

Undergraduate Programme Course List

Programme Title:	Bachelor of Arts (Honours) in Special Education (Four-year Full-time)
Programme Short Name:	BA(SE)
Programme Code:	A4B086
Year of Entry:	2026/27

Major Course List

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
ECE1196	Special Education – Family, School and Community Contexts	<p>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.</p> <p><i>*For Year 1 Admission only</i></p>
PSY1049	Learning and Motivation	<p>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.</p> <p><i>*For Year 1 Admission only</i></p>

SED1064	Human Development: Biological Processes	<p>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.</p> <p><i>*For Year 1 Admission only</i></p>
SED2078	Sensory and Physical Disabilities	<p>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.</p> <p><i>*For Year 1 Admission only</i></p>
SED2079	Language, Communication and Literacy Development: Process and Instruction	<p>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.</p> <p><i>*For Year 1 Admission only</i></p>
SED2080	Multiple Talents of Individuals with Special Educational Needs	<p>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</p>

		<p>include multiple forms of intelligence, talents, creativity, twice-exceptionality, etc.</p> <p><i>*For Year 1 Admission only</i></p>
SED2050	Global Perspectives on Special Education	<p>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.</p>
SED2051	Social, Emotional, Behavioural and Developmental Difficulties	<p>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.</p> <p><i>*For Year 1 Admission only</i></p>
SED2052	Healthcare, Recreation and Assistive Technology for People with Special Needs	<p>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</p>

		<p>better utilise assistive technology in school, work, community, and home environments.</p> <p><i>*For Year 1 Admission only</i></p>
SED4074	Developing an Inclusive Classroom for Diverse Learning	<p>This course introduces the philosophy of inclusive education and how this is enacted in the Asia-Pacific region. Consideration is given to equity and access and overcoming potential barriers to inclusion. The course covers the characteristics of students with disabilities and from other diverse backgrounds in terms of race, ethnicity, class, gender, sexual orientation etc., and effective teaching methods for addressing their needs. Teaching skills for including all children, modifying and differentiating the curriculum, planning, implementing and evaluating student needs to develop an inclusive classroom for diverse learning are covered.</p> <p><i>*For Senior Year Admission only</i></p>
SED4057	Sensory and Physical Disabilities – Communication, Education and Provision	<p>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.</p> <p><i>*For Senior Year Admission only</i></p>
SED4082	Special Education – Assessment, Intervention and Approaches	<p>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.</p>
SED3056	Managing Learning Disabilities – Strategies and Techniques	<p>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</p>

		also understand how students become thoughtful, independent readers who understand what they read.
SED4058	Social and Emotional Learning – Strategies and Techniques	This course is the sequel of the pre-requisite course “ <i>Social, Emotional, Behavioural and Developmental Disabilities</i> ”. 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	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.
SED4093	Sexuality Education: Inclusive and Rights-Based Perspective	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.
SED4060	Practicum	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.
SED4094	Basic Research Methods and Proposal	<p>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:</p> <p>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.</p> <p>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</p>

		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	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	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.
<i>To be provided</i>	Special Education in Mainland China	<p>This course provides an overview of the field of inclusive and special education in Mainland China and its relevance to work in Mainland China. Students will learn about the history, policies, and practices of inclusive and special education in China, as well as the challenges and opportunities in addressing learning diversity. Students will undertake a 2-week visit with internship in a city in Mainland China. Through a combination of lectures, discussions, field observation and internship, students will develop the skills and knowledge necessary to contribute to the field of special education in Mainland China.</p> <p><i>*For Year 1 Admission only</i></p>

CFA1001	Cross-Faculty Core Course: Component I – Basic Law/ National Security Education	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
CFB3025	Cross-Faculty Core Course: Component II – Visits in Greater Bay Area	<p>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</p>

		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. <i>(For details of the scheduled sessions, please refer to “Supplementary Information” of specific GBA visit.)</i>
Cross-Faculty Core Course: Component III (Choosing one of the following)		
CFC3026	Cross-Faculty Core Course: Component III – Supporting Students with Diverse Learning Needs in the Greater Bay Area	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.
CFC3024	Cross-Faculty Core Course: Component III – Artificial Intelligence Enhanced Educational Entrepreneurship in GBA	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.
CFC3018	Cross-Faculty Core Course: Component III – Diversity, equity, and inclusion in the Greater Bay Area (GBA)	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.