



Midwestern State University
Gordon T. & Ellen West College of Education

Course Title: Multicultural Counseling
Course Number: COUN 5363
Semester Credits: 3

Professor: Pam Midgett Ph.D., LPC-S
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Office Hours: By appointment only.

Semester: Fall 2021 8 Weeks
Class Room: Online
Class Format: Online

In this Syllabi you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

Instructor Response Policy:

During the week (Monday – Friday) I will respond within 12 hours. During Holidays and weekends, I will respond within 24 hours. Please do not hesitate to contact me.

The MSU Clinical Mental Health and School Counseling programs require at least a B average. C's are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.

COVID-19: Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of

people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

I. COURSE DESCRIPTION

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

II. COURSE RATIONALE

This course will increase students' multicultural competencies will enable students to become effective decision makers as they interact with increasingly diverse clients.

III. REQUIRED TEXTBOOK

Sue, D. W., & Sue, D. (2016). *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

IV. COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

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.

V. COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

Diversity: It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

Statement of Disability: Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes. If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance: You will be required to post at least three academic paragraphs in each week's discussion board. You are also required to reply to at least one other student's discussion board post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in loss of points and would be the same as if you did not attend class that week. An academic paragraph needs at least five sentence in it.

Late Work: All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly

VI. SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
1. Week of Saturday, October 16, 2021 – Friday, October 22th, 2021	<ul style="list-style-type: none"> Syllabus Review, You may work ahead. Part I: Chapters one through three pages 3-102 	<ul style="list-style-type: none"> Read Chapters one through three pages 3-102. Do Discussion Board, Post, and Comment
2. Week of Saturday, October 23rd, 2021 – Friday, October 29th, 2021	<ul style="list-style-type: none"> Part II: Chapters four through six pages 105-208 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment Read Chapters four through six pages 105-208.
3. Week of Saturday, October 30th, 2021 – Friday, November 5th, 2021	<ul style="list-style-type: none"> Part III: Chapters seven through 10 pages 213-348 Culturally Diverse Interview and Paper Appendix B due on D2L by November 5th, 2021 at 11:59 pm 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment Turn in Culturally Diverse Interview and Paper Appendix B on D2L by November 5th, 2021 at 11:59 pm Read Chapters seven through 10 pages 213-348.
4. Week of Saturday, November 6th, 2021 – Friday, November 12th, 2021	<ul style="list-style-type: none"> Part IV: Chapters 11 and 12 pages 353-420 Complete Midterm Exam Appendix C that opens on 11/2/21 due 11/12/21 by 11:59 pm on D2L. 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment Complete Midterm Exam Appendix C that opens on 11/2/21 due 11/12/21 by 11:59 pm on D2L. Read Chapters 11 and 12 pages 353-420.
5. Week of Saturday, November 13th 2021 – Friday, November 19th, 2021	<ul style="list-style-type: none"> Part V and Part VI: Chapters 13 through 18 pages 427-566. 	<ul style="list-style-type: none"> Read Chapters 13-18 pages 427-566. Do Discussion Board, Post, and Comment

Class Dates	Class Topics	Assignments/Reading
<p>6. Week of Saturday, November 20th, 2021 – Friday, November 26th, 2021 Thanksgiving Week!</p>	<ul style="list-style-type: none"> Part VII: Chapters 19 through 21 pages 571-629. 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment Read Chapters 19-21 pages 571-629.
<p>7. Week of Saturday, November 27th, 2021 – Friday, December 3rd, 2021</p>	<ul style="list-style-type: none"> Part VIII: Chapters 22-26 pages 633-742. Multiculturalism and Ethics Paper Appendix D Due November 26th, 2021 by 11:59 pm on D2L and the Tk20 Link. 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment Gene and Environment Paper Appendix C Due November 26th 2021 by 11:59 pm on Tk20 Link. Read Chapters 22-26 pages 633-742.
<p>8. Week of Saturday, December 4th, 2021 – Friday, December 10th, 2021 If you are graduating December 11th, please let me know and have all your stuff turned in by Wednesday December 8th.</p>	<ul style="list-style-type: none"> Complete Final Exam Appendix E, Opens November 28th and Closes Friday, December, 10th. 	<ul style="list-style-type: none"> Do Discussion Board, Post, and Comment Complete Final Exam Appendix E, Opens November 28th and Closes Friday, December, 10th.

VII. EVALUATION AND ASSIGNMENTS

**** 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 weekly comments are due by Friday at 11:59 pm at the end of the week.** 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 and Paper: (20 pts.) 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.**

Midterm: (20 pts.) Students will complete a midterm exam. (See Appendix C). **2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3g, 3i, 4g, 4j, 5d, 6g, 7m, 8j, and 9.2j.**

Multiculturalism and Ethics Paper: (24 pts.) 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 D). **2a, 2b, 2c, 2d, 2e, 2f, 2h, 4g, 4j, and 9.2.j. Tk20 and D2L Assignment, KPI.**

Final Exam (20 pts.): Students will complete a final exam. (See Appendix E). **2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3g, 3i, 4g, 4j, 5d, 6g, 7m, 8j, and 9.2j.**

1. Online Assignments and Comments	16
2. Diversity Interview	20
3. Midterm	20
4. Multiculturalism and Ethics Paper Tk20 Link	24
5. Final Exam	20
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Total Points	100

Grade Classifications:

A = 90-100
B = 80-89
C = 70-79

D = 60-69
F = 59 or Below

VIII. DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on review and retention refer to the handbook.

Classroom Behaviors: Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

Ethics: For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice: Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

Campus Carry: Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other

campus policies. **Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

Limited Right to Intellectual Property: By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

Midwestern State University Mission Statement: MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university’s undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Values:

1. Excellence in teaching, learning, scholarship, and artistic production
2. Intellectual curiosity and integrity
3. Critical thinking
4. Emotional and physical well-being
5. Mutual respect, civility, and cooperation
6. Social justice
7. Civic service
8. Stewardship of the environment, and of financial and human resources
9. A safe, attractive, and well-designed campus

Midwestern State University Counseling Program Objectives:

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
- Address student learning
- Written so they can be evaluated

X. RESOURCES

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental*

disorders (5th ed.). Author.

Academia (2021). *About*. Retrieved from <https://academia.edu/>

American Counseling Association (2021). *About* Retrieved from <https://www.counseling.org/>

American Psychological Association (2021). *About*. Retrieved from <https://www.apa.org/>

XI. APPENDENCIES

Appendix A

Online Assignments and Comments (16 pts.)

Students will receive participation points each week that goes into their final grade.

Rubric of Online Assignments and Comments (Possible 15 Pts.)

<u>Points Earned</u>	<u>Week</u>	<u>Comments</u>
_____	Week 1 (2 pts)	
_____	Week 2 (2 pts)	
_____	Week 3 (2 pts)	
_____	Week 4 (2 pts)	
_____	Week 5 (2 pts)	
_____	Week 6 (2 pts)	
_____	Week 7 (2 pts)	
_____	Week 8 (2 pts)	

Total Points Earned _____ / 16 pts

Appendix B

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.

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 on the following page.

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

Assignment Component	Improvement Needed 1	Developing 2	Proficient 3	Accomplished 4	Score
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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 impact the student moving forward	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 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

Midterm Exam (24 pts.)

Appendix D

Multiculturalism and Ethics Paper (24 pts.) Please turn in the assignment to 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

Please see grading rubric on the following page.

Multiculturalism and Ethics Paper Rubric (Possible 24 Pts.)

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<i>Criterion</i>	<i>Improvement Needed</i> (1)	<i>Developing</i> (2)	<i>Proficient</i> (3)	<i>Accomplished</i> (4)	<i>Pts</i>
FACULTY USE ONLY =	Parts are missing or incomplete and/or quality is poor	All parts are complete but quality needs improvement	All parts are complete and quality is acceptable	All parts are complete and quality is exceptional	
Introduce the Assignment	Student does not introduce the assignment.	Student vaguely introduces the assignment.	Student introduces the assignment but it's not at least five sentences, and there is no heading.	Student introduces the assignment in at least five sentences, and has the Introduction to the Assignment heading.	
History	Student does not address the components necessary within the history section.	Student vaguely addresses the components necessary within the history section.	Student addresses the components necessary within the history section but is missing the amount of academic resources needed to back up their ideas.	Student addresses the components necessary within the history section and has the appropriate amount of academic resources needed to back up their ideas.	
Diversity	Student does not address the components necessary within the diversity section.	Student vaguely addresses the components necessary within the diversity section.	Student addresses the components necessary within the diversity section but is missing the amount of academic resources needed to back up their ideas.	Student addresses the components necessary within the diversity section and has the appropriate amount of academic resources needed to back up their ideas.	
Ethics	Student does not address the components necessary within the ethics section.	Student vaguely addresses the components necessary within the ethics section.	Student addresses the components necessary within the ethics section but is missing the amount of academic resources needed to back up their ideas.	Student addresses the components necessary within the ethics section and has the appropriate amount of academic resources needed to back up their ideas.	
Reflection	Student does not write a reflection paragraph.	Student vaguely writes a reflection paragraph.	Student writes a reflection paragraph but it's not at least five sentences, and there is no heading.	Student's reflection paragraph is in at least five sentences, and has the Introduction to the Assignment heading.	
Organization Syntax; Grammar, Spelling, Punctuation.	Student does not write at the graduate level, major APA errors, major grammatical errors, or major academic writing errors.	Student does write at the graduate level, however, has major APA errors, major grammatical errors, or major academic writing errors.	Student writes at an academic level, however has minor APA errors, minor grammatical errors, or minor academic writing errors.	Student writes in an academic level, has very few errors combined within APA, grammar, and academic writing.	
Out of 24 points					

Appendix E

Final Exam (20 pts.)

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