

**Bachelor of Arts (Honours) in
Special Education Programme**

特殊教育榮譽文學士課程

PROGRAMME HANDBOOK 課程手冊

2024 – 2028

The information given in this Handbook is accurate as of 2 September 2024. Please refer to the online version (www.eduhk.hk/base) for any additions or alterations made after that date.

Every effort has been made to ensure that information contained in this Handbook is correct. Changes may be made from time to time and the University reserves the right to make amendments to any information in this Handbook without prior notice.

In the event of inconsistency between information contained in this Handbook and any University or programme policies and regulations or where an interpretation of this Handbook is required, the decision of the University shall be final.

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Believe in the uniqueness and worth of every person 櫨梨橘柚，各有其美

Appreciate individual differences and capabilities 尊重差異，包容不同

Shape and nourish the life of people with special needs 重塑自我，豐盛人生

Empower them for independence and meaningful participation in all aspects of life 賦權增能，融入社群

MESSAGES FROM PROGRAMME LEADER

Welcome and congratulations on your acceptance to The Education University of Hong Kong (EdUHK). We are thrilled that you join our BA(SE) family, and hope you enjoy your experience at EdUHK.

The BA(SE) is a comprehensive programme that provides a broad-based approach to the holistic study of special education. The curriculum is built on a multitude of courses which weave together the cognitive, physical and social aspects of special education, reflecting the importance of special education in all areas of society with blurring boundaries between learning, working, and living. I firmly believe that through working together, when you leave us after four years you will be a confident and competent young professional, with a broad, global vision. I also believe that when you graduate there will be new and exciting opportunities for you in the field of special education services.

As you are about to embark on an incredible period of learning and discovery in the BA(SE), I would like to provide a few pointers and guidelines to help unpack your experience.

STAY CLOSE TO US

We deeply care about you. Our commitment is to support you within and beyond the classroom. In the EdUHK community you will experience concern, support and confidence.

1. Friendly colleagues – Programme Leader, course lecturers, Academic Advisors, programme support staff, SAO members... are always ready to provide advice and help to you.
2. Express yourself – talk to us actively about new ideas, suggestions, concerns or problems. We will provide timely responses.
3. Feel free to call us if something seems confusing or if you encounter difficulties in your learning and personal development – we will guide you through and through.
4. Check your EdUHK email account and the intranet (The Portal) often and regularly – keep yourself abreast with all the latest happenings; get connected and stay involved along the way.

STAY COMMITTED TO YOUR STUDY

5. Make good-faith efforts to meet all the requirements of your study programme
 - attendance and participation
 - timely and duly completion of course requirements (discussions, tests, assignments, examinations, etc.)
 - pre-class preparation and post-class reflection
 - collaboration and rapport with classmates
6. Plan your own study and ensure you are on the track for success
 - make good use of academic advising
 - follow the programme's Recommended Study Plan
 - keep looking for opportunities to sharpen your knowledge and expand your abilities – Second Major and Minor studies, academic exchange, student activities, community services, etc.
7. Act with academic integrity and honesty
 - submit original work in all areas of your study, with proper acknowledgement of others' works
 - no plagiarism, fake submission, impersonation, cheating, etc.
 - talk to the course lecturer as soon as you have a question about the course requirements
8. Acquaint yourself and comply with University/Faculty/Programme/Course regulations, policies and guidelines.

It is our goal to make your learning experience enjoyable, challenging, rewarding and relevant to your chosen career path. We sincerely hope that you will be well-groomed over the next few years in becoming a rational and positive individual, who can stand up to challenges and pursue development and goals. On this campus, you are always welcome to drop in, chat to the programme staff or course lecturers about the things you enjoy, the experience you are going through, or the information you want to know more. Stay close to us!

Dr. CHAN Wai Lan Winnie

Programme Leader

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BASIC PROGRAMME INFORMATION**1.1 Programme Title**

Bachelor of Arts (Honours) in Special Education Programme

1.2 Programme Code

A4B086

1.3 Abbreviated Programme Title

BA(SE)

1.4 Programme Duration

Four years

1.5 Mode of Attendance

Full-time

1.6 Faculty Hosting the Programme

Faculty of Education and Human Development

1.7 Medium of Instruction

All Major Study courses will be taught in English. For other courses such as General Education and Electives that offered by other departments and offices, Putonghua or Cantonese may be adopted as the medium of instruction, as appropriate.

1.8 Programme Website

www.eduhk.hk/base

1.9 Contact Hours

The number of credit points assigned to a course is indicative of the number of hours of student effort, which include both contact hours and study time. In terms of contact hours, one credit point should normally be equivalent to one hour of teaching per week each for 13 teaching weeks in a semester. In terms of study time, students are normally expected to engage in no less than 2 hours of independent learning for each contact hour.

1.10 Timetable Arrangement

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

Students are required to check their personal timetable in the Portal (<http://portal.eduhk.hk/>) from time to time for the most updated version.

1.11 Course Enrolment

It is students' responsibility to ensure completion of course registration before the course starts. Students who have not registered for any course in a semester (excluding the summer session) will be considered to have withdrawn from their programme at the University unless deferment of studies has been approved by Programme Leader.

Registration in some courses is restricted to students having the necessary prerequisites. Normally, students may apply to add or drop a course during the add-drop period or before the third class meeting. Students should note that failure to attend a course does not automatically result in the course being dropped.

1.12 Means of Communication

Major means of online communication with students:

- University Portal (<http://portal.eduhk.hk/>)
- Programme website (www.eduhk.hk/base)
- EdUHK email accounts

Students should check these sources regularly, not to miss out timely and important information. Students are also welcome to contact the programme staff via the following channels whenever they find a need:

- Phone: 2948 7105
- Email: base@eduhk.hk
- Office: D1-G/F-02, EdUHK Tai Po Campus

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PROGRAMME AIMS AND OBJECTIVES

The BA(SE) Programme aims to nurture committed and skilled practitioners for the well-being of individuals with special needs, particularly in areas related to education and community empowerment. Students will learn about the types and characteristics of special needs, assessment and intervention approaches, the broader environmental, language, and social contexts, as well as issues related to social inclusion, empowerment, and quality of life of individuals with special needs. Graduates of the programme are expected to be competent practitioners in schools and community settings, who possess knowledge, skills, and values needed to contribute to the special education field.

Upon completion of the Programme, students should be able to:

- a) demonstrate understanding of special needs and the roles of different stakeholders;
- b) evaluate ethical issues and advocate equal opportunities and rights relevant to special education needs;
- c) formulate and implement intervention plans for supporting individuals with special needs in school and community settings;
- d) demonstrate the ability to interact with families, schools, and communities effectively to facilitate inclusion and enhance the quality of life of people with special needs; and
- e) analyse and solve problems relating to the education and development of people with special needs by integrating theories, empirical literature, ethical considerations, and practical experience.

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PROGRAMME STRUCTURE AND CURRICULUM

The total credit point requirement for the BA(SE) degree is 121 and this normally requires four years of full-time study. The programme curriculum includes courses from the following domains, bringing a wealth of knowledge and expertise to the students.

- The Major curriculum is built on a multitude of courses which weave together the cognitive, physical and social aspects of special education. Students will learn about the types and assessments in respect of disabilities, as well as the broader environmental, language and social issues surrounding these people, along with participation and empowerment issues and quality of life. These Major courses provide both a firm academic grounding and appropriate professional preparation through work-based learning experience, enabling students to translate theories and skills into meaningful solutions in the real world environment.
- The University's common curriculum (including General Education and Language Enhancement courses) helps nurture students to capably and confidently deal with the fast-paced and unpredictable changes of the 21st century that have been brought about by the globalized information era.
- Electives are provided in a wide range of areas that further deepen the knowledge gained in the Major study.

The programme structure can be summarized below#.

	Course	Credit Points (cps)
a)	Major Study	54
	- Major Courses (including Cross-Faculty Core Course)	45
	- Major Interdisciplinary Course	3
	- Practicum	6
b)	Final Year Project	6
	- Basic Research Methods and Proposal	3
	- Honours Project / Capstone Project	3
c)	General Education	22
d)	Language Enhancement	9
e)	Electives	30
TOTAL:		121

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, curriculum changes, and other factors caused by unforeseeable circumstances. Tuition fees, once paid, are non-refundable.

Students admitted into this programme starting from the 2023/24 cohort are required to visit the Greater Bay Area (GBA) and/or other parts of Mainland China. Programme may also require students to participate in other non-local learning experience for completion of the programme. While the visits are heavily subsidised, students are still required to contribute part of the estimated cost of the visits ("student contribution"), whereas personal entertainment, meals expenses, travel document fee and personal insurance costs will not be supported. The estimated cost of the visits for students admitted is not available yet as it is subject to a variety of factors such as changes to the cost of the visits as a result of inflation, trip duration, traveling expenses, the exchange rate, etc. The exact amount of student contribution is thus not available.

3.1 Major Study

3.1.1 The overarching framework of the BA(SE) Major is supported by a suite of evidence and skill-based courses in which the issues of disabilities, special education, intervention strategies and approaches are considered in depth. Through taught courses and experiential learning, theory and practice are closely interwoven to enable graduates to become efficient and effective practitioners, helping people with special education needs to grow as individuals and fully participate in all domains of life. There are three crucial components of the Major study – **Major Courses, Major Interdisciplinary Course, and Practicum.**

Major Study

3.1.2 The wide spectrum of major courses is built around the theme of special education and include a variety of courses on human development; cognitive, social, and sensory skills; education and interventions for people with disabilities; social issues and integration; leisure and healthcare support.

- a) The foundation courses provide students with a comprehensive understanding of the categories of disability and impacts on the individual, delivery and values of special education services, and the need of family and community engagement. They help students ease into the programme, build an essential and broad knowledge base of special education, and prepare for the Advanced Courses in their later years of study.
- b) The advanced courses serve the purpose of developing more comprehensive

professional knowledge of special education. They are designed for mastery of the practices, in which students will explore the assessment and intervention techniques necessary to be competent practitioners in community and education-related services.

- c) The **Major Interdisciplinary Course** serves to embrace the general trend of an interdisciplinary learning approach, students will investigate issues on sex, inclusion and rights of individuals with special needs in individual, social, and legal perspectives.
- d) **Practicum** is an integral part of the BA(SE) curriculum that bridges classroom learning and practice realities. Students are required to undertake a 200-hour practicum in community-based centres and/or schools. Students will conduct practicum in Semester 2 of Year 3. They will be guided through the process by assigned practicum supervisors. It is expected that students will reflect on and apply learned theories, principles and strategies in a real work setting related to special education, to deepen their understanding of effective skills in serving people with special needs.

Final Year Project

3.1.3 These courses nourish the programme structure by providing opportunities for students to acquire expertise and hone their capacities from direct experience.

- a) The course **Basic Research Methods and Proposal** aims to develop students as learners, researchers, inquirers and knowledge creators in inclusive and special education and related disciplines; and prepare them for the culminating academic and intellectual experience of conducting a research-based project in Honours Project or an inquiry-based project in Capstone Project.
- b) **Honours Project** is a continuation of the course Basic Research Methods and Proposal, and provides opportunities for students to design and conduct research independently under the guidance of their supervisors. Students are expected to finalize their initial project proposal, conduct data collection and analyses, and by the end of the course, present their research findings and submit a written research report.
- c) **Capstone Project** is a continuation of the course Basic Research Methods and Proposal, and is an inquiry-oriented learning avenue. It enables students to consolidate, integrate, and reflect on their undergraduate experiences for transiting to (and even celebrating) their upcoming post-graduation life, such as entering the workplace. Students are expected to design an individual project, create a project output, present on it, and submit a project report by the end of the course.

3.2 University's Common Curriculum

- 3.2.1 Apart from Major study, students are also required to study other courses to fulfill the requirement of University's undergraduate common curriculum which includes General Education, Language Enhancement, and Electives (including Second Majors and Minors). It is a complement to help the programme groom its students to be capable of tackling diverse issues within and among people, organizations and communities.

General Education (GE)

- 3.2.2 General Education programme prepares students to be active agents of change, by broadening their intellectual horizons, helping them make connections among different areas of knowledge between their formal studies and life outside the classroom, and strengthening their capacity for sound thinking and good judgement. It offers a varied but balanced mix of individual courses across a range of subject areas and disciplines, set within an integrated structure of a) General Education Foundation Course, b) Experiential Learning, c) General Education Breadth Courses, and d) University ePortfolio at a total of 22 credit points.

a) General Education Foundation Course (4 credit points)

The General Education Foundation Course is a 4-cp course that will run for the whole academic year and be taken by all first-year students at EdUHK. This course will equip students with diverse knowledge and skills for intellectual and professional development in local, national, and global contexts. Semester 1 consists of lectures and/or workshops on selected themes and topics (e.g., University life planning, research and inquiry, professionalism and professional ethics, entrepreneurship, Basic Law and national security etc.). In Semester 2, students will be introduced to various themes and issues in general education (e.g., financial economy, well-being, esports, climate change, cultural sustainability etc.) by taking part in the lectures delivered by Chair Professors / Professors and external Guest Lecturers. These lectures are substantiated by small class tutorials for building communities of dialogue and inquiry that foster students' intellectual growth as reflective thinkers - deliberating issues of importance to their lives, society, and the world.

In addition to the face-to-face lectures, video lectures will be arranged as appropriate to allow students to conduct self-regulated learning. As a unique feature

of the course, students will submit e-Learning assessment and a reflective entry of their learning experiences as a part of the e-Portfolio. The online learning activities and tasks will encourage students to reflect and think critically on various themes and issues based on learning artefacts and experiences, thereby charting the paths for their personal, intellectual, and professional development.

b) Experiential Learning (6 credit points)

Experiential Learning consists of Co-curricular and Service Learning Courses (CSLC) and Experiential Learning Courses (ELC).

Cocurricular and Service Learning Courses provide students with an opportunity to engage in learning in action and through action in real-life or work-place context while complementing, connecting with, and mirroring their learning experiences derived from formal curriculum.

On the other hand, Experiential Learning Courses encourage students to learn through experimentation, observation, reflection and (re-)conceptualization while undertaking a wide variety of activities, such as creative work, student-initiated enterprises/projects, thematic overseas trips, outward-bound training, etc.

Non-BEd students are allowed to take one Co-curricular and Service Learning Course (Course code: GEM) starting from Year 1. The course should be completed before the final year. On the other hand, they are required to take the compulsory Experiential Learning Course on “Entrepreneurship and Innovation” (Course code: GEL) (3 credit points) in the assigned semester in Year 2.

c) General Education Breadth Courses (9 credit points)

From 2024/25 and onwards, General Education Breadth Courses (GEBCs) (9 credit points) are composed of General Education Breadth Learning Strands – New Six Arts (GELS-NSA) Courses (Level 1-2), Positive and Values Education (PAVE) Courses (Level 1-3) and General Education Interdisciplinary Courses (GEICs) (Level 4). Students have to take one complete course set from GELS-NSA, one PAVE Course and one GEIC to fulfil the GEBCs (9 credit points) requirement.

1) General Education Breadth Learning Strands – New Six Arts (GELS-NSA) Courses (2 + 1 credit points) (Course Code: GEN)

GELS-NSA Courses aim to enable students to gain a deeper understanding and appreciation of Chinese culture and history, equipping them with the necessary

life skills and values to meet societal needs.

2) Positive and Values Education (PAVE) Courses (3 credit points) (Course Code: GEK)

PAVE Courses aim at generating understandings on personal, local, national and global cultures and values through self-reflections and broaden the conceptual parameters of professionalism and ethics with the morals and values embodied in the emergent legal dimensions (e.g. the rule of law and the HKSAR, national security and our daily lives etc.).

The GELS-NSA and PAVE Courses are normally taken upon the completion of the General Education Foundation Course (GEFC). Students are also allowed to take the GEFC and the GELS-NSA/ PAVE Course concurrently in Year 1 Semester 2 if they are interested and their curriculum schedule allows. Students who have registered for any 2-credit point or 1-credit point course only in a set of GELS-NSA Courses will be randomly assigned by GEO/ Faculties/ Departments/ Programme Offices to the corresponding 1-credit point or 2-credit point course within the same semester.

3) General Education Interdisciplinary Courses (GEICs) (3 credit points) (Course Code: GEI)

In addition, a 3-credit point General Education Interdisciplinary Course (Level 4) will be offered on cross-faculty basis for students from Year 2 Semester 2 to Year 3 Semester 1, in order to enable them to appreciate the complexity of issues and problems that transcend disciplinary boundaries and to make sense of them through dialogues across disciplines. The GEIC is normally taken after the completion of any PAVE Course or one complete set of the GELS-NSA Courses (No pre-requisite for Senior Year Entrants).

Remarks:

GEICs would be removed from the GE curriculum starting from 2025/26 cohort (i.e., students admitted in 2024/25 cohort are the last batch of students to take GEICs). The final semester for offering GEICs would be Semester 1, 2026/27.

d) University ePortfolio (3 credit points)

University ePortfolio is a 3-credit point "capstone" course which requires students approaching the end of their undergraduate studies both to reflect critically on their undergraduate study experiences - within General Education, in their disciplinary, professional, co-curricular studies, positive and values education, and in their lives

beyond the classroom - and to develop an integrated view of how and where they position themselves in relation to their future goals, plans, and aspirations. Students will prepare and submit annotated ePortfolios based on their experiences, reflections and stored artefacts from their undergraduate studies. The course will enable articulate their learning experiences in both formal and non-formal learning, by reflecting critically on the value and significance of what they have learned, making connections to their lives, and imagining or charting their own futures.

The University ePortfolio course will comprise several class meetings and consultations, but will also involve students working independently and in small work teams. Students will attend 4-5 two-hour class meetings at the beginning of the course to acquire and practise critical thinking and writing skills, and engage in interactive reflective sharing and discussion. Divided into peer study groups, students will then meet with their course supervisors and fellow group-members (as critical friends) in consultation sessions for reflective writing and preparing their individual University ePortfolios. The course assessments include Reflective Entry, Individual Presentation, and Individual University ePortfolio.

- 3.2.3 Students are allowed to take the University ePortfolio course after completion of all General Education Breadth Courses required (i.e. General Education Breadth Learning Strands - New Six Arts Courses, Positive and Values Education Courses, General Education Interdisciplinary Courses). Also, they have to take the University ePortfolio course in the study semester assigned by individual programmes. Students can opt for one University ePortfolio course (from a set of UePortfolio courses) to be their 3-credit point “capstone” course.
- 3.2.4 Students are strongly encouraged to visit the General Education website (www.eduhk.hk/geo) for more details of the GE programme, including the course structure and assessment, course list and intended learning outcomes, attendance policy, and guidelines and regulations.

Language Enhancement

- 3.2.5 The University is committed to nurturing graduates who will acquire trilingual proficiency in English, Chinese and Putonghua. This is achieved through strengthened **Language Enhancement Courses** which place a strong emphasis on developing students’ academic literacy skills and field-specific language use, as well as their productive skills in speaking and writing.

3.2.6 Students of the BA(SE) programme are required to complete the following language enhancement courses before graduation:

Language	Mandatory	Mandatory
• English	2 courses (<i>each 3cps</i>)	2 courses
• Chinese	1 course (<i>3cps</i>)	2 courses
• Putonghua	---	2 courses

3.2.7 More information about the Language Enhancement Courses could be found in **Chapter 5 – Language Enhancement and Language Policy** of this Programme Handbook.

Electives (including Second Major and Minors)

3.2.8 The BA(SE) programme allows a total of 30 credit points in this respect, facilitating students to diversify their learning pathways, and suit their career aspirations and interests. Students may have the following options:

- study courses available in the Elective Course List;
 - study additional General Education Breadth Courses;
 - study a Second Major (30 cps);
 - design one or two Minors (each with 15 cps) according to their goals and interests;
- or
- any combination of the above.

3.2.9 Second Major (*optional*)

- a) Students are permitted to take a Second Major subject to:
 - the fulfilment of programme specific requirements; and
 - GPA requirement of normally 3.0 or above in the first year of study.
- b) To facilitate planning, students must submit an application in March of their Year 1 study, for approval by the host department of their intended Second Major.
- c) Students who have declared Second Majors and successfully completed the graduation requirements of their programme with double majors within the normal period of study will receive a single degree award (based on the First Major) with both majors recorded on their transcripts.
- d) For those who fail to declare the Second Major before graduation, the courses/ credit points of which they have completed for their Second Major will be counted towards Electives completed in the programme. These students will graduate without the Second Major, and only the first Major will be recorded on their transcripts.

3.2.10 Minors (*optional*)

Students may supplement their Major study with a Minor so as to follow an alternative interest, expand their ability or job prospects. A collection of 15 cps in a discipline can constitute a Minor, and students can take up to two Minors according to their goals and interests.

3.3 Reference Websites

Domain	Reference website
Major Courses	www.eduhk.hk/base
General Education Courses	www.eduhk.hk/geo
Language Enhancement Courses	www.eduhk.hk/cle
Elective Courses	https://curriculum.eduhk.hk/
Second Majors <ul style="list-style-type: none"> • offered by Faculty of Education and Human Development • offered by other Faculties 	www.eduhk.hk/fehd/study https://curriculum.eduhk.hk/
Minors <ul style="list-style-type: none"> • offered by Faculty of Education and Human Development • offered by other Faculties 	www.eduhk.hk/fehd/study https://curriculum.eduhk.hk/

3.4 Recommended Study Plan (Total: 121 cps)

[Please note that the Year and Semester of each course are subject to change.]

Year	Semester	Major	Final Year Project	Electives	General Education	Language Enhancement	Total
1	1	<u>9 cps</u> <ul style="list-style-type: none"> • SED2078 Sensory and Physical Disabilities (3 cps) • PSY1049 Learning and Motivation (3 cps) • SED2050 Global Perspectives on Special Education (3 cps) 	---	---	<ul style="list-style-type: none"> • GE Foundation Course Part I* 	<u>6 cps</u> <ul style="list-style-type: none"> • CLE1250 University English I (3 cps) • CLE1221 Chinese Language I (3 cps) <u>Non-credit bearing</u> <ul style="list-style-type: none"> • CLE1175 Foundation Putonghua/ CLE1197 Elementary Cantonese I 	15 cps
	2	<u>6 cps</u> <ul style="list-style-type: none"> • SED2079 Language, Communication and Literacy Development: Process and Instruction (3 cps) • ECE1196 Special Education – Family, School and Community Contexts (3 cps) 	---	3 cps	<u>7 cps</u> <ul style="list-style-type: none"> • GE Foundation Course Part II* (4 cps) • Co-curricular and Service Learning Course (3 cps) 	<u>Non-credit bearing</u> <ul style="list-style-type: none"> • CLE2253 University English II • CLE2222 Chinese Language II • CLE2176 Intermediate Putonghua/ CLE1199 Elementary Cantonese II 	16 cps
2	1	<u>9 cps</u> <ul style="list-style-type: none"> • SED1064 Human Development: Biological Processes (3 cps) • SED2080 Multiple Talents of Individuals with Special Educational Needs (3 cps) • SED2051 Social, Emotional, Behavioural and Developmental Difficulties (3 cps) 	---	---	<u>9 cps</u> <ul style="list-style-type: none"> • GELS-New Six Arts (3 cps) • PAVE (3 cps) • Experiential Learning Course on E&I (3 cps)[#] 	<u>Non-credit bearing</u> <ul style="list-style-type: none"> • CLE2223 Chinese Language III • Advanced Putonghua (Optional) 	18 cps
	2	<u>3 cps</u> <ul style="list-style-type: none"> • SED2052 Healthcare, Recreation and Assistive Technology for People with Special Needs (3 cps) 	---	6 cps	<u>3 cps</u> <ul style="list-style-type: none"> • GE Interdisciplinary Course (3 cps) 	<u>3 cps</u> <ul style="list-style-type: none"> • CLE1252 Skills for English Language Tests I (3 cps) / CLE3257 Workplace English (3 cps)[@] 	15 cps

Year	Semester	Major	Final Year Project	Electives	General Education	Language Enhancement	Total
3	1	<u>9 cps</u> <ul style="list-style-type: none"> • Cross-Faculty Core Course (3 cps) <ul style="list-style-type: none"> ➢ CFA1001 Component I: Basic Law/ National Security (1 cp) ➢ CFB3025 Component II: Visits in Greater Bay Area (1 cp) ➢ CFC3018/ CFC3024/ CFC3026 Component III: Various Themes (1 cp) • SED4082 Special Education – Assessment, Intervention and Approaches (3 cps) • SED4057 Sensory and Physical Disabilities – Communication, Education and Provision (3 cps) • SED4060 Practicum* 	---	6 cps	---	<u>Non-credit bearing</u> <ul style="list-style-type: none"> • CLE 2254 Skills for English Language Tests II 	15 cps
	2	<u>9 cps</u> <ul style="list-style-type: none"> • SED3056 Managing Learning Disabilities – Strategies and Techniques (3 cps) • SED4060 Practicum (6 cps)* 	<u>3 cps</u> <ul style="list-style-type: none"> • SED4094 Basic Research Methods and Proposal (3 cps) 	---	<u>3 cps</u> <ul style="list-style-type: none"> • University ePortfolio (3 cps) 	---	15 cps
4	1	<u>6 cps</u> <ul style="list-style-type: none"> • SED4059 Therapeutic Support and Management (3 cps) • SED4093 Sexuality Education: Inclusive and Rights-Based Perspective (3 cps) 	<ul style="list-style-type: none"> • SED4095 Honours Project/ SED4096 Capstone Project* 	9 cps	---	<u>Non-credit bearing</u> <ul style="list-style-type: none"> • Additional English Support (Optional) 	15 cps
	2	<u>3 cps</u> <ul style="list-style-type: none"> • SED4058 Social and Emotional Learning – Strategies and Techniques (3 cps) 	<u>3 cps</u> <ul style="list-style-type: none"> • SED4095 Honours Project/ SED4096 Capstone Project (3 cps)* 	6 cps	---	<u>Non-credit bearing</u> <ul style="list-style-type: none"> • Additional English Support (Optional) 	12 cps

* GE Foundation Course, SED4060 Practicum, SED4095 Honours Project and SED4096 Capstone Project are two-semester courses, of which credit points will be earned in the second semester.

Students are required to take the new compulsory ELC on E&I in Year 2 (the study semester will be assigned).

@ For students who may take IELTS and attain the required IELTS band in or before Year 2, another credit-bearing course “Workplace English” would be offered as an alternative to “Skills for English Language Tests I” subjected to the actual situation.

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COURSE INFORMATION

*** Latest information of the programme and courses
is available at www.eduhk.hk/base. ***

4.1 Course List – Major Study

4.1.1 Please note that for Major Study courses,

- the medium of instruction is mainly English; for *SED4060 Practicum*, it will be supplemented with Chinese (Cantonese and/or Putonghua) when and where appropriate; and
- the Teaching Department, Year, and Semester of each course are subject to change.

A. MAJOR STUDY

Course Code	Course Title	Credit Points	Teaching Department	Year	Semester
PSY1049	Learning and Motivation	3	PS	1	I
SED2050	Global Perspectives on Special Education	3	SEC	1	I
SED2078	Sensory and Physical Disabilities	3	SEC	1	I
ECE1196	Special Education – Family, School and Community Contexts	3	ECE	1	II
SED2079	Language, Communication and Literacy Development: Process and Instruction	3	SEC	1	II
SED2080	Multiple Talents of Individuals with Special Educational Needs	3	SEC	2	I
SED1064	Human Development: Biological Processes	3	SEC	2	I
SED2051	Social, Emotional, Behavioural and Developmental Difficulties	3	SEC	2	I
SED2052	Healthcare, Recreation and Assistive Technology for People with Special Needs	3	SEC	2	II

CFA1001	Cross-Faculty Core Course: Component I – Basic Law/ National Security Education	1	GEO	3	I
CFB3025	Cross-Faculty Core Course: Component II – Visits in Greater Bay Area	1	SEC	3	I
CFC3018 [^]	Cross-Faculty Core Course: Component III – Diversity, equity, and inclusion in the Greater Bay Area (GBA)	1	EPL	3	I
CFC3024 [^]	Cross-Faculty Core Course: Component III – Artificial Intelligence Enhanced Educational Entrepreneurship in GBA	1	C&I	3	I
CFC3026 [^]	Cross-Faculty Core Course: Component III – Supporting Students with Diverse Learning Needs in the Greater Bay Area	1	SEC	3	I
SED4082	Special Education – Assessment, Intervention and Approaches	3	SEC	3	I
SED4057	Sensory and Physical Disabilities – Communication, Education and Provision	3	SEC	3	I
SED3056	Managing Learning Disabilities – Strategies and Techniques	3	SEC	3	II
SED4060	Practicum	6	SEC	3	I & II
SED4059	Therapeutic Support and Management	3	SEC	4	I
SED4093	Sexuality Education: Inclusive and Rights-Based Perspective	3	SEC & EPL	4	I
SED4058	Social and Emotional Learning – Strategies and Techniques	3	SEC	4	II

[^] Students are required to take one CFCC Component III course only.

B. FINAL YEAR PROJECT

Course Code	Course Title	Credit Points	Teaching Department	Year	Semester
SED4094	Basic Research Methods and Proposal	3	SEC	3	II
SED4095	Honours Project	3	SEC	4	I & II
SED4096	Capstone Project	3	SEC	4	I & II

Key:	ECE	Department of Early Childhood Education
	C&I	Department of Curriculum and Instruction
	EPL	Department of Education Policy and Leadership
	GEO	General Education Office
	PS	Department of Psychology
	SEC	Department of Special Education and Counselling

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, curriculum changes, and other factors caused by unforeseeable circumstances. Tuition fees, once paid, are non-refundable.

Students admitted into this programme starting from the 2023/24 cohort are required to visit the Greater Bay Area (GBA) and/or other parts of Mainland China. Programme may also require students to participate in other non-local learning experience for completion of the programme. While the visits are heavily subsidised, students are still required to contribute part of the estimated cost of the visits ("student contribution"), whereas personal entertainment, meals expenses, travel document fee and personal insurance costs will not be supported. The estimated cost of the visits for students admitted is not available yet as it is subject to a variety of factors such as changes to the cost of the visits as a result of inflation, trip duration, traveling expenses, the exchange rate, etc. The exact amount of student contribution is thus not available.

4.1.2 Prerequisite Requirements

Students should be aware that some of the Major courses have pre-requisites – students have to successfully complete one or more preceding courses (usually of foundation or lower level) before they can move on to a comparatively advanced course. Failing a pre-requisite course may mean that the student

- has to retake the failed pre-requisite course;
- cannot study the related advanced course(s) according to the recommended schedule; and
- may not be able to graduate within the normal period of study.

Please refer to the table below for a summary of the course pre-requisites.

<i>First complete this/these course(s)...</i>		<i>Then you may study...</i>
<i>(Yr 1, Foundation Course)</i> SED2078 Sensory and Physical Disabilities	➔	<i>(Yr 3, Advanced Course)</i> SED4057 Sensory and Physical Disabilities – Communication, Education and Provision
<i>(Yr 2, Foundation Course)</i> SED2051 Social, Emotional, Behavioural and Developmental Difficulties	➔	<i>(Yr 4, Advanced Course)</i> SED4058 Social and Emotional Learning – Strategies and Techniques
<i>(Yr 3, Foundation Course)</i> SED4094 Basic Research Methods and Proposal	➔	<i>(Yr 4)</i> SED4095 Honours Project / SED4096 Capstone Project
<i>(Yr 1-3)</i> At least 39 cps of Major study	➔	<i>(Sem II of Yr 3)</i> SED4060 Practicum
<i>(Sem I of Yr 2)</i> Any set of GELS-NSA or PAVE	➔	<i>(Sem II of Yr 2)</i> GE Interdisciplinary Course (GEIC)
<i>(Sem I and Sem II of Yr 2)</i> GELS-NSA, PAVE and GEIC	➔	<i>(Sem II of Yr 3)</i> University ePortfolio

4.2 Course Synopses (*Major Study only*)

(by course code)

[Please note that the information provided hereunder is subject to change. Students should refer to the timetables and course outlines for updated information of individual courses in respective semesters. 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, curriculum changes, and other factors caused by unforeseeable circumstances. Tuition fees, once paid, are non-refundable.

Students admitted into this programme starting from the 2023/24 cohort are required to visit the Greater Bay Area (GBA) and/or other parts of Mainland China. Programme may also require students to participate in other non-local learning experience for completion of the programme. While the visits are heavily subsidised, students are still required to contribute part of the estimated cost of the visits ("student contribution"), whereas personal entertainment, meals expenses, travel document fee and personal insurance costs will not be supported. The estimated cost of the visits for students admitted not available yet as it is subject to a variety of factors such as changes to the cost of the visits as a result of inflation, trip duration, traveling expenses, the exchange rate, etc. The exact amount of student contribution is thus not available.]

ECE1196 Special Education – Family, School and Community Contexts

Year: **1** *Semester:* **II** *Credit Points:* **3**

Department: **Early Childhood Education (ECE)**

Prerequisite: **N.A.**

Family, school, and community have a significant effect on the development and learning of children with special needs from infancy through school age. This course aims at empowering students to become effective and efficient personnel with the ability to work with the families of children with special needs in educational settings and community-based organisations. Students are provided with theoretical knowledge and practical skills to function in a collaborative manner in the larger community and within the school for the families of children with special needs.

PSY1049 Learning and Motivation

Year: **1** *Semester:* **I** *Credit Points:* **3**

Department: **Psychology (PS)**

Prerequisite: **N.A.**

This course provides an overview of the theories, principles and research in learning and motivation. It covers the most relevant theories and concepts in the field, such as classical and operant conditioning, information processing model, attribution theory, and self-regulated learning. Contextual factors that affect learning and motivation, such as teacher expectations and feedback from various stakeholders, will also be discussed. This course puts strong emphasis on the application of theories to facilitate learning and motivation in real life situations. Participants are expected to actively explore ways to improve the motivation and learning of individuals with special needs in schools and other settings respectfully and caringly. They are also expected to be reflective and active learners who apply the knowledge to their own learning to achieve personal growth.

SED1064 Human Development: Biological Processes

Year: **2** *Semester:* **I** *Credit Points:* **3**
Department: **Special Education and Counselling (SEC)**
Prerequisite: **N.A.**

This course aims to provide participants a fundamental understanding about human development focusing on the biological perspective. Emphasis will be put on the neurobiological mechanisms in explaining physical, social emotional and cognitive development in different developmental stages. Theories in neural plasticity will be used to explain how the brain structure and function are shaped by experience and its implications on learning and education. Research findings on the role of neurobiological factors in healthy physical and psychological development, as well as in neurodevelopmental disorders, will be reviewed.

SED2050 Global Perspectives on Special Education

Year: **1** *Semester:* **I** *Credit Points:* **3**
Department: **Special Education and Counselling (SEC)**
Prerequisite: **N.A.**

This course is designed to explore globalization in special education. Major considerations include the critical understanding of the differences amongst the cognitive, emotional, behavioural, and sensory abilities. Key concepts include curricular and instructional facets of working successfully in diverse educational settings. Personal and theoretical constructs of disabilities and other related concepts are explored. Participants will also explore the issues and implications of global education as it relates to special education research and practices for enhancing professional competency and quality of learning.

SED2051 Social, Emotional, Behavioural and Developmental Disabilities

Year: **2** *Semester:* **I** *Credit Points:* **3**

Department: **Special Education and Counselling (SEC)**

Prerequisite: **N.A.**

This course will discuss the characteristics and risk factors of various social, emotional, behavioural and developmental disabilities in children and adolescents, including autistic spectrum disorders (ASD), attention deficit / hyperactivity disorders (AD/HD), conduct disorder, oppositional defiant disorder, anxiety disorders, depressive disorders and obsessive-compulsive disorders. In addition, the definition and risk factors of social, emotional and behavioural difficulties (SEBD) will be discussed in an educational context. The development of these disabilities will be examined with different theoretical models, including psychodynamic, behaviourism, cognitive, humanistic, systemic and bio-psycho-social model.

SED2052 Healthcare, Recreation and Assistive Technology for People with Special Needs

Year: **2** *Semester:* **II** *Credit Points:* **3**

Department: **Special Education and Counselling (SEC)**

Prerequisite: **N.A.**

This course first aims to help participants develop knowledge, attitudes and beliefs about health issues and health promotion services for people with special needs. Second, this course aims to increase participants' understanding in the leisure needs of people with disabilities and the process involved in making appropriate decisions with regard to recreation programming and inclusion. Third, this course provides an understanding of assistive technology and its application in instructional programs, career tasks and life skills for people with special education needs. Presentation and demonstration experiences will enable participants to better utilise assistive technology in school, work, community, and home environments.

SED2078 Sensory and Physical Disabilities

Year: **1** *Semester:* **I** *Credit Points:* **3**

Department: **Special Education and Counselling (SEC)**

Prerequisite: **N.A.**

This course requires the participants to investigate the biological, psychological and behavioural nature of sensory and physical disabilities. The participants will learn how to screen, identify and assess individuals with sensory and physical disabilities particularly on evaluating their educational, learning, communication and activity and participation needs.

SED2079 Language, Communication and Literacy Development:**Process and Instruction**

Year: **1** *Semester:* **II** *Credit Points:* **3**

Department: **Special Education and Counselling (SEC)**

Prerequisite: **N.A.**

This course provides a foundation on children's language, communication and literacy development and various methods to facilitate learning. Topics will include language, communication and literacy development in preschool and school-aged children, the importance of context in language learning, the connection between oral and written language, and curriculum design for language and literacy learning. The course will cover contemporary research and theory in addition to instructional materials for teaching.

SED2080 Multiple Talents of Individuals with Special Educational Needs

Year: **2** *Semester:* **I** *Credit Points:* **3**

Department: **Special Education and Counselling (SEC)**

Prerequisite: **N.A.**

This course aims to develop participants' knowledge and attitude regarding the diversity and the multifaceted nature of human intelligence and talents, especially to strengthen participants' awareness to appreciate the special talents that the individuals with special educational needs may have. Participants are provided with theoretical knowledge and practical skills to empower the individuals with special educational needs with respect to the development of their potential talents so as to fulfill their personal and societal needs. Key concepts include multiple forms of intelligence, talents, creativity, twice-exceptionality, etc.

SED3056 Managing Learning Disabilities – Strategies and Techniques

Year: **3** *Semester:* **II** *Credit Points:* **3**

Department: **Special Education and Counselling (SEC)**

Prerequisite: **N.A.**

This course provides experience in the use of informal assessment to plan, implement, evaluate and revise instruction to meet the needs and interests of the struggling reader and slow learner. Based on the results of assessments given, educators will develop interventions to address specific literacy problems. Participants will gain an understanding of the role of diagnosis, intervention, and immediate feedback to increase student success in learning. Participants will also understand how students become thoughtful, independent readers who understand what they read.

SED4057 Sensory and Physical Disabilities – Communication, Education and Provision

Year: **3** *Semester:* **I** *Credit Points:* **3**

Department: **Special Education and Counselling (SEC)**

Prerequisite: **SED2078 Sensory and Physical Disabilities**

This course requires the participants to plan, develop, implement, and evaluate effective intervention programmes for individuals with auditory, visual, and other sensory disabilities and/ or physical disabilities, including those with multiple disabilities.

SED4058 Social and Emotional Learning – Strategies and Techniques

Year: **4** *Semester:* **II** *Credit Points:* **3**

Department: **Special Education and Counselling (SEC)**

Prerequisite: **SED2051 Social, Emotional, Behavioural and Developmental Difficulties**

This course is the sequel of the pre-requisite course “*Social, Emotional, Behavioural and Developmental Disabilities*”. In this course, students will learn about the educational strategies and interventions that can enhance the social and emotional competence of children and adolescents. A wide range of social and emotional learning (SEL) programmes and management strategies, ranging from small-scale individualized programs to multi-agency approaches will be evaluated through case study and role-play. Evidence-based practice will be emphasized in the discussion of the SEL programs effectiveness. Ethical issues regarding assessment and intervention of social and emotional development will be considered through discussion and reflections. The final part of the course will cover design and implementation of innovative behavioral modification programs and family involvement in the local context.

SED4059 Therapeutic Support and Management

Year: **4** *Semester:* **I** *Credit Points:* **3**

Department: **Special Education and Counselling (SEC)**

Prerequisite: **N.A.**

This course explores the roles and responsibilities of the Human Service Workers (e.g., Physical Therapist, Speech Therapist, Occupational Therapist, Healthcare Workers, and Social Workers) in education and healthcare settings. In particular, their work in assessing and managing risk and ensuring safety and autonomy in relation to the special needs population in each of these roles. Emphases will be placed on ethics, confidentiality, standards of practice, and professional behavior in practice. Ethical and legal issues will be discussed in both local and global contexts.

Recent trends in the field will also be covered, including collaboration, emerging areas of practice, evidence-based practice and the healthcare team role delineation. Students will bring multi-disciplinary perspectives into thinking about innovative practices in response to local changes and challenges in serving SEN groups.

SED4060 Practicum

Year: **3** *Semester:* **I & II** *Credit Points:* **6**

Department: **Special Education and Counselling (SEC)**

Prerequisite: **Successful completion of at least 39 cps of Major Study**

The practicum gives participants an opportunity to be exposed to professional models of special education practice and to apply what they have learned in the real world. It is expected that participants, under supervision of practicum supervisors, will integrate classroom principles, deepen their understanding of effective special education practices, and develop entry-level skills in a real-life work setting.

Cross-Faculty Core Course

Year: **3** *Semester:* **I** *Credit Points:* **3**

Department: **General Education Office (GEO) /
Curriculum and Instruction (C&I) /
Education Policy and Leadership (EPL) /
Special Education and Counselling (SEC)**

Prerequisite: **N.A.**

Cross-faculty Core Course (CFCC) will comprise 3 individual components with 1 credit point each and be separately assessed with the aim to widen students' horizons and enable them to look beyond Hong Kong.

In Component I, lectures with topics related to Basic Law / National Security will be arranged; in Component II, students will have the opportunities to undertake visits in Greater Bay Area; In Component III, a variety of themes which are linked to the University's development niche areas will be offered by Faculties.

CFA1001 Cross-Faculty Core Course:**Component I – Basic Law/ National Security Education**

Year: **3** *Semester:* **I** *Credit Points:* **1**

Department: **General Education Office (GEO)**

Prerequisite: **N.A.**

The Hong Kong National Security Law is a piece of national security legislation concerning Hong Kong. It was passed on 30 June 2020 by the Standing Committee of the National People's Congress.

The primary objective of this Component I: Basic Law and National Security Education is to broaden students' knowledge and facilitate their understanding of National Security. In particular, the course will examine the intricate interrelationship between the National Security Law and the Basic Law by surveying its historical development and content. The connection between the National Security Law and the Constitution will also be discussed. The course will build from the fundamental understanding and exposure gained in the GE Foundation Course (GEFC) in their Year 1 study for UGC 4- or 5-year programmes. It also will complement with the entry-year study for the Senior Year programmes. A selection of major themes and topics in National Security that interconnect with students' own lives will be introduced to facilitate their learning the multiple dimensions and complexities of the issue.

CFB3025 Cross-Faculty Core Course:**Component II – Visits in Greater Bay Area**

Year: **3** *Semester:* **I** *Credit Points:* **1**

Department: **Special Education and Counselling (SEC)**

Prerequisite: **N.A.**

This course aims to deepen and enrich students' understanding of the development of the Guangdong-Hong Kong-Macau Greater Bay Area (GBA). A GBA visit will be arranged and coordinated by respective faculty/ department(s) / unit(s) for students to gain authentic learning experiences in real-world settings on different themes of GBA development that relate to their field of study. These themes included for example: (i) history and culture, (ii) science and innovation, (iii) economic development, (iv) arts and creative industries, (v) youth innovation and entrepreneurship, and (vi) education and training. Pre-visit briefing/ orientation/ tutorials and post-visit debriefing will be organized to equip students with a range of knowledge and skills to engage in meaningful GBA visit and to enhance their consolidation and self-reflection of learning experiences that gained from the visit. Students will be required to attend all the scheduled briefing/ orientation/ tutorials, debriefing and visit sessions, and to produce a final

reflection upon completion of this course. (For details of the scheduled sessions, please refer to “Supplementary Information” of specific GBA visit.)

CFC3018 Cross-Faculty Core Course:

Component III – Diversity, equity, and inclusion in the Greater Bay Area (GBA)

Year: **3** *Semester:* **I** *Credit Points:* **1**

Department: **Education Policy and Leadership (EPL)**

Prerequisite: **N.A.**

The purpose of this component of the course is to help students develop an understanding of diversity in the Greater Bay Area (GBA) and how equity and inclusion play out there. It adopts the notion that ever-evolving diversity with respect to race, ethnicity, class, gender, sexual orientation, disability, religion, indigenous status, nationality, citizenship status, culture, refugee status etc. has a powerful impact on the lives and opportunities of members in the GBA. The GBA aims to integrate and foster cooperation among Hong Kong, Macao, and the nine municipalities of Guangdong Province in Mainland China and makes it an innovation and technology hub. Seeing diversity as a strength and a source of innovation and creativity, this component of the course will help students understand how diversity, equity, and inclusion shape their lives. It will specifically examine various diversity features in each region, how they collectively construct diversity in the GBA, and how the ideals of equity and inclusion are deployed to address diversity related issues and challenges. The component will also explore intercultural competencies required for effectively and meaningfully participating in the GBA.

CFC3024 Cross-Faculty Core Course:

Component III – Artificial Intelligence Enhanced Educational Entrepreneurship in GBA

Year: **3** *Semester:* **I** *Credit Points:* **1**

Department: **Curriculum and Instruction (C&I)**

Prerequisite: **N.A.**

Building a globally influential international innovation and technology (I&T) hub is highly emphasized in the development of Hong Kong and the Greater Bay Area (GBA). Nowadays, artificial intelligence (AI) has not only been a prominent force in accelerating I&T development but has also redefined the meanings of education and professional training. This course will introduce how educational entrepreneurs adopt different AI (AI-assisted, AI-supported, AI-driven) technologies and strategies to solicit challenges and opportunities to underpin their creative and innovative educational ideals in the rapid social and technological environment in

Hong Kong and the GBA. Authentic case studies related to AI and educational entrepreneurship in GBA will be shared and discussed in the course. Contemporary topics, for example, AI ecosystem and technologies, roles and functions as an I&T change agent, critical mindset and competence for change, sustainable learning organisations and change culture, and intellectual capital (human, relational, and structural capital), will be examined. Through group discussions, literature studies, and reflective exercises, the course will provide participants with an authentic learning experience and prepare them for 21st century development in Hong Kong and GBA.

CFC3026 Cross-Faculty Core Course:

**Component III – Supporting Students with Diverse Learning
Needs in the Greater Bay Area**

Year: **3** *Semester:* **I** *Credit Points:* **1**
Department: **Special Education and Counselling (SEC)**
Prerequisite: **N.A.**

This course introduces the philosophy of special and inclusive education and how they are enacted in the cities in the Greater Bay Area (GBA). Learning focus is given to accessing and overcoming potential barriers to help GBA students with special educational needs (SEN) to reach the appropriate learning level for their aptitudes. The course covers the characteristics of students with SEN (e.g. Intellectual Disability, Autism Spectrum Disorder, and Attention Deficit/ Hyperactivity Disorder) and effective teaching methods for addressing their needs. Skills to develop, implement, and evaluate curriculum to help GBA students with SEN to achieve their potential commensurate with their abilities are also covered.

SED4082 Special Education – Assessment, Intervention and Approaches

Year: **3** *Semester:* **I** *Credit Points:* **3**
Department: **Special Education and Counselling (SEC)**
Prerequisite: **N.A.**

This course focuses on the usage of assessment in educational decision making as well as formative and summative classroom assessment and the necessary foundations, strategies, and understandings to assess and evaluate student learning. Emphasis is placed on the skills necessary to make data-driven decisions and how these decisions impact instruction, curriculum, and services. Practical application of this knowledge will enable the candidate to use assessment in making placement and instructional decisions as well as assist students in the classroom in monitoring and assess their own learning.

SED4093	Sexuality Education: Inclusive and Rights-Based Perspective				
<i>Year:</i>	4	<i>Semester:</i>	I	<i>Credit Points:</i>	3
<i>Department:</i>	Special Education and Counselling (SEC) & Education Policy and Leadership (EPL)				
<i>Prerequisite:</i>	N.A.				

This course aims to enhance students' attitudes and knowledge in sexuality education. It examines topics from an inclusive and rights-based perspective. It looks at the sexual rights of disability groups, such as SEN students, and the barriers such groups face to access those rights.

The course also aims to develop students' critical and reflective attitudes and knowledge application in designing sexuality education plan.

SED4094	Basic Research Methods and Proposal				
<i>Year:</i>	3	<i>Semester:</i>	II	<i>Credit Points:</i>	3
<i>Department:</i>	Special Education and Counselling (SEC)				
<i>Prerequisite:</i>	N.A.				

This course aims to develop students as learners, researchers, inquirers and knowledge creators in inclusive and special education and related disciplines; and prepare them for conducting a research-based in Honours Project or an inquiry-based project in Capstone Project. It consists of two inter-linked parts:

Part A "Basic Research Methods" (1.5 cps) introduces basic research knowledge and principles of research methods for students to use and/or conduct research in inclusive and special education and related disciplines, and ethical issues in the research process. It emphasises students' roles as users of research as well as researchers themselves and the process of action research and/or action learning. Topics include recognising the value of educational research, understanding the process of research, the search and effective use of literature, identifying research topic and questions, features of research proposal and research report, ethical issues in educational research and reliability and validity of different research methods. Students study short online units and attend face-to-face tutorials in which they are guided to connect and consolidate online learning with in-class learning activities. The assessment tasks include online and in-class exercises on research methods.

Part B "Specific Methods in Preparation of Honours Project/Capstone Project" (1.5 cps) prepares students to develop a proposal for conducting a research-based or project-based study in their chosen areas. Topics include understanding the purposes and methods of sampling, quantitative research methods (e.g., survey research, experimental study, descriptive statistics and correlation, inferential statistics and data analysis with SPSS), qualitative research methods (e.g., interview, observation, documents and artefacts, case study), mixed-methods research,

and action research in inclusive education. Students will be guided to identify a topic, conduct a literature review, select appropriate methods of data collection and analysis/inquiry, write a proposal, and create a demonstration/ visualization of the project idea.

SED4095 Honours Project

Year: **4** *Semesters:* **I & II** *Credit Points:* **3**

Department: **Special Education and Counselling (SEC)**

Prerequisite: **SED4094 Basic Research Methods and Proposal**

This course is a continuation of the course Basic Research Methods and Proposal, and serves as a culminating academic and intellectual experience for students. It provides opportunities for students to design and conduct research independently under the guidance of their supervisors. Students are expected to finalize their initial project proposal first. By the end of the course, students are expected to present their research findings and submit a research report.

SED4096 Capstone Project

Year: **4** *Semesters:* **I & II** *Credit Points:* **3**

Department: **Special Education and Counselling (SEC)**

Prerequisite: **SED4094 Basic Research Methods and Proposal**

This course is a continuation of the course Basic Research Methods and Proposal with a focus on Capstone Project, and serves as a culminating academic and intellectual experience for students. It is an inquiry-oriented learning avenue that enables our students to consolidate, integrate, and reflect on their undergraduate experiences for transiting to (and even celebrating) their upcoming post-graduation life –such as entering the workplace. Students are expected to complete an individual project. Students are expected to finalize their initial project proposal first. By the end of the course, they are expected to create a project output, present on it, and submit a project report.

4.3 Information of Other Courses

Please refer to the following websites for information of other courses. Students are reminded that the courses offered may vary from year to year.

<i>Domain</i>	<i>Reference website</i>
Major Courses	www.eduhk.hk/base
Language Enhancement Courses	www.eduhk.hk/cle
General Education Courses	www.eduhk.hk/geo
Elective Courses	https://curriculum.eduhk.hk/
Second Majors <ul style="list-style-type: none">• offered by Faculty of Education and Human Development• offered by other Faculties	www.eduhk.hk/fehd/study www.eduhk.hk/ad
Minors <ul style="list-style-type: none">• offered by Faculty of Education and Human Development• offered by other Faculties	www.eduhk.hk/fehd/study www.eduhk.hk/ad

5

LANGUAGE ENHANCEMENT AND LANGUAGE POLICY

The University recognizes the importance of language proficiency for all students. Students are expected to develop and demonstrate the ability to communicate effectively in Chinese and English. As required by the University's Language Policy, all BA(SE) students are subject to the following language policy and requirements.

5.1 Language Enhancement Courses

5.1.1 BA(SE) students are required to complete the following language enhancement courses before graduation:

Language	Mandatory Credit-bearing	Mandatory Non-credit-bearing
• English	2 courses (<i>each 3cps</i>)	2 courses
• Chinese	1 course (<i>3cps</i>)	2 courses
• Putonghua	---	2 courses

5.1.2 The language enhancement courses offered to BA(SE) students of 2021/22 and thereafter are listed below. For detailed information, please visit the website of the Centre for Language in Education (CLE) at <http://www.eduhk.hk/cle/en/index.php>.

English Enhancement Courses ^{Note 1}				
Status	Year	Semester	Course Title (Code)	Credit Points
Mandatory	1	1	University English I (CLE1250)	3
		2	University English II (CLE2253)	-
	2	1	Not applicable	-
		2	Skills for English Language Tests I (CLE1252) / Workplace English (CLE3257) [@]	3
	3	1	Skills for English Language Tests II (CLE2254)	-
		2	Not applicable	-
Optional	4	1/2	Additional English Support (CLE2255)	-

[@] only for students who have taken IELTS and attained the required IELTS band score (i.e. 6.0) in or before Year 2

Chinese Enhancement Courses				
Status	Year	Semester	Course Title (Code)	Credit Points
Mandatory	1	1	Chinese Language I (CLE1221)	3
		2	Chinese Language II (CLE2222)	-
	2	1	Chinese Language III (CLE2223)	-

Putonghua Enhancement Courses				
Status	Year	Semester	Course Title (Code)	Credit Points
Mandatory for all students except those who get the requisite TPT level for exemption ^(Note 2)	1	1	Foundation Putonghua (CLE1175)	-
		2	Intermediate Putonghua (CLE2176)	-
Optional for all students	2 – 4	1/2	Advanced Putonghua (CLE3177)	-
			Putonghua Shuiping Ceshi (PSC) Preparation Course (CLE3228)	-
			Learning Putonghua from Cultural and Pragmatic Perspectives (CLE3229)	-
			Language Proficiency Assessment for Teachers (Putonghua) (LPAT(P)) Preparation Course (CLE3230)	-

Cantonese Enhancement Courses (For non-Cantonese-speaking Chinese students only)				
Status	Year	Semester	Course Title (Code)	Credit Points
Mandatory for non-Cantonese-speaking Chinese students	1	1	Elementary Cantonese I (CLE1197)	-
		2	Elementary Cantonese II (CLE1199)	-

Cantonese Enhancement Courses (Optional courses) (For English-speaking students only)				
Status	Year	Semester	Course Title (Code)	Credit Points
Optional for English-speaking students	1	1	Survival Cantonese I (CLE1198) (subject to changes)	-
		2	Survival Cantonese II (CLE1200) (subject to changes)	-

Note 1: No exemption will be granted for English enhancement courses. The credit-bearing English enhancement courses must be passed for graduation, but the grades will not contribute to GPA.

Note 2: For the exemption criteria of the Putonghua enhancement courses, please refer to http://www.eduhk.hk/cle/sc/ptu/ptu:pepprogrammes/Course_exemption/

- 5.1.3 Non-Chinese-speaking students with little or no knowledge of written Chinese and/or Cantonese will be allowed to take a designated language course of 3 cps to fulfil the requirement. Details will be provided in due course.
- 5.1.4 In addition, students may opt to study other Language Enhancement courses (English, Chinese, Cantonese, and Putonghua) provided by the University's Centre for Language in Education (CLE), which are optional and non-credit bearing. CLE also provides self-access support and social activities for cultural and language exchanges.

5.2 Language Exit Requirements (LERs)

- 5.2.1 BA(SE) students are subject to Language Exit Requirements (LERs) in English and Putonghua, which are benchmarked against widely recognized international language tests. By the LERs, BA(SE) students are required to attain the following levels of language proficiency before graduation:

- English – IELTS[#] 6.0 or above; and
- Putonghua – PSC[#] 3B or above.

IELTS: International English Language Testing System

PSC: Putonghua Shuiping Ceshi 普通話水平測試

- 5.2.2 Students are sponsored to take IELTS and PSC once they have completed the relevant language enhancement courses.
- 5.2.3 Students should follow the advice of the CLE and take IELTS upon completion of the fourth English enhancement course offered by the CLE.
- 5.2.4 Students are strongly advised to be well-prepared for the IELTS and PSC and not to wait till the final year (as some may need multiple attempts to reach the required standard). If one fails to attain the LERs before graduation, such status will be indicated in his/her transcript. This may have negative and important impacts on one's future study or career.
- 5.2.5 Application for Attainment of LERs
- Students who attain IELTS 6.0 (overall band score) anytime during the four years of study can apply for the attainment of English LER.
- Students should submit the designated application form, together with the required documents, to CLE by the deadline advised by CLE. The IELTS and PSC scores achieved will be recorded on the students' academic transcripts.

5.2.6 Alternative Measures for Fulfilling the LERs

Students whose IELTS or PSC result falls short of the required standard may choose to fulfil the stipulated LERs by completing a relevant optional language enhancement course offered by CLE.

5.2.7 Application for English LER Exemption

- Requirements: IELTS 6.5 or above, and at least 80% of the courses within the curriculum are offered in EMI [the BA(SE) meets this criterion].
- Application form can be downloaded at:
<https://www.eduhk.hk/cle/en/University/Exemption>.
- Application for exemption can be submitted to CLE by the end of your second year of studies.
- A certified true copy of the official IELTS Test Report Form must be submitted together with the application.
- The IELTS results should be valid at the time of exemption application. (Note that IELTS scores are only valid for two years from date of test.)

5.2.8 Application for Putonghua LER Exemption

- Requirement: PSC 3A or above.
- Application form can be downloaded at: www.eduhk.hk/clp.
- Application for exemption can be submitted to CLE by the end of your second year of studies.
- A certified true copy of the official PSC Result Slip must be submitted together with the application.
- Non-Chinese speaking students may apply for Putonghua LER exemption. Please contact CLE for details and procedure.

5.3 Enquiries

5.3.1 For details of language policy and related issues, please visit the website of the University's Committee on Language Policy at: www.eduhk.hk/clp.

5.3.2 For enquiries on the Language Enhancement courses, LERs and Exemption matters, please contact the Centre for Language in Education at

Office: B2-G/F-03, EdUHK Tai Po Campus

Email: cle@eduhk.hk

Phone: English courses and LERs – 2948 7029 or 2948 8044
Chinese/Putonghua courses and LERs – 2948 7896

Changes in emerging technologies have placed at the forefront the development of knowledge, skills and attitudes that will equip students with the required level of Digital Competency Requirement (DCR) to succeed. In recognition of the impacts of technologies, students who are admitted in 2024/25 can fulfill the DCR (數碼能力要求) by completing at least one of the pathways.

1) IT e-Portfolio Checking (ITEP)

- For details of ITEP, please refer to the website at <https://www.eduhk.hk/mit/en/itep>.

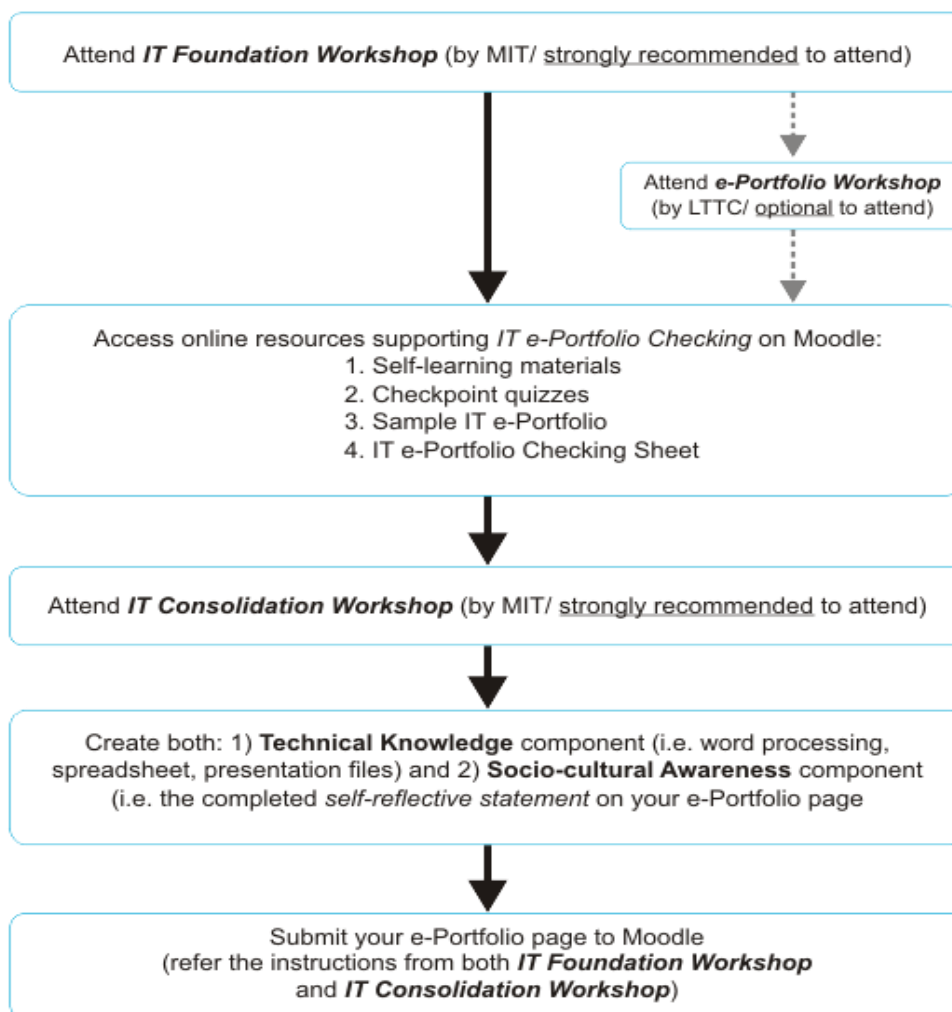
2) Student Teacher Education Program (STEP) *(offered in 2024/25 only)*

- For details of STEP, please refer to the website of the Centre for Learning, Teaching and Technology (LTTC) at <https://www.ltcc.eduhk.hk/for-students/dcr/>

3) Artificial Intelligence Literacy (AIL) *(offered in 2024/25 only)*

- For details of AIL, please refer to the website of the Centre for Learning, Teaching and Technology (LTTC) at <https://www.ltcc.eduhk.hk/for-students/dcr/>

6.1 IT e-Portfolio refers to a comprisal of a collection of links to their existing learning e-Portfolios for demonstrating the necessary components of IT competence. To facilitate the submission of IT e-Portfolio for checking, students are suggested to follow the following steps:



6.2 BA(SE) students may refer to the following website for detailed requirements, self-learning materials, workshop schedule, and registration, etc. of the IT e-Portfolio:
<https://www.eduhk.hk/mit/en/itep>

6.3 Marking Scheme and Passing Criteria

To pass the IT e-Portfolio Checking, students must complete

- at least 60% of the IT components on the checklist in each artefact (Word processing, Presentation, and Spreadsheet); and
- the reflective statement showing your competency in the dimension of Socio-cultural Awareness.

Detailed information will be provided in both the IT Foundation Workshop and IT Consolidation Workshop, of which arrangements will be announced in due course.

Week	S	M	T	W	T	F	S	Events	Public Holidays
SEMESTER I (2 SEP – 14 DEC 2024)									
SEPTEMBER 2024									
1	1	2	3	4	5	6	7	2 Sep – 30 Nov: Teaching Period	18 Sep: The day following the Chinese Mid-Autumn Festival
2	8	9	10	11	12	13	14		
3	15	16	17	18	19	20	21		
4	22	23	24	25	26	27	28		
5	29	30							
OCTOBER 2024									
			1	2	3	4	5	18 Oct: Aquatic Meet**	1 Oct: National Day 11 Oct: Chung Yeung Festival
6	6	7	8	9	10	11	12	26 Oct: Information Day	
7	13	14	15	16	17	18	19		
8	20	21	22	23	24	25	26		
9	27	28	29	30	31				
NOVEMBER 2024									
						1	2	16, 30 Nov: Graduation Ceremony (tentative, subject to change)	
10	3	4	5	6	7	8	9		
11	10	11	12	13	14	15	16	30 Nov: Last day of Teaching for Sem 1	
12	17	18	19	20	21	22	23		
13	24	25	26	27	28	29	30		
DECEMBER 2024									
14	1	2	3	4	5	6	7	7, 14, 21 Dec: Graduation Ceremony (tentative, subject to change)	25 Dec: Christmas Day
15	8	9	10	11	12	13	14		26 Dec: The first weekday after Christmas Day
	15	16	17	18	19	20	21	15 Dec - 5 Jan: Semester Break	
	22	23	24	25	26	27	28		
	29	30	31						

Week	S	M	T	W	T	F	S	Events	Public Holidays
SEMESTER II (6 JAN – 17 MAY 2025)									
JANUARY 2025									
				1	2	3	4	6 Jan – 12 Apr: Teaching Period (grad class) 6 Jan – 17 May: Teaching Period (non-grad class) 16 Jan: Grade Release Date 17 Jan: Athletic Meet **	1 Jan: New Year’s Day 29-31 Jan: Lunar New Year’s Holidays
1	5	6	7	8	9	10	11		
2	12	13	14	15	16	17	18		
3	19	20	21	22	23	24	25		
4	26	27	28	29	30	31			
FEBRUARY 2025									
							1	29 Jan - 4 Feb: Lunar New Year Break	
4	2	3	4	5	6	7	8		
5	9	10	11	12	13	14	15		
6	16	17	18	19	20	21	22		
7	23	24	25	26	27	28			
MARCH 2025									
							1		
8	2	3	4	5	6	7	8		
9	9	10	11	12	13	14	15		
10	16	17	18	19	20	21	22		
11	23	24	25	26	27	28	29		
12	30	31							
APRIL 2025									
			1	2	3	4	5	12 Apr: Last day of Teaching for Sem 2 (grad class) 15 Apr: National Security Education Day 2025 **	4 Apr: Ching Ming Festival 18-21 Apr: Easter Public Holidays
13	6	7	8	9	10	11	12		
14	13	14	15	16	17	18	19		
15	20	21	22	23	24	25	26		
16	27	28	29	30					
MAY 2025									
					1	2	3	12 May: Grade Release Date (grad class) 17 May: Last day of Teaching for Sem 2 (non-grad class)	1 May: Labour Day 5 May: Buddha’s Birthday 31 May: Tuen Ng Festival
17	4	5	6	7	8	9	10		
18	11	12	13	14	15	16	17		
19	18	19	20	21	22	23	24		
	25	26	27	28	29	30	31		
JUNE 2025									
	1	2	3	4	5	6	7	25 Jun: Grade Release Date (non-grad class)	
	8	9	10	11	12	13	14		
	15	16	17	18	19	20	21		
	22	23	24	25	26	27	28		

** Classes held between 8:30 am and 6:20 pm to be suspended.

At the Education University of Hong Kong, we aim for an atmosphere of cooperation, mutual respect, acknowledgement, and responsibility among students as well as between faculty members and students. This calls for compliance, consistency, and accountability, which underpin the rationale of the University's policies.

The following is a list of online resources in which students may find the University's programme-related regulations, policies, and guidelines. It is important that all students should acquaint themselves with these resources and the University regulations/policies/ guidelines therein, keep themselves informed about the requirements during their study at the University.

	<i>Resource</i>	<i>Available at</i>
a)	Academic Advising for Full-time Undergraduates*	https://www.eduhk.hk/advising
b)	Academic Honesty and Copyright *	https://www.eduhk.hk/re/student_handbook/en/Academic-Honesty-And-Copyright.html
c)	Bad Weather Arrangements *	http://www.eduhk.hk/re
d)	Digital Competency Requirement	https://www.eduhk.hk/mit/en/dcr
e)	EdUHK Library	https://www.lib.eduhk.hk/
f)	General Academic Regulations *	www.eduhk.hk/re
g)	Language Policy	www.eduhk.hk/clp
h)	Student Conduct *	www.eduhk.hk/re
i)	Student Handbook	https://www.eduhk.hk/re/student_handbook/

** also found in the Student Handbook*

Students are advised to pay special attention to the *General Academic Regulations* which are reproduced in Appendix A of this Programme Handbook.

A. GENERAL ACADEMIC REGULATIONS

(for Postgraduate Diploma, Undergraduate and Sub-Degree programmes)

1. Admission
2. Registration
3. Fees
4. Course Enrolment
5. Change of Programme/Major/Minor or Mode of Study
6. Double Registration
7. Study Load
8. Period of Study
9. Course Assessments and Grades
 - 9.1 Grading System
 - 9.2 Review of Course Grade
 - 9.3 Advanced Standing
 - 9.4 Credit Transfer
 - 9.5 Course Exemption
 - 9.6 Late Submission of Assignment
 - 9.7 Repeating Courses
 - 9.8 Academic Warning
 - 9.9 Academic Probation
 - 9.10 Field Experience
10. Graduation and Exit Requirements
11. Award Classification
12. Discontinuation of Studies
13. Leave of Absence
14. Deferment and Withdrawal
15. Suspension of Student Activities
16. Review of Board of Examiners' Decisions on Discontinuation
17. Dismissal
18. Academic Honesty

(with a glossary of terms)

1. Admission

- 1.1 Applicants for admission to a programme of the University are required to meet the stipulated entrance requirements of the programme. A waiver may be given to mature applicants with specific talents or achievements and a wealth of experience as defined in the general entrance requirements. The University does not discriminate on the basis of age, gender, race, nationality, religion, ethnic origin or disability upon admission. Students with disabilities are encouraged to inform the University of their needs so that timely assistance may be provided.

2. Registration

- 2.1 After being accepted by the University for admission to a programme, applicants must pay the requisite fees and complete the registration procedures as prescribed by the University. Current students will be re-registered automatically each semester throughout the period of study if fees have been paid up to date.

2.2 Major

- 2.2.1 All undergraduate students at the University are required to declare a major within their programme of study upon admission; and
- 2.2.2 Students are required to take the stipulated credit points of the declared major and complete all the specific course requirements of the declared major.

2.3 Double Major

- 2.3.1 Students admitted to a full-time undergraduate degree programme may be permitted to enroll in a second major in addition to their first major, subject to programme specific requirements and GPA requirement of normally 3.0 or above in the first year of study; and
- 2.3.2 Students are required to fulfill the course requirements of their first major. If they also fulfill the course requirements of their second major, they will have their second major recorded on their transcript.

2.4 Minor

- 2.4.1 Students on full-time undergraduate degree programmes can enroll in a minor;

2.4.2 Students admitted to a full-time undergraduate degree programme can enroll in a second minor in addition to their first minor (if any); and

2.4.3 Students who have fulfilled the course requirements of their minor(s) will have the minor(s) recorded on their transcript.

2.5 Double Counting

Double counting of up to nine credit points for a five-year programme and six credit points for a four-year programme to fulfill no more than two domain requirements (e.g. for both the first and second majors) within a full-time undergraduate degree programme may be allowed.

2.6 Each student is issued with a Student Identity Card. The Card enables a student to gain access to the University's facilities such as the Library, sports centre, and student halls.

2.7 Classes for all programmes are normally scheduled from Monday to Saturday.

3. Fees

3.1 Once admitted to the University, students (except those studying for Professional Development Programmes) are normally required to pay the following fees:

Admission Acceptance Fee	Payable by a stipulated due date upon offer of admission
Tuition Fee	Payable in two installments, one in each semester by a stipulated due date
Caution Money	A deposit to make good any outstanding debts to the University incurred in, for example, damage to the property of the University. Unused caution money is converted to graduation fees.
Continuation Fee	A fee required for students who are allowed to retain their student status without having to attend any courses in the programme, e.g. cases of deferment of studies, cases pending for graduation and cases with suspension of studies.
Students' Union Membership Fee	An annual fee chargeable to full-time students

Graduation Fee	A lump sum to cover the cost for graduation, including the cost of an award certificate; the lump sum can be covered by caution money subject to no outstanding claims
Other Fees	Information available on the websites of related units

3.2 Students who fail to settle overdue University fees without prior approval will be treated as having unofficially withdrawn from the programme. An administration fee will be charged to these students for reactivating their student status in addition to the full settlement of overdue fees. Re-instatement of the student status will not be considered for unofficially withdrawn students with prolonged overdue fees. They will be required to re-apply for admission to their programmes.

3.3 Students who have to extend their studies beyond the normal period of study in order to fulfill the requirements of the programme, major, second major, minor or second minor, are required to pay additional fees on a pro-rata basis according to the number of course/credit points (including Field Experience) taken in the extended period of study.

4. Course Enrolment

4.1 Students must ensure the completion of course registration before the course starts. Students who have not registered for any course in a semester (excluding the summer semester) will be considered to have withdrawn from their programme at the University (as stipulated in 14.1) unless deferment of studies has been approved by the relevant Programme Leader/Coordinator.

4.2 Registration in some courses is restricted to students having the necessary prerequisites.

4.3 Students can add or drop a course during the add-drop period or before the third class meeting. Students are permitted to drop a course after the add-drop period but before the examination period or the deadline for submission of final assignments, whichever applicable, only for strong personal reasons, such as serious illnesses; the grade W (Withdrawn) will be recorded on the students' transcript.

4.4 Failure to attend a course does not automatically result in the course being dropped. Students who are reported for prolonged absence in a course without permission will be accorded a grade F (Fail) for the course (as stipulated in 13.2).

4.5 Students may audit a course without charge, subject to the permission of the course lecturer. They will not earn credit points for their audited courses.

4.6 A visiting student is not enrolled in any particular programme, but may take courses. Students who have completed their programme but wish to take further courses will be considered visiting students.

5. Change of Programme/Major/Minor or Mode of Study

5.1 New students will normally not be considered to transfer to another programme if the programmes are offered in the same mode of study and programmes of the same academic level, in particular the UGC-funded undergraduate programmes, during their first semester of registration.

5.2 A current student, who wishes for special reasons to change from one programme/major/minor or mode of study to another during the course of study should meet the stipulated requirements and consult the relevant Programme Leaders/Coordinators for advice and approval. The change, once approved, normally takes effect from the next semester/academic year. (Also see 8.5 for the maximum study period.)

6. Double Registration

6.1 Students who are enrolled in any full-time award-bearing programmes (lasting for one year or longer) of the University are not permitted to simultaneously register for another qualification at this University or a post-secondary qualification at any institutions except with prior approval by the Registrar. Violation of this regulation will lead to discontinuation of studies from the University. In case of doubt, students should seek advice from the Registry.

7. Study Load

7.1 Courses are the basic units of study into which students are registered and for which grades are assigned. Each course is assigned a number of credit points. Related courses are grouped under a learning domain.

7.2 The number of credit points assigned to a course is indicative of the number of hours of student effort, which include both contact hours and study time. In terms of contact

hours, one credit point should normally be equivalent to one hour of teaching per week each for 13 teaching weeks in a semester. In terms of study time, students are normally expected to engage in no less than 2 hours of independent learning for each contact hour.

- 7.3 Students have to earn before graduation the number of credit points as required by the programmes of study. The minimum and maximum number of credit points is normally within the range of 12 (except summer semester) to 18 for taught courses in a semester for full-time programmes, whereas not more than 11 (up to 12 for students admitted in 2019/20 and thereafter) in a semester for part-time programmes. Students are not allowed to take zero credit point/course unless with prior approval.

8. Period of Study

- 8.1 The length of a programme is stipulated in the curriculum. To complete the curriculum, students are required to complete satisfactorily all the specified course requirements including coursework, school attachment, block practice, internship or similar programme required activities, as applicable.
- 8.2 Normally, there are two semesters in each academic year for academic activities, such as coursework, field experience, overseas immersion, internship and summer institute. In addition to the two regular semesters, a 6-week Summer Semester is offered for students of full-time undergraduate degree programmes who wish to study courses before the commencement of Semester 1 of the new academic year. Taking courses in Summer Semester is optional unless fixed in the programme curriculum.

- 8.3 The maximum period of study for a programme will be determined as follows:

Length of Programme	Maximum Period of Study
1 year	2 years
2 years	3 years
3 years	5 years
4 years	6 years
5 years	7 years

- 8.4 For students admitted to Full-time undergraduate programmes via Senior Year Admission Route, the maximum period of study is the respective normative length plus 2 years.

- 8.5 Students are expected to graduate within the stipulated period of study, inclusive of any change of programmes/majors, periods of leave of absence, deferment of study, suspension of study and Field Experience activities. Students who fail to complete a programme within the maximum period of study will normally be required to discontinue their studies at the University (as stipulated in 12.1(v)). Students will have to pay additional fees on a pro-rata basis according to the number of course(s)/credit point(s), including Field Experience taken in the extended period of study.
- 8.6 Students who wish to extend their period of study beyond the maximum programme duration are required to apply in writing to obtain prior approval from the Programme Leader/Coordinator. Likewise, students who wish to pursue a fast track to complete a programme below its normal period of study should obtain prior approval accordingly.

9. Course Assessments and Grades

9.1 Grading System

9.1.1 Students' performance in each course is expressed in terms of the following system:

Course Grade	Interpretation	Grade Point Equivalent
A+*	Distinction	4.33
A		4.00
A-		3.67
B+	Good	3.33
B		3.00
B-		2.67
C+	Satisfactory	2.33
C		2.00
C-	Below Satisfactory	1.67
D**		1.00
F	Fail	0.00

* Grade A+ is only given for outstanding performance in the course

** Grade D is the minimum level required for course progression

Operational Grade	Interpretation
DN	Distinction
CR	Credit
PS	Pass
FL	Fail
IP	In Progress

YC	Complete
YI	Incomplete
W	Withdrawn

9.1.2 Students' performance in a programme within a prescribed period of time, excluding courses without grade point equivalent, is described in a Programme GPA (Grade Point Average), which is calculated by the sum of the product of GPE# (Grade Point Equivalent)# earned for each course attempted (including failed courses) and its credit points within a programme, divided by the total number of credits attempted within a programme:

$$\text{Programme GPA} = \frac{\text{Sum of (GPE x Course CP) within a programme}}{\text{Total no. of CPs within a programme}}$$

Grade Point Equivalent - as given in the table in 9.1.1 above.

9.2 Review of Course Grade

9.2.1 Resolving grade disagreements with the lecturers concerned

A student who disagrees with a course grade should approach the course lecturer or Field Experience Supervisor concerned immediately after the announcement of the assessment results approved by the Head of the course-offering unit. The course lecturer or Field Experience Supervisor may recommend a grade adjustment if he/she finds any technical errors (such as wrong score entries, or calculation errors when totaling marks) or after hearing the student's representation. Recommendations for grade adjustments should reach the Chairperson of the Departmental Assessment Panel of the course-offering unit concerned or Field Experience Coordinator concerned with justifications for approval by the Head of the course-offering unit. The student will be informed of the result as soon as possible.

9.2.2 Formal procedures on grade reviews

If the student remains dissatisfied with the outcome after contacting the course lecturer or Field Experience Supervisor according to the procedures in paragraph 9.2.1, he/she may request for a formal review of his/her course grade(s), for one or more of the following reasons:

- (i) the assessment result has been caused by a material error or irregularity in marking;
- (ii) the assessment was not conducted in accordance with the General

Academic Regulations and the assessment scheme for the programme concerned; and

- (iii) there are special circumstances which the student has not been able to present to the relevant Head of the course-offering unit prior to the decision being made.

9.2.3 The formal request for a grade review should be made by the student to the respective Faculty Dean in writing within 14 working days after the announcement of the assessment results approved by the Head of the course-offering unit.

9.2.4 Upon receipt of the request, the Faculty Dean will pass it to the department/centre/office concerned. In light of the course-offering unit's response, the Faculty Dean will decide whether there are prima facie grounds for review. If so, the Faculty Dean will inform the respective Head of the course-offering unit for follow-up action.

9.2.5 The Head of the course-offering unit will re-convene the Departmental Assessment Panel meeting to hear the case. The student concerned will be invited to attend the hearing with the right to be accompanied by one other current student or staff of the University. In the case of internal disagreements or other exceptional circumstances, an external view may be sought.

9.2.6 The Head of the course-offering unit after consideration of the case including the recommendation from the Departmental Assessment Panel, if any, will inform the student of the result normally within one month of the student's request for review. Grades after review may be upgraded, downgraded or left unchanged. The decision of the Head of the course-offering unit is final.

9.3 Advanced Standing

9.3.1 Advanced standing will be granted to applicants who have completed a recognized programme at the University or other institutions before admission to the University's programme. Upon approval for advanced standing, the credits obtained from the recognized courses will be transferred to the programme of study and the minimum programme requirements in credits will be reduced. Students are allowed to complete the programme within a shorter period of time. Unless otherwise approved, students who are admitted with

advanced standing will not be eligible for credit transfer or course exemption at a later stage on the basis of their entry qualifications. (Also see paragraphs 9.4.1.2 and 9.5.1 below.)

9.4 Credit Transfer

9.4.1 Credit Transfer may be granted for courses completed successfully at the University previously or another accredited tertiary institution.

9.4.1.1 The transferred courses will appear on the student's transcript. The credit points transferred will be counted towards the graduation requirements but will be excluded from the calculation of the student's GPA. Students may apply for credit transfer within the first two weeks of each semester in each academic year. For courses on offer in the summer semester, applications should be submitted one week before the commencement of the semester.

9.4.1.2 The total number of credit points transferred will not exceed 50% of the total credit points of the programme. (except as stipulated in 9.4.2 below).

9.4.2 For a student who has successfully completed an approved student exchange programme of the University,

Applicable to all undergraduate programmes except for Senior Year Programmes

- (i) normally a total of up to 15 credit points (for students admitted in 2018/19 and before) and 18 credit points (for students admitted in 2019/20 and thereafter) in each regular Semester (and up to 6 credit points in each Summer Semester from 2018 onwards, or up to 9 credit points in each Summer Semester from 2024 onwards) will be transferred to his/her undergraduate degree programme. Only the number of credits transferred will be recorded on the student's transcript;

Applicable to Senior Year Programmes

- (ii) normally a total of up to 6 credit points (for students admitted to Entry Year/Year 3 from 2022/23 regardless of the number of

outbound exchange programmes they have undertaken), will be transferred to his/her undergraduate degree programme. Only the number of credits transferred will be recorded on the student's transcript.

9.5 Course Exemption

9.5.1 Students may be granted an exemption for course(s) completed in other institutions for recognized qualifications. Students admitted to Senior Year programmes from 2023/24 onwards may be granted an exemption from specific course(s) based on prior study at the University. Students who are so exempted must replace the exempted course with a course of the same credit value. The exempted courses will not appear on the student's transcript and will be excluded from the calculations of GPAs.

9.6 Late Submission of Assignment

9.6.1 Students who wish to submit an assignment later than the due date should obtain permission in advance from the course lecturer; otherwise, this will be treated as failure to submit the assignment as required.

9.6.2 The grade of all assignments submitted late with the approval of course lecturers may be lowered, on a case-by-case basis, by up to one full grade.

9.6.3 Students who fail to obtain prior approval will be given a “fail” grade (grade F) for late submission or non-submission of assignments.

9.7 Repeating Courses

9.7.1 Students may be required by the Board of Examiners to repeat the failed courses or courses with a low grade (i.e. C- or D) to fulfill programme graduation requirements.

9.7.2 Normally, students are not allowed to retake a course completed and passed in a previous semester, unless it is required by the Board of Examiners. They may be asked to take other courses to improve their Grade Point Average (GPA).

9.7.3 Students who repeat a failed course are normally required to retake the full range

of course activities, including attendance at lectures and all stipulated assessment tasks.

9.8 Academic Warning*

9.8.1 An Academic Warning* will be issued to any student whose Major Subject GPA is below 2.00. Students who receive an Academic Warning are not allowed to take the study load beyond the maximum credit points in the following semester or academic year. Those who wish to take more credit points than what is stipulated in the programme should seek prior approval from their Programme Leader/Coordinator.

**applicable to students of degree programmes with a major subject study*

9.9 Academic Probation

9.9.1 Students will be put on academic probation in the next semester when their Semester GPA is below 2.00. They will not be allowed to take the study load beyond the maximum credit points in the probation semester. Those who wish to take more credit points than what is stipulated in the programme should seek prior approval from their Programme Leader/Coordinator.

9.9.2 The academic probation status will be lifted, when a student obtains a Semester GPA of 2.00 or above at the end of the probation semester. Otherwise, probation shall continue to apply in the next semester unless 12.1(i) applies.

9.10 Field Experience

9.10.1 Field Experience is a salient component of teacher education programmes. Students should respect and observe the regulations of the schools where they take their block practice, and display appropriate professional knowledge and attitude. Any misconduct, upon verification, will be subject to disciplinary action, up to and including immediate dismissal from the University.

9.10.2 Students' performance in Field Experience will be graded as follows:
Students' overall performance in Field Experience will be based on the grade in the final Block Practice/Field Experience/Practicum or the overall grade in the Block Practice/Field Experience/Practicum (whichever applicable) adopting a grading system of distinction/credit/pass/fail.

9.10.3 Students who receive a failed grade in a Teaching Block Practice will be put on FE probation. Normally, the minimum period for FE probation is one semester. A Case Conference will be convened to discuss the case, review evidences after investigation and recommend remedial work for every failure case. The student concerned is required to fulfill the remedial work and produce a report with evidences to show how he/she has addressed the recommendations. The FE probation status will be lifted, upon the endorsement of the Chairperson of the Case Conference on the student's report. The students will not be allowed to conduct Teaching Block Practice until FE probation is lifted.

9.10.4 Students should complete a minimum of 7 credit points in each Field Experience and Experiential Learning Semester (for students admitted in 2019/20 and thereafter). Students shall only take Field Experience and/or Experiential Learning Courses (including Co-curricular and Service Learning courses and Experiential Learning courses) and Honours Project/Capstone Project, but not other regular taught courses in the Field Experience and Experiential Learning Semester.

10. Graduation and Exit Requirements

10.1 Students are responsible for the completion of all the graduation requirements of the programme in which they are officially enrolled and satisfy all other requirements specified by the University. To graduate, students must:

- (i) achieve the minimum number of credit points required by the programme;
- (ii) obtain a Programme GPA of 2.00 or above;
- (iii) complete at least half of the total required programme credit points at the University and at least half of the required credit points in their major(s) at the University;
- (iv) complete the requirements of their first major for undergraduate degree programmes;
- (v) complete the requirements as prescribed by the programme such as Field Experience (for students of teacher education programmes), internship and/or Language Graduation Requirements;
- (vi) obtain a Major Subject GPA of 2.00 or above (for students of undergraduate degree

programmes with a major subject study, and students of co-terminal double degree programmes who will have one combined Major Subject GPA based on the two Major Subjects); and

(vii) satisfy the requirements of Information Technology Competence in Education (ITCE) (for students admitted in 2023/24 or before) / Digital Competency Requirement (for students admitted in 2024/25).

10.2 Students must also meet/fulfill the University's exit requirements such as teacher's professional conduct and ethics (for students of teacher education programmes admitted in 2024/25 and thereafter) and/or language proficiency.

10.3 Students who have fulfilled the requirements of a second major and/or one/two minors and other programme requirements but failed to fulfill the requirements of their first major will not be permitted to graduate (applicable to students of undergraduate degree programmes with a major subject study).

11. Award Classification

11.1 The Board of Examiners recommends classifications of award in accordance with the following guidelines:

Undergraduate Degree Programmes		And Performance in Field Experience (if applicable)	Postgraduate Diploma and Sub-Degree Programmes	
Honours Classification	Minimum Programme GPA		Minimum Programme GPA	Award Classification
First	3.40	Credit or above	3.40	Distinction
Second (Division I)	3.00	Credit or above	2.70	Credit
Second (Division II)	2.50	Pass or above	2.00	Pass
Third	2.20	Pass or above		
Pass	2.00	Pass or above		

11.2 The Board of Examiners may add specific programme criteria/guidelines for classifications of award.

12. Discontinuation of Studies

- 12.1 A student will normally be required to discontinue his/her studies at the University if he/she:
- (i) fails to have probation lifted after he/she has been put on academic probation for two consecutive semesters; or
 - (ii) fails Field Experience in programmes leading to Qualified Teacher Status; or
 - (iii) fails to meet the graduation requirement as prescribed by the Programme; or
 - (iv) has received warning(s) but has failed to improve to meet the expectations of the University with respect to professional and personal behaviour; or
 - (v) has exceeded the maximum period of study without prior approval (as stipulated in 8.5).
- 12.2 Normally, students who are required to discontinue their studies at the University will not be considered for re-admission to the same programme in the following three academic years.

13. Leave of Absence

- 13.1 Where special circumstances require students to take a leave of absence exceeding 7 days but less than one semester, students must seek approval from the Programme Leader/Coordinator by submitting a leave application form.
- 13.2 Students who are absent for a prolonged period in a course without prior permission (as stipulated in 13.1) will be given a grade F (Fail) by their course lecturers. The grade F will be recorded on the students' transcript.
- 13.3 Where necessary, individual courses/course lecturers/programmes/ departments may specify their attendance requirements.

14. Deferment and Withdrawal

- 14.1 Students can apply for deferment of study if there is a genuine need. The minimum period of deferment in each application is one semester and the maximum duration for approved deferment within a programme is normally up to two academic years. The deferment period is included in the maximum period of study (as stipulated in 8.5). A

continuation fee per semester is required upon approval of the application. Students who have not settled the continuation fee will be considered to have withdrawn from the programme of study at the University (as stipulated in 4.1). No re-instatement of student status will be considered for withdrawal students.

- 14.2 The President of the Students' Union may apply in writing to the relevant Programme Leader/Coordinator for deferment of study for one year on grounds of heavy commitment in the Students' Union. Such an application should normally be made within four weeks after the announcement of the election results and is subject to the payment of a continuation fee.
- 14.3 Students who fail to return to the University to resume studies at the end of the approved period of deferment will be considered to have withdrawn from the programme, effective on the day following the deferment period.
- 14.4 Students who wish to withdraw from studies shall submit a withdrawal form to the University. Effective date of withdrawal is given 3 working days from the date of submission of the completed form.

15. Suspension of Student Activities

- 15.1 Field Experience Coordinators will report to the relevant Associate Dean to seek his/her approval in consultation with the Director/Co-Director of School Partnership and Field Experience to suspend any student immediately from Field Experience/practicum placed by the University, should they and/or school personnel have major concerns about the behaviour of the student on block practice or on other Field Experience/practicum activities. Students of teacher education programmes who demonstrate that they are unsuitable to enter the profession will be prevented from joining Field Experience/practicum or suspended from continuing such activities.
- 15.2 The relevant Associate Dean has the authority to prevent or suspend a student from other activities such as overseas immersion, internship, summer institute and academic exchange if the student, on the report of the Programme Leader/Coordinator, is found to be unsuitable.
- 15.3 Conversely, if an Field Experience Coordinator has strong grounds for concern that a student is experiencing serious bodily or emotional harm on account of the Field Experience/practicum placement, he/she will report this to the relevant Associate Dean

for his/her approval to remove the student immediately from the placement school.

- 15.4 The decision of suspension will be relayed in confidence to the relevant programme personnel. If the student is dissatisfied with the decision, he/she can appeal to the relevant Faculty Dean.

16. Review of Board of Examiners' Decisions on Discontinuation

- 16.1 A student who is required to discontinue his/her studies by the Board of Examiners under the General Academic Regulations will be notified by the Secretary of the Board of Examiners immediately after the decision for discontinuation is made, and be advised to

- (i) send new/additional information he/she might have to the Chairperson of the Board of Examiners for consideration; and/or
- (ii) ask for an opportunity to present his/her case before the Board of Examiners by the stipulated deadline, if he/she so wishes.

- 16.2 The Chairperson of the Board of Examiners, after consideration of the student's submission, will decide if there are grounds for the case to be re-considered by the Board of Examiners. If the student asks for a hearing before the Board of Examiners, the Chairperson will decide whether to invite the student to appear before the full Board of Examiners, or to form a separate panel to hear the case, if deemed appropriate. The Panel should involve at least the Chairperson of the Board of Examiners or a senior academic staff member nominated by the Faculty Dean as Chairperson, the Programme Leader/Coordinator, and the relevant teaching staff from the subject department(s).

- 16.3 The Panel, after hearing of the case, will convey its recommendation to the Board of Examiners for the final decision. Depending on the recommendation, the Board of Examiners may make decisions through one of the following ways:

- (i) decision by circulation; or
- (ii) a full Board of Examiners meeting to be convened.

- 16.4 The decision of the Board of Examiners will then be conveyed to the student accordingly.

- 16.5 If the student feels that there is perceived injustice in the above procedures governing the review of the decision of the Board of Examiners on discontinuation, he/she can make an appeal to the Students' Appeal Committee following the prevailing procedures

stipulated in the Student Handbook. The decision of the Students' Appeal Committee will be final.

17. Dismissal

- 17.1 Students who, upon verification, are found to have committed serious violations of the University's regulations or Laws of Hong Kong, will be subject to dismissal by the University immediately after the findings have been substantiated.

18. Academic Honesty

- 18.1 Students are required to carry out all academic activities honestly and in good faith. Any act that contravenes standards of academic honesty such as plagiarism, impersonation, cheating in examinations and collusion is strictly prohibited by the University.
- 18.2 Any alleged cases of academic misconduct will be handled by the Head of the academic department concerned, who will then conduct a thorough investigation. An investigation report should be sent to the relevant Associate Dean who will consider whether there are prima facie grounds for referring the case to the Student Disciplinary Committee for further consideration, decision and action. Any proven act of academic misconduct may result in suspension of studies, postponement of graduation, dismissal from the University or other forms of penalties.

Glossary:

Academic Board	The major academic forum of the University for the oversight and development of all academic matters of the University.
Academic Year/ Semester	An academic year consists of two semesters (and one 6-week Summer Semester for full-time undergraduate degree programmes only). Normally, Semester 1 commences in early September and ends in mid December while Semester 2 starts in early January and ends in June. The last numbered week in each semester is reserved for assessment purposes. For some programmes, a Summer Semester of 4-5 weeks may be added. In addition, some programmes may arrange Semester 2 into Semester 2A and Semester 2B. Taking courses in Summer Semester is optional unless fixed in the programme curriculum.

Advanced Standing	It may be granted to applicants who have completed a recognized programme at the University or other institutions before admission to a post-secondary programme.
Assessment	The student's academic performance will be assessed in summative and formative processes, which may include written assignments, portfolios, artifacts, class tests, performance tasks and examinations. Its precise nature will be specified in the course description.
Auditor	Students are allowed to attend the course without charge with permission of the course lecturer. They are not allowed to submit assignments nor sit for examination. They will not earn credit points for the course; and the audited courses will not appear on the students' transcript.
Board of Examiners	The University's board recommends award classifications, determine the remedial work for problem cases and cases of special circumstances that need special consideration, and decide cases for the discontinuation of studies.
Course	A course is a unit of study with credits and assigned with a particular lecturer or teaching team. Courses are normally assigned with three credit points.
Core Course	The course that must be completed by the students to meet the curriculum requirements.
Course Code	The code given to a course.
Course Exemption	Course Exemption may be granted for courses completed in other institutions for recognized qualifications. The exempted courses will not appear on the student's transcript and will be excluded from the calculation of GPAs.
Course Lecturer	Staff delivering the course.
Course Registration	The enrolment of a student in a course.
Credit Transfer	Credit Transfer may be granted for courses completed successfully at the University previously or another accredited tertiary institution. The credit points transferred will be counted towards the graduation requirements but will be excluded from the calculations of GPAs.
Credit Point/Credit	All programmes of study adopt a credit point system. Credit points show how much the successful completion of a course will contribute to the qualification of which it is a part. The number of credit points assigned to a course is indicative of the hours of study it requires. One credit point should normally be equivalent to one hour of teaching per week for 13 teaching weeks in a semester. Each contact hour should require no less than 2 hours of independent learning.
Departmental Assessment Panel	The Panel considers possible moderation of grades in a course, monitors grade distribution and endorses the assessment results of courses/clusters of courses/courses with similar nature for approval by the Head of the course-offering unit.

Elective Course	Any of the courses other than core courses in a programme.	
Field Experience	Field Experience is observation of teaching in schools and subsequently teaching practice in schools or other institutions.	
Grade Point Average (GPA)	GPA	Students' performance in the programme as a whole or within a prescribed period of time, excluding courses without grade point equivalent, will be set out in a Programme GPA. For details, please refer to Sections 9.1.2 of General Academic Regulations.
	Semester GPA (SGPA)	A student's GPA obtained in a semester
	Year GPA (YGPA)	A student's GPA obtained in an academic year
	Programme GPA (PGPA)	A student's GPA obtained within a programme
	Major Subject GPA	A student's GPA for his/her major subject of study
Mature Applicant	An applicant who does not possess the minimum programme entrance requirements but is at least 25 years of age on 31 August in the admission year and can demonstrate to the University's satisfaction his/her suitability for and capability to pursue his/her chosen programme, then he/she may be exempted from some entrance requirements and admitted as a mature student.	
Major	Major	A major field of study in a programme.
	First Major	The major field of study that students on full-time undergraduate degree programmes declared upon admission
	Second Major	The additional major field of study taken by students on full-time undergraduate degree programmes.
Operational Grade	A course grade assigned for administrative purposes to assist in the management of student records. Operational grades do not count in the calculation of students' GPAs. Definitions are explained as follows:	
	IP (In Progress):	An IP grade is shown where students will register in subsequent Semesters to complete the assessment of the course.
	YC (Complete):	Successful completion of a designated course.

	YI (Incomplete):	A temporary grade to be granted due to special circumstances that have prevented a student from completing required work, or attending the examination for reasons acceptable to the course lecturer. Where a “YI” grade is assigned by the course lecturer with a schedule for the completion of work, the Head of course-offering unit will approve the schedule via the Departmental Assessment Panel. A “YI” grade will be converted into an “F” grade four weeks after the “YI” grade is officially released unless an alternative grade has been assigned by the course lecturer concerned. Grade “YI” is not included in the calculation of Programme GPA.
	W (Withdrawn):	Assigned when a student has registered for the course in a semester and subsequently submitted a notification of withdrawal from the Course.
University/EdUHK	The Education University of Hong Kong	
Mode of Study	The full-time, part-time or mixed-mode pattern of study.	
The Portal	The University’s portal for staff and students	
Programme	The structured combination of courses which leads to a specified award.	
Registration	The enrolment of a student in a programme	
Statement of Results	The official letter certifying a student's completion of a programme, programme mode and duration and impending graduation.	
Testimonial	The official document certifying a student's enrolment in a programme, year of enrolment, programme mode and duration.	
Transcript	The official academic record of a student's full updated list of course grades attained in a programme.	
Visiting Student	Students who have completed their programme but wish to take further courses will be considered visiting students. Local and non-local applicants who do not wish to enroll in a full programme of study in the University but plan to take selected course(s) within one or more programmes may apply for admission as Visiting Students. Visiting students shall not register in any particular programmes, but may only take courses. Visiting students are not eligible for any formal academic award. Those who have successfully completed the course assessment will receive a transcript.	

13 August 2024

B. BAD WEATHER ARRANGEMENT

1. Students should refer to the following arrangements of class and examination in the event of tropical cyclone and rainstorm. The arrangements are applicable to both classes and examinations. Students may also call the Registry hotline at 2948 6196 to check for any special announcements during tropical cyclone/ rainstorm. Announcements made by the Education Bureau DO NOT apply to the University.
2. When Tropical Cyclone Signal No.3 or Red Rainstorm Warning Signal is in force, all classes and examinations will continue to be held as scheduled, unless otherwise announced by the University.
3. When the Hong Kong Observatory announces that Tropical Cyclone Signal No. 8 or above will be issued within the next 2 hours, special class/examination arrangement (in particular cancellation of classes) may be required based on the prevailing weather situation. You should pay special attention to radio or television announcements or call the Registry hotline at 2948 6196 to check for any special class/examination arrangements.
4. **Typhoon and Rainstorm**
When Tropical Cyclone Signal No.8 (or above) or the Black Rainstorm Signal is in force, the following arrangements shall apply:

4.1 For Classes/ Examinations Not Yet Started

<i>Situation</i>	<i>Action to be Taken</i>
a) For Morning Classes and Examinations	
If either of the warnings is <u>in force at or after 6:00am</u>	All morning classes and examinations commencing before 1:30pm will be cancelled and the examinations will be re-scheduled to a specific date according to the contingency arrangement.
b) For Afternoon Classes and Examinations	
If either of the warnings is <u>cancelled between 6:01am and 11:00am</u>	All afternoon classes and examinations commencing at any time from 1:30pm to 5:30pm will be held as scheduled.

<i>Situation</i>	<i>Action to be Taken</i>
If either of the warnings is <u>in force at or after 11:00am</u>	All afternoon classes and examinations commencing at any time from 1:30pm to 5:30pm will be cancelled and the examinations will be re-scheduled to a specific date according to the contingency arrangement.
c) For Evening Classes and Examinations	
If either of the warnings is <u>cancelled at or before 3:00pm</u>	All evening classes and examinations scheduled for 5:30pm and after will be held as scheduled.
If either of the warnings is <u>cancelled between 3:01pm and 4:00pm</u>	All evening classes and examinations scheduled for 6:30pm and after will be held as scheduled.
If either of the warnings is <u>in force at or after 4:00pm</u>	All evening classes and examinations will be cancelled and the examinations will be re-scheduled to a specific date according to the contingency arrangement.

4.2 For Classes and Examinations Already Started

When Tropical Cyclone (No.8 or above) is issued	All classes will be suspended immediately. All examinations, except those held outdoors, will continue until the end of that session, unless the Chief Invigilator advises that the examination be suspended.
When Black rainstorm warning is issued	All classes and examinations, except those held outdoors, will continue until the end of that session, unless the lecturer/Chief Invigilator advises that the examination be suspended.

5. **Contingency Arrangement for Examinations during Bad Weather**

If an examination administered by the Registry is cancelled because of bad weather, students may concurrently check on the Intranet for the Contingency Examination Schedule which is posted normally three weeks before the examination period. For examinations that are not administered by the Registry, students are requested to contact the lecturer(s) or the Department(s)/Centre(s) concerned for the contingency arrangements.

C. DIRECTORY

Faculty of Education and Human Development

Faculty Office

Location : D1-G/F-02

Hotline : 2948 8576

Fax No. : 2948 8572

Email : fehd@eduhk.hk

Website : <http://www.eduhk.hk/fehd>

Office Hours :	Monday to Friday	8:30 a.m. – 5:20 p.m.
	Saturday, Sunday and Public Holiday	Closed

1 Programme Matters

Programme Leader	Dr. CHAN Wai Lan Winnie <i>Tel. No.:</i> 2948 8303 <i>Email:</i> winniechan@eduhk.hk
Associate Programme Leader	Ms. YUNG Lai Kuen Suki <i>Tel. No.:</i> 2948 7273 <i>Email:</i> lkyung@eduhk.hk
Practicum Coordinator	Ms. KWOK Yee Tak Esther <i>Tel. No.:</i> 2948 8274 <i>Email:</i> eytkwok@eduhk.hk
Senior-Year Student Support (Teaching Assistant)	Ms LAU Wai Shan Winnie <i>Tel. No.:</i> 2948 7010 <i>Email:</i> winnielau@eduhk.hk
Executive Officer	Ms. KWONG Mei Yee Esther <i>Tel. No.:</i> 2948 8575 <i>Email:</i> mykwong@eduhk.hk
Clerical Officer	Ms. LO Chau Heung Elsa <i>Tel No.:</i> 2948 7105 <i>Email:</i> chlo@eduhk.hk

2 General Enquiries of Departments

Department of Curriculum and Instruction

Location D1-1/F-22

Enquiry 2948 7562 / ci@eduhk.hk

Fax No. 2948 7563

Website www.eduhk.hk/ci

Department of Early Childhood Education

Location B2-1/F-28
Enquiry 2948 7762 / ece@eduhk.hk
Fax No. 2948 7160
Website www.eduhk.hk/ece

Department of Education Policy and Leadership

Location D2-1/F-35
Enquiry 2948 8008 / epl@eduhk.hk
Fax No. 2948 8010
Website www.eduhk.hk/epl

Department of International Education

Location D1-1/F-08
Enquiry 2948 7783 / ie@eduhk.hk
Fax No. 2948 8877
Website <https://www.eduhk.hk/ie>

Department of Psychology

Location D1-2/F-26
Enquiry 2948 8544 / psystud@eduhk.hk
Fax No. 2948 8454
Website www.eduhk.hk/ps

Department of Special Education and Counselling

Location D2-2/F-02
Enquiry 2948 8816 / secenq@eduhk.hk
Fax No. 2948 7794
Website www.eduhk.hk/sec

3 Other useful telephone numbers

The telephone numbers and websites of other University units can be found in the *Student Handbook* (www.eduhk.hk/re/student_handbook).

D. CAMPUS MAP

The Education University of Hong Kong Tai Po Campus 香港教育大學大埔校園



