REGULATIONS FOR THE DEGREE OF
BACHELOR OF EDUCATION IN EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION [BEd(ECE&SE)]

These regulations apply to students admitted to the 5-year Bachelor of Education in Early Childhood Education and Special Education [BEd(ECE&SE)] curriculum in the academic year 2025-26 and thereafter.

(See also General Regulations and Regulations for First Degree Curricula)

Ed460 Admission to the degree

To be eligible for admission to the Bachelor of Education in Early Childhood Education and Special Education degree, candidates shall

(a) comply with the General Regulations;
(b) comply with the Regulations for First Degree Curricula; and
(c) satisfy all the requirements of the curriculum in accordance with these regulations and the syllabuses.

Ed461 Period of study

The curriculum for the BEd(ECE&SE) degree shall normally require ten semesters of full-time study, extending over not fewer than five academic years, and shall include any assessment to be held during and/or at the end of each semester. Candidates shall not in any case be permitted to extend their studies beyond the maximum period of registration of eight academic years, unless otherwise permitted or required by the Board of the Faculty.

Ed462 Selection of courses

(a) Candidates shall select their courses in accordance with these regulations and the guidelines specified in the syllabuses before the beginning of each semester. Changes to the selection of courses may be made only during the add/drop period of the semester in which the course begins, and such changes shall not be recorded on the transcript of the candidate. Requests for changes after the designated add/drop period of the semester shall not normally be considered.
(b) Withdrawal from courses beyond the designated add/drop period will not be permitted, except for medical reasons approved by the Board of the Faculty.

Ed463 Curriculum requirements

(a) To complete the curriculum, candidates shall follow instruction in the syllabuses prescribed and
  (i) satisfy the requirements prescribed in UG5 of the Regulations for First Degree Curricula;
  (ii) complete successfully not fewer than 300 credits in the manner specified in these regulations and the syllabuses, comprising:
    - 246 credits of courses in the Professional Core in Early Childhood Education and Special Education (including a 66-credit Capstone Experience),
    - 12 credits in language enhancement courses, including a non-credit bearing Academic Communication in English course[1], 6 credits in English in the Discipline and 6 credits

[1] Candidates who have achieved Level 5 or above in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement.

in Chinese language enhancement[2],

- 36 credits in the Common Core Curriculum, comprising at least 6 credits and not more than 12 credits from each Area of Inquiry with not more than 24 credits being selected within one academic year except where candidates are required to make up for failed credits,
- 6 credits in artificial intelligence literacy, and
- a non-credit bearing course in national education and national security education, and any other non-credit bearing courses as may be required from time to time.

(b) Candidates shall normally be required to take not fewer than 24 credits nor more than 30 credits in any one semester (except the summer semester) unless otherwise permitted or required by the Board of the Faculty, or except in the last semester of study when the number of outstanding credits required to complete the curriculum requirements may be fewer than 24 credits.

(c) Candidates may, of their own volition, take additional credits not exceeding 6 credits in each semester, and/or further credits during the summer semester, accumulating up to a maximum of 72 credits in one academic year. With the special permission of the Board of the Faculty, candidates may exceed the annual study load of 72 credits in a given academic year provided that the total number of credits taken does not exceed the maximum curriculum study load of 360 credits for the normative period of study specified in the curriculum regulations, save as provided for under Ed463(d).

(d) Where candidates are required to make up for failed credits, the Board of the Faculty may give permission for candidates to exceed the annual study load of 72 credits provided that the total number of credits taken does not exceed the maximum curriculum study load of 576 credits for the maximum period of registration specified in these regulations.

Ed464 Advanced standing and credit transfer

(a) Advanced standing may be granted to candidates in recognition of studies completed successfully before admission to the University in accordance with UG2 of the Regulations for First Degree Curricula. Credits granted for advanced standing shall not be included in the calculation of the GPA but will be recorded on the transcript of the candidate.

(b) Candidates may, with the approval of the Board of the Faculty, transfer credits for courses completed at other institutions at any time during their candidature. The number of transferred credits will be recorded on the transcript of the candidate, but the results of courses completed at other institutions shall not be included in the calculation of the GPA. The number of credits to be transferred shall not exceed half of the total credits normally required under the degree curricula of the candidates during their candidature at the University.

Ed465 Assessment and grades

(a) Candidates shall be assessed for each of the courses for which they have registered, and assessment may be conducted in any combination of coursework, written examinations and/or other assessable activities. Only passed courses will earn credits. Grades shall be awarded in accordance with UG8 of the Regulations for First Degree Curricula.

(b) Courses in which candidates are given an F grade shall be recorded on the transcript of the candidate, together with the new grade if the candidate is re-examined as a second attempt or retakes the failed course. All failed grades shall be included in calculating the GPA and shall be taken into account for the purposes of determining eligibility for award of the BEd(ECE&SE)

[2] Candidates who did not study Chinese language during their secondary education and have not reached the required proficiency level for the Chinese language enhancement course specified for the degree curriculum may take a course in either Chinese language or Chinese culture in lieu.

degree, honours classification and whether a candidate shall be recommended for discontinuation of studies.

(c) Candidates shall not be permitted to repeat a course for which they have received a D grade or above for the purpose of upgrading.

(d) There shall be no appeal against the results of examinations and all other forms of assessment.

Ed466 Absence from examination

Candidates who are unable, because of illness or other acceptable reason, to be present at the written examination of any course may apply for permission to present themselves at a supplementary examination of the same course to be held before the beginning of the First Semester of the following academic year. Any such application shall be made within seven calendar days of the first day of the candidate's absence from any examination. Any such supplementary examination shall be part of that academic year's examinations, and the provisions made in these regulations for failure at the first attempt shall apply accordingly.

Ed467 Retaking/Re-examination of failed course(s)

(a) Candidates who have failed to satisfy the examiners in course(s), but have

- completed successfully 36 or more credits in two consecutive semesters (not including the summer semester), except where candidates are not required to take such a number of credits in the two given semesters; and
- achieved an average Semester GPA of 1.0 or higher for two consecutive semesters (not including the summer semester),

shall be required, as specified by the Board of Examiners:

(i) to undergo re-assessment(s)/re-examination(s) in the failed course(s) to be held no later than the end of the following semester (not including the summer semester); or

(ii) to re-submit failed coursework, without having to repeat the same course of instruction; or

(iii) to repeat the failed course(s) by undergoing instruction and satisfying the assessments; or

(iv) for elective course(s), to take another course in lieu and to satisfy the assessment requirements.

(b) Candidates shall not be permitted to retake a failed course or present themselves for re-examination as a second attempt if they have otherwise satisfied all the requirements stipulated in these regulations for the award of the BEd(ECE&SE) degree.

Ed468 Failure in re-examination

(a) Candidates who have failed to satisfy the examiners at re-assessment(s)/re-examination(s), granted under Regulation Ed467 offered by the Faculty of Education shall:

(i) if these courses total *not more* than 12 credits, normally be permitted to progress to the following year of study and to present themselves for re-examination, in any prescribed form of examination; or

(ii) if these courses total *more* than 12 credits, be recommended for discontinuation of their studies as stipulated under Regulation Ed469(d).

(b) Candidates who have failed to satisfy the examiners at a supplementary examination, granted under Regulation Ed466, shall be permitted to present themselves for re-assessment, in accordance with Regulation Ed467, as directed by the Board of Examiners.

Ed469 Discontinuation

Unless otherwise permitted by the Board of the Faculty, candidates shall be recommended for discontinuation of their studies if they have:

(a) failed to complete successfully 36 or more credits in two consecutive semesters (not including the summer semester), except where candidates are not required to take such a number of credits in the two given semesters; or
(b) failed to achieve an average Semester GPA of 1.0 or higher for two consecutive semesters (not including the summer semester); or
(c) failed in Professional Practicum in any year; or
(d) failed to satisfy the examiners at re-assessment(s)/re-examination(s) of Professional Core course(s) granted under Regulation Ed467, of more than 12 credits; or
(e) exceeded the maximum period of registration specified in Regulation Ed461.

Ed470 Award of degrees and honours classifications

(a) To be eligible for the award of the BEd(ECE&SE) degree, candidates shall have successfully completed the curriculum as stipulated under Regulation Ed463.
(b) Honours classifications for the BEd(ECE&SE) degree shall be awarded in five divisions: First Class Honours, Second Class Honours Division One, Second Class Honours Division Two, Third Class Honours, and Pass. The classification of honours shall be determined by the Board of Examiners for the degree in accordance with the following Graduation GPA scores (GGPA) stipulated in UG9(a) of Regulations for First Degree Curricula, with all courses taken (including failed courses, but not including courses approved by the Senate graded as 'Pass', 'Fail' or 'Distinction') carrying weightings which are proportionate to their credit values[3]:

Class of honours	*GGPA range*
First Class Honours	3.60 – 4.30
Second Class Honours	(2.40 – 3.59)
Division One	3.00 – 3.59
Division Two	2.40 – 2.99
Third Class Honours	1.70 – 2.39
Pass	1.00 – 1.69

(c) Honours classification may not be determined solely on the basis of a candidate's Graduation GPA and the Board of Examiners for the degrees may, at their absolute discretion and with justification, award a higher class of honours to a candidate deemed to have demonstrated meritorious academic achievement but whose Graduation GPA falls below the range stipulated above of the higher classification by not more than 0.1 Grade Point.
(d) A list of candidates who have successfully completed all degree requirements shall be posted on Faculty notice boards.

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[3] For students who have successfully completed six 6-credit Common Core courses, the calculation of Graduation GPA is subject to the proviso that either five 6-credit Common Core courses with the highest grades (covering all five Areas of Inquiry), or all six 6-credit courses will be counted towards Graduation GPA, depending on which generates the higher Graduation GPA. For students who have successfully completed two 3-credit Common Core Microcredentials in place of one 6-credit Common Core course, the average grade point of the two 3-credit courses will be treated as the grade point of a 6-credit Common Core course.

SYLLABUSES FOR THE DEGREE OF
BACHELOR OF EDUCATION IN EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION [BEd(ECE&SE)]

These syllabuses apply to students admitted to the 5-year Bachelor of Education in Early Childhood Education and Special Education [BEd(ECE&SE)] curriculum in the academic year 2025-26 and thereafter.

Candidates are required to complete courses totaling not fewer than 300 credits for the Bachelor of Education in Early Childhood Education and Special Education degree. These courses must comprise:

- 246 credits of courses in the Professional Core in Early Childhood Education and Special Education (including a 66-credit Capstone Experience),
- 12 credits in language enhancement courses, including a non-credit bearing Academic Communication in English course[1], 6 credits in English in the Discipline and 6 credits in Chinese language enhancement[2],
- 36 credits in the Common Core Curriculum, comprising at least 6 credits and not more than 12 credits from each Area of Inquiry with not more than 24 credits being selected within one academic year except where candidates are required to make up for failed credits,
- 6 credits in artificial intelligence literacy, and
- a non-credit bearing course in national education and national security education, and any other non-credit bearing courses as may be required from time to time.

FIRST YEAR

Candidates shall normally take the following courses:

- 30 credits in the Professional Core in Early Childhood Education and Special Education
- a non-credit bearing Academic Communication in English course[1]
- 24 credits in the Common Core Curriculum, comprising at least 6 credits and not more than 12 credits from each Area of Inquiry
- a 3-credit artificial intelligence literacy course

SECOND YEAR

Candidates shall normally take the following courses:

- 30 credits in the Professional Core in Early Childhood Education and Special Education
- a 6-credit Chinese language enhancement course[2]
- 12 credits in the Common Core Curriculum, comprising at least 6 credits and not more than 12 credits from each Area of Inquiry
- a 3-credit artificial intelligence literacy course
- 12 credits in Professional Practicum I (Child Care Centre)[3]

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[1] Candidates who have achieved Level 5 or above in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement.

[2] Candidates who did not study Chinese language during their secondary education and have not reached the required proficiency level for the Chinese language enhancement course specified for the degree curriculum may take a course in either Chinese language or Chinese culture in lieu.

[3] Candidates are required to undertake teaching practice that spans over the semester, and hence, will not normally be allowed to enroll on non-Education campus-based courses during that period.

THIRD YEAR

Candidates shall normally take the following courses:

- 54 credits in the Professional Core in Early Childhood Education and Special Education
- a 6-credit English in the Discipline course

FOURTH YEAR

Candidates shall normally take the following courses:

- 36 credits in the Professional Core in Early Childhood Education and Special Education (including 12 credits in Specialised Elective courses)
- 24 credits in Professional Practicum II (Special Child Care Centre)[3]

FIFTH YEAR

Candidates shall normally take the following courses:

- 30 credits in the Professional Core in Early Childhood Education and Special Education (including 18 credits in Research in Early Childhood Education and Special Education project)
- 30 credits in Professional Practicum III (Kindergarten)[3]

PROFESSIONAL CORE IN EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION

Candidates are required to complete at least 246 credits from the courses below which should include:
1. Core courses (150 credits);
2. Professional practicum (capstone experience) (66 credits)
3. Project (18 credits)
4. Specialised elective courses (12 credits)

CORE COURSES (150 credits)

Candidates are required to complete 150 credits of Core Courses as follows:

BECE1001 Early Childhood Development (6 credits)

This course provides an overview of human development from conception through age 8. Topics covered include physical, cognitive, language, social and emotional development and the importance of context and culture for early development.

Assessment: 100% coursework.

BECE1002 Educational Psychology for Early Childhood Educators (6 credits)

This course focuses on the application of theories and principles from educational psychology to early childhood education. Topics covered include motivation, learning, development, instruction, guidance, and management.

Assessment: 100% coursework.

BECE1003 Young Children with Exceptional Needs (6 credits)

This course provides an overview to the broad span of children with exceptionalities. Topics covered include children with intellectual disabilities, communication disorders, sensory impairments, gifts and talents. The needs of children with low incidence disabilities will also be addressed.

Assessment: 100% coursework.

BECE1004 Concepts and Contexts of Early Childhood Education (6 credits)

This course considers the values, policies, and practices that support young children with varied abilities to take part in a broad range of activities and contexts in the families, communities, and society. Topics covered include philosophies of education, systems of services and supports, programmes, professional standards, and accountability systems.

Assessment: 100% coursework.

BECE1005 Risk and Resilience in Early Development (6 credits)

This course examines the impact of risk and disability on child developmental outcomes, and factors that promote resilience in infants and young children, with and without disabilities. Topics include psychopathology among infants and young children who are exposed to considerable stress, risks and disabilities, and interventions and programmes to prevent risk and build resilience.

Assessment: 100% coursework.

BECE2001 Play and Learning in the Early Years (6 credits)

This course examines the relationships between play and learning, and play and pedagogy in the early years. Topics include theory, research, policy and practice in relation to play and learning in early years settings, and its importance to children's learning and development.

Assessment: 100% coursework.

BECE2002 Physical and Social-Emotional Development of Infants and Toddlers (6 credits)

This course covers the physical growth and motor development of infants and toddlers, and considers their social-emotional development. Topics covered include early physical growth and development, social-emotional needs and temperament of infants and toddlers, teachers' role in supporting the physical and social-emotional development of infants and toddlers, guidance approaches and strategies.

Assessment: 100% coursework.

BECE2003 Cognitive and Language Development of Infants and Toddlers (6 credits)

This course examines the theories, research and practice in understanding and promoting the cognitive and language development of infants and toddlers. Topics include early cognitive and language developmental milestones, teachers' role and strategies in promoting cognitive and language development of infants and toddlers.

Assessment: 100% coursework.

BECE2004 Early Care and Education of Infants and Toddlers (6 credits)

This course covers the knowledge, skills, and attitude in working with infants and toddlers (birth to three years), and their families. Topics covered include supporting development; health, safety, and nutrition; learning environment and curriculum; child guidance; assessment and observation; and family engagement.

Assessment: 100% coursework.

BECE2005 Observation and Assessment of Children and Early Childhood Programmes (6 credits)

This course examines observational methods and assessment techniques in studying children's development and learning. It introduces the principles of observing, testing, recording, reporting, interpreting and documenting children's behaviours and performance, and covers the knowledge and skills to plan and evaluate early childhood curricula and programmes.

Assessment: 100% coursework.

BECE3001 Investigation and Discovery in Early Childhood Education (6 credits)

This course explores the content and methods of promoting investigation and discovery in early childhood settings. Topics include key concepts, theories, and trends in promoting young children's inquiry and investigation; designing and facilitating investigative learning experiences.

Assessment: 100% coursework.

BECE3002 Physical and Social-Emotional Development, Guidance and Counselling of Young Children (6 credits)

This course looks into the physical and social-emotional development of young children, and considers guidance and counselling for them. Topics covered include physical growth and development, social-emotional needs of young children, teachers' role in promoting the physical and social-emotional skills of young children, approaches to counselling and therapy, and ethical and legal issues in counselling children.

Assessment: 100% coursework.

BECE3003 Cognitive, and Language Development of Young Children (6 credits)

This course examines the theories, research and practice in understanding and promoting children's cognitive and language development. Topics include cognitive and language developmental milestones, teachers' role and strategies in promoting the cognitive and language skills of young children.

Assessment: 100% coursework.

BECE3004 Supporting Children with Communication Needs (6 credits)

This course examines young children's communication disorder, especially speech sound disorder, language disorder, and reading and writing difficulties. Theory and practices on how to support children with these disorders/difficulties are considered. Topics covered include speech sound disorder, language disorder, and reading and writing difficulties in children; role of teacher in screening, assessment, and intervention of these disorders/difficulties; inclusive pedagogy and curriculum adaptions; supporting bilingual children; supporting families; and working with other professionals.

Assessment: 100% coursework.

BECE3005 Supporting Children with Cognitive, Sensory and Physical Needs (6 credits)

This course explores cognitive delays and disabilities, sensory impairments, and physical disabilities among children. Topics covered include prevalence and causes of cognitive and physical disabilities; sensory impairments; early identification and assessment; instructional strategies; curriculum adaptations; and working with families and other professionals.

Assessment: 100% coursework.

BECE3006 Supporting Children with Behavioural, Emotional and Social Development Needs (6 credits)

This course explores behavioural, emotional, social development problems that young children experience. Topics covered include prevalence and causes of behavioural, emotional, and social development disorders; early identification and assessment; management and guidance; curriculum adaptations; and working with families and other professionals.

Assessment: 100% coursework.

BECE3007 Integrated Curriculum and Inclusive Pedagogy in Early Childhood Education I (6 credits)

This course covers the steps involved in planning, implementing and evaluating an individually appropriate, contextually appropriate and evidence-informed curriculum for young children. The relations among developmental theory, philosophy and practices are emphasised. Topics covered include historical and sociocultural contexts; curricular models; physical and interpersonal environments; play; learning and teaching of diverse learners; and principles of adapting curriculum and instructions for children from age 3 to 8.

Assessment: 100% coursework.

BECE3008 Assessment and Intervention in Early Childhood Settings (6 credits)

This course focuses on assessing children at risk for delayed development, and early intervention services provided to children and families in the early years. Topics covered include screening, developmental assessments, diagnosis, child-focused and family-centred therapies and services, and working with families and other professionals.

Assessment: 100% coursework.

BECE3009 Young Children, Family and the Changing World (6 credits)

This course explores the changing family structures in modern society and their influence on the developing child. It addresses family life issues, such as separation, divorce and remarriage. Theories and research relating to parenting and parent involvement are considered.

Assessment: 100% coursework.

BECE4001 Integrated Curriculum and Inclusive Pedagogy in Early Childhood Education II (6 credits)

The objective of this course is to help students through the curriculum planning, implementation and evaluation process to prepare them for Professional Practicum II and III. Topics covered include planning frameworks that can be applied to various curriculum models and programmes; curriculum planning for diverse learners from age 3 to 8; designing learning environments and providing appropriate materials to engage children with different needs; ways to build and conduct small group and whole class activities with diverse learners through play-based learning; assessment of learning; evaluation of planning, learning and teaching processes and outcomes.

Assessment: 100% coursework.

BECE4002 Developmental Neuroscience (6 credits)

This course provides an overview of the development of the brain. It covers the structures and functions of the brain and discusses the neural mechanisms involved in the development of perception, attention, memory and executive function. The intersection between genetics and the environment is considered.

Assessment: 100% coursework.

BECE4003 Contemporary Issues in Child Development (6 credits)

This course considers critical issues in child development from local, regional and international viewpoints. It examines the influences of multiple perspectives on early childhood policies and programmes, and discusses current trends and innovations in early childhood education.

Assessment: 100% coursework.

BECE4004 Introduction to Research Methods (6 credits)

This course introduces qualitative and quantitative methods in educational research. It covers the methods of collecting, analysing, reporting and interpreting research data. The application of ethical

procedures in educational research is discussed. This course prepares students to design and conduct their independent research project.

Assessment: 100% coursework.

BECE5001 Planning, Management and Evaluation of Early Childhood Programmes (6 credits)

This course examines the planning, management and evaluation of early childhood programmes. Topics covered include leadership and advocacy; regulatory aspects and financial management; human resources management; programme operations and facilities management; educational programming; family engagement and community relations; and evaluation of programme and classroom quality and improvement.

Assessment: 100% coursework.

BECE5002 Seminar in Early Childhood Education and Special Education (6 credits)

This course aims to cover topics of research interest to help students conduct and report a small pilot study for their Early Childhood Education and Special Education Project. Students will also be engaged in Interprofessional Education and Collaborative Practice and work with students in other disciplines.

Assessment: 100% coursework.

PROFESSIONAL PRACTICUM (66 credits)

Candidates are required to complete 66 credits of professional practicum for the professional core requirement. Professional Practicum is a professional requirement that enables candidates to develop teaching competencies within the child care and kindergarten environment.

Because this component is conducted in child care centres and kindergarten, and involves direct learning relationships with children, the candidates must comply with the following professional requirements: Candidates shall conduct themselves professionally during their studies and towards staff and children in child care centres and kindergartens. Candidates who exhibit behaviour deemed by the Faculty of Education to be threatening or harmful to children, teachers, fellow students, or to kindergartens and other centres participating in the programme, may not be permitted to take, or may be withdrawn from the Professional Practicum courses, and hence will not be able to satisfy the programme's professional requirements.

The core aspects of candidates' performance in the practicum that will be assessed include but are not limited to the following:

- planning for effective teaching and learning
- knowledge of the target language and its acquisition
- teaching strategies which foster and motivate children learning and meet diverse children needs
- managing learning and interaction in the classroom
- professional orientation

Year 2

BECE2401 Professional Practicum I (Child Care Centre) (12 credits) (Capstone Experience)

Professional Practicum I gives students the opportunity to apply theoretical knowledge to practice in child care centres for children from birth to three years. Supervision will be provided from a site supervisor and a university instructor.

Assessment: 100% coursework.

Year 4

BECE4401 Professional Practicum II (Special Child Care Centre) (24 credits) (Capstone Experience)

Professional Practicum II gives students the opportunity to apply theoretical knowledge to practice in special child care centres for children with special needs age two to six. Supervision will be provided from a site supervisor and a university instructor.

Assessment: 100% coursework.

Year 5

BECE5401 Professional Practicum III (Kindergarten) (30 credits) (Capstone Experience)

Professional Practicum III gives students the opportunity to apply theoretical knowledge to practice in kindergarten settings for typical and atypical children age three to six. Supervision will be provided from a site supervisor and a university instructor.

Assessment: 100% coursework.

PROJECT (18 credits)

Candidates are required to complete 18 credits of project for the professional core requirement.

BECE5999 Early Childhood Education and Special Education Project (18 credits)

Independent study of a self-selected topic under the supervision of a faculty member.

Assessment: 100% coursework.

SPECIALISED ELECTIVES (12 credits)

Candidates are required to complete 12 credits of specialised electives for the professional core requirement. Not all of the courses listed below will be offered every year.

BECE6001 Supporting Children with Autism Spectrum Disorder (6 credits)

This course provides an in-depth study of Autism Spectrum Disorder (ASD). Students will explore a wide range of evidence-based treatment and intervention strategies in relation to the learning characteristics of young children with ASD. These strategies mainly include Applied Behaviour

Analysis (ABA), Treatment and Education of Autistic and related Communication-handicapped Children (TEACCH), Social Thinking, and Picture Exchange Communication System (PECS). The course guides students through assessment, planning, implementation, and evaluation. It teaches students to develop Individualized Education Plans (IEPs), manage behavioral, social, emotional and academic challenges, and decide and design effective teaching strategies for preschool special education and inclusive education in mainstream settings. This course will primarily focus on practical aspects, and students are expected to apply their learning in their classrooms.

Assessment: 100% coursework.

BECE6002 Supporting Non-Native Chinese Speaking Children (6 credits)

This course provides an overview on children who are non-Native Chinese speaking in Hong Kong. Topics covered include prevalence of Chinese language learners, development of Chinese as a Second Language (CSL) in young children, educational approaches and assessments, multicultural education, curriculum adaptations, and working with families.

Assessment: 100% coursework.

BECE6003 Bilingualism in Young Children (6 credits)

This course provides an overview of theories and research on child bilingualism. Topics covered include the development of bilingualism, individual and societal bilingualism, language maintenance, models of bilingual education and language planning and policies.

Assessment: 100% coursework.

BECE6004 Children and the Law (6 credits)

This course examines legal issues related to the rights and obligations of children and parents, including child abuse and neglect, foster care, adoption and child custody.

Assessment: 100% coursework.

BECE6005 Child Health (6 credits)

This course provides an overview of the health, safety and nutritional needs of young children. Emphasis is placed on childhood stress and illnesses, abuse and neglect, food safety and nutrition, and safe and healthy environments. Policies and practices to promote the health and well-being of children are discussed.

Assessment: 100% coursework.

BECE6006 Young Child and Technology (6 credits)

This course explores the role of technology in children's lives and education. It will consider the role of family-related factors in the use of technology and the use of technology to enhance children's learning in early childhood settings.

Assessment: 100% coursework.

BECE6007 Creative and Expressive Arts and Movement (6 credits)

This course explores ways to provide opportunities for children to share their thoughts, ideas, and feelings through a variety of activities in art, music, movement, with an emphasis on divergent thinking and creative process. Topics covered include art, music, dance, dramatic play, and puppetry.

Assessment: 100% coursework.

ENGLISH LANGUAGE ENHANCEMENT COURSES (6 credits)

CAES1001 Academic Communication in English (non-credit bearing)

(Candidates who have achieved Level 5 or above in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement.)

The course is designed to equip first-year undergraduate students with a solid foundation in academic English literacy to succeed in their university studies. The course is dedicated to nurturing students' competencies in an English-medium university environment and fostering their confidence in effective oral, written, and visual communication. This is achieved by cultivating students' critical reading skills, information literacy skills, and digital literacy skills for academic English learning. The course also provides students with a comprehensive understanding of academic rhetoric across different mediums, including written, spoken, and visual tasks. By familiarizing students with the key genres and communication conventions in university education, the course empowers students to apply the acquired knowledge and skills to Common Core Courses.

Assessment: 100% coursework.

English in the Discipline Course (6 credits)

CAES9430 Academic English for Early Childhood Education Students (6 credits)

This course will help students develop their research report writing skills and oral presentation skills for disciplinary studies and academic purposes. Students will identify a topic in the discipline of Early Childhood Education and conduct a small-scale research project to explore the issue. During the process, they will collect data by interviewing professionals in their field, analyse the information they obtain, and present your findings orally and in formal report writing.

Assessment: 100% continuous assessment by coursework.

CHINESE LANGUAGE ENHANCEMENT COURSE (6 credits)

Candidates are required to successfully complete the 6-credit Faculty-specific Chinese language enhancement course, except for:

(a) Putonghua-speaking students who should take CUND9001 Basic Spoken and Written Cantonese for Mandarin Speakers, CUND9002 Practical Chinese and Hong Kong Society, CUND9003 Cantonese for Non-Cantonese Speaking Students or CUND9004 Practical Applied Chinese Writing and Effective Presentation Skills for Non-local Mandarin Speaking Students; and

(b) Candidates who did not study Chinese language during their secondary education and have not reached the required proficiency level for the Chinese language enhancement course specified for the degree curriculum may take a course in either Chinese language or Chinese culture in lieu.

CEDU9003 Practical Chinese for BEd(ECE&SE) Students (6 credits)

This course aims to promote students' professional use of modern Chinese language in the fields of Early Childhood Education and Special Education. The course will familiarise students with modern Chinese grammar, the correct use of Chinese characters; and various types of practical Chinese writings in professional contexts. Students are required to complete a series of communication-rich oral and written assignments. This course will allow students to grasp the necessary language skills that are needed in their future professional settings.

Assessment: 50% coursework, 50% examination.

CHIN9501 Chinese as a Foreign Language I (6 credits)

This intensive course is intended for foreign learners who have no prior knowledge of the Chinese language. It aims to build a solid foundation for students wishing to go on to more advanced levels of language study and in-depth study of Chinese culture and society. It familiarizes students with the phonetic structures of Putonghua, the Hanyu Pinyin system, pronunciation, tones, intonation, sentence patterns, and the characteristics of situational conversations. 400 most frequently used Chinese characters will be introduced and students will be taught how to make use of Chinese dictionaries.

Assessment: 100% coursework.

CHIN9511 Cantonese as a Foreign Language I (6 credits)

This course is intended for foreign learners who have no prior knowledge of Cantonese (Mandarin speakers may apply). The course introduces the fundamental structure of the language that can immediately be put to use in daily life. It aims to develop oral communication skills through a variety of situational conversations to make life in Hong Kong easier and more enjoyable.

Assessment: 100% coursework.

CHIN9521 The Fundamentals of Chinese Characters (6 credits)

This intensive course is intended for international students, exchange and visiting students whose mother tongue is not Chinese. It is designed to introduce the origins and evolution of Chinese characters. The formation and the structure of Chinese characters will be emphasized to help students to break the puzzles of Chinese written form. This course also familiarizes students with the distinctive features of the Chinese characters as a means to introduce them to the unique characteristics of the Chinese language and culture. Students will be equipped with the writing skills to copy any Chinese characters in correct stroke-order and will be familiar with the commonly used components of combined characters after this course. The course will teach up to 220 Chinese characters and about 350

compound words. Students are taught how to use Chinese dictionaries in order to continue learning Chinese characters by themselves.

Assessment: 100% coursework.

CHIN9522 Exploration of Major Cultural Themes across Chinese History (6 credits)

This history and culture course familiarizes exchange/visiting/non-JUPAS students with China and its past, approached from non-traditional perspectives. Instead of traditional emphasis on remembering who is who and remembering definitions passed down from centuries ago, students are encouraged to produce critique of established thoughts/definition of historic figures, theories, social events and to demonstrate critical thinking and ability to analyze events, people, and cultural themes. They are encouraged to participate in group discussions and to use cross reference of other parts of the world and learn lessons from history.

The course covers Chinese history, schools of thoughts, cultural themes, and achievements in Chinese civilization; highlights cultural differences and similarities between Chinese and other cultures; stimulates students' interest in deeper understanding of China, its people, its history, and its culture in the global context.

Assessment: 100% coursework.

CUND9001 Basic Spoken and Written Cantonese for Mandarin Speakers (6 credits)

This intensive Cantonese language course is designed for Mandarin (Putonghua) speakers who have no prior knowledge of Cantonese. The course aims to assist students in mastering Jyutping, the Cantonese romanization system, while simultaneously cultivating students' ability to communicate effectively in Cantonese, both orally and in written form, across a variety of situational conversations. Throughout the course, students will be exposed to practical sentence structures and a wide range of useful vocabulary related to various aspects of daily life. Furthermore, the curriculum allows students to gain insight into Hong Kong culture.

Assessment: 70% coursework, 30% examination.

CUND9002 Practical Chinese and Hong Kong Society (6 credits)

This course is specifically designed for the students from the Mainland. With Putonghua as the medium of instruction, it aims to underscore the characteristic styles and formats of practical Chinese writings in the workplace context in Hong Kong. Topics addressing the rhetorical strategies for reader-oriented professional writings are included to strengthen the students' command of the language. In the "Chinese Characters" component, drilling practices provide ample opportunity for the students to learn to convert simplified characters into their traditional forms. The evolution of Cantonese and the lexical and phonetic systems of this dialect will be explored. The local history and culture of Hong Kong will also be considered. On-site visits are organised to deepen the students' understanding of local traditions and, more importantly, to enhance their ability to appreciate and accept cultural and regional differences.

Assessment: 50% coursework, 50% examination.

CUND9003 Cantonese for Non-Cantonese Speaking Students (6 credits)

Through a comparative analysis of Putonghua and Cantonese, this course enables students to learn the characteristics of Hong Kong Chinese, to discover the differences in vocabulary and expression between the Cantonese dialect and Mandarin, to strengthen their communication skills in everyday life, and to have a proper understanding of the culture, traditions, and people in Hong Kong.

Assessment: 60% coursework, 40% examination.

CUND9004 Practical Applied Chinese Writing and Effective Presentation Skills for Non-local Mandarin Speaking Students (6 credits)

CUND9004 aims to cultivate non-local Mandarin-speaking students' logical thinking and critical thinking skills. Through the exploration of various interdisciplinary knowledge topics, students are encouraged to analyze and evaluate information, such as a variety of essays mainly focusing on important social and economic issues, as well as movies, pop songs and books released between 1995 and the present. The students will be provided with opportunities to engage in realtime class polling, writing, group discussions, presentation, peer reviews, and will receive teacher and other students' feedback on assignments, allowing them to practice their critical thinking skills and develop their ability to express their thoughts effectively using Mandarin. CUND9004 will construct coherent, sustainable, and in-depth content to help students build strong arguments, enhance their lexical and syntactic knowledge, as well as enhance their ability to analyze information, construct well-reasoned arguments, and make informed decisions.

Assessment: 70% coursework, 30% examination.

COMMON CORE CURRICULUM (36 credits)

Candidates are required to complete 36 credits in the Common Core Curriculum, comprising at least 6 credits and not more than 12 credits from each Area of Inquiry with not more than 24 credits being selected within one academic year except where candidates are required to make up for failed credits.

ARTIFICIAL INTELLIGENCE LITERACY (6 credits)

Candidates are required to complete 6 credits in artificial intelligence literacy.