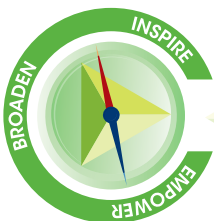




香港科技大學
THE HONG KONG
UNIVERSITY OF SCIENCE
AND TECHNOLOGY

The Common Core Program **Quality Assurance Handbook**



*The Common Core -
A Program to Broaden, to Inspire and to Empower*

List of Abbreviations and Acronyms

ABCCP	Advisory Board for the Undergraduate Common Core Program
ABC LIVE	Desired attributes for HKUST undergraduate graduates: A cademic excellence, B road-based education, C ompetencies and capacity building, L eadership and teamwork, I nternational outlook, V ision and an orientation to the future, and E thical standards and compassion
ACP	Arts Curriculum Panel
ARO	Academic Registry
C-Comm	Chinese Communication (Common Core Area)
CEI	Center for Education Innovation
CLE	Center for Language Education
CRP	Course Review Panel
CTLQ	Senate Committee on Teaching and Learning Quality
CUCE	Committee on Undergraduate Core Education
CUS	Senate Committee on Undergraduate Studies
E-Comm	English Communication (Common Core Area)
ERP	External Review Panel
FYES	First Year Experience Survey
H	Humanities (Common Core Area)
HLTH	Healthy Lifestyle (Common Core Area)
ILO	Intended Learning Outcome
OBE	Outcome-Based Education
OPIR	Office of Planning and Institutional Research
QA	Quality Assurance
QAC	Quality Assurance Council
QR	Quantitative Reasoning (Common Core Area)
S&T	Science and Technology (Common Core Area)
SA	Social Analysis (Common Core Area)
SESQ	Student Engagement and Satisfaction Questionnaire
SFQ	Student Feedback Questionnaire
SSC	School-Sponsored Course
UCE	Undergraduate Core Education
UGC	University Grants Committee

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CHAPTER 1 INTRODUCTION

BACKGROUND

1.1 The Common Core Program is a key part of the undergraduate education, complementing studies in specialist disciplines and other learning opportunities. The Common Core was implemented in the 2010-11 academic year in the form of a set of institutional requirements in 3-year undergraduate programs, comprising a specified number of credit requirements to be completed in the stated broad areas. Under the 4-year undergraduate curriculum framework, these requirements are common to all programs which all students will complete regardless of their major program of study.

1.2 The first set of quality assurance (QA) processes was introduced in June 2009, which has subsequently been updated and enhanced after rounds of consultation with Schools and extensive deliberations at the Committee on Undergraduate Core Education (CUCE) meetings. Revisions will be made in the future where necessary to enhance these processes. All revisions have to be approved by the CUCE, the Senate Committee on Undergraduate Studies (CUS) or the Senate Committee on Teaching and Learning Quality (CTLQ).

1.3 These processes are consolidated into this Quality Assurance Handbook with a view to facilitating the communication of the Common Core mission, goals, objectives, and QA Framework with faculty, staff and internal units, and to providing a handy reference of the QA processes and activities for faculty and staff. As the QA work continues to develop, this Handbook will be updated from time to time to incorporate changes or additions to the QA activities.

ORGANIZATION OF THE HANDBOOK

1.4 The ensuing chapters will state the mission, goals, objectives and the QA Framework of the Common Core Program, and explain the means to maintain and enhance the academic standards and quality of the common core courses in detail.

- ♦ *Chapter 2* defines the mission, goals, objectives and the credit requirements of the Common Core Program. It also presents the intended learning outcomes for the common core areas and the desired attributes of HKUST graduates.
- ♦ *Chapter 3* presents an overview of the Common Core QA Framework and the organizational structure for implementing it.
- ♦ *Chapter 4* gives the general criteria for common core courses and their development and approval process.
- ♦ *Chapter 5* outlines the course revision procedures to support changes proposed for continuous improvements.
- ♦ *Chapter 6* illustrates the QA activities that serve to monitor and review the academic standard and the delivery quality of the approved common core courses.
- ♦ *Chapter 7* describes the internal and external review mechanism for the Common Core Program.
- ♦ *Chapter 8* delineates the arrangements for supporting instructors and students in furthering the teaching and learning activities for common core courses.

CHAPTER 2 MISSION, GOALS AND OBJECTIVES

2.1 This chapter explains the mission, goals and objectives of the Common Core Program. These were first developed in February 2009, and reworked by the Committee on Undergraduate Core Education (CUCE) in June 2014. The *mission* defines the institutional role and purpose of the Program; the *goals* describe the general intentions of what the Program strives to achieve; and the *objectives* are clearly defined tasks associated with tangible outcomes to be achieved through specific actions. The Mission, Goals and Objectives are closely aligned with each other.

MISSION

2.2 The mission of the Common Core Program is to support the mission and vision of HKUST ([Figure 1](#)) by providing a broad and well-rounded education to its undergraduates that nurtures them to be responsible, ethical and compassionate citizens with the aspiration and competency to excel in their endeavors.



Figure 1: Mission and Vision of HKUST

GOALS

2.3 The Common Core Program strives to provide undergraduate students with a well-rounded quality education that broadens their horizons, inspires and ignites their passion for learning and empowers them for lifelong pursuit of excellence. Specifically, the goals of the Common Core Program are:

- (a) **Broadening horizons:** to allow students to gain intellectual breadth and an appreciation of intellectual achievements across and beyond the main academic disciplines of their studies.
- (b) **A passion for learning:** to spark students' passion for learning and enhance their higher order intellectual abilities: analysis and evaluation; judgment and critical thinking; defining and solving problems.
- (c) **A lifelong pursuit of excellence:** to provide a foundation for students' life-long development through personal growth, preparation for future careers and opportunities to make contributions to the community.

OBJECTIVES

2.4 The objectives of the Common Core Program are:

- (a) To provide courses across and beyond the main academic disciplines: science and technology, social studies, and arts and humanities, such that students can gain intellectual breadth.
- (b) To instill knowledge on the human achievements in the arts and culture, the social structures and forms, and the significance of scientific discovery and technical accomplishments.
- (c) To spark students' passion for learning by teaching and learning pedagogies that stimulate them to think for themselves, taking their own routes through the materials, to conduct self-directed research and inquiry, and to communicate their discoveries, explanations and narratives to others.
- (d) To help develop higher-order thinking skills through activities that require students to form and communicate judgments, to apply theories and concepts to unfamiliar situations, or to analyze cases and solve problems.
- (e) To offer courses that support students' development of skills in the areas of language and communication, quantitative reasoning and computer literacy.
- (f) To nurture the development of students' attributes including social adaptability, the willingness to accept challenges, and the ability to work independently and in collaboration.
- (g) To cultivate the development of responsible, ethical and compassionate citizens who can reflect on personal choices and basic human values, and understand the social and human impact of scientific and technical advances.
- (h) To equip students with strategies to manage their lives, contribute to the community, and live up to the expectations that the society places on its educated citizens.

QUALITY STATEMENT

The Common Core Program is committed to providing undergraduate students a well-rounded and quality education that broadens their horizons, inspires and ignites their passion for learning, and empowers them for lifelong pursuit of excellence.

2.5 This quality statement is adopted by the CUCE in June 2014 to highlight the commitment of the University to uphold the quality of the Common Core Program and galvanize the support of its stakeholders in its quality assurance work. It is also instrumental in communicating with students, faculty and the university community the beliefs and the ideals embedded in the Program, as well as the intent of the University to manage the Program in high quality.

CREDIT REQUIREMENTS OF THE COMMON CORE IN 4-YEAR PROGRAMS

2.6 The Common Core Program in the 4-year curriculum comprises a total of 36 credits (out of 120-126 credits) to be elected from 8 broad core areas (Figure 2), of which 9 credits must be taken from school-sponsored courses (SSCs).

Common Core Area	Credits		Note
	Required	Elective	
Humanities (H)	6*	6	* 3 credits must be from H SSCs
Social Analysis (SA)	6*		* 3 credits must be from SA SSCs
Science and Technology (S&T)	6*		* 3 credits must be from S&T SSCs
Quantitative Reasoning (QR)	3		
Arts	0		
English Communication	6**	Nil	**Must be taken in the 1st year of study
Chinese Communication	3	Nil	
Healthy Lifestyle	Non-credit	Nil	
Total Credits Required	36		<i>[Note: "SSCs" denotes "School-Sponsored Courses"]</i>

Figure 2: Credit Requirements of the Common Core in 4-Year Programs

2.7 All undergraduates studying the 4-year curriculum will complete the same set of common core requirements regardless of their major discipline of study. Students are expected to complete the majority of the common core credits in Year 1 and 2. The 6 credits of English Communication are to be taken in the first year.

2.8 Introducing the SSCs into the Common Core Program as one of its requirements is a unique feature for the 4-year undergraduate curriculum. Intended to be hallmark courses of the offering Schools and be representative of the uniqueness and values of the Schools, plentiful resources are to be earmarked and devoted to developing these SSCs. Students can expect a distinct educational experience from these courses that are interdisciplinary in nature, transcending single disciplines and integrating different subject areas – a design that fits well with the objectives of the Common Core Program.

2.9 SSCs are usually taught by experienced faculty. The carefully designed content and pedagogy will not only impart knowledge to students, but more importantly also spark their interest and passion to explore and create knowledge by themselves. The experience of learning with our faculty will be truly rewarding. Further information about SSCs can be found in Chapter 4.

INTENDED LEARNING OUTCOMES FOR COMMON CORE AREAS

2.10 Each common core area has clearly defined intended learning outcomes (ILOs). The area ILOs are presented as statements of what students should be able to do as a result of their learning experience in the relevant common core courses. They are aligned with the mission, goals and objectives of the Common Core Program.

2.11 The learning outcomes for each common core area, as approved by the Senate in June 2009 and updated in June 2011, are as follows. Minor modifications to the Humanities (H) area ILOs were made by the CUCE in April 2016.

Common Core Area	Intended Learning Outcomes	
Humanities (H)	H1	Comprehend and narrate human phenomena from the perspectives of humanities disciplines.
	H2	Appreciate and articulate diverse human values, feelings, reason and creativity in various forms of expression.
Social Analysis (SA)	SA1	Analyze key societal and behavioral issues by applying relevant social scientific approaches in different contexts
	SA2	Communicate a concern about key societal issues as responsible citizens
Science and Technology (S&T)	ST1	Comprehend and apply the basic principles of science and methods of scientific inquiry
	ST2	Evaluate the social and philosophical implications of scientific discoveries and technological development
Quantitative Reasoning (QR)	QR1	Use mathematical models or quantitative methods to formulate, analyze and solve problems that they encounter in their daily and professional lives
	QR2	Choose an appropriate method to represent and process a given set of quantitative data and to draw inferences from such data in a systematic and logical way
Arts	A1	Appreciate the theory, history and practice of the arts
	A2	Express themselves through various art forms or media
English Communication (E-Comm)	E1	Use English to achieve communicative purposes appropriate to the academic and social context
Chinese Communication (C-Comm)	C1	Students with Chinese background will be able to use Putonghua and Standard Written Chinese to achieve communicative purposes appropriate to the context, be it academic, social or professional
	C2	Students with non-Chinese background will be able to achieve basic communicative purposes in Putonghua
Healthy Lifestyle (HLTH)	HL1	Recognize the importance of physical, psychological, social, and occupational wellness
	HL2	Develop strategies to manage their lives
	HL3	Acquire new sports skills and maintain a higher level of physical wellness through a variety of activities

Figure 3: Intended Learning Outcomes for Common Core Areas

COMMON CORE AND THE DESIRED ATTRIBUTES OF HKUST GRADUATES

2.12 The University aims to provide education that helps its undergraduate students to develop broad graduate attributes that are summarized as “ABC LIVE”: **A**cademic excellence, **B**road-based education, **C**ompetencies and capacity building, **L**eadership and teamwork, **I**nternational outlook, **V**ision and an orientation to the future, and **E**thical standards and compassion (Figure 4).

A	Academic excellence An in-depth grasp of at least one area of specialist or professional study, based on a forward-looking curriculum and an inquiry-driven approach to learning
B	Broad-based education Intellectual breadth, flexibility, and curiosity, including an understanding of the role of rational, balanced inquiry and discussion, and a grasp of the basic approach and values of the core disciplines of science, social science, engineering and the humanities
C	Competencies and capacity building High-level, transferable competencies, including analytical, critical, quantitative and communications skills
L	Leadership and teamwork A capacity for leadership and teamwork, including the ability to motivate others, to be responsible and reliable, and to give and take direction and constructive criticism
I	International outlook An international outlook, and an appreciation of cultural diversity
V	Vision and an orientation to the future Adaptability and flexibility, a passion for learning, the ability to develop clear, forward-looking goals, and the self-direction and discipline to achieve these goals
E	Ethical standards and compassion Respect for others and high standards of personal integrity. Compassion and a readiness to contribute to the community

Figure 4: HKUST’s Desired Attributes for Undergraduates

2.13 The goals, objectives and area ILOs of the Common Core Program tie in well with these desired attributes. In particular, the Common Core serves to provide additional academic breadth (B); support the development of high-level competencies (C); and to implement a pedagogy that promotes personal development, moral reasoning and citizenship (LIVE).

CHAPTER 3 QUALITY ASSURANCE FRAMEWORK

3.1 This Chapter describes the Quality Assurance (QA) Framework of the Common Core Program, which portrays the organizational structure, responsibilities, processes and activities for ensuring and sustaining the high academic quality of the Common Core Program.

OBJECTIVES OF THE QA FRAMEWORK

3.2 The objectives of the Common Core QA Framework are:

- (a) To support the mission of the Program through ensuring the high quality of common core courses and providing teaching and learning support;
- (b) To facilitate the continuous enhancement of the quality of common core courses;
- (c) To ensure consistency and effectiveness of the QA processes and activities; and
- (d) To establish the role for all parties involved in the QA processes and activities.

ORGANIZATIONAL STRUCTURE FOR THE QA FRAMEWORK

3.3 The organizational structure for implementing the Common Core QA Framework is presented in Figure 5.

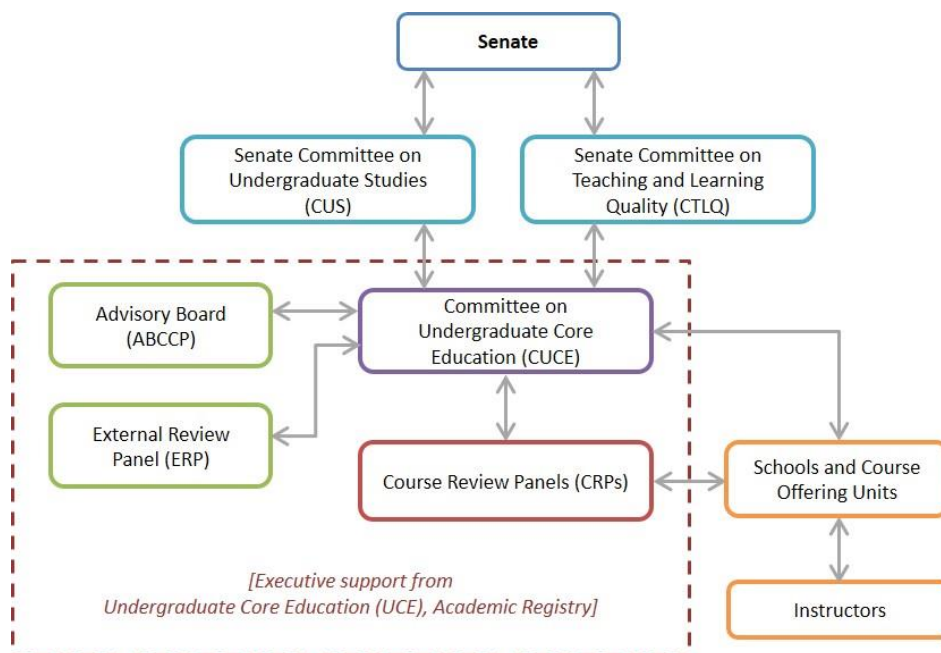


Figure 5: Organizational Structure for Implementing the Common Core QA Framework

3.4 **Instructors, Schools and Course Offering Units:** The instructors and course offering units have the principal responsibility for the quality of common core courses particularly for their design, delivery and assessment. They develop new common core courses, and

recommend changes to approved ones when deemed necessary. These are submitted to the Schools for consideration and endorsement before submitting to the relevant Course Review Panel (CRP), which makes recommendations to the Committee on Undergraduate Core Education (CUCE) for approval. Schools are responsible for ensuring that the common core requirements and processes are met and implemented by their course offering units. The Schools establish arrangements to monitor departmental processes for assuring the quality of common core course delivery and for maintaining the academic standard of these courses.

3.5 Course Review Panel (CRP): CRPs are established by the CUCE for reviewing new course proposals, course change applications and delivery of common core courses for their respective common core area. The review aims to ensure that the course design and content meet the general criteria for common core courses and the course and area intended learning outcomes (ILOs). The CRP makes recommendations to the CUCE on courses that could serve the ILOs of the common core area in concern, and advises on the delivery of common core course ILOs and their mapping with the area ILOs. The terms of reference and membership of the CRPs are given at [Appendix 1](#).

3.6 Committee on Undergraduate Core Education (CUCE): The CUCE was first established in February 2009 as one of the standing committees of the Senate to oversee the overall development and QA related issues of the Common Core Program, and to recommend common core courses to the Senate for approval. When the development and implementation of the Common Core Program became stabilized and streamlined, the CUCE was re-positioned as a sub-committee of the Senate Committee on Undergraduate Studies (CUS) in September 2012. Its roles remain largely unchanged, including giving advice and making recommendations to the CUS on common core policies and regulations, and to monitor and review procedures, quality and performance relating to the university core curriculum in the 4-year undergraduate degree programs. It also reports QA arrangements and the evaluation of the implementation of these measures to the Senate Committee on Teaching and Learning Quality (CTLQ). The terms of reference and membership of the CUCE are given at [Appendix 2](#).

3.7 Senate Committee on Undergraduate Studies (CUS): The CUS advises and makes recommendations to the Senate on undergraduate policies and regulations, and to monitor and review procedures, quality and performance relating to undergraduate studies. The CUS also considers and approves common core courses approved by the CUCE as undergraduate courses; and receives annual report from the CUCE on the progress of the Common Core Program. The terms of reference and membership of the CUS can be found at https://www.ab.ust.hk/ccss/Senate_Committee_CUS.htm.

3.8 Senate Committee on Teaching and Learning Quality (CTLQ): The CTLQ advises Senate on policies and regulations relating to QA; promotes excellence in teaching and learning; and provides University-level monitoring of QA processes. Being part of the university education, the CUCE follows the same practice as the Schools, and submits annual reports to the CTLQ on the QA and improvement of the Common Core Program. The terms of reference and membership of the CTLQ can be found at https://www.ab.ust.hk/ccss/Senate_Committee_CTLQ.htm.

3.9 Advisory Board for the Undergraduate Common Core Program (ABCCP): The ABCCP comprises external experts from the academic sector and the community, and provides support and counsel to the CUCE on issues central to the Program, including its academic content, strategy for future development and quality related issues. The Advisory Board

members are appointed by the Executive Vice-President and Provost. The terms of reference and membership of the ABCCP are at [Appendix 3](#).

3.10 External Review Panel (ERP): The external review aims to ensure that the Common Core Program attains a high academic standard when compared to similar top-ranked programs locally and internationally. An ERP will be set up to perform a holistic review of the Program focusing on the design, content, pedagogy and assessment of common core courses, as well as other teaching and learning related issues as reflected from the performance of students. The first review will be conducted after graduation of the first student cohort of the 4-year curriculum.

3.11 Undergraduate Core Education (UCE), Academic Registry (ARO): Administratively structured under the Academic Registry, UCE reports directly to the Academic Registrar, and supports and coordinates the QA activities of the Common Core Program. It provides administrative and executive support to the CUCE in the areas of course administration and quality assurance and promotion of university core education.

RESPONSIBILITIES OF UNIVERSITY MEMBERS IN QA

3.12 The Common Core QA Framework contributes to the wider HKUST QA Framework. Published at <http://qa.ust.hk/index.html>, the HKUST QA Framework sets out clearly the roles and responsibilities of all members of the University in the collective work of QA and enhancement, including the students, academic staff, alumni and the community, academic departments and divisions, schools and academic support units etc. They are expected to participate in and contribute to the QA work of the Common Core Program in the same manner as described there.

PROCESSES AND ACTIVITIES IN THE QA FRAMEWORK

3.13 The Common Core QA Framework covers the full spectrum of course level processes, including planning, approving, delivering, modifying and reviewing a common core course. It also includes the management of program level implementation, monitoring and review. Teaching and learning support activities are instrumental in this framework through promoting and recognizing innovations and excellence in teaching and learning in common core courses. [Figure 6](#) gives a brief outline of these processes and activities in this framework.

QA Processes and Activities		Parties Involved		
		Internal	External	
Course Level	Course development, approval and change			Teaching and Learning Support (See details in Chapter 8)
	<ul style="list-style-type: none"> ◆ Development and approval of new common core courses (See details in Chapter 4) ◆ Course changes and deletion (See details in Chapter 5) 	Instructors, Schools & course offering units, CRP, CUCE, CUS, UCE	-	
Course monitoring and review (See details in Chapter 6)				
<ul style="list-style-type: none"> ◆ Review on the alignment of course ILOs with their respective area ILOs ◆ Collection of quantitative and qualitative data for monitoring the teaching and learning quality of common core courses ◆ Monitoring of course place provision and student enrollment 	Instructors, Schools & course offering units, CRP, CUCE, CTLQ, UCE	-		
Program Level	Program review (See details in Chapter 7)			
	<ul style="list-style-type: none"> ◆ Annual report to the CUS and CTLQ ◆ Review by the Advisory Board ◆ Review by an external review panel 	CUCE, CUS, CTLQ, UCE	ABCCP, ERP	

Figure 6: Processes and Activities in the Common Core QA Framework

CHAPTER 4

DEVELOPMENT AND APPROVAL OF NEW COMMON CORE COURSES

COURSE DEVELOPMENT

4.1 Faculty members, schools, departments, teaching teams and units are welcome to submit course proposals for any common core areas of the Common Core Program, except English Communication and Chinese Communication. The Center for Language Education (CLE) is the only unit to provide courses for the English Communication common core area. Both the CLE and the School of Humanities and Social Science (SHSS) may present courses for the Chinese Communication common core area. Non-academic units interested in submitting common core course proposals need to be partnered with an academic unit in course development and delivery.

4.2 A proposal can be a new course, or developed from an existing course. Course proposals are to be submitted using the prescribed form “Approval of Undergraduate Course” (downloadable from http://ugadmin.ust.hk/course_admin/forms.html, the website of Undergraduate Studies Administration, Academic Registry). Besides basic course information such as title and credits, the form will ask for the following information to be provided:

- (a) proposed common core area;
- (b) course objectives, learning outcomes, content and topics, teaching and learning activities;
- (c) course materials and resources; and
- (d) assessment methods.

4.3 While noting the University policy that English is the language of instruction in all formal instructional activities, and acknowledging that SHSS was delegated the authority by the Senate to approve the use of Chinese as the teaching medium in humanities and social science courses related to Chinese studies, the Committee on Undergraduate Core Education (CUCE) established a guideline in June 2015 ([Appendix 4](#)) to ensure a good provision of common core courses, particularly HUMA courses, that are taught in English for non-Chinese speaking students.

GENERAL CRITERIA FOR COMMON CORE COURSES

4.4 In general, common core courses are expected to meet all of the following general criteria:

- (a) the course should broaden students’ horizons;
- (b) the course should not have a prerequisite and should be open to all students;
- (c) the course should enhance students’ competencies such as communication, quantitative reasoning, and critical thinking; and
- (d) the course should challenge students to consider social, cultural, or philosophical issues.

4.5 Common core courses should generally be at 1000-level. The CUCE provided a guideline for including courses of different levels in the Common Core ([Appendix 5](#)).

4.6 The criteria for common core courses may be reviewed and revised in the future in response to changing circumstances or needs. Nevertheless, they should always adhere to the goals and objectives of the Common Core Program (*see Chapter 2*) and be read and interpreted in conjunction with these goals and objectives.

4.7 To assure that courses developed are achieving the goals of the Program, the course proposal will be evaluated with regard to the following aspects:

- (a) **Course Curriculum:** The outcome-based education (OBE) approach is adopted in the design of course curriculum. The course learning outcomes are aligned with the intended learning outcomes (ILOs) of the common core area and achieved through a coherent and effective course content and structure.
- (b) **Contribution to Common Core Program:** The course contributes to the objectives of the Common Core Program in complementing studies in specialist disciplines and providing a whole-person learning and developmental experience for students.
- (c) **Teaching and Learning:** The teaching and learning activities are effective in delivering the course learning outcomes and course content.
- (d) **Assessment:** Assessment methods are appropriate to enable and evaluate students' attainment of the course learning outcomes.

STUDIO ARTS COURSES

4.8 With a focus on hands-on practice of the art, studio arts courses aim to bring to students hands-on experience with a variety of art forms, help them learn to express themselves through different forms of artistic expressions, appreciate arts and culture and develop an aesthetic sense. These courses are developed and administered by Undergraduate Core Education (UCE) under the academic umbrella of the Division of Humanities. Each course is taught in the form of a studio session, in which lecturing, demonstration and student hands-on practice are interwoven together in an interactive manner. The courses may be supplemented by a co-curricular workshop providing students with additional learning time for hands-on practice of the art. Instructors are professional practitioners as well as experienced teachers of the art with proven records of professional recognition.

SCHOOL-SPONSORED COURSES

4.9 All 4-year undergraduates admitted in 2012-13 and after are required to take 9 credits of school-sponsored courses (SSCs), with 3 credits each from the Humanities (H) SSCs, Social Analysis (SA) SSCs, and Science & Technology (S&T) SSCs. SSCs represent the collective effort of each School to offer to all HKUST undergraduates a distinct HKUST education that reflects faculty strengths and the principle of research embedded teaching.

4.10 The number of SSCs to be developed for each of these three common core areas is expected to be small and they are usually interdisciplinary in nature. The Schools began to pilot run SSCs from Fall 2011. The format of the courses is flexible and includes small as well as large classes, with or without tutorial discussions. Schools have the discretion to decide on the

most appropriate approach for delivery and scaling, and at the same time provide the needed resource to develop the courses in their best quality.

4.11 CUCE has commissioned an ad hoc group to review the SSCs with a holistic perspective, with a view to defining their learning outcomes, formulating a strategy for developing SSCs with clear themes for each of the H, SA and S&T common core areas, and developing a process for reviewing SSC proposals in the future.

COURSE APPROVAL PROCESS

4.12 The proposal for a new common core course is subject to an elaborated process of approval, which applies to all common core course proposals, regardless of what the course offering unit is, or which common core area they are listed under. The course development and approval process for various types of proposals is shown in Figure 7 below.

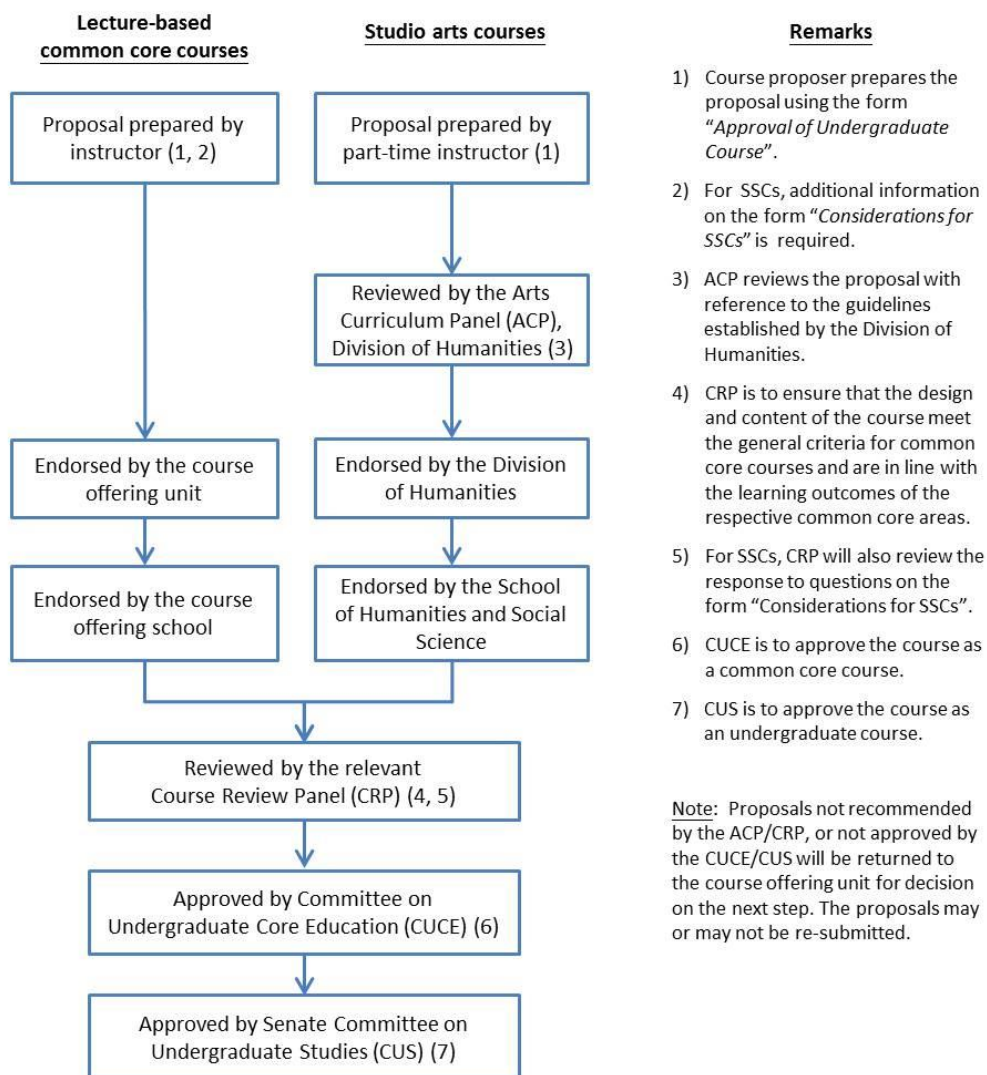


Figure 7: Approval Process for New Common Core Courses

4.13 The course offering school submits the new course proposal to Undergraduate Core Education (UCE), Academic Registry, after it is endorsed by the course offering school and

concurrences from all schools are cleared. For courses proposed to be a school-sponsored course (SSC), apart from the course proposal form, the course proposer is required to respond to the questions in the “Considerations for School-Sponsored Courses” form ([Appendix 6](#)) to explain the uniqueness of the proposed SSC. Studio arts courses are subject to a review and endorsement by the Arts Curriculum Panel (ACP) of the Division of Humanities, before they are endorsed by the Division and the School of Humanities and Social Science. The ACP reviews the proposals with reference to the guidelines established by the Division of Humanities ([Appendix 7](#)).

4.14 UCE then forwards the course proposal to the relevant Course Review Panel (CRP) for review. Courses that are proposed to be listed under more than one common core area will be reviewed by all relevant CRPs concerned. The role of a CRP is to ensure that the course design and content meet the general criteria for common core courses and are aligned with the stated learning outcomes. For SSC proposals, the CRP will also consider the response, together with the general criteria for common core courses as described in the preceding paragraphs, in the review process. Comments or suggestions from the CRP for clarifying or making improvement, if any, will be communicated to the course offering school for consideration of revising the proposal. The CRP will provide a final recommendation for each proposal for consideration of the CUCE.

4.15 The proposal will be submitted to the CUCE for approval as a common core course upon recommendation of the CRP. After that, the course will be submitted to the Senate Committee on Undergraduate Studies (CUS) for approval as an undergraduate course. The CUCE is granted the authority to approve courses to be listed as common core courses; however the authority to approve the introduction of these courses as undergraduate courses remains to be vested in the CUS. This means that a new course cannot be listed as a common core course if it is not approved by the CUS to be introduced as an undergraduate course.

4.16 Proposals not recommended by the Arts Curriculum Panel (ACP) or the CRP, or not approved by the CUCE or CUS will be returned to the course offering unit for consideration of the next step. The proposals may or may not be re-submitted.

Provisional Approval of Common Core Courses

4.17 In view of the elaborated approval process for common core courses which normally takes about two months to complete, the course offering school may request for provisional approval for new common core courses that are to be developed by newly appointed faculty.

4.18 The School will submit a course proposal for vetting by the CRP at least one month prior to the delivery of the course. It should be accompanied by a request to seek provisional approval and a brief explanation of the reason for making the request. The submission may take place while the instructor’s formal appointment is being processed.

4.19 The proposal needs to be at the level of details equivalent to what are expected of a regular new course proposal. The School is encouraged to have supporting staff facilitating the write up of this proposal.

4.20 The CRP (at least two members) will give an evaluation of the proposal, provide comments (if there is any), and make a provisional approval (subject to the final submission of amendment at least two weeks before the delivery date).

4.21 The CUCE and CUS approval will be sought at a regular meeting or by circulation within these two weeks prior to the delivery date.

4.22 The course is allowed to be offered based on the provisional approval given by the CUCE and CUS. Formal approval by the CUCE and CUS will be sought as soon as possible after this provisional approval has been granted.

4.23 It is expected that only a small number of courses will be reviewed under this vetting protocol. After this process has been run through in a reasonable number of cases, a review of this mechanism will be conducted to ensure that the academic rigor of courses has not been compromised by this alternative fast track process.

CHAPTER 5

COMMON CORE COURSE CHANGE AND DELETION

5.1 Although common core courses are offered after a critical evaluation and review process set out in Chapter 4 Development and Approval of New Common Core Courses, changes may be introduced to approved courses or courses may be deleted from the common core course list, as a result of an on-going process of self-reflection, evaluation and improvement.

5.2 Proposals to change or to delete a common core course will be reviewed by the relevant units. [Appendix 8](#) summarizes the units for considering course changes and deletion, and the forms required.

5.3 The general approval process and the units involved for proposing and reviewing course changes and deletion are presented in [Figure 8](#), details of which are discussed in the following sections.

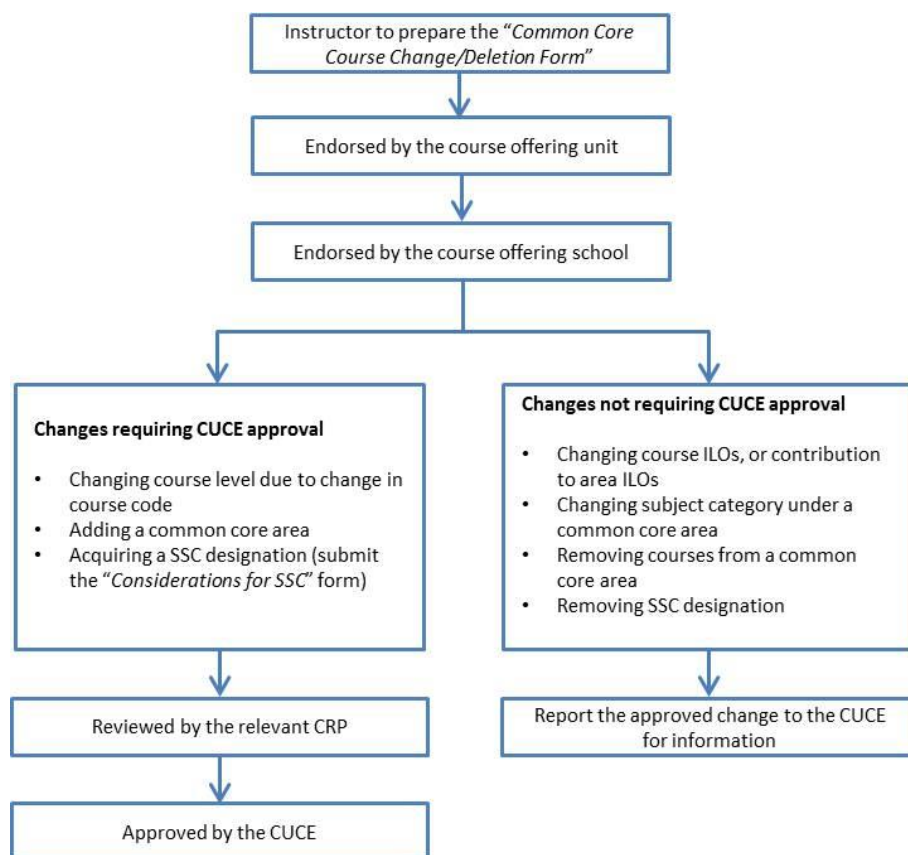


Figure 8: General Approval Process for Common Core Course Change and Deletion

COURSE CHANGES

Changes Requiring CUCE Approval

5.4 The following changes require the approval of the Committee on Undergraduate Core

Education (CUCE):

- (a) Changing the course level (as a result of a change in course code);
- (b) Adding a common core area; and
- (c) Acquiring a school-sponsored course (SSC) designation.

For items (b) and (c), instructors are required to complete the “Common Core Course Change/Deletion” form ([Appendix 9](#)) and submit to Undergraduate Core Education (UCE), Academic Registry, after endorsement of the course offering unit and School. These changes will be forwarded to the relevant course review panel (CRP) for review, and to the CUCE for approval upon recommendation of the CRP. In submitting a change regarding item (c), an additional form “Considerations for School-Sponsored Courses” ([Appendix 6](#)) is required.

5.5 When there is a change in the course level (item (a)), the course code will have to be changed. The instructor is required to submit the “Undergraduate Course Change/Deletion” form (downloadable from http://ugadmin.ust.hk/course_admin/forms.html). The proposed change will be reviewed by the CRP and the CUCE. The Academic Director (Undergraduate Core Education) will endorse the proposed change on the “Undergraduate Course Change/Deletion” form after the proposed change has been approved by the CUCE.

5.6 Change requests not approved by the CUCE will be returned to the course offering unit for consideration of the next step. The requests may or may not be re-submitted.

Changes Not Requiring CUCE Approval

5.7 The following changes do not require the approval of the CUCE:

- (a) Changing the course ILOs, or contribution to area ILOs;
- (b) Changing the subject category under a common core area;
- (c) Removing courses from a common core area; and
- (d) Removing the school-sponsored course designation.

Instructors are required to complete the “Common Core Course Change/Deletion” form ([Appendix 9](#)) and submit to UCE after endorsement of the course offering unit and School. These changes will be reported to the CUCE annually.

5.8 Instructors are expected to deploy teaching activities and assessment strategies they consider as appropriate to deliver the course content and course ILOs. Approval is not required when changes or updating are made to these aspects. They may report these changes at the point of change to UCE for record purpose.

Changes Requiring CUS Approval

5.9 Deleting a course, or changes to the following require the approval of the Senate Committee on Undergraduate Studies (CUS):

- (a) Course code;
- (b) Course credit;
- (c) Course title;
- (d) Catalog description;
- (e) Default grading type;

- (f) Prerequisite;
- (g) Corequisite;
- (h) Exclusion; and
- (i) Other enrollment requirements.

The request should be submitted through completing the “Undergraduate Course Change/Deletion” form (downloadable from http://ugadmin.ust.hk/course_admin/forms.html). All changes relating to common core courses will be sent to the Academic Director (UCE) for concurrence, and subsequently reported to the CUCE for information.

5.10 The CUS Secretariat categorizes the proposed changes into major or minor and approves these changes in accordance with its own guidelines.

5.11 Proposals not approved by the CUS will be returned to the course offering unit for consideration of the next step. The proposals may or may not be re-submitted.

DELETING A COURSE FROM THE COMMON CORE COURSE LIST

5.12 As stated in Chapter 4 (paragraph 4.15), a course cannot be listed on the common core course list if it is not approved by the CUS as an undergraduate course. Thus, when a common core course is deleted or sunset by the CUS, this course will automatically be taken out of the common core course list. Courses deleted or sunset will be reported to the CUCE subsequently.

5.13 At times, the course offering unit may wish to remove a course from the common core course list but to retain it on the undergraduate course catalog. The course offering unit is required to complete the “Common Core Course Change/Deletion” form ([Appendix 9](#)) and submit to UCE for reporting to the CUCE. This type of deletion request does not require the approval of the CUCE.

CHAPTER 6 COURSE MONITORING AND REVIEW

PROVISION OF COURSE PLACES

6.1 The Common Core Program is a major component of the 4-year undergraduate curriculum. Students are required to take 36 credits in 8 broad core areas. To ensure that a balanced mix and spread of courses is offered in a term, and that students are given a reasonable number of course choices to select from in these areas, Undergraduate Core Education (UCE), Academic Registry, will provide a projected demand for common core course places to the Schools to facilitate the Schools to plan the courses to be offered.

6.2 UCE will collect statistics on the common core places provided and student enrollment for monitoring the overall provision and offering of common core courses, which in turn will inform the future planning of course offerings, help to understand the student enrollment pattern, and monitor students' progress toward the completion of the common core requirements. These statistics are reported to the Committee on Undergraduate Core Education (CUCE) periodically.

TEACHING AND LEARNING QUALITY

6.3 To assure and enhance the quality of the Common Core Program, regular monitoring of course delivery and outcome standards are carried out. UCE gathers various feedbacks from students and instructors during the year. Course documentations are also collected to support the review of the alignment of course content, pedagogy and assessment with the intended learning outcomes (ILOs) of the common core course and of its associated common core area.

6.4 Major course monitoring activities include the following:

6.4.1 *Student Feedback on their Learning Experience*

Student feedback is an essential element in monitoring the quality of a course as experienced by the learners. Their views are gathered through the following channels:

- a) Quantitative Data
 - i) Student Feedback Questionnaire (course overall mean scores only)

The Student Feedback Questionnaire (SFQ) is administered by the Office of Planning and Institutional Research (OPIR) for all courses at the end of each term to collect feedback from students on their course learning experience.

UCE collects from OPIR the course overall mean scores of the SFQ for the common core courses to get a general overall rating by students about these courses. A summary of the statistics and the observations from the statistics are submitted to the CUCE for review.

The Academic Director (Undergraduate Core Education) may approach individual department head to discuss courses with unusual SFQ scores.

ii) Common Core Questions in SFQ

Apart from the course overall mean score, additional questions related to the Common Core Program are appended to the SFQ to collect the learner's perspective about the extent the area ILOs is achieved. These questions are developed from the area ILO statements of the respective area. There are two main groups of questions:

- Group A Questions, which are intended to find out to what extent the courses could achieve the ILOs for their area, through asking students to indicate the extent to which they have developed the abilities as described in the questions; and
- Group B Questions, which are intended to find out to what extent the courses could arouse students' interest in learning the issues discussed in the course.

iii) Survey on Common Core Courses Conducted as Part of the First Year Experience Survey (FYES)

A set of questions relating to common core courses is incorporated in the FYES since 2011-12, which is administered by the OPIR in the second half of the Spring Term. It aims to collect feedback from the first year undergraduate students on which area of common core courses they are interested in; whether they find the number of course offerings sufficient; their preferred types of learning experience from common core courses; and what they see are the values of taking common core courses.

iv) Student Engagement and Satisfaction Questionnaire (SESQ)

The SESQ aims to collect feedback from final year undergraduate students about their education experience at the University. The SESQ questionnaire consists of five sections, namely "academic experiences"; "other learning experiences"; "relationship with teaching staff and peers"; "personal life" and "overall evaluation". Students are invited to indicate the number of common core courses they enjoyed studying a lot, and evaluate the effectiveness of their undergraduate education (including the Common Core) in helping them develop skills and abilities.

b) Qualitative Data

i) Student representative in CUCE

Student views and feedback can be reflected through the student representative serving on the CUCE. Through the student member, students can contribute to the discussion and decision-making regarding the curriculum and other teaching and learning matters regarding the Common Core.

ii) Student Focus Group

Student Focus Group studies are conducted on an ad-hoc basis based on needs to gather student's views toward their learning experience with common core courses, and their insight or new ideas about specific common core issues. Students are selected mainly from amongst those with year-2 standing or above as they have relatively more experience with common core courses.

6.4.2 *Instructor Teaching Experience*

The commitment and academic expertise of the teaching staff is crucial to the delivery of high quality courses. It is important to learn from instructors their feedback on the experience of developing and teaching common core courses, as well as their assessment of whether their courses have achieved the area ILOs. Noteworthy issues or good practices noted from these feedbacks will be communicated and shared with the Schools and other instructors afterwards.

a) Instructor Self-Review (ISR)

The Instructor Self-Review (ISR) is conducted at the end of each term in the form of an online questionnaire (see [Appendix 10](#)). It provides quantitative feedback from instructors on their self-assessment of the extent their courses have achieved the course ILOs and the area ILOs.

It also provides qualitative feedback from instructors through written comments to share good practices they identified on teaching and assessment, and suggestions for solving difficulties they have encountered during course teaching.

Information collected from the ISR will facilitate the 4-level course review process (see paragraphs 6.6 – 6.8 below for details).

The Instructor Feedback Survey (IFS), with similar nature as the ISR, was used to collect feedbacks from instructors before the implementation of the ISR from 2015-16 Fall term.

b) Instructor Focus Group

Organized in the form of small groups, the ad-hoc instructor focus group serves as a collegial platform for friendly, mutual sharing among instructors of good teaching practices, for collecting their feedback on the experience in teaching and developing common core courses, and to get to know their needs, expectation and challenges. It is also useful for soliciting ideas and suggestions for achieving the goals and objectives of the Common Core Program.

6.5 A Common Core Course Management System is being developed by UCE jointly with the Information Systems Office to collect a wide range of common core statistical data, to archive documentation, and to produce statistics reports and analysis for informing the program quality and future planning. UCE will administer the system and data acquisition, and use the system to monitor the quality of the Common Core Program. Relevant reports will be shared with Schools and other units in due course.

COURSE REVIEW

6.6 Course review is a four-level internal review process involving instructors, Schools, course review panels (CRPs) and the CUCE for monitoring the effectiveness of common core courses in achieving their course ILOs and their respective area ILOs when they were offered. Instructors provide inputs about the teaching and learning effectiveness in their courses through the instructor self-review process. Schools review the summary reports of the instructors' self-reviews on a biannual basis, and identify, with reference to the "trigger criterion" adopted by the School, courses that call for timely attention and follow up. Schools also undertake in-depth review of common core courses on a 4-year cycle. The CRPs examine the effectiveness of course delivery across schools/units in achieving the area ILOs, and report to the CUCE issues identified and their recommendations. A brief outline of the course review process is presented in [Figure 9](#).

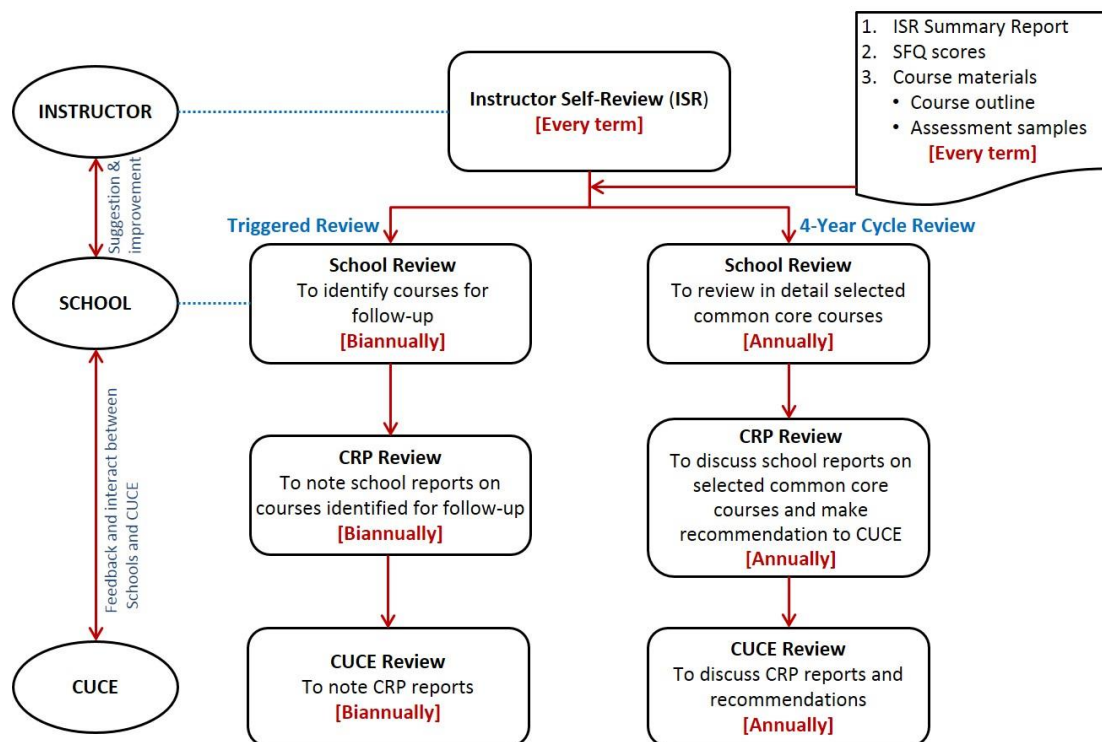


Figure 9: Course Review Process

6.7 **Instructor Self-Review (ISR)**

- The instructors play a critical role in the delivery of common core courses. The Instructor Self-Review (ISR) offers a platform for instructors to undertake a timely self-reflection on course teaching and learning, to share good practices on teaching and assessment, the challenges faced and proposed solutions, and to explore or suggest ideas for improvements in the next offering.
- The ISR ([Appendix 10](#)) is conducted online at the end of each term covering all common core courses offered in the term. All course instructors are asked to indicate their assessment of whether their courses have achieved the course ILOs as stated in the course outline, as well as the ILOs of the common core area in concern. They are also asked to indicate whether the teaching and learning

activities and assessment tasks are effective in achieving and assessing the attainment of the course ILOs.

- (c) Instructors will have access to the ISR forms they completed in previous terms. Information collected from the ISR are summarized by school and common core area, and shared with the schools, departments, the CRP concerned, and the CUCE to facilitate the review process for improvement and enhancement of the courses.

6.8 School Reviews

Schools will conduct two types of reviews: the “triggered review” and the “4-year cycle review”. These reviews are primarily be based on the summary report of the instructors’ self-reviews, SFQ scores, and the appending course materials, such as course outlines and major assessment samples (such as mid-term test, final examination paper or project) that are routinely collected by Schools every term. To make the School review process more efficient, the 4-year cycle review will be scheduled to be conducted at the same meeting as one of the triggered review meetings.

- (a) Triggered review
 - (i) The triggered review aims at enhancing the quality of the courses and their delivery, but not for evaluating the performance of the instructor. It is to be conducted biannually, presumably in March to cover courses offered in the Fall and Winter terms, and in July-October to cover courses offered in the Spring and Summer terms. The Schools will receive a summary of the ISR inputs ([Appendix 11](#)) after the close of the review period, and may decide on their own schedule within the specified period for conducting the triggered review. The main purpose is to identify courses that call for timely attention and follow-up actions after their offering. These courses are identified by the Schools through reviewing the summary reports against the “trigger criterion”.
 - (ii) The CUCE adopts SFQ course overall mean score of 50 to be the minimum threshold trigger criterion. Schools may set a higher trigger score than 50. Common core courses receiving a SFQ course overall mean score below the trigger criterion in a term (50 or a higher score set by the School if applicable) will be triggered for review. Schools may make reference to other information such as course outlines and major assessment samples to help understand the overall performance of the courses.
 - (iii) When a course is triggered for review, the School will request the head of the course offering department to discuss the course with the instructor. The department head and instructor will work together to review the course teaching, identify what the challenges are, suggest solutions to tackle them, monitor the implementation of the improvement measures, and report to the School. Schools will coordinate with departments to ensure that issues identified will be addressed, and to facilitate courses to make improvement.
 - (iv) Courses identified for triggered review are reported on a standard form ([Appendix 11](#)), together with recommended actions (if any) with target

completion date, and other observations of the School on the courses offered in a term (if any). Triggered courses will be monitored until their SFQ score has improved to be above the trigger criterion.

(b) 4-year cycle review

- (i) The 4-year cycle review is intended to be a review of the teaching and learning effectiveness of a common core course over a period of time. Each common core course will be reviewed once every 4 years. Schools are expected to review a subset of courses (about a quarter), preferably comprising courses with a mix of SFQ course overall mean scores. The schedule of courses to be reviewed will be worked out by UCE in consultation with schools.
- (ii) Using the specified template ([Appendix 12](#)), Schools will report to the respective CRP their observations, including relevance of course ILOs to the area, the effectiveness of the teaching and learning activities and effectiveness of the assessment tasks, highlighting good practices, summarizing problems or difficulties encountered and necessary follow-up actions taking place with a specified timeline.

6.9 CRP Review

- (a) Upon receiving the review reports from Schools (both triggered review and 4-year cycle review), UCE forwards the reports to the CRP concerned. The CRP discusses the review outcomes from each school, examines the effectiveness of course delivery across schools/units in achieving the area ILOs, and identifies courses for which improvement is essential to achieve the area ILOs. The CRP may, where deemed necessary, make reference to individual ISR forms, course outlines and major assessment samples during the review. A summary of issues discussed and recommendations will be reported to the CUCE for further discussion.
- (b) To make the CRP review process more efficient, the 4-year cycle review will be scheduled to be conducted at the same meeting as one of the triggered review meetings.

6.10 CUCE Review

The CUCE receives and discusses the course review reports from CRPs (both triggered review and 4-year cycle review). The CUCE review focuses on the overall quality of the common core course delivery in all areas, making feedbacks to the Schools its observations and general recommendations for improvement, highlights good practices to be shared by all schools, and ensuring that the recommended actions are followed up by the Schools. The summary of observations, recommendations and follow-up actions will be reported to the CTLQ on an annual basis.

- 6.11 Subject to the development of a software system to manage the information and processes, the course review process is expected to be implemented as soon as practicable.

REPORTING ON MONITORING ACTIVITIES

6.12 The progress of implementing the quality monitoring activities together with the information collected and the issues identified in the process will be presented to the CUCE, the CTLQ, the Advisory Board and the External Review Panel for review.

CHAPTER 7 PROGRAM REVIEW

REVIEW MECHANISM

7.1 Program review plays an important role in sustaining the quality of the Common Core Program. The Quality Assurance (QA) Framework delineates the activities to review the Common Core Program as a whole. While the Committee on Undergraduate Core Education (CUCE) monitors the teaching and learning quality of the Common Core Program internally through various QA activities, the Advisory Board and the External Review Panel provide external inputs for the academic contents, standards, strategic planning and quality related issues.

7.2 Figure 10 below outlines the organizational framework for conducting the internal and external program reviews.

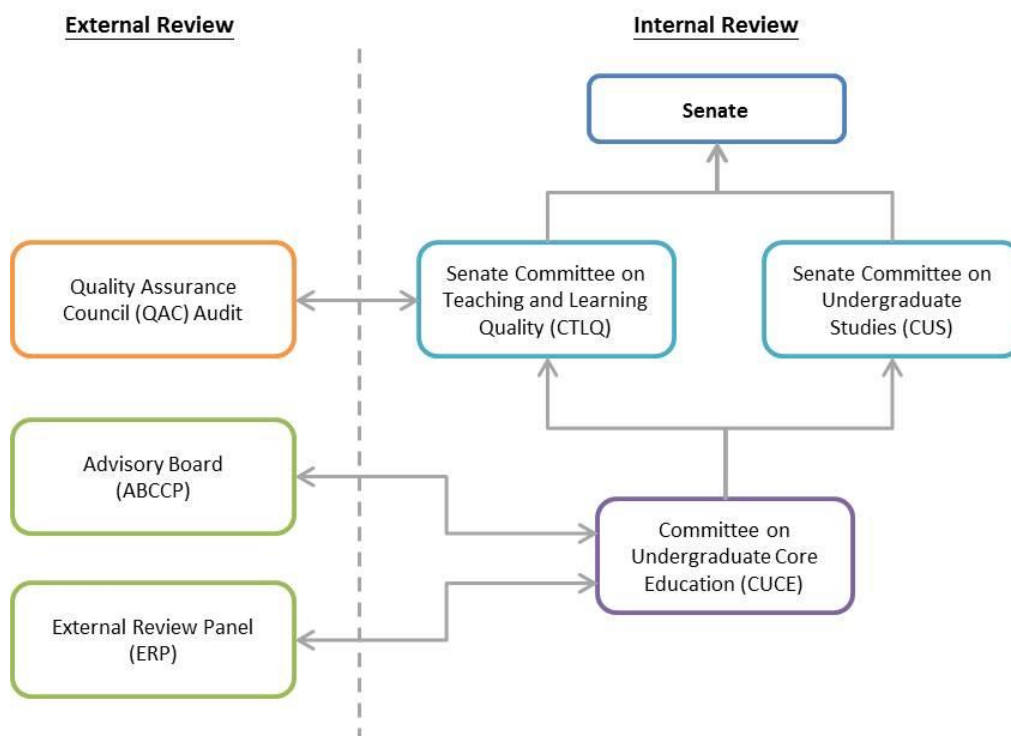


Figure 10: Organizational Framework for Implementing the Program Review

INTERNAL REVIEW

7.3 Three key units are involved in the internal review process: CUCE, CTLQ and CUS.

- a) **Committee on Undergraduate Core Education (CUCE):** As stated in its terms of reference, one of the key roles of the CUCE is to monitor and review the quality of the Common Core Program as a whole. The CUCE reviews the QA arrangements of the Program periodically to identify areas of concern as well as good practices for maintaining and enhancing the quality of the common core courses. Based on this program level review, the CUCE formulates improvement actions and new initiatives for the coming years. The review results will be

recorded in an Annual Report to be submitted to the CTLQ.

- b) **Senate Committee on Teaching and Learning Quality (CTLQ):** Based on the reports submitted by Undergraduate Core Education (UCE), Academic Registry (as well as by Schools and other academic support units), the CTLQ reports the Quality Assurance Annual Reporting Exercise to the Senate. This annual reporting exercise provides the backbone for the University's monitoring of QA practices and educational quality. This exercise also serves as a reference for improvement in teaching and learning by encouraging a reflective and forward-looking review of programs.
- c) **Senate Committee on Undergraduate Studies (CUS):** The CUS provides university-level monitoring of quality and performance relating to undergraduate studies including the Common Core Program. The CUS monitors the work of the CUCE, through receiving from it an annual report which summarizes its work undertaken regarding curriculum development, the QA measures for the Common Core Program and their effectiveness.

EXTERNAL REVIEW

7.4 The CTLQ has stipulated that a broad model for periodic review of undergraduate education with an external element should include the following:

- (a) Production of a *self-evaluation document* based on an internal review by those responsible for the educational provision under review, in consultation with the faculty/course instructors
- (b) Review of the self-evaluation and other relevant documentation by an *external review panel*
- (c) A *visit to the University* by the external review panel, to meet staff and students, and to observe facilities and learning resources
- (d) Production of a *report with input from the external panel*, including confirmation that the curriculum and academic standards meet international benchmarks, and recommendations for enhancement with an action plan
- (e) A clear process for oversight of implementation of *action plans*

7.5 The Common Core Program follows these five core principles in conducting its external reviews.

7.6 **External Review Panel (ERP)**

- (a) An External Review Panel will be established to undertake the external review. The first review will be conducted after graduation of the first student cohort of the 4-year curriculum. In the interim, the Advisory Board will be engaged to undertake QA related work as stipulated in its terms of reference.
- (b) The role of the ERP is to assure the academic standard of the Common Core

Program. The Panel includes external academics with experience and expertise in teaching common core courses or general education in tertiary institutions. It will undertake a holistic review of the Program focusing on the design, content, pedagogy and assessment of common core courses, as well as other teaching and learning related issues. The Panel will report to the CUCE its assessment and make recommendations for improvement. The Panel will meet once every 4 years.

7.7 **Advisory Board for the Undergraduate Common Core Program (ABCCP)**

The ABCCP is to provide support to the CUCE in evaluating the content and quality of the Common Core Program against external reference points. It normally meets once a year at which it will receive and review reports on the Common Core from UCE, and advise the CUCE on the strategic development, course planning and academic content of the program in relation to the changing needs of the society.

7.8 **Quality Assurance Council (QAC) Audit Panel**

The QAC is established under the aegis of the University Grants Committee (UGC) which serves to assist the UGC in assuring the quality of programs offered by UGC-funded institutions at first-degree level and above. The QAC Audit is a periodic external QA process that involves independent peer review by senior academics in the higher education sector. It reviews the QA arrangements in place within the institutions for assuring and enhancing the quality and effectiveness of their provision. As one of the UGC-funded institutions in Hong Kong, the HKUST will be reviewed by the Audit Panel of the QAC. The Common Core Program, as part of the undergraduate curriculum, will be covered in the audit.

CHAPTER 8 TEACHING AND LEARNING SUPPORT

8.1 Quality teaching and learning support is conducive to effective course delivery and sustaining the academic quality of a course. Key teaching and learning support activities are listed below.

TEACHING SUPPORT

Faculty Briefing

8.2 In collaboration with the Center for Education Innovation (CEI), Undergraduate Core Education (UCE), Academic Registry shares with the new faculty at the New Faculty Orientation the goals of the Common Core Program and the expectations of university education. These talks also emphasize in the important role of the faculty in creating a positive learning environment for students, and the support available to faculty to take on this role. Faculty orientations are normally conducted in September and January each year.

Sharing of Teaching Experience and Instructor Focus Group

8.3 A Common Core Seminar Series is jointly organized by UCE and CEI. They serve as the platform for common core teachers to exchange and share experience with each other on common core teaching, and to inspire their design of pedagogies and assessment strategies through learning about the successful or good practices from their peers.

8.4 Instructors are invited to conduct a self-assessment and reflection at the end of each term through the Instructor Self-Review so as to reflect on their strengths and areas for improvement in the teaching process, and consider plans for improvement. Good practices and experiences gained from their teaching would be summarized and shared with the Committee on Undergraduate Core Education (CUCE), and with other instructors, where appropriate.

8.5 Through the Instructor Focus Group studies, instructors share their teaching experience and views on the arrangements for further enhancement of the Common Core Program. It is also a platform to foster peer support among common core instructors.

Funding Support Opportunities

8.6 As an initiative to foster development of new common core courses, UCE has requested funding from the University to set up a funding scheme in 2009 to encourage faculty to develop new course proposals. The University will consider providing additional funding support for teaching projects at appropriate time to try out new courses and pedagogies and encourage collaboration among faculty.

Recognizing Teaching Excellence in Common Core Courses

8.7 The Common Core Course Excellence Award is established to recognize excellent common core courses and encourage faculty and instructors who have contributed to the development and delivery of these common core courses.

8.8 Nominations are made on an individual course basis, which are reviewed based on three broad criteria:

- (a) Exemplar of a good common core course;
- (b) Design of the course syllabus and assessment; and
- (c) Course delivery, pedagogy and teaching innovation.

8.9 One Award and up to a maximum of three Honorary Mentions will be recommended to the CUCE for confirmation after a thorough review of each nominated course by a Selection Committee. The instructor or instructional team of the course receiving the Award will be invited to share his/their experiences with other instructors.

8.10 Details of the award criteria and related arrangements are given in [Appendix 13](#).

LEARNING SUPPORT

Student Advising

8.11 As one of the new student orientation activities coordinated by the Student Affairs Office (SAO), UCE presents talks to first-year students at the commencement of each academic year to provide them with the necessary information about the Common Core Program. The goals, objectives, values and philosophy behind the Program are highlighted and the HKUST's desired graduate attributes are discussed.

8.12 UCE also supports the Schools to familiarize students with the requirements and discuss with them the purpose of university education and the goals of the Common Core Program.

University Common Core Program Website

8.13 The University Common Core Program website is developed to provide a one-stop information portal about the Common Core Program for the university community. It provides relevant academic and administrative information, including common core course lists for specific years of intake and for each common core area, and activities organized by UCE.

Common Core Course Review Panels

Four Course Review Panels (CRPs) are established by the Committee on Undergraduate Core Education (CUCE) to serve the respective common core area(s) as follows:

CRP	To Serve Common Core Areas
1	Humanities (H), Arts
2	English Communication (E-Comm), Chinese Communication (C-Comm), Healthy Lifestyle (HLTH)
3	Social Analysis (SA)
4	Science and Technology (S&T), Quantitative Reasoning (QR)

Terms of reference

The Course Review Panel (CRP) shall decide its own meeting with a view to

1. Undertaking in-depth review of common core proposals in their respective area and making recommendations to the Committee on Undergraduate Core Education (CUCE) for approval; and
2. Reviewing the delivery of common core courses in terms of the fulfillment of their intended learning outcomes (ILOs) and the mapping between these course ILOs to the area ILOs, and reporting to the CUCE for reference and further action.

Conduct of Business

The CRP is not an approval body. Its main role is to make recommendation to the CUCE on courses that could serve the ILOs of the common core area in concern, and to advise the CUCE on the delivery of common core course ILOs. Recommendations are to be made based on a consensus approach. When a consensus could not be reached, the CRP will report the different views to the CUCE for consideration.

Membership

Convenor:

A CUCE member whose expertise is outside the CRP's designated area(s), to be invited by the CUCE Secretary to serve

Members:

Three representatives to be nominated by Schools/IPO to each of the four CRPs as shown in the table below. These representatives serve as the communication channel between the respective CRP and their School/IPO. Those nominated by the course proposing School/IPO have the role of presenting the course proposals, answering questions arising from the CRP meeting, communicating comments from the CRP and following up with a response to CRP comments. Course proposers may also join the meeting to facilitate the discussion, if needed.

CRP	Common Core Areas	Convenor	Members Nominated by	
			Course Proposing School/IPO	Other School/IPO
1	H + Arts	An out-of-field CUCE Member	SHSS(HUMA)	SSCI + SENG
2	E-Comm + C-Comm + HLTH		SHSS(HUMA) + SHSS(CLE)	SBM
3	SA		SBM + SHSS(SOSC) + IPO	--
4	S&T + QR		SSCI + SENG + IPO	--

Term:

Two years, renewable

List of Members on the Course Review Panels (CRPs) (As of 21 March 2017)

CRP 1: For the Humanities, Arts Common Core Areas
Convenor: Professor Jogesh MUPPALA, School of Engineering
Members: <i>Nominated by the course proposing school</i> Professor Billy SO, Division of Humanities
<i>Nominated by other school</i> Professor Bradley FOREMAN, School of Science Professor Francesco CIUCCI, School of Engineering
CRP 2: For the English Communication, Chinese Communication, Healthy Lifestyle Common Core Areas
Convenor: Professor Garvin Percy DIAS, School of Business & Management
Members: <i>Nominated by the course proposing school</i> Professor Min ZHANG, Division of Humanities Dr Keith TONG, Centre for Language Education
<i>Nominated by other school</i> Professor Lynn PI, School of Business & Management
CRP 3: For the Social Analysis Common Core Area
Convenor: Dr Nigel HUCKSTEP, Centre for Language Education
Members: <i>Nominated by the course proposing school</i> Professor Kam Wing SIU, School of Business & Management Professor Eva CHEN, Division of Social Science Professor Paul FORSTER, Interdisciplinary Programs Office
CRP 4: For the Science and Technology, Quantitative Reasoning Common Core Areas
Convenor: Professor Billy SO, Division of Humanities
Members: <i>Nominated by the course proposing school</i> Professor Maosheng XIONG, School of Science Professor Chiew Lan TAI, School of Engineering Professor Stanley LAU, Interdisciplinary Programs Office

Committee on Undergraduate Core Education

Terms of reference

1. To advise and make recommendations to the Senate Committee on Undergraduate Studies on policies and regulations, and to monitor and review procedures, quality and performance relating to the university core curriculum in the four-year undergraduate degree programs, including, but not limited to:
 - (a) developing policies and regulations relating to the core curriculum of the four-year undergraduate degree programs;
 - (b) developing guiding principles, criteria and learning outcomes for common core courses consistent with the objectives of the university core curriculum;
 - (c) reviewing and approving courses for inclusion in the University Common Core Program;
 - (d) coordinating and providing an overview of the offering of courses and activities for the university core curriculum;
 - (e) monitoring and reviewing periodically the quality of common core courses and the University Common Core Program under a quality assurance framework; and
 - (f) recommending implementation and other support for the university core curriculum.
2. To oversee the provision of general education in three-year undergraduate programs during the transition period from three-year to four-year undergraduate programs.

Powers

1. To co-opt such additional voting members as may be required but not exceeding one-third of formal membership of the Committee.
2. To form any working groups as considered necessary.

Membership

Chairman:

Appointed by the Chairman of the Senate Committee on Undergraduate Studies, on the recommendation of the Executive Vice-President & Provost

- Professor King L. CHOW

Secretary and Member:

Academic Director (Undergraduate Core Education), *ex officio*

- Professor Chih-Chen CHANG

Members:

1. One representative each from the Schools of Science, Engineering, and Business & Management appointed by the Chairman of the Senate Committee on Undergraduate Studies in consultation with the Deans
 - Professor Ian WILLIAMS, School of Science
 - Professor Jogesh MUPPALA, School of Engineering
 - Professor Garvin Percy DIAS, School of Business & Management
2. One representative from each of the two Divisions of the School of Humanities and Social Science appointed by the Chairman of the Senate Committee on Undergraduate Studies in consultation with the Dean of Humanities and Social Science
 - Professor Billy SO, Division of Humanities
 - Professor James LEE, Division of Social Science
3. One representative from the Center for Language Education appointed by the Chairman of the Senate Committee on Undergraduate Studies in consultation with the Dean of Humanities and Social Science
 - Dr Nigel HUCKSTEP

4. One non-Freshman student nominated by the HKUST Students' Union and appointed by the Chairman of the Senate Committee on Undergraduate Studies
 - Mr Fai-Ho CHAN
5. One member of the Senate Committee on Undergraduate Studies appointed by the Chairman of the Senate Committee on Undergraduate Studies
 - Professor Jeffrey CHASNOV

Resource Persons:

1. Dean of Students, or nominee
 - Dr Robert WESSLING
2. Academic Registrar
 - Mr James PRINCE

Term:

For the student member, one year, renewable
For others, two years, renewable

Advisory Board for the Undergraduate Common Core Program

The Advisory Board comprises a panel of external experts from the academic sector and the community to provide support and counsel to the Committee on Undergraduate Core Education (CUCE) on issues central to the Undergraduate Common Core Program, including its academic content, strategy for future development, and quality related issues.

Terms of reference

The Board shall normally meet once a year with a view to

1. Receiving and reviewing reports on the common core, recommending to the CUCE improvement in specific areas, and highlighting good practices.
2. Evaluating the quality of the common core program against external reference points.
3. Advising strategies for the development of the common core program.

Membership

Chair:

To be selected among the members by themselves

Members:

- (a) Not more than four community leaders or representatives from international or local organizations
- (b) Three external academic faculty, including at least one from local and one from overseas university, who are actively engaged in general education or liberal arts education

All members are appointed by the Executive Vice-President & Provost, upon recommendation of the Chair of the Committee on Undergraduate Core Education.

Secretary:

Academic Director (Undergraduate Core Education), *ex officio*

Observers:

- (a) Chair of the Committee on Undergraduate Core Education
- (b) The Board may invite other persons to attend a meeting as observers

Term:

Three years, renewable

**Guideline on Using Chinese as the Teaching Medium
in H&SS Common Core Courses**

[Approved by the Committee on Undergraduate Core Education on 18 June 2015]

Senate Policy on the Medium of Instruction

1. The Academic Regulation stipulates that “unless otherwise approved by the Senate for a specific course or program of study, English is the medium of instruction and assessment at the University.” (<http://publish.ust.hk/acadreg/ugreg/index.html>).
2. The Senate has delegated its authority (in June 1998 and April 2002) to the School of Humanities and Social Science (SHSS) to use Chinese language as the teaching medium in H&SS courses related to the area of Chinese studies; and Chinese reading materials may be included in H&SS courses that deal with Chinese subject matters. Extracts from the confirmed minutes of the 39th and 60th Senate meetings held in June 1998 and April 2002 are presented in the Annex as reference.

CUCE Considerations in Establishing the Guideline

3. During the review of common core courses, it was noted that an increasing number of HUMA courses were approved to be taught in Putonghua or Cantonese, and some to use Chinese reading materials. The Committee on Undergraduate Core Education (CUCE) was concerned that this would limit the provision of HUMA common core courses taught in English to meet the demand from students of non-Chinese backgrounds, mainly international or exchange students.
4. On the other hand, the CUCE also understood that in consideration of the subject content to be covered, Chinese needs to be used as the teaching medium in some of these courses. Besides, the SHSS undertakes to contribute to enhancing the Chinese proficiency for students; hence the School needs to ensure that there is adequate number of courses taught in Chinese to meet the demand.

CUCE Guideline on Using Chinese as the Teaching Medium in H&SS Common Core Courses

5. While noting the University policy that English is the language of instruction in all formal instructional activities, and acknowledging that the SHSS was delegated the authority by the Senate to approve the use of Chinese as the teaching medium in H&SS courses related to Chinese studies, the CUCE adopts the following guideline to ensure a good provision of common core courses, particularly HUMA courses, that are taught in English for non-Chinese speaking students:
 - a) The SHSS will ensure that at least 70% of all HUMA common core courses as well as course places offered in each term are to be taught in English. The use of Chinese as the teaching medium will be considered only when the subject content makes this necessary.

- b) As regards school-sponsored courses (SSCs), the SHSS will also ensure that at least 70% of the SSC course places offered in the term are to be taught in English.
- c) When there are courses that must be delivered in Chinese, the SHSS will try its very best to offer courses of similar academic content in English whenever possible to meet the needs and demand of non-Chinese speaking students.
- d) The specific Chinese language to be used (Putonghua or Cantonese) should be indicated for each course.

6. Statistics on the number of courses, course places offered and student enrollment in H&SS common core courses taught in Chinese will be collected regularly and reported to the CUCE. The Undergraduate Core Education (UCE), Academic Registry will work with the SHSS closely to prepare the statistics.

Annex: Extracts from confirmed minutes of Senate meetings:

- (A) 39th meeting held in June 1998 (*paper ref: SN39/48/98*)
- (B) 60th meeting held in April 2002 (*paper ref: SN60/11/2002*)

(A) Extracts from Confirmed Minutes of the 39th Senate Meeting held on 9 June 1998

**Proposal to Use Chinese Language as a Teaching Medium for HSS Courses
(Paper SN39/48/98)**

{Submitted by the School of Humanities and Social Science.}

28. The paper, presented by the Dean of Humanities and Social Science (HSS), sought approval to use Chinese language as a teaching medium for HSS courses related to the area of Chinese studies. It was emphasized that:

- (a) the School of HSS does not have the intention to change the University's policy on instructional medium;
- (b) the School agrees that HKUST graduates must have a good command of both English and Chinese in order to compete successfully in their career and advanced study;
- (c) the proposal is intended mainly to enable students to cope more effectively with courses the contents of which are related to Chinese studies; and
- (d) an approving mechanism will be established in the School to ensure that all faculty requests for the use of Chinese in class are fully reviewed and justified.

Summarized comments made by the CPS/CUS members on this subject were distributed at the meeting for Members' reference.

29. It was moved and seconded that the proposal be approved. While there was clear support, discussions focused mainly on the implementation and consequences of change. It was agreed that:

- (a) for the benefit of English speaking students, Chinese courses in English should still be available;
- (b) given the approving mechanism as proposed, it should not be necessary to involve the CPS or CUS in the process;
- (c) the School of HSS should submit, for each semester, to the CUS/CPS and the Senate as well, a list of courses that adopt Chinese language as the teaching medium. This should also be specified in the Academic Calendar;
- (d) the CPS and CUS should review the policy after two years of operation and report back to the Senate.

30. The proposal was carried.

DHSS

(B) Extracts from Confirmed Minutes of the 60th Senate Meeting held on 10 April 2002

Review of the Policy Governing the Approval of H&SS Courses Using Chinese Language as the Medium of Teaching (Paper SN60/11/2002)

{Submitted jointly by the Committee on Undergraduate Studies (CUS) and the Committee on Postgraduate Studies (CPS).}

7. At the 39th meeting held on 9 June 1998, the Senate had delegated authority to the School of Humanities and Social Science (H&SS) to approve H&SS courses that were related to the area of Chinese studies to use Chinese language as the medium of teaching. CUS and CPS had also been requested by the Senate to review the policy after two years of operation.

8. CUS and CPS had recently conducted a thorough review of the policy. Both Committees concluded that the current policy and procedures governing the approval of H&SS courses using Chinese language as the medium of teaching had been implemented smoothly. The two Committees hence jointly recommended the following to the Senate:

“To continue implementing the policy and procedures governing the approval of H&SS courses using Chinese language as the medium of teaching as are, that is, the School of H&SS be allowed to consider and approve courses at both the undergraduate and postgraduate levels taught in Chinese and that the School make a report to CUS and CPS on an annual basis. CUS and CPS will further review the policy and procedures in Spring 2003-04 and report to the Senate.”

9. It was so moved and seconded.

10. Professor TING Pang-Hsin, Dean of H&SS, made the following points:

- (a) Non-Chinese speaking students in the University constituted a relatively small proportion (less than 1%) of the total student population. Among the course offerings in H&SS, 50% in Humanities and 100% in Social Science were taught in English and were viable choices to them. There would be little doubt that the curricular needs of the English speaking students were well protected.
- (b) Faculty members in H&SS were fully aware of the University’s policy of adopting English as the official medium of classroom instruction and the University’s goal to internationalise its student population through increasing the number of overseas students. The choice of the instructional language was always based upon the nature and emphasis of the instruction. The selection had never been an arbitrary decision or a decision based upon convenience.
- (c) The School had established a strict mechanism for approving each request for using Chinese as the teaching medium. Procedurally, it started with a full review by the Undergraduate/Postgraduate Committee and the Head at the Divisional level and also by the Dean in consultation with the senior academic management at the School’s Dean-Heads’ Meetings.

- (d) In view of the well-established and fully-qualified faculty team of the School of H&SS, the University should put faith in their judgement in selecting the right materials and teaching medium for individual courses.

To avoid unnecessary paper-work and possible damage to the morale of colleagues in the School of H&SS, Professor Ting proposed the following amendment to the original recommendation from CUS and CPS:

“To continue implementing the policy and procedures governing the approval of H&SS courses using Chinese language as the medium of teaching as are, that is, the School of H&SS be allowed to consider and approve courses at both the undergraduate and postgraduate levels taught in Chinese and that the School make a report to the Senate on an annual basis.”

11. The amendment was moved and seconded.
12. Members expressed strong support of Professor Ting’s view amid appreciation of the achievements of his School, especially in China studies. Whilst there was no disagreement that the subjects of Chinese literature, Chinese history, Chinese philosophy etc. are best taught in Chinese, discussion focused on whether the School should submit its review report annually to CUS and CPS (which is the normal reporting relationship), or to the Senate direct.
13. Upon voting, the proposed amendment by Professor Ting was passed.
14. The amended motion was subsequently voted and carried.

Guideline on the Level of the Courses to be Included in the Common Core

[Approved by the Committee on Undergraduate Core Education on 14 October 2015]

Inclusion of 1000/2000/3000-level Courses in the Common Core

1. One of the objectives of common core courses is to broaden students' horizons; thus they should not have a prerequisite and be open to all students. Common Core courses should generally be at 1000-level. 2000-level courses may be included in the Common Core and an explanation for the need is required.
2. Approval of the Committee on Undergraduate Core Education (CUCE) is required if a 3000-level course is to be included in the Common Core. The approval will be based on an academic justification provided by the course offering unit to demonstrate its relevance to the Common Core program.
3. 4000-level courses cannot be included in the Common Core.

General Considerations for 2000/3000-level Common Core Courses

4. Course proposers may include a reference to the following in preparing the academic justification that explains the request for including a 2000/3000-level courses in the Common Core:
 - (a) The 2000/3000-level course should arouse students' interest such that they may be motivated to continue study in the subject on their own or to pursue further study at higher level in future.
 - (b) These courses should provide a broad introduction, rather than immediately focusing on specialized topics or in-depth study of the subject.
 - (c) Where the courses come to demand students of ability to compare and analyze, the materials, the skills and assessments required ought to be set at an appropriate level that takes into consideration the academic background and preparedness of the students, the majority of whom are high school graduates with 12 years of schooling.

Provision of Common Core Course Places at Various Levels

5. To ensure that the Common Core Program would offer sufficient course places at 1000 or 2000 level, such that no student should be forced to take 3000-level courses if they do not feel comfortable doing so, the number of common core course places offered at 3000-level in each term and each area should not exceed 10% of the total course places offered for that area.
6. Statistics on the number of courses, course places offered and student enrollment in various course levels will be collected regularly and reported to the CUCE. The Undergraduate Core Education (UCE), Academic Registry will work with Schools closely to prepare the statistics.

Considerations for School-Sponsored Courses

School-sponsored courses aim to integrate disciplines and transcend subject-area limits. The carefully designed content and pedagogy will provide opportunities for students to search within, to learn and reflect on their situation and history, project into the future, define and formulate their role, their dreams and their own values.

These courses will be well supported by the school, broadly recognized and delivered by experienced faculty capable of communicating the values and ethos of the School and the University. The intention is to realize the 1-HKUST goal of educating students not only to be pragmatic technocrats but also responsible intellectuals in the society, helping to shape their community and nation.

The following questions serve to differentiate school-sponsored courses from other regular common core courses. A thorough response to all the following questions is expected for the submission of EACH course proposal.

1.	How does this course exemplify the intentions of the Common Core: <i>Breadth, Scope, Transcending single disciplines</i> , and <i>Presenting the best of HKUST to students</i> ?
2.	How does this course help to define the <i>uniqueness and values of the school and HKUST</i> ?
3.	What is the <i>unique intellectual experience</i> students will gain from this course, which forms the basis for requiring students to take this course but not others?
4.	How will this course bring about a <i>sufficiently positive impact</i> on the Common Core Education?
5.	What <i>processes and pedagogy</i> will be implemented to ensure that this course can be developed in accordance with its stated objectives?
6.	What is the optimal capacity for this course, i.e., the number of sections and enrollment per section? Can it be scaled up without compromising the quality of delivery? What will be the maximum enrollment this course can handle?
7.	What is the <i>scheduled time table and actions taken (to be taken)</i> for rolling out the pilot run and actual full scale course delivery ?
8.	What are the <i>major hurdles</i> or <i>practical difficulties</i> to be anticipated in making this course a success? How will these be <i>resolved</i> ?

Guideline on Vetting Studio Arts Courses

The Arts Curriculum Panel of the Division of Humanities will refer to the following criteria for the amount of work considered appropriate for 1-credit studio arts (“HART”) courses:

- (a) Studio session should be the appropriate class format for hands-on HART courses, in which lecturing, demonstration and student hands-on practice are interwoven together in an interactive manner.
- (b) Lecture will normally take up roughly 25% of the class time for a 2-hour studio session. Some course assignments are to be done in-class and students will on average spend about 1 to 1.5 hours per week outside class on their study.
- (c) The content of these courses should be at general, introductory level, carrying an academic component of around 25% at least. Given an emphasis on the practice of the art, these courses should refrain from being assessed by a written final examination.

If these courses are to be taught by visiting/part-time instructors, their CVs or portfolios should be submitted together with course proposals for the Panel’s review. The Panel will look at the following items in their CVs:

- (a) The instructor should have a MA/MFA degree or at least 5 years of professional training.
- (b) The instructor should have at least 5 years of working experience in the profession.
- (c) The instructor should have at least 3-5 years of classroom teaching experience including 1-2 years at degree level.
- (d) The instructor should have proven records of professional recognition, for instance important awards, locally or internationally recognized publications, performances or exhibitions.

**Common Core Course Change and Deletion:
Review Units and Required Forms**

Type of Changes	Require CUCE Approval	Section Ref	Form to be Completed		Unit Involved		
			Common Core Course Change/Deletion	Undergraduate Course Change/Deletion	CRP	CUCE	CUS
Listing on the Common Core Course List							
Delete from the common core course list (remains as a UG course)	No	5.13	✓			✓	
Course deleted (hence removal from the common core course list)	No	5.12		✓		✓	✓
Common Core Area							
Add a common core area	Yes	5.4b	✓		✓	✓	
Remove a common core area	No	5.7c	✓			✓	
Change the category under a common core area	No	5.7b	✓			✓	
School-Sponsored Course (SSC) Designation							
Acquire SSC designation	Yes	5.4c	✓ *		✓	✓	
Remove SSC designation	No	5.7d	✓			✓	
Course ILOs							
Change course ILOs or contribution to area ILOs	No	5.7a	✓			✓	
Course Code							
Change the course code (<u>without</u> a change in course level)	No	5.9a		✓		✓	✓
Change the course code (<u>with</u> a change in course level)	Yes	5.5		✓	✓	✓	✓
Basic Course Information							
Change in the following: <ul style="list-style-type: none"> ◆ Course credit ◆ Course title ◆ Catalog description ◆ Default grading type ◆ Prerequisite ◆ Corequisite ◆ Exclusion ◆ Other enrollment requirements 	No	5.9		✓		✓	✓

* Submission of the "Considerations for School-Sponsored Courses" form ([Appendix 6](#)) is also required

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

Common Core Course Change/Deletion

Effective: _____
(Term, Academic year)

Course Code: _____	Title: _____		
Current Common Core Area: (Please tick all relevant boxes)			
<input type="checkbox"/> Humanities (SSC: <input type="radio"/> Yes <input type="radio"/> No)	<input type="checkbox"/> Social Analysis (SSC: <input type="radio"/> Yes <input type="radio"/> No)	<input type="checkbox"/> Science and Technology (SSC: <input type="radio"/> Yes <input type="radio"/> No)	<input type="checkbox"/> Arts
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> English Communication	<input type="checkbox"/> Chinese Communication	<input type="checkbox"/> Healthy Lifestyle

Change in overall:	<input type="checkbox"/> Course change	<input type="checkbox"/> Remove/Change Common Core Area	<input type="checkbox"/> Remove/Change SSC Designation
A. Changes made to: (Please tick all relevant boxes and provide details)			
	<u>From:</u>	<u>To:</u>	
<input type="checkbox"/> Category under the Area			
<input type="checkbox"/> Course ILOs (Note 1)			
<input type="checkbox"/> Contribution to Area ILOs (Note 2)			
<input type="checkbox"/> Others (please specify: _____)			
<p><i>Note 1: Please provide in "Reasons for Proposing the Changes" an assessment of how the revised course ILOs can serve to achieve the stated Area ILOs, and the corresponding change in course objectives (if any).</i></p> <p><i>Note 2: If this course will contribute to an additional area ILO, please provide in "Reasons for Proposing the Changes" an assessment of how the course ILOs can contribute to the achievement of this additional Area ILO.</i></p>			
B. Remove/Change Common Core Area:			
<input type="checkbox"/> Remove this course from this common core area: (Pls specify) _____			
<input type="checkbox"/> List this course under an additional area: (Pls specify) _____ (Note 3)			
Handling of current common core area: <input type="radio"/> Retain <input type="radio"/> Remove			
<i>Note 3: Please also submit the form "Approval of Undergraduate Course".</i>			
C. Remove/Change School-Sponsored Course (SSC) Designation:			
<input type="checkbox"/> Remove this course's SSC designation in this common core area: <input type="radio"/> H <input type="radio"/> SA <input type="radio"/> S&T			
<input type="checkbox"/> Designate this course as an SSC in this common core area: (Pls specify) _____ (Note 4)			
<i>Note 4: Please also submit two forms: (1) "Approval of Undergraduate Course"; and (2) "Considerations for School-Sponsored Courses".</i>			

Reasons for Proposing the Changes

- Please include reference to (1) Reasons for introducing the changes; (2) Steps or consultation taken to arrive at this recommendation; and (3) Benefits or improvements the changes will bring to the course teaching or student learning.
- For changes involving course ILOs, please provide an assessment of how the revised course ILOs can serve to achieve the stated Area ILOs, and the corresponding change in course objectives (if any).
- For changes involving adding an additional area ILO, please provide an assessment of how the course ILOs can contribute to the achievement of this additional Area ILO.

Endorsement

Department

Name of DH or Designee

Signature

Date

School

Name of Dean or Designee

Signature

Date

To be completed by UCE, Academic Registry

Form received on: _____

The proposed change requires CRP review and CUCE approval: Yes No

Remarks: _____

Notes:

Changes requiring CRP review and CUCE approval: Changes in course level, adding the school-sponsored course designation, or adding a new common core area.

Changes not requiring CRP review or CUCE approval: Changes in course intended learning outcomes (ILOs) or contribution to area ILOs, changes in subject category under a common core area; removing course from the common core course list or a common core area, or removing the school-sponsored course designation. These changes will be reported to the CUCE annually.

COMMON CORE COURSE INSTRUCTOR SELF-REVIEW FORM

(To be Completed by Course Instructor)

Access to Information/ Data in this Form by the Relevant Parties in the University

Instructor self-review is central to the common core course review process, which involves the instructors, the schools/departments, the common core course review panels and the Committee on Undergraduate Core Education. The information provided by the instructor on this form will be shared with these relevant parties to facilitate the review for improvement and enhancement of this course.

Section 1: Course Information

Course Offering Term:	(Academic Year)	(Term)
Course Offering School:		
Course Offering Unit:		
Course Code:		
Course Title:		
Section(s):		
Instructor:		
Common Core Area:		

Section 2: Achievement of Course ILOs (CILOs) & Area ILOs (AILOs) and Effectiveness in Course Delivery

Please indicate your assessment on each of the following statements by ticking the appropriate box (1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree; N.A.=Not Attempted)

	N.A.	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
a) This course has achieved the following CILOs: CILO-1 Xxxxx CILO-2 Xxxxx						
b) This course has been able to serve the following ILOs of the common core area(s): AILO-1 Xxxxx AILO-2 Xxxxx						
c) Teaching and learning activities are effective in achieving the CILOs						
d) Assessment tasks are effective in assessing students' attainment of CILOs						

Notes:

- The above CILOs are approved by the CUCE and published on the UCE website. If you would like to change the CILOs for the next offering, please submit a [course change form](#) to the UCE.
- The above contribution to the common core area(s) is approved by the CUCE. If you would like to change the AILO mappings for the next offering, please submit a [course change form](#) to the UCE.

Section 3: Reflection on Good Practices, Challenges and Solutions

a) <u>Good Practices for Sharing</u> i) <i>Class Management</i> ii) <i>Class Preparation</i> iii) <i>Course Delivery</i> iv) <i>Assessment</i> v) <i>Others</i>
b) <u>Challenges Faced and Solutions Proposed / Attempted</u> i) <i>Class Management</i> ii) <i>Class Preparation</i> iii) <i>Course Delivery</i> iv) <i>Assessment</i> v) <i>Others</i>

**SCHOOL REPORT ON COMMON CORE COURSES
IDENTIFIED THROUGH TRIGGERED REVIEW**
(By School and Common Core Area)

School:	
Common Core Area:	
Courses Offered in:	(Term) (Academic Year)

Note: The School shall review the instructor self-review summary pre-printed in Section 1 and decide if any of the listed courses will be identified through the School's "trigger criteria" for follow-up actions. Identified courses and relevant follow-up actions shall be reported in Section 2. The School may document other observations on this batch of courses in Section 3.

Section 1: Summary of Instructor Self-Assessment on Achievement of Course ILOs (CILOs) & Area ILOs (AILOs) and Effectiveness in Course Delivery

[FOR REFERENCE -- Data pre-loaded from the Instructor Self-Review Online System]

This section summarizes the course instructors' feedbacks collected from the online Instructor Self-Review. Instructors' assessment is reported using this 5-point scale: **1=Strongly Disagree; 2=Agree; 3=Neutral; 4=Agree; 5=Strongly Agree; N.A.=Not Applicable.**

* Approved CILOs are published online at http://uce.ust.hk/cgi-bin/web/courses/course_development.php

Course Code and Title	Achievement of CILOs (as stated in course outline)	Achievement of Area ILOs		Effectiveness in Achieving / Assessing CILOs		Departure from Approved CILO * (Y/N)	SFQ Overall Mean Scores				
		AILO 1	AILO 2	T&L Activities	Assessment Tasks		Course Overall	CC Gp A Qs	CC Gp B Qs	Dept Avg	Sch Avg
Course A (Code and Title)	XX	XX	XX	XX	XX	N	XX	XX	XX	XX	XX
Course B (Code and Title)	XX	XX	XX	XX	XX	N	XX	XX	XX	XX	XX
Course C (Code and Title)	XX	XX	NA	XX	XX	N	XX	XX	XX	XX	XX
Course D (Code and Title)	XX	XX	XX	XX	XX	Y	XX	XX	XX	XX	XX
Course E (Code and Title)	XX	NA	XX	XX	XX	N	XX	XX	XX	XX	XX
Course F (Code and Title)	XX	XX	XX	XX	XX	Y	XX	XX	XX	XX	XX
.....	XX	XX	XX	XX	XX	N	XX	XX	XX	XX	XX
.....	XX	XX	XX	XX	XX	Y	XX	XX	XX	XX	XX

Section 2: Identified Courses, Recommended Actions with Target Completion Date
[TO BE COMPLETED BY THE SCHOOL]

Identified Courses	Recommended Action	Action by	Target Completion Date
(Code and Title)			
(Code and Title)			

Section 3: Other Observations
[TO BE COMPLETED BY THE SCHOOL]

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SCHOOL REPORT ON 4-YEAR CYCLE REVIEW OF COMMON CORE COURSES
(By Individual Course)

Course Code:		Course Title:	
School:		Common Core Area:	
Last Review:	(e.g. N.A.)	Current Review Period:	(e.g. 2012-13 – 2015-16)

SECTION 1: REFERENCE INFORMATION [PREPARED BY THE UCE TEAM]

1(a) SFQ Overall Mean Scores and Summary from Instructor Self-Review on Achievement of Course ILOs (CILOs) & Area ILOs (AIOs) and Effectiveness in Course Delivery

Instructor self-review is reported using this 5-point scale: 1=Strongly Disagree; 2=Agree; 3=Neutral; 4=Agree; 5=Strongly Agree; N.A.=Not Applicable

Year/Term Offered	Summary from Instructor Self-Review						SFQ Overall Mean Scores				
	Achievement of CILOs (as stated in course outline)	Achievement of AIOs		Effectiveness in Achieving / Assessing CILOs		Departure from Approved CILOs (Y/N)	Course Overall	CC Gp A Qs	CC Gp B Qs	Dept Avg	Sch Avg
		AIO1	AIO2	T&L Activities	Assessment Tasks						
e.g. 2012-13 Fall	xx	xx	xx	xx	xx	N	xx	xx	xx	xx	xx
2013-14 Fall	xx	xx	xx	xx	xx	N	xx	xx	xx	xx	xx
2014-15 Fall	xx	xx	xx	xx	xx	Y	xx	xx	xx	xx	xx

1(b) CILOs and Contribution to AIO

CILOs		Contribution to Area ILOs
CUCE approved: <Date>		
CILO 1	xxxx	AIO 1 aaaa
CILO 2	xxxx	AIO 1 aaaa AIO 2 bbbb
Revised CILOs Reported to CUCE: <Date>		
CILO 1	xxxx	AIO 1 aaaa
CILO 2	yyyy	AIO 2 bbbb

1(c) Instructor's Reflection (from the Instructor Self-Review)

Year/Term	Instructor's Reflection
2013-14 Fall	gggg
2014-15 Fall	hhhh

SECTION 2: OUTCOME OF SCHOOL REVIEW [TO BE COMPLETED BY THE SCHOOL]

a) Comment on Achievement and Assessment of CILOs, and the Alignment of CILOs with AIOs To comment on (i) effectiveness of the teaching and learning activities in achieving the CILOs, and (ii) effectiveness of the assessment tasks in assessing students' achievement of CILOs; as well as to verify that the CILOs could contribute to the AIOs.	
b) Good Practices i) <i>Class Management:</i> ii) <i>Teaching & Learning Activities:</i> iii) <i>Assessment Methods:</i> iv) <i>Others:</i>	
c) Problems/Difficulties, and Solutions/Recommendation (with target completion date) i) <i>Class Management:</i> ii) <i>Teaching & Learning Activities:</i> iii) <i>Assessment Methods:</i> iv) <i>Others:</i>	
Action Items	Target Completion Date
d) Progress of Recommended Follow-up Actions from Previous 4-Year Cycle Review (Including those recommended after the triggered review, if any)	
Action Items	Progress

Common Core Course Excellence Award

Purpose

1. The implementation of the Common Core Program provides students with an exciting and excellent opportunity to enrich their undergraduate educational experience. The successful delivery of this Common Core Program depends on the contribution of instructors, together with the full support from their School and Department units, in developing and delivering a good collection of common core courses.
2. To recognize excellent common core courses and instructors who have made substantial contribution to the development and delivery of these common core courses, the University has introduced the Common Core Course Excellence Award since 2012.

Eligibility

3. Any common core courses offered between January and December in a calendar year are eligible to be nominated and considered for the Award of that year. Nominations are made for an individual course offered in a specified term.
4. A course receiving the Award in a particular year will not be considered for the Award again in the subsequent three years, yet it may be considered for the Honorary Mention.

Nomination Process

5. Nomination for the Award may be made by one or more members of the University community: faculty, instructors, staff, students or alumni. Self-nomination will also be accepted. The nomination must be submitted using the prescribed nomination form.
6. The course offering unit will provide the names of the instructional team members, which include all instructors teaching the nominated course in the term/year indicated on the nomination form. The nomination should have the consent of the instructional team and be endorsed by the Head of the course-offering department/unit. A statement explaining why the course is nominated should be submitted jointly by all nominators, or separately by each individual nominator.

Selection Criteria

7. Courses nominated for the award will be evaluated with regard to the following three broad criteria
 - a) *Exemplar of a Good Common Core Course*
Indicators of an exemplary course include, but are not limited to the following: whether the course is able to spark passion for learning, broaden students'

horizons and liberate their minds; whether the course is effectively interdisciplinary; whether the teaching of the subject makes reference to current research and the knowledge derived therein, and has successfully integrated them into the learning process; and whether the course provides an exemplary model, promoting good practice in the delivery of the common core.

b) *Design of the Course Syllabus and Assessment Plan*

Indicators of a well-designed course include, but are not limited to the following: whether the course design helps to develop in students the University's desired attributes – *ABC LIVE*; whether the course helps students to enhance competencies such as communication skills, quantitative reasoning and critical thinking, as well as challenging them to consider social, cultural or philosophical issues; whether the course design takes into account the diverse background and abilities of students studying in the common core, and employs appropriate learning and assessment activities to address varied needs and measure performance objectively.

c) *Course Delivery, Pedagogy and Teaching Innovation*

Indicators may include, but are not limited to the following: whether teaching strategies and course delivery inspire and motivate students to approach an unfamiliar discipline and arouse their interest in it; whether the course draws on students' life experience and makes good connections between theories and applications to the real world; whether the course engages in continuous improvement in teaching and enthusiastically adopts and develops educational innovations to stimulate and support student learning.

8. Courses with fewer than 40 places available for common core enrollment after pre-enrollment will be given a lower weight in the selection criterion of *Exemplar of a Good Common Core Course*.

Selection Process

9. Upon acceptance of the nomination, the instructional team of the nominated course will be asked to provide information about the course in a course dossier. The course dossier will include a reflective statement (around 1,500 words or a maximum of 3 pages) exemplifying the achievement of the selection criteria.

10. A Selection Committee comprising the following members will be established after the close of the nomination period. Faculty members whose common core courses have been nominated for the Award may not serve on the Selection Committee.

Convener & Member:	Chair of the Committee on Undergraduate Core Education (CUCE)
Members:	<ul style="list-style-type: none">▪ One faculty representative (preferably one who is familiar with common core courses or program) from each of the Schools of Science, Engineering, Business & Management, Humanities & Social Science, and the Interdisciplinary Programs Office nominated by the respective Dean/Director▪ One student representative nominated by the HKUST Students' Union▪ One alumni representative nominated by the HKUST Alumni Association
Secretariat:	Academic Director (Undergraduate Core Education), Academic Registry

11. The Selection Committee will consider the nominations with regard to the selection criteria and the course dossiers. It will take into consideration the information relating to all course sections of the nominated courses that were taught in the course offering term as indicated on the nomination form.

12. The Selection Committee will recommend 1 Award, and a maximum of 3 Honorary Mentions if called for, to the CUCE for confirmation.

Award Presentation

13. The Award and Honorary Mention will be presented in the name of the Committee on Undergraduate Core Education to the course and the instructional team as shown on the nomination form. A certificate printed with the course title and the names of all members of the instructional team will be presented to each instructor, and a plaque engraved with the course title and the names of all members of the instructional team will be presented to the course.

14. The award-winning instructional team will, in addition, receive a cash prize of \$20,000. The instructional team will have discretion in deciding on the use and allocation of this cash prize.

