

**Auburn University  
Counselor Education, Counseling Psychology, & School Psychology  
College of Education  
Syllabus (Instructor Specific)**

1. **Course Number: COUN 7220**  
**Course Title: Intellectual Assessment of Children and Adolescents**  
**Course Hours: 3 semester hours; LEC 2, LAB 2**  
**Prerequisite or Corequisite: COUN 7200**  
**Instructor:**

**Joseph A. Buckhalt, Ph.D., NCSP**  
**Haley center 2010/2012 844-2875**  
[buckhja@auburn.edu](mailto:buckhja@auburn.edu)  
**Office hours Tuesdays by appointment**

2. **Date Syllabus Prepared: (Prepared 10-30-2006 for Fall, 2007)**
3. **Texts or Major Resources:**

Sattler, J.M. (2001). **Assessment of Children, 4<sup>th</sup> edition**. San Diego: J.M. Sattler, Publisher, Inc. ISBN 0-9618209-7-7. <http://www.sattlerpublisher.com/>

Sattler, J.M. (2004). **Assessment of Children: WISC-IV and WPPSI-III Supplement**. San Diego: J.M. Sattler, Publisher, Inc. <http://www.sattlerpublisher.com/>

Schrank, F., Flanagan, D., Woodcock, R., Mascolo, J. (2001). **Essentials of WJ III Cognitive Abilities Assessment**. John Wiley & Sons, NY.

Websites:

Institute for Applied Psychometrics <http://www.iapsych.com/>

Dumont-Willis Special Education <http://alpha.fdu.edu/~dumont/>

Riverside Publishers <http://www.riverpub.com/>

The Psychological Corporation <http://www.psychcorp.com/>

American Guidance Service <http://www.agsnet.com/>

Listserv: Cattell-Horn Carroll Theory of Cognitive Abilities

CHCtheory-owner@listbot.com

<http://groups.yahoo.com/group/IAPCHC/>

Test Record Forms available in AU Bookstore or from instructor.

#### **4. Course Description:**

The purpose of the course is to train students in the assessment of children's intelligence. The emphasis is on mastering the mechanics of test administration and scoring, learning to interpret the tests for educational purposes, and writing reports applicable to preschool, elementary, and secondary school settings. COUN 7220 covers the assessment of children from preschool (2-6 yrs.) through secondary (up to 17 yrs.) levels, while COUN 8200 concerns the assessment of adult intelligence.

#### **5. Course Objectives:**

Students will demonstrate the following:

1. Knowledge of historical and contemporary theories of intelligence. This knowledge will be measured by written examinations.
2. Application of measurement principles to intellectual assessment. These skills will be measured by the psychometrics pretest, by written examinations, and by evaluating test protocols prepared by students.
3. Skills in administering the Woodcock-Johnson III Tests of Cognitive Ability (WJ3), the Wechsler Intelligence Scale for Children (WISC4), and the Stanford-Binet (SB-4/5). These skills include establishing rapport with examinees, administering and timing subtests, recording responses, scoring items, obtaining derived scores, and completing protocols. These skills will be measured by evaluating test protocols prepared by students and by viewing videotapes of test administrations.
4. Skills in interpretation of test results, diagnostic classification, and writing reports based on the findings. Students will learn to use computer software for scoring and interpretation of test results. These skills will be measured by evaluating written reports.
5. Knowledge and skills in assessment of students from diverse racial and ethnic groups. Demonstration of these skills and this knowledge base will be measured by written examinations.
6. Knowledge of ethical guidelines and principles applicable to assessment of children's intellectual functioning. Demonstration of this knowledge base will be measured by written examinations.

#### **6. Course Content and Schedule:**

Schedule of Topics

Week 1	Overview; Distribute WJ3 kits Assign WJ3 manual reading; Psychometrics Pretest
Week 2	WJ3 video/websites; WJ3 practice due

	History & theories
Week 3	WJ3 scoring 1 <sup>st</sup> WJ3 protocol due
Week 4	2nd WJ3 protocol due; Demonstration of Scoring Software WJ3 Interpretation and Report Writing
Week 5	1 <sup>st</sup> and 2 <sup>nd</sup> WJ3 reports (with protocols) due
Week 6	3 <sup>rd</sup> and 4 <sup>th</sup> WJ3 reports (with protocol) due WISC4 Overview; Distribute WISC4 kits Assign WISC4 manual reading
Week 7	WISC4 video; WISC4 Overview Do WISC4 practice as soon as you get kit.
Week 8	WISC4 practice; WISC4 scoring
Week 9	1 <sup>st</sup> WISC4 protocol due; Demonstration of Scoring Software WISC4 Interpretation and Report Writing
Week 10	1 <sup>st</sup> WISC4 report (with protocols; 2 <sup>nd</sup> & 3 <sup>rd</sup> ) due
Week 11	2 <sup>nd</sup> WISC4 report (with protocol) due
Week 12	Stanford-Binet, Differential Ability Scales and WPSSI3 overview SB4, DAS and WPSSI3 kits
Week 13	Practice SB4 or WPSSI3 or DAS protocol due SB4, WPSSI3, DAS scoring

Week 14	No Class- Thanksgiving Holiday
Week 15	1 <sup>st</sup> and 2 <sup>nd</sup> SB4 or WPSI3 or DAS protocol due SB4 WPSI3 and DAS interpretation and report writing
Week 16	1 <sup>st</sup> and 2 <sup>nd</sup> SB4, DAS or WPSI3 reports (with protocol) due Comprehensive Final Examination

## 7. Course Requirements/Evaluation:

1. Passing a pretest (75% or higher) on psychometric principles. Remedial work will be required for those with low scores.
2. Administration of 16 tests of intelligence. Students will be responsible for identifying and arranging for children to test. The university will provide a testing room, test kits, access to computer software, and access to personal computers. Students will be required to purchase test protocol forms and provide a stopwatch for their own use. Students are also required to provide a tape player for testing. Testing may be done at any location on- or off-campus. Specific tests required are:

8 WJ3s - 1 practice, 3 protocol only; 4 protocol and report

4 WISC3s - 1 practice, 1 protocol only; 2 protocol and report

4 SB4/5s/WPSI3s/DASs - 1 practice, 1 protocol only; 2 protocol and report

3. Videotaping of two test sessions: One for the WJ3, and one for any other test. The university will provide a room and videotape equipment. Students will be required to provide videotapes. Students may also use their own videotaping equipment or check out equipment and do taping off-campus.
4. Successful performance on the comprehensive final examination.
5. Grade determination will be as follows:

Final Examination - = 20%

Protocols - 5@ 4% = 20%

Reports - 8@ 5% = 40%

Videotapes - 2 @ 10% = 20%

## 8. Class Policy Statements:

- Accommodations – Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).
- Honesty Code – The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.
- Professionalism – As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
  - Engage in responsible and ethical professional practices
  - Contribute to collaborative learning communities
  - Demonstrate a commitment to diversity
  - Model and nurture intellectual vitality

## **9. Justification for Graduate Credit (for Graduate Credit Only)**

COUN 7220 is a graduate course and it follows the directive that it “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Auburn University Graduate Council, May 21, 1997 apply:

Factors to consider in evaluating a course for graduate credit include but are not limited to the following:

- use of specific requisites;
- content of sufficient depth to justify graduate credit (materials beyond the introductory level);
- content should develop the critical and analytical skills of students including their application to the relevant literature;
- rigorous standards for student evaluation (all students in a 6000-level course must be evaluated using the same standards);
- course instructor must hold graduate faculty status or be approved by the Dean of the Graduate School.