THE CHINESE UNIVERSITY OF HONG KONG

Office of University General Education

Proposing a University General Education Course

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1. Proposing a University GE course

This handbook contains essential information and guidelines for teachers interested in proposing Four-Area University General Education (University GE) courses. It is intended to provide a convenient reference for them, ensuring that the proposals align with the requirements of the Senate Committee on General Education (SCGE). Most of the information herein also applies to proposing revisions to existing University GE courses.

To facilitate the management of course proposals and communication with course-proposing units/teachers throughout the proposal process, all GE course proposals should be submitted through a dedicated online General Education Course Proposal and Inventory System (GECPI) (https://www.oge.cuhk.edu.hk/teaching/teaching-a-ge-course/proposing-a-new-course/ge-course-proposal-inventory-system/). Please refer to Section 9 for further details.

2. General Education (GE) at CUHK

2.1 Objectives of GE

General Education (GE) plays a vital role in the University's mission to provide a balanced undergraduate education for all students. GE of CUHK is designed to:

i) provide a broad intellectual perspective and to instill an understanding of the values of different academic disciplines;
ii) develop sensitivity to the common concerns of human existence especially from the perspective of the Chinese culture;
iii) help students develop their own judgment and sense of values;
iv) cultivate awareness of the connections among different fields of knowledge; to develop the potentiality for integrating different fields of knowledge as needed; and
v) equip students with life-long learning capacities especially through understanding of the connections between academic pursuits and life experience.

2.2 Expectations of GE

GE courses should aim at the same intellectual level as major courses and should carry the same workload (in terms of reading, assignments, etc.) as major courses with the same number of units and the same level. The fact that GE courses do not as a rule go into any narrow subject in depth should not mean that they are in any way "easy" courses.

3. Design of University GE Courses

3.1 Learning Outcomes, Course Content and Assignment of University GE Areas

As the objective of University GE courses is not to impart facts or skills of a specific field of knowledge, but to instill an understanding of the methodologies and values of different academic disciplines, it is desirable that a University GE course can illustrate how knowledge in the specific

discipline is gained and how such knowledge is related to human concerns. University GE courses should not only focus on factual knowledge, skills or techniques.

GE courses are consolidated into four areas that are not discipline-specific but cover major areas of human concerns. The proposed classification cuts across rigid academic fields (more importantly across Faculties as administrative boundaries), and orients students to the pursuit of different aspects of human knowledge. All courses, however, must be rigorous in academic content and pedagogical methods.

3.2 University GE Area Learning Outcomes

Area A Chinese Cultural Heritage

This area introduces students to the essential characteristics of Chinese culture. By way of an integrated approach, students will learn to appreciate and evaluate the Chinese cultural heritage and its relevance in modern life from a broad intellectual perspective.

After studying in this area, a student will be able to:

i) identify the essential characteristics of Chinese culture;

ii) recognize that Chinese culture involves different aspects and components;

iii) develop a critical appreciation of Chinese culture;

iv) recognize the relevance of Chinese culture in modern life.

Area B Nature, Science and Technology

This area broadens students' perspectives on nature, science and technology. It introduces students to various principles, discoveries and methods of science. Students will learn to appraise and evaluate with a scientific attitude the role of humans as part of nature and the impact of science and technology on modern life.

After studying in this area, a student will be able to:

i) describe major principles, discoveries and methods of the course's field of study;

ii) apply basic scientific methods and principles to analyze issues related to nature, science and technology;

iii) explore on their own issues related to nature, science and technology that are of interest to them;

iv) appraise and evaluate the role of humans as part of nature;

v) appraise and evaluate the impact of science and technology on human life.

Area C Society and Culture

This area enhances students' understanding of the ways in which human societies are constituted and human cultures are represented, in their generality as well as diversity. Students are introduced to the theories and/or methodologies through which social, political, economic or cultural issues are studied.

After studying in this area, a student will be able to:

i) understand better the ways in which human society and culture are formed;
ii) appreciate the diversity of different cultures, values and belief;
iii) apply methods studied to analyze related issues;
iv) apply theories studied to explain related issues.

Area D Self and Humanity

This area enables students to explore the diversity of human values, reflect on the meaning of human endeavors, and gain a better understanding of themselves.

After studying in this area, a student will be able to:

i) examine one's self with a broadened perspective;
ii) appreciate the diversity of values and beliefs;
iii) make informed decision about moral issues;
iv) articulate his/her own moral judgment;
v) appreciate creative works with a broad perspective;
vi) perform critical reasoning.

4. Criteria for evaluation of University GE course proposals

University GE course proposals will be examined based on their alignment with the following criteria with a primary focus on how well they demonstrate the desired characteristics of Four-Area University GE courses.

(a) Alignment with GE objectives

A GE course must align with the University's GE objectives. It should provide students with a broad intellectual perspective relevant to these objectives.

(b) Breadth and cross-disciplinary connectivity

A GE course should emphasize breadth and connectivity rather than depth alone. The course content should provide a comprehensive understanding of the subject matter, highlighting its connections with other disciplines.

(c) Fostering intellectual ideals

A GE course should emphasize intellectual ideals rather than skills. It should develop students' intellectual curiosity and encourage them to explore new ideas and perspectives.

(d) Academic framework and methodology

A GE course should give an overall perspective of the basic academic framework, concept and methodology of the subject concerned. It should cover the subject broadly, touching on the major aspects rather than focusing on a specific area. This includes the theories, principles, and structures that underpin the subject, along with the methods and techniques related to it.

(e) Relevance

A GE course should relate the subject matter to human experience and/or modern life. It should make learning relevant and applicable to students' lives.

(f) No prerequisite

A GE course should require neither prerequisite nor specialized technical knowledge beyond the basic aptitudes of a university student. It should be accessible to all students, regardless of their major or previous coursework.

(g) Interdisciplinary approach

A GE course should preferably adopt an interdisciplinary approach, and be conducted from the standpoint of multiple cross-discipline learning. It should draw on multiple academic disciplines to provide students with a well-rounded education.

(h) Self-discovery and self-expression

A GE course should preferably encourage both self-discovery and self-expression. It should provide opportunities for students to explore their own ideas and express their thoughts and opinions.

(i) Academic rigor

A GE course should provide the content and the intellectual depth expected of credit-bearing university courses at the same level. It should be academically rigorous, challenging students to think critically and engage with complex ideas.

5. Sustainable Development Goals Study Scheme in the GE Curriculum

Using the 17 Sustainable Development Goals (SDGs) as a framework, an optional study pathway in GE, the SDG Study Scheme, was launched in 2020-21 to prepare students for the challenges of tomorrow by engaging them with these SDGs. Through this study scheme, students will be encouraged to take several knowledge-based GE courses in the GE Programme labelled as "SDG-GE", and to engage in practical solutions through service-learning courses labelled as "SDG-SE" (Social Engagement) and/or participation in one SDG-related voluntary activity (categorized as "SDG-VA"). They will be recognized as an *SDG Explorer* after the completion of the study scheme.

Teachers may consider designing new University GE courses or revising existing courses to become "SDG-GE" or "SDG-SE" courses.

5.1 Criteria for SDG-GE Courses

The topic of an SDG-GE course should be relevant to at least one SDG. The course should be of at least two credit units. The course content and learning activities should help students:

i) identify the major problems that the SDG(s) address(es);

ii) analyse those problems from the relevant discipline perspectives; and

iii) investigate potential solutions for solving those problems.

5.2 Criteria for SDG-SE Courses

An SDG-SE course provides opportunities for students to engage themselves in services and actions relevant to at least one SDG. The aim is to make a difference in the local, regional or global community, and promote the wellbeing of individuals, communities, society and/or the environment. The course should be of at least two credit units.

The course should allow students to:

i) identify the pressing issues that the SDG(s) address(es);

ii) research on and evaluate different methods to tackle the issues;

iii) apply and connect prior knowledge with the observations in the field to plan and take actions; and

iv) have actual contact with immediate beneficiaries or problems at hand.

6. Considerations for preparing the proposal

When preparing proposals for the introduction of a University GE course or the revision of an existing University GE course, the following considerations should be taken into account:

	In respect of a University GE course	**In respect of an SDG-related course (if applicable)**
Course Level	• University GE courses should normally be assigned to level 1 or 2. • Higher levels must be justified as University GE courses should require no prerequisites. • More details for the Specification for Undergraduate Course Levels can be found at https://www.oge.cuhk.edu.hk/wp-content/uploads/teaching/CourseLevel-1.pdf	

Course Title	• Consistency between English and Chinese titles and alignment with the course content should be ensured. • The course title should be concise and clear.	
Course Description	A precise and clear summary of course objectives and main content should be provided.	A brief outline of the proposed SDGs, along with the relevance of the course objectives and the main content of the course to these SDGs, should be included. Teachers may indicate which specific SDG(s) the course covers and explain how the course can help the students gain a better understanding of the SDG(s). The paragraph will be shown on CUSIS for students interested in the SDG Study Scheme to decide which SDG-GE course they would like to take.
Justification	• Reasons for proposing, revising, or withdrawing the course should be stated. • These reasons may include the proposed course's suitability for GE, particularly its alignment with the objectives of **the chosen University GE Area**, important/relevant issues addressed in the course, and why specific changes to the course are needed.	The relevance to the proposed SDGs should be stated.
Learning Outcomes	• Course learning outcomes should align with the specific learning outcomes of the chosen University GE Area. • The capabilities, fundamental knowledge, and skills that students are expected to develop should be articulated. These should best be defined according to different levels of cognitive ability (e.g. recall of information, comprehension, application, analysis, synthesis or evaluation).	The learning outcomes related to SDGs should be identified.
Course Syllabus	• A clear structure showing lecture topics/course concepts and their linkage should be provided. • Brief elaborations on the concepts or issues covered in each topic should be included.	The topics and/or major concepts related to the proposed SDG(s) should be clearly stated.

Prospective Teacher/ Coordinator	Information on all the prospective course instructor(s) and their bio sketches should be provided to confirm the availability of teaching staff/team with appropriate qualifications.	
Teaching and Learning Activities	• Teaching and learning activities should be designed to promote extensive reading, analytical thinking, and comprehensive writing among students. The incorporation of tutorials and other interactive activities is highly recommended to achieve this. • The total number of hours for all activities should be commensurate with the respective number of units (1 unit = at least 13 hours). *[Note: Only the activities selected in GECPI can appear in the CUSIS teaching timetable.]*	
Late submission policy	• A late submission policy should be specified for each of the proposed assessment tasks in the course. This policy should detail the penalties for late submission, circumstances under which extensions may be granted, and if applicable, the process for requesting extensions. Please refer to clause 9 of **Annex I** for further details.	
Required Readings	• University GE courses should provide the same academic content and intellectual depth expected of other university courses bearing the same credits. • A topic-by-topic reading list with specific chapters/pages for each required reading item should be provided. • The readings should be substantial, but not unrealistically long. In general, they should be drawn from scholarly or authoritative sources.	

7. Course Assessment

All GE teachers are required to abide by The University's Policy on Assessment of Student Learning in Taught Programmes and the supplementary guidelines specific to GE at CUHK. These supplementary guidelines (adopted by SCGE in May 2024) address the unique aspects of GE and provide further guidance to enhance the teaching and learning experience in GE. The whole set of these supplementary guidelines for assessment of University GE courses is provided in **Annex 1**.

8. Other requirements

8.1 Double-coding (double-offering)

Double-coding of University GE courses is generally **discouraged**, as the characteristics expected of University GE courses are in general different from those of major/minor (or even elective) courses. In cases where dual codes are given, it will be required that:

i) there should be no pre-requisite requirement. As high-level departmental courses are usually built on introductory courses, Level 3 or above departmental courses are normally not suitable for double-coding;

ii) University GE courses should possess the typical characteristics of a GE course, and the inclusion of other students in the same class will not be accepted as a reason for deviation; and

iii) students registered under either course code must be treated identically in all respects, e.g., workload, grading policy, availability of tutorials, etc., as the credits they earned are transferable between GE and departmental programmes.

SCGE will be the authority for granting University GE coding while it will be up to the respective Faculty Boards etc. to grant the alternate coding.

If different reading materials, tutorials or assignments are deemed desirable for students registering under the departmental course code, the course should not be double-coded.

8.2 Course Enrolment Restrictions

(a) Major exclusion

To serve the purpose of GE, students should not take courses closely related to their major disciplines. As a general rule, students are not allowed to take courses offered by their major department to fulfil GE requirements.

(b) Exclusion courses

Teaching units are requested to help identify courses with overlapping course content. Courses with more than one-third duplication in course content should be listed as exclusion courses. If there are differences in course level, the courses may be listed as one-way exclusion courses, i.e. students who have taken the lower-level courses will be allowed to enroll in the higher level courses but not vice versa.

Further details on Course Enrolment Restriction/Requirement of University GE courses and examples of standard wording for enrolment requirements can be found at https://www.oge.cuhk.edu.hk/wp-content/uploads/teaching/GEenrolmentrule_std_wordings-1.pdf.

8.3 Team-taught Course

For courses jointly offered by a group of teachers, it is important to ensure that there will be a coherent and coordinated academic framework to connect the wide array of topics covered by different teachers. Coordination among the teachers to work out a coherent syllabus is indispensable, and it is necessary to have a course coordinator who can monitor the implementation quality. Pre-course and post-course meetings are necessary to ensure and review the standard and smooth delivery of the course.

8.4 Virtual Teaching and Learning

To encourage wider adoption of virtual teaching and learning (VTL) and to sustain the strategic development of VTL for the longer term, the University has adopted *The Guidelines on Approval for Virtual Teaching and Learning Courses in Taught Programmes*. Six different teaching modes for courses in CUHK's taught programmes are defined in the guidelines, namely: (i) on-site face-to-face; (ii) online synchronous; (iii) online asynchronous; (iv) mixed mode; (v) blended mode; and (vi) hybrid mode.

According to these guidelines, in line with the current practice in curriculum planning, Faculty Boards are vested with the authority to approve the introduction and revision of courses, irrespective of delivery modes, at both undergraduate and postgraduate levels that are under their purview. Furthermore, programmes offering blended courses previously endorsed by the former eLearning Task Force should seek Faculty Board's re-approval if they wish to continue offering the courses in VTL modes.

GE courses adopting VTL

It is important to note that any new or existing GE courses adopting VTL are required to be approved by SCGE in addition to the Faculty Board. Course-proposing units/teachers should submit the GECPI course proposal along with the "Proposal for Introduction of Virtual Teaching and Learning Courses in Taught Programmes" to SCGE to obtain approval. Furthermore, in the course proposal on GECPI, the number of contact hours for hybrid mode (i.e. "VTL-Onsite face-to-face hours", "VTL-Online synchronous hours" or "VTL-Online asynchronous hours") or blended mode should be specified.

8.5 Use of Artificial Intelligence (AI) tools in learning, teaching and assessment

To reflect changes in technology, best practices and other relevant developments in Artificial Intelligence (AI), an updated version of the University's "Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments" has taken effect from the academic year 2025-26.

According to the updated guidelines, four approaches to the use of AI tools in student learning activities and assessments are articulated, namely:

Approach 1 – Prohibit all use of AI tools
Approach 2 – Use only with prior permission

Approach 3 – Use only with explicit acknowledgement
Approach 4 – Use is freely permitted without acknowledgement

Details regarding each of the above approaches are available in the guidelines. All proposed new and revised courses are required to specify their approach to using AI tools in the proposals. Justifications are required unless Approach 1 is selected for a proposal to introduce a new course.

It is important to note that any change of approach to the use of AI tools in students' learning activities and assessments for approved GE courses are required to be submitted to SCGE for consideration after endorsement by both Department Board and Faculty Board. In addition, allowing students to use AI tools in a major assessment component (i.e., an assessment that counts towards 30% or above of the students' final grade) should be considered with care and requires prior approval of the Assessment Panel on General Education before delivery.

8.6 Mapping intended learning outcomes to Four Area GE objectives

Course-proposing units/teachers are required to provide mapping of the intended learning outcomes to the programme-level objectives for the relevant University GE Area. This is to help illustrate how the proposed course aligns with the relevant Four-Area objectives.

9. GE Course Proposal and Inventory System (GECPI)

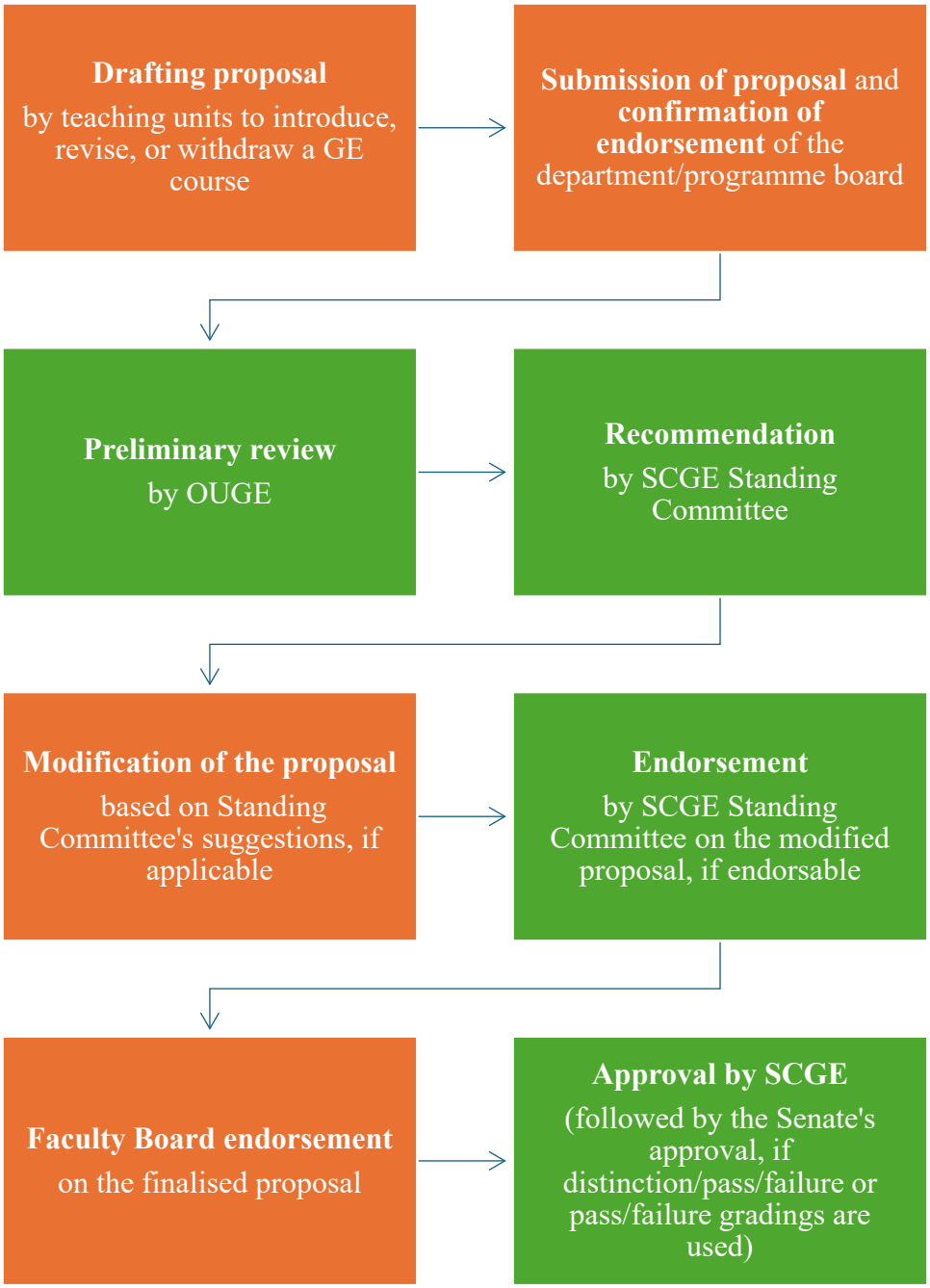
GECPI is an online system for processing GE course proposals and maintenance of GE course inventory. All proposals for introduction, revision and withdrawal of GE courses should be submitted through GECPI.

9.1 Main Features

Through the online GECPI (GE Course Proposal & Inventory) system, a teaching unit is able:

i) To submit (and draft) proposals to introduce/revise/withdraw GE courses;
ii) To confirm endorsement of the Department/Programme Board/the College and of the Faculty Board;
iii) To receive recommendations of SCGE and/or its Standing Committee on the submitted GE course proposals;
iv) To amend the GE course proposals online and keep track of different versions of the proposals; and
v) To retrieve GE course inventory of the existing courses of your unit

9.2 Workflow



9.3 Timeline for the 2027/28 proposal exercise

i) University GE courses

The General Education Course Proposals and Inventory System (GECPI) is open from 21 September 2026 (Monday) to 18 December 2026 (Friday) for submission of proposals for introduction, revision or withdrawal of University GE courses intended for implementation in the academic year 2027-28.

Adopting the practice in the previous years, University GE proposals have been processed through GECPI. For ease of reference, the schedule for submission of University GE course proposals for 2027-28 and useful information are set out below.

Schedule for introduction, revision or withdrawal of University GE courses for the academic year 2027-28

21 September – 18 December 2026	GECPI open for drafting and submission of proposals (*Endorsement of School/Department/Programme Board must be obtained before submission on GECPI*)
Late November 2026	Individual consultation for prospective course-proposing colleagues *(Details of the arrangement will be announced in due course)*
18 December 2026	Deadline for submission on GECPI (*Late submission will not be considered for implementation in 2027-28*)
January – February 2027	Review by the Senate Committee on General Education (SCGE) Standing Committee
By the end of February 2027	SCGE Standing Committee gives recommendations through GECPI • If revision is recommended, the revised proposal should be submitted through GECPI within a prescribed period. • If a proposal is endorsed, the unit concerned should seek endorsement by the respective Faculty Board and OUGE will arrange for submission to SCGE.
Early May 2027	• Deadline for confirming faculty endorsement on GECPI for all proposals endorsed by SCGE Standing Committee
Early May 2027	• Submission to SCGE for approval
Early June 2027	• Submission to Senate for approval, if necessary
Mid – late June 2027	• Upload onto CUSIS for course enrolment in 2027-28

ii) College GE courses

GECPI is open from 21 September 2026 (Monday) to 4 February 2027 (Thursday) for submitting proposals for introduction, revision or withdrawal of College GE courses for the academic year 2027-28. Starting from the annual exercise of 2020, College GE proposals have also been processed through GECPI.

Note: As part of the review process, the SCGE Secretariat may make minor edits to the submissions to correct typographical and grammatical errors without altering the original intent of the proposal.

9.4 Access and management

Each teaching unit will be given the following access accounts:

(i) A maximum of TWO SUPERVISOR accounts with the following authority:

- Submit proposal requests (on behalf of Department Board)
- Confirm endorsement by Faculty Board
- All the access rights of the USER listed below.

(ii) MULTIPLE USER accounts with the following access rights:

- Create/amend proposal requests
- View the recommendations from SCGE and its Standing Committee
- View and print course description of the GE courses offered by your department from the GE course inventory

An application form for access to GECPI is available in **Annex 2**.

9.5 GECPI Operation menu

The updated operation menu of GECPI can be found at:
https://www.oge.cuhk.edu.hk/wp-content/uploads/teaching/GECPI_user_guide.pdf

For further assistance or clarification, please contact the Office of University General Education (e-mail: ouge@cuhk.edu.hk; ext. 37075).

10. Useful links

- University guide for course planning:
  https://www.aqs.cuhk.edu.hk/documents/restricted/staff/Guide-for-Course-Planning.pdf
- Guidelines for design and implementation of University GE courses:
  https://www.oge.cuhk.edu.hk/teaching/teaching-a-ge-course/
- Guidelines on new course proposals, proposed revision/withdrawal of the existing GE courses:
  https://www.oge.cuhk.edu.hk/teaching/teaching-a-ge-course/proposing-a-new-course/about-proposing-a-new-course/
- Checklist for writing GE Proposal:
  https://www.oge.cuhk.edu.hk/wp-content/uploads/teaching/gecpi_area_checklist.pdf
- Criterion Referencing:
  https://www.oge.cuhk.edu.hk/teaching/teaching-a-ge-course/criterion-referencing/
- Outcome-based Approach for GE:
  https://www.oge.cuhk.edu.hk/teaching/teaching-a-ge-course/outcome-based-approach-for-ge/
- Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessment:
  https://www.aqs.cuhk.edu.hk/documents/staff/Guidelines-on-use-of-AI-tools-in-TL.pdf

Annex 1

Supplementary guidelines for assessment of University GE courses

1. **Aligning assessment with learning outcomes:** Course assessment should be articulated with the desired learning outcomes. Teachers need to consider what assessment tasks will help students achieve the desired learning outcomes, how these tasks are able to do so and whether these tasks enable students to demonstrate attainment of the respective learning outcomes.

2. **GE course assessments:** GE courses should carry the same workload in terms of reading and assignment as other courses at CUHK with the same number of units.

3. **Double-coded course assessments**: As double-coded courses should be identical in all aspects and the credits earned are transferable between GE and departmental programmes, students of double-coded courses, whether registered under GE code or department code, should be assessed as one single class with the same assessment standard. Prevailing University assessment policies and guidelines should apply to the double-coded class combined rather than treating the classes each under GE code and department code separately.

4. **Weighting of assessment components and tasks:** The weight of each component/task in the final grade should be determined by its purpose, the cognitive abilities it requires, and the time and effort needed to complete it. In general, formative assessments are used to provide students with ongoing feedback to improve learning, while summative assessments are used to evaluate student learning at the end of a course. It is recommended that summative assessments should carry more weight than formative assessments, and account for a more significant proportion of a student's overall grade. It is recommended that more weight be given to higher-order cognitive skills. Assessment components/tasks that require more time and effort should be given greater weight than those that require less time and effort.

5. **Assessment types:** Course assessment should not be conducted solely using response-type questions (e.g. multiple choice, true-or-false) or very short questions (those to be answered in a few words). It is desirable to incorporate a mid-term test or other forms of continuous assessment to assess learning progress and to complement the final examination or term paper.

6. **Take-home examinations**: The use of take-home examinations is generally not recommended unless proper procedures are in place to ensure academic integrity. If a course does choose to use take-home examinations, it is crucial that such examinations be designed to assess students' higher-order skills. The maximum time for take-home examinations should not exceed 24 hours. Preparation for these examinations should include, among other things, reviewing readings, lecture notes, and tutorial discussions. Teachers should ensure that students understand the expectations and guidelines for these exams, including the importance of academic integrity. Any academic misconduct should be dealt with in accordance with the established University policies and procedures, including CUHK's Guidelines on Generative Artificial Intelligence (refer to Clause 12 for details).

7. **Attendance and participation:** Marks should not be awarded for mere attendance but could be deducted for absence. If class participation is an assessment component, it should be effectively assessed and recorded.

8. **Caution against grade inflation:** It is recommended that a diversity of assessment methods be used with well-defined rubrics and grade descriptors, to provide a more holistic evaluation of a student's performance and a finer differentiation of the students' attainments on the course. In particular, in small classes (i.e. typically those comprising 20 or fewer students) and classes involving group projects, a good mix of assessment types is essential for evaluating the performance of individual students fairly and effectively.

9. **Late submission policy**: Students should be discouraged from submitting their work after the stated deadline. A late submission policy should be clearly stated in the course outline for each of the assessments. This policy should detail the penalties for late submission, circumstances under which extensions may be granted, and if applicable, the process for requesting extensions. Extensions should only be granted under unexpected or exceptional circumstances beyond the student's control. Teachers must ensure that all students understand this policy and its implications from the start of the course. The policy should be consistently enforced and applied equally to all students to ensure fairness and transparency. *(Please refer to the **Enclosure** for the additional notes on designing the late submission policy.)*

10. **Final examinations:** All final examinations will be scheduled centrally by the Registration and Examinations Section, Registry, within the official examination period. No re-assessment or supplementary examination should be provided in any GE course if the student fails the final examination or is absent from any examination without permission.

11. **Course grades:** GE course grades are subject to review and approval by the Assessment Panel on GE. Teachers may provide grading criteria/rubrics and output of students to justify exceptional student performance. Course grades should not be released until they are duly approved by the Panel.

12. **Use of Generative Artificial Intelligence (AI):** Teachers are advised to make reference to the following Official Guidelines on the use of AI tools in teaching, learning and assessment:

    - *Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessment* (CUHK Staff login required)
    - *Use of Artificial Intelligence Tools in Teaching, Learning and Assessment – A Guide for Students*

Enclosure to **Annex 1**

Additional notes on designing the late submission policy

The requirement to include a late submission policy in the course outline for each of the assessments in the University GE courses was introduced by SCGE in May 2024. A clear submission policy provides a structured framework for teachers to deal with late submissions of assignments, and for students to understand the submission requirements. This helps minimize disputes between teachers and students arising from the lack of a clear policy and avoid delays in the grading process and/or providing feedback to students. This practice also aligns with the GE standards at other institutions, creating a structured and fair learning environment for all students.

The following are some guiding notes for course teachers to design their late submission policies.

How is "Late Submission" defined?

Please specify:

- a submission deadline [local time] for each assessment task; and
- the designated means for submitting the work, such as via VeriGuide, Blackboard, email, or physical submission, etc.

Will any exceptional circumstances be considered?

No	Please state explicitly that no late submissions are allowed.
Yes	• Specify the circumstances under which a late submission (extension of the submission deadline) may be granted. • Outline the process for requesting an extension. • State a clear deadline by which an extension request must be submitted.
	Points to note: • Consideration should be given only to unforeseen or exceptional circumstances that are beyond the student's control and supported by appropriate documentation. • Any extension request must be formally approved (in writing) by the course teacher. • Extensions (in hours/days) should normally not exceed one week (seven consecutive calendar days). • There may be circumstances beyond students' control that prevent them from requesting an extension by the specified deadline which warrant reasonable accommodation from course teachers. In such cases, the student shall be encouraged to communicate with the teacher as soon as possible to discuss their situation.

What are the penalties for late submissions?

Some examples are provided below for reference:

- Any late submission will result in a mark of zero.
- Rules for deducting marks based on the number of hours/days of delay, e.g.,
  - Up to *x1* hours/days late will result in a deduction of n1 subgrades/percent/marks;
  - Each additional delay of *x2* hours/days will result in an extra deduction of *n2* subgrades/percent/marks; and
  - No marks will be given for a delay beyond *x3* hours/days, i.e., the assignment will not be marked.

Annex 2

Application Form for Access to GECPI

THE CHINESE UNIVERSITY OF HONG KONG
General Education Course Proposal and Inventory System (GECPI)

Application for addition / removal of departmental user account

Please return by fax to no. 2603 5398, by e-mail to ouge@cuhk.edu.hk, or by post to the Office of University General Education (OUGE)

To: Office of University General Education

From: _____(teaching unit)

I would like to have the following changes in the GECPI authorized users of my unit:

Account type *	**Staff Name** **(as printed on staff ID card)**	**Staff ID**	**Email address**	**Add / Remove** *(Please circle where appropriate)*
SUPERVISOR (a maximum of two)				Add / Remove
				Add / Remove
USER (can be multiple)				Add / Remove
				Add / Remove
				Add / Remove
				Add / Remove
				Add / Remove
				Add / Remove
				Add / Remove
				Add / Remove

**For the access right and authority of the two types of GECPI account, please visit the pertinent page of the OUGE website.

Endorsement by Faculty Dean/School Director/Department Chairperson/Programme Director:

Name: _____

Signature: _____

Date: _____

September 2026