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 two graduate certificates: Certificate in Applied Behavior Analysis and Certificate in Language Acquisition and Bilingual Psychoeducational Assessment.

- M.A. degree in Educational Psychology (p. 1)
- M.A. degree in School Psychology (p. 3)

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:**

- EDP 5003 Psychological Learning Theories
- EDP 5033 Human Development Across the Life Span
- EDP 5303 Principles and Techniques of Evaluation
- EDP 6033 Legal, Ethical, and Professional Issues in School Psychology
- EDP 6103 Introductory Statistics
- EDP 6243 Cognitive Assessment and Intervention
- EDP 6253 Academic Assessment and Intervention
- EDP 6343 Social Emotional Assessment in the Schools
- EDP 6643 Child and Adolescent Psychopathology
- EDP 6833 Practicum in School Psychology

**B. 6 semester credit hours from the following courses:**

- EDP 5053 Psychosocial Contexts of Learning
- EDP 5603 Psychology of Human Motivation
- EDP 6203 Quasi and Experimental Research Design
- EDP 6213 School Based Counseling Theories
- EDP 6233 Mental Health Services in the Schools
- EDP 6263 Behavioral Assessment and Intervention
- EDP 6293 Consultation in the Schools
- EDP 6703 Clinical Neuropsychology
- EDP 6733 Multicultural Assessment and Intervention
- EDP 6833 Practicum in School Psychology

**Total Credit Hours:** 36

**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:**

- EDP 5503 Applied Behavior Analysis for Classroom Teachers
- 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 5783 Practicum I in Applied Behavior Analysis
- EDP 6223 Research in Single Case Design
- EDP 6263 Behavioral Assessment and Intervention
- EDP 6403 Ethics for Applied Behavior Analysis

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

- EDP 5033 Human Development Across the Life Span
- EDP 5043 Classroom Management and Motivation
- EDP 5303 Principles and Techniques of Evaluation
- EDP 5493 Field Experience in Behavior Analysis
- EDP 5603 Psychology of Human Motivation
- EDP 5893 Practicum II in Applied Behavior Analysis
- EDP 6103 Introductory Statistics
- EDP 6203 Quasi and Experimental Research 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 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:**
- 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:**
- 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 elective 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, governmental, 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:**
- 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:**
- 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 6433 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 elective 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>
<tr>
<td>EDP 6943</td>
<td>Internship in School Psychology (must be repeated for a total of 6 credit hours)</td>
<td>6</td>
</tr>
<tr>
<td>SPE 5403</td>
<td>Survey of Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 66

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. 5)

**Graduate Certificate in Applied Behavior Analysis**

The Applied Behavior Analysis certificate is offered through collaboration with the Department of Interdisciplinary Learning and Teaching. Admission, advising, and review of academic progress are conducted through the Department of Educational Psychology. This 15-semester-credit-hour certificate in Applied Behavior Analysis is designed to meet the needs of current and prospective students interested in developing basic skills in applied behavior analysis. The certificate is available to students who have been admitted as special students and seek the certificate independent of a degree as well as master’s degree students.

This certificate is designed to provide students with focused training in the area of applied behavior analysis as it relates to educational psychology and special education. The certificate provides educators with specialized skills in the application of behavior analysis to support the social communication, academic, and behavior needs of students. The certificate coursework provides students with a strong background in behavioral theory and principles as well as the skills to apply this learning to relevant contexts (e.g., educational settings, clinic settings, home settings). In addition, completion of the coursework linked with the certificate will meet the coursework requirements set forth by the Behavior Analyst Certification Board, Inc. (BACB®).

The following departmental requirements are applicable to the Certificate in Applied Behavior Analysis:

- A bachelor’s degree from an accredited university in an approved area of study (e.g., psychology, education).
- A minimum grade point average (GPA) of 3.0 for the last 30 hours of coursework.
- To maintain enrollment in the certificate program, students should maintain a 3.0 GPA throughout their tenure in the program.

**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></td>
<td>or EDP 5503/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>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 5793</td>
<td>Intensive Practicum in Special Education: Skill Acquisition and Intensive Practicum in Special Education: Behavior Reduction</td>
</tr>
</tbody>
</table>

**OR 6 hours from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 5493</td>
<td>Field Experience in Behavior Analysis</td>
</tr>
<tr>
<td>EDP 5783</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, WIAT-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:**

- EDP 6273 Bilingual Psychoeducational Assessment
- EDP 6733 Multicultural Assessment and Intervention
- EDP 6833 Practicum in School Psychology

**B. BBL Required Courses:**

- BBL 5053 Assessment in Bilingual and ESL Programs
- ESL 5013 Foundations of Second Language Acquisition
  or BBL 7133 Bilingualism and Second Language Acquisition

**Total Credit Hours** 15