



Multicultural Counseling
Gordon T. & Ellen West College of Education and Professional Studies
COUN 5363
Semester and Course dates

Contact Information

Instructor: Dr. Tiffany A. Stewart, Ph.D., LPC

Office: BH 324

Office hours: Tuesday, 2-4 pm, Wednesday, 11-1pm, Thursday 2-3pm

Office phone: (940) 397-4134

E-mail: tiffany.stewart@msutexas.edu

Instructor Response Policy

During the week I will respond within 24 hours. Response times on holidays and weekends may be delayed. Please try to ask your questions before the weekend.

***Important! This course's weeks start on Saturday and ends on Friday. Please plan accordingly.**

Textbook & Instructional Materials

Sue, D. W., & Sue, D. (2019). *Counseling the culturally diverse: Theory and practice (8th edition)*. New York: John Wiley & Sons.

Optional Additional Reading:

DiAngelo, R. J. (2020). *White Fragility: Why it's so hard for white people to talk about racism*. Beacon Press. This book can be purchased anywhere online

Course Description

Development of counseling skills and strategies based upon the special needs and characteristics of culturally and ethnically diverse clients.

Course Objectives/Learning Outcomes/Course Competencies

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

CACREP Common Core Area Standards Addressed in this Course:

- 2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (KPI)
- 2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- 2.c. multicultural counseling competencies (KPI)
- 2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- 2.e. the effects of power and privilege for counselors and clients
- 2.f. help-seeking behaviors of diverse clients
- 2.g. the impact of spiritual beliefs on clients' and counselors' worldviews
- 2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- 3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- 3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- 4.g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- 4.j. ethical and culturally relevant strategies for addressing career development
- 5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- 6.g. ethical and culturally relevant strategies for designing and facilitating groups
- 7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- 8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation
- 9.2.j. cultural factors relevant to clinical mental health counseling

Learning Objectives

1. This course increases awareness, knowledge, and skills for counseling visible racial/ethnic clients.
2. This course increases awareness of how counselor variables affect cross-cultural counseling including cultural self-awareness, prejudices, intentional and unintentional oppression, and issues of social justice and advocacy.
3. This course examines and critically analyzes research related to multiculturalism and its application to counseling.
4. This course increases awareness and knowledge of the emerging trends of multiculturalism.
5. This course helps future counselors become effective decision makers when working with multicultural clients.

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

****ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

Online Assignments and Comments: (16 pts.)

Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. ***The assignments and discussion board posts are due by Friday at 11:59 pm central for this course.** Follow directions to get full points each week. Late work will not be accepted **(See Appendix A). 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3g, 3i, 4g, 4j, 5d, 6g, 7m, 8j, and 9.2j.**

Culturally Diverse Interview: (20 pts.)

***Please turn in the assignment to D2L.**

Each student will interview a culturally diverse person. During the interview please ask the person at least 10 questions that will assist you in becoming more "aware" about this person's culture. As you interview your person, consider your present or future work environment and ask questions that enlighten you. Please be sure to ask the following questions among your 10. 1. Ask about the role of power and privilege have played in their life. 2. Ask about how their culture feels about clinical mental health. 3. Ask about what barriers they feel keep people from seeking clinical mental health services. 4. Ask what resilience means to them. 5. Ask how their heritage, attitudes, beliefs, or understandings have impacted their worldview. The other five questions are up to the student, however make sure they are not offensive, and are appropriate. Be sure to appropriately cite sources according to APA style and to include quotation marks for direct quotes **(See Appendix B). 2a, 2d, 2e, 2f, 2h, and 3i.**

Multiculturalism and Ethics Paper: (24 pts.)

***Please turn in the assignment to D2L and the Tk20 link.**

Students will write a paper using correct in-text citations, and correct APA sources on their reference page. Students will address the history of multiculturalism, diversity in mental health, and ethics. Students may use their textbook and other academic resources to write this paper. Within the history section, students will write a brief history of multiculturalism. Students will address strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. Students will also address relevant strategies for addressing career development, and ways to advocate diverse client's career, education, and employment. Within the diversity section, students will discuss why it's necessary to have a working understanding of diverse populations when working in the clinical mental health field. Students will also address counseling theories and techniques utilized with diverse populations. Within the ethics section, students will address ethics when working with diverse populations. Students will also address multicultural counseling competencies. Students should reference the American Counseling Association's (2014) *Code of Ethics*, or the American Mental Health Counselor Association's (2020) *Code of Ethics*. Students will then write a reflection to end their paper **(See Appendix C). 2a, 2b, 2c, 2d, 2e, 2f, 2h, 4g, 4j, and 9.2j.**

Midterm Exam (20 pts.)

***Please complete the exam on D2L.**

***Before you begin, please take 10-30 minutes utilizing mindfulness techniques to create a positive and safe space to take your exam. See examples on Appendix D and E.**

There will be a midterm exam over chapters one through 12. Students will be able to take the exam twice, with the highest grade being kept. **(See Appendix D) 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3g, 3i, 4g, 4j, 5d, 6g, 7m, 8j, and 9.2j.**

Final Exam (20 pts.)

***Please complete the exam on D2L.**

***Before you begin, please take 10-30 minutes utilizing mindfulness techniques to create a positive and safe space to take your exam. See examples on Appendix D and E.**

There will be a final exam over chapters 13-26. Students will be able to take the exam twice, with the highest grade being kept. **(See Appendix E) 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3g, 3i, 4g, 4j, 5d, 6g, 7m, 8j, and 9.2j.**

Table 1: Points allocated to each assignment.

Assignment	Points
Online Assignments and Comments	16
Culturally Diverse Interview (D2L)	20

Assignment	Points
Multiculturalism and Ethics Paper (D2L and TK20 Link)	24
Midterm (D2L)	20
Final Exam (D2L)	20
Total Points	100
Assignment	Points

Table 2: Total points for final grade.

Grade	Points
A	90-100
B	80-89
C	70- 79
D	60- 69
F	Less than 59

Extra Credit

There is no extra credit offered in this course.

Late Work

Late work will be accept with prior approval from course instructor with -2pts deducted per day until submitted.

Make Up Work/Tests

Make up work/tests will be allowed at instructors discretion with late points deducted if accepted.

Important Dates

Last day for term schedule changes: **December 6, 2024.**

Deadline to file for graduation: **October 4, 2024.**

Last Day to drop with a grade of "W:" **November 25, 2024.**

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the

financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the

information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Class Dates	Class Topics	Assignments/Reading
Week 1: Saturday, October 19, 2024 – Friday, October 25, 2024	<ul style="list-style-type: none"> • Syllabus Review • Part 1: Chapters 1-3 	<ul style="list-style-type: none"> • Read Chapters 1-3 • Do Discussion Board, Post and Comment • *Discussion Board Post and Reply due Friday before 11:59 pm central.
Week 2: Saturday, October 26, 2024 – Friday, November 1, 2024	<ul style="list-style-type: none"> • Part II: Chapters 4-6 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • Read Chapters 4-6 • *Discussion Board Post and Reply due Friday before 11:59 pm central.
Week 3: Saturday, November 2, 2024 – Friday, November 8, 2024 *2a, 2d, 2e, 2f, 2h, and 3i.	<ul style="list-style-type: none"> • Part III: Chapters 7-10 • Culturally Diverse Interview and Paper Appendix B due on D2L by November 10th, 2023 at 11:59 pm central. 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • Culturally Diverse Interview and Paper Appendix B due on D2L by November 10th, 2023 at 11:59 pm central. • *Discussion Board Post and Reply and Assignment due Friday before 11:59 pm central. • Read Chapters 7-10

Class Dates	Class Topics	Assignments/Reading
<p>Week 4: Saturday, November 9, 2024 – Friday, November 15, 2024</p> <p>*2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3g, 3i, 4g, 4j, 5d, 6g, 7m, 8j, and 9.2j.</p>	<p>Chapters 11 and 12 Write Midterm Exam Appendix C due 11/15/24 9 pm central on D2L.</p>	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • Read Chapters 11 and 12 • *Discussion Board Post and Reply and Exam due Friday before 11:59 pm central.
<p>Week 5: Saturday, November 16, 2024 – Friday, November 22, 2024</p>	<ul style="list-style-type: none"> • Part V and Part VI: Chapters 13- 18 pages 	<ul style="list-style-type: none"> • Read Chapters 13- 18 • Do Discussion Board, Post, and Comment • *Discussion Board Post and Reply due November 22nd before 11:59 pm central.
<p>Week 6: Saturday, November 23, 2024 – Friday, November 29, 2024</p> <p>*2a, 2b, 2c, 2d, 2e, 2f, 2h, 4g, 4j, and 9.2.j.</p>	<ul style="list-style-type: none"> • Part VII: Chapters 19- 21 • Multiculturalism and Ethics Paper Appendix C due November, 2024 by 11:59 pm central on D2L and the Tk20 Link. 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • Read Chapters 19- 21. • *Discussion Board Post and Reply and Assignment due Friday before 11:59 pm central. • Turn in assignment to D2L and the TK20 link.
<p>Week 7: Saturday, November 30, 2024 – Friday, December 6, 2024</p>	<ul style="list-style-type: none"> • Part VIII: Chapters 22-26. 	<ul style="list-style-type: none"> • Read Chapters 22- 26. • Do Discussion Board, Post, and Comment • *Discussion Board Post and Reply due Friday before 11:59 pm central.

Class Dates	Class Topics	Assignments/Reading
<p>Week 8: Saturday, December 7, 2024 – *Friday, December 13, 2024</p> <p>*2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3g, 3i, 4g, 4j, 5d, 6g, 7m, 8j, and 9.2j.</p>	<ul style="list-style-type: none"> • Complete Final Exam on D2L Appendix E before Friday, December 13, 2024 by 11:59 pm central. • Review Readings 	<ul style="list-style-type: none"> • Do Discussion Board, Post, and Comment • Complete Final Exam on D2L Appendix E before Friday, December 13, 2024 by 11:59 pm central. • Discussion Board Post and Reply and Exam due Friday before 11:59 pm central.

References/Scientifically-Based Research/Additional Readings:

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2023). *Diagnostic and statistical manual of mental disorders (5th ed TR.)*. Author.

American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from <https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP Standards*. Retrieved from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for Biotechnology Information*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/>

WEBSITES:

Academia (n.d.) Retrieved from <https://academia.edu/>

American Counseling Association (n.d.) Retrieved from <https://www.counseling.org/>

American Psychological Association (n.d.). Retrieved from <https://www.apa.org>

Appendix A: Standards/Competencie

Course Objectives or Student Learning Outcomes	Standard or Competency
CACREP Standards	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3g, 3i, 4g, 4j, 5d, 6g, 7m, 8j, and 9.2j.

Appendix B:

Required assignment/standard alignment matrix **Culturally Diverse Interview and Paper: (20 pts.)**

Students must ask at least 10 questions. Five of the 10 questions are provided below for you.

Please be sure to ask the following questions among your 10.

1. Ask about the role of power and privilege have played in their life.
2. Ask about how their culture feels about clinical mental health.
3. Ask about what barriers they feel keep people from seeking clinical mental health services.
4. Ask what resilience means to them.
5. Ask how their heritage, attitudes, beliefs, or understandings have impacted their worldview.

The other five questions are up to the student, however make sure they are not offensive, and are appropriate.

***Please use the template located within D2L.**

- **APA 7 Cover Page**
- **Introduce the Interviewee** In at least five sentences, please introduce your interviewee.
- **Interview Questions** Please list your questions and answers in transcript format.
- **Reflection** In at least two academic paragraphs, five sentences each, ten sentences total, please reflect on the interview.
- **Moving Forward** In at least two academic paragraphs, five sentences each, ten sentences total, please discuss how you will utilize the knowledge gained in your profession moving forward.
- **References**

Please see the grading rubric below.

Culturally Diverse Interview and Paper Rubric: (Possible 20 Pts.)

Assignment Component	Improvement Needed 1	Developing 2	Proficient 3	Accomplished 4	Score
Identify the interviewee	Some understanding and information of the interviewee	Basic understanding and information of the interviewee	Good understanding and information of the interviewee	In-depth understanding and information of the interviewee	
Interview questions	4-6 questions asked and answered	7-9 questions asked and answered	At least 10 questions, with short answers given.	At least 10 well written and asked questions to induce thought provoking and educational answers	
Written reflection of the interview	Little description and analyzing of the interview	Basic description and analyzing of the interview is the assessment	Acceptable description and analyzing of the interview	In-depth description and analyzing of the interview	
Exploration on how the information gathered during the interview will	Has minor difficulty evaluating the information and future usage.	Evaluates and discusses how to use the information gathered in the future	Evaluates and discusses how to use the information gathered in the future within their field of study	In-depth evaluation and discussion how to use the information gathered in the future within their	

impact the student moving forward				field of study using examples from class readings and literature.	
APA Formatting	Student jumps around in formatting and content	Cohesive paper in mostly APA formatting	Succinct and Cohesive paper, mostly in APA formatting	Demonstrates strong knowledge, well throughout ideas, succinct, cohesive, and in APA formatting.	
Total Points out of 20					

Appendix C

Multiculturalism and Ethics Paper (24 pts.)

***Please turn in the assignment to D2L and the TK20 link.**

- **APA 7 Cover Page**
- **Introduction to the Assignment** Within at least five sentences, please introduce the assignment.
- **History** Within two academic paragraphs, five sentences each, ten sentences total, please give a brief history of multiculturalism. Within at least five sentences, please address strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. Within at least five sentences, please address relevant strategies for addressing career development, and ways to advocate diverse client's career, education, and employment.
- **Diversity** In at least two academic paragraphs, five sentences each, ten sentences total, please discuss why it's necessary to have a working understanding of diverse populations when working in the clinical mental health field. In at least two academic paragraphs, five sentences each, ten sentences total, please address counseling theories and techniques utilized with diverse populations.
- **Ethics** In at least two academic paragraphs, five sentences each, ten sentences total, please address the ethics necessary when working with clients specifically diverse populations. Please be sure to reference the American Counseling Association's (2014) Code of Ethics, or the American Mental Health Counselor Association's (2020) Code of Ethics. In at least two academic paragraphs, five sentences each, ten sentences total, please discuss multicultural counseling competencies.
- **Reflection** Within at least five sentences, please reflect on the assignment. You may use personal opinion and belief within your reflection.
- **References**

Appendix D

Midterm Exam (20 pts.)

CACREP Standards:

2.1a, 2.1h, 2.1i, 2.1k, 2.2d, 2.2e, 2.2g, 2.2h, 2.3a, 2.3f, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4i, 2.4j, and 2.7i.

Students will take a midterm exam. Students will be able to take the exam twice with the highest grade being kept.

Breathing Exercises:

- Breath Focus
 - Bringing intentional attention to each breath.
- Deep Breathing
 - Inhale for 4 seconds, hold until 7, and exhale at 8.
- Diaphragmatic Breathing
 - Lie down, place one hand on your chest, and one below rib cage, focus on deep body breathing.
- Pursed Lip Breathing
 - Inhale slowly, pucker/purse lips, exhale slowly
- Resonant or Coherent Breathing
 - Inhale for 5 seconds, Exhale for 5 seconds

Grounding Techniques:

- Progressive Muscle Relaxation
- Counting backwards from 100 by 7
- Play categories
- Cool water on the skin
- Reframing

Appendix E

Final Exam (20 pts.)

CACREP Standards:

2.1a, 2.1h, 2.1i, 2.1k, 2.2d, 2.2e, 2.2g, 2.2h, 2.3a, 2.3f, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4i, 2.4j, and 2.7i.

Students will take a final exam. Students will be able to take the exam twice with the highest grade being kept.

I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.

.