



香港教育大學

The Education University
of Hong Kong

Department of Special Education & Counselling

Year 2020-2021
Undergraduate, Postgraduate and
Professional Development Programmes



Faculty of Education
and Human Development

教育及人類發展學院



Department of
**Special Education
& Counselling**
特殊教育與輔導學系



**DEPARTMENT OF
SPECIAL EDUCATION
AND COUNSELLING**

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DEPARTMENT OF SPECIAL EDUCATION AND COUNSELLING

- **Special and Inclusive Education**
- **Speech-Language Pathology**
- **Guidance and Counselling**
- **Neuroscience and Education**
- **Positive Education**



About US

The Department of Special Education and Counselling (SEC) is composed of innovative scholars and researchers with expertise in special education and inclusive education, guidance and counselling, communication and speech disorders, as well as a number of other diverse specialisms. Our department focuses on implementing evidence-based practice for educators attempting to meet the diverse needs of students in mainstream and special settings, such as educational motivation and learning, psycholinguistics, and neuroscience.

Our Expertise:

We are composed of innovative scholars and researchers with expertise in inclusive education, guidance and counselling, communication and speech disorders, as well as a number of other diverse specialisms. We focus on implementing evidence-based practice for educators attempting to meet the diverse needs of students in mainstream and special settings, such as educational motivation and learning, psycholinguistics, and neuroscience.

- Special and Inclusive Education
- Speech-Language Pathology
- Guidance and Counselling
- Neuroscience and Education
- Positive Education



Our Mission

We aim to prepare our course participants and teachers to be exemplary practitioners in schools, NGOs and professional organisations, by helping them to acquire the knowledge and expertise in their chosen fields and cultivate among them a positive attitude towards serving diverse populations in mainstream and special settings. We will do this by:

- Offering high quality programmes in special and inclusive education, guidance and counselling, positive education, communication and speech disorders; enabling educators to support the academic and emotional needs of all learners;
- Being recognized for our expertise and professionalism in the provision of excellence in teaching, research, and scholarship;
- Valuing our relationship with our students and developing strong partnerships of colleagues in other departments, schools and service organisations, both locally and internationally;
- Collaborating with regional and international researchers in conducting high quality research; and
- Providing a creative, dynamic and challenging environment for learning, teaching and research, that encourages and supports new initiatives and ideas.

Our Vision

We aim to prepare our course participants and teachers to be exemplary practitioners in schools, NGOs and professional organisations, by helping them to acquire the knowledge and expertise in their chosen fields and cultivate among them a positive attitude towards serving diverse populations in mainstream and special settings. We will do this by:

Programmes

We provide a range of programmes in special education and inclusive guidance and counselling, gifted education, positive education and speech-language pathology and learning disabilities. These include:

- Doctor of Philosophy / Master of Philosophy
- Doctor of Education (Specialised Area in Special Education)
- Master of Arts in Educational Counselling
- Master of Education (Area of Focus in Special Needs, Giftedness and Counselling)
- Master of Science in Educational Speech-Language Pathology and Learning Disabilities
- Bachelor of Arts in Special Education
- Bachelor of Education (Special Needs)
- Certificate in Professional Development Programme for Teachers (Catering for Diverse Learning Needs) Basic Level / Advanced Level
- Professional Development Programme for Special Educational Needs Coordinators (SENCO)
- Certificate in Professional Development Programme on Lifespan Education and Career Guidance
- Certificate in Professional Development Programme on Positive Psychology in School Setting: Promoting Mental Health and Creating Positive Learning Environment
- Provision of Services for the Basic, Advanced and / or Thematic Courses for Teacher Professional Development on Catering for Students with Special Education Needs

We also offer a variety of courses at both undergraduate and postgraduate levels for different programmes in the University, such as Postgraduate Diploma in Education (Primary and Secondary), Second Major in Guidance and Counselling, Second Major in Special Education, Minor in Guidance and Counselling and Minor in Inclusive Education.

Doctor of Education (Specialised Area in Special Education)



“This programme will deepen your understanding of SPECIAL EDUCATION and prepare you as an EXPERT to lead research and practice in this field.”

PROGRAMME CODE

A3D045
Full-time

C4D001
Part-time

STUDY MODE

Three-year Full-time and Four-year Part-time

TUITION FEE

HK\$360,000 (i.e. HK\$5,000 per credit)
(Provisional and subject to adjustment)

Extension fees will be charged to students who have to extend their studies beyond the normal duration (i.e. 3 years for full-time and 4 years for part-time).

SPECIALISED AREA COORDINATOR

Dr WANG Li-chih
(Specialised in Special Education)

Enquiry

- ✉ edd@eduhk.hk
- 🌐 <http://www.eduhk.hk/fehd/en/programmes.php?id=115>



Special features

- Renowned academics experienced in special education in local and international contexts
- A range of cutting-edge topics in special education
- Dual emphasis on coursework and research
- Exposure to international perspectives in research and practices in special and inclusive education
- Networking opportunities
- Classes held on weekday evenings and weekends and times suited to working professionals
- Rewards for quality research output available under the Postgraduate Students Publication Award Scheme and Conference Award

Participants

Experienced educators and professionals in special education or relevant settings who aspire to extend their expertise in a particular range of educational contexts.



Programme structure

Domain	Credit point
Taught Core Courses	
➤ Conceptualising Research	3
➤ Research Methods I	3
➤ Research Methods II	3
2 Specialised Courses	6
Specialised Courses on Special Education: Critical Literature Review in Special Education; Evaluating Effective Special Education Support; International Perspectives in Special Education; and Policies & Practices in Special Education.	
2 Elective Courses	6
Seminars for Thesis Writing and Knowledge Transfer	3
Development of Thesis Proposal	6
Thesis	42
Total : 72	

General admission requirements

A Master's degree in the discipline of Education or a similar field relevant to special education; AND Possess 4 years' professional experience.

Applicants are expected to demonstrate a high standard of competence in spoken and written English. Applicants whose entrance qualification is obtained from an institution in a non-English speaking system should normally fulfil one of the following minimum English proficiency requirements:

- IELTS 6.5 with no subtest lower than 6.0;
- A TOEFL score of 80 (internet-based test); or
- Other equivalent qualifications*.

* The College English Test (CET) is not accepted as an equivalent qualification.



Master of Education (Area of Focus in Special Needs, Giftedness and Counselling)



*“School leaders and front-line practitioners are prepared with **KNOWLEDGE** and **INSIGHTS** in special needs for effective and efficient diversity management.”*

PROGRAMME CODE

A1M043
Full-time

C2M001
Part-time

STUDY MODE

One-year Full-time / Two-year Part-time

TUITION FEE

HK\$120,000

(Provisional and subject to adjustment)

AREA OF FOCUS COORDINATOR

Prof SIN Kuen-fung, Kenneth
(Specialised in Special Education)

Special features

- Critically explores perspectives on diversity in an international context
- Critical appraisal of educational approaches for students with special educational needs
- Identifies challenges in meeting the needs of a full spectrum of special education needs (SEN), including physical, cognitive, social / emotional difficulties, as well as giftedness in a developmental context
- Review evidence on effective strategies for engaging and supporting students with SEN
- Critically examines relationships between schools, pupils and parents
- Provides students with opportunities to focus on an area relevant to their working contexts

Participants

Educators and professionals in schools and other educational sectors who seek academic and professional advancement.

Enquiry

- 👤 Ms Hera Chen
- 📞 (852) 2948 7183
- ✉ med@eduhk.hk
- 🌐 <http://www.eduhk.hk/fehd/en/programmes.php?id=132>



Programme structure

Domain	Credit point
2 Core Courses	6
Specialist Courses	9
Compulsory Courses	
➤ Special Needs, Giftedness & Counselling: Global Perspectives	
➤ Advanced Studies in Special Needs, Giftedness & Counselling	
Optional Courses (Choose 1 among 3)	
➤ Social-emotional Development and Special Needs	
➤ Supporting Parents and Families with Diverse Needs	
➤ Creative and Critical Thinking, and Problem Solving	
3 Elective Courses OR Research Project	9
Total : 24	

Students are required to take 8 courses (3 cps for each course) to complete the requirements. Students may opt for a 'Specialist Route' or 'Research Project Route'.



General admission requirements

Hold a recognised Bachelor's degree, or equivalent.

Applicants whose entrance qualifications were obtained from an institution in a non-English speaking system should normally fulfil one of the following minimum English proficiency requirements which may be subject to adjustment:

- IELTS 6.0; or
- Grade C or above in GCSE / GCE OL English; or
- a TOEFL score of 80 (internet-based test); or
- Band 6 in the Chinese Mainland's College English Test (CET) (a total score of 430 or above and the test result should be valid within two years); or
- Other equivalent qualifications.

The requirements for admission may vary in different Areas of Focus. Shortlisted applicants may be required to attend an interview or take a test.

High proficiency in English and previous training in the area of special education, giftedness and counselling are necessary.

Study venue

EdUHK Tai Po Campus

Medium of instruction

The medium of instruction can be English and Chinese (including Putonghua)

Master of Arts in Educational Counselling



“REFRESHING and ENRICHING students in the MA(EC) programme is a life-changing experience.”

PROGRAMME CODE

A1M094	C2M013
Full-time	Part-time

STUDY MODE

One-year Full-time / Two-year Part-time

TUITION FEE

HK\$139,500
(Provisional and subject to adjustment)
Tuition fees paid are normally not refundable or transferable.

PROGRAMME LEADER

Dr KWOK Kan, Diana

Special features

- Extensive training in the theory and practice of counselling
- 80 hours of supervised counselling practicum
- Innovative approaches and strategies to address the needs of students in kindergartens, primary and secondary schools, and post-secondary institutions
- Focus on the collaboration between school and community
- Emphasis on counselling ethics, case assessment, conceptualisation, and reflective counselling practice
- An outreach model of learning; student practicum will be arranged in satellite counselling sites, such as Christian Family Service Centre, Wong Chuen King Student Development Centre of Chinese YMCA of Hong Kong, Rhenish Church Pang Hok Ko Memorial College, Evangel College, Kwun Tong Government Primary School (Sau Ming Road), in collaboration with NGOs, and primary and secondary schools.

Participants

Professionals in education and social services sectors who wish to embark on specialised training in educational counselling. The programme aims to help participants establish their professional membership in professional counselling associations, finally leading to the status of certified counsellors.

Enquiry

👤 Mr Thomas KAM
☎ (852) 2948 7683
✉ maec@eduhk.hk
🌐 <http://www.eduhk.hk/ec>



Programme structure

Domain	Credit point
Core Courses	
➤ Counselling Theories, Helping Process and Skills	4
➤ Child and Adolescent Counselling	4
➤ Counselling Ethics	4
Specialist Courses	
➤ Group Work	4
➤ Contemporary Issues in Child and Adolescent Development	4
➤ Psychoeducational Assessment and Testing	4
Practicum Training	
➤ Practicum I	3
➤ Practicum II	3
Total : 30	

Study venue

To fully utilise the University's resources, classes for all programmes will be scheduled between 8:30am and 9:20pm on weekdays and 8:30am to 6:20pm on Saturdays, with possible scheduling of combined classes for programmes / courses of different modes of study (including full-time, part-time, mixed mode etc.)

Medium of instruction

The medium of instruction is mainly English. Chinese is adopted as the language of instruction for practicum training.

General admission requirements

Applicants should:

- Hold a recognised Bachelor's degree
- Preferably have some background in the fields of education or guidance and counselling, in either the school or community setting
- Meet the English proficiency requirements of the University.

Shortlisted applicants may be required to attend an interview or a test.

Applicants whose entrance qualification is obtained from an institution in a non-English speaking system should normally fulfil one of the following minimum English proficiency requirements:

- IELTS 6.0; or
- Grade C or above in GCSE / GCE OL English; or a TOEFL score of 80 (internet-based test); or
- Band 6 in the Chinese Mainland's College English Test (CET) (a total score of 430 or above and the test result should be valid within two years); or
- Other equivalent qualifications.



Master of Science in Educational Speech-Language Pathology and Learning Disabilities



"The Programme aims to NURTURE COMPETENT speech-language pathologists (speech therapists)."

PROGRAMME CODE

A2M080

STUDY MODE

Two-year Full-time (5 semesters)

TUITION FEE

HK\$401,436

(Provisional and subject to adjustment)

PROGRAMME LEADER

Dr KAM Chi-shan, Anna

Enquiry

- Ms Ella Wong
- (852) 2948 7689
- eslpd@eduhk.hk
- www.eduhk.hk/eslpd



Special features

- The first master's programme in Hong Kong that studies both speech-language pathology and learning disabilities to offer professional training for the next generation of speech-language pathologists.
- The Programme has been fully endorsed by the Hong Kong Institute of Speech Therapists (www.hkist.org.hk). Graduates of the programme are eligible to apply to be "Member of Register of Speech Therapists accredited by Department of Health".
- Curriculum follows the standards of the American Speech-Language-Hearing Association (ASHA, www.asha.org), with additional components to cater for the needs of different educational contexts and Chinese communities.
- A unique, innovative and comprehensive postgraduate training programme-built on a dual-core framework (speech-language pathology and learning disabilities), grounded in contemporary research and evidence-based practices, focused on reflection and inquiry.
- Purpose-built clinical research unit with state-of-the-art facilities for training, client / community services and research.
- Extensive practicum component, supervised by qualified speech-language pathologists in Hong Kong and / or nearby regions.
- Programme managed by the Department of Special Education and Counselling, the only affiliated society of the International Association of Logopedics and Phoniatrics (IALP, www.ialp.info) in China.
- Students have the opportunity to participate in the annual European Speech-Language Therapy Summer School.

Participants

Those who wish to embark on a professional career in speech-language pathology.



Programme structure

Domain	Credit point
Professional Study	48
<ul style="list-style-type: none"> ➤ Medical Aspects of Special Education, Communication Disorders and Learning Disabilities ➤ Acoustics for Speech, Language, Hearing and Learning ➤ Educational Counselling, Therapeutic Process and Teaching Pedagogy ➤ Phonetics and Phonology for Education ➤ Language Development ➤ Speech, Language and Communication Disorders ➤ Bilingualism and Bilingual Education ➤ Structure of Chinese for Education ➤ Audiology and Aural Rehabilitation in Educational Settings ➤ Assessment and Intervention for Speech, Language, Communication and Learning ➤ Learning Disabilities, Reading and Writing Disorders ➤ Language Disorders in Children and Adolescents ➤ Supporting Students with Social, Emotional, Behavioural and Developmental Disabilities in the Classroom ➤ Advanced Studies I / II / III 	
Practicum	21
<ul style="list-style-type: none"> ➤ Practicum I / II ➤ Advanced Practicum in Educational Settings I / II 	
Research Methods	6
<ul style="list-style-type: none"> ➤ Research Methods and Evidence-based Practice ➤ Advanced Research Methods 	
Project	6
<ul style="list-style-type: none"> ➤ Evidence-based Capstone Project 	
Total : 81*	

* The programme comprises 81 credit points (cps).

* Each course carries 3 cps, except the Practicum Courses (3- 6 cps) and Evidence-based Capstone Project (6 cps).

General admission requirements

- Applicants should hold a recognised Bachelor's degree and / or a postgraduate diploma in education or other disciplines related to psychology, linguistics, speech and hearing sciences or other disciplines the selection panel deems appropriate.
- Applicants whose entrance qualifications were obtained from an institution in a non-English speaking system should have attained one of the following minimum English proficiency requirements:
 - IELTS 6.0; or
 - Grade C or above in GCSE / GCE OL English; or
 - a TOEFL score of 80 (internet-based test) ; or
 - Band 6 in the Chinese Mainland's College English Test (CET) (a total score of 430 or above and the test result should be valid within two years);
 - Other equivalent qualifications.
- Applicants should have attained one of the following Chinese language proficiency requirements:
 - Level 3 or above in Chinese Language from The Hong Kong Diploma of Secondary Education (HKDSE); or
 - Grade E or above in Chinese Language from The Hong Kong Certificate of Education Examination (HKCEE); or
 - Grade E or above in Chinese Language & Culture (Advanced Supplementary level, AS-level) from The Hong Kong Advanced Level Examination (HKALE)
 - Other proof of Chinese language proficiency will be considered on an individual merit basis
- Applicants should be proficient in Cantonese.

Shortlisted applicants are required to attend an admission interview and take a test. The success of the application will depend heavily on the performance of the interview and the test.

Medium of instruction

English

Bachelor of Arts (Honours) in Special Education



“The Programme nurtures COMMITTED and SKILLED PRACTITIONERS for the well-being of individuals with special needs, together with their families, schools, and communities.”

PROGRAMME CODE

A4B086

STUDY MODE

Full-time

TUITION FEE

HK\$42,100 per annum (local);
HK\$140,000 per annum (non-local)
(Provisional and subject to adjustment)

PROGRAMME LEADER

Dr DATU, Jesus Alfonso Daep

ASSOCIATE PROGRAMME LEADER

Dr JIANG, Da

Enquiry

- 👤 Ms Christine CHAN, Ms Elsa LO
- ☎ (852) 2948 7105
- ✉ base@eduhk.hk
- 🌐 <https://www.eduhk.hk/fehd>



Special features

- A strong line-up of teaching staff- specialists in the areas of developmental and learning disabilities, special needs, support services, counselling, and social work- to offer students an immersive learning experience in special education.
- A firm academic grounding in the holistic study of special education- a multitude of courses that weave together the cognitive, physical, and social aspects of special education.
- An interdisciplinary approach to curriculum design- responsive to both developmental and learning needs in personal, school, and community contexts.
- Professional preparation- practicum in real work settings and final year project on self-selected topics in designated clinical laboratories with cutting-edge facilities and resources for hands-on training.

Participants

Both local and non-local students welcomed. First-year entry students admitted through JUPAS or Non-JUPAS routes. Senior year entry students with recognised sub-degree admitted through Non-JUPAS route.

Programme structure

Four-year full-time

Domain	Credit point
Major Study	54
➤ Major Course	45
➤ Major Interdisciplinary Course	3
➤ Practicum	6
Final Year Project	6
➤ Research Methods	3
➤ Honours Project / Capstone Project	3
General Education	22
Language Enhancement	9
Electives	30
Total : 121	

Senior year entry full-time

Domain	Credit point
Major Study	45
➤ Foundation Course	15
➤ Advanced Courses	18
➤ Practical Experience	12
General Education	6
Electives	9
Total : 60	

General admission requirements

- HKDSE applicants must have: Level 3 or above in English Language and Chinese Language; AND Level 2 or above in Mathematics, Liberal Studies and one elective subject.
- The Programme will also consider applicants with recognised qualifications other than HKDSE. Please visit http://www.eduhk.hk/degree/app_non_jupas.htm for details.
- For Senior Year entry, completion of High Diploma or Associate Degree with good GPA.

Study venue

EdUHK Tai Po campus / Tseung Kwan O Study Centre

Medium of instruction

English

*Remarks: The BA(SE) programme facilitates students to pursue careers in relation to education and human services. Completion of the programme will not lead to Qualified Teacher Status (QTS) in Hong Kong. Upon graduation, students who are interested in pursuing professional teacher training may apply for a Postgraduate Diploma in Education (PGDE) or programmes granting a QTS qualification.



Bachelor of Education (Honours) (Special Needs)



PROGRAMME CODE

C3B002

STUDY MODE

3-year Part-time mode

TUITION FEE

HK\$28,100 per annum
(Provisional and subject to adjustment)

PROGRAMME LEADER

Dr LAU Kwok-wai, Way

ASSOCIATE PROGRAMME LEADER

Dr CHAN Chun-ho, Randolph

Enquiry

- Mr Kid LAM / Mr Yao CHIU
- (852) 2948 8585 / (852) 2948 6416
- chiyin@eduhk.hk / hschiu@eduhk.hk
- https://www.eduhk.hk/acadprog/top_up/special_need_3ypt.htm



Admission Enquiry

- (852) 2948 6886
- admission@eduhk.hk

“The programme provides SPECIALIST TRAINING for SERVING TEACHERS or RELEVANT PROFESSIONALS to work effectively with learners with special needs.”

Special features

Professional Upgrading

- The programme raises students' professional standards in special needs and inclusive education.

Choices of Electives

- Students may undertake elective courses according to their professional needs and interest, and base on what they have learned in these courses and their professional needs and interest to complete their final year project.
- The electives cover two major areas in special education:
 - ▶ Area A: Understanding Learning Diversity
 - ▶ Area B: Curriculum Development and Inclusive Teaching

which provide students the knowledge in specific types of special learning needs of learners and subject-based knowledge in curriculum development and teaching strategies for learners with special needs, respectively.

Interactive Learning Mode

- Students will be encouraged to reflect and build on their practical experience in catering for special needs learners through communication and coordination with other students in a stimulating teaching and learning environment.

Participants

Serving teachers and relevant professionals in special education and inclusive settings who aim to enhance their capacity for more effective practice, teaching and leadership in developing inclusive school communities.

Programme structure

Domain	Credit point
Education Studies*	12
Major	
➤ Core	9
➤ Interdisciplinary Course	3
➤ Electives	18
Final Year Project	
➤ Research Methods	3
➤ Honours Project / Capstone Project	3
Field Experience	6
Common Core	
➤ General Education	3
➤ English Enhancement	3
Total : 60	

* Students without initial teacher training are required to take 6 additional cps related to teaching & learning and classroom management.

General admission requirements

- Serving teachers holding a Certificate in Education or a Certificate of the Teachers of Children with Special Educational Needs (TCSSEN) or equivalent
- Applicants without the above qualifications but possess other post-secondary qualification at QF level 4 or above (such as Associate Degree / Higher Diploma) and with experience in teaching or working with learners with learning difficulties or special needs are also welcome to apply
- Admission interview may be required

Study venue

The study venues include Tai Po Campus / Tseung Kwan O Study Centre / satellite study centre at urban locations as decided by the University. The lectures and teaching activities are scheduled on weekday evenings or Saturdays.

Medium of instruction

The medium of instruction is mainly Cantonese. English or Putonghua is adopted as the language of instruction for relevant lectures and / or courses, as appropriate.



Second Major in Guidance and Counselling

For EdUHK students in specific programmes only. Please refer to the programme website for details.



COORDINATOR

Dr KWOK Kan, Diana

Enquiry

- Miss CHAN Sze-wai, Winnie
- (852) 2948 8949
- szewai@eduhk.hk
- <https://www.eduhk.hk/fehd/study/programme.php?id=4&year=2019&prog=19&type=SM>



“COUNSELLING KNOWLEDGE and SKILLS can be applied to support students in various school and community contexts, such as schools, social service organisations, and sexual health agencies.”

Career / Study Progression:

- The Second Major in Guidance and Counselling is a response to the rising concern on the educational needs of educators and school counsellors to work competently with diverse student groups with mental health challenges in school and community context.
- Educators and school guidance counsellors are expected to work with all student groups, including disability, ethic, gender, and sexual minority groups etc., with concerns in school bullying, substance abuse, child neglect / abuse, emotional stress and depression, sexuality, and special educational needs etc., grounded in value foundation of social justice, respect for diversity, and diverse theoretical perspectives.
- This Second Major aims at helping participants to acquire attitudes, knowledge, and skills to play out their caring role in school and community context. It paves the way for students to become a guidance / career teacher (For BEd students), counsellor assistant, sexuality educator etc., in schools and in community organizations. Students interested in further study after graduation may continue postgraduate studies, in the field of counselling, social work, education, psychology and special education.

Course structure

To attain this Second Major, students are required to take 10 courses (3 credit points / course) listed below:

- ^R Comprehensive School Guidance
- ^R Counselling Theories, Process and Practice Understanding
- Current Child and Adolescent Issues Career Counselling
- Group Dynamics and Group Skills
- *Community Counselling
- *Negotiation and Conflict Management
- *Life Skills Education
- Developmental Challenges
- Sex Education
- *Self and Personal Development
- Supporting Student with Emotional and Behavioural Challenges

Remark:

1) ^R This is a Restricted Elective course which can be used to fulfil both the requirements of (i) the Second Major and (ii) the elective component of the Education Studies domain. Double count of 6 credit points can be claimed if two electives among the ten courses of the Second Major are Restricted Elective courses (for BEd students only).

2) * This course is only offered every two years. Please check with the Department on the years when the course will be offered.

3) Students should be aware of their responsibilities to fulfill all the graduation requirements within the normal study period.

4) Please refer to Chapter 5 of Student Handbook on the Operational Guidelines Supporting General Academic Regulations for details:
http://www.eduhk.hk/re/student_handbook/text_en5.html



Second Major in Special Education

For EdUHK students in specific programmes only. Please refer to the programme website for details.



COORDINATOR

Dr WANG Li-chih, Angus

Enquiry

- Miss CHAN Sze-wai, Winnie
- (852) 2948 8949
- szewai@eduhk.hk
- <https://www.eduhk.hk/fehd/study/programme.php?id=5&year=2019&prog=16&type=SM>



“Studying second major courses in special education will nurture your INTERDISCIPLINARY SKILLS on coping with SEN students' highly heterogeneous nature.”

Career / Study Progression:

- There is a growing community demand for teachers, teaching assistants, educational officers, and school / community coordinators to receive comprehensive training in special education.
- Students interested in further study after graduation may apply for Continuing Education Master programmes in the field of education, psychology and special education.



Course structure

To attain this Second Major, students are required to take 10 courses (3 credit points / course) listed below:

- Supporting Students with ADHD / Meeting the Needs of Students with ADHD
- Supporting Students with ASD / Helping Students with Autism and Asperger Syndrome
- Supporting Students with Intellectual Disabilities / Meeting the Needs of Students with Intellectual Disabilities
- Supporting Students with Communication and Language Disorders
- Supporting Students with Physical Disabilities
- Multiple Talents of Individuals with Special Educational Needs
- ^R A Whole School Approach to Inclusive Practices
- ^R Developing an Inclusive Classroom for Diverse Learning
- Supporting Students with Emotional and Behavioural Challenges
- Supporting Students with Specific Learning Disabilities
- Supporting the Educational Needs of Gifted Students
- Counselling Support to Children with Special Educational Needs
- Special Education – Assessment, Intervention and Approaches

Remarks:

1)^R This is a Restricted Elective course which can be used to fulfil both requirements of (i) the Second Major and (ii) the elective component of the Education Studies domain. Double counting of 6 credit points can be claimed if two electives among the ten courses of the Second Major are Restricted Elective courses (for BEd students only).

2) Students should be aware of their responsibilities to fulfill all the graduation requirements within the normal study period.

3) Please refer to Chapter 5 of Student Handbook on the Operational Guidelines Supporting General Academic Regulations for details: https://www.eduhk.hk/re/student_handbook/text_en5.html



Minor in Guidance and Counselling

For EdUHK students in specific programmes only. Please refer to the programme website for details.



COORDINATOR

Dr KWOK Kan, Diana

Enquiry

- 👤 Miss CHAN Sze-wai, Winnie
- ☎ (852) 2948 8949
- ✉ szewai@eduhk.hk
- 🌐 <https://www.eduhk.hk/fehd/study/programme.php?id=10&year=2019&prog=16&type=M>



“Counselling knowledge and skills can be applied to support students in various school and community contexts, such as schools, social service organisations, and sexual health agencies.”

Career / Study Progression:

- The Minor in Guidance and Counselling is a response to the rising concern on the educational needs of educators and school counsellors to work competently with diverse student groups with mental health challenges in school and community context.
- Educators and school guidance counsellors are expected to work with all student groups, including disability, ethic, gender, and sexual minority groups etc., with concerns in school bullying, substance abuse, child neglect / abuse, emotional stress and depression, sexuality, and special educational needs etc., grounded in value foundation of social justice, respect for diversity, and diverse theoretical perspectives.
- The Minor in Guidance and Counselling Programme aims at helping participants to acquire attitudes, knowledge, and skills to play out their caring role in school and community context. It paves the way for students to become a guidance / career teacher (For BEd students), counsellor assistant, sexuality educator etc., in schools and in community organisation. Students interested in further study after graduation may continue postgraduate studies, in the field of counselling, social work, education, psychology and special education.



Course structure

To attain this Minor, students are required to take 5 courses (3 credit points / course) listed below:

- ◆^R Comprehensive School Guidance
- ◆^R Counselling Theories, Process and Practice
- ◆ Understanding Current Child and Adolescent Issues
- ◆ Career Counselling
- ◆ Group Dynamics and Group Skills
- ◆ *Community Counselling
- ◆ *Negotiation and Conflict Management
- ◆ Sex Education

Remarks:

- 1) ^R This is a Restricted Elective course which can be used to fulfil both the requirements of (i) the Minor and (ii) the elective component of the Education Studies domain. Double count of 6 credit points can be claimed if two electives among the five courses of the Minor are Restricted Elective courses (for BEd students only).
- 2) * This course is only offered every two years. Please check with the Department on the years when the course will be offered.
- 3) Students should be aware of their responsibilities to fulfill all the graduation requirements within the normal study period.
- 4) Please refer to Chapter 5 of Student Handbook on the Operational Guidelines Supporting General Academic Regulations for details: https://www.eduhk.hk/re/student_handbook/text_en5.html

Minor in Inclusive Education

For EdUHK students in specific programmes only. Please refer to the programme website for details.



COORDINATOR

Dr WANG Li-chih, Angus

Enquiry

- Miss CHAN Sze-wai, Winnie
- (852) 2948 8949
- szewai@eduhk.hk
- <https://www.eduhk.hk/fehd/study/programme.php?id=11&year=2019&prog=16&type=M>



“Studying minor courses in INCLUSIVE EDUCATION will nurture your interdisciplinary skills in coping with SEN students' highly heterogeneous natures.”

Career / Study Progression:

- Provides flexibility for students to pursue a career teaching in general or special education, working in non-school settings with individuals who have special educational needs (SEN), or investigate issues concerning SEN.
- There is a growing community demand for teachers, teaching assistants, educational officers, and school / community coordinators to receive comprehensive training in special education.



Course structure

To attain this Minor, students are required to take 5 courses (3 credit points / course) listed below:

- Sensory and Physical Disabilities
- Language, Communication and Literacy Development: Process and Instruction
- ^R A Whole School Approach to Inclusive Practices
- ^R Developing an Inclusive Classroom for Diverse Learning
- Supporting Students with Emotional and Behavioural Challenges
- Supporting Students with Specific Learning Disabilities
- Supporting the Educational Needs of Gifted Students

Remark

1) ^R This is a Restricted Elective course which can be used to fulfil both requirements of (i) the Minor and (ii) the elective component of the Education Studies domain. Double counting of 6 credit points can be claimed if two electives among the five courses of the Minor are Restricted Elective courses (for BEd students only).

2) Students should be aware of their responsibilities to fulfill all the graduation requirements within the normal study period.

3) Please refer to Chapter 5 of Student Handbook on the Operational Guidelines Supporting General Academic Regulations for details:
https://www.eduhk.hk/re/student_handbook/text_en5.html



Provision of Services for the Basic, Advanced and / or Thematic Courses for Teacher Professional Development on Catering for Students with Special Educational Needs (SEN)



*“School leaders and front-line practitioners are prepared with **KNOWLEDGE** and **INSIGHTS** in special needs for effective and efficient diversity management.”*

STUDY CODE

Full-time block release approved by the Education Bureau with granted paid study leave

TUITION FEE

Free (Government-funded)

PROGRAMME COORDINATOR

Prof HUE Ming-tak

Enquiry

Basic Course on Catering for Diverse Learning Needs

👤 Miss Teng Ya-ting, Jess

☎ (852) 2948 8820

Advanced Course on Catering for Diverse Learning Needs

👤 Miss Chan Sin Sin

☎ (852) 2948 8691

Thematic Course on Supporting Students with Special Educational Needs

👤 Miss Liu Zhuangyan, Joice

☎ (852) 2948 8938



Basic Course on Catering for Diverse Learning Needs (30 hours) (5 days)

The Basic Course aims at helping teachers to enhance their knowledge and skills in catering for the diverse learning needs in the classroom. Participants will learn the concept and policy of inclusive education, different types of students with SEN, teaching strategies and intervention modes in catering students with SEN, and to develop a positive attitude and acceptance to students with SEN.

Advanced Course on Catering for Diverse Learning Needs (102 hours) (17 days)

The Advanced Course aims at enhancing the abilities of teachers to establish an inclusive environment in school. Participants will explore the concept of whole-school approach, and to learn how to develop inclusive policies, practices, and culture. In particular, participants need to plan, practice and review differentiated intervention programmes in catering students with SEN. Participants will visit schools, organisation and institutions. They are required to join a supervised group practicum in order to help them put the support strategies into practice.

Thematic Course on Supporting Students with SEN (90 / 120 hours) (15 / 20 days)

The Thematic Course aims at enhancing the abilities of teachers in teaching students with different types of SEN. Participants will be provided with in-depth training about the characteristics, educational needs of student with different types of SEN. They will also learn the supporting strategies, curriculum accommodation, teaching resources, behavioral management; teamwork and community support for students with a particular type of SEN. This course provides chances for participants to put the theories into practice. The following are different types of Thematic Courses:

- ❖ Behavioural, Emotional and Social Development Needs (Focusing on the needs of students with ASD, AD / HD and EBD)
- ❖ Sensory, Communication and Physical Needs (Focusing on the needs of students with HI&SLI)
- ❖ Cognition and Learning Needs (Facilitating English Language Learning- Focusing on the needs of students with SpLD & ID)
- ❖ Cognition and Learning Needs (Facilitating Chinese Language Learning- Focusing on the needs of students with SpLD & ID)

Participants

All in-service teachers of primary, secondary and special schools

Study venue

Tseung Kwan O Study Centre / EdUHK Taipo Campus

Medium of instruction

Chinese supplemented with English (Except EMI Course)



Professional Development Programme for Special Educational Needs Coordinators (SENCO) (2018 / 20 ; 2019/21 ; 2020 / 21 School Years)



STUDY MODE

- 1.Full-time block release
- 2.The course will be divided into 4 Training Blocks (a total of 18 days, 117 hours).

TUITION FEE

Free (Government-funded)

PROGRAMME COORDINATOR

Prof HUE Ming-tak

CO-PROGRAMME COORDINATOR

Dr HE WU Jing, Mavis

Enquiry

- Miss CHENG Yuet-ming, Carman
- (852) 2948 7645
- senco@eduhk.hk
- <https://www.eduhk.hk/senco>



“The programme aims to inspire SENCOs in planning, coordinating and implementing the Whole School Approach to Integrated Education in order to further cultivate the inclusive school culture and enhance the effectiveness of the support given to SEN students.”

Special features

The Course aims to provide a professional development programme for Special Educational Needs Coordinators (SENCOs) in primary and secondary schools to enhance their capacity to lead the student support team in planning, implementing and evaluating the Whole School Approach to Integrated Education Policy and support measures provided to students with special educational needs (SEN).

Key Contents:

- ❖ The Roles of SENCOs
- ❖ Whole School Approach to Integrated Education
- ❖ Person Centred Approaches
- ❖ One-page Profile
- ❖ Lesson Study
- ❖ The Graduated Approach
- ❖ Transition
- ❖ Training and Continuing Professional Development for teachers
- ❖ SENCO Surgeries
- ❖ Provision Mapping and Management
- ❖ Student Progress Meetings
- ❖ Learning Walks
- ❖ Social Emotional Mental Health
- ❖ Bullying and SEN
- ❖ Home-school Cooperation

Participants

Special Educational Needs Coordinators in Primary and Secondary Schools

Study venue

Tseung Kwan O Study Centre / EdUHK Taipo Campus

Medium of instruction

Cantonese, supplemented with English



Professional Development Programme for Special Educational Needs Coordinators (SENCO) (2018/20 ; 2019/21 ; 2020/21 School Years)

Certificate in

Professional Development Programme for Teachers (Catering for Diverse Learning Needs) - Basic Level / Advanced Level



PROGRAMME CODE

CWP001
Basic Level

CWP002
Advanced Level

STUDY MODE

Part-time

TUITION FEE

Free (Government funded)

PROGRAMME LEADER

Dr LAI Chi-leung

“Every child can learn at their own pace and in their own way!

With its high teaching quality and various technologies, the programme equips students with professional knowledge in special education and relate their learning to their practical work in school.”

Special features

The programme aims to enhance the professional knowledge, skills and attitude of teachers in understanding the wide range of special needs and using whole school approaches and effective strategies to support students with special needs in mainstream inclusive or special education settings.

Basic Level

The Basic Level consists of a course “Catering for Classroom Diversity”. In the course, participants will recognise the diverse needs of different learners, develop appropriate attitude and acquire the necessary skills in classroom practices.

Advanced Level

The Advanced Level consists of a core course “Whole School Approaches to Inclusive Practices” and two elective courses. Participants will further examine different types of special needs and evaluate the effectiveness of relevant strategies of learning support and intervention. They are expected to review, plan, implement and evaluate their school work in addressing students’ special needs, particularly in relation to the whole school perspective. After the study, the participants should be competent in taking initiative to help schools achieve the goals of catering for learning diversity, in response to the contextual development in Hong Kong schools.

Elective courses of Advanced Level

Intellectual and Mental Disabilities	Helping Students with ASD Supporting Students with ADHD Supporting Students with Intellectual Disabilities Supporting Studies with Emotional Behavioural Challenges Supporting Students with Specific Learning Disabilities
Sensory and Physical Disabilities	Supporting Students with Communication & Language Disorder Supporting Students with Physical Disabilities Overview of Language, Physical and Sensory Difficulties
Supporting Systems of Whole School	School-Family-Community Partnership School Guidance and Counselling Supporting Students with Learning Difficulties Understanding Students with Giftedness

Enquiry

- Mr Chiu/ Miss Fok
- (852) 2948 6416 / (852) 2948 8767
- cdln@eduhk.hk
- https://www.eduhk.hk/acadprog/pdp/cwp001_002.htm



Participants

In-service teachers in primary, secondary or special schools / special education settings.

Programme structure

Basic Level

Domain	Credit point
Major	3
Total : 3	

Advanced Level

Domain	Credit point
Major	3
Electives	6
Total : 9	

General admission requirements

To be eligible for admission, applicants should be in-service teachers in primary, secondary or special schools / special education settings.

- Priority of admission for Basic Level (CWP001) will be given to applicants 1) who are responsible for supporting learners with diverse learning needs; and 2) with Principal's recommendation.
- Priority of admission for Advanced Level (CWP002) will be given to applicants who 1) have successfully completed Basic Level programme (or equivalent, e.g. Basic Course on Catering for Diverse Learning Needs of the BAT programme); 2) with Principal's recommendation; and 3) are responsible for supporting learners with diverse learning needs.

Study venue and time

Basic Level

EdUHK Tai Po Campus / Tseung Kwan O Study Centre

Advanced Level

EdUHK Tai Po Campus / Tseung Kwan O Study Centre / Kowloon Tong Statellite Study Centre; Evening Classes for Core Courses, Evening or Weekend Classes for Elective Courses

Medium of instruction

The medium of instruction is mainly Chinese. English may be used in elective courses.



Certificate in Professional Development Programme on Positive Psychology in School Setting: Promoting Mental Health and Creating Positive Learning Environment



PROGRAMME CODE

BWP127

STUDY MODE

Full-time Block Release

TUITION FEE

Free (Government funded)

PROGRAMME LEADER

Ms KWOK Yee-tak, Esther

“POSITIVE PSYCHOLOGY and WELLBEING are what you most want for your students and children.

The programme is comprehensive, caring and compassionate with collaborative teaching of specialists in which you will find the ways and friends to nourish and flourish together.”

Special features

- ❖ Comprehensive programme that includes both the theoretical and scientific overview of positive psychology as well as the integration of positive education at school settings and life.
- ❖ Collaborative teaching with Mental Health Association Hong Kong (MHAHK) which allowed participants to complete the YMHFA course and be qualified as a Youth Mental Health First Aider with a certificate if passed the standardised examination.
- ❖ Caring programme design aims at nourish participants through transforming knowledge into practice with multidirectional NGO and school visits.
- ❖ Compassionate and professional teaching advancement for participants to design positive education curriculum / programme in school settings that cultivate a positive school climate and promote wellbeing in whole school.

Enquiry

- 👤 Miss Cindy SUEN
- ☎ (852) 2948 8676
- ✉ ytsuen@eduhk.hk
- 🌐 <https://www.eduhk.hk/acadprog/pdp/bwp127.htm>



Programme structure

Domain	Credit point
Youth Mental Health First Aid for Teachers	3
Positive Psychology and Teachers' Well-Being	3
Positive Pedagogy: An Applied Framework for Positive Education Curriculum	3
Total : 9	

Study venue and time

Day Time teaching in EdUHK Tai Po campus.

Medium of instruction

Chinese

General admission requirements

In-service teachers in primary and secondary schools recommended by school principals.



**Certificate in Professional Development Programme on Positive Psychology in School Setting:
Promoting Mental Health and Creating Positive Learning Environment**

Certificate in

Professional Development Programme on Life Planning Education and Career Guidance



*“The programme aims to inspire secondary school educators with visions and knowledge in **CONTEMPORARY CAREER and LIFE PLANNING DEVELOPMENT**, and **PRACTICAL APPLICATIONS** in implementing school-based life planning education and career guidance programmes.”*

PROGRAMME CODE

BWP118

STUDY MODE

Full-time Block Release

TUITION FEE

Free (Government funded)

PROGRAMME LEADER

Ms WONG Shuk-ping, Grace

Special features

- ❖ A strong global perspectives on the current development of life planning education.
- ❖ A focus of practical applications on career guidance programmes and curriculum design in school context.
- ❖ A passionate teaching team of multidisciplinary expertise- school guidance and counselling, educational psychology, special education and occupational therapy- providing a substantiate support to the programme development, implementation and evaluation.
- ❖ An emphasis on enriching teachers with updated information and hands-on resources in the community beyond schools.
- ❖ Building up a collaborative community of teachers' network which serves as a platform of dissemination of resources and mutual support.

Enquiry

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- ✉ ytsuen@eduhk.hk
- 🌐 <https://www.eduhk.hk/acadprog/pdp/bwp118.htm>



Programme structure

Domain	Credit point
Career Guidance: Informed Career Decision Making	3
School-based Life Planning Education	3
Design and Implementation of Career Guidance Curriculum	3
Total : 9	

Study venue and time

Day Time teaching in EdUHK Tai Po campus.

Medium of instruction

Chinese

General admission requirements

In-service teachers in secondary schools recommended by school principals.



NOTE

Any aspect of the course and course offerings (including, without limitation, the content of the Course and the manner in which the Course is taught) may be subject to change at any time at the sole discretion of the University. Without limiting the right of the University to amend the course and its course offerings, it is envisaged that changes may be required due to factors such as staffing, enrolment levels, logistical arrangements and curriculum changes.

The programme information and tuition fee provided in this booklet are for reference only and are subject to change without prior notice. EdUHK reserves the right of final decision and interpretation in the case of any dispute.



Enquiry

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