Department of Educational Psychology

Mission Statement

The mission of the Department of Educational Psychology is to promote the development and application of scientific knowledge. To do so, our faculty members are committed to: Producing high-quality, innovative research and scholarship; Providing effective and culturally inclusive instructional technologies to prepare practitioners and researchers to use the tools, resources, and strategies necessary to improve the educational experience of all learners; Preparing culturally competent scientist-practitioners and researchers to effectively contribute to the applied psychological development and well-being of children and adolescents; Providing responsive educational and psychological services to the local community, schools, and beyond; Engaging in participatory and leadership roles in local, national, and international institutions and organizations.

The Department of Educational Psychology faculty provide valuable support to other departments and program areas within the College of Education and Human Development and throughout the University by teaching courses based on foundation educational psychology concepts in areas such as learning, motivation, development, assessment, and research methods. At this time, the Department of Educational Psychology offers two graduate degrees: the Master of Arts degree in Educational Psychology (with four areas of concentration) and the Master of Arts degree in School Psychology. The Department also offers three graduate certificates: Certificate in Applied Behavior Analysis, Certificate in Language Acquisition and Bilingual Psychoeducational Assessment, and Certificate in Program Evaluation.

Criminal History Policy and Acknowledgement

The College of Education and Human Development (COEHD) prepares educators and professionals for fields which require fieldwork, internship, practicum, service-learning and/or clinical teaching. Placements occur in educational, clinical, health care facilities, hospital, and/or medical settings which require a criminal background check. The University of Texas at San Antonio is required to inform students of the requirements set forth by the Texas Occupation Code, Chapter 53, Sections 53.001 through 53.105 (http://www.texas-statutes.com/occupations-code/chapter-53-consequences-of-criminal-conviction).

All COEHD prospective students in a licensure or certification program are required to acknowledge that they have been made aware of these requirements and that they have read the COEHD Criminal History Policy. For more information and for completing the acknowledgement form, please visit the Office of Professional Preparation, Assessment, and Accreditation in the College of Education and Human Development.

- M.A. degree in Educational Psychology (p. 1)
- M.A. degree in School Psychology (p. 4)

Master of Arts Degree in Educational Psychology

The Master of Arts (M.A.) degree in Educational Psychology aims to prepare culturally competent scientist-practitioners and researchers to effectively contribute to the applied psychological development and well-being of children and adolescents. Students receive the preparation and training necessary to provide responsive educational and psychological services to the local community, schools, and beyond and to engage in participatory and leadership roles in local, national, and international institutions and organizations.

The M.A. in Educational Psychology offers four areas of concentration from which students can choose based on their professional goals and interests, each of which prepares students for career-specific applications of the degree. The degree coursework provides students with a strong foundation in Educational Psychology theory and principles as well as the skills to apply this learning to relevant contexts (e.g., educational settings, clinic settings, community settings, industrial/organizational settings, home settings). Students who wish to complete an intensive research project have the option of completing a Master’s Thesis for 6 semester credit hours.

Program Admission Requirements

The number of students admitted to this program may be limited, and admission may be competitive. Admission to the program is based on the following criteria:

1. Applicants must provide official transcripts indicating a Bachelor’s degree from a regionally accredited college or university in the United States, preferably in a related field such as Psychology or Education, or show proof of equivalent training at a foreign institution.
2. Acceptance to the M.A. program is contingent on having a grade point average (GPA) of at least 3.0 (on a 4.0 scale) in the last 60 semester credit hours of coursework for the baccalaureate degree, as well as in all graduate-level coursework taken (if applicable).
3. Applicants must submit an official score on the Graduate Record Examination (GRE; including the Verbal Reasoning, Quantitative Reasoning, and Analytical Writing tests). GRE scores cannot be more than five years old. There is not a cutoff score for the GRE tests; rather, scores on these tests will be balanced with GPA and other criteria.
4. International applicants whose native language is not English must submit an official score on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Minimum scores include a score of at least 550 on the TOEFL paper version, at least 79 on the TOEFL Internet version, or at least 6.5 on the IELTS.
5. Applicants must provide two letters of recommendation from professional references. Appropriate sources of letters include professors, supervisors, employers, and similar individuals with whom the applicant has a professional relationship. Letters should not be submitted from personal references such as friends or family members. These letters should specifically address the applicant’s academic and/or professional skills, and potential to succeed in a rigorous graduate program.
6. Applicants must prepare a Statement of Purpose (approximately 500 words) which outlines the applicant’s (1) reasons for pursuing the M.A. degree in Educational Psychology, (2) area of concentration they are most interested in, (3) experiences relevant to the concentration they are most interested in, and (4) career plans.
7. Applicants who lack appropriate academic background in Psychology, Education, or a closely related field may be admitted conditionally, and specific leveling coursework may be required to address areas of deficiency. The hours of coursework required will...
be determined on a case-by-case basis between the student and the student’s advisor.

Interested persons should contact the Student Development Specialist for the Educational Psychology program or check the Web site for more information.

Degree Requirements

Candidates for the M.A. degree in Educational Psychology must earn a minimum of 36 semester credit hours. Students must pass a comprehensive examination toward the end of their formal coursework. The examination may be repeated, but students must be registered for coursework at UTSA during the semester in which they take the exam. Thus, students who have finished all of their required coursework but have not passed the comprehensive examination must register for EDP 6961 Comprehensive Examination during the semester in which they take the exam.

The M.A. in Educational Psychology has four areas of concentration, and students choose their concentration based on their academic and professional goals and interests. Due to variations in required courses, the curriculum for each concentration will be presented separately:

Applied Educational Psychology Concentration

This area of concentration includes coursework in cognitive assessment, academic assessment, social-emotional assessment, and advanced practicum experiences. The focus is on building students’ assessment skills, and providing coursework that students can apply towards the Licensed Psychological Associate (LPA) credential, which is governed by the Texas State Board of Examiners of Psychologists. The LPA credential currently requires 42 hours of graduate coursework in Psychology (including 450 hours of practicum); thus, students who wish to pursue the LPA should take 6 hours of elective courses in addition to the 36 hours required for the M.A. degree. Upon completion of the degree plus 6 hours of electives (to equal a total of 42 hours), students will be prepared to apply for the LPA and sit for the Examination for the Professional Practice of Psychology.

Curriculum for the Applied Educational Psychology concentration:

A. 30 semester credit hours of required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 5003</td>
<td>Psychological Learning Theories</td>
</tr>
<tr>
<td>EDP 5033</td>
<td>Human Development Across the Life Span</td>
</tr>
<tr>
<td>EDP 5303</td>
<td>Principles and Techniques of Evaluation</td>
</tr>
<tr>
<td>EDP 6033</td>
<td>Legal, Ethical, and Professional Issues in School Psychology</td>
</tr>
<tr>
<td>EDP 6103</td>
<td>Introductory Statistics</td>
</tr>
<tr>
<td>EDP 6243</td>
<td>Cognitive Assessment and Intervention</td>
</tr>
<tr>
<td>EDP 6253</td>
<td>Academic Assessment and Intervention</td>
</tr>
<tr>
<td>EDP 6343</td>
<td>Social Emotional Assessment in the Schools</td>
</tr>
<tr>
<td>EDP 6643</td>
<td>Child and Adolescent Psychopathology</td>
</tr>
<tr>
<td>EDP 6833</td>
<td>Practicum in School Psychology</td>
</tr>
</tbody>
</table>

B. 6 semester credit hours from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 5053</td>
<td>Psychosocial Contexts of Learning</td>
</tr>
<tr>
<td>EDP 5603</td>
<td>Psychology of Human Motivation</td>
</tr>
<tr>
<td>EDP 6203</td>
<td>Quasi and Experimental Research Design</td>
</tr>
<tr>
<td>EDP 6213</td>
<td>School Based Counseling Theories</td>
</tr>
<tr>
<td>EDP 6233</td>
<td>Mental Health Services in the Schools</td>
</tr>
</tbody>
</table>

Behavior Assessment and Intervention Concentration

This concentration builds on the department’s Certificate in Applied Behavior Analysis and aims to provide students with a foundation in behavior analysis. Students will obtain competency in the basic principles of learning with an emphasis on treating challenging behavior in children and youth both within and outside educational settings. The degree program prepares graduates for eligibility to become Board Certified Behavior Analysts (BCBA®) through approved coursework and practicum opportunities. BCBA® professionals conduct systematic functional behavioral assessments, which allow them to design and supervise intervention plans according to the specific needs of their clients. Typical clients include students diagnosed with developmental or other disabilities that can impact prosocial skill development (e.g., Autism, Emotional Disturbance, Conduct Disorder, Obsessive Compulsive Disorder, Phobias) as well as people without disabilities who need systematic support in the development of prosocial skills and behaviors.

Certified behavior analysts at the master’s level work in a variety of settings as independent practitioners or contracted employees for an organization (e.g., public school, preschool, private school, clinic, hospital). The educational objectives of this concentration are commensurate with professional competence and certification requirements as currently reflected by professional standards of the Behavior Analyst Certification Board.

Curriculum for the Behavior Assessment and Intervention concentration:

A. 21 semester credit hours of required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 5503</td>
<td>Applied Behavior Analysis for Classroom Teachers</td>
</tr>
<tr>
<td>EDP 5633</td>
<td>Instruction and Educational Interventions for Individuals with Mild/Moderate Disabilities</td>
</tr>
<tr>
<td>EDP 5643</td>
<td>Instruction and Educational Interventions for Individuals with Moderate/Severe Disabilities</td>
</tr>
<tr>
<td>EDP 5783</td>
<td>Practicum I in Applied Behavior Analysis</td>
</tr>
<tr>
<td>EDP 6223</td>
<td>Research in Single Case Design</td>
</tr>
<tr>
<td>EDP 6263</td>
<td>Behavioral Assessment and Intervention</td>
</tr>
<tr>
<td>EDP 6403</td>
<td>Ethics for Applied Behavior Analysis</td>
</tr>
</tbody>
</table>

B. 15 semester credit hours of electives from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 5033</td>
<td>Human Development Across the Life Span</td>
</tr>
<tr>
<td>EDP 5043</td>
<td>Classroom Management and Motivation</td>
</tr>
<tr>
<td>EDP 5303</td>
<td>Principles and Techniques of Evaluation</td>
</tr>
<tr>
<td>EDP 5493</td>
<td>Field Experience in Behavior Analysis</td>
</tr>
<tr>
<td>EDP 5603</td>
<td>Psychology of Human Motivation</td>
</tr>
<tr>
<td>EDP 5893</td>
<td>Practicum II in Applied Behavior Analysis</td>
</tr>
<tr>
<td>EDP 6103</td>
<td>Introductory Statistics</td>
</tr>
<tr>
<td>EDP 6203</td>
<td>Quasi and Experimental Research Design</td>
</tr>
<tr>
<td>EDP 6293</td>
<td>Consultation in the Schools</td>
</tr>
<tr>
<td>EDP 6643</td>
<td>Child and Adolescent Psychopathology</td>
</tr>
</tbody>
</table>
EDP 6983 Master's Thesis (Permission of the Graduate Advisor of Record and thesis director required. Thesis research and preparation. May be repeated for credit, but no more than 6 hours will apply to the Master's degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.)

Students may choose other elective courses with faculty approval.

Total Credit Hours 36

General Educational Psychology Concentration

The General Educational Psychology concentration focuses on human development, learning, motivation, cognition, emotion, and cultural issues. This concentration offers the greatest amount of flexibility in terms of elective courses that best match the student’s interests.

Curriculum for the General Educational Psychology concentration:

A. 21 semester credit hours of required courses: 21
   EDP 5003 Psychological Learning Theories
   EDP 5033 Human Development Across the Life Span
   EDP 5053 Psychosocial Contexts of Learning
   EDP 5303 Principles and Techniques of Evaluation
   EDP 5503 Applied Behavior Analysis for Classroom Teachers
   EDP 5603 Psychology of Human Motivation
   EDP 6103 Introductory Statistics

B. 15 semester credit hours of electives from the following courses: 15
   EDP 5633 Instruction and Educational Interventions for Individuals with Mild/Moderate Disabilities
   EDP 5643 Instruction and Educational Interventions for Individuals with Moderate/Severe Disabilities
   EDP 6203 Quasi and Experimental Research Design
   EDP 6223 Research in Single Case Design
   EDP 6263 Behavioral Assessment and Intervention
   EDP 6643 Child and Adolescent Psychopathology
   EDP 6983 Master's Thesis (Permission of the Graduate Advisor of Record and thesis director required. Thesis research and preparation. May be repeated for credit, but no more than 6 hours will apply to the Master’s degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.)

Students may choose other electives courses with faculty approval.

Total Credit Hours 36

Program Evaluation Concentration

This concentration focuses on evaluation, measurement, research design, and statistical methods. Individuals with expertise in program evaluation, research methods, and related skills are often employed in educational, government, public health, organizational, and business settings. In addition to coursework in principles of evaluation, measurement, research, and statistical methods, all students complete a practicum experience in a setting relevant to their career interests. This concentration conforms to the training guidelines of the American Evaluation Association.

Curriculum for the Program Evaluation concentration:

A. 24 semester credit hours of required courses: 24
   EDP 5003 Psychological Learning Theories
   EDP 5033 Human Development Across the Life Span
   EDP 5303 Principles and Techniques of Evaluation
   EDP 6103 Introductory Statistics
   EDP 6203 Quasi and Experimental Research Design
   EDP 6303 Program Evaluation I
   EDP 6313 Program Evaluation II
   EDP 6333 Practicum in Program Evaluation

C. 12 semester credit hours of electives from the following courses: 12
   EDP 5053 Psychosocial Contexts of Learning
   EDP 5503 Applied Behavior Analysis for Classroom Teachers
   EDP 5603 Psychology of Human Motivation
   EDP 6223 Research in Single Case Design
   EDP 6293 Consultation in the Schools
   EDP 6643 Child and Adolescent Psychopathology
   EDP 6983 Master's Thesis (Permission of the Graduate Advisor of Record and thesis director required. Thesis research and preparation. May be repeated for credit, but no more than 6 hours will apply to the Master’s degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.)

Students may choose other electives courses with faculty approval.

Total Credit Hours 36

Standards and Procedures

Each area of concentration of the M.A. in Educational Psychology has academic and professional standards that must be met in order to progress in the program. These standards will be provided by the Graduate Advisor of Record, the student’s advisor, and/or the Student Development Specialist. Successful completion of the program is contingent upon satisfactory scholastic performance, demonstration of the ability to apply knowledge and skills, and demonstration of professional and ethical behaviors consistent with relevant professional associations (e.g., American Psychological Association, Behavior Analyst Certification Board).

It is the duty of faculty members in the Educational Psychology program to evaluate all students according to these standards in all settings in which faculty members and students interact, including classes, practicum sites, advising, and supervision. It is expected that students will respond to evaluations, formal or informal, in appropriate ways and will attempt to conform to professional standards as explained to them.

Admission to the program does not guarantee fitness to remain in the program to completion. Only those students who consistently meet program standards will be allowed to continue in the program. If and when a student is judged not to meet program standards sufficiently to be allowed to provide behavioral, educational, evaluation, or psychological services to others, that student will be removed from continuation in the program. Students in the Applied Educational Psychology and Behavior Assessment and Intervention concentrations will be subject to
the department’s Fitness to Practice Policy, as described in the Program Handbook.

Only two courses with a grade of “C” (defined as grades of “C” or “C+”) will be accepted toward this degree. A minimum of a 3.0 grade point average will be required for graduation. Those students who obtain more than two grades of “C” will be required to complete a remediation plan (i.e., retaking appropriate coursework and/or taking other coursework as deemed necessary by the student’s advisor and Graduate Advisor of Record). Students on academic probation or not in good academic standing will not be permitted to enroll in Practicum courses. Further, students must earn a grade of “B” or better in all Practicum courses.

**Master of Arts Degree in School Psychology**

The Master of Arts (M.A.) degree in School Psychology includes advanced coursework and field-based experiences related to psychological assessment, counseling, consultation, learning, development, child psychopathology, research, statistics, and professional issues. Students will also complete a full-time internship in a school setting. The program is designed to provide the academic and practical training necessary to become a Licensed Specialist in School Psychology by the Texas State Board of Examiners of Psychologists. Graduates also will be eligible to apply for certification as a Nationally Certified School Psychologist, which is a nationally-recognized professional certification granted by the National Association of School Psychologists. Due to the clinical nature of this program and number of hours required, the degree does not have a Thesis option.

**Program Admission Requirements**

The M.A. in School Psychology is designed for students who aspire to practice psychology in educational settings. The number of students admitted to this program may be limited, and admission may be competitive. Admission to the program is based on the following criteria:

1. Applicants must provide official transcripts indicating a Bachelor’s degree in Psychology, Special Education, Curriculum & Instruction, Sociology, or closely related field from a regionally accredited college or university in the United States, or show proof of equivalent training at a foreign institution.
2. Acceptance to the M.A. program is contingent on having a grade point average (GPA) of at least 3.0 (on a 4.0 scale) in the last 60 semester credit hours of coursework for the baccalaureate degree, as well as in all graduate-level coursework taken (if applicable).
3. Applicants must submit an official score on the Graduate Record Examination (GRE; including the Verbal Reasoning, Quantitative Reasoning, and Analytical Writing tests). GRE scores cannot be more than five years old. Applicants must obtain a minimum score of 3.5 on the Analytical Writing test. There is not a cutoff score for the Verbal Reasoning or Quantitative Reasoning tests; rather, scores on these tests will be balanced with GPA and other criteria.
4. Applicants whose native language is not English must submit an official score on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Minimum scores include a score of at least 550 on the TOEFL paper version, at least 79 on the TOEFL Internet version, or at least 6.5 on the IELTS.
5. Applicants must provide two letters of recommendation from professional references. Appropriate sources of letters include professors, supervisors, employers, and similar individuals with whom the applicant has a professional relationship. Letters should not be submitted from personal references such as friends or family members. These letters should specifically address the applicant’s academic and/or professional skills, and potential to succeed in a rigorous graduate program.
6. Applicants must prepare a Statement of Purpose (approximately 500 words) which outlines the applicant’s (1) reasons for pursuing the M.A. degree in School Psychology, (2) experiences relevant to the field of psychology or education, and (3) career plans.
7. Applicants who lack appropriate academic background in psychology or a closely related field may be admitted conditionally, and specific leveling coursework will be required to address areas of deficiency. The hours of coursework required will be determined on a case-by-case basis between the student and the student’s advisor.

Please note: In addition to the importance of applicants’ other test scores and performance in undergraduate coursework, selection decisions will be strongly influenced by applicants’ writing ability as demonstrated by their Statement of Purpose and score on the GRE Analytical Writing test. Demonstration of writing skills is especially important because success in the field of School Psychology largely depends on these skills, and students will be required to complete a significant amount of writing throughout the School Psychology curriculum.

**Degree Requirements**

Candidates for the Master of Arts degree in School Psychology must earn a minimum of 66 semester credit hours. Students must pass a comprehensive written examination toward the end of their formal coursework. The examination may be repeated, but students must be registered for coursework at UTSA during the semester in which they take the exam. Thus, students who have finished all of their required coursework but have not passed the comprehensive examination must register for EDP 6961 Comprehensive Examination during the semester in which they take the exam.

The following 66 semester credit hours of coursework are required for all students in the School Psychology program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 5003</td>
<td>Psychological Learning Theories</td>
<td>3</td>
</tr>
<tr>
<td>EDP 5033</td>
<td>Human Development Across the Life Span</td>
<td>3</td>
</tr>
<tr>
<td>EDP 5053</td>
<td>Psychosocial Contexts of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDP 5303</td>
<td>Principles and Techniques of Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDP 6033</td>
<td>Legal, Ethical, and Professional Issues in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDP 6103</td>
<td>Introductory Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EDP 6203</td>
<td>Quasi and Experimental Research Design</td>
<td>3</td>
</tr>
<tr>
<td>EDP 6213</td>
<td>School Based Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>EDP 6233</td>
<td>Mental Health Services in the Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDP 6243</td>
<td>Cognitive Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDP 6253</td>
<td>Academic Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDP 6263</td>
<td>Behavioral Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDP 6293</td>
<td>Consultation in the Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDP 6343</td>
<td>Social Emotional Assessment in the Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDP 6643</td>
<td>Child and Adolescent Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>EDP 6703</td>
<td>Clinical Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>EDP 6733</td>
<td>Multicultural Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDP 6833</td>
<td>Practicum in School Psychology (must be repeated for a total of 6 credit hours)</td>
<td>6</td>
</tr>
</tbody>
</table>
Standards and Procedures

In order to complete the M.A. in School Psychology and to be eligible to take certification or licensing examinations, students must:

- Maintain scholastic performance, at a level that meets or exceeds department standards.
- Demonstrate the acquisition of, and ability to apply, skills necessary to work effectively with persons and systems having diverse needs.
- Demonstrate professionalism in their interactions with others.
- Conform with the codes of ethics of relevant professional associations in psychology (e.g., National Association of School Psychologists, American Psychological Association) in addition to the ethical and legal regulations relevant to the practice of psychology in the State of Texas (e.g., Texas Administrative Code, Rules and Regulations of the Texas State Board of Examiners of Psychologists).

It is the duty of faculty members in the School Psychology program to evaluate all students according to these standards in all settings in which faculty members and students interact, including classes, practicum and internship sites, advising, and supervision. It is expected that students will respond to evaluations, formal or informal, in appropriate ways and will attempt to conform to professional standards as explained to them.

Admission to the program does not guarantee fitness to remain in the program to completion. Only those students who consistently meet program standards will be allowed to continue in the program. If and when a student is judged not to meet program standards sufficiently to be allowed to provide psychological services to others, that student will be removed from continuation in the program.

Only one course with a grade of "C" (defined as grades of "C-" or "C") will be accepted toward this degree. A minimum of a 3.0 grade point average will be required for graduation. Those students who obtain more than one grade of "C" will be put on probation and may be required to complete appropriate remedial work.

- Graduate Certificate in Applied Behavior Analysis (p. 5)
- Graduate Certificate in Language Acquisition and Bilingual Psychoeducational Assessment (p. 6)
- Graduate Certificate in Program Evaluation (p. 6)

Certificate Program Requirements

To meet the curricular requirements for the Graduate Certificate in Applied Behavior Analysis students must complete 15 semester credit hours with a grade point average of 3.0 or above from the following courses:

A. 9 semester credit hours of required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 6223</td>
<td>Research in Single Case Design</td>
</tr>
<tr>
<td>EDP 6263</td>
<td>Behavioral Assessment and Intervention</td>
</tr>
<tr>
<td>SPE 5503</td>
<td>Introduction to Applied Behavior Analysis</td>
</tr>
<tr>
<td>OR EDP 5503</td>
<td>Applied Behavior Analysis for Classroom Teachers</td>
</tr>
</tbody>
</table>

B. 6 semester credit hours from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 6833</td>
<td>Practicum in School Psychology (must be repeated for a total of 6 hours)</td>
</tr>
<tr>
<td>OR SPE 5793</td>
<td>Intensive Practicum in Special Education: Skill Acquisition &amp; Intensive Practicum in Special Education: Behavior Reduction</td>
</tr>
<tr>
<td>OR 6 hours from the following:</td>
<td></td>
</tr>
<tr>
<td>EDP 5493</td>
<td>Field Experience in Behavior Analysis</td>
</tr>
<tr>
<td>EDP 5873</td>
<td>Practicum I in Applied Behavior Analysis</td>
</tr>
<tr>
<td>EDP 5893</td>
<td>Practicum II in Applied Behavior Analysis</td>
</tr>
</tbody>
</table>

The following courses may be substituted for the above course sequence with approval from the EDP Applied Behavior Analysis Coordinator

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 6133</td>
<td>Introduction to Single-Subject Methodology</td>
</tr>
<tr>
<td>SPE 5533</td>
<td>Behavioral Assessment and Intervention for Individuals with Disabilities</td>
</tr>
<tr>
<td>EDP 5633</td>
<td>Instruction and Educational Interventions for Individuals with Mild/Moderate Disabilities</td>
</tr>
<tr>
<td>EDP 5643</td>
<td>Instruction and Educational Interventions for Individuals with Moderate/Severe Disabilities</td>
</tr>
<tr>
<td>EDP 6973</td>
<td>Special Issues</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Students seeking admission to the certificate program who are not enrolled in a graduate degree program will be required to apply to the
Graduate School as special graduate students and indicate that they are seeking admission to the Graduate Certificate Program in Applied Behavior Analysis. All other requirements for admission as a special graduate student described in Chapter 1, Admission, of this catalog are applicable.

All other requirements for certificate programs described in Chapter 3, Certificate Programs, of this catalog apply to this program.

Students must see the Applied Behavior Analysis Coordinator if they are interested in becoming eligible to take the Board Certified Behavior Analysis (BCBA) Examination. The coordinator will provide further instructions about the requirements for the BCBA©.

Graduate Certificate in Language Acquisition and Bilingual Psychoeducational Assessment

The LABPA certificate is offered through the Department of Educational Psychology (EDP) with support from the Department of Bicultural-Bilingual Studies (BBL). Both Departments reside in the College of Education and Human Development.

This 15-hour certificate in Language Acquisition and Bilingual Psychoeducational Assessment (LABPA) is designed to meet the needs of prospective students interested in developing skills in bilingual psychoeducational assessment and foundational knowledge in language acquisition and the bilingualism continuum, with an emphasis on Spanish-speaking English Language Learners (ELLs). The purpose is to increase the utilization of best practices in bilingual psychoeducational assessment based upon an understanding of language acquisition. Best practices incorporate knowledge of tests of cognitive and achievement abilities, tests of language proficiency, and bilingualism and language acquisition. The goal is to improve the educational experience, educational planning, provision of special education services, and overall well-being of ELL children, and youth in general.

Admission Requirements

- A bachelor’s degree from an accredited university in an approved area of study (e.g., psychology, education), with current status as a student in a graduate-level psychology program; OR
- A master’s or doctoral degree from an accredited university in an approved area of study (e.g., school psychology, counseling psychology, clinical psychology) with completion of graduate-level coursework in academic assessment and cognitive assessment; OR
- Current Educational Diagnostic Certificate
- Attainment of passing grade on a mandated Spanish proficiency test (e.g., designated university Spanish proficiency test, such as UTSA Assessment of Language Proficiency in Spanish [ALPS])

Note: Appropriate coursework in areas of Cognitive Assessment and Academic Assessment includes graduate-level coursework that integrates the administration, scoring, and interpretation of commonly used measures (e.g., WISC-V, WJAT-III, WJ-IV Tests of Cognitive Abilities and of Achievement) within these domains. These courses are typically completed after students have completed coursework on the principles and techniques of evaluation, including principles of psychological and educational measurement, statistical and psychometric concepts, and the development and selection of assessment instruments related to a range of psychological constructs. Completion of appropriate coursework should be documented by course syllabi indicating training in these areas.

Although coursework will be offered in English, students must have the ability to administer Spanish-language tests of language proficiency, academic achievement, and cognitive abilities. The attainment of a passing grade on a Spanish proficiency test pertains to this requirement.

Once admitted, the student will contact the Certificate Program Advisor and complete a form requesting permission to enter and complete the certificate program. The LABPA Program Advisor and the Associate Dean of the College of Education and Human Development will sign the form. A copy of this form will be sent to the Graduate School.

Certificate Program Requirements

Requirements for completion include:

1. Completion of 15 graduate hours of approved UTSA coursework with a grade point average (GPA) of 3.0 or above.
2. Completion of a language acquisition and bilingual psychoeducational portfolio.
3. Maintain a 3.0 GPA throughout tenure in the program.

A. EDP Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDP 6273</td>
<td>Bilingual Psychoeducational Assessment</td>
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<tr>
<td>EDP 6733</td>
<td>Multicultural Assessment and Intervention</td>
</tr>
<tr>
<td>EDP 6833</td>
<td>Practicum in School Psychology</td>
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B. BBL Required Courses:

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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>BBL 5053</td>
<td>Assessment in Bilingual and ESL Programs</td>
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<tr>
<td>ESL 5013</td>
<td>Foundations of Second Language Acquisition, or BBL 7133</td>
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Total Credit Hours 15

Graduate Certificate in Program Evaluation

This 15-hour Certificate in Program Evaluation (CPE) is designed to meet the needs of students interested in developing foundational skills in program evaluation and research methods (including quantitative, qualitative, and mixed-method approaches). Skills in conducting formative evaluations, using stakeholder focus groups, and bringing the lens of implementation science to the planned collection and analysis of data make these courses unique from most other research and statistics courses at UTSA. The CPE is offered through the Department of Educational Psychology in the College of Education and Human Development.

The Certificate in Program Evaluation allows non-degree-seeking students (e.g., professionals in the San Antonio community) as well as graduate students in COEHD and other Colleges to obtain recognition of advanced studies in Program Evaluation by completing a 15-semester-credit-hour course sequence. This certificate conforms to the training guidelines of the American Evaluation Association (AEA), which is the primary professional organization focusing on program evaluation training, supervision, and competencies.

Admission Requirements

Current degree-seeking students can apply for CPE admission through the Department of Educational Psychology.
Non-degree-seeking (i.e., certificate-only) students can apply for CPE admission through the Graduate School admissions process. Students can enroll in either Fall or Spring semesters following admission to the program. Regular admission deadlines and procedures apply.

All applicants must meet/fulfill the following departmental requirements:

1. Have earned a baccalaureate degree from a regionally accredited institution in Education, Psychology, Public Administration, Economics, Sociology, or related field.
2. Provide official transcripts for all undergraduate and graduate schools attended, regardless of whether a degree was received.
3. Have had a grade point average (GPA) of at least 3.0 (on a 4.0 scale) in the last 30 hours of their baccalaureate degree program coursework and all graduate coursework.
4. Provide a current résumé or curriculum vita.
5. Provide a personal statement describing her/his interest in pursuing a Graduate Certificate in Program Evaluation, including discussion of ultimate plans for using the certification professionally, as well as any prior formal or informal experiences in program evaluation.
6. Provide the names and contact information of two individuals who have agreed to serve as personal references for the candidate and who can address the candidate’s potential for success in the CPE. For those who have been in the workforce for an extended period of time, these referees may be other professionals who have served in a supervisory capacity, although it is preferable to include at least one academic reference.

### Academic Standing

All current degree-seeking students seeking admission to the Certificate in Program Evaluation must be in good academic standing (i.e., GPA of 3.0 or above) within their departments. Non-degree-seeking applicants must have been in good academic standing (i.e., GPA of 3.0 or above) at the institution from which they earned their bachelor’s degree and the institution from which they request to transfer graduate coursework as substitutes for either foundation courses. Those institutions must be regionally accredited.

Based on deficiencies or concerns by the CPE Program regarding any of the information provided (items 1-6 above), applicants may be denied admission to the CPE. Assessments by CPE faculty or field/practicum supervisors also may result in dismissal of candidates from the program, if there is sufficient evidence to suggest that the candidate may engage in unprofessional behavior or improper implementation of program evaluation methods.

Each course in the certificate course sequence will be offered once per academic year.

### Certificate Program Requirements

Requirements for completion include:

1. Completion of 15 graduate hours of approved UTSA coursework with a grade point average (GPA) of 3.0 or above.
2. Maintain a 3.0 GPA throughout tenure in the program.

A. Two of the following prerequisite foundational courses (which count towards the 15 total credit hours required for the certificate):

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDP 5303</td>
<td>Principles and Techniques of Evaluation</td>
</tr>
<tr>
<td>EDP 6103</td>
<td>Introductory Statistics</td>
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### Educational Psychology (EDP) Courses

**EDP 5003. Psychological Learning Theories. (3-0) 3 Credit Hours.**
Provides a current and comprehensive overview of theory and research related to learning. Covers topics such as behaviorism, social cognitive theory, information processing, constructivism and motivation. Explores applications of learning principles in multiple contexts including classroom and virtual learning environments. Appropriate for students in all areas of graduate study.

**EDP 5033. Human Development Across the Life Span. (3-0) 3 Credit Hours.**
Provides comprehensive overview of relevant research and theoretical frameworks of human development across the life span. Topics include cognitive, social, emotional, and sociocultural development as it exists in various contexts including schools, communities and families. Appropriate for students in all areas of graduate study.

**EDP 5043. Classroom Management and Motivation. (3-0) 3 Credit Hours.**
A detailed investigation of various theories and models of classroom management and motivation. Topics include behavior modification, assertive discipline, control theory, and the concept of the democratic classroom. (Same as C&I 5043. Credit cannot be earned for both EDP 5043 and C&I 5043).

**EDP 5053. Psychosocial Contexts of Learning. (3-0) 3 Credit Hours.**
This course examines the role and sociocultural context of America’s public education system. Students are challenged to critically deconstruct the primary goals of schooling through scholarly inquiry, debate, and discussion. The course is available to students from diverse disciplines including education, psychology, sociology, leadership, and policy. Throughout the course, students are encouraged to develop critical thinking and writing skills that can be applied within their chosen area of study.

**EDP 5303. Principles and Techniques of Evaluation. (3-0) 3 Credit Hours.**
Introduces the study of assessment and evaluation, including classical test theory, principles of psychological and educational measurement (including methods of establishing evidence for reliability and validity), statistical and psychometric concepts, the development and selection of assessment instruments related to a range of psychological constructs, and techniques for interpreting and communicating evaluation results.

**EDP 5313. Assessment and Evaluation for Educators. (3-0) 3 Credit Hours.**
This course addresses principles and techniques necessary to develop sound assessment tools and strategies for evaluating student learning. The primary focus of the course is on the creation of objective and performance assessments, administration procedures, classroom evaluation and the role of testing, measurement and evaluation in instructional practice.
EDP 5323. Educational Measurement and Assessment in Special Education. (3-0) 3 Credit Hours.
Introduces principles of educational measurement necessary to develop sound assessment tools and strategies for students with disabilities. Primary course focus will be on approaches for making reliable and valid decisions based upon sound measurement theory, including methods for establishing evidence of reliability and validity, statistical and psychometric concepts, the development and selection of assessment instruments related to academic and behavioral constructs, and techniques for interpreting and communicating evaluation results.

EDP 5343. Instructional Design Theory. (3-0) 3 Credit Hours.
Prerequisite: IST 5003 or consent of instructor. An investigation of theories, principles, and processes of instructional and digital learning design including their application to instructional product and curriculum development. (Same as IST 5343. Credit cannot be earned for both IST 5343 and EDP 5343).

EDP 5493. Field Experience in Behavior Analysis. (3-0) 3 Credit Hours.
Prerequisite: EDP 5503, SPE 5503 or consent of instructor. This course will provide students with the opportunity to participate in supervised field-based applied research experiences in approved school and clinical settings. Emphasis is on orientation to behavior analysis in applied settings, learning the role of a behavior consultant within larger systems, implementation and evaluation of behavioral interventions for students struggling with problem behaviors. May be repeated for up to 6 hours of credit.

EDP 5503. Applied Behavior Analysis for Classroom Teachers. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5513, SPE 6403 or EDP 6403 and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about principles and procedures of applied behavior analysis and classroom management for teachers. As an introductory course to behavior analysis, special attention will be paid to philosophy, terminology, and methods. In addition, ethical considerations for those delivering behavior analytic services will be discussed. Assessments will be modeled after the BCBA certification exam. Requires an applied project. (Formerly EDP 5423. Same as SPE 5503. Credit cannot be earned for more than one of the following: EDP 5423, EDP 5503, or SPE 5503).

EDP 5603. Psychology of Human Motivation. (3-0) 3 Credit Hours.
Prerequisite: Graduate standing or permission of the instructor. Explores the study of human motivation from a variety of perspectives including educational, psychological and sociocultural. The goal of the course is to help students from diverse disciplinary backgrounds (e.g., counseling, education, health, leadership, psychology, sociology, sports) to develop foundational understandings of human motivational processes applied to diverse contexts and populations.

EDP 5633. Instruction and Educational Interventions for Individuals with Mild/Moderate Disabilities. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503 or EDP 5503, SPE 6403 or EDP 6403, and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about evidenced-based instructional practices for teaching individuals with mild/moderate intellectual disabilities. Students will have the opportunity to learn to design appropriate instructional interventions, how to apply those interventions, and to make decisions based on student data to inform future instructional practices. (Same as SPE 5633. Credit cannot be earned for both SPE 5633 and EDP 5633).

EDP 5643. Instruction and Educational Interventions for Individuals with Moderate/Severe Disabilities. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503 or EDP 5503, SPE 5513, SPE 6403 or EDP 6403, and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about evidenced-based instructional practices for teaching individuals with moderate/severe intellectual disabilities. Students will have the opportunity to learn to design appropriate instructional interventions, how to apply those interventions, and make decisions based on student data to inform future instructional practices. (Same as SPE 5643. Credit cannot be earned for both SPE 5643 and EDP 5643).

EDP 5783. Practicum I in Applied Behavior Analysis. (3-0) 3 Credit Hours.
Prerequisites: EDP 5503, EDP 6223, and EDP 5493 (or equivalent classes) or consent of instructor. This course will provide the students with the opportunity to acquire knowledge about the application of theoretical principles to field settings. Students are required to develop, implement, and evaluate educational programs for individuals with disabilities.

EDP 5893. Practicum II in Applied Behavior Analysis. (3-0) 3 Credit Hours.
Prerequisites: EDP 5503, EDP 6223, and EDP 5493 (or equivalent classes) or consent of instructor. This course will provide the students with the opportunity to acquire knowledge about the application of theoretical principles to field settings. The student works in educational settings to plan, implement, and evaluate appropriate experiences with individuals exhibiting emotional and/or behavior problems.

EDP 6033. Legal, Ethical, and Professional Issues in School Psychology. (3-0) 3 Credit Hours.
Prerequisite: Admission to the School Psychology program. Review of historical foundations of school psychology; legal, ethical, and credentialing issues in school psychology; scholarly writing and library research skills; models of psychological service delivery; professional role and function of the school psychologist; professional standards and organizations in school psychology.

EDP 6103. Introductory Statistics. (3-0) 3 Credit Hours.
This course covers an overview of introductory descriptive and inferential statistical concepts commonly encountered in behavioral research literature. Topics include probability, sampling, tests, ANOVA, chi-square tests, and correlation/regression. Students will use these concepts to develop and test hypotheses relevant to educational and psychological research. (Formerly titled “Research Methods and Statistics I”).

EDP 6203. Quasi and Experimental Research Design. (3-0) 3 Credit Hours.
This course introduces students to scientific inquiry. Topics covered include threats to experimental validity, quasi and experimental research designs, and meta-analyses. Students will use these concepts to read, interpret, and evaluate the validity of conclusions drawn from educational and psychological research. (Formerly titled “Research Methods and Statistics II”).

EDP 6213. School Based Counseling Theories. (3-0) 3 Credit Hours.
Prerequisite: Admission to the School Psychology program. This course covers selected psychotherapeutic and counseling theories for the treatment of children and adolescents experiencing emotional and behavioral disorders/disruptions that interfere with learning. Topics include: behavioral approaches, cognitive-behavioral, choice theory, play-based and other related group and individual theoretically based therapies. Emphasis is placed on empirically-supported theory in relation to services within a school system framework.
EDP 6223. Research in Single Case Design. (3-0) 3 Credit Hours.
This course provides an overview of basic single-subject design methods and procedures. Topics include critical analysis of single subject research design, issues related to conducting and analyzing single subject research in applied settings, as well as institutional review process and ethical consideration. Students will use these concepts to read, interpret, evaluate, and conduct applied research. Requires an applied project. (Same as SPE 6133. Credit cannot be earned for both EDP 6223 and SPE 6133).

EDP 6233. Mental Health Services in the Schools. (3-0) 3 Credit Hours.
Prerequisite: EDP 6213. This course will cover selected psychotherapeutic and comprehensive intervention approaches for treating childhood and adolescent emotional and behavioral disorders that interfere with learning. Topics include play therapy, solution-focused strategies, cognitive-behavioral techniques, group and individual therapies, case management, involvement of the family and other service providers, and crisis response. Emphasis will be placed on empirically-supported services within a school systemic framework.

EDP 6243. Cognitive Assessment and Intervention. (3-0) 3 Credit Hours.
Prerequisite: EDP 5303 or equivalent. Examines educational and clinical applications of individual assessment; specific diagnostic measures of intelligence and cognitive abilities; supervised instruction in administration, scoring, and interpretation; and using cognitive assessment results to inform intervention. Videotaping and direct observation of test administration is required for purposes of supervision and self-evaluation. (Formerly titled "Assessment of Intelligence and Achievement.") (Credit cannot be earned for both EDP 6243 and SPE 5533).

EDP 6253. Academic Assessment and Intervention. (3-0) 3 Credit Hours.
Prerequisite: EDP 5303. Examines educational and clinical applications of individual achievement assessment within the context of response-to-intervention; specific diagnostic measures of academic skills, including curriculum-based assessment. Supervised instruction in administration, scoring, and interpretation; using academic assessment results to inform educational planning and intervention; and using assessment data for monitoring student academic progress. Videotaping of test administration is required for purposes of supervision and self-evaluation.

EDP 6263. Behavioral Assessment and Intervention. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. Examines behavioral learning theory and operant conditioning principles; overview of behavioral assessment strategies with an emphasis on conducting interviews and direct observations of behaviors; functional behavior assessment and applied behavior analysis as systematic assessment-intervention approaches to behavior modification; and specific behavior intervention approaches for use with children and adolescents.

EDP 6273. Bilingual Psychoeducational Assessment. (3-0) 3 Credit Hours.
Course examines practice in bilingual psychoeducational assessment. Students will have the opportunity to learn about: ethical, legal, and professional issues in bilingual assessment; theories of second language acquisition and language proficiency development and assessment; best practices in the use of interpreters in assessment; measurement of academic achievement via multiple approaches; and measurement of cognitive abilities via multiple approaches.

EDP 6293. Consultation in the Schools. (3-0) 3 Credit Hours.
Prerequisites: EDP 6103 and EDP 6203. Examines the role of consultation with school personnel and families within the practice of school psychology. Major theoretical models of consultation with an emphasis on an integrated Model of School Consultation, specific approaches to service delivery, and ethical issues related to consultation in the schools are discussed. This course also includes methods of evaluating consultation outcomes at the individual student, systems, and program levels. Requires service-learning hours and the application of theoretical and conceptual foundations to case studies.

EDP 6303. Program Evaluation I. (3-0) 3 Credit Hours.
Prerequisites: EDP 6103 and EDP 6203. This course is the first part of a year-long sequence that introduces students to research design and data analysis in the context of evaluation. Students will learn about the history, professional standards, theories, and methods of program evaluation. This course examines principles and techniques needed to develop appropriate data collection and management strategies in alignment with evaluation questions. Students will also have hands-on practice with computer programs to build basic skills in organizing, managing, and analyzing evaluation data.

EDP 6313. Program Evaluation II. (3-0) 3 Credit Hours.
Prerequisites: EDP 6103, EDP 6203, and EDP 6303. This course is the second part of a year-long sequence that introduces students to research design and data analysis in the context of evaluation. This course reviews the principles, merits, limitations, and applications of various quantitative methodologies for analyzing evaluation data. Students will also have hands-on practice with computer programs to build practical skills in conducting, interpreting, and reporting quantitative evaluation research.

EDP 6333. Practicum in Program Evaluation. (3-0) 3 Credit Hours.
Prerequisites: Completion of Practicum Form indicating required coursework (i.e., EDP 6103, EDP 6203, EDP 6303, and EDP 6313) has been completed, and consent of instructor. Practicum in Program Evaluation is a one-semester supervised practical application course in which students work alongside evaluation practitioners in a professional setting to gain first-hand understanding of how to apply the theories, methods, and skills learned in prior classes. Settings may include educational institutions, government agencies, human service organizations, and for-profit and non-profit evaluation firms. Placements may be with internal or external evaluation entities.

EDP 6343. Social Emotional Assessment in the Schools. (3-0) 3 Credit Hours.
Prerequisites: EDP 5303 and EDP 6243. Theory and application and administration and scoring of specific instruments and techniques involved in social emotional and psych-social assessment in the schools is emphasized. Additionally emphasis is on analysis, interpretation, and integration of intelligence, achievement, emotional, behavioral, and personality assessment results for diagnostic and treatment planning. Psychological report writing is required. (Formerly EDP 6323. Credit cannot be earned for both EDP 6323 and EDP 6343.) (Formerly titled "Advanced Psychological Assessment").

EDP 6403. Ethics for Applied Behavior Analysis. (3-0) 3 Credit Hours.
This course is designed to teach ethical and professional conduct considerations in applied behavior analysis. This course follows the BACB® professional and ethical compliance code and is intended for students preparing to become and who are certified behavior analysts. (Same as SPE 6403. Credit cannot be earned for both SPE 6403 and EDP 6403.) (Formerly titled "Culturally Responsive Teaching and Collaboration").
EDP 6643. Child and Adolescent Psychopathology. (3-0) 3 Credit Hours.
Prerequisite: EDP 5033 or equivalent. This course uses the DSM classification system to discuss major emotional and behavioral disorders experienced by nonadult populations. Current state of knowledge with regard to the characteristics, etiological factors, and developmental outcomes of psychological disorders of childhood and adolescence will be considered.

EDP 6703. Clinical Neuropsychology. (3-0) 3 Credit Hours.
Prerequisites: EDP 5303, EDP 6243, and EDP 6833. Review of brain-behavior relationships and biological substrates of behavior; physiological bases of neuropsychological constructs such as executive function, attention, perception, memory, learning, emotions, and behavior; review of selected neuropsychological and genetic disorders in children, with emphasis on cognitive, behavioral, and emotional sequelae of these disorders. Includes coverage of relevant neuropsychological assessment methods.

EDP 6733. Multicultural Assessment and Intervention. (3-0) 3 Credit Hours.
Prerequisites: EDP 5303, EDP 6643, and EDP 6833. This course provides theory and research related to psycho-educational and function based assessment and intervention with diverse populations. Structured as a seminar, discussions include professional issues, trends, testing and assessment issues, and advancements in intervention and techniques with diverse populations. The development of cultural competence and exposure to culturally responsive practices in the schools is emphasized.

EDP 6833. Practicum in School Psychology. (0-0) 3 Credit Hours.
Prerequisites: Completion of Practicum Form indicating required coursework has been completed, and consent of instructor. Supervised field-based experience in approved public school and mental health settings in school psychology. Supervision provided by on-site supervisors and university faculty. Emphasis is on orientation to school settings; learning the role of the school psychologist within the larger school and system context; evaluation of psychological and academic difficulties; consultation with parents and teachers; and direct counseling interventions with students. May be repeated for up to 6 hours credit.

EDP 6891. Field Experience in Behavioral Analysis. (0-0) 1 Credit Hour.
Supervised field-based applied research experience in approved school and clinic settings. Emphasis is on orientation to behavior analysis in applied settings, learning the role of a behavior consultant within larger systems, implementation and evaluation of behavioral interventions for students struggling with problem behaviors. May be repeated for up to 6 hours of credit.

EDP 6943. Internship in School Psychology. (0-0) 3 Credit Hours.
Prerequisites: Completion of Internship Form indicating required coursework has been completed, and consent of instructor. Full-time, supervised field-based experience in approved professional employment settings in school psychology. Supervision provided by on-site supervisors and university faculty. Students will complete a minimum of 600 clock hours of clinical work per semester, during which they will integrate and apply knowledge gained through coursework and begin to develop a professional identity. Can be taken only when all other required coursework in the School Psychology program has been completed. May be repeated for up to 6 hours credit.

EDP 6951. Independent Study. (0-0) 1 Credit Hour.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but no more than 6 hours, regardless of discipline, will apply to the Master’s degree.

EDP 6953. Independent Study. (0-0) 3 Credit Hours.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but no more than 6 hours, regardless of discipline, will apply to the Master’s degree.

EDP 6961. Comprehensive Examination. (0-0) 1 Credit Hour.
Prerequisite: Approval of the Graduate Program Committee to take the Comprehensive Examination. Independent study course for the purpose of taking the Comprehensive Examination. May be repeated as many times as approved by the Graduate Program Committee. Enrollment is required each term in which the Comprehensive Examination is taken if no other courses are being taken that term. The grade report for the course is either “CR” (satisfactory performance on the Comprehensive Examination) or “NC” (unsatisfactory performance on the Comprehensive Examination).

EDP 6963. Special Issues. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Issues courses may be repeated for credit when topics vary, but no more than 6 hours, regardless of discipline, will apply to the Master’s degree.

EDP 6991. Independent Study in School Psychology Internship. (0-0) 1 Credit Hour.
Prerequisites: Concurrent enrollment in EDP 6943 and consent of instructor. Independent reading, research, and/or writing under the direction of a faculty member. This Independent Study is restricted to students currently enrolled in Internship in School Psychology, and may involve the detailed analysis of a critical problem, issue, or research question related to the professional practice of School Psychology. May be repeated for credit, but no more than 6 hours, regardless of discipline, will apply to the Master’s degree.