This article is part of a study that focused on the contribution of entrepreneurship education to the development of entrepreneurial self-efficacy and intentions among university students in Uganda. It reports on students’ perceived value of course content of entrepreneurship education at universities. The basic problem investigated involved the public concern that many students who study entrepreneurship at the universities in Uganda might simply not have developed self-efficacy and intentions to become entrepreneurs. Primary data was collected mainly through self-administered questionnaire, focus group discussion and in-depth interviews. A total of 255 students, selected through simple random sampling, participated in the study. Correlation matrix results showed significant positive relationship between perceived content and self efficacy \((r=0.454, p<0.01)\), self efficacy and entrepreneurial intention \((r=0.418, p<0.01)\) but no significant relationship between perceived content and entrepreneurial intentions. Students perceived the course content to have given them knowledge about business in general, venture creation and opportunity identification. These are necessary but insufficient for business start up. This implies that reliance on the current course content may not adequately contribute to developing entrepreneurial intentions among university students.