PSY 6326, D10
Multicultural Counseling and Psychology (3-0)
Fall 2020 (August 17 – November 24)

Instructor: Sangeeta Singg, PhD, LP, ACN
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Phone Conference: by Scheduled Appointment

Online Availability: M-F 3:00-5:00 pm. Other times by appointment.
I check my email several times a day. You are welcome to contact me via email any time. All course announcements will be posted in Blackboard and sent by email.

Course Information: This class will be conducted entirely online through Blackboard. Please review the following course folders: Announcements, Syllabus & Due Dates, My Professor, PowerPoints, Videos, Task Preview, Examinations, Discussions, Writing Assignments, Help with Blackboard, MyGrades, and other Resources.

Location: The Blackboard website for this class is located at: http://blackboard.angelo.edu.

Required Textbook:

Counseling the Culturally Diverse: Theory and Practice, 8th Edition by Derald Wing Sue, David Sue, H. A. Neville, Laura Smith


John Wiley & Sons, Inc.
Course Description: A descriptive and comparative analysis of classical counseling theories as they apply to ethnic and cultural diversity. An exploration of nontraditional counseling techniques for individuals of different racial, cultural, or socioeconomic status.

Goals and Objectives: Specific objectives of the course are

1. to become familiar with diversity counseling terminology, classifications, and trends;
2. to be able to apply course material to multicultural issues; and
3. to be able to analyze and critically evaluate ideas, arguments, and points of view.

Student Learning Outcomes: Upon successful completion of Multicultural Counseling and Psychology at the Angelo State University, students will be able to

1. define cultural competence and discuss the role that self-awareness plays in this process,
2. learn some culturally appropriate intervention strategies and techniques that can be used when working with diverse clients,
3. become familiar with the multicultural counseling in action by watching assigned videos,
4. identify issues and values from their own background and how these influence their function as multicultural counselors-in-training,
5. appreciate characteristics needed to be an effective multicultural counselor,
6. have knowledge and understanding of different ethnic groups in America,
7. define and discuss multicultural counseling and how does it differ from traditional forms of therapy,
8. critically examine the major theories in the framework of their own background, values, and professional skills, become familiar with the therapy in action by watching assigned video.

Method of Assessing Learning Outcomes: Learning outcomes will be assessed via exams, writing assignments, and discussion board participation.
**Informed Consent Statement for Psy 6326:** Recent years have seen an emphasis on multiculturalism and diversity issues within counseling psychology. This movement has a foundation in the ethical codes of mental health professions. The codes of ethics of both American Psychological Association (APA) and American Counseling Association (ACA) provide the guidelines to prevent unfair discrimination or harassment based on age, gender, gender identity, sexual orientation, race, culture, national origin, language, religion, disability, or socioeconomic status. In addition, these codes stress competency when working with diverse populations. Please review both APA and ACA codes of ethics.

I am dedicated to facilitate the educational, personal, and professional growth and development of my students. As such please be aware of the following information regarding this course:

1. The counseling profession encourages that counselors integrate their own personal attributes, identity, strengths, and weaknesses into therapeutic processes. Self-awareness is critical to this process of becoming an effective counselor.
2. There will be an emphasis on self-awareness/exploration and giving feedback to peers during discussions. Students are expected to conduct themselves in a professional manner which is appropriate at a college level. All discussions and writing assignments will be presented at an objective, clinical, and academic level. All forums will maintain interpersonal respect and professional tone. If any student violates these etiquettes, Dr. Singg reserves the right to drop him/her from the class.
3. Students often experience personal growth as they progress through the course. However, the course is not meant to be a means of personal therapy. The focus of this class is to challenge you to be an effective diversity counselor.
4. Please be aware that in this course I strive to create a safe environment for any personal disclosures, but I cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made. Therefore, it is each student’s responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) during discussions.
5. Students must accept and know that they are counselors in training and making mistakes is a part of learning. Everyone must be tolerant and kind towards each other and use only professional language in dealing with each other.
6. Students are urged to discuss emotionally charged issues in a non-defensive way and they are encouraged to courageously own, examine, and alter their beliefs, feelings,
worldviews, and issues that would likely interfere with their effectiveness as multicultural counselors. It is through this process that the “unmentionable” can lose its hold and honest nonthreatening discussions can occur.

(7) While many of such challenging conversations are predictable and are inherent to the nature of this course, it has been my experience that some of the most important discussions that will occur have been unplanned and open up to great “learning moments.” Thus, students must take responsibility of their own feelings and no blaming or calling names will take place.

(8) Every effort is made to present the sensitive materials in a mature and professional manner. Some topics may be offensive to some. A person who would be offended by open discussions is not a good candidate for this class. In order to gain knowledge and enjoy learning about one of the most important and current topics of the mental health professions, students will need to exercise a mature attitude, have an open mind, and be respectful of others’ opinions and comments.

**Competencies Needed:** It is most important that you know the terms of the syllabus of this course and have a good working knowledge of the Blackboard. Therefore, a “Know-the-Course Test” is required of everyone that will cover the syllabus, Blackboard map, and important requirements of this course. You will lose 20 points toward your grade if you miss this test. The online course format requires access to a fully functional PC and a lot of self-discipline for the timely completion of exams, discussions, and writing assignments.

### Tentative Topic Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>8/17-21</td>
<td><strong>Semester Long Discussion: Student Lounge</strong>&lt;br&gt; (Objective: student to student interaction and networking; discussion of topics prior to exams)</td>
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<td><strong>Discussion: Getting-to-Know-You (from 8:00 am on 8/17, Mon to 5:00 pm on 8/21, Fri)</strong>&lt;br&gt; (Objective: Student-teacher and student-student interaction, networking, and getting acquainted with the teacher and classmates)</td>
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<td>Read carefully the Syllabus, contents of the Blackboard Buttons, &amp; search Blackberry, Dr. Singg’s cal‡ lost in the course&lt;br&gt; (Objective: Students will become familiar with the game plan of the course and contents of different folders of Blackboard)</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Event Description</td>
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| 2    | 8/24-28 | Know-the-Course Test (from 8:00 am on 8/22, Sat to 5:00 pm on 8/28, Fri)  
Read Chapter 2: Multicultural Counseling and Therapy (MCT)  
**Objective:** students will learn about differences and similarities between traditional counseling/clinical practice and culturally responsive counseling.  
Read Chapter 8: Communication Style and Its Impact on Counseling and Psychotherapy  
**Objective:** students will acquire knowledge and understanding of how counseling styles/roles may create barriers to effective multicultural counseling. |
| 3    | 8/31-9/4| Exam 1 (Chs. 2 & 8; from 8:00 am on 8/29, Sat to 5:00 pm on 9/4, Fri)  
Read Chapter 14: Counseling African Americans  
**Objective:** students will learn about the special challenges faced by African Americans and the implications for working with them.  
Read Chapter 15: Counseling American Indians/Native Americans and Alaska Natives  
**Objective:** students will learn about the special challenges faced by American Indians/Native Americans and the implications for working with them. |
| 4    | 9/8-11  | Exam 2 (Chs. 14 & 15; from 8:00 am on 9/5, Sat to 5:00 pm on 9/11, Fri)  
Read Chapter 11 & watch 6 short videos to prepare for Major Discussion #1  
**Objective:** students will learn about the important factors influential in the development of racial, ethnic, cultural (REC) identity and its impact on counseling/therapy situation. |
| 5    | 9/14-18 | Major Discussion #1 (see instructions in Task Preview folder; from 8:00 am on 9/12, Sat to 5:00 pm on 9/18, Fri) |
| 6    | 9/21-9/25| Read Chapter 16: Counseling Asian Americans and Pacific Islanders  
**Objective:** students will learn about the special challenges faced by Asian Americans/Pacific Islanders and the implications for working with them.  
Read Chapter 17: Counseling Latinx Populations  
**Objective:** students will learn about the special challenges faced by Latinx and the implications for working with them. |
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<th>Week</th>
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<th>Activity</th>
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<tr>
<td>7</td>
<td>9/28-10/2</td>
<td>Exam 3 (Chs. 16 &amp; 17; from 8:00 am on 9/26, Sat to 5:00 pm on 10/2, Fri)</td>
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|      |        | Read Chapter 24: Counseling Older Adults to prepare for Writing Assignment #1  
|      |        | (Objective: students will learn about the special challenges faced by older adults and the implications for working with them.) |
| 8    | 10/5-9 | Writing Assignment #1 (see instructions in Task Preview folder; from 8:00 am on 10/3, Sat to 5:00 pm 10/9, Fri) |
|      |        | Chapter 19: Counseling Arab Americans and Muslim Americans  
|      |        | (Objective: students will learn about the special challenges faced by Arab Americans and Muslim Americans and the implications for working with them.) |
|      |        | Chapter 21: Counseling Jewish Americans  
|      |        | (Objective: students will learn about the special challenges faced by Jewish Americans and the implications for working with them.) |
| 9    | 10/12-16 | Exam 4 (Chs. 19 & 21; from 8:00 am on 10/10, Sat to 5:00 pm on 10/16, Fri) |
|      |        | Read Chapter 12 & watch six videos to prepare for Major Discussion #2  
|      |        | (Objective: Students will acquire understanding about how Whites and people of color see the meaning of "Whiteness" and the implications for working with clients of color.) |
| 10   | 10/19-23 | Discussion #2 (see instructions in Task Preview folder; from 8:00 am on 10/17, Sat to 5:00 pm on 10/23, Fri) |
|      |        | Prepare for Major Discussion #3 on what you have learned in this class.  
|      |        | (Objective: Students will review their learning about multicultural counseling and assess any change in their beliefs, attitudes, and perceptions.) |
| 11   | 10/26-30 | Discussion #3 (see instructions in Task Preview folder; from 8:00 am on 10/24, Sat to 5:00 pm on 10/30, Fri) |
|      |        | Read Chapter 26: Counseling Women to prepare for Writing Assignment #2  
<p>|      |        | (Objective: students will learn about the special challenges faced by women and the implications for working with them.) |</p>
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<tr>
<th>Week</th>
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<tr>
<td>12</td>
<td>11/2-6</td>
<td><strong>Writing Assignment #2</strong> (see instructions in Task Preview folder; from 8:00 am on 10/31, Sat to 5:00 pm on 11/6, Fri)</td>
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<td><strong>IDEA Evaluations</strong></td>
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<td></td>
<td>Read Chapter 6 &amp; Watch Six Videos to prepare for the Make-up Discussion</td>
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<td><em>(Objective: students will learn about the psychological impact of microaggressions on marginalized groups and apply knowledge microaggressions in the therapeutic process.)</em></td>
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<tr>
<td>13</td>
<td>11/9-13</td>
<td><strong>Make-up Writing Assignment</strong> (see instructions in Task Preview folder; from 8:00 am on 11/7, Sat to 5:00 pm on 11/13, Fri)</td>
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<td><strong>IDEA Evaluations</strong></td>
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<td>Read Chapter 22: Counseling Individuals with Disabilities</td>
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<td><em>(Objective: students will learn about the special challenges faced by clients with disabilities and the implications for working with them.)</em></td>
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<td>Read Chapter 23: Counseling LGBTQ Populations</td>
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<td><em>(Objective: students will learn about the special challenges faced by LGBTQ clients and the implications for working with them.)</em></td>
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<tr>
<td>14</td>
<td>11/16-24</td>
<td><strong>Exam 5</strong> (Chs. 22 &amp; 23; from 8:00 am on 11/14, Fri to 5:00 pm on 11/23, Mon)</td>
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**Happy Thanksgiving**
Course Requirements

1. In order to successfully complete this course, you must visit the Blackboard course site on a regular basis, and participate in all discussions and assignments. All course work has specific due dates specified in the syllabus and due dates document.

2. You are expected to check Blackboard and ASU email on a regular basis, preferably daily. Please complete reading assignments each week and meet all deadlines for submission of coursework. Late submissions will not be accepted.

3. There will be six exams (one Know-the-Course Test and five Text-Exams). Each text exam has 20 multiple-choice questions and is worth 20 points and the Know-the-Course test has 15 questions with one question on finding Blackberry worth 6 points. Time limit for each exam is 1 hour. All exams (except the Final Text Exam) will be available in the Examinations folder of Blackboard for seven days including a Saturday and a Sunday. Therefore, please DO NOT ask to make-up a missed exam unless you can provide a doctor’s note stating that you were in no condition to take the exam during the days allowed.

   There will be NO MAKE-UP EXAMS under any circumstances. For emergencies such as hospitalization or accident, a special provision for completing the course will be made with documentation from the doctor recommending that student is unable to complete the course due to his/her condition.

Because all assignments are available for weekends and weekdays with an ample amount of time even for those who work full-time, there are no make-up provisions. The missed discussions cannot be made-up because they involve other students. However, you can participate in the Bonus Discussion to make-up for one missed major discussion.

   Therefore, PLEASE DO NOT request to make-up any missed assignment unless you have a bona fide emergency. A doctor’s note will be required stating that you were not in any condition to complete the assignment in allowed time. If you still make such a request, I will refer you to this statement that you are agreeing to accept by staying in this course.

4. Make-Up Writing Assignment = 15 points
   If you miss an assignment, these make-up points can be substituted for it. Please know that you can make-up only one missed assignment in this course.
5. **Know-the-Course Test** (on Syllabus, Blackboard buttons, & finding Blackberry) = 20 points
   This test is REQUIRED of everyone. The purpose is to orient you to this course and its
   requirements. **Missing this test will negatively affect your grade.**

6. **Total points in the course = 200**
   - Six Exams = 120 points
   - Three Major Discussions = 45 points
   - Two Writing Assignments = 35 points

7. **Instructions for taking exams through Respondus™ Monitor**

   Access to exams will be through Respondus™ Lockdown Browser [see the handout for
downloading under RESPONDUS button on the Blackboard] and will be video recorded via
Respondus™ Monitor [see **Other Required Materials** below for a list of needed
equipment]. Use of another electronic device is prohibited.

   There are two practice tests: a Webcam test and a short 10 question practice test over ASU
trivia that are not graded. These tools will be available to you to assure accessibility. You are
highly encouraged to go through these practice tests in advance of taking a graded exam.
This process will allow you to become familiar with the technology associated with testing
and improve the testing environment. **These tests, instructional videos, and more
information regarding Respondus Monitor can be found under the Respondus Monitor
Help tab in your Blackboard course.**

   **OTHER REQUIRED MATERIALS**

   - Computer with MAC or Windows Operating System
   - High Speed Internet Access
   - Ethernet adapter cable highly recommended (wireless connections can drop during test
Webcam

   Refer to **Angelo State University’s Distance Education** website for further technology
requirements: [http://www.angelo.edu/distance_education](http://www.angelo.edu/distance_education)

   **HELPFUL LINKS**

   Respondus Monitor is a companion tool to Respondus LockDown Browser. Monitor is a
tool to proctor the online exam. Below are the two links for more information regarding
Respondus LockDown Browser and Monitor:
Stable Test Taking Experience: In order to have a stable test taking experience with the Lock Down browser, you should clear the temporary internet files and cookies before taking the test. You should also take the test on a computer that is hard wired to the network and not using a wireless network. Using computers on campus is an alternative if you continue experiencing issues with personal computers with the Respondus browser.

The exams are not set up to be taken on an iPad or a cell phone.

Set aside the correct amount of time to complete an exam and save your answers as you progress through the exam. This will help preserve the answers should you lose Internet connection. If you do not save your answers, the answers will NOT be available.

If you still have technical problems, please contact the e-Learning Center at 486-6263 before 5:00 pm (M-F); DO NOT contact me for the technical problems.

9. Instructions for the Writing Assignments and Discussions

See the Task Preview folder for the instructions in advance. All assignments will also show instructions when they are made available for posting. Late write-ups submitted via email will NOT be accepted. You cannot make-up discussions.

Make sure your write-ups reflect university-level writing skills: use complete sentences; check your spellings; and put together graduate level papers that reflect quality. Points will be deducted for spelling/grammatical mistakes. Feel free to use your peers for editorial help.

10. Introductory Discussion for Everyone: You are REQUIRED to participate in the Getting-to-Know-You discussion which is designed for class introduction so that you can know something about your professor and classmates. To access this and other discussions, click on the Discussions button on the Blackboard and follow the instructions.

11. Major Discussions for Everyone: There are three Major Discussions worth 15 points each. See Task Preview folder to get a heads-up on the all discussions to come. Please do not miss the dates for these discussions (no make-ups are possible).
12. **Student Lounge** in the Discussions folder provides a forum for an ongoing discussion for you to interact with other students and discuss topics and questions prior to exams. You can contact each other via email and then decide to go to the Student Lounge.

**Grade Determination**

180-200 raw scores (90% - 100%) = A  
160-179.99 raw scores (80% and <90%) = B  
114-159.99 raw scores (70% and <80%) = C  
113.99 or less raw scores (<70%) = F

*If you miss an assignment, you can make it up by doing the Make-up Writing Assignment worth 15 points.*

**Special Notes**

1. **Your Professor’s Philosophy:** Teaching is not just a job for me; it is a calling, an “educational ministry.” I am here to guide you, help you, and inspire you to do your best to earn the grade you desire. However, you have the personal responsibility to apply yourself and be an active learner, especially in an online course which requires a lot of self-discipline. For more information about Dr. Singg, please click on “My Professor” on the Blackboard.

2. **Syllabus Changes:** I reserve the right to make changes as necessary to this syllabus throughout the semester. If changes become necessary during this course, I will notify students of such changes by email or via announcement on the Blackboard.

3. **Email Policy:** If you need to communicate with me via e-mail, please do so from your angelo.edu email account. As per ASU policy, I will not respond to emails from your personal email address. Please use good e-mail manners and include the following information in your message

   - A clear subject line, including the course number (Psy 6326) and section number.
   - A clear message (check grammar and spellings) with one issue at a time.
   - A proper salutation including my name (Dr. Singg) and signing off with your full name.
5. **IDEA Evaluation:** Students are provided the opportunity and are strongly encouraged to participate in course evaluation at the end of the semester. Areas of evaluation include:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
- Learning to *apply* course material (to improve thinking, problem solving, and decisions).
- Learning specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

6. **Task Preview:** Please see this folder on the Blackboard for assignments and instructions.

7. **Nine Important Points** are listed in the Announcements folder on the Blackboard for you.

8. **Student Responsibility:** It is your responsibility to read/understand the course syllabus and ALL announcements posted on the Blackboard and meet the deadlines for all assignments. This will be the key to doing well in the course. Ignorance about details given in the syllabus and various announcements on the Blackboard cannot be accepted as excuse in any manner.

9. **Academic Honesty:** Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

   The Department of Psychology and Sociology adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook. University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

10. **Plagiarism** at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

    In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the
American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. For more information, see ASU Writing Center. http://www.angelo.edu/dept/writing_center/academic_honesty.php

11. Students with Disabilities: “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

12. Absence for Observance of Religious Holy Days: A student who intends to observe a religious holy day should make that intention known in writing to Dr. Singg prior to the absence. This should not be a problem in this online class because we don’t take attendance and all assignments have a week (including a Saturday and a Sunday) to complete.

13. Title IX at Angelo State University: Angelo 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. Sex discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. As a faculty member, I am a Responsible Employee meaning that I will report any allegations I am notified of to the Office of Title IX Compliance in order to connect students with resources and options in addressing the allegations reported. You are encouraged to report any incidents to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:
Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 200
Phone: 325-942-2022; Email: michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form. If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above. For more information about Title IX in general you may visit www.angelo.edu/title-ix.

14. Required Use of Masks/Facial Coverings by Students in Class At ASU

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Your grade for a class reflects your sense of personal responsibility, commitment, interest, and diligence.