I. Course Description

CNEP 5374 examines issues related to the testing of intelligence in children and adults. This includes the administration, scoring and interpretation of popular commercial standardized tests and the use of the information gained to improve decision-making in clinical and educational settings. Theoretical aspects of psychometrics and the social issues that surround the use of intelligence tests will be presented and discussed. Three tests are highlighted: Wechsler Intelligence Scale for Children IV and Wechsler Adult Intelligence Scale IV.

II. Rationale

This course will provide the student with the basic framework for understanding the function of intelligence testing in clinical and educational settings. Practical knowledge of administration, scoring and interpretation of selected intelligence tests for children and adults will be stressed.

III. CACREP STANDARDS 2016:
2.F.7.e use of assessments for diagnostic and intervention planning purpose

IV. TExES Competencies (if applicable)

N/A

V. Course Objectives/Learning Outcomes

This course is designed to enable students to:

1. The student will be able to demonstrate knowledge and understanding of the historical, philosophical and social background of the intelligence testing movement.

2. The student will be able to demonstrate knowledge and understanding of the basic skills and competencies necessary to administer intelligence tests.

3. The student will be able to demonstrate knowledge and understanding of the basic measurement, statistical research skills needed to select valid and reliable intelligence tests.
4. The student will be able to demonstrate knowledge and understanding of suitable clinical and educational applications of intelligence test results.

5. The student will be able to demonstrate knowledge and understanding of legal and ethical aspects of intelligence testing.

VI. Course Topics

The major topics to be considered are:

- basic statistical concepts related to intelligence testing
- history of intelligence testing
- legal and ethical issues in intelligence testing
- administration and scoring of a popular adult intelligence test
- interpretation of adult intelligence test results, using the process approach
- report writing
- correlates of intelligence;
- ethical minority differences in intelligence test results
- administration and scoring of a popular intelligence test for children
- interpretation of child intelligence test results using the process approach
- differences between intelligence and achievement tests
- alternative measures of intelligence

VII. Instructional Methods and Activities

Methods and activities for instruction include:

- lecture/discussion
- demonstration
- application

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

Grades will be completed as follow:

4 test reports………………………………….. 100 points (25 points each)
Mid-term exam…………………………………… 25 points
Final exam………………………………………. 25 points
Class attendance………………………………. 10 points

Letter grades are assigned as follows:

A = 160-144
B = 143-128
C = 127-112
D= 111-96
F=95 and below
Test reports should be 2 to 4 typewritten, double-spaced pages with the following information on selected participants:

- Demographics
- History
- Behavioral observation
- Test(s) administered
- Test results
- Summary and recommendations

All participants (or their legal guardian) must give informed consent.

**IX. Course Schedule and Policies**

Attendance at all classes is required. Points will be deducted from the final grade for more than two absences except in unusual circumstances.

**Schedule of classes**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>August</td>
<td>31</td>
<td>Chapter 1 (WISC-V) Introduction</td>
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<tr>
<td>September</td>
<td>7</td>
<td>Chapter 2 &amp; 3 (WISC-V) Administration &amp; Scoring</td>
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<td>14</td>
<td>Chapter 2 &amp; 3 (WISC-V) Administration &amp; Scoring</td>
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<td>21</td>
<td>Chapter 4 &amp; 5 (WISC-V) Interpretation/Strengths &amp; Weaknesses</td>
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<td>28</td>
<td>Test Report #1</td>
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<tr>
<td>October</td>
<td>5</td>
<td>Chapter 1 (WAIS-IV) Introduction</td>
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<td>12</td>
<td>Chapter 2 &amp; 3 (WAIS-IV) Administration &amp; Scoring</td>
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<td>19</td>
<td>Chapter 2 &amp; 3 (WAIS-IV) Admin &amp; Scoring Test Report #2</td>
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<td>26</td>
<td>Chapter 4 &amp; 5 (WAIS-IV) Interpretation</td>
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<td>November</td>
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<td>Mid-term</td>
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<td>Topic TBA Test Report #3</td>
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<td>16</td>
<td>Topic TBA</td>
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<td>23</td>
<td>Thanksgiving Holiday</td>
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<td>30</td>
<td>Topic TBA Test Report #4</td>
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<tr>
<td>December</td>
<td>7</td>
<td>Final Examination</td>
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X. **Textbook(s)**

*The textbook(s) adopted for this course is/are:*


*Recommended but not required supplementary textbook(s) is/are:*


**Class supplies:**

Two #2 pencils without erasers
Stopwatch
Clipboard
Extra paper and writing implements

XI. **Bibliography**

N/A

XII. **Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamu.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. **Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University-Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting the each student.