PSY 625 – Seminar in School Psychology  
Tuesdays & Thursdays, 9:35 – 10:55  
Spring, 2015

Instructor  
Carl Myers, Ph.D.  
GRH 3032  
Office Phone: 745-4410  
Office Hours: As posted/by appointment

Course Description:  
Prerequisites: Acceptance to the School Psychology program or instructor permission. Readings and discussion on current issues in the field of school psychology. Course may be repeated.

Textbooks:  


*Required Readings will also be selected from current issues of the NASP *Communique*.

Other Recommended Resources:  


**Course Objectives:**
1. Students will learn about current issues in the field of school psychology.

2. Students will learn how to stay current on developments in the field of school psychology by becoming informed of influences on the field (e.g., new accreditation standards, evaluation procedures, special education regulations, national policy letters, state policy letters).

3. Students will learn how to adapt assessment practices for culturally and linguistically diverse students.

4. Students will learn methods of school crisis prevention and intervention.

**Course Requirements:**

- **Exams or quizzes:** Quizzes or exams will be given over assigned reading to assess your acquisition and knowledge of course materials.

- **Leading Discussions:** Students will be expected to gather information on current issues in the field and lead a class discussion over the issues. Depending on the topic, students may assign required readings prior to the time they lead the class discussion.

- **Participate in Discussions:** As this is a seminar course, students are expected to take an active role in participating in class discussions.

- **Chapter Presentations:** Chapters in the two textbooks will be divided up and each student will be responsible for providing an overview of the material in the individual chapters and lead discussions on the content.

- **Professional Behaviors:** Points for professional behaviors are subjectively given for being prepared for class, being civil and respectful in discussions, and being professional. Being professional is loosely defined by behaviors such as being on time for classes and being prepared for class activities. Behaviors such as missing class, disruptive behaviors during class (e.g., arriving late, use of cell phone/tablet), and unprepared will count against you.

**Course Grading:**

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<tr>
<th></th>
<th>Approximate Point Value</th>
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<tbody>
<tr>
<td>Exams or Quizzes:</td>
<td>50</td>
</tr>
<tr>
<td>Leading Discussions:</td>
<td>75</td>
</tr>
<tr>
<td>Participating in Discussions:</td>
<td>50</td>
</tr>
<tr>
<td>Chapter Presentations:</td>
<td>100</td>
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<tr>
<td>Professional behaviors:</td>
<td>25</td>
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**APPROXIMATE TOTAL:** 300

*Note.* Point values are estimated and will likely change during the course. Assignment of grades will be based on percent of points earned with typical cut-offs at 90%, 80%, etc.
Course Topics:

Note. Discussions on current topics will occur weekly throughout the semester, in addition to the emphasis on two main topics:

- School crisis and prevention. Brock et al. (2009), Chapters 1 - 15
- Adapting assessment practices. Rhodes et al. (2005), Chapters 1 – 12

The topics for current school psychology issues may be picked from sources such as the NASP Communique; any school psychology list serve; sessions attended at conferences, meetings, or workshops; state or national policy letters; or practicum experiences. In addition, there may be broader topics affecting education and articles in other media sources that may be relevant and utilized.

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact Student Accessibility Resource Center in Downing University Center, A-200. The phone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.