

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Mission Statement

The mission of the Department of Educational Psychology is to promote the development and application of scientific knowledge across contexts. To do so, our faculty members are committed to: producing high-quality, innovative research and scholarship; providing effective and culturally inclusive instructional methods to prepare diverse 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 individuals across the lifespan; 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 foundational educational psychology concepts in areas such as learning, motivation, development, assessment, and research methods. At this time, the Department of Educational Psychology offers four graduate degrees: the Master of Arts degree in Applied Educational Psychology (with two areas of concentration), the Master of Arts degree in School Psychology, the Master of Science degree in Behavior Analysis, and the Doctor of Philosophy 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 and Applied Research.

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, hospitals, 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 (<https://statutes.capitol.texas.gov/Docs/OC/htm/OC.53.htm>).

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.

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- M.S. in Behavior Analysis (p. 5)
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Master of Arts Degree in Applied Educational Psychology

The Master of Arts (M.A.) degree in Applied 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 research, participatory, and leadership roles in local, national, and international institutions and organizations.

The M.A. in Applied Educational Psychology degree offers two 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. One concentration focuses on learning, motivation, and development and is ideal for educators seeking an advanced degree or anyone interested in advancing their skills and knowledge in the areas of motivation, development, and learning. The second concentration focuses on program evaluation and applied research and is ideal for students preparing for Ph.D. programs or who wish to gain experience working with data and applying research skills in their chosen profession. Both concentrations provide 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 an 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 into 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).
Applicants who do not meet University-wide requirements for unconditional admission may be admitted conditionally if letters of recommendation and/or previous work in the field provide evidence of academic potential. These conditional admission decisions will be made on a case-by-case basis using criteria established by the department faculty.
3. International applicants whose native language is not English must submit an official score on either the Test of English as a Foreign Language (TOEFL) iBT or the International English Language Testing System (IELTS). Minimum scores include a score of at least 79 on the TOEFL iBT or at least 6.5 on the IELTS.
4. Applicants must prepare a Statement of Purpose (approximately 500 words) which outlines the applicant's (1) reasons for pursuing the M.A. degree in Applied 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.
5. 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 website for more information.

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Degree Requirements

Candidates for the M.A. degree in Applied 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 Applied Educational Psychology has two areas of concentration, and students choose their concentration based on their academic and professional goals and interests. The curriculum for each concentration will be presented separately.

Concentration in Learning, Motivation, and Development

The learning, motivation, and development concentration focuses on these foundational areas of the field while offering flexibility to students to select elective coursework that best matches their interests and professional goals.

Curriculum for the Concentration in Learning, Motivation, and Development:

Code	Title	Credit Hours
A. 24 semester credit hours of required courses:		24
EDP 5003	Psychological Learning Theories	
EDP 5033	Human Development Across the Life Span	
EDP 5053	Psychosocial Contexts of Education	
EDP 5303	Educational Measurement and Assessment	
EDP 5603	Psychology of Human Motivation	
EDP 6103	Research Methods and Statistics I	
EDP 6203	Research Methods and Statistics II	

For the remaining 3 hours of required coursework, students must select an additional course in research methods or statistics from COEHD. Students should select this course based on their interests and professional goals.

B. 12 semester credit hours of elective coursework 12

Elective coursework may also be determined based on the student's program of study and in consultation with assigned advisor. Students may elect to take courses from relevant departments throughout COEHD (i.e., Bilingual Bicultural Studies, Counseling, Educational Leadership and Policy Studies, Educational Psychology, Interdisciplinary Learning and Teaching, and/or Race, Ethnicity, Gender, and Sexuality Studies) and UTSA (e.g., including, but not limited to, Psychology, Sociology, and Public Policy). Students may opt to do a master's thesis and earn credits as part of their elective options.

EDP 6983 Master's Thesis (Permission of the Graduate Advisor of Record and thesis director required. Thesis research and preparation. 6 SCH required. 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.)

Total Credit Hours 36

Concentration in Program Evaluation and Applied Research

The program evaluation and applied research concentration focuses on three foundational areas of the field (learning, motivation, and development), while emphasizing skill development in measurement, statistics, and evaluation.

Curriculum for the Concentration in Program Evaluation and Applied Research:

Code	Title	Credit Hours
A. 27 semester credit hours of required courses:		27
EDP 5003	Psychological Learning Theories	
EDP 5033	Human Development Across the Life Span	
EDP 5053	Psychosocial Contexts of Education	
EDP 5303	Educational Measurement and Assessment	
EDP 5603	Psychology of Human Motivation	
EDP 6103	Research Methods and Statistics I	
EDP 6203	Research Methods and Statistics II	
EDP 6303	Program Evaluation	
EDP 6333	Practicum in Program Evaluation and Applied Research	
B. Select three from the following:		9
EDP 6413	Applied Regression Analysis	
EDP 7103	Multivariate Statistics	
EDP 7203	Hierarchical Linear Modeling	
EDP 7633	Structural Equation Modeling	
EDP 7643	Qualitative Research Methods in Educational Psychology	
ILT 7743	Mixed Methods Analysis and Application	

EDP 6983

Master's Thesis (Permission of Graduate Advisor of Record and Thesis Chair required. Thesis research and preparation. 6SCH required may be repeated for credit, but no more than 6 hours will apply to master's degree. Credit will be awarded upon completion of thesis. Enrollment is required each term in which thesis is in progress.)

Total Credit Hours

36

Standards and Procedures

The M.A. in Applied Educational Psychology has academic and professional standards that must be met 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 Educational Research Association, American Psychological Association).

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. Many school districts and clinic settings require a criminal history review/criminal background check before allowing university students to complete field-based experiences at their sites. If a student is unable to obtain a field-based placement (e.g., practicum placement) due to the results of a criminal history review/criminal background check, that student will not be able to meet the Educational Psychology program's requirements. If a student cannot complete course-required fieldwork because of their criminal history, they will be required to withdraw from the course. The student may retake the course if and when the criminal history changes, allowing them to be cleared by the site. If the offense will preclude any further fieldwork, the student will be dismissed from the Educational Psychology program.

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 will also 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 the number of hours required, the degree does not have a Thesis option.

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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 a closely related field from an 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 3.25 (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).
Applicants who do not meet University-wide requirements for unconditional admission may be admitted conditionally if letters of recommendation and/or previous work in the field provide evidence of academic potential. These conditional admission decisions will be made on a case-by-case basis using criteria established by the departmental faculty.
3. Applicants whose native language is not English must submit an official score on either the Test of English as a Foreign Language (TOEFL) iBT or the International English Language Testing System (IELTS). Minimum scores include a score of at least 79 on the TOEFL iBT or at least 6.5 on the IELTS.
4. 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.

5. 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.
6. Applicants who lack an 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, and this coursework must be completed within the first year of study.

For the 3 semester credit hours of elective coursework, faculty recommend students consult with their advisor to select from one of these 3 course options:

EDP 5603	Psychology of Human Motivation
EDP 7043	Systems Consultation and Prevention Science
EDP 7213	Supervision and Teaching in Psychology
Total Credit Hours	
66	

¹ A grade of 'B-' or higher is required for EDP 6833 Practicum in School Psychology or EDP 6943 Internship in School Psychology.

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 faculty have adopted a policy that requires all school psychology students to take and pass the Praxis II (needed for application to become a Licensed Specialist in School Psychology and a Nationally Certified School Psychologist) as an objective measure of their knowledge specific to the practice of school psychology.

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

Code	Title	Credit Hours
A. 63 semester credit hours of required courses:		63
EDP 5003	Psychological Learning Theories	
EDP 5033	Human Development Across the Life Span	
EDP 5303	Educational Measurement and Assessment	
EDP 6033	Legal, Ethical, and Professional Issues in School Psychology	
EDP 6103	Research Methods and Statistics I	
EDP 6203	Research Methods and Statistics II	
EDP 6213	School Based Counseling Theories	
EDP 6233	Mental Health Services in the Schools	
EDP 6243	Cognitive Assessment and Intervention	
EDP 6253	Academic Assessment and Intervention	
EDP 6263	Behavior Assessment	
EDP 6293	Consultation in the Schools	
EDP 6343	Social Emotional Assessment in the Schools	
EDP 6643	Child and Adolescent Psychopathology	
EDP 6703	Clinical Neuropsychology	
EDP 6733	Multicultural Assessment and Intervention	
EDP 6833	Practicum in School Psychology (must be repeated for a total of 6 credit hours) ¹	
EDP 6943	Internship in School Psychology (must be repeated for a total of 6 credit hours) ¹	
SPE 5403	Survey of Special Education	
B. 3 Semester credit hours of elective courses.		3

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.

Academic progress does not guarantee school-based practicum assignment. School-based practicum acceptance includes a self-evaluation and faculty evaluation of fitness and readiness for practicum. This evaluation will be based on students' professional dispositions, responsiveness to feedback, and interpersonal behaviors, in addition to academic performance. Details of this process are outlined in the School Psychology program handbook.

Many school districts require a criminal history review/criminal background check before allowing university students to complete field-based experiences on their campuses. If a student is unable to obtain a field-based placement (e.g., practicum or internship placement) due to results of a criminal history review/criminal background check, that student will not be able to meet the School Psychology program's requirements. If a student cannot complete course-required field work because of their criminal history, the student will be required to withdraw from the course. The student may retake the course if and when the criminal history changes, allowing them to be cleared by the school

district. If the offense is one that will preclude any further field work, the student will be dismissed from the School Psychology program. A student's criminal history also may affect their ability to obtain licensure. The Texas State Board of Examiners of Psychologists (TSBEP (<https://www.bhec.texas.gov/texas-state-board-of-examiners-of-psychologists/>)) will conduct a preliminary evaluation of a prospective applicant's criminal history to determine whether this history would impact their ability to secure licensure with the Board (<https://www.bhec.texas.gov/texas-state-board-of-examiners-of-psychologists/applying-for-a-license/>). Students, and prospective students, who have concerns about their criminal history should take advantage of this preliminary review so that they can make informed decisions about their educational and professional goals.

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.

Master of Science Degree in Behavior Analysis

The Master of Science (M.S.) degree in Behavior Analysis aims to prepare graduate students to become scientist-practitioners trained to provide quality, impactful services for all populations benefitting from behavior analysis. This degree aims to provide students with a foundation in behavior analysis and prepare students to sit for the Board Certified Behavior Analyst (BCBA® (<https://www.bacb.com/bcba/>)) certification exam to obtain national certification and state licensure as a Behavior Analyst. Students will obtain competency in the basic principles of learning with an emphasis on treating children, youth, and adults in community, clinic, hospital, and as consultants in educational settings. The degree program prepares graduates for eligibility to become Board Certified Behavior Analysts (BCBA®) through approved coursework and practicum opportunities. Typical clients include individuals 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 degree are commensurate with professional competence and certification requirements as currently reflected by professional standards of the Behavior Analyst Certification Board.

Program Admission Requirements

The number of students admitted to this program and/or concentrations 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 an 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.S. 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). Applicants who do not meet University-wide requirements for

unconditional admission may be admitted conditionally based on letters of recommendation, and/or previous work in the field that provides evidence of academic potential. These conditional admission decisions will be made on a case-by-case basis using criteria established by the department faculty.

3. International applicants whose native language is not English must submit an official score on either the Test of English as a Foreign Language (TOEFL) iBT or the International English Language Testing System (IELTS). Minimum scores include a score of at least 79 on the TOEFL iBT, or at least 6.5 on the IELTS.
4. Applicants must prepare a Statement of Purpose (approximately 500 words) which outlines the applicant's (1) reasons for pursuing the M.S. degree in Behavior Analysis, (2) area of concentration they are most interested in (i.e., Comprehensive or Focused), (3) experiences relevant to the concentration they are most interested in, and (4) career plans.
5. 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 website for more information.

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Accreditation

The Master of Science in Behavior Analysis degree program accreditation is awarded by the Association for Behavior Analysis International Accreditation Board (<https://accreditation.abainternational.org/apply/accredited-programs/university-of-texas-at-san-antonio.aspx>).

Degree Requirements

Candidates for the M.S. degree in Behavior Analysis must earn a minimum of 36 semester credit hours. Students will take 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.

Master of Science in Behavior Analysis Concentrations

The M.S. in Behavior Analysis has two areas of concentration, and students choose their concentration based on their academic and professional goals and interests. The curriculum for each concentration will be presented separately.

The *Comprehensive Concentration* is designed to provide the research, academic, and practical training necessary for students to become certified as a Board Certified Behavior Analyst and licensed as a Licensed Behavior Analyst in the state of Texas. The program includes research training, coursework, and field-based experiences related to behavior assessment, intervention, and professional issues. It contains all of the coursework required by the Behavior Analysis Credentialing Board and Applied Behavior Analysis International Accreditation Board. It also embeds the 2,000 experience hours through fieldwork, practice, and research experiences supervised by UTSA faculty. Students completing the Comprehensive Concentration will complete their hours at UTSA partner sites. This program prepares students to work in a variety of settings (e.g., clinical, home, community-based, and schools), with a focus on serving people of all ages with developmental disabilities (e.g., autism spectrum disorder).

The *Focused Concentration* also contains the research training coursework and field-based experiences required by the Behavior Analysis Credentialing Board and Applied Behavior Analysis International Accreditation Board. However, this concentration embeds flexibility by allowing students to select their fieldwork site from a list of UTSA-approved sites. It also does not require students to complete all of their 2000 internship hours before they graduate. Once students have begun coursework in the Focused Concentration, they cannot transfer to the Comprehensive Program without approval by the ABA program coordinator. This will be assessed on a case-by-case basis.

Interested persons with questions regarding the difference between the two concentrations should contact the Graduate Advisor of Record for the Behavior Analysis program or check the website for more information.

Program of Study for the Comprehensive Concentration in Behavior Analysis

Code	Title	Credit Hours
A. 33 semester credit hours of required courses:		33
EDP 5003	Psychological Learning Theories	
EDP 5043	Experimental Analysis of Behavior	
EDP 5503	Introduction to Behavior Analysis	
EDP 5633	Interventions and Supervision in Behavior Analysis	
EDP 5643	Verbal Behavior and Communication Interventions	
EDP 5783	Practicum in Applied Behavior Analysis (taken twice for 6 total credit hours)	
EDP 6223	Research in Single Case Design	
EDP 6263	Behavior Assessment	
EDP 6403	Ethics for Applied Behavior Analysis	
EDP 6443	Capstone Class in Behavior Analysis	
B. 3 semester credit hours of electives from the following courses:		3
EDP 5033	Human Development Across the Life Span	
EDP 5493	Field Experience in Behavior Analysis	
EDP 5603	Psychology of Human Motivation	
EDP 6983	Master's Thesis	
Students may choose other elective courses with faculty approval. If completing a thesis EDP 6983 may substitute for three credit hours of EDP 5783.		
Total Credit Hours		36

Program of Study for the Focused Concentration in Behavior Analysis

Code	Title	Credit Hours
A. 33 semester credit hours of required courses:		33
EDP 5003	Psychological Learning Theories	
EDP 5043	Experimental Analysis of Behavior	
EDP 5493	Field Experience in Behavior Analysis (taken twice for 6 total credit hours)	
EDP 5503	Introduction to Behavior Analysis	
EDP 5633	Interventions and Supervision in Behavior Analysis	
EDP 5643	Verbal Behavior and Communication Interventions	
EDP 6223	Research in Single Case Design	
EDP 6263	Behavior Assessment	
EDP 6403	Ethics for Applied Behavior Analysis	
EDP 6443	Capstone Class in Behavior Analysis	
B. 3 semester credit hours of electives:		3
Elective coursework may also be determined based on the student's program of study and in consultation with assigned advisor. Students may elect to take courses from relevant departments throughout COEHD (e.g., including but not limited to Bilingual Bicultural Studies, Early Childhood Education, and Educational Psychology) and UTSA (e.g., including but not limited to Psychology, Sociology, and Public Policy). Students may opt to do a master's thesis and earn credits as part of their elective options. If completing a thesis EDP 6983 may substitute for three credit hours of EDP 5493.		
Total Credit Hours		36

Doctor of Philosophy Degree in School Psychology

The Ph.D. in School Psychology is a full-time 111-semester-credit-hour program designed to prepare graduates for careers as scientist-practitioners and professional health service psychologists capable of contributing to the academic, emotional, and social-behavioral well-being of children and adolescents through direct and indirect services, as well as to the science that informs psychological practice. Students will demonstrate an understanding of basic content areas in psychology, as well as professional issues including ethical and legal principles, equity, cultural diversity, communication, and quality assurance principles necessary for professional competencies in assessment, intervention, consultation, and supervision of psychological services with diverse populations. Students will also demonstrate scientific knowledge and expertise in research methods and data analysis.

As part of the program, students will select one of three areas of specialization (behavior analysis, bilingual school psychology, or research and evaluation). Students also complete a full-time internship, a school-based practicum where students gain experience providing a range of psychological services, specialized practicum experiences, and a doctoral dissertation based on original research.

Criminal History Policy and Acknowledgement

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Program Admission Requirements

The Ph.D. in School Psychology is designed for students who aspire to practice psychology in educational settings, conduct research in the field, pursue faculty positions, and assume leadership and supervisory roles in school psychology. Admission to the program is limited and competitive. Meeting the minimum admission requirements does not guarantee acceptance into the program. Competitive applicants usually exceed minimum requirements.

In addition to UTSA's general graduate admission requirements, the minimum requirements for admission are:

1. Applicants must provide official transcripts indicating a bachelor's degree in Psychology, Special Education, Curriculum & Instruction, Sociology, or closely related field from an accredited college or university in the United States, or show proof of equivalent training at a foreign institution.
2. Acceptance to the Ph.D. 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 600 on the TOEFL paper version, at least 100 on the TOEFL Internet version, or at least 7 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. These letters should specifically address the applicant's academic and/or professional skills, and potential to succeed in a rigorous graduate program. Letters should not be submitted from personal references such as friends or family members.
6. Applicants must prepare a Statement of Purpose (approximately 500 words) which outlines the applicant's (1) reasons for pursuing the Ph.D. degree in School Psychology, (2) experiences relevant to the field of psychology or education, and (3) career plans.
7. Selected applicants will complete an interview with the program faculty. Following the interviews and review of all application

materials, the faculty will determine which students to admit for the academic year.

8. Applicants who lack the 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, and this coursework must be completed within the first year of study.

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, in addition to the dissertation.

Degree Requirements

The Ph.D. in School Psychology is a 111 credit hour degree program that includes 84 hours of coursework (including general core and specialization courses), 12 hours of practicum (including general core and advanced practicum), 6 hours of doctoral internship, and 9 hours of dissertation credit. Students pursuing the Ph.D. in School Psychology will be required to pass a qualifying examination prior to admission to candidacy. All students will also be required to submit a scholarly contribution in the form of a dissertation as partial fulfillment of requirements for this degree.

Code	Title	Credit Hours
A. General Core Courses		84
EDP 5003	Psychological Learning Theories	
EDP 5033	Human Development Across the Life Span	
EDP 5303	Educational Measurement and Assessment	
EDP 5603	Psychology of Human Motivation	
EDP 6033	Legal, Ethical, and Professional Issues in School Psychology	
EDP 6103	Research Methods and Statistics I	
EDP 6203	Research Methods and Statistics II	
EDP 6213	School Based Counseling Theories	
EDP 6233	Mental Health Services in the Schools	
EDP 6243	Cognitive Assessment and Intervention	
EDP 6253	Academic Assessment and Intervention	
EDP 6263	Behavior Assessment	
EDP 6293	Consultation in the Schools	
EDP 6343	Social Emotional Assessment in the Schools	
EDP 6413	Applied Regression Analysis	
EDP 6643	Child and Adolescent Psychopathology	
EDP 6703	Clinical Neuropsychology	
EDP 6733	Multicultural Assessment and Intervention	
EDP 6833	Practicum in School Psychology (may be repeated for up to 6 hours credit) ¹	
EDP 7043	Systems Consultation and Prevention Science	
EDP 7103	Multivariate Statistics	
EDP 7213	Supervision and Teaching in Psychology	

EDP 7943	Doctoral Internship in School Psychology	
PSY 7103	Advanced Topics in Biopsychology (or equivalent course; may be repeated for up to 6 hours credit when topics vary)	
PSY 7123	Advanced Topics in Applied Social Psychology (may be repeated for up to 6 hours credit when topics vary)	
SPE 5403	Survey of Special Education	
B. Specialization		18
12 semester credit hours of graduate electives from one of three areas of specialization (behavior analysis, bilingual school psychology, or research and evaluation). Courses are selected from graduate offerings throughout the University, and students must meet prerequisites for enrollment. Students work with their advisor to select specialization areas and coursework.		
6 semester credit hours of advanced practicum courses from one of three areas of specialization (behavior analysis, bilingual school psychology, or research and evaluation).		
C. Dissertation		9
Repeat courses below for up to 9 hours total.		
EDP 7991	Doctoral Dissertation	
EDP 7993	Doctoral Dissertation	
Total Credit Hours		111

¹ A grade of 'B-' or higher is required for EDP 6833 Practicum in School Psychology.

Students who enter the Ph.D. program with only a baccalaureate degree receive an M.A. in Applied Educational Psychology upon completing at least 36 hours in the Ph.D. program and upon being admitted to candidacy for the Ph.D. Students who enter the Ph.D. program with a completed master's degree, or with previous graduate coursework, will have their transcripts examined to determine how many master's level courses are required. Additional required coursework will be determined on a case-by-case basis.

Standards and Procedures

In order to complete the Ph.D. in School Psychology and to be eligible to take the certification or licensing examinations, students must: maintain scholastic performance meeting or exceeding 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; and 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. Please refer to the program's Fitness to Practice policy for further guidance.

Admission to the doctoral program does not guarantee fitness to remain in the program to completion. Only those students who 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.

- Graduate Certificate in Applied Behavior Analysis (p. 8)
- Graduate Certificate in Language Acquisition and Bilingual Psychoeducational Assessment (p. 9)
- Graduate Certificate in Program Evaluation and Applied Research (p. 10)

Graduate Certificate in Applied Behavior Analysis

The Graduate Certificate in Applied Behavior Analysis is offered through the Department of Educational Psychology. Admission, advising, and review of academic progress are conducted through the Department of Educational Psychology. This 9-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. All students must apply and be accepted into the certificate program before counting any courses toward the certificate.

This certificate is designed to provide students with focused training in the area of applied behavior analysis. The certificate provides students 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., clinic settings, hospital settings, home settings, and as consultants in educational settings). Approval for students admitted to other graduate programs at UTSA to take additional ABA coursework will be made on a case-by-case basis by the Certificate Coordinator. Completion of the certificate does not meet any of the requirements set forth by the Behavior Analyst Certification Board for credentialing. Students interested in becoming a Board Certified Behavior Analyst should contact the graduate advisor of record for the M.S. in Behavior Analysis Program.

Admission Requirements

All applicants must meet UTSA Graduate Admissions requirements (<https://future.utsa.edu/programs/graduate-certificate/applied-behavior-analysis/>) and be in good standing at the last institution attended. Current students may apply by completing the UTSA Graduate Certificate Form (<https://graduateschool.utsa.edu/faculty-staff/forms/petitions-and-other-forms.html>). The following departmental requirements are applicable to the Certificate in Applied Behavior Analysis:

- A bachelor's degree from an accredited university.
- 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.

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 you of the requirements set forth by the Texas Occupation Code, Chapter 53, Sections 53.001 through 53.105 (<https://statutes.capitol.texas.gov/Docs/OC/htm/OC.53.htm>).

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.

Certificate Program Requirements

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

Code	Title	Credit Hours
A. 9 semester credit hours of required courses:		9
EDP 5503	Introduction to Behavior Analysis	
EDP 6403	Ethics for Applied Behavior Analysis	
EDP 5353	Autism	
Total Credit Hours		9

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 in Applied Behavior Analysis program. All other requirements for admission as a special graduate student described in Student Policies, Admission Policies, are applicable. All other requirements for certificate programs described in the Graduate Catalog, Certificate Program Regulations, apply to this program.

Graduate Certificate in Language Acquisition and Bilingual Psychoeducational Assessment

The LABPA Graduate 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 Graduate 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 Diagnostician 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 transcripts and 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.

Code	Title	Credit Hours
A. EDP Required Courses:		9
EDP 6273	Bilingual Psychoeducational Assessment	
EDP 6733	Multicultural Assessment and Intervention	
EDP 6833	Practicum in School Psychology ¹	
B. BBL Required Courses:		6
BBL 5053	Assessment in Bilingual and ESL Programs	
ESL 5013	Introduction to Second Language Acquisition	

¹ A grade of 'B-' or higher is required for EDP 6833 Practicum in School Psychology.

Graduate Certificate in Program Evaluation and Applied Research

The 15-hour Graduate Certificate in Program Evaluation and Applied Research (PEAR) is designed to meet the needs of students interested in developing foundational skills in program evaluation and applied research methods. The certificate provides students with skills and knowledge to prepare them for jobs in school districts, educational research and development organizations, and testing companies. Students pursuing the PEAR Certificate select one of three concentration areas: Program Evaluation, Applied Quantitative Research, and Applied Mixed Methods Research. The opportunity to develop skills in conducting formative evaluations, using stakeholder input, and bringing the lens of implementation science to the planned collection and analysis of data make these courses unique from most other research courses at UTSA. The PEAR Certificate is offered through the Department of Educational Psychology in the College of Education and Human Development (COEHD).

The PEAR Certificate 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 for completing advanced studies in program evaluation and applied research by completing a 15-semester-credit-hour course sequence. Up to six hours of foundational coursework completed outside the Department of Educational Psychology or from a degree completed elsewhere (up to six years prior to taking PEAR advanced coursework) may be approved and counted toward the Certificate with approval by the EDP Department.

Admission Requirements

Current degree-seeking students may apply to the certificate by completing the UTSA Graduate Certificate Form (<https://graduateschool.utsa.edu/faculty-staff/forms/petitions-and-other-forms.html>).

Non-degree-seeking (i.e., certificate-only) students can apply for admission to the PEAR Certificate through the Graduate School admissions process (<https://future.utsa.edu/programs/graduate-certificate/program-evaluation-applied-research/>). 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 an 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 (no coursework completed more than six years prior to admission to the certificate program can count toward certificate).
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 and Applied Research, including a 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 PEAR Certificate. 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 PEAR Certificate 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 accredited.

Based on deficiencies or concerns by the PEAR Certificate faculty regarding any of the information provided (items 1-6 above), applicants may be denied admission to the PEAR Certificate program. Assessments by PEAR Certificate 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.

Students may consult with the PEAR Certificate Coordinator to see if coursework and/or practicum or internship courses from other departments or programs could be substitutes for any foundational coursework, including either the Program Evaluation or Practicum in Program Evaluation and Applied Research (but not both) that are required for the program evaluation specialization of the PEAR Certificate.

Certificate Program Requirements

Requirements for completion of Certificate program include:

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

Code	Title	Credit Hours
A. Two prerequisite foundational courses:		6
EDP 6103	Research Methods and Statistics I	
EDP 6203	Research Methods and Statistics II	
OR		
Other coursework deemed comparable and approved by the Department of Educational Psychology		
B. Two advanced courses in one of the three tracks below:		6
1. Program Evaluation		
EDP 6413	Applied Regression Analysis	
EDP 6303	Program Evaluation	
2. Applied Quantitative Research		
EDP 6413	Applied Regression Analysis	
or EDP 7103	Multivariate Statistics	

EDP 7203 or EDP 7633	Hierarchical Linear Modeling Structural Equation Modeling	
For both EDP 7203 and EDP 7633 prerequisite of either EDP 6413 or EDP 7103		
3. Applied Mixed Methods Research		
EDP 7643	Qualitative Research Methods in Educational Psychology	
ILT 7743	Mixed Methods Analysis and Application	
C. Applied Practicum Experience		3
EDP 6333	Practicum in Program Evaluation and Applied Research	
Total Credit Hours		15

Educational Psychology (EDP) Courses

EDP 5003. Psychological Learning Theories. (3-0) 3 Credit Hours.

There are two different versions of this course. The General version provides a current and comprehensive overview of theory and research related to learning. It covers topics such as behaviorism, social cognitive theory, information processing, constructivism, and motivation, and explores applications of learning principles in multiple contexts including classroom and virtual learning environments. The General version is appropriate for students in all areas of graduate study. The Applied Behavior Analysis version of EDP 5003 covers the same broad topics, but includes more of a behavioral focus (e.g., by comparing and contrasting behaviorism with other theoretical approaches to learning). The ABA version is taught by an instructor approved by the Behavior Analysis Certification Board, and thus is appropriate for students pursuing the Board Certified Behavior Analyst credential. Students should check the notes in the class schedule to make sure they are registering for the appropriate section of EDP 5003. Course Fees: GH01 \$90; LRH1 \$20.54; STSH \$30.81.

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. Course Fees: GH01 \$90; LRH1 \$20.54; STSH \$30.81.

EDP 5043. Experimental Analysis of Behavior. (3-0) 3 Credit Hours.

The purpose of this course is to develop competence in understanding how principles of behavior are discovered and described in the context of laboratory experimental research. The class provides an overview of basic behavioral processes in the context of both human and non-human learning. There is a focus on the experimental analysis of behavior and critical analysis of research. Course Fees: GH01 \$90; LRH1 \$20.54; STSH \$30.81.

EDP 5053. Psychosocial Contexts of Education. (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. Course Fees: GH01 \$90; LRH1 \$20.54; STSH \$30.81.

EDP 5303. Educational Measurement and Assessment. (3-0) 3 Credit Hours.

Introduces the study of assessment and measurement, 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. (Formerly titled "Principles and Techniques of Evaluation.") Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

EDP 5353. Autism. (3-0) 3 Credit Hours.

Prerequisite: EDP 5503. In this class, students have the opportunity to learn about autism, the unique needs of individuals diagnosed with autism, how individuals are diagnosed, and how to tailor treatment programs to address their strengths and needs. Students also have the opportunity to learn about the roles of interdisciplinary teams and how team members can effectively collaborate to provide a successful wrap-around service model. This course fulfills the competency requirement for the Registered Behavior Technician (RBT) certification. It includes an experiential learning opportunity. Course Fee: LRH1 \$20.54; STSH \$30.81; DL01 \$75; GL01 \$90.

EDP 5493. Field Experience in Behavior Analysis. (3-0) 3 Credit Hours.

The purpose of this course is to develop skill in professional practice or research. This course will provide students with the opportunity to participate in supervised field-based applied research experiences in approved hospital, home, educational, or clinical settings. Emphasis is on orientation to behavior analysis in applied settings, learning the role of a behavior consultant within larger systems, implementations and evaluation of behavioral interventions for students struggling with problem behaviors. May be repeated for up to 6 hours of credit. Course Fee: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 5503. Introduction to Behavior Analysis. (3-0) 3 Credit Hours.

This course presents an introduction to concepts and principles of behavior analysis to develop students' competence in the use of technical terminology. As an introductory course to behavior analysis, special attention will be paid to philosophy, terminology, and methods in behavior analysis. (Formerly SPE 5503. Credit cannot be earned for both SPE 5503 and EDP 5503.) Course Fees: GH01 \$90; LRH1 \$20.54; STSH \$30.81.

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. The course also gives students opportunities to apply these theories to the issues students face in their current and anticipated work environments. Course Fee: GH01 \$90; LRH1 \$20; STSH \$30.

EDP 5633. Interventions and Supervision in Behavior Analysis. (3-0) 3 Credit Hours.

Prerequisites: EDP 5503, EDP 6223, and EDP 6263 or consent of the instructor. The purpose of this course is to develop competency in the application of principles of behavior and multiple areas of investigation and practice. The course will provide students with the opportunity to acquire knowledge about evidenced-based instructional practices based on the principles of behavior analysis. Students will have the opportunity to learn to design appropriate interventions, how to apply those interventions, and to make decisions based on student data to inform future instructional practices. Students will also learn how to supervise from a behavior-analytic perspective and manage the implementation of interventions by others. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 5643. Verbal Behavior and Communication Interventions. (3-0) 3 Credit Hours.

Prerequisite: EDP 5503 or consent of the instructor. The purpose of this course is to develop competencies in the application of principles of behavior and multiple areas of investigation and practice. An advanced graduate course on the analysis of the verbal behavior of the proficient speaker and listener, and the biological, environmental, and motivational factors affecting it. Structural and developmental issues, as well as implications for language training and remediation are integrated throughout. (Formerly SPE 5643. Credit cannot be earned for both SPE 5643 and EDP 5643.) Course Fees: GH01 \$90; LRH1 \$20.54; STSH \$30.81.

EDP 5783. Practicum in Applied Behavior Analysis. (3-0) 3 Credit Hours.

Prerequisites: EDP 5503, EDP 6223, and EDP 5493 (or equivalent) or consent of instructor. The purpose of this course is to develop skills in professional practice or research. 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 behavioral assessments and interventions for individuals with disabilities. This course requires fieldwork outside of the classroom. May be repeated for up to 6 hours of credit. Course Fees: GH01 \$90; INT1 \$150; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

EDP 6033. Legal, Ethical, and Professional Issues in School Psychology. (3-0) 3 Credit Hours.

Prerequisite: Admission to the School Psychology program. This course is a review of the historical foundations of school psychology, legal, ethical, and credentialing issues in school psychology, models of psychological service delivery, the professional role and function of the school psychologist, and professional standards and organizations in school psychology. Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

EDP 6103. Research Methods and Statistics I. (3-0) 3 Credit Hours.

This course is an overview of introductory research methods and statistics concepts commonly encountered in social and behavioral research literature. Students will be introduced to basic design features of qualitative, quantitative, and mixed methods approaches to research as well as basic statistical concepts including probability, sampling, tests, ANOVA, chi-square tests, and correlation/regression. Students will evaluate output using statistical software and consider how analyses relate to principles of research design, data collection, interpretation, and implications. Students will use these concepts to be able to develop as well as read and evaluate educational and psychological research. Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

EDP 6203. Research Methods and Statistics II. (3-0) 3 Credit Hours.

Prerequisite: EDP 6103 or equivalent. This course extends upon topics covered in EDP 6103. Students are exposed to advanced research methods and statistics topics with a special emphasis on research design. Topics covered include design concepts associated with quantitative research (e.g., threats to experimental validity, quasi and experimental research designs, single case design and meta-analyses) as well as qualitative and mixed methods designs (case studies, ethnographies, interview research). Students will use these concepts to read, interpret, and evaluate the validity of conclusions drawn from educational and psychological research. Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

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. Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

EDP 6223. Research in Single Case Design. (3-0) 3 Credit Hours.

The purpose of this course is to develop student competence in the measurement of behavior, data collection analysis and graphic representation, and experimental design with a particular emphasis on single-subject design. 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 6113. Credit cannot be earned for both SPE 6113 and EDP 6223.). Course Fee: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

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. Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

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.") Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

EDP 6253. Academic Assessment and Intervention. (3-0) 3 Credit Hours.

Prerequisite: EDP 5303. Examines major approaches of individual assessment and intervention for students with academic difficulties. This course covers: interpreting data from academic assessment and observations, educational planning and decision making, intervention development, and academic progress monitoring. Also covers theory and application of specific instruments and techniques for assessment including supervised practice with test administration, scoring, and interpretation. Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

EDP 6263. Behavior Assessment. (3-0) 3 Credit Hours.

Prerequisite: EDP 5503, EDP 6223, or consent of the instructor. This course provides a rigorous repertoire of knowledge and focuses on the application of behavior analytic theory to the assessment of socially important behavior. This course assumes that students enter with a strong foundation in the basic concepts of behavior analysis. This course is designed as a service-learning course and will provide the opportunity for students to not only embrace theory but successfully apply it in needed environments. Requires an applied project. Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

EDP 6273. Bilingual Psychoeducational Assessment. (3-0) 3 Credit Hours.

Prerequisite: EDP 5303 or equivalent. 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. Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

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 consultation case studies. Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

EDP 6303. Program Evaluation. (3-0) 3 Credit Hours.

Prerequisite: EDP 6103 and EDP 6203. This course 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. This course reviews the principles, merits, limitations, and applications of various quantitative methodologies for analyzing evaluation data. Students will experience organizing, managing, and analyzing evaluation data. Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

EDP 6333. Practicum in Program Evaluation and Applied Research. (3-0) 3 Credit Hours.

Prerequisite: Completion of Practicum Form indicating completion of required coursework and consent of instructor. Practicum in Program Evaluation and Applied Research 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. Students will have hands-on practice with computer programs to build practical skills in conducting, interpreting, and reporting evaluation or research data. Settings might 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. Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81; INT1 \$150.

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 psychological 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.") Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

EDP 6403. Ethics for Applied Behavior Analysis. (3-0) 3 Credit Hours.

The purpose of this course is to prepare students to understand legal constraints and ethical guidelines as pertinent to behavioral research and practice. 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. Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

EDP 6413. Applied Regression Analysis. (3-0) 3 Credit Hours.

The purpose of this course is to develop a working knowledge of the theory and methods of bivariate and multiple regression. Students will learn central concepts and applications of correlation, bivariate and multivariate regression, statistical inference, transformations, logistic regression, moderation, and mediation analyses in educational and clinical contexts. In addition, students will have the opportunity to develop knowledge of data management and analysis techniques using statistical software to analyze relevant data. Course Fees: GH01 \$90; LRH1 \$20.54; STSH \$30.81; SPS1 \$42.

EDP 6443. Capstone Class in Behavior Analysis. (3-0) 3 Credit Hours.

Prerequisites: EDP 5503, EDP 6223, EDP 6263, EDP 5633, EDP 5643, or consent of instructor. Students in this course will engage in a number of professional development activities with the goal of preparing students for the Behavior Analysis Certification Exam and their future as a Behavior Analyst. The class is focused on professional development (e.g., mock interviews and development of curriculum vitae), portfolio building activities (e.g., completion of research competencies and professional presentation) and exam preparatory exercises. At the conclusion of this class and all class assignments/competencies, students will be eligible to schedule their comprehensive examination. Course Fees: GH01 \$90; LRH1 \$20.54; STSH \$30.81.

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 children and adolescents. The current state of knowledge with regard to the characteristics, etiological factors, developmental outcomes of psychological disorders of childhood and adolescence, and treatment issues will be considered. Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

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 neurobehavioral and genetic disorders in children, with emphasis on cognitive, behavioral, and emotional sequelae of these disorders. Includes coverage of relevant neuropsychological assessment methods. Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

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. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 6833. Practicum in School Psychology. (3-0) 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. A grade of 'B-' or higher in this course is required to earn credit towards a degree or certificate. Course Fees: GH01 \$90; INT1 \$150; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

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 master's program has been completed. May be repeated for up to 6 hours credit. A grade of 'B-' or higher in this course is required to earn credit towards the degree. Course Fees: GH01 \$90; INT1 \$150; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

EDP 6951. Independent Study. (0-0) 1 Credit Hour.

Prerequisites: Graduate standing and permission in writing (form available) from 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. Course Fees: GH01 \$30; STSH \$10.

EDP 6953. Independent Study. (0-0) 3 Credit Hours.

Prerequisites: Graduate standing and permission in writing (form available) from 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. Course Fees: GH01 \$90; STSH \$30.81.

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). Course Fees: GH01 \$30; STSH \$10.27.

EDP 6973. 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. Course Fees: GH01 \$90; LRH1 \$20.54; SPS1 \$42; STSH \$30.81.

EDP 6983. Master's Thesis. (0-0) 3 Credit Hours.

Prerequisite: 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. Course Fees: GH01 \$90; STSH \$30.

EDP 6991. Independent Study in School Psychology Internship. (0-0) 1 Credit Hour.

Prerequisite: Consent of instructor. Corequisite: EDP 6943. 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. Course Fees: GH01 \$30; SPS1 \$14; STSH \$10.27.

EDP 7033. History and Systems of Psychology. (3-0) 3 Credit Hours.

Prerequisite: Consent of instructor. This course provides a historical examination of psychology's antecedents in philosophy and physiology, early systems of psychology, the development of psychology as a profession and of major professional conventions, the rise of evidence-based practice, and multicultural diversity in the practice of psychology. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7043. Systems Consultation and Prevention Science. (3-0) 3 Credit Hours.

This course provides a historical examination of school and systems consultation following the evolution of consultation in contemporary school settings. Theory, research and practice in prevention science with an emphasis on individuals from birth to age 21; understanding and application of theories and methods of prevention science. Needs Assessment, System readiness, resource mapping, and leadership development will be discussed. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7103. Multivariate Statistics. (3-0) 3 Credit Hours.

Prerequisite: EDP 6103, EDP 6203, and EDP 6413, or consent of instructor. This course introduces students to statistical methods that consider several variables at once. Emphasis will be given to the applications of multivariate methods to data sets in education, psychology, and social sciences. Students will develop foundational knowledge as to how multivariate methods work, they will be able to apply these methods using computer software (e.g., SPSS, R, Stata), and they will be able to make inferences on from the results of multivariate statistical analyses. Understanding of linear regression is assumed for this course. Course Fee: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7203. Hierarchical Linear Modeling. (3-0) 3 Credit Hours.

Prerequisite: EDP 6103 and EDP 6203, or consent of instructor. This course offers an overview of the theories and use of hierarchical linear models. Students will learn the techniques of hierarchical linear models and apply the methods to multilevel data in education, psychology, and social sciences. Topics covered include multilevel analyses, random intercept and slope models, 2- and 3-level models, hypothesis testing, model assessment, longitudinal (repeated measures) data, and generalized hierarchical models for categorical variables. Understanding of linear regression is assumed for this course. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7213. Supervision and Teaching in Psychology. (3-0) 3 Credit Hours.

Prerequisite: Consent of instructor. Introduction to knowledge and skills necessary for effective supervision and teaching in psychology. Students will be required to engage in supervision and teaching experiences to demonstrate competency in skill acquisition. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7303. Research Evaluation in the Behavioral Sciences. (3-0) 3 Credit Hours.

This course provides students with knowledge to develop skills in synthesizing and evaluating the methodological soundness of behavioral science research. Course Fee: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7313. Advanced Analysis for Single-Case Experiments. (3-0) 3 Credit Hours.

Prerequisite: EDP 6223 or instructor approval. This course covers methods for analyzing data from single-case experiments (e.g., multiple baseline, reversal, and alternating treatment studies), including applications of visual analysis, effect size estimation, and meta-analysis. Course Fee: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7323. Competitive Grant Writing and Development. (3-0) 3 Credit Hours.

This course is designed to provide students with the knowledge and skills to perform one of the most critical functions for any academic, public, or nonprofit sector agency: gaining funds through proposals. Students learn how to find a funding source among various funders and how to plan and write a proposal. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7343. Advanced Applied Behavior Analysis. (3-0) 3 Credit Hours.

This course is an advanced study of applied behavior analysis. The content of the course is related to principles and advanced concepts in applied behavior analysis. Students learn how to gather information about an advanced topic and how to present that information to others. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7403. Prevention and Intervention with At-Risk Families. (3-0) 3 Credit Hours.

Prerequisite: Consent of the instructor. The purpose of this course is to provide educational practitioners and related personnel with the conceptual and theoretical foundation for understanding the nature and impact of systemic barriers and exposure to childhood risks in literacy, physical, and mental health development of vulnerable, at-risk families and their young children within a developmental framework. Professional psychology's and education's response to these factors, including intervention, is also examined. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7413. Bilingual Special Education. (3-0) 3 Credit Hours.

The purpose of this course is to provide educational practitioners and related personnel with the knowledge and skills needed for understanding and working with bilingual populations within the special education context. Students learn theory, policy, and practice important to bilingual populations' linguistic and educational programming needs. Major theories of second language acquisition processes will be learned along with bilingual instructional paradigms and learning needs. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7603. Longitudinal Data Analyses. (3-0) 3 Credit Hours.

Prerequisite: EDP 6103 and EDP 6203, or consent of instructor. This course covers statistical models for drawing scientific inferences from continuous and discrete longitudinal data in education, psychology, and social sciences. Topics include longitudinal study design; exploring longitudinal data; linear and generalized linear regression models for correlated data, including marginal, random effects, and transition models; and handling missing data. Understanding of linear regression is assumed for this course. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7613. Item Response Theory. (3-0) 3 Credit Hours.

Prerequisite: EDP 5303 or consent of instructor. This course introduces concepts, theory, and application of item response theory (IRT) in educational and psychological fields with computer applications for data analysis. Topics include one-, two-, and three-parameter models; item and test information functions; test characteristics curves; test design; item fit and selection; tests for unidimensionality and model fit; IRT equating; adaptive testing strategies; item banking; and Bayesian, maximum likelihood, and EM estimation. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7623. Advanced Psychological Measurement. (3-0) 3 Credit Hours.

Prerequisites: EDP 5303, EDP 6103, and EDP 6203. This course covers advanced concepts in psychometric theory, test construction, item analysis, norms, reliability, validity studies, and professional standards for test development. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7633. Structural Equation Modeling. (3-0) 3 Credit Hours.

Prerequisite: EDP 6103, EDP 6203, and either EDP 6413 or EDP 7103, or consent of instructor. This course introduces the basic theoretical background necessary for the application of Structural Equation Modeling (SEM) using computer software (e.g., Mplus, Stata, and R) and data in education, psychology, and social sciences. Topics include model specification, identification, path analysis, estimation, testing fit, respecification, confirmatory factor analysis and issues concerning the interpretation of SEM results. Understanding of linear regression is assumed for this course. Course Fee: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7643. Qualitative Research Methods in Educational Psychology. (3-0) 3 Credit Hours.

This course covers basic concepts of qualitative research methods including qualitative designs (e.g., case studies, ethnographies), data collection approaches (e.g., observations, interviews, document analyses) and approaches to qualitative coding techniques (e.g., discourse analysis, grounded theory analysis). Students will learn both how to conduct and evaluate qualitative research. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7783. Special Topics in Educational Psychology. (3-0) 3 Credit Hours.

Prerequisites: Doctoral standing and consent of instructor. An organized course offering the opportunity for specialized study not normally or often part of the regular course offerings. Special Topics courses may be repeated for credit when topics vary, but not more than 6 hours will apply to the Doctoral degree. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7833. Advanced Practicum. (3-0) 3 Credit Hours.

Prerequisite: Consent of instructor. Appropriate for advanced students in educational psychology programs, this course will include instruction and supervision of fieldwork in a variety of possible settings. Content and requirements will vary based on students' previous coursework and professional goals. May be repeated for up to 6 hours credit. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7942. Doctoral Internship in School Psychology. (0-0) 2 Credit Hours.

Prerequisite: 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 750 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 doctoral program has been completed. May be repeated for up to 6 semester credit hours. Course Fee: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30; INT1 \$150.

EDP 7943. Doctoral 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 750 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 doctoral program has been completed. May be repeated for up to 6 hours credit. Course Fees: GH01 \$90; LRH1 \$20; SPS1 \$42; STSH \$30.

EDP 7991. Doctoral Dissertation. (0-0) 1 Credit Hour.

Prerequisites: Admission to candidacy for the Doctoral degree and consent of student's Graduate Advisor of Record. Dissertation research and preparation. May be repeated for credit, but no more than 9 hours will apply to the doctoral degree. Credit will be awarded upon completion of the dissertation. Course Fees: GH01 \$30; STSH \$10.

EDP 7993. Doctoral Dissertation. (0-0) 3 Credit Hours.

Prerequisites: Admission to candidacy for the Doctoral degree and consent of student's Graduate Advisor of Record. Dissertation research and preparation. May be repeated for credit, but no more than 9 hours will apply to the doctoral degree. Credit will be awarded upon completion of the dissertation. Course Fees: GH01 \$90; STSH \$30.