continuation

20 March	Elective Examinations, <i>JST</i> (turning-in grades 8 April)
21 March	Management Board Meeting (3:00 p.m.)
22 March	a) End of Classes, <i>Third Year, JST</i> b) HIPSIR Academic Staff Meeting (3:00 p.m.)
25 March	Study Week, 25-29 March, Third Year, JST
27 March	a) FTJAM Council Meeting b) Data Analysis Induction at 10.00 a.m. for HIPSIR students preparing for data analysis
28 March	Easter Break (28 March - 1 April)
3 April	a) Hekima Theological & Peace-building Symposium, 3-5 April b) Book Launch c) Launch of Students' CD/Video
5 April	a) HIPSIR Academic Staff Meeting (3:00 p.m.) b) Final date for submission of MTh / STL theses, <i>JST & FTJAM</i> c) End of Seminars and the deadline for presenting papers Jesuit School of Theology (turning-in grades 22 April)
8 April	Second Semester Examinations, 8-17 April Third Year, Jesuit School of Theology (turning-in grades 25 April)
13 April	Certificate in Retreat Direction graduation
23 April	The Inauguration of the African Chair
24 April	HUCSA General Assembly
25 April	A Virtual Conference of HUC Alumni
26 April	a) End of Classes b) JST Academic Staff Meeting (3:00 p.m.) c) End of Academic Year Mass
29 April	Study Week, 29 - 3 May (<i>First and Second Year JST</i>)
1 May	LABOUR DAY
2 May	Written Comprehensive Examinations <i>Third Year, JST (turning-in grades 8 May)</i>
6 May	a) Second Semester Examinations -First and Second Years, <i>JST & HIPSIR 6 - 15 May (turning-in grades 20 May)</i> b) <i>HIPSIR</i> Students' Theses Proposals and Final Theses Defenses (6-13 May)
13 May	Oral Comprehensive Examinations: 13 – 14 May <i>Third Year, Jesuit School of Theology</i>
30 May	FTJAM Academic Board (3:00 p.m.)
31 May	a) Academic Board Meeting: Scrutiny of Results (10:00 a.m.) b) College Closes
3 June	Certificate in Project Management and Leadership — <i>HIPSIR 3-28 June</i>

The Principal reserves the right to add or cancel an item as circumstances will oblige.

5.9 Religious Superiors

Augustinians of the Assumption

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Cellphone:
<rlouismartin@gmail.com>

Montfort Fathers

Fr. Louis John Nkukumila SMM
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HEKIMA UNIVERSITY COLLEGE

A CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA



**FACULTY OF
THEOLOGY OF THE
JESUITS IN AFRICA
AND MADAGASCAR**



FACULTY OF THEOLOGY OF THE JESUITS IN AFRICA AND MADAGASCAR

SECTION VI: FACULTY OF THEOLOGY OF THE JESUITS IN AFRICA AND MADAGASCAR

6.1 Introduction

This ecclesiastical faculty was erected on 2 December 2016 by the Congregation for Catholic Education of the Holy See, and unveiled by Jesuit Father General Arturo Sosa on his visit to Hekima University College in May 2017.

The Faculty of Theology of the Jesuits in Africa and Madagascar (FTJAM) is located at the Jesuit School of Theology (JST) in Nairobi. The Institute de Théologie de la Compagnie de Jésus (ITCJ) in Abidjan, Ivory Coast is an aggregated institute of the FTJAM.

The faculty members of FTJAM are those from ITCJ and JST who have received an ecclesiastical *nihil obstat*.

The faculty is governed in accordance with the Norms of Application and the Special Norms for Faculties of Theology of the Apostolic Constitution *Veritatis Gaudium* on Ecclesiastical Universities and Faculties, published by Pope Francis on 8 December 2017.

The faculty complies with *Quality Culture: Handbook for Ecclesiastical Faculties* published in 2012 by the Congregation for Catholic Education of the Holy See. The Agency for the Evaluation and Promotion of Quality in Ecclesiastical Universities and Faculties (AVEPRO) of the Holy See is responsible for the oversight of the quality of the faculty.

Both JST and ITCJ follow the regulations of their respective countries. At Hekima, we are governed by the CUE Standards and Guidelines and the Higher Education Act of November 2012. At ITCJ, in Ivory Coast, we follow the LMD system adopted by CAMES.

6.2 Administration

Chancellor

A.R.P.N. Arturo Sosa SJ, STD

Vice-Chancellor

R.P. José Minaku Lukoli SJ, STD

President

Deogratias Rwezaura SJ, STL, STD

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Dean

Emmanuel Foro SJ, STL, STD

Email: ftjam.dean@hekima.ac.ke

Registrar

George Macharia Njeri SJ, MA, STL, STD

Email: ftjam.registrar@hekima.ac.ke

6.3 Programs

The faculty awards ecclesiastical recognition at the same level as the nationally approved degrees that JST teaches under the Catholic University of Eastern Africa, and that ITCJ teaches at the CERAP in Abidjan.

Thus the civil Bachelor of Theology (or *licence en théologie* in the LMD system) is recognised as an ecclesiastical first-cycle Baccalaureate in Sacred Theology.

The civil Master of Theology is recognised as an ecclesiastical second-cycle Licentiate in Sacred Theology.

The only additional requirements for the awarding of ecclesiastical recognition are:

- i) that students have acquired a knowledge of Latin sufficient for reading texts at their level of research, and that they know biblical languages well enough to do any research involved in their theses.
- ii) that students write a Comprehensive Examination at the end of each cycle to demonstrate that they have “fully achieved the scientific formation intended by the respective cycle” (*Veritatis Gaudium* Special Norm for Faculties of Theology, 58.)

For the ecclesiastical Licentiate in Theology, the comprehensive examination, covers material in the student’s area of specialisation.

The student is assigned three key texts relevant to his/her thesis topic.

A three-hour written examination takes place in which two of the key texts are proposed for discussion. This takes place after the student has submitted the thesis for examination, but before the thesis defence takes place.



HEKIMA UNIVERSITY COLLEGE

A CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA



**INSTITUTE OF
PEACE STUDIES
&
INTERNATIONAL
RELATIONS**

SECTION VII: INSTITUTE OF PEACE STUDIES & INTERNATIONAL RELATIONS

History

Hekima University College was founded in 1984 as a school of theology by the Major Superiors of the Society of Jesus in Africa and Madagascar. Its central aim and purpose was to provide a first theological formation at university level for Jesuit students preparing for priesthood. Hekima University College has been recognised as a Constituent College of The Catholic University of Eastern Africa in the University Charter. Relations between the College and the University are established by the terms of the Constituent Colleges Convention.

Besides the central aim and purpose of providing courses in theology for the members of the Society of Jesus, the College was to “offer formation for men and women seeking to take their place in the evangelizing mission of the Church, be they religious or lay people.” It is in line with this second aim and to respond to new challenges that in 2004, Hekima University College celebrated its 20th anniversary with the founding of the Institute of Peace Studies and International Relations.

Vision

The Institute of Peace Studies and International Relations is a culmination of monthly discussions and reflections of the Hekima Peace Forum, a group consisting of students of the Jesuit School of Theology and representatives of Nairobi-based Non-Governmental Organizations and individuals involved in peace-building and conflict analysis.

Hekima University College is an institution that blends integral human formation with higher learning to prepare men and women for the challenges of a ‘faith that does justice’. This is achieved through pursuing ‘Truth that sets free’, with full dedication and integrity, in the best of the Jesuit tradition of education; that is, (a) a constant search for excellence according to the Jesuit Motivating spirit of *magis*, (b) a humanistic orientation of education that promotes a holistic formation inclusive of spiritual values, (c) personal and individual care of students and (d) a service to the community through the promotion of Justice.

Mission

The Institute of Peace Studies and International Relations carries on this vision in a specific mission, i.e. to provide instruction and expertise in peace building at a high-quality tertiary education level.

Rooted in the Christian faith of the vision of Hekima University College from which it draws inspiration, the Institute of Peace Studies and International Relations commits itself to provide an ecumenical and inter-religious perspective to conflict management, resolution and peace-building. Sharing in the heritage of Jesuit education, the Institute of Peace Studies and International Relations pursues its mission in three ways:

- a. through teaching, learning and research in International Relations, and by monitoring conflict issues in Africa,
- b. by developing a database and a documentation centre on conflict management and peace studies, and
- c. by fostering understanding through dialogue towards peace, in specific conflict situations.

Philosophy

The Institute of Peace Studies and International Relations fulfils this mission with a vivid concern for all matters related to integral human, social, cultural and spiritual development in society. In line with the Jesuit tradition of education, it expects and demands academic excellence on the part of its teachers and students in view of the leadership they are called to exercise for the well-being of each human being and for the building of a just human society.

Motto: *Veritas, Libertas et Iustitia*

The search for truth versus any form of ideology, the struggle for freedom versus any type of oppression, and the promotion of justice and peace versus any form of injustice and social disorder, constitute the solemn leitmotiv of the Institute of Peace Studies and International Relations.

7.1 Administration

Principal

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Acting Deputy Principal—Academic Affairs

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Dean, Hekima Institute of Peace Studies & International Relations

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Acting Registrar

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7.2.1 Admission

For admission into the Master of Arts in Peace Studies and International Relations degree program, candidates must satisfy the following requirements:

- a. Have at least a Bachelors degree from a recognized university, with a minimum of Second Class Honors, Upper Division or its equivalent. A holder of a Second Class Honors, Lower Division degree shall be considered provided that the candidate has at least two years relevant work experience after graduation or academic advancement through a postgraduate diploma course in social sciences. Once admitted to the program, the student must maintain an average grade of 'B' during the first semester; otherwise, based on the deliberation of the Admissions Committee, the College reserves the right to terminate his/her enrolment.
- b. Be fluent in spoken and written English.
- c. Present three academic reference letters.
- d. Present evidence of financial assurance.
- e. Foreign students are required to validate their academic transcripts with the Commission for University Education (CUE). Documents in a language other than English need to official be certified and notarized by a recognized authority. For example, for French documents take them to Embassy of France.

7.2.2 Organization of Studies

7.2.2.1 The Master of Arts Degree in Peace Studies and International Relations is designed as an intensive two-year academic program with an emphasis on the major subject areas of the theory and practice in international affairs and conflict management. The MA degree is awarded on completion of a 20,000 word research thesis. It is also offered on part time basis, allowing part-time students to complete their MA degree in three to four years. Students have a choice between day or evening program. The day program is however dependent on a quorum which should be one of at least 5 students. If there is no quorum, only the evening program will be offered.

7.2.2.2 Academic Year and Semesters

An academic year is equivalent to two semesters. A semester consists of 15 weeks, of which 14 are for teaching and instruction and 1 week for examination. The program runs for a minimum of 2 years and a maximum of 5 years.

Tuition Fees

All HIPSIR students should pay tuition fees in the first week of the semester. Any payment plans should begin in the first two weeks and must be approved six weeks before exam. A student who fails to pay his/her tuition fees will be suspended from taking classes. In a situation where a student fails to pay tuition fees and gets suspended he/she will forfeit the amount paid for that semester and will be required to redo the courses under the new fees structure.

The MA Program consists of three parts:

7.2.2.2.1 Coursework: The first three semesters are devoted to full-time study through course work and end of semester examinations.

7.2.2.2.2 Research Project

- a. In the second semester of the second year of study, all MA students are required to undertake a research project.
- b. The research proposal shall be presented, defended and approved by a minimum of three panelists as a fulfillment of the comprehensive examination. Given the implications of these academic expectations, students must choose their research topics carefully.

7.2.2.2.3 Thesis: The second semester of the second year will be taken up by the Thesis lasting a minimum of 12 weeks. Candidates will be allowed to commence their Thesis only after clearance with the supervisor. MA students will commence writing their thesis once their thesis proposal and research project have been presented, defended and approved by a minimum of three panelists as a fulfillment of the comprehensive examination. For a student to be allowed to defend he/she should have met all the academic requirements (completed academic coursework), plus the student should have paid the required amount for tuition fees for the Fourth semester.

The field research and thesis writing after the thesis proposal defense is for a period of 5 months. During this period the student should have conducted field research with the guide of the supervisor. The Dean submits the final draft to the External Examiner. Students who not have completed their thesis within this period will be required to pay Ksh. 30,000 per semester for ongoing supervision. For August intake students, the penalty is effected from 1st August, at the end of the fourth semester, and for the January intake students, it is on 1st April.

Students who have submitted a letter of withdrawal (Handbook 1.5.1) may have NO academic interaction at the school during the period of withdrawal. Final thesis defense takes place after the student has effected the corrections proposed by the External Examiner. After this defense the student incorporates all corrections in consultation with the supervisor and submits 5 copies of the thesis for binding.

Publication: All students are required to publish part of their thesis in a journal before they are permitted to graduate.

7.2.2.3 Definition of Credit Hours

A credit is defined as one contact hour per week for fifteen weeks. A course which has three contact hours per week is a three-credit course.

7.2.2.4 Structure of the Program

Candidates will be offered a set of core and non-core courses each semester. Each candidate of MA Program must take a total of **63 credits**. This means taking the 11 obligatory core courses and 3 non-core courses.

The student is expected to pass all the courses they have registered for during the semester. In addition students are required to do a 12 Credit course on Thesis Proposal Writing which is divided into two parts: class course work and thesis Proposal defense. The research field work and Final thesis account for 12 additional credits. Students will also be required to defend their thesis.

7.2.2.4.1 Core Courses

Core courses are compulsory for all candidates registered for the Master of Arts in Peace Studies and International Relations Program and must be examined for the award of the Master's Degree. A student is required to complete **Seven core courses** in the first year and **Four core courses** in the second year. Note that Thesis Proposal and Presentation, and Thesis writing after the field research are included among the core courses, respectively.

7.2.2.4.2 Non-Core Courses

Non-core courses are those courses preferred by students depending on their needs and area of interest. A student is required to complete at least **two** non-core courses during the first year and **one** non-core course in the second year. Students desiring to take additional non-core courses will be charged extra course fee as stipulated in the fee structure.

7.2.2.4.3 Thesis Proposal

7.2.2.4.3.1 In the second semester of the second year of study, all Masters students are required to undertake a research project and submit a thesis of not more than 20,000 words.

7.2.2.4.3.2 Students commence writing the thesis only after the research project and thesis proposal have been presented, defended and approved by a minimum of three panelists as a fulfillment of the comprehensive examination. Coursework for the proposal counts 6 credits. The presentation and defense of the thesis proposal count for 6 credits.

7.2.2.4.3.3 Late thesis submission will incur a charge per semester (as indicated in the fee structure), after the due date of thesis submission. Late thesis submission applies to students who have not completed their thesis (i.e. submitted final thesis after corrections from external examiner) by the 31st of July (for August Intake) and 31st March (for January Intake).

7.2.2.4.4 Public Forum Seminars

A public forum Seminar is a non-credit, two-hour session of presentation and discussion given by an academic, a professional or an activist in the field of peace, international relations, conflict and reconciliation. Seminars will be offered in both first and second semesters. Students are strongly encouraged to attend these public forums for expansion of knowledge and networking with different stakeholders.

7.2.2.4.5 Internship

The internship period is desirable but does not count for any credits, and is therefore optional. HIPSIR is open to assisting students to find internship placement.

7.2.2.4.6 Academic Advisor

An academic advisor in Hekima University College accompanies the students throughout their academic program. The student meets the academic advisor to discuss their study plans. Beyond meeting at registration time, students are encouraged to meet with their advisors often through the school year to discuss their academic experiences. The students should consult the academic advisor about the program and any questions of an academic nature. The advising system presumes responsibility, maturity and broad experience of the individual student.

7.2.2.5 Academic Regulations

7.2.2.5.1 Academic Integrity

Students at Hekima University College are expected to have high standards of academic integrity. Any student involved in any form of cheating or plagiarism on assignments or examinations violates intellectual honesty as stated in the Student Handbook.

7.2.2.5.2 Attendance of Lectures

7.2.2.5.2.1 Lecture attendance is mandatory and students should have a roll-call form to sign for lecture attendance. Each department establish more stringent specific policy for lecture attendance requirements, texts, examinations, deadlines for reports from the common College regulations. It is the lecturer's responsibility to make known to the students of the faculty and departmental policy pertaining to a particular unit during the first lecture. Classes at HIPSIR run during the day and in the evenings. Day classes run between 9:00 a.m. and 5:00 p.m. in segments of 3 hours per class, with a break in a three-hour class. Evening classes run between 5:30 p.m. and 8:30 p.m. Saturday classes run between 9:00 a.m and 5:00 p.m.

Students have the option of choosing between Day and Evening classes. However, there will be occasions when a class will only be offered either in the evenings or during the day. This will be determined by a number of factors such as: whether the class has a quorum to be offered separately (Day & Evening) or a situation where a lecturer negotiates with the students to have the class once, often in the evenings, to accommodate those working during the day. The Saturday classes are for both Day and Evening students.

7.2.2.5.2.2 Absence: Students must not absent themselves from scheduled lectures without sufficient reason and prior notification to the Head of Department and the lecturer of the concerned course. A student who misses 1/3 (one third) of a course lecture hours cumulatively or continuously in a semester forfeits the right to sit for the examination in that course, and must repeat the course the next time it is offered.

7.2.2.5.2.3 Illness: A student who is absent from class on grounds of illness must submit a medical report from an authorized Medical practitioner to the Head of Department and have this authenticated by the Dean of Faculty to enable the student resume studies after recovery. The reports are filled with the Registrar.

7.2.2.6 Assessment

7.2.2.6.1 The method of assessment in each course shall be a written or oral examination. The lecturer will include the examination method in the course outline. The final mark given for a course will be a combination of course work and the final examination.

a. Coursework and continuous assessment	40%
b. Final written/oral examination	60%
c. Total	100%

7.2.2.6.2 Grading System

Assessment of the Masters of Peace Studies and International Relations degree Program will be made according to the following grading system:

Grade	% Scale	Grading Description	Final Grading Description
A	70 - 100	Distinction	First Class Honors
B	60 - 69.9	Good	Second Class Honors, Upper Division
C	55 - 59.9	Satisfactory	Second Class Honors, Lower Division
D	50 - 54.9	Pass	Pass
F	Below 49.9	Fail	Fail

A: First Class Honors

The student has complete, concise, balanced and in-depth answers, showing wide reading and originality of approach beyond the required material.

B: Second Class Honors, Upper Division

The student has complete, concise, balanced, organized and evaluated answers showing in-depth treatment of relevant material, with independence of judgment.

C : Second Class Honors, Lower Division

The student is well informed and uses relevant material, with carefully organized presentation.

D: Pass

The student has coverage of some relevant points, but information is scanty. Some sign of understanding but no real answers to questions.

F: Fail

The student has no grasp of material, lack of understanding of the general field, failure to answer questions, poorly organized information, lacking in judgment.

7.2.2.7 Examination Regulations

7.2.2.7.1 Re-marking:

A student who requests a re-marking of an examination and/or a semester should address the request in writing to the Dean of the Faculty/Head of Department. The Head of Department in liaison with the Departmental Examination Board and Registrar will then determine whether a re-marking is in order.

7.2.2.7.2 Supplementary Examinations:

Students who fail to attain the pass mark for a given course shall take supplementary examinations when on offer or as indicated on the academic calendar. The Registrar will release the names of students who are required to sit supplementary examinations and shall notify them of the date for the supplementary examinations or as indicated on the academic calendar. Success in a supplementary examination will earn the candidate a PASS as the final mark on the course. The opportunity for the supplementary examination is only once for each course.

7.2.2.7.3 Special Examinations:

If a student misses the semester examinations due to illness or an accident, he/she must inform the Head of Department in writing, producing evidence of the reasons for missing the examination. A student who misses examination due to personal commitment elsewhere will be required to pay a special examination fee stipulated in the fee structure. The approval of the Head of Department shall be forwarded to the Registrar and the student will be allowed to sit for a special examination.

7.2.2.7.4 Repeating Courses

7.2.2.7.4.1 A student is allowed to repeat courses in case they failed the supplementary examination. The request to retake a course is submitted in writing to the Head of Department before registration for the course.

7.2.2.7.4.2 All grades are retained on the permanent academic record and the result of the final attempt in repeating the course is the students' ranking in the course. The mark attained for the repeated course will be recorded.

7.2.2.7.5 Discontinuation

7.2.2.7.5.1 If a student fails to get the pass mark in a repeated course, s/he shall be discontinued from the degree.

7.2.2.7.5.2 Failure to take an examination at the scheduled time will result in an “F” grade. Requests to take an examination late without a valid or justifiable reason will not be granted. An accumulation of seven (7) “F” will result in expulsion from the College.

7.2.2.7.5.3 Impersonation for examinations will result in expulsion from the College by the Academic Board.

7.2.2.8 Course Monitoring and Student Feedback

7.2.2.8.1 Students’ feedback is a vital part of unit/course monitoring. Upon the completion of each course, students are required to fill evaluation forms.

7.2.2.8.2 The students’ evaluation for each course are to be handed in to the Dean of the Faculty or the Head of Department (where applicable) who is the chairperson of the Evaluation Committee.

7.2.2.8.3 After analyzing the evaluation forms, the Dean/Head of Department shall compile a report and give a copy to the lecturer and another to the Principal.

7.2.2.9 Requirements for Graduation

7.2.2.9.1 All students at Hekima University College are expected to complete their graduation requirements before the end of their course duration.

7.2.2.9.2 MA Graduation Requirements

In order to qualify for the award of the Master of Arts in Peace Studies and International Relations, all MA students must:

- a. Register, attend lectures, do coursework and examinations and pass in all registered units.
- b. Submit a research project and score 50% or above in the completed thesis.

7.2.2.9.3 For conferment of a college degree, the candidate must have paid all outstanding dues to the college, completed the clearance form and submitted it to the office of the Registrar on or before the latest date to apply for graduation as announced in the Academic Calendar and satisfactorily fulfilled all academic requirements of the department in which the applicant is enrolled. Failure to complete required courses and the thesis by 15th July will attract a late thesis submission penalty of Ksh. 30,000 per semester (see fee structure)

7.3 Courses

HIPSIR has both August and January intakes. The course timings may slightly vary between the two intakes and displayed below. Students are required to do a total of THREE non-core courses in their MA Program.

7.3.1 First Year Courses : August Intake

First Semester			Credits
Core Units	PS510	Theory of Conflict	3
	PS511	International Relations	3
	PS654	Gender, Identity and Politics in Africa	3
	PS533	International Human Rights Law	3
Non-Core Units	PS537	Forced Migration: Refugees and Human Trafficking	3
	PS652 / PS518	Communication for Conflict Resolution / International Political Ethics and Catholic Social Teaching	3
	PS643/PS515	Diplomacy/ Internal Security (alternates every year)	3
Second Semester			Credits
Core Units	PS516	Conflict Resolution	3
	PS619	International Political Economy	3
	PS622	Social Science Research Methods	3
	PS610	Thesis Proposal and Presentation	6
Non-Core Units	PS513	Foreign Policy Analysis	3
	PS536	International Peacekeeping Missions	3
	PS538	Transnational Crimes & International Law	3

7.3.2 Second Year Courses : August Intake

First Semester			Credits
Core Units	PS514	Ethics of War and Peace-building	3
	PS620	Religion and Peace-building	3
	PS639	Practice of Conflict Resolution, International Relations and Diplomacy	3
	PS645	Elements of Statistics	3
Non-Core Units	PS643 / PS515	Diplomacy/ International Security (alternates every year)	3
	PS517	Regional Integration, Globalization and Peace	3
	PS648	Project Management (in May or June)	3
Second Semester			Credits
Core Units	PS 611	Defence of Thesis Proposal	6
	PS612	Thesis	12

7.3 Courses

HIPSIR has both August and January intakes. The course timings may vary slightly between the two intakes as displayed below. Students are required to do a total of THREE non-core courses in their MA Program.

7.3.3 First Year Courses : January Intake

First Semester			Credits
Core Units	PS510	Theory of Conflict	3
	PS511	International Relations	3
	PS619	International Political Economy	3
	PS622	Social Science Research Methods	3
Non-Core Units	PS513	Foreign Policy Analysis	3
	PS536	International Peacekeeping Missions	3
	PS535	Transnational Crimes & International Law	3
Second Semester			Credits
Core Units	PS654	Gender, Identity and Politics in Africa	3
	PS620	Religion and Peace-building	3
	PS514	Ethics of War and Peace-building	3
	PS639	Practice of Conflict Resolution, International Relations and Diplomacy	3
Non-Core Units	PS517	Regional Integration, Globalization and Peace	3
	PS532	Environment and Disaster Management	3
	PS652 / PS518	Communication for Conflict Resolution / International Political Ethics and Catholic Social Teaching	3

7.3.4 Second Year Courses : January Intake

First Semester			Credits
Core Units	PS645	Elements of Statistics	3
	PS516	Conflict Resolution	3
	PS640	Preparation of Thesis Proposal	6
Non-Core Units (May– June 2018)	PS533	International Human Rights	3
	PS643 / PS515	Diplomacy / International Security	3
	PS648	Project Management (in May or June)	3
Second Semester			Credits
Core Units	PS646	Defence of Thesis Proposal	6
	PS612	Thesis	12

7.4 Course Descriptions

7.4.1 First Year

First Semester

7.4.1.1 Core Courses

PS 510: Theory of Conflict

3 Credits

Aim: The aim of the course is to survey different approaches used in the study of conflict, theories about the causes of conflict, levels of conflict, and processes of conflict.

Content: The course examines theories of conflict, levels conflict, types and characteristics of conflict, causes of conflict, actors interests in conflict. It explores conflict cycles, the notion of conflict systems, and the relationship between internal and international conflicts, evaluates case studies of conflicts in Africa, and relates religious fundamentalism to conflict.

PS 511: International Relations

3 Credits

Aim: The course aims at examining theories, paradigms, debates that dominate the practice of contemporary international relations.

Content: The course examines different aspects of international relations, focusing on international relations theory, inter-paradigm debate, concept of power, national interest, morality in international relations, world society and human needs, geopolitics, international political economy, global governance, conflict research, new agenda in international relations, gender, religious fundamentalism, human rights, and democratization.

PS 512: African Culture and Conflict

3 Credits

Aim: This course aims at explaining the dynamics of conflict as understood in African traditional culture and exploring alternative dispute resolution structures and mechanisms.

Content: The course seeks to define the concepts of culture, conflict, and change. It focuses on the theoretical approaches toward culture and conflict, political organization, purpose and justification of the use of violence in selected societies, enemy images, race, class and ethnicity, coping mechanisms, dispute resolution strategies, women in conflict and African religious teachings on violence.

7.4.1.2 Non-Core Courses

PS 533: International Human Rights Law

3 Credits

This course is intended to enable students understand the International legal framework for the protection of human rights. The course will examine human rights norms and processes through the United Nations, Regional Organizations, State foreign policy as well as non-state actors. It is intended that through seminars and discussions, students will be able to analyze, interpret and apply the laws regulating international human rights. Students should be able to appreciate the basis and rationale for human rights protection as well as identify various human rights violations. This course will focus on the substance of human rights law rather than the theory. Case studies from around the world will form a major part of the discussions. Students are expected to identify emerging human rights concerns at the national, regional and inter-national level and actively participate in the discussions.

Material contained in this course guide is not exhaustive. Accordingly, students are expected to read widely in order to gain a comprehensive understanding.

PS 535: Environment & Disaster Management

3 Credits

Aim: This course will discuss the interactive relationship between environment studies and disaster management. The course will discuss the main environmental issues addressed by international and regional instruments, as well as examine the commitments imposed on state parties by these instruments and elaborate on shared environmental resources and ecosystems. It will elaborate on national and regional mechanism and procedures for addressing environmental disputes. The course will look at responsibility for present and future generations. Further, the course seeks to identify the theoretical assumptions about disaster management. It tackles the types of hazards, disaster management and preventive strategies. It will focus on vulnerability analysis, economic, environmental and demographic factors as causes of risk; examine disasters as political events, explore early warning systems, and preventive strategies, types of coping strategies, and impact-minimizing strategies. It will also look into religious interpretations of calamity and disaster.

PS 652: Communication for Conflict Resolution and Cultural Dialogue **3 Credits**

The course will first clarify the nature and causes of conflictive and dialogical communication at interpersonal, group, community and formal organizational levels with special reference to the African context. The courses will analyze the nature, social conditions and causes of conflictive and dialogical communication at the interethnic and intercultural level, again with reference to African contexts. The course will then present a comprehensive theory of how conditions and institutions of permanent intercultural dialogue and peaceful conflict resolution evolve in a society, citing examples in history, in various parts of the world and in Africa. A special focus of the course is to show the role of the media in fostering intergroup, interethnic and intercultural dialogue in the contexts that are discussed in the course.

PS 643: Diplomacy **3 Credits**

Aim: The course will have two components: the first dealing with the theoretical underpinnings and the historical development of bilateral and multi-lateral diplomacy while the second part will focus on aspects in forming actual diplomatic practice in the 21st Century. Topics to be explored:

- a. Introduction to the study of diplomacy: definitions and functions of diplomacy
- b. Paradigms of diplomacy: diplomacy and international relations; diplomacy and international law; diplomacy and foreign policy analysis; diplomacy and international conflict management
- c. The historical development of bilateral diplomacy
- d. The historical development of multilateral diplomacy
- e. The interaction between diplomacy and domestic politics
- f. The linkages between bilateral and multilateral diplomacy
- g. Diplomacy and media
- h. The diplomacy of development
- i. Documents of diplomacy: the role and classification of the documents of diplomacy; documents of internal diplomatic correspondence; documents of external diplomatic correspondence; documents of diplomatic appointment
- j. The process of bilateral diplomatic negotiations
- k. The process of multilateral diplomatic negotiations
- l. Rules of the process of diplomacy: classes of heads of mission, functions of diplomatic missions, immunities, privileges and facilities

Second Semester

7.4.1.3 Core Courses

PS 516: Conflict Resolution

3 Credits

This course aims at exposing students to the contexts (historical and social-political conditions), theories and tools for understanding and handling conflicts and violence. It will introduce students to the growing body of literature in the interdisciplinary field of Conflict Resolution (CR).

Three broad notions compete in expressing all the approaches in handling conflicts: Conflict Management, Resolution, and Transformation. Students will be introduced to these approaches, and focus on the CR, because it deals with contexts, issues, and relationships which are fundamental in conflict and violent situations. CR encompasses the discipline, the process, and the outcome. As discipline, it is a systematic study of peace and conflicts; i.e., it concerns peace and conflict research. As process, involves the combination of soft and hard actions which serve as proventive, preventive, and transformative processes in handling anarchic and violent relations and situations. As outcome, it represents the de-escalation transformation, or resolution of particular conflicts and violence. The course consists of two parts: (i) Introduction to CR, involving the exploration of the evolution of Conflict Resolution, the development of peace building tools, and in-depth study of some of the major tools of peace building; (ii) approaches in handling identity-based conflicts which mark the situation of Africa and Asia.

PS 517: Regional Integration, Globalization and Peace **3 Credits**

Aim: This course aims at exploring the motivations and operations of regional economic blocs.

Content: The course will define regional integration, globalization and the resultant increase in free trade, migration, capital movement information exchange and technology transfer. It will explore the debates for and against regional integration and globalization. The course will describe the mechanisms of modern globalization and its consequences, erosion of state sovereignty, higher degree of political and economic freedom; and critique the formation of regional economic blocs. It will analyze relations between unequally-developed states and regions, and describe the negative effects of for-profit multinational corporations and the impact of economic globalization on political governance. The course will examine the implications of regional integration and globalization on regional peace and security, and the role of regional economic blocs in the search for peace, and in ensuring social justice, peace and security, and sustainable prosperity.

PS 619: International Political Economy

3 Credits

Aim: To introduce students to the background and international economic issues.

Content: The course will examine the various aspects of macro and micro-economics, money and banking, impact of technological change, global lending and borrowing, structural adjustment programs, foreign exchange rates and foreign direct investment. It also explores bilateral and multilateral trade agreements, multi-national corporations, labour and migration policies, promotion of trade and economic problems affecting Africa, including debt, foreign aid, armed conflict and capital flight. It examines efforts to redeem the situation, including North-South co-operation, customs unions and regional trade preference, with a focus on selected sectors of international trade.

PS 622: Social Science Research Methods

3 Credits

Aim: This course focuses on the basic research techniques and skills applied in field work.

Content: The course seeks to define the term research and related concepts, and explore the debates in social science. It will examine language use, notions of validity, explanation and prediction in social science, analyze the inter-paradigm debate in international relations, and tackle specific aspects including the problem, research designs, measurement designs, data collection and data analysis, report writing and dissemination of findings.

PS 639: Practice of Conflict Resolution, International Relations and Diplomacy

3 Credits

Aim: The primary objective of this course is to introduce students to the practice of peace-building and international relations. The students will have a chance to learn from practitioners from organizations, universities and governments. The course will include analysis and critique of the theory and practice of conflict analysis, conflict resolution, peace-building methodologies, international peacekeeping, preventive diplomacy, national and international mediation, refugee and migration, inter-religious dialogue and human rights advocacy. Students will be required to develop their own project of intervention on a specific contextual challenge. This will be done under the mentorship of the diverse practitioners.

PS654: Gender, Identity and Politics in Africa

3 Credits

This course introduces students to intersections between gender, identity and politics, while placing emphasis on diverse representations of gender and culture in African societies, as well as socio-ethnic identities that define African politics, and their implications for different trajectories of peace and conflict in the continent.

The course first introduces students to articulations of gender, feminism and masculinity in societies and how these articulations define the societies' perceptions on gender and politics. The UNSCR 1325 that focuses on women, peace and security, draws attention to women's agency in peace and conflict situations, and how states ought to take affirmative action to support women's initiatives for peace. The role of women in peacekeeping under international law highlights women's agency in conflict transformation and security stabilization. To elaborate the inter-relational articulations of gender, identity and politics, the course relies on different theoretical frameworks such as: social constructionism, feminism, structural functionalism, symbolic interactionism, social change and critical theory. Identity and culture are also analyzed as key components that define politics in Africa, particularly in relation to ethnicization of politics and politicization of ethnic identities.

7.4.1.4 Non-Core Courses

PS 513: Foreign Policy Analysis

3 Credits

This is a graduate-level course that seeks to equip participants with the requisite knowledge and analytical skills to describe, explain, predict and evaluate the foreign policy process, output and direction. To meet this objective, we will survey and evaluate key theoretical and decision making approaches in foreign policy. We will also review empirical literature on the formulation and conduct of foreign policy in selected countries and policy issue areas.

In order to benefit fully from the course, each participant is encouraged to read ahead of the lecture schedule. Each participant is, of course, expected to read most of the recommended readings for each topic. All assignments must be submitted on the dates expected.

PS 536: International Peacekeeping Missions

3 Credits

Aim: The course aims at explaining the evolution and logic of peacekeeping and the conduct of peacekeeping operations.

Content: The course examines the origin and mandate of peacekeeping. It defines the conditions under which peacekeeping by the United Nations or regional organization takes place and describes the process of creating a peacekeeping mission. It examines the categories responsibilities of peacekeepers, and explains the symbols used peacekeeping operations. It also assesses UN cooperation with organizations, and discusses practical aspects, including the financing of peace missions, training of peacekeepers deployment, safety of personnel and the challenges on the ground. It explores the role of civilian policing, and examines specific roles of peacekeeping missions, including monitoring ceasefires, disarmament, patrolling buffer zones and demining.

PS 654: Identity and Conflict

3 Credits

Owing to the formation of modern sovereign state systems and the principle of non-interference, statistics reveal a dramatic reduction of international war and conflicts since the late 18th century. However, the post-colonial era has experienced exponential growth in intra-national or civil conflicts and violence, particularly in the developing countries in Africa and Asia, on the basis of social identity. This course, therefore, aims at, on the one hand, introducing students in peace and international relations to important theories about 'ethnicity', 'nation', and 'nationalism', and on the other hand, about identity-based social conflicts. This course offers sociological grounds in understanding identity and conflicts arising on the basis of it. It underscores politics as playing a key role in the changing ethnic and national identities.

The study consists of three areas: Ethnicity, Nation and Nationalism: theories and contexts; Ethnic Conflicts ranging from separatism, irredentism, violence, riots to genocide; and the principle of and right to self-determination from which most of those groups involved in identity-based conflicts seek justification for their struggle.

PS 537: Forced Migration: Refugees and Human Trafficking

3 Credits

Though different in content and scope, forced migration and human trafficking have causal and consequential interlinkages. They are often aggravated by armed conflicts, impoverishment and the attendant consequences on the victims. These phenomena highlight the fact that while slavery was formally abolished in the 19th century, it exists today in multiple forms that require concerted efforts at individual, national and international levels aimed at putting an end to modern slavery and thereby promoting human dignity.

The course investigates the complex interrelationships between forced migration broadly understood (refugees, asylum seekers, stateless persons, internally displaced persons and economic migrants) and human trafficking. It provides students with key documents that highlight legal and moral definitions of forced migrants and human trafficking; analyses root causes of these phenomena; discusses social and economic consequences of forced migration and human trafficking; and proposes durable solutions. Throughout the course an accent is put on the African context while drawing on broader literature and experiences outside the continent.

7.4.2 Second Year Courses

First Semester

7.4.2.1 Core Courses

PS 514: Ethics of War and Peace-Building

3 Credits

Aim: The course is designed to discuss the moral/ justifications of war and the search for peace. The approach will be historical and contextual. The avowed objective is to provide students with understanding of the perennial questions of war and peace, namely, moral, legal, and political values of the question of peace and war in human existence. Students will be challenged to critically explore these questions and then draw positive and sound implications for personal life, for Africa and the world at large.

Content: the following topics will be examined:

- a. The world today: challenges and new paradigms
- b. The question of war and peace in the tradition: from Ancient Greece/Rome to Francisco de Vitoria and Hugo Grotius
- c. Moral issues in war: obedience to orders as a moral duty; responsibility for war crimes; and the use of nuclear, biological and chemical weapons
- d. The changing face of war today
- e. Beyond the Just War tradition: the idea of a “just peace”
- f. Interpreting the African ethics of war and peace

PS 620: Religion and Peace-Building

3 Credits

Aim: The aim of the course is to examine religious and perspectives on war and peace-building. From the perspective of religious virtues to civic virtues, the course will examine the role limitation of religion in the process of peace-building. Such a perspective is worthy of consideration because we have to comprehend the appeal religious conscience and ethical responsibility in the process of peace-building and its implication in the rise of religious fundamentalism affecting security.

The course will also evaluate the role of institutions, especially non-governmental organizations, in methodologies of addressing consequences of conflict and the search for lasting peace. The required readings for the course are mainly drawn from public theology, political philosophy, and political science.

Content: Topics to be explored include: (1) the foundation of public values; (2) human rights and the common good; (3) politics of identity inclusion, and multiculturalism; (4) religious conscience and responsibility; (5) Christian pacifism and political realism; (6) just war theory; (7) Islamic ethics of war and peace; (8) convergence of forgiveness, justice, and politics; (9) ambiguity and limitation of religion; (10) the challenge of pluralism; (11) religion and human rights; (12) methodologies of conflict resolution and social reconciliation; (13) peace-building, democratization, and governance; (14) religion and society in peace-building; (15) effective models of peace education and spirituality; (16) religious and ethical justifications for humanitarian intervention; (17) ethics of self-determination and state sovereignty; (18) legitimacy of global ethical standards (19) fundamentalism and secularism; and (20) public functions of religion.

PS 645: Elements of Statistics

3 Credits

Aim: The purpose of this course unit is to give students exposure to statistical techniques commonly used in the behavioral and social sciences. The unit does not assume that students have had either a previous course in statistics or a course in mathematics beyond high school algebra. Formulas used in lecture discussion are definitional rather than for purposes of calculation, because formulas are there to help students define concepts. Accordingly, the unit accents the interpretation of data rather than computation. The learning objectives of this course are that at the end of it students should:

- a. Have developed statistical intuition and evidence a nurtured statistical way of thinking.
- b. Be equipped with conceptual and technical skills necessary to select and apply appropriate procedures for a given situation.
- c. Have an understanding of statistics as a means of integrating data into scientific process through the common techniques and methods used to analyze them.
- d. Have grounding in the basic concepts and procedures of statistical analysis by virtue of which they can identify trends or patterns in their data, thereby be enabled to answer research questions and interpret outcomes (i.e. computer output) of hypothesis testing.
- e. Have an understanding of the logic behind the data-analytic techniques covered in the course in terms of why and how they are applied.
- f. Be able not only to apply the techniques to their own research problems but also understand statistical material in journals and the like.

Content: Definition of statistics, statistics and scientific findings/ explanations; histograms and graphs, variables and scales of measurement; measures of central tendency and measures of variability; standard scores and the normal distribution; sampling, sampling distribution and hypothesis testing; Pearson correlation and correlation with ranked data; linear regression; hypothesis tests applied to: one sample, two related samples, two independent samples; the power of a test; analysis of variance; chi-square: one classification variable; two classification variables; larger contingency tables; nonparametric and distribution-free statistical tests: Mann-Whitney, Wilcoxon matched-pairs signed-rank, Kruskal-Wallis one-way anova. Choosing an appropriate analysis.

7.4.2.2 Non-Core Courses

PS 515: International Security

3 Credits

Aim: This course aims at examining the military and non-military factors that influence international and regional security. The course will also explore the need for national and regional security in Africa.

Content: The course focuses on political power in Post-Cold War international relations, the influence of globalization and the information revolution on international security, international migration, natural resources competition, arms proliferation, terrorism, intelligence organizations, causes and outcomes of civil wars, morality of war, post-conflict peacekeeping and peace enforcement, the role of the media in security, strategic principles and the use of force. It also evaluates conflict management case studies in Africa.

PS 648: Project Management

3 Credits

Aim: Successful execution of any initiative requires good management and governance. In our endeavour to develop and make the world a better place, almost all organizations are today involved in project execution. Nevertheless research has shown that many such endeavours fail due to lack of proper knowledge of project management. Good management is often easy to recognize, when observed, but hard to practice.

Content: This course will introduce students to the critical concepts in project management and the practice of development to enable them to understand the individual, structural, and systemic underpinnings of good management and governance of projects and organizations. Through theoretical readings, case study discussions, and simulations, students will apply theoretical concepts to real-world situations, and, through simulations, experience the difficulty of managing projects for organizational success.

Objectives:

- a. Learning the basic concepts of project management
- b. Understanding and critically evaluating the alternative schools of thought, or philosophies about the field of project management
- c. Understanding the project management cycle; project preparation, conceptualization and planning, implementation and monitoring and evaluation.

Second Semester

PS 640: Preparation of Thesis Proposal

6 Credits

All MA students are required to undertake a Thesis Proposal related to their Master's thesis. The area of research has to be specified: it may consist of either a case study of a particular peace process, field work or any issue concerning peace, conflict or security. The international implications have to be integrated into the method or framework of the research.

PS 646: Defence of Thesis Proposal

6 credits

Upon completion of the coursework, students compose a research proposal. This is conducted under a supervisor and reader. Once completed, it is presented, defended and approved by a minimum of three panelists, prior to the research for the dissertation.

PS 641: Thesis

12 Credits

For the completion of the MA Degree, students must submit a thesis of not more than 20,000 words. The Master's thesis is prepared under the guidance of the student's supervisor. Approval of three readers is required for the successful completion of the thesis. The thesis should be an original contribution, researched, documented, professionally presented and of a high standard of academic endeavour.

7.4.3 Seminars

Semester I & Semester II

A Seminar is a non-credit, two-hour session of presentation and discussion given by an academic, a professional or an activist in the field of peace, international relations, conflict and reconciliation.

1. HIV-AIDS and Conflict in Africa
2. Gender and Peace-Building
3. The Role of the United Nations in World Politics
4. Managing Intra-State Conflicts
5. Truth and Reconciliation Commissions
6. Holy See Diplomacy and World Peace
7. Emerging Issues in International Security
8. Democracy, Good Governance and Peace in Africa
9. Media, Conflict and Peace-Building
10. The Practice of Diplomacy
11. Models of Peace Education and Practice
12. Balance of Power and Deterrence in Post-Cold War International Relations
13. Responsibilities for Refugees and Internally Displaced Persons
14. Methodologies of Conflict Resolution and Peacemaking
15. Humanitarian Intervention
16. Field Diplomacy: Bridging grassroots Peace Building to Decision Making
17. Managing Disasters in Africa
18. Pluralism, Multiculturalism, and Conflicts in Africa
19. African Identity in the Age of Globalization
20. Five Conceptions of Leadership in Africa
21. Law and Democracy
22. The Future of Human Rights Debate
23. War and Peace in the Church Councils
24. The Second Vatican Council on Peace and Justice in the Modern World
25. Basic Skills for Advocacy
26. Challenges for International Security

7.5 Certificate Courses (30 Hours per Week)

HIPSIR offers a number of short certificate courses. These include:

1. National Healing & Reconciliation

The course concentrates on the following areas:

- Transitional justice mechanisms (formal and informal)
- Reconciliation, understanding the role of identity in reconciliation
- The impact of trauma on reconciliation processes.

2. Conflict Resolutions in Workplaces

This course will introduce participants to the various forms of workplace conflict management in both unionized and non-unionized work environments. The course will focus on the following areas:

- Mediation other forms of dispute resolution like:
- Facilitation in collective bargaining,
- Union- management relationship building,
- Conflict resolution and workplace conflict management systems analysis and design .
- Participants will be introduced to “workplace cultures” and will be provided with an appreciation for the meaning of “client” in the workplace context.

3. Conflict Resolution, Peace-Building and Reconciliation

The course will cover the following areas:

- Contextual analysis of the African conflicts
- The challenge of Terrorism, Religion and Inter-religious dialogue
- Practical skills in engaging with social-political conflicts in Africa
- Case study analysis in groups

4. Leadership and Management

The course concentrates on the following areas:

- Basics of Leadership
- Basics of Governance
- Project Management (including Functional and Operational management)
- Pastoral Dimension of Leadership and Management: Ignatian Spirituality

5. Catholic Social Teaching

The course concentrates on the following areas:

- Putting the Teaching to Practice: The Principles of Catholic Social Teaching
- Social Analysis: Putting Catholic Social Teaching to Work
- Political Responsibility: Faithful Citizenship
- Introduction to Social Ministry and Catholic Social Teaching

6. Social Research, Advocacy and Policy Implementation

The course will covers the following areas:

- Social Research and Key Issues in Social Policy
- Policy Research and Evaluation
- Researching Community
- Dimensions of Social Policy Research

7. Human Rights and Governance

Fundamentals of Human Rights: principles, norms and standards

Governance principles: accountability, transparency and participation

Contemporary Challenges of Human Rights and Governance

7.6 HIPSIR Outreach Programme

Hekima University College runs a Centre for Research, Training and Publication (CRTP) which aims at providing space for research and dialogue between scholars, practitioners, and social activists, with a view to addressing current issues affecting the African continent in the areas of socio-cultural, political, environmental and economic development and peace. It seeks to generate raw information on significant current issues for both academics and practitioners.

At the national level HIPSIR has been active in organising round table with different stakeholders and professionals that include religious leaders. The discussions have focused on themes such as: accountable leadership and governance, citizen participation in structures of governance, and healing and reconciliation, religious extremism and violence, gender perspectives in electoral processes, among others. These discussions aim to generate knowledge that is used in policy formulation as a response by the Church and civic society to diverse governance and national cohesion issues.

HIPSIR has also been conducting training in peace building in Kenya, Uganda and Tanzania targeting Community based field workers, leaders, mediation teams, Catholic Justice and Peace Commission (CJPC) and youth groups. The trainings have generally focused on Conflict Transformation, Mitigation and Dialogue, Peace, security and national cohesion. HIPSIR is also involved in community projects on citizen participation and governance as well as mitigating religious extremism and radicalisation.

At the regional and continental level, CRTP has been conducting research on religious extremism and violence, impact of proliferation of small arms and light weapons, extractive industries, peace building practice, among others.

7.7 Tentative Timetables

7.7.1 First Semester August 2023 to December 2023

First Semester : August intake

	Monday	Tuesday	Wednesday	Thursday	Friday
5.30 - 8.30		PS 510 Theory of Conflict (Kifle Wansamo) Auditorium 4th Floor	PS 511 International Relations (Peter Wekesa) Auditorium 4th Floor		PS536 International Peacekeeping Missions (Agnes Behr) PS537 Forced Migration: Refugees and Human Trafficking (Deogratias Rwezaura) PS513 Foreign Policy Analysis (George Katete) PS654: Identity and Conflict (Norbert Litoing)

January intake 2023
and
August 2023 intake / January 2022 intake

	Monday	Tuesday	Wednesday	Thursday	Friday
5:30 - 8:30	PS 516 Conflict Resolution (Kifle Wansamo) Classroom I	PS 514 Ethics of War and Peace-building (Elisee Rutagambwa) Auditorium 4th Floor	PS 620 Religion and Peace-building (Gaspar Sunhwa) Classroom II	PS622 Social Science Research Methods (Francis Anyanzu) Auditorium 4th Floor	PS536 International Peacekeeping Missions (Agnes Behr) PS537 Forced Migration: Refugees and Human Trafficking (Deogratias Rwezaura) PS513 Foreign Policy Analysis (George Katete) PS654: Identity and Conflict (Norbert Litoing)

7.7.2 Second Semester January 2023 to June 2023

August 2022 intake and January 2023 intake

	Monday	Tuesday	Wednesday	Thursday	Friday
5:30 - 8:30		PS 510 Theory of Conflict (Kifle Wansamo)	PS511 International Relations (Peter Wekesa)	PS691 International Political Economy (Peter Wekesa)	PS535 Transnational Crimes & International Law () PS 517 Regional Integration, Globalisation & Peace PS553 International Human Rights Law (Elisee Rutagambwa)

January 2022 intake and August 2022 intake

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00 - 12:00	PS622 Social Science Research Methods (Francis Anyanzu) Auditorium 4th Floor					PS 639 Practice of Conflict Resolution, International Relations & Diplomacy (Elisee Rutagambwa)
5:30 - 8:30	PS 645 Elements of Statistics (Kyara Corbinian)	PS 654 Gender, Identity & Politics in Africa (Anthony Egan)	PS646 Thesis Proposal and Presentation (Elias Mokua)	PS 619 International Political Economy (Peter Wekesa)	PS535 Transnational Crimes & International Law () PS 517 Regional Integration, Globalisation & Peace PS553 International Human Rights Law (Elisee Rutagambwa)	

May 2024: **PS515** [non core] Diplomacy

June 2024: Project Management



HEKIMA UNIVERSITY COLLEGE

A CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA



**SCHOOL OF
LEADERSHIP &
MANAGEMENT**

SECTION VIII: SCHOOL OF LEADERSHIP & MANAGEMENT

The school aims at preparing persons-with-and-for-others, persons with a sense of duty and vocation from God, persons whose actions are marked by dedication, honesty, creativity and a spirit of service. Hence, it is designed to form and empower students with necessary knowledge, information and skills which promote quality leadership and management in running projects. In addition, the school aims at producing able pastoral agents whose leadership and managerial skills enable Church and other organizations to achieve their goals and objectives efficiently and effectively. The students are familiarised with key concepts and issues in Leadership and Management. The Certificate course serves as a foundation for in-depth work in the not-for-profit management and leadership programmes at Hekima.

The Hekima administration and faculty envision graduates of the programme to not only become competent in the roles to which they are assigned or choose, but also role models for others as they engage in the task of constructing dynamic, prosperous, just and peaceful societies built, in part, upon managers and leaders with a solid work ethic, providing good governance, and able leadership, all for the honour and glory of God and in service to others and the common good.

8.1 Administration

Principal

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Deputy Principal—Administration and Finance

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Deputy Principal—Academic Affairs

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E-mail: onamlucy@yahoo.com

Certificate in Project Management and Leadership

Admission: For admission to the certificate program, candidates must:

8.2.1 Have completed their secondary education;

8.2.2 Have sufficient knowledge of English;

8.2.3 Have basic computer skills, especially with word processing and the internet.

Aim: To prepare men and women, religious and lay, to become committed leaders and managers both in Church organizations and non-Church organisations in Africa. It places special emphasis on leadership and management in the Jesuit tradition.

Content

- a. The basics of leadership and management, Strategic planning and organization design in the context of Ignatian spirituality and values
- b. Principles of marketing, Human resource management, Proposal writing, Relationship building and fundraising
- c. Program implementation, Project review, Assessment and control, finance, Not-for-profit accounting and Organizational behaviour issues

Duration

Three-week program during the last three weeks of June

Contact HIPSIR Office for registration

Email: secretary.hipsir@hekima.ac.ke

9.1 Daily Calendar

August 2023

Weeks of Study	Date	Day	Activity
	1	Tuesday	
	2	Wednesday	
	3	Thursday	
	4	Friday	
	5	Saturday	
	6	Sunday	
	7	Monday	
	8	Tuesday	
	9	Wednesday	
	10	Thursday	
	11	Friday	
	12	Saturday	
	13	Sunday	
	14	Monday	
	15	Tuesday	
	16	Wednesday	Academic Board Meeting (10:00 a.m.)
	17	Thursday	Induction of New Staff (3:00pm)
	18	Friday	Orientation: All New Students (9:00 a.m) UG Campus
	19	Saturday	a) Inauguration Ceremony for the 2023-2024 Academic Year in the Auditorium (3:00 p.m.) b) The Official Inauguration of HUC@40 c) Mass : Hekima Chapel (5:00pm)
	20	Sunday	
Week 1	21	Monday	Classes begin: 21 August– 1 December
	22	Tuesday	HUC Academic Staff Dinner (Welcoming new Faculty) – Postgraduate Campus
	23	Wednesday	
	24	Thursday	
	25	Friday	
	26	Saturday	
	27	Sunday	
Week 2	28	Monday	Language Electives begin for 14 Weeks , Mondays, 28 August- 27 November
	29	Tuesday	
	30	Wednesday	Electives begin for 7 Weeks , Wednesdays, 30 August – 18 October <i>Jesuit School of Theology</i>
	31	Thursday	

September 2023

Weeks of Study	Date	Day	Activity
Week 2	1	Friday	
	2	Saturday	Certificate in Retreat Direction (2 September – 11 November) Mass at 8:15 am
	3	Sunday	
Week 3	4	Monday	
	5	Tuesday	Lecture: "Ecology and the Bible, Odd Bedfellows? An Invitation to Eco-Biblical Rendezvous" by IRUDAYARAJ Sundararaj Dominic SJ
	6	Wednesday	
	7	Thursday	Management Board Meeting (3:00 p.m.)
	8	Friday	HIPSIR Monthly Public Forum
	9	Saturday	
	10	Sunday	
	11	Monday	
	12	Tuesday	
	13	Wednesday	Supplementary & Special Examinations
Week 4	14	Thursday	A virtual meeting with the HUC Alumni
	15	Friday	
	16	Saturday	FTJAM Academic Board Meeting
	17	Sunday	
	18	Monday	
	19	Tuesday	
	20	Wednesday	HUC Council Meeting
	21	Thursday	
	22	Friday	FTJAM Academic Board Meeting (3:00pm)
	23	Saturday	International Conference on Refugees and Migrants
Week 5	24	Sunday	The Celebration of the 109th World Day of Refugees and Migrants
	25	Monday	
	26	Tuesday	
	27	Wednesday	
	28	Thursday	JST Academic Staff Meeting (3:00 p.m.)
	29	Friday	
	30	Saturday	

October 2023

Weeks of Study	Date	Day	Activity
Week 6	1	Sunday	
Week 7	2	Monday	
	3	Tuesday	FTJAM Council Meeting (3:00 p.m.)
	4	Wednesday	
	5	Thursday	
	6	Friday	
	7	Saturday	
	8	Sunday	
Week 8	9	Monday	Mid-Term Break
	10	Tuesday	Mid-Term Break
	11	Wednesday	Mid-Term Break
	12	Thursday	a) Mid-Term Break b) Lecture: "Strangers no longer' (Eph. 2:19): Welcoming migrants and refugees." by Prof. William O'Neill, SJ
	13	Friday	Mid-Term Break
	14	Saturday	
	15	Sunday	
Week 9	16	Monday	Field Research for HIPSIR 2 nd Yr. (MA II Jan 2023), 16 October – 17 November
	17	Tuesday	
	18	Wednesday	Elective Examinations : <i>Jesuit School of Theology</i>
	19	Thursday	
	20	Friday	MASHUJAA DAY
	21	Saturday	
	22	Sunday	
Week 10	23	Monday	Hekima Research Week
	24	Tuesday	Hekima Research Week
	25	Wednesday	Hekima Research Week
	26	Thursday	a) Hekima Research Week b) Graduation Mass and Rehearsal—CUEA
	27	Friday	a) Graduation—CUEA b) Hekima Research Week
	28	Saturday	
	29	Sunday	
Week 11	30	Monday	
	31	Tuesday	

November 2023

Weeks of Study	Date	Day	Activity
Week 11	1	Wednesday	a) Non-Teaching Staff Recollection b) Elective Examinations <i>Jesuit School of Theology (Turning-in grades 15 November)</i>
	2	Thursday	Non-Teaching Staff Recollection
	3	Friday	A conference on Laurenti Magesa
	4	Saturday	Conferment of Ministries of Lector and Acolyte
	5	Sunday	
Week 12	6	Monday	
	7	Tuesday	
	8	Wednesday	Thesis Defenses (Final, Proposal, and Mock)- <i>HIPSIR</i>
	9	Thursday	Thesis Defenses (Final, Proposal, and Mock)- <i>HIPSIR</i>
	10	Friday	a) End of Seminars and the deadline for presenting papers— Jesuit School of Theology (<i>Turning-in grades 4 December</i>) b) <i>HIPSIR</i> Monthly Public Forum
Week 13	11	Saturday	
	12	Sunday	
	13	Monday	
	14	Tuesday	
	15	Wednesday	
Week 14	16	Thursday	JST Academic Staff Meeting (3.30 p.m)
	17	Friday	
	18	Saturday	
	19	Sunday	
	20	Monday	
Week 15	21	Tuesday	The JCAM Research Network (21 – 25 November) HUC premises
	22	Wednesday	The JCAM Research Network (21 – 25 November) HUC premises
	23	Thursday	The JCAM Research Network (21 – 25 November) HUC premises
	24	Friday	a) The JCAM Research Network (21 – 25 November) HUC premises b) <i>HIPSIR</i> Academic Staff Meeting (3:30 p.m.)
	25	Saturday	The JCAM Research Network (21 – 25 November) HUC premises
Week 15	26	Sunday	
	27	Monday	
	28	Tuesday	
	29	Wednesday	
	30	Thursday	a) End of Classes b) External Formators' Meeting

December 2023

Weeks of Study	Date	Day	Activity
Week 15	1	Friday	College Feast/ Cultural Day
	2	Saturday	
	3	Sunday	
Week 16	4	Monday	Study Week
	5	Tuesday	Study Week
	6	Wednesday	Study Week
	7	Thursday	Study Week
	8	Friday	Study Week
	9	Saturday	
	10	Sunday	
Week 17	11	Monday	First Semester Examinations
	12	Tuesday	JAMHURI DAY
	13	Wednesday	a) First Semester Examinations b) Certificate in HHSP & Certificate in Theological Formation of Laity closes
	14	Thursday	First Semester Examinations
	15	Friday	First Semester Examinations
	16	Saturday	
	17	Sunday	
Week 18	18	Monday	First Semester Examinations
	19	Tuesday	First Semester Examinations
	20	Wednesday	College closes for Christmas Break
	21	Thursday	
	22	Friday	
	23	Saturday	
	24	Sunday	
Week 19	25	Monday	
	26	Tuesday	
	27	Wednesday	
	28	Thursday	
	29	Friday	
	30	Saturday	
	31	Sunday	

January 2024

Weeks of Study	Date	Day	Activity
	1	Monday	
	2	Tuesday	
	3	Wednesday	
	4	Thursday	HUC Staff resume offices/work
	5	Friday	
	6	Saturday	
	7	Sunday	
Week 1	8	Monday	(a) Classes Begin: 8 January - 19 April (b) Distribution of the Comprehensive Examinations Syllabus (<i>Third Year, Jesuit School of Theology</i>) (c) Grades due for First Semester Examinations (d) Orientation: All New Students (Undergraduate Campus, 3:00 p.m.)
	9	Tuesday	
	10	Wednesday	
	11	Thursday	
	12	Friday	a) FTJAM Academic Board (3:00p.m) b) HIPSIR Research Seminar
	13	Saturday	HUC Academic Staff New Year Dinner – Postgraduate Campus
	14	Sunday	
Week 2	15	Monday	Language Electives begin for 14 Weeks Mondays, 15 January – 15 April
	16	Tuesday	
	17	Wednesday	Electives begin for 7 weeks , on Wednesdays, 17 January - 6 March <i>Jesuit School of Theology</i>
	18	Thursday	
	19	Friday	(a) Seminars begin for 10 weeks , on Fridays, 19 January – 19 April <i>Jesuit School of Theology</i> (b) Academic Board Meeting: Scrutiny of First Semester Results (3:00 p.m.)
	20	Saturday	Certificate in Retreat Direction Continues: 20 January– 13 April
	21	Sunday	
Week 3	22	Monday	
	23	Tuesday	
	24	Wednesday	
	25	Thursday	Management Board Meeting (3:00 p.m.)
	26	Friday	
	27	Saturday	
	28	Sunday	
Week 4	29	Monday	HIPSIR Students' Theses Proposals and Final Theses Defenses
	30	Tuesday	HIPSIR Students' Theses Proposals and Final Theses Defenses
	31	Wednesday	HIPSIR Students' Theses Proposals and Final Theses Defenses

February 2024

Weeks of Study	Date	Day	Activity
Week 4	1	Thursday	HIPSIR Students' Theses Proposals and Final Theses Defenses
	2	Friday	HIPSIR Students' Theses Proposals and Final Theses Defenses
	3	Saturday	
	4	Sunday	
Week 5	5	Monday	
	6	Tuesday	
	7	Wednesday	a) Supplementary & Special Examinations b) Field Research for 2nd Year Students– HIPSIR
	8	Thursday	
	9	Friday	a) Submission of corrected Thesis Proposal (HIPSIR) b) HIPSIR Monthly Public Forum c) HUC Council Meeting
	10	Saturday	Diaconate Ordination
	11	Sunday	
Week 6	12	Monday	Board of Trustees Meetings
	13	Tuesday	Board of Trustees Meetings
	14	Wednesday	Board of Trustees Meetings Faculty Research Seminar (3:00 p.m.)
	15	Thursday	
	16	Friday	
	17	Saturday	
	18	Sunday	
Week 7	19	Monday	Final Defense of Thesis Proposals (MA II Jan) HIPSIR
	20	Tuesday	Final Defense of Thesis Proposals (MA II Jan) HIPSIR
	21	Wednesday	Final Defense of Thesis Proposals (MA II Jan) HIPSIR
	22	Thursday	Final Defense of Thesis Proposals (MA II Jan) HIPSIR JST Academic Staff Meeting (3:00 p.m.)
	23	Friday	Final Defense of Thesis Proposals (MA II Jan) HIPSIR HIPSIR Academic Staff Meeting (3:00 p.m.)
	24	Saturday	
	25	Sunday	
Week 8	26	Monday	Mid-term Break
	27	Tuesday	Mid-term Break
	28	Wednesday	Mid-term Break
	29	Thursday	Mid-term Break

March 2024

Weeks of Study	Date	Day	Activity
Week 8	1	Friday	Midterm break
	2	Saturday	Students' Excursion-HUCSA
	3	Sunday	
Week 9	4	Monday	
	5	Tuesday	
	6	Wednesday	Final Elective Class – <i>Jesuit School of Theology</i>
	7	Thursday	HIPSIR Meet the Dean and Principal (3.00 – 4.00 p.m) - Postgraduate Campus
	8	Friday	A Conference on Women Theologians
	9	Saturday	Faculty Rekindling and Excursion
	10	Sunday	
Week 10	11	Monday	
	12	Tuesday	
	13	Wednesday	Data Analysis Induction at 10.00 a.m. <i>Second Year, HIPSIR</i>
	14	Thursday	Data Analysis Induction at 10.00 a.m. <i>Second Year, HIPSIR</i>
	15	Friday	Data Analysis Induction at 10.00 a.m. <i>Second Year, HIPSIR</i> JST Meet the Dean and Principal (3:00 – 4:00 p.m). Undergraduate Campus
	16	Saturday	
	17	Sunday	
Week 11	18	Monday	HIPSIR Students' Theses Proposals and Final Theses Defenses
	19	Tuesday	HIPSIR Students' Theses Proposals and Final Theses Defenses
	20	Wednesday	HIPSIR Students' Theses Proposals and Final Theses Defenses Elective Examinations, <i>JST (turning-in grades 8 April)</i>
	21	Thursday	HIPSIR Students' Theses Proposals and Final Theses Defenses
	22	Friday	a) HIPSIR Students' Theses Proposals and Final Theses Defenses b) End of Classes, Third Year, JST c) HIPSIR Academic Staff Meeting (3:00 p.m.)
	23	Saturday	
	24	Sunday	
Week 12	25	Monday	Study Week, <i>Third Year, JST</i>
	26	Tuesday	Study Week, <i>Third Year, JST</i>
	27	Wednesday	a) FTJAM Council Meeting b) Data Analysis Induction at 10.00 a.m. for HIPSIR students preparing for data analysis c) Study Week, <i>Third Year, JST</i>
	28	Thursday	Study Week, <i>Third Year, JST</i> Easter Break
	29	Friday	Study Week, <i>Third Year, JST</i> Easter Break
	30	Saturday	
	31	Sunday	

April 2024

Weeks of Study	Date	Day	Activity
Week 13	1	Monday	Easter Break
	2	Tuesday	
	3	Wednesday	a) Hekima Theological & Peace-building Symposium, 3-5 March b) Book Launch c) Launch of Students' CD/Video
	4	Thursday	
	5	Friday	a) HIPSIR Academic Staff Meeting (3:00 p.m.) b) Final date for submission of MTh / STL theses, <i>JST & FTJAM</i> c) End of Seminars and the deadline for presenting papers <i>Jesuit School of Theology (turning-in grades 22 April)</i>
	6	Saturday	
	7	Sunday	
Week 14	8	Monday	Second Semester Examinations , 8 – 17 April <i>Third Year, Jesuit School of Theology</i> (turning-in grades 25 April)
	9	Tuesday	
	10	Wednesday	
	11	Thursday	
	12	Friday	
	13	Saturday	Certificate in Retreat Direction Graduation
	14	Sunday	
Week 15	15	Monday	
	16	Tuesday	
	17	Wednesday	
	18	Thursday	
	19	Friday	
	20	Saturday	
	21	Sunday	
Week 16	22	Monday	
	23	Tuesday	The Inauguration of the African Chair
	24	Wednesday	HUCSA General Assembly
	25	Thursday	A Virtual Conference of HUC Alumni
	26	Friday	a) JST Academic Staff Meeting (3:00 p.m.) b) End of Classes c) End of Academic Year Mass
	27	Saturday	
	28	Sunday	
Week 17	29	Monday	Study Week (<i>First and Second Year JST</i>)
	30	Tuesday	Study Week (<i>First and Second Year JST</i>)

May 2024

Weeks of Study	Date	Day	Activity	
Week 17	1	Wednesday	LABOUR DAY Study Week (<i>First and Second Year JST</i>)	
	2	Thursday	Study Week (<i>First and Second Year JST</i>) Written Comprehensive Examinations <i>Third Year, JST</i> (turning-in grades 8 May)	
	3	Friday	Study Week (<i>First and Second Year JST</i>)	
	4	Saturday		
	5	Sunday		
Week 18	6	Monday	a) Second Semester Examinations -First and Second Years, <i>JST & HIPSIR 6 - 15 May</i> (turning-in grades 20 May) b) <i>HIPSIR Students' Theses Proposals and Final Theses Defenses (6-13 May)</i>	
	7	Tuesday		
	8	Wednesday	a) Second Semester Examinations -First and Second Years, (turning-in grades 21 May) b) <i>HIPSIR Students' Theses Proposals and Final Theses Defenses (8-12 May 2022)</i>	
	9	Thursday	Second Semester Examinations -First and Second Years,	
	10	Friday	Second Semester Examinations -First and Second Years,	
	11	Saturday	Oral Comprehensive Examinations: 11 – 12 May <i>Third Year, Jesuit School of Theology</i>	
	12	Sunday		
	Week 19	13	Monday	
		14	Tuesday	
		15	Wednesday	
		16	Thursday	
17		Friday		
18		Saturday		
19		Sunday		
Week 20	20	Monday		
	21	Tuesday		
	22	Wednesday		
	23	Thursday		
	24	Friday		
	25	Saturday		
	26	Sunday		
Week 21	27	Monday		
	28	Tuesday		
	29	Wednesday		
	30	Thursday	FTJAM Academic Board (3:00 p.m.)	
	31	Friday	a) Academic Board Meeting: Scrutiny of Results (10:00 a.m.) b) College Closes	

June 2024

Date	Day	Activity
1	Saturday	
2	Sunday	
3	Monday	Leadership & Management course (3 – 28 June)
4	Tuesday	
5	Wednesday	
6	Thursday	
7	Friday	
8	Saturday	
9	Sunday	
10	Monday	
11	Tuesday	
12	Wednesday	
13	Thursday	
14	Friday	
15	Saturday	
16	Sunday	
17	Monday	
18	Tuesday	
19	Wednesday	
20	Thursday	
21	Friday	
22	Saturday	
23	Sunday	
24	Monday	
25	Tuesday	
26	Wednesday	
27	Thursday	
28	Friday	
29	Saturday	
30	Sunday	Certificate in Project Management and Leadership ends—HIPSIR

July 2024

Date	Day	Activity
1	Monday	
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	
6	Saturday	
7	Sunday	
8	Monday	
9	Tuesday	
10	Wednesday	
11	Thursday	
12	Friday	
13	Saturday	
14	Sunday	
15	Monday	
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	
20	Saturday	
21	Sunday	
22	Monday	
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	
27	Saturday	
28	Sunday	
29	Monday	
30	Tuesday	
31	Wednesday	

First Semester 2023	
18 August 2023	Orientation of New Students
19 August 2023	a. Inauguration Ceremony in the Auditorium at 3:00 p.m. b. The Official Inauguration of HUC@40 c. Mass: Hekima University College Chapel at 5:00 p.m.
21 August 2023	Classes Start
19 December 2023	End of First Semester Examinations
Second Semester 2024	
8 January 2024	a) Second Semester Begins b) Orientation of New Students c) Distribution of the Comprehensive Examination Syllabus <i>Third Year, Jesuit School of Theology</i>



HEKIMA UNIVERSITY COLLEGE

A CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA



STUDENT'S HAND BOOK

Historical Background

In 1984 Hekima University College was founded as a Jesuit School of Theology by the Jesuit Conference of Africa and Madagascar (JCAM) to serve the needs of the Society of Jesus in Africa in the formation of Jesuits for priesthood and to respond to the needs of the Church in an indigenous context of Theology and to prepare people for Ministry in the Church.

In 1992, Hekima University College became a Constituent College of the Catholic University of Eastern Africa (CUEA). Hekima University College is guided by its own Statutes, Constituent Colleges Convention, the Charter of the Catholic University of Eastern Africa (CUEA) and related documents of the Society of Jesus in relation to formation and higher education. On the recommendation of the Academic Board, the Board of Governors may revise the Statutes from time to time. Students are advised to familiarize themselves with the Statutes and the related documents.

Hekima University College is a centre of formation, research and intellectual scholarship that provides quality education and spiritual formation to Jesuits and non-Jesuits (lay, clerical and religious), men and women. The College is founded on the traditions of the Ignatian pedagogy and Jesuit humanistic heritage that is based on institutional and individual excellence and rigour. The aforementioned characteristics of Jesuit institutions prepare the students to discern, identify and read ‘the signs of the times’ in their own context and respond appropriately.

Besides the central aim and purpose of providing courses in theology for the members of the Society of Jesus, the College is to “offer formation for men and women seeking to take their place in the evangelizing mission of the Church, be they religious or lay people.” It is in line with this second aim and to respond to new challenges that in 2004 Hekima University College celebrated its 20th anniversary with the Institute of Peace Studies and International Relations.

The Institute of Peace Studies and International Relations carries on this vision in a specific mission, that is, to train the students to provide instruction and expertise in peace-building at a high quality tertiary education level. Rooted in the Christian faith of the vision of Hekima University College from which it draws inspiration, the Institute of Peace Studies and International Relations commits itself to provide an ecumenical and inter-religious perspective to conflict management, conflict resolution and peace-building.

Mission of Hekima University College

In keeping with our Catholic character and Ignatian identity, Hekima University College is committed to the formation and training of men and women in research and professional competence. This commitment is embodied in the following goals and objectives:

- a. Promoting an African theology that is rooted in the best theological traditions of the Catholic Church and attuned to the realities of faith, life and ministry in contemporary Africa in a globalized world.
- b. Training our students to provide instruction, conflict analysis, negotiation, and expertise in peace building from the perspective of Catholic traditions of peace and social justice, in response to the various situations of conflict that undermine Africa's quest for an environment conducive to sustainable development.
- c. Developing and applying an interdisciplinary approach to the different historical and contemporary challenges facing the African Church and society. This is to ensure that our students are able to adapt to the constantly changing and diverse situations of work, thus remaining relevant in ministry through active collaboration and partnership.
- d. Training our students to reflect on experience and apply the data to their studies in order to generate appropriate and contextualized responses to their situation in life and work, and become architects of transformation in the church and society.

Hekima University College desires to train men and women “involved in disciplines which, although they may have no explicit Christian perspective, are nevertheless central to the way in which human beings understand themselves and the world around them” (General Congregation of the Society of Jesus [GC] 34, decree 6, no. 20, par. 2; cf. GC 34, d. 16, no. 7, par. 2). The graduates of our theological, spiritual, intellectual, and professional training program will be men and women of faith ardently “engaged in the challenge of building up a young and vibrant African Church, rooted in the richness of different cultures, creating new bonds of solidarity among peoples, and struggling to overcome the global forces that tend to marginalize the whole continent” (GC 34, d. 2, no. 2, par. 2). Hekima University College, in view of the objectives of its founding, hopes to introduce some other programs that will respond to the needs of the Church in the region.

This manual has been adapted from the Student Handbook (2004) and Postgraduate Degrees Guidelines (2005) of the Catholic University of Eastern Africa. The manual addresses the current situation of Hekima University College and its prospects for development. The manual was approved by the Board of Governors in February 2009.

SECTION I: ACADEMIC POLICIES

1.1 Registration

Only those who are duly registered are regarded as *bona fide* students of Hekima University College. Registered students will be issued with student identity cards permitting them to attend lectures. No student is permitted to attend lectures if he/she has not been registered. A student is considered as registered by the College after having met the following conditions:

- a. Authorization to study in a department has been given by the relevant administrator.
- b. Admission for undergraduate or graduate studies have been approved by the Admissions Committee.
- c. Authorization to continue in the program chosen has been given and registration for lectures has been completed in compliance with all academic requirements and procedures.
- d. Arrangements have been made to the satisfaction of the College for payment of all fees which are due and payable in full before the beginning of lectures.
- e. With the help of academic advisor, each enrolled student who plans to continue with studies for the next semester is expected to pre-register using the established procedures before the end of the current semester.
- f. The student has duly signed the declaration form at the time of his/her first registration during admission into the College.

1.2 Identification Cards

Every registered student shall be issued with an identification card. New students will receive their ID cards after the Registrar's Office receives the notification that their tuition fees are fully paid. They will use their ID cards for their entire stay at the College.

1.3 Academic Advisors

1.3.1 An academic advisor in Hekima University College accompanies the students throughout their academic program. The students meet the academic advisor to discuss their study plans. Beyond meeting at registration time, students are encouraged to meet with their advisors more often throughout the school year to discuss their academic experiences. The students should consult the academic advisor about the program and any questions of an academic nature. The advising system presumes responsibility, maturity and broad experience of the individual student.

1.3.2. Assigning Academic Advisors: The head of the department is the main academic advisor of each student in the department but this responsibility is also delegated to other academic staff members of the department. The head of department assigns each student an academic advisor from among the permanent members of staff of the department upon being registered as *bona fide* students of Hekima University College.

1.3.3 Changing Academic Advisors: A student may request for a particular full-time lecturer as an academic advisor from the beginning. The student may also request for a change of advisor only for sufficient reasons after being assigned one. The request is presented to the head of department in writing, listing reasons for the change. The head of department reviews the request and makes a decision accordingly.

1.4 Registration of Courses

1.4.1 Students register for their electives while the core courses are taken when offered in the course of the year. In Theology, the electives also include a seminar which each student must take at least once in an academic year. Before selecting elective courses, students are encouraged to consult with their academic advisors. This gives students and lecturers the opportunity to plan their learning and teaching respectively, well in advance, in consultation with their heads of department so as to facilitate academic excellence. When students have registered for the courses, they will sign the forms and return them to the Dean/Head of Department who will in turn submit them to the Registrar's Office. The commencement and ending dates for all courses are in the College Academic Calendar.

1.4.2 Only within the first two weeks of lectures, may a student change a registered course, in consultation with the academic advisor and by getting the approval of the Head of Department concerned. The approval is to be communicated to the Registrar in writing, and a copy of that approval sent to the Dean's Office. Students wishing to change courses or lecture hours, or to add/drop a course are permitted to do so during the first two weeks of the semester. Registered courses remain as permanent records in the student's file after this deadline. When a student has registered for a course and no sanctioned changes have been made in the required time, the student completes this course only when he/she sits the final examination of the course. Once registered and the prescribed deadline has expired, students are not allowed to change departments, or faculties unless there are very special reasons, in which case, Rule 1.6.1 applies. Changes not validated by the Head of Department are invalid. To change, add or drop a course, a student must:

- a. Obtain clearance from the Head of Department concerned.
- b. Obtain the Head of Department's signature on the necessary form.
- c. Take all copies of the form to the Registrar who will instruct the student on any other necessary process. Financial implications of any such changes in registration are handled by the paying office on the date of the change.

1.4.3 A student who registers for lectures and then decides not to attend them must cancel the registration before the end of the first week of the semester. Notification of the cancellation must be made in writing by the student to the Head of Department, the Dean of Faculty and the Registrar. The notification can be by letter or by writing "WILL NOT ATTEND" across the face of either the invoice or the student's copy of the registration form, duly signing it and then sending copies to the concerned Head of Department, Dean of Faculty and the Registrar.

1.5 Leaving the College

A student may withdraw from the College, a program or a course.

1.5.1 If a student finds it necessary to withdraw for a semester, he/she must write a letter stating the reasons for the withdrawal and present it to the Dean of the Faculty. Appropriate forms for use in cases of complete withdrawal from the College must be filled out by the Head of Department and the Dean of Faculty. Copies are sent to all concerned. The Office of the Registrar will issue a termination letter.

1.5.2 If after finishing his /her final examination from the current semester a student learns that he/she will not be able to return for the next semester, he/she should notify the concerned Head of Department and the Dean of the Faculty in writing.

1.5.3 A student who leaves the College before processing withdrawal forms with the Dean of the Faculty will receive an 'I' (Incomplete) grade in all courses.

1.6 Withdrawal from a Course

1.6.1 Approval for withdrawing from a course is granted only when special circumstances exist, which make it impossible for the student to complete the course.

1.6.2 If a student wishes to withdraw from a program, he /she may do so only with the approval of the Head of Department.

1.6.3 To withdraw from a course a student must:

- a. Discuss the proposed withdrawal with the Head of School.
- b. Submit a letter of request to the Head of School and obtain Hekima College course withdrawal form from the Registrar's Office, and
- c. Complete the form, sign it and submit all copies to the Head of Department.

1.6.4 The Head of School approves or rejects the request by signing at the appropriate place and then forwards it to the Deputy Principal—Academic Affairs for consideration.

1.6.5 A student who is not granted permission to withdraw and withdraws from the course unofficially will receive an 'F' grade for the course.

1.7 Procedure for Transfer

1.7.1 A student wishing to transfer from one department to another within the College should discuss the proposed change with the concerned Heads of the Schools.

1.7.2 The student must meet the standards required by the department to which she/he wishes to transfer.

1.7.3 The Heads of Schools will submit their decision to the Deputy Principal—Academic Affairs who will seek the approval of the Principal to endorse or reject it.

1.7.4 The Registrar will be notified about the decision.

1.7.5 In case of a transfer from one faculty to another, the Deans of the concerned faculties shall be consulted and they will give their consent in letter form.

1.7.6 The arrangement for transfers should be made well in advance of the pre-registration period. No student is allowed to transfer if he/she has already completed 1/6 (one sixth) of the credit hours in a particular department.

1.7.7 If there are extenuating circumstances which make the transfer imperative, the student will start the other program from the beginning.

1.7.8 No student is allowed to register in two departments at the same time.

1.8 Credit Transfer from other Universities

1.8.1 The lowest grade for acceptable transfer of courses is 'C' for undergraduate students and 'B' for post graduate students.

1.8.2 As a policy, Hekima University College allows transfers from other universities. Not more than 49% of the courses are accepted for transfer.

1.8.3 For grades obtained in other universities to be considered in the calibration of the student's average grade before graduation, examinations will be prepared and such a student will take them at his/her own convenient time before the period of his/her studies lapses.

1.8.4 When the student does not take the calibration examination, though they may be given EXEMPTION on the particular courses, only marks obtained at Hekima University College will be used. The student will not, however, be required to retake similar courses already successfully completed at the previous university.

1.9 Discontinuation

1.9.1 To discontinue studies at the College, a student or his religious superior (in the case of Religious students) must write a letter stating the reasons for discontinuation to the Registrar through the Dean of Faculty.

1.9.2 When a student has given notification for discontinuation, the Dean of the Faculty verifies the authenticity of the information, grants approval or rejection and then forwards a copy to the Registrar.

1.9.3 After approval, the student completes the Clearance Form.

1.9.4 A duly filled out Clearance Form should be submitted to the Registrar's Office. Upon receipt of the Clearance Form, the Registrar issues a clearance letter to the student.

1.10 Readmission

1.10.1 A student may seek readmission after voluntary discontinuation within two years from the commencement of the discontinuation in order to continue at the stage where they left.

1.10.2 When it is more than two years, they will apply for fresh admission and start the program from the first year.

1.10.3 Students may also seek readmission after being terminated following failure to fulfill the grade requirements of the course. Students discontinued from programs of study due to failure follow the same procedure of clearance.

1.10.4 Any student who withdraws from the College and later wishes to be readmitted must apply for readmission through the Office of Admissions regardless of the time lapse since withdrawal. Like those who are discontinued, they will be readmitted to the level where they withdraw only if they are considered within two years.

1.10.5 A student who is suspended for academic reasons and applies for readmission shall appeal to the Departmental Academic Board of the department to which application for readmission is being made. The College Academic Board reserves the right of readmission.

1.10.6 A student who graduates and wishes to return for another program of study must, if in possession of the necessary qualifications for the desired degree program, seek admission like any other applicant.

1.11 Attendance of Lectures

1.11.1 Lecture attendance is mandatory and students should have a roll-call form to sign for lecture attendance. It is the prerogative of each department to establish and make more stringent its policy for lecture attendance, tests, examinations, deadlines for reports, and specific departmental requirements. It is the lecturer's responsibility to make known to the students, the faculty and departmental policy pertaining to a particular course during the first lecture.

1.11.2 Students must not absent themselves from scheduled lectures without sufficient reason and prior notification to the Head of Department and the lecturer of the concerned course.

1.11.3 Students enrolled in the College are expected to observe all the regulations of the faculties concerning curriculum, attendance of lectures, examinations, deadlines for research papers and related matters. Failure to do so will lead to Disciplinary action by the Faculty Academic Board.

1.11.4 Students must be in the lecture-hall before the lecture begins unless they have sufficient reason made known to the lecturer in writing.

1.11.5 A student who misses 1/3 (one third) of a course's lecture hours cumulatively or continuously in a semester forfeits the right to sit for examination in that course, and must complete the course the next time it is offered.

1.11.6 In the event of a student missing lectures, the lecturer will inform the Head of Department, who will then seek explanation from the student concerned.

1.11.7 A student who is absent from class on grounds of sickness must submit a medical report from an authorized medical practitioner to the Head of Department to enable the student to resume studies after recovery. The Head of Department will inform the Dean of the developments. Such reports will be filed with the Registrar. Should the absence continue for more than 5 weeks, then the student will not proceed with the course during that semester.

1.11.8 Constantly missing lectures or failing to take Continuous Assessment Tests (CATs) or failing to submit written assignments by the due date without sufficient reason will result in suspension of the student for one semester, and the Principal will notify the student's sponsor.

1.11.9 A lecturer who is unable to give a lecture should make up for it. However, this has to be approved by the Head of Department and the Dean of the faculty is to be notified.

1.11.10 Lecturers should always start and end on time.

1.12 Fulfilling Course Requirements

1.12.1 In order to fulfill the course requirements, a student must submit assignments, and take examinations in the course at the specified time.

1.12.2 If work is not submitted or an examination is not taken at the scheduled time, the policy is to assign a zero for that part of the course.

1.12.3 An accumulation of zero grades could result in a final grade of 'F' in that course.

1.12.4 If a student has, for valid reasons, missed part of the course or failed to sit for an examination, the temporary 'I' (Incomplete) may be submitted by the lecturer.

1.12.5 The latest date for students to have the 'I' grade amended is the end of the first month of the semester following the one in which the grade was obtained.

1.13 Procedure for Removal or Change of Incomplete Grade ('I')

1.13.1 If the 'I' grade is to be replaced by a valid grade, the work must be completed by the time of the supplementary examinations for that course.

1.13.2 The student should liaise with the Head of Department who will advise him/her what to do. Failure on the part of the student to amend the temporary grade results in the conversion of the grade to a permanent 'F' recorded on the transcript.

1.13.3 A student who has received an 'I' grade due to incomplete work in his/her courses must fulfill the following conditions before the grade can be amended and a valid mark awarded:

- a. Submit a letter of request to the Head of Department explaining the reason.
- b. Discuss with the Head of Department how to have the grade removed.
- c. The Head of Department then liaises with the lecturer concerned, who will give a new assignment or examination as deemed fit.
- d. The lecturer records the new grade on the mark-sheet, duly signs it, and submits the sheet to the Head of Department. The Head of Department forwards it to the Dean of Faculty who in turn forwards it to the Registrar.

1.14 Examinations

1.14.1 Each department may be authorized by the Academic Board to establish a temporary departmental examination board. The departmental examination board deals with problems related to examinations.

1.14.2 If a student, because of sickness or accident, misses the semester examinations, he/she must inform the Head of Department in writing, producing evidence of the reasons for missing the examination, who in turn forwards them to the departmental examination board for review and advice.

1.14.3 If the Departmental Examination Board and Head of Department are satisfied, a copy of the same should be forwarded to the Registrar, and the student will be allowed to sit for a special examination.

1.14.4 Students should carefully read and abide by all examination rules approved by the Academic Board or any amendments which the Board of Governors may approve in future.

1.14.5 Each student is required to register for semester examinations within the period stipulated by the Registrar. A student who fails to register for examination will not be allowed to sit for that examination. Such a student may sit for the missed examination as a supplementary the next time it is offered.

1.15 Re-marking

1.15.1 Re-marking should be used very rarely and there is a cost attached to the process.

1.15.2 A student who requests a re-marking of an examination or/and a semester paper should address his/her request in writing to the Dean of the relevant school, and copy it to the Head of Department. The Head of Department, in liaison with his/her Departmental Examination Board and Registrar, will then determine whether a re-marking is in order. The reasons advanced must strongly justify re-marking as the best alternative.

1.15.3 In case of a re-marking, a fee determined by the administration, and communicated to the entire College at the beginning of each academic year, is to be paid to the Accounts office.

1.15.4 Application for re-mark should be done within two (2) weeks of the date the results are released.

1.16 Grading for Faculty of Theology

Grades must be assigned within each system. Conversion will accord with the grade earned in the other system with mark in the appropriate system. See pages 34 and 85 for the grading systems of the BTh and MTh respectively.

1.17 Grading for Graduate Studies in Other Faculties

Grade	%	Unit Grading Description	Final Grading Description
A	70 - 100	Distinction	First Class Honors
B	60 - 69.9	Good	Upper Second Class Honors
C	55 - 59.9	Satisfactory	Lower Second Class Honors
D	50 - 54.9	Pass	Pass
F	≤ 49.9	Fail	Fail

1.18 Key to other Classification Symbols

Symbol	Description
F	Fail
W	Withdrawal
Z	No marks reported
INC	Incomplete
N	No credit
IP	In Progress
EXE	Exemption
FF	Supplementary Fail

1.19 Description of the Grades

a. First Class Honors

The student has complete, concise, balanced and in-depth answers, showing wide reading and originality of approach beyond the required material.

b. Second Class Honors, Upper Division

The student has complete, concise, balanced answers, showing in-depth treatment of relevant material, organized and evaluated with independence of judgment.

c. Second Class Honors, Lower Division

The student shows well informed use of relevant material, with carefully organized presentation.

d. Pass

The student has coverage of some relevant points, but information is scanty. Some sign of understanding but no real answers to questions.

e. Fail

The student has no grasp of material, lack of understanding of general field, failure to answer questions, poorly organized information, lacking in judgment.

1.20 Supplementary Examinations

1.20.1 Students who fail to attain the pass mark for a given course shall take supplementary examinations when on offer.

1.20.2 The Registrar will release the names of students who are required to sit the supplementary exam and then the Dean or the chair of department will coordinate with the lecturer concerned to prepare the examination. The students are then notified when they are expected to sit the examination, if it is on a date other than that advertised in the calendar.

1.20.3 A candidate who fails to attain the pass mark in 3 or more courses taken in any given semester shall, on the recommendation of the Faculty Examination Board, repeat the semester once.

1.20.4 A student who is allowed to repeat and fails in 3 or more courses will, on the recommendation of Academic Board, be discontinued.

1.21 Special Examinations

1.21.1 If a student, because of sickness or accident, misses the semester examinations, he/she must inform the Dean of the relevant school in writing, producing evidence of the reasons for missing the examination.

1.21.2 If the Dean is satisfied, a copy of the letter should be forwarded to the Registrar and the Principal, and the student will be allowed to sit for a special examination

1.21.3 Coming late for examinations with no sufficient reason given to the Dean of the school concerned, or failing to pay tuition and other fees at scheduled time and with no special arrangement with the Accounts office, disqualifies a student from taking special examinations.

1.22 Repeating Courses

1.22.1 Hekima allows students to repeat courses in case they failed the supplementary examinations.

1.22.2 The request for permission to repeat a course is submitted in writing to the Dean of the school before registration for the course.

1.22.3 All grades are retained on the permanent academic record and the result of the final attempt in repeated course is the student's ranking in the course.

1.22.4 If a student fails to get the pass mark in a retaken course, he/she shall be discontinued from the degree program.

1.22.5 In cases of registering for courses which were supposed to be taken as supplementary examinations the marks scored will not be included in the student's record. The mark is null and void and will not be recognized by the Faculty Examination Board.

1.22.6 Failure to take an examination at the scheduled time will result in an 'F' grade. Requests to take an examination late without a valid and justifiable reason will not be granted. An accumulation of seven (7) 'F' grades will result in expulsion from the College.

1.22.7 Impersonation of another student for examinations will result in expulsion from the College by the Academic Board.

1.22.8 Attempting to bribe lecturers or secretaries to leak examination questions is punishable by expulsion by the Academic Board.

1.23 Course Monitoring and Student Feedback

1.23.1 Students' feedback is a vital part of course monitoring.

1.23.2 Upon the completion of each course students are required to complete evaluation forms.

1.23.3 The students' evaluation forms for each course are to be handed in to the Dean of the Faculty or the Head of School (where applicable) who is the Chairperson of the Evaluation Committee.

1.23.4 After analyzing the evaluation forms, the Dean/Head of School compiles a report and gives a copy to the lecturer. Another copy is sent to the Principal.

1.24 Requirements for Graduation

1.24.1 All students are expected to complete their graduation requirements before the end of their course duration.

1.24.2 Within the first month of registration at Hekima University College, the Head of Department must give the graduate students a guideline on the course requirements. This must include the number of credits required to graduate in the particular course, the citation format (APA, MLA, Turabian, etc.) of the project or thesis to ensure consistency and uniformity in presentations.

1.24.3 For conferment of a College degree, the candidate must have paid all outstanding dues to the College, completed the clearance form and submitted it to the office of the Registrar on or before the latest date to apply for graduation as announced in the Academic Calendar, and satisfactorily fulfilled all academic requirements of the department in which the applicant is enrolled.

1.24.4 In consultation with the concerned academic advisor, the student must periodically review his/her progress towards meeting graduation requirements and seek the resolution of any issues about the same.

1.24.5 Whereas each student will work with the academic advisor, it is the student's responsibility to determine that the courses taken in each semester are relevant for the successful completion of the degree program.

1.25 Projects

1.25.1 Some departments may require students to write a project or thesis that is a scientific integrating of the knowledge, skills and values they acquired in the course of their studies in Hekima University College.

1.25.2 College supervisor (s) qualified in the specific project areas are assigned to guide students.

1.25.3 The supervisor (s) will submit a written progress report of the project to the Head of Department every three weeks. A copy of this will be forwarded to the Office of the Registrar.

1.25.4 Before binding the project reports, the students must receive permission to do so in writing from the supervisor (s).

1.25.5 The finished and bound project report will be submitted to the Head of Department two weeks (14 days) before the last day of lectures in the second semester.

1.25.6 A student who has not submitted his/her project by the end of the Academic Year will not be considered for graduation in that particular year. They will be required to pay an extension fee that will be reviewed for each academic year.

1.25.7 A student who foresees delay in completion of his/her work may file a notice for extension to the Head of Department if the supervisor approves, filling the necessary form. The Head of Department, after examining the student's progress records, may approve or reject the request. The student who is not satisfied may appeal to the Dean of the faculty and the decision of the Dean is final on this matter.

1.26 Masters' Thesis

1.26.1 Students begin their thesis writing by writing a thesis proposal under the direction of a supervisor. The supervisor will normally be a permanent lecturer of Hekima University College.

1.26.2 The supervisor approves the topic proposed by the student and guides the student through writing the thesis proposal.

1.26.3 When the supervisor is satisfied with the proposal, the student will be invited to defend it before a panel of 3 lecturers appointed by the Dean or the Head of Department where applicable.

1.26.4 A student who fails in the defense of the thesis proposal will be allowed one opportunity for defense within three months. If he/she does not pass the second attempt, he/she will be terminated in that program.

1.26.5 Only students who have passed both written and oral comprehensives can submit their Masters' Theses. There is no supplementary examination for either written or oral comprehensives at this stage.

1.26.6 Students are required to present typed work to the supervisor and the reader with a covering letter.

1.26.7 Students are required to fill in the Student Progress Report forms, which are obtainable from the Office of the Registrar and submit them to the office of the head of school.

1.26.8 The supervision of the thesis ends on the same day as the lectures of the second semester.

1.26.9 The thesis is to be submitted to the Dean's Office either at the end of the academic year or one month after. If a student fails to meet both deadlines he/she is allowed to submit the thesis within the following academic year. On submission of the thesis, the student must produce a receipt showing that he/she has paid in full the required fees.

1.27 Semester Transcripts

1.27.1 Soon after the Academic Board has processed and ratified the examination results, every registered student, who has cleared all fee balances is entitled to his/her semester examination transcripts. These are accessible on the Student Portal.

1.27.2 Transcripts are issued only to *bona fide* students of Hekima University College

1.27.3 All official transcripts of Hekima University College bear the Seal of the College and signature of the Registrar. The Registrar will issue a transcript with complete academic record upon request. The first copy is free.

1.27.4 Students should carefully examine their records for accuracy and immediately report errors to the Head of Department.

1.27.5 To obtain additional copies of their transcripts, students must make a request in writing to the Registrar. KSh800 is charged for additional copies.

1.27.6 A fee will be charged for the issuance of each extra official transcript. The accounts department will review these rates annually.

1.27.7 No transcript will be issued unless all financial dues owed to the College are cleared.

1.28 Comprehensive Examination Transcripts

This is issued to students at the end of the final year examinations showing the record of all the courses taken in Hekima University College. Students are expected to carefully examine the record for accuracy and report any errors to the Registrar. The errors are expected to be corrected and another copy issued.

1.29 Examination Scripts

The College keeps the examination scripts in safe custody for a period ending one year after the student's completion of the program. After this period has elapsed, a student cannot any more lodge an appeal for revising a mark.

SECTION II: FINANCIAL POLICIES

2.1 Payment of the College Fees

2.1.1 All College financial matters are handled through the Accounts office. Students will make financial commitment before they start their studies in Hekima University College.

2.1.2 A person who commits him/herself to take responsibility for a student will make such commitment before a commissioner of oaths. It is only through such a commissioner that the person can be released from the bond with a necessary substitute.

2.1.3 All students must pay their fees within the first week of the semester.

2.1.4 Any balance over 20% of semester fee will draw an interest of 5% per month.

2.1.5 In case they are to delay payment, students must arrange the schedule of payment with the Accounts office, with the approval of the Dean of their faculty . Failure to honour the arrangement will lead to more stringent penalties including withdrawal of concessional fee paying plans.

2.1.6 Students who fail to pay their fees within the stipulated time will get notification from the Accounts office and commit themselves to a payment arrangement. A comprehensive invoice that confirms the number of courses for which the student is registered, including tuition fees, financial scholarship awards if any, and balance due is communicated to the student in due time.

2.1.7 Students who have an outstanding fee balance two weeks before exams begin will not be admitted to the end-of-semester examinations.

2.2 Financial Assistance

Financial assistance consists of partial tuition support, grants and employment opportunities in the College's work-study program. Awards are made primarily based on academic achievements, financial need and availability of funds. Character and leadership references indicative of one's commitment to the College and active commitment to one's faith are also criteria sought for in applicants.

2.3 Scholarships

2.3.1 Hekima University College aims to promote the voice of women theologians in the African continent. To that end we award one scholarship each year covering the tuition fees and a book allowance of one woman student in the BTh and one woman in the MTh/STL programme.

2.3.2 When other funds are available, it will be advertised.

2.3.3 Applications for financial awards, fulfilling all the stated requirements and providing the necessary information and credentials, are made to the Chair of the Scholarship Committee, unless otherwise indicated. (scholarship@hekima.ac.ke)

2.3.4 All awards, which may be partial or full, are given only to full-time students for a period of one year.

2.3.5 The renewal of rewards, dependent on satisfactory work, is at the discretion of the College Scholarship Committee.

2.3.6 All successful and unsuccessful applications for the awards will be communicated to the student by the Chair of the College Scholarship Committee.

2.4 Tuition Refund on Withdrawal from Courses

2.4.1 Upon officially withdrawing from the College, a student may receive remission of part of the tuition charged as follows:

Part of semester	Percentage remitted
First week	80%
Second week	60%
Third week	40%
Fourth week	20%
After the fourth week	None

2.4.2 At the end of a student's program, excess funds will only be reimbursed to the funder of that students, or with an explicit letter of instruction from the funder, such funds may be transferred to a student's personal account.

2.4.3 No refund will be made to students who are expelled from the College for cheating during examinations or for any other reason.

SECTION III: DISCIPLINE

3.1 Academic Discipline

3.1.1 The following are defined as academic offences:

- a. Plagiarizing material for any work assigned.
- b. Copying answers, using unauthorized material, or sharing answers during continuous assessments or examinations.
- c. Copying answers for assignments.
- d. Submitting another student's work or lifting papers from the internet.
- e. Assisting or covering up for others in their attempt to commit academic offences.
- f. Failing to sit for examinations without a valid reason.
- g. Stealing, taking without authorization, or damaging library books and other materials.
- h. Attempting to bribe, advance sexual favors or threaten lecturers for good marks or changes in marks.
- i. Registering for two courses whose timetable schedules conflict.
- j. Failure to sit for Supplementary Examinations without the knowledge and/or approval of the Head of Department.
- k. Registering for courses which were supposed to be taken as Supplementary Examinations.
- l. Impersonation at examinations.
- m. Threatening secretaries to leak examination questions.
- n. Using the same paper for two different assignments.

3.2 Academic Penalties

3.2.1 In case of cheating during examinations, the invigilator (s) will notify the Registrar and they will certify the cheating case.

3.2.2 The student will be requested to sign the Examination Incident Form, which will be countersigned by the Registrar and the invigilator(s).

3.2.3 The invigilator(s) will then report to the Head of School, who will refer the matter to the Deputy Principal-Academic Affairs. If the Deputy Principal thinks there is a case to be addressed, he refers the matter to the Principal, who will convoke the Standing Disciplinary Committee.

3.2.4 The student is required to appear before this Committee, after which the Committee will forward their recommendation to the Principal, attaching the minutes of the hearing.

3.2.5 The Principal will consider the recommendation of the Disciplinary Committee..

3.2.6 Should the Principal decide on expulsion based on the recommendation of the Disciplinary Committee, a student may lodge an appeal in response to the letter of expulsion. The Principal may discuss the appeal with the Academic Board, and the resulting decision shall be final.

3.3 Plagiarism

Plagiarism is any written or oral presentation of an academic work depending on a source other than that of the alleged author, without explicitly mentioning the source. Students are referred to the college's official plagiarism policy. When an allegation of plagiarism is made against a student, the lecturer making the allegation presents a detailed report specifying the allegation to the Head of School. The Head of School refers the case to the Deputy Principal—Academic Affairs. If he thinks that there is an issue to be addressed, the Deputy Principal refers the matter to the Principal. At his discretion, the Principal may refer the allegation to the disciplinary committee to investigate timeously. The lecturer and the student both have the opportunity to put their case to the committee. The committee is to keep minutes of all its proceedings, and must maintain confidentiality at all times. The committee distinguishes between five levels of plagiarism and recommends to the Principal a corresponding level of sanction.

First Degree Plagiarism: In an official academic paper a student reproduces someone else's ideas in his/her own words, without attributing these ideas. The source could be a book, class handouts, an internet article, etc. unless the idea has become a *locus communis* of the discipline to the extent that it is no longer automatically identified with a specific author.

The sanction for First Degree plagiarism is:

- i) the student receives a letter of warning, and
- ii) The religious superior, sponsor, or the person responsible for the student shall be notified.

Second Degree Plagiarism: In an official academic paper a student reproduces full sentences of someone else's work by paraphrasing, the person without attributing the work amounts to a Second Degree Plagiarism. The source could be a book, class handouts, an internet article, etc.

The sanction for Second Degree plagiarism include:

- i) the student receives a letter of warning and the person responsible for the student is informed, and

ii) if the student has previously received such a letter of warning then s/he is suspended from every college academic activity for one week.

Third Degree Plagiarism: In an official academic paper where a student reproduces full sentences of somebody else's work, verbatim, without attributing the source constitutes a Third Degree Plagiarism. The source could be a book, class handouts, an internet article, etc

The sanction for Third Degree plagiarism is:

- i) the student fails and has to repeat the paper concerned, and
- ii) the student receives a letter of warning and the person responsible for the student is informed, and
- iii) the student is suspended from every college academic activity for one week for a first offence and for two weeks for a second offence.
- iv) for a third such offence, the student will be discontinued from the college.

Fourth Degree of Plagiarism: Theft of information

The student will incur more severe penalties that could include expulsion from the college.

Fifth Degree of Plagiarism This is the most severe degree of plagiarism, for which the penalty is most severe.

3.4 Library Penalties

In the case of stealing, taking without authorization or damaging library books and other facilities, the offender will pay a fine. In addition, he or she may be suspended from the College for one semester or for a period that the Disciplinary Committee may recommend.

3.5 Other Offences

3.5.1 Assisting others or covering up for others in their attempt to commit an academic offence may result in suspension or expulsion from the College by the Academic Board, or as the Disciplinary Committee may recommend to the Principal.

3.5.2 Attempting to bribe or threaten teachers for good marks or changes in marks may result in suspension or expulsion from the College by the Academic Board.

3.6 Disciplinary Committee

3.6.1 The Disciplinary Committee is constituted by the Principal:

3.6.2 The Disciplinary Committee will sit when requested to do so by the Principal.

3.6.3 The Disciplinary Committee will present their findings and recommendations to the Principal.

3.7 Disciplinary Procedures

3.7.1 When an academic offence other than cheating in an examination, in tests, or assignments is committed, the lecturer, librarian or any other concerned staff member should write to the Head of Department, with copies to the Head of School and the Registrar.

3.7.2 The communication should contain such documentation as may be available and necessary to establish that an offence has been committed.

3.7.3 The suspected offender shall appear before the Disciplinary Committee, if the Principal so decides, before a decision is made. The committee makes its recommendation to the Principal.

3.7.4 If the student is dissatisfied with the decision of the Principal, he/she may appeal the decision in writing, and the Principal may discuss the said appeal with the Academic Board for a decision that would be final.

3.8 Non-Academic Discipline

3.8.1 Hekima University College promotes mutual respect for every person.

3.8.2 The College therefore expects all the students to embrace this philosophy and treat persons and property of the institution with respect. Students are expected to conduct themselves responsibly and refrain from any behaviour which disrupts order and peace at the College.

3.8.3 Further, students are expected to refrain from:

- a. hooliganism and unruly behaviour
- b. wearing indecent attire that fails to reflect the image of the College
- c. moving furniture or equipment in rooms/buildings without written permission from the relevant authorities
- d. smoking in public places e.g. lecture halls, corridors, toilets, cafeteria, library etc.
- e. using mobile phones during lectures, workshops and in the library
- f. drunkenness or abuse of alcohol
- g. taking and trafficking of illicit drugs
- h. possession of dangerous weapons
- i. all forms of immoral conduct
- j. forgery or misuse of any College document of identification
- k. circulating unauthorized publications intended to cause disaffection in the College
- l. disrespect of ecclesiastical or national symbols
- m. losing or damaging sports equipment
- n. disrespecting other people's dignity
- o. character assassination
- p. conducting themselves in a manner that is not in keeping with the spirit of Hekima University College.
- q. failing to observe library regulations
- r. interfering with administrative and support staff in the course of duty

3.8.4 Non-academic offences are reported through the appropriate channel for possible referral to the Disciplinary Committee by the Principal.

3.9 Non-Academic Offences

The following are considered non-academic offences:

- a. violation of any of the conditions cited in 3.8.3
- b. assaulting any member of the College Community
- c. verbal abuse, threats, intimidation or harassment of any person on campus
- d. theft of or damage to College property
- e. organizing or participating in boycotts, demonstrations, riots and strikes or any form of mass indiscipline

3.10 Disciplinary Procedures for Offences

3.10.1 Academic offences will be reported to the Head of School concerned while Library offences will be reported to the Chief Librarian.

3.10.2 Upon receiving information, and after carrying out preliminary investigations, the Head of School or the Librarian (chairing) will refer the matter to the Principal. The Principal in turn, at his discretion will refer the matter to the Disciplinary Committee.

3.10.3 The student will be summoned before the Disciplinary Committee for a fair hearing prior to the pronouncement of a verdict.

3.10.4 If the student is dissatisfied with the decision of the Disciplinary Committee he/she may appeal to the Principal whose decision is final.

3.11 Penalties

3.11.1 The following are possible actions that may be taken against a student who is found guilty of misconduct:

- a. a verbal or written warning or reprimand issued by the Disciplinary Committee.
- b. compensation for damages or payment of a fine proportionate to the nature and gravity of the offence.
- c. written apology from the student.
- d. suspension from the College by the Academic Board for a specified period of time and simultaneous notification of the sponsor by the Registrar.
- e. discontinuation of the student from the College by the Academic Board.

SECTION IV: LIBRARY

4.1 Library Users

Hekima University College Library is open for the following categories of users subject to the conditions below which may be reviewed from time to time by the library personnel:

- a. Staff, registered students of Hekima University College and registered Hekima University College Alumni, on production of a valid identity card.
- b. Graduate students and teachers from institutions whose libraries are in consortium (KRIC) with Hekima University College library, on production of a valid ID card.
- c. Paid-up individuals, on production of a valid Hekima University College library membership card.

4.2 Library Regulations

- a. The opening hours of the main library are displayed on the library notice boards.
- b. No overcoats, bulky jackets or headgear are allowed into the library. These are to be deposited temporarily in the designated area of the Library. Should somebody enter the library with them, he/she will be subject to a thorough inspection at the discretion of the librarian.
- c. No pocket bags, umbrellas and personal serials / books with the exception of notebooks are allowed into the library.
- d. Any Hekima University College student is required to produce a valid ID card for identification at the main library entrance. Any other users from elsewhere will be required to produce a valid ID Card/National ID card/Passport etc.
- e. At the discretion of the Librarian, on a random basis, every library user is subject to inspection at the main library entrance when leaving the library.
- f. The library offices are out of bounds to the students. In case of any enquiries/problem consult the circulation librarian.
- g. Littering with waste papers, sweet wrappings, chewed gums etc, is prohibited in the library.
- h. Smoking, eating and drinking are not allowed in the library.
- i. All the library users are requested to return reading materials at the designated area after use. No user is permitted to re-shelve any reading material.
- j. Absolute silence is to be observed in the library. Mobile phones ought to remain turned off in the library.

- k. Voluminous library items must always be referred to on flat desks/tables.
- l. The computers meant for the users in the library are only for research purposes.
- m. Using diskettes/CD-ROMs/DVD-ROMs/Flash-drives/External/phones on the library computers is strictly prohibited.
- n. Those who wish to photocopy reading materials from Hekima University College library may make use of the photocopy services available as long as they observe copyright regulations.
- o. Writing on or underlining in library reading materials, tearing pages from books or damaging library reading materials in any other way is strictly prohibited.
- p. Any student whose conduct in the Library is unbecoming will be reported to the Library Disciplinary Committee for action.
- q. Drawing and writing on library books, tables, walls, windows or doors is strictly prohibited.
- r. Books in the reserve section are open to the library users.
- s. Reference material may only be read within the library.
- t. All new students are required to attend the library orientation program before using library services.

4.3 Borrowing Services

4.3.1 Reference books, unpublished theses/dissertations, Africana reading materials, reserved reading materials and periodicals are not for borrowing. In exceptional cases, overnight borrowing may be authorized.

4.3.2 Hekima University College students may borrow books for the following duration:

- a. Students may borrow up to the maximum number of books allowed from the library and return them within the time frame
- b. No borrowing for Alumni
- c. To check out a book, both the borrower and circulation staff verify the condition of the book. The borrower writes his/her name on the card handed to him/her by the circulation staff who then stamps the due date on it together with the book pocket using an appropriate ink depending on the condition of the book.
- d. Borrowing books from the library is allowed up to fifteen minutes before closing time.
- e. Each student must personally return the book (s), which he/she borrowed, to the circulation staff at the counter.
- f. A circulation librarian may call back any borrowed book (s) at any time.
- g. During library stock-taking, no borrowing will be allowed.

4.4 Penalties and Fines

Subject to the violation of the set up regulations, Hekima University College library may penalize users through instituting fines. The conditions below may result in such penalties:

- a. Failure to return a borrowed book/item on time calls for payment of a stipulated fine for each overdue day, including Sundays, other days of obligation, and public holidays, after a grace period of three days.
- b. Any user who has ignored reminders to return borrowed books forfeits his/her borrowing privileges.
- c. The circulation librarian calculates the cost to be paid by the borrower for the replacement of any lost or damaged book/ reading materials.

4.5 Inter-library Loans

Hekima University College library offers inter-library loan services to its users. The following are the procedures for using the inter-library loans facility:

- a. Students and staff should fill in their book request forms and submit them to the Hekima University College inter-library loan office.
- b. The office forwards the requests to other libraries that are in the consortium on specified days.
- c. The inter-library loan office does not accept responsibility for any reading materials a student borrows from another library unless it endorses the request.
- d. Whoever fails to return reading materials borrowed on an inter-library basis by its due date forfeits his/her inter-library borrowing privileges. He/she will be required to pay a fine if this is demanded by the lending library.

4.6 Collections Management and Development Policy

The Collections Management and Development Policy outlines the procedures and policy for expanding the collection of the College library in accordance with the mission and vision of the College.

SECTION V: STUDENT REPRESENTATION

Students are represented in different fora in Hekima University College:

5.1 Academic Board

- a. Students will have representatives in the academic board.
- b. Each year of study will elect their representative whose name will be communicated to the Principal through the Dean or relevant Head of Department.
- c. The student representatives will attend the academic board meetings, except the sessions that deal with validation/approval of marks/grades or any other matter that the Board feels that the Students are to be excluded from.

5.2 Class Representatives

- a. Each class will elect a class representative.
- b. The class representative will relay student issues to the relevant teacher or administration personnel.
- c. They will also inform the administration in case of any tardiness of lecturers or students that interfere with class session schedules.

5.3 Chairperson of the Hekima University College Student Association

The Chairperson of the Hekima University College Student Association, who needs to have had at least one year's experience at Hekima University College. The Chairperson liaises with the college administration on issues pertaining to the well-being of the College. Consult the statutes of the Student Association for details of its operation and procedures.

5.4 Publicity/Communications

5.4.1 There shall be a Publicity Committee with student representatives. The chairman of the publicity Committee will be a member of the academic staff appointed by the Principal.

5.4.2 Hekima Review is a peer-reviewed journal of Hekima University College. Students and staff are encouraged to present their articles for publication. The editorial board will determine which article should be in the review.

5.4.3 Through its website and other means of communication, information will be made available to the College community with constant updates when they arise.

5.4.4 Standing Committees

1. Chaplaincy Committee: To oversee religious celebrations and provide pastoral care for all the students and staff of HUC
2. Collaboration Committee: To explore possible collaboration with Hekima University College as well as to review existing collaborations
3. Finance Committee: To oversee budgeting, investments, income/ expenditures and other finance-related aspects of HUC
4. Planning Committee: Strategic Planning and Monitoring, long and short term
5. Quality Assurance Committee: To ensure HUC upholds standards in academics and other aspects of college life; including student admissions and staff evaluation.
6. Research, Grants, and Scholarships, Committee: To implement & review protocol for grants and scholarships at HUC
7. Staff Recruitment, Development & Training Committee: To look into in-service training and other aspects of staff development
8. Staff Disciplinary Committee: To take up any official complaint of offence, referred to it by the Principal, against a staff member
9. Staff Welfare Committee: To organize staff social events or solidarity action on behalf of staff
10. Student Disciplinary Committee: To take up an official complaint of offence, referred to it by the Principal, against a student
11. Marketing Committee: Work on marketing and visibility of the College

5.5 Clubs/Associations

Hekima University College promotes the formation of the whole person. This implies that the student community of the College is concerned with the well-being of the people around them, especially the vulnerable of the society. Students are therefore encouraged to:

- a. engage in apostolates especially with the youth, and students of tertiary institutions
- b. form likeminded organizations that promote cohesion and deepen understanding
- c. be willing to help when called upon.

SECTION VI: SPIRITUAL LIFE & COUNSELLING

Hekima University College is founded on the principles of Ignatian Spirituality. The College endeavours to promote Ignatian pedagogy, the Spiritual Exercises, and personal spiritual growth for the members, both staff and students. As far as possible, the College Chaplain will make available opportunities for making or giving the Spiritual Exercises. Hekima aims at offering staff and students a sound spiritual and moral formation through liturgical, doctrinal, social and charitable outreach programs. The purpose of creating these opportunities for spiritual guidance is to build a living and witnessing Christian community on campus.

6.1 Spiritual Services

Hekima University College endeavours to provide a conducive environment for dynamic celebration of the Sacraments. Opportunities are offered for those who need to prepare for and receive sacraments.

6.1.1 Sacrament of Reconciliation: The Sacrament of Reconciliation (Confession) is celebrated upon request.

6.1.2 The Eucharist is celebrated in the College Chapel:

On Tuesdays and Fridays at: 6:45 a.m. and 6:15 p.m.

On Saturday at: 7:00 a.m. and 12:30 p.m.

On Wednesday at 12:10 the College Mass is followed by lunch.

6.1.3 The Liturgical seasons of the year, Advent, Lent and Holy Week are highlighted to foster the spiritual growth and maturity of Christian Life. Students are greatly encouraged to participate actively in these liturgical celebrations. The Choir contributes greatly to the liturgical celebrations through promoting sacred music. Those who are willing are encouraged to join the choir.

6.2 Spiritual Direction, Retreats and Days of Recollection

Confidentiality is highly regarded in Hekima University College. All personal matters discussed are treated confidentially.

- a. Retreats and days of recollection: Periodic retreats/recollections are conducted in the course of the academic year.
- b. Spiritual direction is available on request.
- c. Catechesis: Adult faith formation sessions (the Catechism) may be arranged on request.

6.3 Mutual Concerns

Students are enabled to enhance their human, social and religious formation through participation in the following associations/movements of a socio-religious nature: academic counselling on subject combinations; good study habits; examination anxiety; stress reduction; frustrations experienced on joining the College.

6.4 Career Formation

Career information; career choice; opportunity awareness, further studies; scholarships; social, physical, intellectual, emotional and moral problems; adjustment to and awareness of health problems like AIDS, etc.

SECTION VII: STUDENT FACILITIES

7.1 Healthcare

Students are encouraged to have health insurance while studying in Hekima University College. The College will coordinate with several health insurance bodies so that the students have choices. A registered doctor visits the College once a week. Appointments for a consultation are made by email. A nominal charge is levied for doctor's visits.

7.2 Emergency Health Situations

In case of emergencies, the College will endeavor to address the situation. However, the concerned person will incur all the costs once the emergency is alleviated, that is; for admission, ambulance, consultation, paramedical costs, and/or any other costs involved. The college infirmary is on the postgraduate campus. Here minor first-aid assistance can be rendered by the administrative assistant.

7.3 Policy on Deceased Students

The College policy concerning deceased students is as follows:

- a. all students admitted to Hekima University College should have medical cover and a written statement specifying action to be taken by the College in case of death; however, there is no legal obligation upon Hekima University College concerning deceased students.
- b. Hekima University College may facilitate arrangements for students to collect money for a colleague's funeral .
- c. the affected family is to handle all affairs concerning a deceased student; the College shall not be obliged to offer any assistance.

7.4 Information and Communication Technology

To create an environment conducive for research, writing, education, and mutual respect, Hekima University College provides facilities and opportunities to enhance excellence in educational pursuit grounded in respect for truth and promotion of justice. Access to computer and internet facilities is part of this process. The use of these facilities comes with responsibilities.

- a. Only registered students and authorized persons are allowed to access internet and computer facilities of the College.
- b. Misuse of the internet and computer room facilities is unacceptable as it does not fit in with Hekima University College ideals.
- c. Infecting computers with a virus is criminal. The computer systems will shut off when you insert an infected device.
- d. Please do not try to use such a device on any other computer in the College. Report such incidents to the person in charge when this occurs.

- e. Downloading music from computer facilities is forbidden in Hekima College. The person who does this will personally bear the consequences.
- f. While using the internet facility in Hekima University College, visiting pornographic sites is strictly forbidden. Visiting such sites will result in the individual concerned forfeiting the privilege of using the facilities.
- g. The two auditoria and the Communication Centre are equipped with virtual classroom facilities for online teaching or blended learning. Outside of normal class hours, students and lecturers may use these facilities with the explicit advance permission of the ICT Administrator or the Director of Communications.
- h. For further information refer to the College's ICT Policy.

7.5 Security

Access to the College is obtained with the biometric student or staff identity card. Please inform the gatekeepers when you are expecting a visitor. Accompany your visitor at all times on campus.

The College recognizes its obligation to take all precautions to ensure safety of students, employees, and visitors while they are on campus. Observance of safety is the responsibility of all members of the College and their active co-operation is required.

Students have been attacked and robbed of their belongings as they walk along the road. Be careful of motorcycle pick-pockets.

7.6 Handling Emergencies

In the case of an emergency on campus, students should contact the telephone operator or the campus security personnel on duty. If they are unavailable, assistance should be sought from any available staff member. When reporting, precision on the incident is very important.

7.7 Parking

Registered students may park their cars in the parking lot in the College. All valuables should be removed from the car. Hekima University College takes no responsibility for damage or losses. The students must never aid unauthorized persons to park their cars on the College premises.

7.8 Notice Boards

There are notice-boards in the classrooms and open areas.

- a. Important announcements will be placed on the notice board; all announcements must be authorized, signed and stamped by the concerned person.
- b. Students should never alter, or remove notices from the board unless they are authorized to carry out such responsibilities.
- c. Announcements must be removed from the notice board when their relevance expires.

7.9 Photocopying and Typing Services

- a. Students of Hekima University College are responsible for their own printing, typing and photocopies.
- b. Each student is given a PIN code to access photocopying facilities. They pay for the cost of any photocopies they have made.
- c. Teachers give soft copies of what they want students to have at hand and the students may choose to make hard copies at their own cost.
- d. Class presentations are photocopied at the students' expense if they cannot make such presentations using a projector.
- e. The secretaries of the College should never be used for photocopying and typing services while they are on duty.

7.10 Lecture Halls and Classrooms

The lecture halls are open from 7:00 a.m. to 6:00 p.m. daily from Monday to Friday. The lecture halls remain locked over the weekend and holidays unless prior arrangements are made with the House Manager.

7.11 The Jesuit Community

- a. The Jesuits' residence is a private area for the Jesuits in Hekima University College.
- b. Other students of Hekima University College may only go to the Jesuit residence on invitation from a member of the community.
- c. Hekima University College provides lunch for all the students only on Wednesday after the College Mass when classes are in session. Access to the dining room is strictly by invitation or with the explicit permission of the College Administrator.
- d. The non-teaching personnel of Hekima University College receive their instructions from authorized persons. Any request to the non-teaching personnel by students should be made through the College Administrator.

7.12 Sports and Recreation Facilities

The sports and recreation facilities are shared with the Jesuit community. The gym, and multipurpose court are available for students' and faculty's physical exercises. The Tarimo Student Commons are available for quiet personal or group study and cultural events. Please note that due to its proximity to the library and administrative offices, the Student Commons is not to be used for loud music. The gardens of the postgraduate campus may be used for social events with prior arrangement with the House Manager.

7.13 Suggestion Boxes

There is a suggestion box at each HUC campus. Students are encouraged to make use of these for direct communication with the college administration

SECTION VIII: STUDENT DECLARATION

8.1 Hekima University College is owned by the Jesuit Conference of Africa and Madagascar (JCAM). Its administration is governed by the regulations and rules laid down by the said hierarchies.

8.2 Hekima University College insists on academic discipline. All students are expected to adhere to the regulations and maintain high standards of academic integrity.

8.3 Any student whose behavior seriously disrupts the academic work of the College shall be subject to disciplinary action that could lead to suspension or even expulsion.

8.4 As a Catholic institution, Hekima University College fully adheres to the doctrinal and moral teaching of the Catholic Church. Students are required to respect Catholic teaching and practice. A student who openly shows disrespect and/or opposition in this regard, or whose conduct is clearly detrimental to Catholic community living, shall be subject to disciplinary action.

8.5 Students who are not Catholics may be admitted to Hekima University College. While free to hold their religious beliefs and practices, they must not engage in activities that show disrespect for the Catholic Church. Nor should they organize or take part in activities that are in any way prejudicial to Catholic teaching and practice.

8.6 Students are further required to abide by the rules and regulations outlined in the STUDENT HANDBOOK.

I agree to abide by the above requirements:

Name (print):.....

Reg. No.:

Signature:

Date:.....



God of all creation! God of our ancestors! Ours is a prayer of gratitude, for your faithfulness consistently shapes our journey. We wandered through the past 40 years, tested like your chosen people and tried like your beloved son, our Lord Jesus Christ. Even when our weaknesses and failings have become great enough to attract your wrath, like the faithful spies, you reveal that the past years are only a glimpse of the greatness ahead. Trusting in your faithfulness, therefore, we pray that this celebration will not end our reign like the three successive Hebrew Kings. Rather, may we embrace the Mosaic wisdom, experience the Davidic victory, and like Christ, ascend into an eternal glorious future. We ask this through our Lord Jesus Christ, your son and our brother, who lives and reigns with you in the unity of the Holy Spirit, God, forever and ever.

Amen!

HEKIMA UNIVERSITY COLLEGE

A CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

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