

**PRAIRIE VIEW A& M UNIVERSITY**  
**CNSL 5173**  
**Individual Intelligence Testing**

**Dept. of Educational Leadership & Counseling**

**College of Education**

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**P O Box 519 MS 2420**

**OFFICE HOURS**

<b>DAYS</b>	<b>HOURS</b>
Tuesday / Wednesday	9AM-1PM
Thursday/ Friday	9AM-12:30PM

Other times by appointment

**SCHEDULE OF CLASSES**  
**Spring 2013**

<b>Courses</b>	<b>Day &amp; Time</b>	<b>Location</b>
CNSL 5173 Intelligence Testing	Saturday 8am-10:50	Delco

**Catalog Description:**

This course is designed to provide an in-depth overview of the theories, research, and professional practice of assessing the intellectual ability of children, adolescents, and adults. The focus of the course is on developing knowledge about the theoretical and empirical foundation for, and the limitations of, the assessment of intellectual ability. In addition, the focus of the course is on development of practical skill and expertise in the process of administering, scoring, interpreting, and reporting on the results of the most commonly used measures of intellectual ability. The final focus of the course is on developing knowledge of and appreciation for critical professional and ethical issues related to the practice of assessing intellectual ability.

**Recommended Reference:** *Intelligence Test Manuals*

**Access to Learning Resources:** PVAMU Library  
**Phone:** (936) 261-1500;

**Additional Reading:**

**Johnson, Spencer (2010) The Present The Gift for Changing Times**  
**ISBN 978-0-307-71954-6**

**Web:**

<http://www.tamu.edu/pvamu/library>

**University Bookstore:**

**Phone:** (936) 261-1990;

**Web:** <http://www.bkstr.com/Home/10001-10734-1?demoKey=d>

### **Course Goals and Overview**

Qualified test users demonstrate appropriate education, training, and experience in using tests for the purposes under consideration. They adhere to the highest degree of ethical codes, laws, and standards governing professional practice. Lack of essential qualifications or ethical and legal compliance can lead to errors and subsequent harm to clients. Each professional is responsible for making judgments in each testing situation and cannot leave that responsibility either to clients or others in authority. The individual test user must obtain appropriate education and training, or arrange for professional supervision and assistance when engaged in testing in order to provide valuable, ethical, and effective assessment services to the public. Qualifications of test users depend on at least four factors:

- *Purposes of Testing* A clear purpose for testing should be established. Because the purposes of testing direct how the results are used, qualifications beyond general testing competencies may be needed to interpret and apply data.
- *Characteristics of Tests* Understanding of the strengths and limitations of each instrument used is a requirement.
- *Settings and Conditions of Test Use* Assessment of the quality and relevance of test user knowledge and skill to the situation is needed before deciding to test or participate in a testing program.
- *Roles of Test Selectors, Administrators, Scorers, and Interpreters* The education, training, and experience of test users determine which tests they are qualified to administer and interpret.

Each test user must evaluate his or her qualifications and competence for selecting, administering, scoring, interpreting, reporting, or communicating test results.

**Loss of or missing parts of test will result in a charge to the student and an incomplete in the course until such time as the expense is addressed. Failure to**

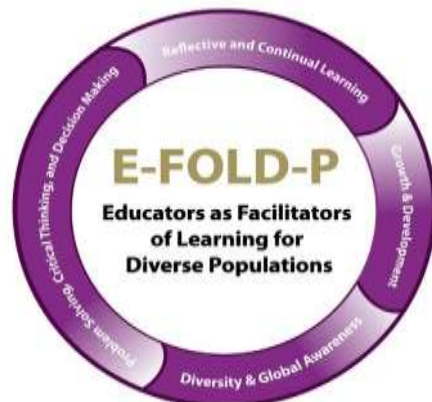
**adhere to this policy will result in a grade of F and dismissal from the course and the program.**

### **E-FOLD-P**

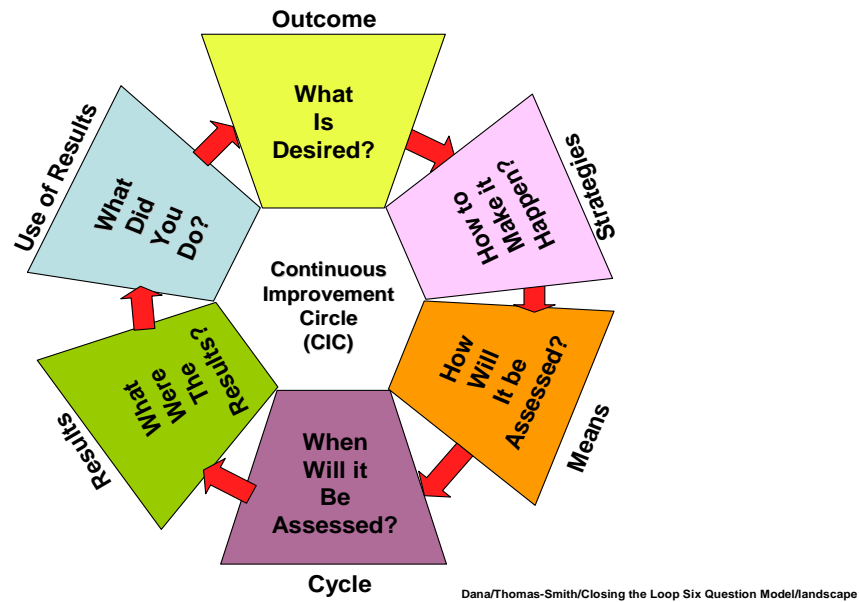
The conceptual framework model, the Educator as Facilitator of Learning for Diverse Population (E-Fold-P), supports the major goals of the teacher education unit. (E-FOLD-P) guides the design and implementation of the teacher education programs located in the College of Education. This conceptual framework constitutes a commitment by the unit to develop and prepared candidates:

- As a problem solvers, critical thinker, and decision maker;
- As reflective and a continual learner who utilize effective teaching practices;
- As facilitators of student growth and development, by precept and examples; and
- As educators with understanding and appreciation of human diversity and global awareness.

E-Fold-P also represents The Unit's dedication to the preparation of candidates who are technologically literate themselves and who can integrate technology into the learning environments of their students.



**Quality Without Compromise  
Closing the Loop  
The Six Question Model at Prairie View A&M University**



## **OBJECTIVES**

After completing this course, the student will be able to:

1. Describe the major theories of intelligence
2. Administer intelligence tests following specified administration procedures
3. Score intelligence test utilizing scores that relay an individual's performance such as percentile, T scores, deviation IQ scores, age/grade equivalents, stanines, etc
4. Interpret intelligence test based on the inter-individual (normative) and intra-individual (ipsative) models
5. Report test results in a manner that clients can understand
6. Write recommendations based on the reason for testing

## **CLASS ACTIVITIES**

Students must demonstrate, with a live subject, competencies in administering, scoring, interpreting, and reporting results of an intelligence test.

Students must administer an individual intelligence test to at least ten (10) subjects and write a psychological report. One report is due each week beginning February 23, 2013

Students must pass a written test at the 90% level on issues relative to testing.

Students will participate in discussions to include: test bias, ethical issues, testing and the law, validity, reliability, rapport, and other test related issues.

Students will write a reaction paper to the Iread Book.

The paper must be written in the affective domain and must not exceed one page.

Students will list a feeling word or words that describes feelings experienced after reading the book. Indicate the content that contributed to this feeling.

## **State Competencies**

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Psychological Evaluation Report

The student will administer a Test and write a Psychological Report to include the following:

***1 Background Information***

***2 Reason/Purpose for Testing***

***3 Test Selected***

***(Description must include Validity and Reliability)***

***4 Behavior Exhibited During Testing***

***5 Assessment Results and Interpretation***

***6 Summary***

***7 Recommendations***

## ***Intelligence Scales Selected For this Course***

**Wechsler Adult Intelligence Scale—Fourth Edition:**

The current version of the test is composed of 10 core subtests and five supplemental subtests

**Wechsler Intelligence Scale for Children® — Fourth Edition (WISC®-IV)**

Identifies key cognitive strengths and weaknesses related to learning disabilities, executive function, attention disorders, TBI, intellectual disability, and giftedness

**Wechsler Preschool and Primary Scale of Intelligence™ – Third Edition (WPPSI™)**

The Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI™-III) is a valuable tool that aids clinicians in constructing a profile of a child's intellectual functioning. The addition of seven new subtests makes the battery more age-appropriate, user-friendly and clinically useful.

**Stanford-Binet Intelligence Scales (SB5), Fifth Edition:**

The Stanford-Binet intelligence scale is a standardized test that assesses intelligence and cognitive abilities in children and adults aged two to 83.

**Woodcock-Johnson® III NU Complete:**

Designed “to provide a co-normed set of tests for measuring general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language, and academic achievement

**Disability Statement: (ADA)**

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) or Office of Disability Services at (936) 261-2610/2620, early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

**University Rules and Procedures**

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: *Renee R. Williams*  
Title: *Equal Opportunity Compliance Officer/Title IX Coordinator*  
Institution: *Prairie View A&M University*  
*Office of Student Affairs & Institutional Relations*  
Address: *P.O. Box 519: MS 1107*  
*A.I. Thomas Building, St 013*  
*Prairie View, Texas 77446*

Telephone: 936-261-2123  
Fax: 936-261-2138  
Email: [rwilliams@pvamu.edu](mailto:rwilliams@pvamu.edu)

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman  
Title: Administrator for Diagnostic Testing and Disability Services  
Institution: Prairie View A&M University

## **House Bill 2504**

**Please Note:** House Bill 2504 does allow students the choice not to purchase the class textbook(s). Student's have the choice of using alternative methods to access textbook information (internet websites, books on reserved at the library, etc). Students **are** required and held accountable to complete all assignments as noted in the syllabus.

## **TRUEOUTCOMES**

TrueOutcomes was a tool used by the University for Assessment Purposes. Currently, PVAMU is transitioning from Trueoutcomes to another assessment tool for students. The new assessment tool and artifacts for spring 2013 will be announced during the course of the semester.

## **GRADING MATRIX**

### **COURSE REQUIREMENTS AND GRADING**

*Your final grades will be assessed base on the following scores:*

At least ten (10) Psychological Evaluations Reports written to specifications	180 Points
Written Test on intelligence testing issues– Performed at the 90% level	80 Points
Reaction Paper of the Book designated for IRead	25 Points
Attending the Waymon Webster Professional Conference	15 Points
Test returned as originally issued	20 Points (BONUS)
Total Points	300

The **Final Grade** resulting from the sum of the above components will be converted into letter grades according to the following scale.

**A = 285-300      B = 255-284**  
**F Below 260**

## **Academic Calendar – Spring 2013**

**January 9, Wednesday**  
New Student Orientation

**January 10 - 11, Thursday – Friday**

Regular Registration for Returning Students

**January 12, Saturday**

Regular Registration for Graduate Students (**UG students if advised and issued alternate pin**)

**January 14, Monday**

Instruction **Begins**

Late Registration and Drop/Add **Begins**

**January 18, Friday**

Late Registration, Add Courses, Change Major/Certification or any Matriculation Change **Ends** for Undergraduate Students – **Student Web Registration Access Closed**

**January 19, Saturday**

Late Registration, Add Courses, Change Major/Certification or any Matriculation Change **Ends** for Graduate Students – **Student Web Registration Access Closed**

**January 21, Monday**

Dr. Martin Luther King Jr. Day (**University Closed**)

**January 24, Thursday**

General Student Assembly-**All Students Attend**

**January 30, Wednesday**

12th Class Day (Census Date)

Last Day to Withdraw from Course(s) **without Academic Record**

**Late Deadline** to apply for Spring 2013 graduation

**January 31, Thursday**

Withdrawal from courses **with Academic record ("W") Begins**

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**February 11, Monday**

20<sup>th</sup> Class Day

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**March 7 – 9, Thursday – Saturday**

Mid-Semester Examination Period

**March 11 - 16, Monday – Saturday**

Spring Break

**March 12, Tuesday**

Mid-Semester Grades Due

**March 15, Friday**

Spring Break (University Closed)



**March 18, Monday**

Instruction Resumes

**March 27, Wednesday**

Founders Day/Honors Convocation

**March 29 - 30, Friday - Saturday**

Good Friday/Easter (**Student Holiday**)

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**April 1, Monday**

Withdrawal from Course(s) **with Academic record ("W") Ends**

**April 9, Tuesday**

Priority Registration **Begins** for Summer/Fall 2013

**April 12, Friday**

**Graduation Application Deadline for SUMMER 2013 AND FALL 2013**

**April 29-30, Monday-Tuesday**

Course Review Day [Classes **must** convene and instructors will prepare students for Final Exams]

**April 30, Tuesday**

Last Class Day for Spring Semester

**Last Day to Withdraw from the University (From All Courses)** for the Spring 2013 Semester

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**May 1 - 7, Wednesday-Tuesday**

Final Examination Period

**May 7, Tuesday**

Final Grades due for Graduating Candidates

**May 11, Saturday**

Commencement

**May 14, Tuesday**

Final Grades Due for All

**Two "C" Rule**

**Please Note:** Continual matriculation at PVAMU requires that no more than two C's shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.

**NOTE:** No grade of "C" or below will be accepted toward certification