Outcome-Based Education (OBE) Curriculum

Master of Science (MS) in Educational Psychology

One-and-a-Half-Year (Thesis)

Department of Educational and Counselling Psychology
Faculty of Biological Sciences
University of Dhaka

Effective from the academic session 2023-2024 and onwards

Date of approval: 27 October 2024

Contents

Section 1: MS in Educational Psychology OBE Curriculum

Part A: General Information

1. **Title of the Academic Programme:** Master of Science in Educational Psychology

Programme Overview	
Degree	Master of Science in Educational Psychology
Abbreviated form of the Degree	M.S. in EPsy
Programme Offering Entity (POE)	Department of Educational and Counselling Psychology
Acronym of the POE	DECP
Faculty	Faculty of Biological Sciences
Awarding Institution	University of Dhaka
Location	Dhaka, Bangladesh
Bangladesh National Qualifications Framework (BNQF) Level	9
Mode of Study	Full time
Language of Study	English
Applicable Session	2023-2024 and onwards

2. **Name of the University:** The University of Dhaka
3. **Vision of the University:** To create a world-class educational ecosystem that develops dynamic human capital and ethical leaders for a sustainable future.
4. **Mission of the University**:

Mission	Description
UM 1: Transformative Education	Provide transformative education by enabling students to embrace lifelong learning and fostering a sustainable knowledge-based society through the continuous pursuit of scholarship, humanistic values, and technological innovation.
UM 2: Collaborative Research and Innovation	Pursue collaborative research and innovation, leveraging partnerships to expand the boundaries of knowledge.
UM 3: Educational Ecology	Develop an educational ecosystem that fosters excellence, transparency, inclusivity, and accountability.
UM 4: Community Engagement	Engage with stakeholders and communities to build a just, fair, diverse, and sustainable world.
UM 5: Ethical Responsibility	Encourage students to become ethically responsible global citizens with a positive societal impact.
UM 6: National Heritage	Instil a deep sense of national heritage and pride in students, upholding historical roots and global connectivity.

5. **Name of the Programme Offering Entity:** Department of Educational and Counselling Psychology (DECP)
6. **Vision of the Programme Offering Entity:** To develop proficient educational psychologists capable of addressing educational challenges through evidence-based practices and ethical leadership.

7. **Mission of the Programme Offering Entity:**

Mission	Description
Mission 1	Advance the practical application of psychological theories and principles in psychological assessment and intervention.
Mission 2	Nurture a professional ethos that places the utmost importance on safeguarding the rights and well-being of clients.
Mission 3	Foster cultural awareness and a profound understanding of the evolving social, economic, and political landscape.
Mission 4	Enhance educational pathways that empower learners to realise their maximum potential.
Mission 5	Promote inclusivity and celebrate diversity, encouraging self-help and personal accountability.
Mission 6	Dedicate ourselves to the service of humanity by aiding individuals in leading fulfilling and purposeful lives.

8. **Objectives of the Programme Offering Entity:** To train culturally aware professionals with practical skills in educational psychology, promoting inclusivity, diversity, and the well-being of learners in Bangladesh.

9. **Name of the Degree:** Master of Science in Educational Psychology (Thesis)

10. **Description of the Programme:** The MS in Educational Psychology is a comprehensive programme designed to prepare students to become educational psychologists. It integrates theoretical knowledge, research, and practical training to develop professionals capable of addressing educational and developmental challenges. The programme emphasizes developmental psychology, managing learning disorders, and child rights while focusing on research and counselling skills.

11. **Graduate Attributes (GAs):**

GAs	Statement
GA1. Educational Assessment and Intervention Skills	Ability to assess educational needs and design interventions.
GA 2: Understanding of Developmental and Learning Disorders	In-depth understanding of developmental challenges.
GA 3: Ethical and Professional Conduct	Commitment to ethical standards in educational practice.
GA 4: Research Competence	Skills in researching to inform practice.
GA 5: Cultural Competence	Sensitivity to diverse cultural contexts in education.

12. **Programme Educational Objectives (PEOs):**

PEOs	Description
PEO 1	To provide a strong foundation in educational psychology theories and practices.
PEO 2	To promote culturally sensitive and inclusive educational interventions.
PEO 3	To prepare students to engage in research and evidence-based educational practices.
PEO 4	To develop leadership and advocacy skills in child rights and inclusive education.

13. Programme Learning Outcomes (PLOs):

PLOs	Description
PLO 1	Apply educational psychology theories to diverse educational settings.
PLO 2	Demonstrate ethical and professional conduct in educational psychology.
PLO 3	Apply culturally sensitive interventions to address developmental and educational challenges.
PLO 4	Conduct research and integrate evidence-based practices into educational settings.
PLO 5	Advocate for children's rights, especially those with learning and developmental challenges.

14. Mapping of University Mission (UM) with Programme Educational Objectives (PEOs)

PEOs	UM 1	UM 2	UM 3	UM 4	UM 5	UM 6
PEO 1	3				2	
PEO 2			3		3	
PEO 3	1	3				
PEO 4	3		2		3	2
PEO 5			3		3	

Note. Level of correlation: Weak (1), Moderate (2) and Strong (3)

15. Mapping of Programme Learning Outcomes (PLOs) with Programme Educational Objectives (PEOs)

Programme Learning Outcomes (PLOs)	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PLO 1: Apply educational psychology theories to diverse educational settings.	✓	✓			
PLO 2: Demonstrate ethical and professional conduct in educational psychology.		✓		✓	✓
PLO 3: Apply culturally sensitive interventions to address developmental challenges.		✓			✓
PLO 4: Conduct research and integrate evidence-based practices into educational settings.	✓		✓		
PLO 5: Advocate for the rights of children, promoting inclusive education.		✓		✓	✓

16. Mapping of Courses with Programme Learning Outcomes (PLOs)

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
EPSY 501: Educational Psychology in Practice	✓		✓		
EPSY 502: Understanding and Managing Developmental Disorders	✓		✓		✓
EPSY 503: Human Growth and Lifespan Development	✓		✓		
EPSY 504: Legal and Policy Framework of Education in Bangladesh		✓	✓		✓
EPSY 505: Assessment, Reporting, and Planning	✓			✓	

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
EPSY 506: Research in Educational Psychology	✓			✓	
EPSY 507: Professional and Ethical Issues in Research and Practice		✓	✓		✓
EPSY 508: Thesis				✓	
EPSY 509: Seminar				✓	
EPSY 510: English for Mental Health Professionals		✓	✓		
EPSY 511: Counselling and Consultation Skills	✓	✓	✓		✓
EPSY 512: Intervention in Educational Settings (Practical)	✓	✓	✓		✓
EPSY 513: Internship (Practicum)	✓	✓	✓	✓	✓
EPSY 514: Viva Voce	✓	✓	✓	✓	✓

Part B: Structure of the Curriculum

17. Structure of the Curriculum

    17.1.   **Duration of the Programme:** 1.5 Years (72 Weeks)

Classes	30 weeks
Preparation Time for Course Final Examination	4 weeks
Course Final Examination (Theory)	8 weeks
Time for internship and thesis report submission	26 weeks
Result publication	4 weeks
Total	**72 weeks**

    17.2.   **Admission Requirements:** Graduate with honours (4 years) in Psychology from any reputed university/college with 50% marks or CGPA of 3.00 out of 4.00. Graduate (3 years) and Master's in Psychology from any reputed university/college with 50% marks or CGPA 3.0 out of 4.00. Admission is based on satisfactory performance in written and oral tests, usually held in November each year. English proficiency is required as the language of instruction is English.

    17.3.   **Total Minimum Credit Requirement to Complete the Programme:** 46 credit hours are required to complete the programme, equivalent to level 9 of the Bangladesh National Qualifications Framework (BNQF) for higher education.

    17.4.   **Total Class Weeks in a Year/Programme:** The total number of class weeks for each course is 30 weeks (The lecture hours for a 2-credit course are 30, and for a 4-credit course, they are 60).

    17.5.   **Minimum CGPA Requirements for Graduation:** Students must achieve a minimum CGPA of 2.50 out of 4.00 to be eligible for graduation.

    17.6.   **Maximum Academic Years of Completion:** Students must complete the programme within a maximum of 2 academic years.

    17.7. Category of Courses

Theory	Thesis	Clinical Work	Seminar	Viva-Voce	Total credits
24	6	12	2	2	46

17.7.1. **General Education Courses:** General education courses provide a broader learning experience for students and are interdisciplinary. The following courses are general education for the MS in Educational Psychology programme.

Course Code	Course Title	Credit Hours	Full Marks
EPSY 504	Legal and Policy Framework of Education in Bangladesh	2	50
EPSY 510	English for Mental Health Professionals	2	50

Total: 4 credit hours, 100 marks.

17.7.2. **Core Courses**: Core courses that characterize the discipline are divided into three main pillars:

Pillars	Courses	Credit Hours	Full Mark
Pillar 1: Core Scientific Knowledge	EPSY 501: Educational Psychology in Practice	2	50
	EPSY 502: Human Growth and Lifespan Development	4	100
	EPSY 503: Understanding and Managing Developmental Disorders	4	100
Pillar 2: Research and Assessment	EPSY 505: Assessment, Reporting, and Planning	4	100
	EPSY 506: Research in Educational Psychology	4	100
	EPSY 507: Professional and Ethical Issues in Research and Practice	2	50
	EPSY 508: Thesis	6	150
	EPSY 509: Seminar	2	50
Pillar 3: Clinical Skills	EPSY 511: Counselling and Consultation Skill	4	100
	EPSY 512: Intervention in Educational Settings (Practical)	4	100
	EPSY 513: Internship (Practicum)	4	100
	EPSY 514: Viva (Oral Examination)	2	50

Total: 42 credit hours, 1050 marks.

17.7.3. **Capstone Courses/Internship/Thesis/Projects/Portfolio**

17.7.3.1. **Internship:** EPSY 512: 200 hours of client contact, 50 hours of supervised practice, and 350 hours of non-contact tasks (Seminar, Training, Conference, Workshops, etc.) (total 600 hours).

17.7.3.2. **Thesis:** EPSY 508: Thesis – Research-based thesis that requires proposal seminar, pre-submission seminar, and final submission.

18. Year/Level/Semester/Term wise distribution of courses: NA

Part C: Description of all courses

19. Description of all courses

Part D: Grading/Evaluation

20. **Grading/Evaluation**

20.1. **Grading Scale:** The grading scale follows the University of Dhaka's guidelines for postgraduate programmes, with a letter grade assigned based on the percentage of marks obtained in each course.

Marks (%)	Letter Grade	Grade Point
80% and above	A+	4
75% to less than 80%	A	3.75
70% to less than 75%	A-	3.5
65% to less than 70%	B+	3.25
60% to less than 65%	B	3
55% to less than 60%	B-	2.75
50% to less than 55%	C+	2.5
45% to less than 50%	C	2.25
40% to less than 45%	D	2.00
Below 40%	F	0.00 (Fail)

20.2. **Grades**

- **A+ (Excellent):** Exceptional performance, demonstrating a thorough mastery of course content.
- **A (Very Good):** Strong performance, exceeding normal expectations for understanding and skill.
- **A- (Good):** Solid performance, showing a good understanding of the material.
- **B+ (Above Average):** Demonstrates competence and proficiency in the course.
- **B (Average):** Adequate performance, meeting the minimum standard.
- **B-(Satisfactory):** Marginal performance, but still passing.
- **C+ (Pass):** Sufficient understanding to meet course requirements, though lacking in some areas.
- **C (Low Pass):** Barely meets the minimum requirements for passing.
- **D (pass):** Meets the minimum requirements for passing.
- **F (Fail):** Did not meet the minimum requirements for passing the course.

20.3. **Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)**

- GPA is calculated by dividing the total grade points earned by the total number of credits attempted in an academic year.
- CGPA is calculated by dividing the total grade points earned across all academic years by the total number of credits attempted throughout the programme.
- CGPA Formula: $CGPA = \frac{\Sigma(Credit\ hours \times Grade\ Points)}{\Sigma(Credit\ hours)}$
- Minimum CGPA for Graduation: A CGPA of 2.50 is required to complete the programme.

20.4. **Course Withdrawal:** Students may withdraw from a course within the first four weeks of instruction without academic penalty. Withdrawals after this period will be

recorded on the academic transcript, and students may receive a "W" grade, indicating withdrawal without completion. Re-registration in a withdrawn course is allowed, subject to course availability and departmental approval.

20.5. **Incomplete (I) Courses:** If a student is unable to complete a course due to extenuating circumstances (e.g., illness, family emergency), they may request an Incomplete (I) grade. The student must complete the remaining coursework within one semester to replace the incomplete grade. Failure to complete the remaining work within the prescribed time will result in an F grade.

20.6. **Retake:** A student can appear in a retake examination once only in one course to clear an F grade within 6 (six) weeks after the announcement of the result and definitely before registration for convocation. His/her in-course assessment marks will be retained.

20.7. **Grade Improvement:** Students are allowed to improve grades in courses where they scored C+ or below. Grade improvement is limited to two courses within the programme. The highest grade earned from the course retake will be used to calculate the CGPA, but the original grade will remain on the transcript.

20.8. **Dropout:** Students who fail to achieve a CGPA of 2.50 at the end of the first academic year may be dismissed from the programme. Students must complete the programme within 2 (two) academic years. Failure to do so will result in automatic dropout, except for cases where an official extension is granted under extraordinary circumstances.

20.9. Readmission

20.9.1. A student failing to earn the degree may seek readmission once with the next batch. For readmission, a student must apply within one month after the announcement of the result of the concerned year. Readmission will be allowed only after the approval of the departmental Academic Committee.

20.9.2. On readmission, a student may be allowed by the departmental Academic Committee to retain his/her in-course marks earned earlier as chosen by him/her. The Academic Committee of the respective department will determine whether the re-admitted student can undertake any thesis work.

20.9.3. If a student succeeds after taking readmission, his/her transcript will bear "R" after GPA, with a footnote mentioning "R means readmission."

20.10. Basis for awarding marks for class attendance:

Attendance (%)	Marks (%)
95 and above	5
90 to less than 95	4
85 to less than 90	3
80 to less than 85	2
75 to less than 80	1
Less than 75	0

20.11. Class Attendance

20.11.1. A student must attend at least **75%** of the total classes held in an academic year to be eligible to appear in the final examination of that year without paying any penalty.

20.11.2. A student attending at least **60%** of classes but less than 75% of classes will be allowed to appear for the examination after paying non-collegiate fees fixed by the university.

20.11.3. A student attending less than **60%** of classes will not be allowed to appear for the final examination for that year.

20.12. In–course Assessment (Theory courses):

20.12.1. **In-course test:** In–course tests of one-hour duration shall be conducted and evaluated by the course teacher. There will be a minimum of 2(two) written tests for 4 credit courses and a minimum of 1 (one) written test for 2- credit courses. Questions for in-course tests should preferably be of the objective type or, as such on approval of the Academic Committee of the department. Additional assessment examinations may be made by a course teacher as determined by him/her. In such cases, the marks for all the examinations will be used to calculate the average marks for the course. The course teacher will show the assessed in-course scripts to the students.

20.12.2. **Make–up test:** A student failing to appear in an in-course examination will not be allowed to sit for any make-up test. Absence in any in-course test will be counted as zero when calculating the average in–course tests for that course. However, a student can apply to the Chairman of the relevant department for a make-up test if he/she can satisfy certain conditions. The Chairman will only place the application before the Academic Committee if the particular student had met an accident, his/her parent(s) had expired, or he/she had gone through a surgical procedure one/two days before the assessment exam date or any other such situation which the Academic Committee feels can be considered. The make-up test must be held during the course period.

20.13. The Course Final Examination (Theory Courses):

20.13.1. The course final examination will be conducted centrally by the Controller of Examinations as per the existing system.

20.13.2. The pattern of theory questions will be decided by the department's Academic Committee. However, there will be no objective part.

20.13.3. The course final examinations will be of 3 hours duration for 4- credit courses, 2 ½ hours for 3- credit courses, and 2 hours for 2- credit courses.

20.13.4. For Evaluation of the course final examination, there will be two examiners: one internal (will be the course teacher/teachers) and the other external (will preferably be within the department/university provided that he/she was not the course teacher for the course paper to be examined).

20.13.5. Under the double-examiner system, there will be a third examiner if the difference between the internal and external marks is more than 20%. Marks of the nearest two examiners will be averaged out as final marks.

20.14. **Assessment of Seminar:** The Seminar will be evaluated by a committee involving three internal members of the examination committee and two members nominated by the department's Academic Committee.

20.15. **Assessment of Thesis:** Oral presentation/ thesis defence will be evaluated by a committee of 5 members, of which 4 are from the examination committee, and 1 is the respective supervisor. The thesis will be evaluated by two external examiners from outside the department. If the difference in marks of two external examiners is more than 20%, there will be a third examiner to examine. Marks of the nearest two examiners will be used to get average marks as final marks.

20.16. **Viva-voce/ Oral examination:** Viva-voce/ Oral examination will be conducted by the Examination Committee.

20.17. Other General Regulations:

20.17.1. Respective statutory authorities of the university shall design the syllabus, allocate courses for teaching, and constitute an examination committee and panel of examiners as per the university's rules.

20.17.2. At the beginning of the session, a course teacher shall provide the students with a course outline, including a statement of objectives, main topics, teaching approaches (e.g., labs, case studies, fieldwork, etc.), schedule of tests, textbooks, and other required materials.

20.17.3. The course teacher shall announce the result of the in-course tests within two weeks of the date of holding the tests and submit the marks to the Chairman of the Examination Committee for the respective batch and also a copy to the Controller Examinations at least two weeks before the start of the annual examination. He/she should also submit a statement showing the total number of classes held and the number of classes attended by each student in his/her course to the Chairman of the Examination Committee for the respective batch.

20.17.4. Tabulation work will be started only after all the marks of the course final examinations for the year are received by the Chairman of the Examination Committee. Marks received by the Chairman of the Examination Committee shall remain in the sealed envelope as sent by the Examiner/Examiners until tabulation work is started. In the case of thesis group tabulation, work will be started only after the thesis presentation.

20.17.5. The present system of conducting the course final examination and publication of results by the office of the controller of Examination shall continue.

20.17.6. For any matter not covered in these rules, the existing rule of the University of Dhaka will be applicable.

Section 2: Description of all courses

EPSY 501: Educational Psychology in Practice

1. **Course Code:** EPSY 501	2. **Course Credit:** 2	3. **Course Type:** Core course	4. **Contact Hours:** 30	5. **Total Marks:** 50

6. **Course Title:** Educational Psychology in Practice

7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology

8. **Rationale of the Course:** This course provides an in-depth exploration of the principles of educational psychology and their application in real-world educational settings. It introduces students to theories of learning and development, psychological principles of teaching, and strategies for managing learning environments. Emphasis will be placed on understanding the psychological processes involved in learning and how these can inform teaching practices to enhance student outcomes.

9. **Course Objectives:**

9.1. To introduce students to key concepts and theories in educational psychology.

9.2. To develop students' understanding of the psychological principles underlying effective teaching and learning.

9.3. To equip students with the skills to apply psychological theories in managing diverse classroom environments.

9.4. To critically evaluate different educational interventions and their impact on student learning and development.

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate an understanding of key concepts and theories in educational psychology.	✓				
CLO 2: Apply psychological principles to enhance teaching and learning practices.	✓	✓			
CLO 3: Analyse the effectiveness of different educational interventions.		✓	✓		✓
CLO 4: Reflect on ethical issues in applying educational psychology to real-world classroom settings.		✓		✓	✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to Educational Psychology: Theories and Concepts (Role and history of EP)	Lecture, Discussion	Class Attendance	CLO 1
2-3	Cognitive Development Theories and Learning (Piaget, Ausubel)	Lecture, Group Discussion	Class Participation	CLO 1

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
4-5	Behavioural Theories of Learning and Application (Pavlov, Skinner, ABA)	Lecture, Case Studies	Class Participation	CLO 1
6	Motivation in Learning and Teaching (Maslow)	Lecture, Case Studies	In-course Test	CLO 2
7	Social Learning Theory and Classroom Application	Lecture, Group Discussion	Assignment	CLO 2
8	The Role of Memory in Learning	Lecture, Group Discussion	Class Participation	CLO 1
9	Vygotsky's Sociocultural Theory of Cognitive Development	Lecture, Group Practice	Assignment continued	CLO 2
10	Bronfenbrenner's ecological systems theory	Lecture, Case Studies	Class Participation	CLO 2
11	Erik Erikson's Theory of Psychosocial Development	Lecture, Case Studies	Class Participation	CLO 3
12	Psychoanalytic theory	Lecture, Case Discussions	Class Participation	CLO 3
13-14	Case Studies in Educational Psychology	Workshop, Group Discussion	Class Participation	CLO 2
15	Final Review and Reflection	Review Session, Reflective Discussion	Final Exam	CLO 1, CLO 2, CLO 3, CLO 4

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation
  12.1.   **Assessment Strategy:**
    12.1.1. Class Attendance (5%)
    12.1.2. In-course Test (20%)
    12.1.3. Assignment (10%)
    12.1.4. Class Presentation (5%)
    12.1.5. Final Exam (60%)
  12.2.   Marks Distribution:
    12.2.1. Continuous Assessment (40%)
    12.2.2. Summative Assessment (60%)

13. Learning Materials
Ormrod, J. E. (2016). Educational Psychology: Developing Learners (9th ed.). Pearson.
Woolfolk, A. (2016). Educational Psychology (13th ed.). Pearson.
Eggen, P., & Kauchak, D. (2015). Educational Psychology: Windows on Classrooms (10th ed.). Pearson.
Slavin, R. E. (2018). Educational Psychology: Theory and Practice (12th ed.). Pearson.
Santrock, J. W. (2017). Life-Span Development (16th ed.). McGraw-Hill.

EPSY 502: Understanding and Managing Developmental Disorders

1. **Course Code:** EPSY 502	2. **Course Credit:** 4	3. **Course Type:** Core course	4. **Contact Hours:** 60	5. **Total Marks:** 100
6. **Course Title:** Understanding and Managing Developmental Disorders				
7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology				
8. **Rationale of the Course:** This course provides an in-depth understanding of developmental disorders, focusing on diagnosis, intervention, and management strategies across different educational and clinical settings. It aims to equip students with the skills needed to support individuals with developmental challenges, such as autism spectrum disorder (ASD), ADHD, intellectual disabilities, and learning disorders. Emphasis is placed on evidence-based interventions and culturally sensitive approaches in educational psychology practice.				
9. **Course Objectives:**				
9.1. To introduce students to the major developmental disorders that affect learning and behaviour.				
9.2. To explore the biological, cognitive, and social factors contributing to developmental disorders.				
9.3. To develop skills for assessing and diagnosing developmental disorders.				
9.4. To equip students with intervention and management strategies for individuals with developmental disorders.				
9.5. To examine the role of family, community, and educational environments in supporting individuals with developmental challenges.				

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Identify and describe the key characteristics of major developmental disorders.	✓				
CLO 2: Analyse the biological, cognitive, and social factors that contribute to developmental disorders.	✓		✓		
CLO 3: Apply diagnostic and assessment tools to identify developmental disorders in children and adolescents.	✓	✓			
CLO 4: Design and implement evidence-based intervention strategies for managing developmental disorders.		✓	✓		✓
CLO 5: Reflect on the role of family, community, and educational environments in supporting individuals with developmental disorders.		✓		✓	✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to Developmental Disorders	Lecture, Discussion	Class Attendance	CLO 1
2-4	Autism Spectrum Disorder (ASD): Characteristics and Diagnosis	Lecture, Group Discussion	Class Participation	CLO 1
5	ADHD: Diagnosis and Management	Lecture, Case Studies	Class Participation	CLO 1
6-7	Intellectual Disabilities and Learning Disorders	Lecture, Case Studies	In-course Test	CLO 1
8-9	Biological Factors in Developmental Disorders	Lecture, Group Discussion	Class Participation	CLO 2
10-11	Social, Emotional and Behaviour Disorders	Lecture, Case Discussions	Assignment	CLO 2
12-13	Developing Individualized Education Plans (IEPs) for Students with Developmental Disorders	Lecture, Case Studies	Class Participation	CLO 4
14-15	Evidence-Based Interventions for Autism Spectrum Disorder (ASD)	Lecture, Case Studies	Class Participation	CLO 4
16	Speech and language impairment			
17	Cerebral Palsy			
18-19	Managing ADHD in Educational Settings	Lecture, Group Discussions	Class Participation	CLO 4
20-21	Working with Families of Children with Developmental Disorders	Lecture, Case Studies	Class Participation	CLO 5
22-23	Inclusive Education and Community Support for Developmental Disorders	Reflective Workshop, Group Discussion	Class Presentation	CLO 5
24-25	Ethical Considerations in Managing Developmental Disorders	Lecture, Case Analysis	Class Participation	CLO 4
26-28	Case Studies in Managing Developmental Disorders	Workshop, Group Discussion	Class Participation	CLO 4
29-30	Final Review and Reflection	Review Session, Reflective Discussion	Final Exam	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation

12.1. Assessment Strategy:

12.1.1.Class Attendance (5%)

12.1.2.In-course Test (20%)

12.1.3.Assignment (10%)

12.1.4.Class Presentation (5%)

12.1.5.Final Exam (60%)

12.2. Marks Distribution:

12.2.1.Continuous Assessment (40%): This includes participation, In-course tests, assignments, and presentations.

12.2.2.Summative Assessment (60%): Includes the final exam.

13. Learning Materials

Rutter, M., & Taylor, E. (2008). Child and Adolescent Psychiatry (5th ed.). Wiley-Blackwell.

American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders (5th ed.). American Psychiatric Publishing.

Matson, J. L. (2009). Social Behavior and Skills in Children. Springer.

Gillberg, C. (2010). The Autisms (2nd ed.). Oxford University Press.

Barkley, R. A. (2014). Attention-Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment (4th ed.). Guilford Press.

EPSY 503: Human Growth and Lifespan Development

1. **Course Code:** EPSY 503	2. **Course Credit:** 4	3. **Course Type:** Core course	4. **Contact Hours:** 60	5. **Total Marks:** 100

6. **Course Title:** Human Growth and Lifespan Development

7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology

8. **Rationale of the Course:** This course provides an in-depth exploration of the physical, cognitive, social, and emotional development of individuals across the lifespan. It aims to help students understand the key developmental stages from infancy through old age and how these changes impact learning, behaviour, and mental health. Special emphasis is placed on the role of culture, environment, and individual differences in development.

9. **Course Objectives:**

9.1. To introduce students to the key stages and theories of human growth and development.

9.2. To develop an understanding of how biological, psychological, and social factors influence development across the lifespan.

9.3. To equip students with the skills to critically analyse developmental processes and their implications for education and mental health.

9.4. To examine the impact of culture, family, and community on individual development.

9.5. To explore common developmental challenges and how they are addressed in various educational and clinical settings.

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate an understanding of key developmental theories across the lifespan.	✓				
CLO 2: Analyse how biological, psychological, and social factors influence development.	✓		✓		
CLO 3: Critically assess the impact of culture and environment on individual development.		✓	✓		✓
CLO 4: Reflect on the developmental challenges and the implications for education and counselling.		✓		✓	✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to Lifespan Development: Theories and Concepts	Lecture, Discussion	Class Attendance	CLO 1
2-4	Prenatal Development and Infancy	Lecture, Group Discussion	Class Participation	CLO 1

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
5-6	Early Childhood Development: Cognitive, Emotional, and Social Growth	Lecture, Case Studies	Class Participation	CLO 1
7-8	Middle Childhood and Adolescence: Physical and Cognitive Development	Lecture, Group Discussion	In-course Test	CLO 2
9-10	Adolescent Development: Social and Emotional Changes	Lecture, Case Studies	Class Participation	CLO 2
11-13	Adult Development: Early and Middle Adulthood	Lecture, Group Discussion	Assignment	CLO 2
14-16	Aging and Late Adulthood: Cognitive and Social Changes	Lecture, Group Practice	Assignment continued	CLO 2
17-18	Biological Influences on Development: Genetics and Neurobiology	Lecture, Case Studies	Class Participation	CLO 2
19-20	Cultural and Environmental Influences on Development	Lecture, Case Studies	Class Participation	CLO 3
21-22	Family and Community Impact on Development	Lecture, Case Discussions	Class Participation	CLO 3
23-24	Developmental Challenges and Special Needs Across the Lifespan	Lecture, Group Discussion	Class Participation	CLO 4
25-26	Case Studies in Lifespan Development	Lecture, Case Analysis	Class Participation	CLO 3
27-28	Ethical Considerations in Developmental Psychology	Workshop, Group Discussion	Class Participation	CLO 4
29-30	Final Review and Reflection	Review Session, Reflective Discussion	Final Exam	CLO 1, CLO 2, CLO 3, CLO 4

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation
12.1.   Assessment Strategy:
12.1.1. Class Attendance (5%)
12.1.2. In-course Test (20%)
12.1.3. Assignment (10%)
12.1.4. Class Presentation (5%)
12.1.5. Final Exam (60%)
12.2.   Marks Distribution:
12.2.1. Continuous Assessment (40%): This includes participation, In-course tests, written assignments, and presentations.
12.2.2. Summative Assessment (60%): Includes the final written exam.
13. Learning Materials
Santrock, J. W. (2020). Life-Span Development (18th ed.). McGraw-Hill.

Berk, L. E. (2020). Development Through the Lifespan (7th ed.). Pearson.

Sigelman, C. K., & Rider, E. A. (2017). Life-Span Human Development (9th ed.). Cengage Learning.

Shaffer, D. R., & Kipp, K. (2013). Developmental Psychology: Childhood and Adolescence (9th ed.). Cengage Learning.

Newman, B. M., & Newman, P. R. (2017). Development Through Life: A Psychosocial Approach (13th ed.). Cengage Learning.

EPSY 504: Legal and Policy Framework of Education in Bangladesh

1. **Course Code:** EPSY 504	2. **Course Credit:** 2	3. **Course Type:** GED course	4. **Contact Hours:** 30	5. **Total Marks:** 50
6. **Course Title:** Legal and Policy Framework of Education in Bangladesh				
7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology				
8. **Rationale of the Course:** This course is designed to provide students with a comprehensive understanding of the legal and policy framework that governs education in Bangladesh. Students will explore national and international policies, rights, and educational systems, with a special focus on the role of educational psychologists in curriculum development, advocacy, and networking. The course will critically examine the role of educators, parents, and policymakers in creating inclusive educational opportunities, especially for children with diverse needs.				
9. **Course Objectives:**				
9.1. To introduce students to the legal frameworks and educational policies at both national and international levels.				
9.2. To help students understand the education system and the role of relevant organizations in Bangladesh.				
9.3. To explore the role of educational psychologists in curriculum development.				
9.4. To equip students with knowledge about educational psychology service delivery, advocacy, and networking.				
9.5. To critically examine the role of educators, parents, and policymakers in ensuring equal educational opportunities for children with diverse needs.				

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Understand the national and international legal frameworks governing education.	✓				
CLO 2: Analyse the role of relevant organizations in Bangladesh's education system.	✓	✓			
CLO 3: Evaluate the role of educational psychologists in curriculum development and policy dialogue.	✓	✓	✓		
CLO 4: Demonstrate the ability to advocate for inclusive education and networking for educational psychology services.		✓	✓	✓	
CLO 5: Critically assess the roles of educators, parents, and policymakers in supporting diverse educational needs.		✓	✓	✓	✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to Legal Framework and Policy of Education (National Level)	Lecture, Discussion	Class Attendance	CLO 1
2	Overview of the Primary Education Act, The Children Act 2013	Lecture, Group Discussion	Participation	CLO 1
3	Rights of Children with Special Needs: Disability Act, BPKA 2001, Neuro-developmental Trust Act	Lecture, Case Studies	Assignment	CLO 1, CLO 2
4	Legal Framework and Policy of Education (International Level)	Lecture, Discussion	Participation	CLO 1
5	Introduction to Child Rights: UNCRC and the SDGs	Lecture, Group Activity	Participation	CLO 1, CLO 2
6	School Systems in Bangladesh: Goal of Education for Underprivileged and Marginalized Communities	Lecture, Case Studies	Participation	CLO 2, CLO 5
7	Provisions for Children with Special Educational Needs in Bangladesh	Lecture, Group Discussion	In-course test	CLO 2, CLO 5
8	Educational Structure and Management (Formal and Non-Formal)	Lecture, Group Discussion	Participation	CLO 2
9	Inclusive Education: Policies and Practices	Lecture, Case Studies	Skills Practice	CLO 3
10	Roles and Responsibilities of Education-Related Organizations: NCTB, BANBEIS, NAEM	Lecture, Group Activity	Participation	CLO 2, CLO 3
11	Research, Advocacy, and Policy Dialogue in Education	Lecture, Group Discussion	Written Assignment	CLO 3, CLO 4
12	Curriculum Development: Types and Process of Curriculum Design	Lecture, Case Studies	Skills Practice	CLO 3
13	Educational Psychology Service Delivery: Capacity Building, Advocacy, and Networking	Lecture, Group Activity	Participation	CLO 4
14	Existing Services of Educational Psychology in Bangladesh	Lecture, Case Studies	Participation	CLO 4, CLO 5
15	Final Review: The Role of Educators, Parents, and Policymakers	Reflective Session, Case Discussion	Final exam	CLO 5

12. Assessment and Evaluation

12.1. Assessment Strategy:

12.1.1.Class Attendance (5%)

12.1.2.In-course Test (20%)

12.1.3.Assignment (10%)

12.1.4.Class Presentation (5%)

12.1.5.Final Exam (60%)

12.2.   Marks Distribution:

12.2.1.Continuous Assessment (40%): This includes participation, In-course tests, assignments, and presentations.

12.2.2.Summative Assessment (60%): Includes the final exam.

13. Learning Materials

Bangladesh Education Act and Primary Education Act

The Children Act 2013

United Nations Convention on the Rights of the Child (UNCRC)

Disability Act, Bangladesh Protibondhi Kollyan Ain (BPKA) 2001

SDG Reports on Education

United Nations. (1989). UN Convention on the Rights of the Child (CRC).

UNICEF. (2013). The State of the World's Children 2013: Children with Disabilities.

Tomasevski, K. (2003). Education Denied: Costs and Remedies. Zed Books.

Ministry of Education, Government of Bangladesh. (2010). National Education Policy.

Save the Children. (2015). Inclusive Education in Bangladesh: Challenges and Opportunities.

Rights and Protection of Persons with Disabilities Act, 2013 (Bangladesh).

EPSY 505: Assessment, Reporting, and Planning

1. **Course Code:** EPSY 505	2. **Course Credit:** 4	3. **Course Type:** Core course	4. **Contact Hours:** 60	5. **Total Marks:** 100

6. **Course Title:** Assessment, Reporting, and Planning	
7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology	
8. **Rationale of the Course:** This course equips students with the essential skills and knowledge needed for psychological and educational assessment, effective reporting, and planning interventions in educational settings. It emphasizes using standardized and non-standardized assessment tools, report writing, and developing individualized education plans (IEPs). Students will learn how to analyse assessment data to inform educational planning and decision-making while considering cultural and contextual factors.	
9. **Course Objectives:**	
9.1. To introduce students to various educational and psychological assessments, including standardized and non-standardized tools.	
9.2. To develop students' skills in writing comprehensive assessment reports that inform educational planning.	
9.3. To provide students with the knowledge to create individualized education plans (IEPs) based on assessment data.	
9.4. To explore the ethical, cultural, and contextual considerations in assessment, reporting, and planning.	
9.5. To equip students with the ability to collaborate with educators, parents, and other professionals in the assessment and planning process.	

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate an understanding of various assessment tools used in educational psychology.	✓				
CLO 2: Write comprehensive assessment reports that inform educational decision-making.	✓	✓			
CLO 3: Develop individualized education plans (IEPs) based on assessment data.	✓		✓		
CLO 4: Reflect on ethical and cultural considerations in assessment and planning.		✓		✓	✓
CLO 5: Collaborate effectively with other professionals in assessing and planning.		✓			✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to Educational and Psychological Assessments	Lecture, Discussion	Class Attendance	CLO 1

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
2-5	Behavioural Assessment (ABA, STAR)	Lecture, Group Discussion	Class Participation	CLO 1
6-7	Principles of Assessment: Validity, Reliability, and Fairness	Lecture, Case Studies	Class Participation	CLO 1
8-9	Methods of Assessing Behaviour (Observation, Checklist)	Lecture, Case Studies	Class Participation	CLO 1
10	Functional Behavioural Assessment	Lecture, Case Studies	Class Participation	CLO 3
11	Assessment of Adaptive Behaviour	Lecture, Case Studies	Class Participation	CLO 1, CLO 2
12-13	Behavioural Assessment: Interview Method	Lecture, Case Studies	Class Participation	CLO 1, CLO 2
14-15	Interviewing Children, Parents, Teachers and Families	Lecture, Case Studies	Class Participation	CLO 1, CLO 2
16-17	Approaches of Assessment (Dynamic and Play-based)	Lecture, Case Studies	Class Participation	CLO 1, CLO 2
18-22	Testing Children (WISC-IV, Portage, ADOS), DSM-V	Demonstration	Class Participation	CLO 1, CLO 2
23	Collaborative Assessment and Planning: Working with Educators and Parents	Lecture, Group Practice	Assignment	CLO 5
24-25	Writing Assessment Reports: Structure and Content	Lecture, Group Practice	Assignment	CLO 2, CLO 5
26	Cultural Sensitivity in Assessment and Educational Planning	Lecture, Group Discussions	Class Participation	CLO 4
27	Reporting to Different Stakeholders: Parents, Teachers, and Administrators	Lecture, Case Studies	Class Participation	CLO 5
28	Ethical Dilemmas in Reporting and Planning	Reflective Workshop, Case Studies	Class Participation	CLO 4
29	Case Studies on Assessment, Reporting, and Planning	Workshop, Group Discussion	Class Participation	CLO 2
30	Final Review and Reflection	Review Session, Reflective Discussion	Final Exam	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation

12.1. Assessment Strategy:
12.1.1. Class Attendance (5%)

12.1.2. In-course Test (20%)

12.1.3. Psychological Test Conduction and Reporting (15%): A hands-on assessment task requiring students to administer and report on psychological tests.

12.1.4. Final Exam (60%)

12.2. Marks Distribution:
12.2.1. Continuous Assessment (40%): Participation, In-course tests, Psychological Test Conduction, and Reporting.

12.2.2. Summative Assessment (60%): Includes the final exam.

13. Learning Materials

Sattler, J. M. (2014). Foundations of Behavioral, Social, and Clinical Assessment of Children (6th ed.). Jerome M. Sattler, Publisher, Inc.

Overton, T. (2016). Assessing Learners with Special Needs: An Applied Approach (8th ed.). Pearson.

Salvia, J., Ysseldyke, J., & Witmer, S. (2017). Assessment in Special and Inclusive Education (13th ed.). Cengage Learning.

Wright, P., & Wright, P. (2006). Wrightslaw: From Emotions to Advocacy - The Special Education Survival Guide (2nd ed.). Harbor House Law Press.

Kubiszyn, T., & Borich, G. (2015). Educational Testing and Measurement: Classroom Application and Practice (11th ed.). Wiley.

EPSY 506: Research in Educational Psychology

1. **Course Code:** EPSY 506	2. **Course Credit:** 4	3. **Course Type:** Core course	4. **Contact Hours:** 60	5. **Total Marks:** 100

6.	**Course Title:** Research in Educational Psychology
7.	**Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology
8.	**Rationale of the Course:** This course introduces students to the foundational research principles in educational psychology, emphasizing quantitative and qualitative research methods. It aims to develop students' ability to critically evaluate existing research, design and implement their own research projects and apply research findings to inform educational practices. Students will explore ethical issues in research, data analysis techniques, and the application of research in real-world educational settings.
9.	**Course Objectives:**
	9.1. To introduce students to the principles of research design, data collection, and analysis in educational psychology.
	9.2. To develop students' skills in critically evaluating research literature and understanding research methodologies.
	9.3. To provide students with the ability to design and implement educational psychology research projects.
	9.4. To familiarize students with both qualitative and quantitative research methods and their applications in educational settings.
	9.5. To explore ethical considerations and professional standards in conducting research in educational psychology.

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate knowledge of research methods and their applications in educational psychology.	✓				
CLO 2: Critically evaluate existing research in educational psychology.	✓	✓			
CLO 3: Design and implement research projects in educational psychology.	✓		✓		
CLO 4: Apply both quantitative and qualitative research methods to educational psychology research.			✓	✓	
CLO 5: Reflect on ethical and professional standards in conducting educational research.		✓		✓	✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to Research in Educational Psychology	Lecture, Discussion	Class Attendance	CLO 1

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
2-3	Quantitative Research Methods: Overview and Applications	Lecture, Group Discussion	Class Participation	CLO 1
4-6	Qualitative Research Methods: Overview and Applications	Lecture, Case Studies	Class Participation	CLO 1
7-8	Research Design: Creating Research Questions and Hypotheses	Lecture, Group Discussion	In-course Test	CLO 3
9-10	Data Collection Methods: Surveys, Interviews, and Observations, FGD	Lecture, Group Discussion	Class Participation	CLO 3
11	Ethical Considerations in Educational Research	Lecture, Group Practice	Assignment	CLO 5
12-15	Quantitative Data Analysis: Statistical Tools and Interpretation	Lecture, Case Studies	Assignment continued	CLO 4
16-20	Qualitative Data Analysis: Grounded Theory, IPA, Thematic Analysis	Lecture, Group Discussions	Class Participation	CLO 4
21	Reviewing Research Literature: Techniques and Tools	Lecture, Case Studies	Class Participation	CLO 2
22	Research Ethics and Informed Consent	Lecture, Group Discussions	Class Participation	CLO 5
23	Writing a Research Proposal: Structure and Best Practices	Reflective Workshop, Group Discussion	Class Presentation	CLO 3
24	Case Studies in Educational Psychology Research	Workshop, Group Discussion	Class Participation	CLO 2
25	Reporting Research Findings: Writing Research Reports	Lecture, Case Analysis	Class Participation	CLO 3
26	Reviewing Research Proposals: Peer Feedback and Discussions	Workshop, Group Discussion	Class Participation	CLO 3
27-30	Final Review and Reflection	Review Session, Reflective Discussion	Final Exam	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation
12.1. Assessment Strategy:
12.1.1. Class Attendance (5%)
12.1.2. In-course Test (20%)
12.1.3. Assignment (15%)

12.1.4. Final Exam (60%)

12.2.   Marks Distribution:

12.2.1. Continuous Assessment (40%): Participation, In-course tests, and assignments.

12.2.2. Summative Assessment (60%): Includes the final written exam.

13. Learning Materials

Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.). SAGE Publications.

McMillan, J. H., & Schumacher, S. (2010). Research in Education: Evidence-Based Inquiry (7th ed.). Pearson.

Gall, M. D., Gall, J. P., & Borg, W. R. (2015). Applying Educational Research: How to Read, Do, and Use Research to Solve Problems of Practice (7th ed.). Pearson.

Braun, V., & Clarke, V. (2013). Successful Qualitative Research: A Practical Guide for Beginners. SAGE Publications.

Tabachnick, B. G., & Fidell, L. S. (2018). Using Multivariate Statistics (7th ed.). Pearson.

EPSY 507: Professional and Ethical Issues in Research and Practice

1. **Course Code:** EPSY 507	2. **Course Credit:** 2	3. **Course Type:** Core course	4. **Contact Hours:** 30	5. **Total Marks:** 50
6. **Course Title:** Professional and Ethical Issues in Research and Practice				
7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology				
8. **Rationale of the Course:** This course introduces students to the key professional and ethical issues that arise in research and practice in educational psychology. It emphasizes the ethical standards and principles that guide professional behaviour in educational, clinical, and research settings. The course also addresses confidentiality, informed consent, working with vulnerable populations, cultural sensitivity, and assessment and intervention practices' legal and ethical implications.				
9. **Course Objectives:**				
9.1. To introduce students to professional standards and ethical principles in educational psychology.				
9.2. To develop students' understanding of ethical issues related to research and practice, including confidentiality, informed consent, and professional competence.				
9.3. To explore the ethical challenges in working with vulnerable populations and culturally diverse groups.				
9.4. To familiarize students with the legal frameworks that govern educational psychology research and practice.				
9.5. To equip students to apply ethical decision-making models in real-world scenarios.				

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate an understanding of professional standards and ethical principles in educational psychology research and practice.	✓				
CLO 2: Identify and evaluate ethical issues related to confidentiality, informed consent, and working with vulnerable populations.	✓	✓			
CLO 3: Apply ethical decision-making models in research and practice scenarios.	✓	✓		✓	
CLO 4: Reflect on the legal and ethical implications of assessment and intervention practices.		✓	✓	✓	
CLO 5: Demonstrate cultural sensitivity when addressing ethical dilemmas in diverse settings.		✓	✓	✓	✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to Professional and Ethical Standards in Educational Psychology	Lecture, Discussion	Class Attendance	CLO 1
2	Confidentiality and Informed Consent in Research and Practice	Lecture, Group Discussion	Class Participation	CLO 1
3	Ethical Challenges in Working with Vulnerable Populations	Lecture, Case Studies	Class Participation	CLO 2
4-5	Cultural Sensitivity in Educational Psychology Practice	Lecture, Group Discussion	In-course Test	CLO 5
6	Ethical Issues in Assessment and Intervention	Lecture, Case Studies	Assignment	CLO 4
7	Ethical Decision-Making Models and Their Application	Lecture, Group Discussions	Assignment continued	CLO 3
8	Professional Competence and Accountability	Lecture, Group Practice	Class Participation	CLO 1
9	Ethical Considerations in Research Design and Implementation	Lecture, Case Studies	Class Participation	CLO 3
10	Addressing Ethical Dilemmas in Practice: Case Studies	Reflective Workshop, Group Discussion	Class Presentation	CLO 2
11	Ethical Issues in Collaborating with Families and Other Professionals	Workshop, Group Discussion	Class Participation	CLO 3
12-14	Ethical and legal aspects of supervision, Context & format for supervision function &process of supervision	Lecture, Case Studies	Class Participation	CLO 1
15	Final Review and Reflection	Review Session, Reflective Discussion	Final Exam	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation
12.1. Assessment Strategy:
12.1.1. Class Attendance (5%)
12.1.2. In-course Test (20%)
12.1.3. Assignment (10%)
12.1.4. Class Presentation (5%)
12.1.5. Final Exam (60%)
12.2. Marks Distribution:

      12.2.1.Continuous Assessment (40%): This includes participation, In-course tests, assignments, and presentations.

      12.2.2.Summative Assessment (60%): Includes the final exam.

13. **Learning Materials**

American Psychological Association. (2017). Ethical Principles of Psychologists and Code of Conduct. APA.

Koocher, G. P., & Keith-Spiegel, P. (2016). Ethics in Psychology and the Mental Health Professions: Standards and Cases (4th ed.). Oxford University Press.

Pope, K. S., & Vasquez, M. J. T. (2016). Ethics in Psychotherapy and Counseling: A Practical Guide (5th ed.). Wiley.

Fisher, C. B. (2017). Decoding the Ethics Code: A Practical Guide for Psychologists (4th ed.). SAGE Publications.

Knapp, S. J., Gottlieb, M. C., & Handelsman, M. M. (2017). Ethical Dilemmas in Psychotherapy: Positive Approaches to Decision Making. APA.

EPSY 508: Thesis

1. **Course Code:** EPSY 508	2. **Course Credit:** 6	3. **Course Type:** Core course	4. **Contact Hours:** NA	5. **Total Marks:** 150

6. **Course Title:** Thesis

7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology

8. **Rationale of the Course:** The Thesis course allows students to conduct independent research on a topic of significance in educational psychology. Through this course, students will apply research methodologies, analyse data, and produce a scholarly thesis demonstrating their ability to contribute to educational psychology's academic and practical discourse. The course emphasizes developing research skills, ethical considerations, and critical analysis, culminating in a written thesis. There are no formal contact hours, but the student has to get research supervision for a minimum of 20 hours.

9. **Course Objectives:**

    9.1. To develop the ability to conduct independent, original research in educational psychology.

    9.2. To enable students to critically review literature and identify research gaps in educational psychology.

    9.3. To guide students in designing and implementing research projects that contribute to understanding and improving educational practices.

    9.4. To equip students with data collection, analysis, and scholarly writing skills.

    9.5. To encourage ethical research practices and adherence to academic integrity in research reporting.

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Conduct independent research in educational psychology.	✓				
CLO 2: Identify research gaps and formulate relevant research questions.	✓				
CLO 3: Collect and analyse data using appropriate methodologies.	✓		✓		
CLO 4: Produce a well-structured thesis with clear, scholarly writing.	✓	✓			
CLO 5: Demonstrate critical thinking and depth of analysis in the final thesis.		✓		✓	✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Stage	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
Proposal Stage	Developing the research question, conducting a literature review, and	Individual Supervision	Research Proposal Seminar	CLO 2

Stage	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
	formulating research hypotheses			
Research Design	Designing the methodology, selecting appropriate tools, and planning data collection	Individual Supervision	Research Logbook	CLO 3
Data Collection	Collecting data through interviews, surveys, or experiments	Independent Research	Research Logbook	CLO 3
Data Analysis	Analysing data using qualitative or quantitative techniques	Independent Research, Individual Supervision	Research Logbook	CLO 3
Thesis Writing	Writing the thesis, including the introduction, literature review, methods, results, and discussion sections	Individual Supervision	Pre-submission Seminar	CLO 4
Thesis Submission	Final submission of the Thesis	Independent Research, Individual Supervision	Final Thesis Report (60%)	CLO 5

12. Assessment and Evaluation

12.1. Assessment Strategy:

12.1.1. **Research Proposal Seminar (20%):** Evaluation of the student's ability to formulate a research question, conduct a literature review, and design a research project.

12.1.2. **Thesis Defense (15%):** A presentation of preliminary findings, demonstrating the student's progress and the quality of data collection and analysis.

12.1.3. **Thesis Submission (60%):** The written thesis is evaluated for its clarity, depth, and scholarly contribution. The thesis should follow the standard thesis format, including a clear introduction, literature review, methodology, results, discussion, and conclusion.

12.1.4. **Research Logbook (5%):** Regular updates and reflections on the research process.

12.2. Marks Distribution:

12.2.1. Continuous Assessment (40%): Includes the research proposal seminar, pre-submission seminar, and research logbook.

12.2.2. Summative Assessment (60%): Includes the final thesis.

13. Learning Materials

Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). SAGE Publications.

Braun, V., & Clarke, V. (2013). Successful Qualitative Research: A Practical Guide for Beginners. SAGE Publications.

McMillan, J. H., & Schumacher, S. (2010). Research in Education: Evidence-Based Inquiry (7th ed.). Pearson.

Punch, K. F. (2013). Introduction to Social Research: Quantitative and Qualitative Approaches (3rd ed.).
SAGE Publications.
Thomas, G. (2017). How to Do Your Research Project: A Guide for Students (3rd ed.). SAGE Publications.

EPSY 509: Seminar

1. **Course Code:** EPSY 509	2. **Course Credit:** 2	3. **Course Type:** Core course	4. **Contact Hours:** NA	5. **Total Marks:** 50

6. **Course Title:** Seminar

7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology

8. **Rationale of the Course:** The Seminar course is designed to engage students in advanced reading and critical analysis of scholarly articles in educational psychology. This course aims to develop students' skills in academic reading, critical thinking, and scholarly presentations. Students will be required to select relevant peer-reviewed articles, critically review the literature, and present their findings in a seminar format. The course promotes active learning and encourages dialogue on contemporary issues in psychology.

9. **Course Objectives:**

   9.1. To develop the ability to critically read and review scholarly articles in psychology.

   9.2. To improve students' skills in presenting academic research and engaging in scholarly discussions.

   9.3. To foster critical thinking and the synthesis of knowledge from diverse research articles.

   9.4. To cultivate an understanding of current trends, research methods, and theoretical debates in educational and counselling psychology.

   9.5. To enhance professional presentation and communication skills in an academic setting.

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Critically review scholarly articles and synthesize knowledge.	✓				
CLO 2: Present research findings and critical analyses in a seminar format.	✓	✓			
CLO 3: Engage in critical discussions on contemporary issues in psychology.		✓	✓		
CLO 4: Demonstrate an understanding of current research methods and theoretical debates.			✓	✓	
CLO 5: Enhance professional presentation and communication skills.		✓	✓		✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to the Seminar Course	Lecture, Discussion	Class Attendance	CLO 1

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
2	Selection of Scholarly Articles: How to Choose a Relevant Article	Lecture, Discussion	Participation	CLO 1
3-4	Critical Review Techniques: Understanding Research Methods and Arguments	Lecture, Group Discussion	Participation	CLO 1
5-6	Research Synthesis: Integrating Knowledge from Multiple Sources	Lecture, Case Studies	Skills Practice	CLO 2
7-8	Presentation Techniques: Structuring a Scholarly Presentation	Lecture, Group Activity	Participation	CLO 2
9-11	Critical Discussion: Engaging with Contemporary Research	Group Activity, Role-Play	Participation	CLO 3
12	Reviewing and Responding to Peer Feedback	Group Activity, Discussion	Peer Feedback on Presentations	CLO 3, CLO 4
13-15	Student Presentations III	Seminar Presentation	Seminar Presentation	CLO 2, CLO 5

12. Assessment and Evaluation

12.1. Assessment Strategy

12.1.1. **Seminar Presentations:** 50% (Students present scholarly articles)

12.1.2. **Written Review Report:** 30% (Submission of critical review reports on selected scholarly articles)

12.1.3. **Peer Feedback and Participation:** 20% (Active engagement in discussions and providing feedback on peers' presentations)

13. Learning Materials

Grewal, A., Kataria, H., & Dhawan, I. (2016). Literature search for research planning and identification of research problem. Indian journal of anaesthesia, 60(9), 635–639. https://doi.org/10.4103/0019-5049.190618

de Klerk, W., & Pretorius, J. (2019). Guideline for conducting critical reviews in psychology research. Journal of Psychology in Africa, 29(6), 645–649. https://doi.org/10.1080/14330237.2019.1691793

Tawfik, G.M., Dila, K.A.S., Mohamed, M.Y.F., et al. A step-by-step guide for conducting a systematic review and meta-analysis with simulation data. Trop Med Health 47, 46 (2019). https://doi.org/10.1186/s41182-019-0165-6

Ahn, E., & Kang, H. (2018). Introduction to systematic review and meta-analysis. Korean journal of anesthesiology, 71(2), 103–112. https://doi.org/10.4097/kjae.2018.71.2.103

EPSY 510: English for Mental Health Professionals

1. **Course Code:** EPSY 510	2. **Course Credit:** 2	3. **Course Type:** GED course	4. **Contact Hours:** 30	5. **Total Marks:** 50

6. **Course Title:** English for Mental Health Professionals	
7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology	
8. **Rationale of the Course:** This course is designed to equip Educational Psychology trainees with the necessary English language skills to excel in their academic and professional careers. It addresses the challenges of local Bangladeshi students, for whom English is not the mother tongue, by improving academic writing, reading comprehension, and communicative abilities in professional settings. The course aims to enhance students' capacity to engage with English-language textbooks, write clear and structured academic papers, and communicate effectively with colleagues and clients in mental health.	

9. **Course Objectives:**

9.1. To develop proficiency in academic writing, particularly for producing structured essays, reports, and research papers.

9.2. To enhance reading comprehension skills, focusing on understanding academic texts and professional materials in the mental health field.

9.3. To build speaking and communicative skills for professional interactions, including client communication and presentations.

9.4. To improve listening skills to better understand lectures, discussions, and professional dialogues.

9.5. To cultivate confidence in using English in academic and professional settings, particularly within the context of counselling and mental health practice.

10. Course Learning Outcomes (CLOs) and Mapping with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate proficiency in academic writing, including structuring essays, reports, and research papers.	✓	✓			
CLO 2: Comprehend and analyse academic texts in English, particularly on mental health.	✓	✓			
CLO 3: Communicate effectively in professional settings, including client communication and presentations.		✓	✓		✓
CLO 4: Apply listening skills to lectures, discussions, and professional dialogues.		✓	✓		
CLO 5: Exhibit confidence in using English in academic and professional settings relevant to counselling and mental health.	✓		✓	✓	

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to Academic English for Mental Health Professionals	Lecture, Discussion	Class Attendance	CLO 1, CLO 5
2	Structuring Academic Essays and Reports	Lecture, Writing Exercises	Class Participation	CLO 1
3	Writing Research Papers: Introduction, Body, and Conclusion	Lecture, Writing Practice	Writing Test	CLO 1
4	Reading Academic Texts: Strategies for Comprehension	Lecture, Group Reading, Discussion	Reading Test	CLO 2
5	Understanding Mental Health Textbooks and Journals	Reading Practice, Group Discussions	Class Participation	CLO 2
6	Communicative Skills for Mental Health Professionals	Lecture, Role-Play, Group Practice	Speaking Test	CLO 3
7	Presentation Skills for Mental Health Professionals	Group Presentations, Peer Feedback	Class Participation	CLO 3, CLO 5
8	Listening Skills: Understanding Lectures and Discussions	Listening Exercises, Group Discussions	Class Participation	CLO 4
9	Client Communication: Using English in Counselling Settings	Role-Play, Group Practice	Class Participation	CLO 3
10	Professional Communication: Emails, Reports, and Client Notes	Lecture, Writing Practice	Class Participation	CLO 1, CLO 3
11	Reflecting on English Proficiency: Strengths and Areas for Improvement	Self-Assessment, Peer Feedback	Class Participation	CLO 5
12	Review and Practice: Writing, Speaking, and Listening in Professional Contexts	Group Review, Practice Sessions	Class Participation	CLO 1, CLO 3, CLO 4
13	Final Preparation for the Written and Oral Assessments	Group Discussions, Mock Exams	Class Participation	CLO 1, CLO 2, CLO 3
14	Mock Speaking and Writing Sessions	Practice Tests, Peer Feedback	Class Participation	CLO 3, CLO 5
15	Final Review and Reflection	Review Session	Final Exam	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation:

12.1. Assessment Strategy

12.1.1. Class Attendance (5%):

12.1.2. Speaking Test (15%): Assessment of students' communication ability in professional settings, including role-plays and presentations.

12.1.3. Reading Test (10%): Students will be tested on their ability to comprehend and analyse academic texts in mental health.

12.1.4. Writing Test (10%): A test focused on students' ability to write academic essays, reports, and papers.

12.1.5. Final Exam (60%): A comprehensive exam that assesses students' writing, reading, and English communication proficiency.

12.2. Marks Distribution:

12.2.1. Continuous Assessment: 40% (Attendance, speaking, reading, and writing tests)

12.2.2. Summative Assessment: 60% (Final exam)

13. Learning Materials:

Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). Sage.

Levin, P. (2012). Excellent Dissertations! McGraw-Hill Education.

Bailey, S. (2020). Academic Writing for International Students of Business and Economics. United Kingdom: Routledge.

Wood, C., Percy, C., Giles, D. (2012). Your Psychology Project Handbook. United Kingdom: Pearson Education.

American Psychological Association (2020). Publication Manual of the American Psychological Association (7th ed.).

McCarthy, M., & O'Dell, F. (2017). English Vocabulary in Use: Upper-Intermediate (4th ed.). Cambridge University Press.

Glendinning, E. H., & Holmström, B. (2005). Study Reading: A Course in Reading Skills for Academic Purposes (2nd ed.). Cambridge University Press.

EPSY 511: Counselling and Consultation Skill

1. **Course Code:** EPSY 511	2. **Course Credit:** 4	3. **Course Type:** Core course	4. **Contact Hours:** 60	5. **Total Marks:** 100

6.	**Course Title:** Counselling and Consultation Skill
7.	**Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology
8.	**Rationale of the Course:** This course is designed to equip students with essential counselling and consultation skills, emphasising parent and school-based consultation in educational settings. Students will develop interpersonal communication, ethical considerations, and culturally sensitive practices needed for effective collaboration with parents, teachers, and school staff. The course addresses ethical issues, communication strategies, and the application of counselling techniques to meet the needs of students in Bangladesh's educational system.
9.	**Course Objectives:**

9.1. To develop students' core skills for counselling and effective parent and school-based consultation.

9.2. To enhance students' understanding of self and others in interpersonal interactions.

9.3. To develop students' ability to collaborate with parents, teachers, and school staff to address students' needs.

9.4. To explore the ethical challenges involved in school-based consultation.

9.5. To promote the application of culturally sensitive counselling and consultation practices in educational settings in Bangladesh.

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate core counselling and consultation skills in educational settings.	✓				
CLO 2: Understand the nature of interpersonal communication in self and others.	✓	✓			
CLO 3: Build collaborative relationships with parents, teachers, and school staff.	✓	✓	✓		
CLO 4: Apply culturally sensitive and ethical practices in parent-school consultation.		✓	✓	✓	
CLO 5: Address conflict resolution and school-based consultation challenges effectively.		✓	✓	✓	✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to Counselling and Consultation in Educational Settings	Lecture, Discussion	Class Attendance	CLO 1

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
2-4	Interpersonal Interaction and Relation: Nature of Interpersonal Communication	Lecture, Group Discussion	Participation	CLO 2
5-6	Understanding Self and Others	Lecture, Case Studies	Skills Practice	CLO 2
7-10	Building Collaborative Relationships with Parents and Teachers	Lecture, Group Activity	Participation	CLO 3
11-12	Key Issues in Counselling and Consultation	Lecture, Group Discussion	Assignment	CLO 3
13-14	Communication Skills in Counselling and Consultation	Lecture, Role-Play	Participation	CLO 1, CLO 3
15-18	Active Listening and Empathy in Dealing with Clients, Parents, and School Authorities	Lecture, Group Activity	Participation	CLO 1
19-20	Questioning Techniques and Communication Strategies in Educational Settings	Lecture, Group Discussion	Skills Practice	CLO 1
21	Culturally Sensitive Practices in Counselling and Consultation	Lecture, Case Studies	In-course Test	CLO 4
22-25	Family Dynamics in School-Based Consultation	Lecture, Group Discussion	Skills Practice	CLO 4
26	Conflict Resolution in Parent-School Consultation	Lecture, Role-Play	Participation	CLO 5
27	Ethical Issues in Parent and School-Based Consultation	Lecture, Case Discussions	Participation	CLO 4
28	Parental Role in Supporting Educational Needs of Diverse Groups of Students	Lecture, Group Activity	Case Study Presentation	CLO 4, CLO 5
29	Reflective Practice of Real-Life Scenarios and Case Studies	Group Activity, Reflective Session	Participation	CLO 5
30	Final Review and Reflection	Reflective Session, Group Work	Final Exam	CLO 1 to CLO 5

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation

12.1. Assessment Strategy:

12.1.1. Class Attendance (5%)

12.1.2. In-course Test (20%)

12.1.3. Assignment (10%)

12.1.4. Class Presentation (5%)

12.1.5. Final Exam (60%)

12.2. Marks Distribution:

    12.2.1.Continuous Assessment (40%): This includes participation, In-course tests, assignments, and presentations.

    12.2.2.Summative Assessment (60%): Includes the final exam.

13. Learning Materials

Sheridan, S. M., & Kratochwill, T. R. (2010). Conjoint Behavioral Consultation: Promoting Family-School Connections and Interventions. Springer.

Pianta, R. C., & Walsh, D. J. (2014). High-Risk Children in Schools: Constructing Sustaining Relationships. Routledge.

Doyle, W., & Goodnow, J. J. (2018). Parent-Teacher Collaboration in Schools. Cengage Learning.

Epstein, J. L. (2011). School, Family, and Community Partnerships: Preparing Educators and Improving Schools. Westview Press.

Erchul, W. P., & Martens, B. K. (2010). School Consultation: Conceptual and Empirical Bases of Practice (3rd ed.). Springer.

EPSY 512: Intervention in Educational Settings (Practical)

1. **Course Code:** EPSY 512	2. **Course Credit:** 4	3. **Course Type:** Core course	4. **Contact Hours:** 60	5. **Total Marks:** 100
6. **Course Title:** Intervention in Educational Settings (Practical)				
7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology				
8. **Rationale of the Course:** This course equips students with the knowledge and skills to design and implement interventions in educational settings, focusing on addressing academic, behavioural, and emotional challenges. Students will explore a range of intervention strategies, including behavioural interventions, academic support, and social-emotional learning programmes, emphasizing their practical application in schools. The course also highlights the importance of collaboration with educators, parents, and students in implementing these interventions effectively.				
9. **Course Objectives:**				
9.1. To introduce students to a variety of intervention strategies used in educational settings.				
9.2. To develop students' ability to design and implement interventions that address academic, behavioural, and emotional challenges.				
9.3. To explore the role of collaboration with educators, parents, and school staff in intervention planning and execution.				
9.4. To examine the ethical and cultural considerations in developing and applying interventions in diverse educational contexts.				
9.5. To equip students with the skills to evaluate the effectiveness of interventions and make necessary adjustments.				

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Design and implement interventions that address students' academic, behavioural, and emotional needs.	✓				
CLO 2: Collaborate with teachers, parents, and school staff to plan and execute interventions.	✓	✓			
CLO 3: Apply intervention strategies that are culturally sensitive and ethically sound.	✓	✓	✓		✓
CLO 4: Monitor and evaluate the effectiveness of interventions in educational settings.		✓	✓	✓	
CLO 5: Reflect on ethical challenges and professional standards in applying interventions in schools.		✓		✓	✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to Intervention Strategies in Educational Settings	Lecture, Discussion	Class Attendance	CLO 1
2	Academic Support Interventions: Individualized Education Plans (IEPs)	Lecture, Case Studies	Case Presentation	CLO 1
3	Behavioural Interventions: Positive Behaviour Support (PBS)	Lecture, Group Practice	Case Presentation continued	CLO 1
4	Emotional and Social Support Interventions	Lecture, Group Practice	Role-Play/Peer Group Conduction	CLO 1
5	Collaboration with Educators and School Staff for Intervention Planning	Lecture, Group Discussion	Role-Play/Peer Group Conduction continued	CLO 2
6	Engaging Parents in the Intervention Process	Lecture, Case Studies	Workshop Participation and Skills Practice	CLO 2
7	Culturally Sensitive Intervention Practices	Lecture, Group Discussion	Workshop Participation and Skills Practice continued	CLO 3
8	Ethical Issues in Educational Interventions	Lecture, Group Discussions	Class Participation	CLO 3
9	Administering the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV)	Lecture, Case Analysis	Conduction	CLO 4
10	Administering the Bayley Scales of Infant and Toddler Development – Third Edition (Bayley-III)	Role-Play, Group Practice	Conduction continued	CLO 4
11	Administering Postage Guide: Birth to 6 years	Group Practice, Case Study	Conduction continued	CLO 4
12	Administering the Autism Diagnostic Observation Schedule (ADOS II)	Role-Play, Group Discussion	Conduction continued	CLO 4
13	Monitoring and Evaluating the Effectiveness of Interventions	Workshop, Group Discussion	Conduction continued	CLO 4

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
14	Ethical and Cultural Considerations in Working with Diverse Student Populations	Lecture, Group Practice	Case Report	CLO 5
15	Final Review and Reflection	Review Session, Reflective Discussion	Case Report continued	CLO 5

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation

12.1. **Assessment Strategy:** The assessment strategy evaluates students' ability to design, implement, and evaluate interventions in educational settings, with a practical focus on administering tests and reporting.

12.1.1. **Case Presentation (20%):** Students will present case studies on intervention strategies applied in educational settings, focusing on collaboration and ethical considerations.

12.1.2. **Role-Play/Peer Group Conduction (10%):** Students will participate in role-play exercises simulating real-life interventions, focusing on the practical application of strategies.

12.1.3. **Workshop Participation and Skills Practice (10%):** Hands-on activities, including group practice of intervention techniques and peer feedback.

12.1.4. **Real Assessment and Reporting Using Any Prescribed Tests (40%):** Students will conduct a real assessment using one of the prescribed psychological tests (WISC-IV, Bayley-III, Portage or ADOS II) and submit a comprehensive report based on their findings.

12.1.5. **Case Report (20%):** A detailed written report analysing a case, explaining the rationale for the chosen intervention, and reflecting on the outcome.

12.2. **Marks Distribution:**

12.2.1. Continuous Assessment (40%): Includes participation, case presentations, role-play, and workshop participation.

12.2.2. Summative Assessment (60%): This includes real assessment and reporting using prescribed tests (40%) and written case reports (20%).

13. Learning Materials

Conoley, J. C., & Conoley, C. W. (2010). *Positive Behavioral Support: A Practical Guide to Implementing Effective Schoolwide Programs*. Guilford Press.

Hattie, J., & Anderman, E. M. (2013). *International Guide to Student Achievement*. Routledge.

Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (2015). *Handbook of Social and Emotional Learning: Research and Practice*. Guilford Press.

Gresham, F. M., & Elliott, S. N. (2008). *Social Skills Improvement System (SSIS) Rating Scales*. Pearson.

Ysseldyke, J. E., Burns, M. K., & Rosenfield, S. (2014). *Best Practices in School Psychology (6th ed.)*. National Association of School Psychologists.

EPSY 513: Internship (Practicum)

1. **Course Code:** EPSY 513	2. **Course Credit:** 4	3. **Course Type:** Core course	4. **Contact Hours:** NA	5. **Total Marks:** 100

6. **Course Title:** Internship (Practicum)

7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology

8. **Rationale of the Course:** The Internship course provides students with hands-on experience in educational psychology through placements in real-world professional settings. Students will apply theoretical knowledge and intervention techniques acquired during their coursework to practical scenarios involving assessment, consultation, and intervention for children and adolescents in educational settings. Emphasis is placed on reflective practice, professional growth, and developing essential counselling and consultation skills under supervision. The internship required 200 hours of direct client contact, 50 hours of supervised practice, and 350 non-contact hours.

9. **Course Objectives:**

   9.1. To provide students with practical experience delivering educational and psychological services in professional settings.

   9.2. To develop students' competency in conducting assessments, implementing interventions, and providing consultations.

   9.3. To enhance students' professional and ethical conduct while working with clients, school staff, and families.

   9.4. To engage students in reflective supervision to improve clinical practice and self-awareness.

   9.5. To foster skills in maintaining thorough documentation, including case notes and logbooks, to support professional learning.

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Apply educational psychology theories in real-world professional settings.	✓				
CLO 2: Conduct psychological assessments and interventions for students in educational settings.	✓	✓			
CLO 3: Demonstrate professional and ethical conduct in practice.	✓	✓		✓	
CLO 4: Collaborate with educators, parents, and other professionals in delivering services.		✓	✓		✓
CLO 5: Document and reflect on clinical experiences through supervision and process accounts.		✓		✓	✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Orientation to the Internship Setting	Lecture, Discussion	Class Attendance	CLO 1
2	Introduction to Case Management and Assessment	Lecture, Case Studies	Supervision Feedback	CLO 2
3-6	Implementing Educational and Behavioural Interventions	Group Practice, Role-Play	Process Accounts	CLO 2
6-9	Conducting Psychological Assessments	Individual Supervised Practice	Attendance	CLO 2
10-20	Delivering Individualized Interventions	Role-Play, Case Studies	Clinical Logbook	CLO 3
21-22	Collaborative Practice: Working with Parents and Educators	Supervised Practice, Reflective Sessions	Supervision and Reflective Discussions	CLO 4
23	Ethical and Professional Issues in the Internship Setting	Group Supervision, Case Discussions	Clinical Logbook continued	CLO 3
24	Final Reflection on Professional Development and Learning	Reflective Workshop	Internship Report	CLO 5

12. Assessment and Evaluation

12.1. **Assessment Strategy:** The assessment strategy for this internship is designed to evaluate students' practical skills, professional conduct, and reflective learning based on their internship experiences.

12.1.1. **Internship Placement Attendance (10%):** This assessment ensures students meet client contact and supervised practice hours.

12.1.2. **Supervision and Reflective Discussions (20%):** Students will engage in reflective supervision, receiving feedback from their supervisors on their clinical performance and professional growth.

12.1.3. **Process Accounts (10%):** Regular documentation and reflection on specific cases handled during the internship, detailing the interventions applied and the outcomes.

12.1.4. **Clinical Logbook (10%):** A detailed log of the student's activities, including assessments, interventions, meetings, and supervision sessions.

12.1.5. **Internship Report (40%):** A comprehensive final report detailing the student's internship experience, including case analyses, intervention reflections, and professional development.

12.2. **Marks Distribution:**

12.2.1. **Continuous Assessment (60%):** Includes attendance, supervision, process accounts, and the clinical logbook.

12.2.2. **Summative Assessment (40%):** Includes the final internship report.

13. Learning Materials

Fisher, C. B. (2017). Decoding the Ethics Code: A Practical Guide for Psychologists (4th ed.). SAGE Publications.

Thomas, A. & Grimes, J. (2002). Best Practices in School Psychology. National Association of School Psychologists.

O'Connor, K. (2015). The Play Therapy Primer: An Integration of Theories, Approaches, and Methods (3rd ed.). Wiley.

Sheridan, S. M., & Kratochwill, T. R. (2010). Conjoint Behavioral Consultation: Promoting Family-School Connections and Interventions. Springer.

Gutkin, T. B., & Reynolds, C. R. (2009). The Handbook of School Psychology (4th ed.). Wiley.

EPSY 514: Viva (Oral Examination)

1. **Course Code:** EPSY 514	2. **Course Credit:** 2	3. **Course Type:** Core course	4. **Contact Hours:** NA	5. **Total Marks:** 50

6. **Course Title:** Viva (Oral Examination)

7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology

8. **Rationale of the Course:** The Viva (Oral Examination) course provides a comprehensive oral assessment at the end of the MS in Educational Psychology programme. This examination assesses the students' overall understanding of the knowledge acquired throughout the programme, their ability to synthesize information from various courses, and the practical application of psychological theories and techniques in educational settings. The viva assesses students' analytical skills, critical thinking, and ethical decision-making related to real-world scenarios encountered during their academic and internship experiences.

9. **Course Objectives:**
   9.1. To evaluate students' mastery of key theories, approaches, and techniques learned during the MS in Educational Psychology programme.
   9.2. To assess students' ability to apply theoretical knowledge to practical, real-world scenarios in educational psychology.
   9.3. To judge students' comprehension of ethical and professional standards in educational psychology practice.
   9.4. To examine students' reflective understanding of their professional growth and development throughout the programme.
   9.5. To assess the student's ability to articulate informed opinions, respond to critical questions, and demonstrate sound professional judgment.

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate mastery of key educational psychology theories and approaches.	✓				
CLO 2: Critically apply theoretical knowledge to real-world educational psychology scenarios.	✓	✓			
CLO 3: Articulate ethical considerations and professional standards in practice.	✓	✓		✓	
CLO 4: Reflect on professional growth and development throughout the programme.		✓		✓	✓
CLO 5: Demonstrate the ability to articulate informed opinions and defend positions under examination.		✓	✓		✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
No formal weeks	Comprehensive Oral Examination covering all content learned during the MS in Educational Psychology program.	Oral Examination (Viva Voce)	Viva Examination	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5

12. Assessment and Evaluation

12.1. **Assessment Strategy:** The oral examination is designed to assess students' ability to synthesize the knowledge and skills gained during the programme and apply them in an evaluative and practical manner. The viva will cover all key areas of the curriculum and practical experiences, including case management, interventions, and ethical decision-making. The assessment focuses on the following areas:

12.1.1. Theoretical Mastery (20%): Students will be assessed on their understanding of major theories, models, and approaches in educational psychology.

12.1.2. Application to Real-World Scenarios (20%): Students will be asked to apply their knowledge to hypothetical or real-life scenarios they may encounter in professional practice.

12.1.3. Ethical and Professional Judgment (20%): The examination will test students' comprehension of ethical principles and professional standards in educational settings.

12.1.4. Reflective Practice (20%): Students will reflect on their professional growth, considering both academic learning and practical experience.

12.1.5. Communication Skills (20%): Students' ability to articulate their thoughts clearly, respond to questions thoughtfully, and defend their positions will be assessed.

12.2. **Marks Distribution:**

12.2.1. Viva Voce (50 marks total): Assessed across theoretical mastery, application to real-world practice, ethical understanding, reflective practice, and communication skills.

13. Learning Materials: None

Section 3: Marking Rubric for Assessments

1. **Marking rubric for assignment**

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Understanding of Topic (25%)	Demonstrates an in-depth understanding of the topic, thoroughly addresses all key aspects, and showcases critical analysis.	Clear understanding of the topic, addresses most aspects with adequate analysis.	Basic understanding of the topic, some aspects are underdeveloped or unclear.	Limited understanding of the topic, lacks analysis and key elements.
Structure & Organization (15%)	Well-structured, logically organized with clear transitions, and cohesive argumentation.	Organized with clear argumentation but may lack fluid transitions.	Organisation is somewhat unclear; argumentation lacks clarity and flow.	Poor organisation, lacks coherent argument or flow.
Use of Evidence & Research (20%)	Utilizes a wide range of relevant, high-quality research sources, and accurately integrates evidence to support arguments.	Adequate use of relevant research sources with generally accurate integration.	Uses limited sources; integration of evidence may be weak or inconsistent.	Minimal or irrelevant research used; evidence is poorly integrated or absent.
Critical Thinking & Analysis (20%)	Demonstrates excellent critical thinking, analysis, and synthesis of ideas.	Shows solid critical thinking and some analysis, though not always in-depth.	Some critical thinking, but mostly descriptive; lacks deep analysis.	Lacks critical thinking; mostly descriptive or inaccurate.
Writing Quality (Clarity, Grammar, Spelling) (10%)	Exceptionally clear and precise writing; no or minimal errors in	Clear writing with minor errors in grammar or spelling.	Writing is generally clear but contains frequent grammatical or spelling errors.	Poor writing quality, many errors in grammar, spelling, or clarity.

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
	grammar or spelling.			
Referencing & Citation (10%)	Accurately follows citation and referencing style (APA 7th), no errors.	Minor errors in citation and referencing, generally follows APA 7th style.	Several citation or referencing errors; does not fully adhere to APA 7th.	Incorrect or missing citations and references; does not follow APA 7th style.

2. **Marking rubric for class presentation**

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Content & Understanding (30%)	Demonstrates comprehensive knowledge of the subject, covers all key points, and presents ideas with clarity and insight.	Good knowledge of the subject, covers most key points with some insightful ideas.	Basic knowledge of the subject, covers key points but lacks depth or insight.	Limited understanding, omits important information, lacks clarity.
Organization & Structure (20%)	Presentation is well-organized, follows a logical structure, and flows smoothly.	Clear structure, though some transitions may be abrupt or disjointed.	Organization is somewhat unclear; presentation lacks a logical flow.	Poorly organized, lacks coherence and flow.
Delivery (Speaking Skills, Confidence) (20%)	Delivered with confidence, excellent speaking skills, and appropriate pace and tone.	Good delivery, but may lack full confidence or consistent tone.	Basic delivery skills, may have frequent pauses, unclear speech, or low confidence.	Poor delivery, lacks confidence, unclear speech, or inappropriate pacing.
Engagement & Interaction (15%)	Actively engages the audience, answers questions effectively, and encourages discussion.	Engages the audience reasonably well, though interaction is somewhat limited.	Limited audience engagement; interaction and Q&A handling may be weak.	Fails to engage the audience, struggles to handle questions or discussion.

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Use of Visual Aids (10%)	Excellent use of visual aids (e.g., slides), enhances understanding, and is visually appealing.	Adequate use of visual aids, but some could be more effective or clearer.	Limited use of visual aids, or visual aids are basic and not particularly helpful.	No or ineffective use of visual aids, detracts from the presentation.
Time Management (5%)	Stays within time limits, covers all points without rushing or omitting information.	Stays mostly within time limits, though may slightly rush or omit some information.	Exceeds or underuses time significantly, omitting key points or rushing content.	Fails to manage time effectively, significantly over or under allocated time.

3. Marking rubric for Psychological Test Conduction and Reporting

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Test Selection & Rationale (10%)	Selects the most appropriate test/intervention for the client's needs; provides a clear, well-supported rationale for test selection.	Selects an appropriate test; rationale is generally sound but may lack depth in justification.	Selects a somewhat appropriate test but rationale lacks depth or is unclear.	Selects an inappropriate test/intervention; weak or absent rationale.
Administration of the Test/Intervention (20%)	Administers the test/intervention correctly, following standardized procedures, and demonstrates excellent understanding of the process.	Administers the test correctly with minor procedural errors, showing a solid understanding of the process.	Administration shows some errors or deviations from standard procedures.	Significant errors or misunderstanding in the test administration process.

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Observation & Data Recording (15%)	Observes and records data with precision, ensuring accuracy and completeness in the test session.	Data is mostly accurate and complete with only minor observation issues.	Some data inaccuracies or gaps in observation; partial recording of relevant information.	Significant omissions or errors in data recording; observations lack accuracy.
Interpretation of Results (20%)	Provides a highly accurate interpretation of the test data, linking results to relevant psychological theories and practices.	Interprets test data accurately, but some connections to theory or practice may be underdeveloped.	Interpretation shows basic understanding but lacks depth or contains some inaccuracies.	Interpretation is inaccurate or lacks sufficient depth, with major errors in understanding.
Report Structure & Content (15%)	Report is exceptionally well-organized, follows the standard reporting format, and includes all relevant sections (e.g., introduction, methods, results, interpretation, conclusion).	Report is generally well-structured with minor deviations from the standard format; most sections are included.	Report structure is somewhat unclear or incomplete; some sections are missing or underdeveloped.	Report is poorly structured, missing key sections or not following standard format.
Writing Quality (Clarity, Grammar, Spelling) (10%)	Writing is clear, professional, and concise, with no or minimal grammar and spelling errors.	Writing is clear with minor grammar or spelling issues; generally professional.	Writing is basic but understandable; frequent errors in grammar or spelling detract from professionalism.	Writing quality is poor with many errors, affecting clarity and professionalism.

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Ethical Considerations (10%)	Demonstrates full awareness of ethical issues in test administration and reporting, including confidentiality and informed consent.	Shows good understanding of ethical considerations, but minor issues may arise.	Basic understanding of ethics; some minor lapses in ethical considerations.	Significant ethical lapses, such as failure to obtain consent or protect confidentiality.

4. Marking rubric for Research Proposal Seminar

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Clarity and Relevance of Research Question (20%)	Research question is clear, original, and highly relevant to the field of study; demonstrates significant contribution to knowledge.	Research question is clear and relevant, though may lack originality or depth in contribution.	Research question is somewhat relevant but may be unclear or lack depth.	Research question is vague, lacks relevance, or is poorly formulated.
Literature Review & Background (20%)	Demonstrates a thorough and critical review of existing literature, clearly situating the research within the field.	Adequate review of literature with some critical analysis, though may miss some key sources.	Basic literature review with limited analysis or some key omissions.	Literature review is superficial, lacks depth or critical analysis, and omits key sources.
Research Design & Methodology (30%)	Methodology is well-structured, appropriate, and rigorously justified; clear rationale for choice of methods.	Research design is appropriate with minor issues in justification or methodological choices.	Basic methodology is outlined, but lacks depth or strong justification.	Methodology is unclear, poorly justified, or inappropriate for the research question.
Defence of Proposal (20%)	Demonstrates excellent understanding	Generally able to defend the proposal, but	Basic defence of the proposal, but	Poor defence of the proposal; lacks

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
	of the research proposal, answers questions confidently and critically.	may lack depth in some responses.	struggles with in-depth questions.	understanding of key aspects.
Writing Quality (Structure, Clarity, Grammar) (10%)	Proposal is clearly written, well-structured, with minimal grammar or spelling errors.	Proposal is clearly written with minor errors in grammar or structure.	Writing is somewhat unclear or contains several grammar or spelling errors.	Poorly written proposal with significant structural, grammar, or clarity issues.

5. Marking rubric for Thesis Defense

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Final Results Presentation (25%)	Results are presented clearly and concisely, with strong interpretation and connection to research question and literature.	Results are presented clearly but interpretation may lack depth in connection to the research question or literature.	Basic presentation of results with limited interpretation or unclear connection to the research question.	Results are poorly presented, lacking interpretation or connection to the research question.
Critical Analysis of Findings (25%)	Demonstrates excellent critical analysis of findings, thoroughly discusses implications and limitations.	Good critical analysis of findings, though some areas of discussion may lack depth.	Basic analysis of findings with limited discussion of implications or limitations.	Little to no critical analysis, weak discussion of findings and implications.
Defence of Findings (30%)	Confident and thorough defence of results and conclusions, responds to questions	Generally able to defend findings, though some responses may lack depth.	Basic defence of findings but struggles with in-depth questions.	Poor defence of findings, lacks understanding of key aspects.

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
	critically and thoughtfully.			
Presentation & Communication (20%)	Well-organized, clear presentation, with excellent verbal communication skills and appropriate use of visual aids.	Clear presentation with minor issues in organization or communication.	Presentation is somewhat disorganized or unclear, communication skills need improvement.	Presentation is poorly organized, unclear, or lacks appropriate use of visual aids.

6. Marking rubric for Final Thesis Report

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Research Question & Objectives (10%)	Research question and objectives are clearly stated, original, and well-formulated.	Clear research question and objectives but may lack originality or depth.	Research question and objectives are somewhat clear but lack strong formulation.	Research question and objectives are unclear or poorly formulated.
Literature Review & Theoretical Framework (20%)	Comprehensive and critical review of literature with clear theoretical framework and strong connections to the research question.	Adequate literature review with some analysis and a theoretical framework that generally supports the research.	Basic literature review with limited analysis; theoretical framework may lack depth or clear connection.	Incomplete or superficial literature review, unclear or missing theoretical framework.
Methodology (20%)	Detailed and rigorous methodology, appropriate for answering the research question; well-justified choices of methods.	Good methodological approach with some minor issues in justification or depth.	Basic methodology but lacks depth or sufficient justification.	Methodology is unclear, poorly justified, or inappropriate.
Data Analysis &	Thorough and accurate	Adequate data analysis with	Basic data analysis with	Data analysis is weak or

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Interpretation (25%)	analysis of data, well-interpreted with strong connections to the research question and literature.	some connections to the research question, though interpretation may lack depth.	limited interpretation or unclear connections to the research question.	inaccurate, with little or no interpretation.
Discussion & Conclusion (15%)	Excellent discussion of findings, implications, limitations, and future directions; conclusion is well-supported by the research.	Good discussion of findings, but some areas may lack depth; conclusion is generally supported.	Basic discussion of findings, implications, and limitations; conclusion is somewhat supported.	Poor discussion of findings, implications, or limitations; conclusion is weak or unsupported.
Writing Quality & Structure (10%)	Well-organized, clear, and concise writing; minimal grammar or spelling errors; adheres to academic standards.	Clear writing with some minor issues in organization, grammar, or adherence to academic standards.	Writing is somewhat unclear or disorganized, contains several grammar or spelling errors.	Poorly written with significant structural or grammatical issues.

7. **Marking rubric for Case Presentation**

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Clarity and Depth of Case Description (30%)	Provides a comprehensive, clear, and detailed description of the clinical case, including relevant history, diagnosis, and interventions.	Clear and sufficiently detailed description of the clinical case but may lack some depth or minor details.	Basic description of the case, but some important details are unclear or missing.	Vague or incomplete case description with significant gaps in information.
Assessment and Diagnosis (20%)	Demonstrates excellent understanding and application	Good application of assessment methods,	Basic assessment, diagnosis is presented but	Inadequate or incorrect assessment methods,

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
	of appropriate assessment methods, clearly justifies diagnosis with relevant evidence.	diagnosis is well-supported but may lack some justification.	lacks strong evidence or thorough justification.	diagnosis lacks clarity or justification.
Intervention and Rationale (20%)	Provides a clear and well-justified intervention plan, thoroughly explaining the rationale for chosen strategies based on evidence and client needs.	Good intervention plan with reasonable justification, though some areas may lack depth or clarity.	Basic intervention plan, but rationale may be weak or unclear.	Inadequate intervention plan, little or no justification provided.
Critical Analysis & Reflection (20%)	Demonstrates excellent critical thinking, reflects on the challenges, success of interventions, and lessons learned.	Good critical analysis and reflection but may lack depth in discussing some aspects of the intervention.	Some reflection and analysis but lacks depth or misses important insights.	Little or no reflection or analysis, lacks critical thinking.
Presentation & Communication (10%)	Presentation is well-structured, clear, and concise; excellent communication skills, engaging with audience effectively.	Presentation is generally clear and well-organized but may have minor issues in communication or structure.	Presentation is somewhat disorganized or unclear; communication needs improvement.	Presentation is unclear, poorly organized, or lacks appropriate communication skills.

8. **Marking rubric for Case Report**

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Comprehensive Documentation of Cases (30%)	All cases are thoroughly documented, with clear descriptions of assessment, diagnosis, intervention, and outcomes.	Most cases are well-documented, but some may lack minor details or clarity in reporting.	Cases are documented, but key information is missing or unclear in several instances.	Case documentation is incomplete or lacks essential details.
Assessment & Diagnosis (20%)	Demonstrates a solid understanding of assessment techniques and diagnosis, providing strong justification for decisions across all cases.	Adequate assessment and diagnosis with reasonable justifications, though some gaps may exist in certain cases.	Basic assessment and diagnosis; justifications are weak or unclear in several cases.	Inconsistent or inadequate use of assessment techniques and diagnosis; lacks sufficient justification.
Intervention Strategies (20%)	Provides well-explained, evidence-based intervention strategies for all cases, with a strong rationale and evaluation of outcomes.	Good explanation of interventions, though rationale or evaluation may lack some depth in certain cases.	Basic intervention strategies are reported, but rationale and evaluation are unclear or underdeveloped.	Intervention strategies are inadequately reported, with little or no rationale or evaluation.
Reflection & Learning (20%)	Demonstrates in-depth reflection on personal learning, critical analysis of case handling, and lessons for future practice.	Reflects on learning and case handling, though some areas may lack depth or critical analysis.	Some reflection is present but lacks critical thinking or detailed discussion of lessons learned.	Little or no reflection or analysis, lacks insight into personal learning or case handling.

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Writing Quality & Structure (10%)	Report is well-organized, written clearly, with no or minimal grammar and spelling errors; follows professional reporting standards.	Report is clear and well-structured with minor grammar or spelling errors; generally, follows reporting standards.	Writing is somewhat unclear or disorganized, with several grammar or spelling errors.	Report is poorly written, disorganized, and contains numerous grammar or spelling errors.

9. Marking rubric for Internship Report evaluation

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Comprehensive Documentation of Internship Experiences (25%)	Provides a highly detailed, clear, and comprehensive account of all activities, including assessments, interventions, and client interactions.	Provides a detailed account of most activities with minor gaps or lack of clarity.	Provides a basic description of activities, but some key elements are missing or unclear.	Documentation is vague, incomplete, or lacks significant detail of internship activities.
Analysis of Cases and Interventions (25%)	Thorough and critical analysis of cases handled during the internship, demonstrating excellent application of theory to practice.	Good analysis of cases with reasonable application of theory but may lack depth in some areas.	Basic analysis of cases, with limited application of theoretical concepts or critical thinking.	Little or no analysis of cases, lacks connection between theory and practice.
Reflection on Professional Development (20%)	Provides insightful reflection on personal and professional growth, demonstrating	Good reflection on professional growth, though some areas may lack depth	Basic reflection on professional development but lacks critical insight or depth.	Minimal or superficial reflection on personal and professional growth, lacks

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
	self-awareness and critical thinking about strengths and areas for improvement.	or self-awareness.		depth and critical thinking.
Ethical and Professional Conduct (15%)	Demonstrates a clear understanding of ethical principles and professional standards, with excellent adherence throughout the internship.	Shows a good understanding of ethical and professional conduct, with minor lapses in adherence.	Basic understanding of ethical issues, though adherence to professional standards may be inconsistent.	Poor understanding or failure to adhere to ethical principles and professional standards.
Writing Quality and Organization (15%)	Report is exceptionally well-organized, clearly written, and free of grammar and spelling errors, following professional standards.	Report is well-organized and clearly written, with minor grammar or spelling errors.	Report is somewhat clear but has multiple errors in grammar or spelling and may lack organization.	Report is poorly organized, unclear, and contains numerous grammar and spelling errors.

10. Marking rubric for Viva (Oral Examination)

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Mastery of Subject Knowledge (30%)	Demonstrates exceptional understanding of key concepts, theories, and applications in the field, with insightful responses to questions.	Shows a good understanding of the subject, though some responses may lack depth or clarity.	Displays basic understanding of the subject, but responses are often vague or incomplete.	Limited understanding of the subject; responses are superficial or incorrect.

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Critical Thinking & Application (25%)	Applies knowledge critically, with well-reasoned arguments and clear examples; effectively links theory to practice.	Generally, applies knowledge well, though some arguments may lack depth or examples.	Basic application of knowledge, but responses lack depth or clear examples.	Poor application of knowledge, unable to connect theory to practice effectively.
Response to Questions (20%)	Responds confidently and thoughtfully to questions, demonstrating strong analytical and reflective skills.	Responds well to questions but may struggle with more complex or analytical queries.	Responses to questions are adequate but lack depth or thorough analysis.	Struggles to respond to questions, lacks analytical depth in responses.
Communication Skills (15%)	Communicates clearly, confidently, and professionally; ideas are well-organized and articulated.	Communicates clearly, though may have minor issues in organization or confidence.	Communication is somewhat clear but lacks organization or confidence at times.	Communication is unclear, poorly organized, or lacks confidence.
Professionalism & Conduct (10%)	Demonstrates exceptional professionalism, including ethical awareness, self-reflection, and respect for the panel.	Displays good professionalism but may have minor lapses in reflection or conduct.	Basic professionalism, though some areas such as self-reflection or conduct may be weak.	Lacks professionalism, poor self-reflection, or inappropriate conduct during the examination.