

North Carolina State University
School of Public and International Affairs
Master of Public Administration Program
PA 598 (012): Cultural Competence in the Public Sector

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Department of Public Administration

The Department of Public Administration prepares students for a range of public service leadership posts, from legislative staffs and government agencies at all levels to nonprofit organizations and academic institutions. The Department offers a Ph.D. and Master of Public Administration (MPA), as well as graduate certificate programs in Public Policy and Nonprofit Management. The Department makes it possible for public administration professionals to study policy and theory, and explore their practical implications, while continuing to work full or part time. This creates an especially rich classroom experience, built on real-world learning examples and infinite opportunities.

Mission of MPA Program

“To develop principled and skilled public service professionals who fulfill leadership roles within governmental and nonprofit organizations. We focus is on practical and problem-solving skills and emphasizes public service values -- including efficiency, effectiveness, equity, and accountability.”

The mission of the program is achieved through **six goals**:

1. *Provide a generalist management education that develops mission-relevant competencies enabling graduates a. to lead and manage in public governance; b. to participate in and contribute to the public policy process; c. to analyze, synthesize, think critically, solve problems and make decisions; d. to articulate a public service perspective; and, e. to communicate and interact productively with a diverse and changing workforce and citizenry;*
2. *Recruit and serve a diverse set of talented students committed to public service careers, including a. pre-service and in-service students; b. students from historically underrepresented groups; and, c. students with interests in public (local, state, federal) and/or nonprofit sectors.*
3. *Provide opportunities for students to tailor public service specialties consistent with their interests and abilities, the university’s strengths and labor market needs.*
4. *Provide internships for pre-service students that use and extend the skills they have developed in the MPA program and prepare them for the professional job market.*

5. *Prepare students to be successful in competition for post-graduate internships and public service jobs.*
6. *Prepare in-service students to advance in the public or nonprofit sector.*

(NC State Department of Public Administration, Master of Public Administration Student Handbook, updated Fall 2020, available online [https://cdn.chass.ncsu.edu/sites/spia.ncsu.edu/documents/Public%20Admin/MPA%20Handbook%202020-21%20\(08.31.20\).pdf](https://cdn.chass.ncsu.edu/sites/spia.ncsu.edu/documents/Public%20Admin/MPA%20Handbook%202020-21%20(08.31.20).pdf))

Program Prerequisite/Co-requisite

All students enrolled in this course must be a master-level degree-seeking student, a graduate certificate student, or non-degree (PBS) graduate student who has obtained the instructor's permission.

Course Description

Cultural Competence in Public Administration provides students with a basic understanding of standards for culturally and linguistically appropriate programs and services. This course is designed to help students utilize culturally competent decision-making in the public and nonprofit sectors (Norman-Major & Gooden, 2012) and relies on problem solving to support effective and appropriate cultural interaction (Bennett, 2008). In addition, this course provides graduate education and training enabling students to communicate and interact productively, and in culturally responsive ways with a diverse and changing workforce and society at large¹ (NASPAA Standards). Utilizing case studies, problem-based simulations and online lectures, the course emphasizes the practical applications of cultural competence. In addition, students examine how cultural competence affects organizational domains in the public and nonprofit sectors (i.e., organizational values, governance, planning and monitoring, communication, staff development, organizational infrastructure, and services/interventions) through service learning.

In this course, we will build on the seminal work of Cross, Bazron, Dennis and Isaacs (1989) where they describe cultural competence as:

“Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals that enables effective work in cross-cultural situations. ‘Culture’ refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. ‘Competence’ implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities (Cross, et al. 1989). In order to achieve cultural competency, Cross et al. (1989) note that

¹ NASPAA Standards for Accreditation (2019), <https://www.naspaa.org/new-naspaa-accreditation-standards-approved>

organizations and their personnel must have the capacity to: (1) value diversity, (2) conduct self-assessments, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge, and (5) adapt to the diversity and cultural contexts of the individuals and communities served.

For public service professionals, we will adopt the concept of ‘cultural competence’ used by NASPAA’s Diversity Equity Inclusion Task Force Report.² Accordingly, “NASPAA affiliated stakeholders have the knowledge, skills and abilities to engage with and deliver services to all groups throughout society” (NASPAA DEI Report, 2020, p. 4). Whereas, **cultural competence**, in practice is “The pursuit of cultural competency represents a window of opportunity to expand traditional knowledge, skills, and abilities (KSAs) into more effective KSAs that promote a public sector workforce who possesses the knowledge, skills, abilities, awareness, and attitudes to eliminate the existing gap or divide that exists between cultural and social groups” (Berry-James, 2012)³

Course Objectives

Each student will demonstrate a theoretical and practical understanding of cultural competency in public affairs and administration. Specifically, students will be introduced to the organizational characteristics of the cultural competency continuum as they relate to the implementation of publicly-supported programs and the provision of consumer-based services. We will discuss how various organizational and individual factors contribute to disparities among racial/ethnic and social groups and examine how administrative policies and practices can be adopted to improve social outcomes.

By the end of this course, students will be able to:

- Describe public service values (Economy, Effectiveness, Efficiency and Equity);
- Identify the language, philosophy and conceptualization of cultural competence as it relates to public service values;
- Discuss how cultural competencies are demonstrated along four dimensions (attitude, practice, policy and structure);
- Describe individual and organizational characteristics along the cultural competence continuum (Cultural Destructiveness, Cultural Incapacity, Cultural Blindness, Cultural Competence and Cultural Proficiency);
- Illustrate how social and environmental factors, system and policy factors, individual factors and provider factors influence disparities in health services, public education,

² NASPAA Diversity Equity Inclusion Task Force Report (2020 September), see more information delivering diversity in NASPAA and our field as well as defining, ‘cultural competence’ as a best practice for public service, available <https://www.naspaa.org/diversity-equity-inclusion-task-force-report>

³ Berry-James, R. M. (2021). Cultural Competence in Health Care: Standards, Practices and Measures. In *Cultural Competency for Public Administrators* (pp. 181-196). Eds. Kristen Norman-Major & Susan T. Gooden. New York, NY: M. E. Sharpe

family and child welfare, police and criminal justice, vulnerable individuals and Native American affairs.

- Promote individual self-awareness as well as an organizational awareness to improve cross-cultural interactions and to distinguish between culturally and linguistically appropriate programs and services;
- Explain how cultural competence affects the seven domains of an organization (i.e., organizational values, governance, planning and monitoring, communication, staff development, organizational infrastructure, and services/interventions); and
- Determine the level of awareness, knowledge and skills related to cultural and linguistic competence as well as candidly defend individual perspectives on diversity.

Required Texts

Norman-Major, K. A. & Gooden, S. T. (2012). *Cultural Competency for Public Administrators*. M. E. Sharpe.

Additional Resources

For self-assessments and organizational assessments, Mason, J. L. (1995). *Cultural competence self assessment questionnaire: A manual for users*. Portland, OR: Portland State University, Research and Training Center on Family Support and Children's Mental Health, available <https://files.eric.ed.gov/fulltext/ED399684.pdf>.

Cultural Competence Annotated Bibliography provided to students as a resources on our Moodle page.

Student Evaluation

Student evaluation is based on class participation, small group activities and a service learning project. When completing all class activities and examinations, students must work independently, unless group work is assigned. Activities related to this course and other forms of important communication will be sent to students via email. Therefore, **ALL** students to have working University email account. North Carolina State University provides an email account to all students – using “MyPack Portal” professors have easy access to student email addresses. Students are expected to manage their University account and update their contact information when necessary. It has been my experience that email accounts supported by Hotmail and other ISP providers are not reliable. Therefore, students must obtain a North Carolina State University (username@ncsu.edu) email for this class and can forward their university account to a preferred secondary email account. It is the responsibility of the student to ensure that his/her email account remains in working order.

Participation

Students are expected to participate in small group discussions, complete all quizzes and participate in learning lab activities. You must participate in discussion forums, discuss main readings, complete all quizzes and participate in DiverseLab activities. The class will meet online each week. Each missed activity or late posting will reduce your class participation grade by at least 2 points. Please plan to participate in all activities – absenteeism cannot be excused without written documentation of illness or incident; i.e., doctor’s excuse or police report.

Our activities will focus on practical applications of cultural competence in the public sector. You will significantly contribute to our discussion board activities, (a) by development of ideas, (b) evidence of critical thinking, (c) by clarity, and (d) by responses to other students and instructor. Please see the criteria for the online discussion rubric as participation in online activities is worth 10% of your grade.

Quizzes: Students are expected to read and review assigned readings and instructional materials. Each week, read the chapter, review the lecture notes and instructional materials. There are short quizzes for each of the assigned readings. Quizzes are worth 10% of your grade.

DiverseLab Activities

DiverseLab will help you increase your understanding of the importance of cultural competence in administrative practice. Becoming culturally competent is a lifelong learning process whereby you examine your cultural values and beliefs as they influence your behavior in the public and nonprofit sector. The journey toward cultural proficiency occurs along a continuum whereby individuals (working within organizations) develop knowledge, skills, abilities, attitudes and awareness to work effectively across cross-cultural situations. Along the cultural continuum, practices, policies, and structures affect individual and organizational decision-making. Cross (1989) characterizes six developmental stages of decision making in the following way: culturally destructiveness, cultural incapacity, cultural blindness, cultural pre-competence, cultural competence and cultural proficiency.

There will be **three** cultural challenges in DiverseLab. As a **GROUP**, you will demonstrate cultural competence as you design, evaluate and implement a strategy to solve real problems. As part of your solution, you and your lab partners will create a public policy statement that addresses the specific problems in the case study. As an **INDIVIDUAL**, you will submit a **REFLECTION** on the proposed policy statement and provide a discussion on lessons learned after participating in the DiverseLab.

The DiverseLab activities are worth 60% of your grade. In the cultural challenge, you will:

- Clearly define the problem to key stakeholders and constituency groups from your character's position and discussing how the problem relates to other key stakeholders and constituency groups;
- Discuss the problem from varied perspectives influenced by environmental, economic, social and cultural factors.
- Identify multiple strategies that can be used to solve the problem within the specific cultural context;
- Propose one or more realistic solutions that indicate a deep understanding of the problem and ensure that the proposed solutions are culturally sensitive;
- Evaluate the potential solutions to the problem so that your analysis considers the history of the problem, identifies logic/reasoning, examines the feasibility of the solution, and weighs the impact of the solution;
- Justify the administrator's decision to implement the solution;
- Devise a plan to implement the solution within the context of the cultural situation;
- Reflect on the outcome and review your results to demonstrate how you solved the cultural dilemma; and
- Assess where your decision-making falls along the cultural competence continuum.

Service Learning Project & Presentation: You are required to complete a service-learning project in this class. The project is an organizational assessment of cultural competence intended to gauge the cultural effectiveness of an organization. You can use data to identify key partnerships, consumer access to programs and services, client/citizen/consumer satisfaction, allocation of resources and areas for growth and development. In this project, you must evaluate an organization's ability to engage with and deliver culturally and linguistically appropriate services to all groups throughout society, in alignment with its vision, mission and values. Your service learning project and presentation is worth 20% of your grade.

In order to become culturally competent, recall that Cross et. al (1989) advise that organizations and their personnel demonstrate the **capacity** to: (1) value diversity; (2) conduct a self-assessment; (3) manage the dynamics of difference; (4) acquire and institutionalize cultural knowledge; and (5) adapt to the diversity and cultural contexts of the individuals and communities served.

Using this framework, your written service learning summary and final presentation must assess the organization on the following dimensions:

- I. Organizational Values: Gauge the degree to which the organization is effectively addressing the needs and preferences of cultural and linguistically diverse groups;

- II. Governance: Identify established partnerships that involve consumers and key community stakeholders exists;
- III. Planning and Monitoring: Provide direct or indirect evidence of improved access and utilization of services;
- IV. Communication: Provide direct or indirect evidence of increased Consumer Satisfaction of Services;
- V. Staff Development: Provide direct or indirect evidence of strategic planning used to sustain culturally and linguistically competent policies, structures and practices;
- VI. Organizational Infrastructure: Provide direct or indirect evidence of personnel and fiscal resources to enhance the delivery of services and enable support services that are cultural and linguistically competent;
- VII. Services/Interventions: Provide direct or indirect evidence of a needs assessment or other type of assessment used to justify program services or service-related interventions.

Use the dimensions as an **outline** for your final paper and virtual presentation (e.g., Introduction, Organizational Values, Governance, Planning and Monitoring, Communication, Staff Development, Organizational Infrastructure, Services/Interventions, and Conclusion).

Grading Criteria: You earn grades according to the students’ ability to meet the weighted criteria along the grading scale:

Grading Scale							
A+	97 - 100	B+	87 - 89	C+	77 - 79	D+	67 - 69
A	93 - 96	B	83 - 86	C	73 - 76	D	63- 66
A-	90 - 92	B-	80 - 82	C-	70 - 72	D-	60 - 62
						F	59 or lower

Final grades are based on the following weighted criteria to assess your final letter grade in this course:

Class Participation, Discussion Posts	10%
Quizzes	10%
Hands-on Lab Activities and Assessments	60%
<u>Service Learning Paper & Presentation</u>	<u>20%</u>
Total	100%

The professor reserves the right to make changes to the weekly discussions, reading schedule and course syllabus to meet the learning needs of students in the class and to accommodate any professional

expectations or unplanned obligations. In advance, thank you very much for your understanding and flexibility.

Online Discussion Rubric

In this course, the following rubric is used to assess your class participation grade for online discussion posts. Please familiarize yourself with the online discussion rubric, in each of the five criteria specified along each of four levels (i.e., Advanced, Proficient, Not Yet There, Not There at All). To receive full credit in class participation, your participation should incorporate the characteristics of **Advanced** along the criteria: (1) Development of Ideas; (2) Evidence of Critical Thinking; (3) Clarity; (4) Responses to Other Students and Instructors; and (5) Timeliness.

Criteria	Advanced	Proficient	Not Yet There	Not There at All
Development of Ideas	Well-developed ideas; introduces new ideas, and stimulates discussion	Developing ideas; sometimes stimulates discussion	Poorly developed ideas which do not add to the discussion	Does not enter the discussion
Evidence of Critical Thinking	Clear evidence of critical thinking-application, analysis, synthesis, and evaluation. Postings are characterized by clarity of argument, depth of insight into theoretical issues, originality of treatment, and relevance. Sometimes include unusual insights. Arguments are well supported.	Beginning of critical thinking; postings tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts rather than address issues.	Poorly developed critical thinking	Does not enter the discussion
Clarity	Posts are well articulated and understandable	Posts are understandable, but some thought is required	Posts are difficult to clarify	Posts are unintelligible or not present
Responses to Other Students and Instructor	Interacts at least 2 times with other students and/or instructor.	Interacts at least once with other student or instructor.		Does not enter discussion
Timeliness	Individual messages and at least two responses posted before deadline	Individual message posted before deadline but at least one response is late.	Posting is made after deadline or both responses late.	Everything is late or not completed.

Source: Varvel, V. E. Jr. (2010). *Pointer and Clicker Article on Creating Summative Assessment Rubrics*, Illinois Online Network, University of Illinois, http://www.ion.uillinois.edu/resources/pointersclickers/2004_03/creating.asp

**CULTURAL COMPETENCE IN THE PUBLIC SECTOR
SCHEDULE**

By Wednesday: READ and REVIEW (Chapters, Lectures, and DiverseLab Materials)
By Monday: SUBMIT (Quizzes, Discussion Posts, Group Assignments OR Individual Assignments)

WEEK	Topics	Readings Completed Before Class Wednesday @ 6pm	Assignments Completed by Following Monday @ 11pm
Week of 1/20/2021	Introduction	Review “ Start Here ” in Moodle Read Chapter 1 Review Introduction Lecture Notes Read Diverse Lab Instructions	Complete “Introduce Yourself”
Week of 1/27/2021	Introduction to <i>DiverseLab</i>	Read DiverseLab Overview	Complete Chapter 1 Quiz
Week of 2/3/2021	Culturally Competent Agencies, Policies and Public Servants: Public Service Professionals Legally Competent Public Servants <i>Limited English Proficiency</i>	Read Chapters 2 – 3 Review Lecture Notes for Chapters 2 – 3 Review LEP Case Notes	Complete Online Discussion Post
Week of 2/10/2021	Culturally Competent Agencies, Policies and Public Servants (cont.): International Cultural Competence Human Resource Management	Read Chapters 4 – 5 Review Lecture Notes for Chapters 4 – 5 Review Case Notes	Complete Chapters 2–5 Quiz
Week of 2/17/2021	Culturally Competent Agencies, Policies and Public Servants:	Group Work DiverseLab: <i>Limited English Proficiency</i>	Complete Group Assignment on Diverse Lab
Week of 2/24/2021	Cultural Competency in Action: Gender Race/Ethnicity Cultural Diplomacy <i>At the Front Door (ATFD)</i>	Read Chapters 6 – 8 Review Lecture Notes for Chapters 6 – 8 Review Case Notes	Submit Individual Takeaway Reflection Assignment

PA 598 COURSE SCHEDULE (continued)

WEEK	Topics	Readings Completed By Wednesday @ 6pm	Assignments Completed by Monday @ 11pm
Week of 3/3/2021	Cultural Competency in Action: Sexual and Gender Orientation People with Disabilities	Read Chapters 9 -10 Review Lecture Notes Review Case Notes	Complete Online Discussion Post
Week of 3/10/2021	Cultural Competency in Action : Health Care Disaster	Read Chapters 11-12 Review Lecture Notes Review Case Notes	Complete Chapters 6–12 Quiz
Week of 3/17/2021	Cultural Competency in Action: <i>DiverseLab: At the Front Door</i>	Review Case Notes Begin Group Work <i>DiverseLab: At the Front Door</i>	Complete Group Assignment on Diverse Lab
Week of 3/24/2021	Educating for Cultural Competence: Across the MPA Curriculum	Read Chapters 13 – 14 Review Lecture Notes Review Case Notes	Submit Individual Takeaway Reflection Assignment
Week of 3/31/2021	Educating for Cultural Competence (cont'd)	Read Chapters 15 – 16 Review Lecture Notes Review Case Notes	Complete Online Discussion
Week of 4/7/2021	Educating for Cultural Competence (cont'd)	Read Chapters 17 – 18 Review Lecture Notes Review Case Notes	Complete Quiz Chapters 13–18
Week of 4/14/2021	Educating for Cultural Competence <i>DiverseLab: Responding to MOVE Radicalism</i>	Review Case Notes Begin Group Work <i>DiverseLab: Responding to MOVE Radicalism</i>	Complete Group Assignment on Diverse Lab
Week of 4/21/2021	Service Learning Consultation	Service Learning Consultation vis Zoom	Submit Individual Takeaway Reflection Assignment
Week of 4/28/2021	Service Learning Consultation	Service Learning Consultation via Zoom	Continue Zoom Consultations
Week of 5/5/2021	Cultural Competence in Practice	Service Learning/Organizational Assessment Presentations Due	Post Service Learning Presentation and Final Paper in Moodle Module

Note: The purpose of this course is to expose students to cultural competence in public service. As such, it is important for you to read each chapter of the textbook. Our activities will reinforce readings and lectures.

NC State University Policies, Regulations and Rules

Incomplete and Late Assignments

Late assignments will only be accepted in the case of verified/documentated emergencies. See the University Attendance Policy: <https://policies.ncsu.edu/regulation/reg-02-20-03>.

Attendance and Absence Policy

Attendance is mandatory and required for a successful completion of the course. Unexcused absences will affect your grade directly. Three unexcused absences will result in a reduction of your final grade by 3 points (e.g., from A+ to A), four unexcused absences by 6 points. Five unexcused absences will result in failing the course. Leaving class early without permission of the instructor will also count as an unexcused absence.

Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence. Emergency absences (e.g., student illness, injury or death of immediate family member, must be documented by the Student Organization Resource Center 515-3323) within one week of returning to class. Late work will be accepted only in situations where absences were excused. Please consult the following website for further information on University attendance regulations: <https://policies.ncsu.edu/regulation/reg-02-20-03>.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office on the third floor of Holmes Building (Suite 304). For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01). <https://policies.ncsu.edu/regulation/reg-02-20-01>.

Academic Integrity

Regardless of discipline, honest and rigorous scholarship is at the foundation of a Research I institution. Students are bound by the academic integrity policy as stated in NCSU Code of Student Conduct: <http://policies.ncsu.edu/policy/pol-11-35-01>. Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. You may be required to write the Pack Pledge on every exam and assignment and to sign or type your name after the pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Violations of academic integrity will result in referral to the Office of Student

Conduct with a recommendation of a failing grade for the assignment, and they will be reported to the department head.

Electronically-hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Non-discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <https://policies.ncsu.edu/category/campus-environment/> or <https://policies.ncsu.edu/policy/pol-04-25-05/>. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

Additional NC State University Policies, Regulations and Rules (PRR)

Students are responsible for reviewing the PRRs which pertain to their course rights and responsibilities. These include: <http://policies.ncsu.edu/policy/pol-04-25-05> (Equal Opportunity and Non-discrimination Policy Statement), <https://oied.ncsu.edu/divweb/policies/> (Office for Institutional Equity and Diversity), <http://policies.ncsu.edu/policy/pol-11-35-01> (Code of Student Conduct), <http://policies.ncsu.edu/regulation/reg-02-50-03> (Grades and Grade Point Average), <https://policies.ncsu.edu/regulation/reg-02-20-04> (Audits), and <https://policies.ncsu.edu/regulation/reg-02-50-03> (Incompletes).

Writing and Speaking Tutorial Services

If writing is difficult for you, please visit the Writing and Speaking Tutorial Services to review drafts of assignments before they are due. The Service offers free one-on-one consultation with

experienced tutors who can help with all levels and stages of writing. There are six locations around campus that offer drop-in services. For more information go to: <https://tutorial.dasa.ncsu.edu/wsts-overview-programs/>

Career Services for Humanities and Social Sciences Majors

Career Services <https://www.ncsu.edu/students/career-services/> are available through the Career Development Center, 2100 Pullen Hall. <https://careers.ncsu.edu/> Make appointments through ePACK <https://ncsu-csm.symplicity.com/students/>

Class Participation Rubric

The following rubric will be used to measure a student's final class participation. Please familiarize yourself with the class participation rubric, since our in-class discussions and online activities will assess student participation based on each of the five criteria specified along each of the four levels. To receive full credit on class participation, a student's participation should incorporate the characteristics of Level 4 along the five criteria: (1) Attendance/Promptness; (2) Level of Engagement in Class; (3) Listening Skills; (4) Behavior; and (5) Preparation.

Additional Syllabus Language Provided by the Office of the Dean

Due to the Coronavirus pandemic, public health measures have been implemented across campus. Students should stay current with these practices and expectations through the [Protect the Pack](https://www.ncsu.edu/coronavirus/) website (<https://www.ncsu.edu/coronavirus/>). The sections below provide expectations and conduct related to COVID-19 issues.

Health and Participation in Class

We are most concerned about your health and the health of your classmates and instructors/TAs.

- If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please work with your instructor on health accommodations and follow other university guidelines, including self reporting ([Coronavirus Self Reporting](#)): Self-reporting is not only to help provide support to you, but also to assist in contact tracing for containing the spread of the virus.
- If you feel unwell, even if you have not been knowingly exposed to COVID-19, please do not come to class.
- If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to discuss the situation and make alternative plans, as necessary.
- If you need to make a request for an academic consideration related to COVID-19, such as a discussion about possible options for remote learning, please talk with your instructor for the appropriate process to make a COVID-19 request.

Health and Well-Being Resources

These are difficult times, and academic and personal stress are natural results. Everyone is encouraged to [take care of themselves](#) and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center ([NCSU Counseling Center](#))
- Health Center ([Health Services | Student](#))
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: ([Share a Concern](#)).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program ([Pack Essentials](#)).

Community Standards related to COVID-19

We are all responsible for protecting ourselves and our community. Please see the community expectations (<https://www.ncsu.edu/coronavirus/>) and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 [RUL 04.21.01 – Personal Safety Requirements Related to COVID-19 – Policies, Regulations & Rules](#)

Course Expectations Related to COVID-19:

- **Face Coverings:** All members of the NC State academic community are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in class and in all NC State buildings. Face coverings should be worn to cover the nose and mouth and be close fitting to the face with minimal gaps on the sides. In addition, students are responsible for keeping their course/work area clean. Please follow the cleaning guidelines described by the university.
- **Course Attendance:** NC State attendance policies can be found at: [REG 02.20.03 – Attendance Regulations – Policies, Regulations & Rules](#) . Please refer to the course's attendance, absence, and deadline policies for additional details. If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you should not be penalized regarding attendance or class participation. However, you will be expected to develop a plan to keep up with your coursework during any such absences. If you become ill with COVID-19, you should follow the steps outlined in the health and participation section above. COVID 19-related absences will be considered excused; documentation need only involve communication with your instructor.
- **Course Meeting Schedule:** Your course might not have a traditional meeting schedule in Spring 2021. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with the instructor.
- **Classroom Seating:** To support efficient, effective contact tracing, please sit in the same seat when possible and take note of who is sitting around you; instructors may also assign seats for this purpose.
- **Technology Requirements:** This course may require particular technologies to complete coursework. Be sure to review the syllabus for these expectations, and see the [syllabus technical requirements](#) for your course. If you need access to additional technological support, please contact the Libraries' Technology Lending Service: ([Technology Lending](#)).

Course Delivery Changes Related to COVID-19

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may need to change accordingly, including from in-person to online. Regardless of the delivery method, we will strive to provide a high-quality learning experience.

Grading/Scheduling Changing Options Related to COVID-19

If the delivery mode has a negative impact on your academic performance in this course, the university has provided tools to potentially reduce the impact:

- **Enhanced S/U Grading Option:** [Enhanced Satisfactory/ Unsatisfactory Grading Option](#)
- **Late Drop:** [Enhanced Late Drop Option](#)

In some cases, another option may be to request an incomplete in the course. Before using any of these tools, discuss the options with your instructor and your academic advisor. Be aware that if you use the enhanced S/U, you will still need to complete the course and receive at least a C- to pass the course.

Other Important Resources

- **Keep Learning:** [Keep Learning](#)
- **Protect the Pack FAQs:** [Frequently Asked Questions | Protect the Pack](#)
- **NC State Protect the Pack Resources for Students:** [Resources for Students | Protect the Pack](#)
- **NC State Keep Learning, tips for students opting to take courses remotely:** [Keep Learning Tips for Remote Learning](#)
- **Introduction to Zoom for students:** <https://youtu.be/5LbPzzPbYEW>
- **Learning with Moodle, a student's guide to using Moodle:** <https://moodle-projects.wolfware.ncsu.edu/course/view.php?id=226>
- **NC State Libraries** [Technology Lending Program](#)