



The University of Georgia

Office of the Vice President for Academic Affairs

MEMORANDUM

TO: Deans

FROM: James E. Fletcher
Associate Vice President for Academic Affairs

DATE: January 14, 1998

SUBJECT: Implementing the Cultural Diversity Requirement

The University Council Curriculum Committee has asked that I outline steps the Committee is taking to implement the University Council resolution of June 5, 1997 which establishes a Cultural Diversity Requirement. (The full text of the University Council resolution is enclosed for your convenience).

The resolution requires "all undergraduate students to study cultural diversity within a domestic or global context before graduation." The *expected outcome* of the requirement is: "The cultural diversity requirement should enable students to develop their understanding of *issues of race, religion, ethnicity, gender, and class*, not only within the cultures they are studying, but also as applied to their own cultures."

Student participation in developing the requirement is mandated: "Both the curricular and extra-curricular options [of the Cultural Diversity Requirement] will be developed or revisited by each school or college in consultation with students from that particular school or college."

Student learning outcomes for Cultural Diversity must be developed, because the Cultural Diversity Requirement applies to all undergraduates. It becomes part of the General Education program of the University and subject to General Education Assessment.

Preliminary Steps

For an orderly implementation the University Council Curriculum Committee requires the following information by February 15, 1998 from schools and colleges enrolling undergraduates:

- The measures by which each school or college will *assure student participation* in developing or revisiting the Cultural Diversity Requirement.
- The *student learning outcomes* which the school or college recommends the University adopt in assessment of the Cultural Diversity Requirement.

Based upon recommendations for student learning outcomes, the University Council Curriculum Committee will adopt a common set of student learning outcomes in Cultural Diversity for general education assessment.

Subsequent Steps

At its March 1998 meeting the University Council Curriculum Committee will adopt a common set of student learning outcomes to guide the Schools and Colleges in developing or revisiting their curricular and extra-curricular options for the Cultural Diversity Requirement.

In April 1998 the Schools and Colleges will be asked to provide options which satisfy the Cultural Diversity Requirement, and the Committee will review and publish a comprehensive list of the requirements.

Enclosure -- Cultural Diversity Resolution Adopted by the University Council
Copy: Dr. Prokasy

Enclosure

Cultural Diversity Resolution as adopted by the University of Georgia University Council, June 5, 1997

Cultural Diversity Requirement

In order to further enrich the educational experience of the University of Georgia and to ensure that our graduates acquire the understanding and respect for cultural differences necessary for an enlightened citizenry, all undergraduate students will be required to study cultural diversity within a domestic or global context before graduation. This requirement may be completed by curricular or extracurricular experiences. The curricular requirement option may include study abroad, supported learning experiences, infusion of content across courses, or one course or a series of courses, so long as the particular approach meets the approval of the student's college or school. The extra-curricular option may be fulfilled with a community service program or related project approved by the individual school or college. Having once satisfied this requirement, the student will not have to fulfill it again unless it is part of program requirements for his or her major. Both the curricular and extra-curricular options will be developed or revisited by each school or college in consultation with students from that particular school or college.

The cultural diversity requirement should enable students to develop their understanding of issues of race, religion, ethnicity, gender, and class, not only within the cultures they are studying, but also as applied to their own cultures. Thus faculty teaching courses or supervising extra-curricular experiences should help students process their experiences and insights by application to the contemporary cultures in which they live.

Each school and college is charged with determining what courses and/or experiences of domestic or global study fulfill the curricular option, and what activities fulfill the extra-curricular option. Units will design the requirement so that there is not an increase in hours beyond the approved limit. Each school and college will be responsible for monitoring the compliance of its students to the requirement, beginning in Fall of 1998.

The University will not mandate a cultural diversity requirement for students in post baccalaureate programs. However, each school or college with a post baccalaureate program is encouraged, using its own procedures, to evaluate the adequacy of those programs with respect to diversity content and issues and to make modifications where necessary.



The University of Georgia

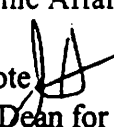
College of Family & Consumer Sciences
Office of Associate Dean for Academic Affairs and Research

ACADEMIC AFFAIRS

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Summary Cultural Diversity

TO: Jim Fletcher
Associate Vice President
for Academic Affairs

FROM: Jan Hathcote 
Associate Dean for Academic Affairs
and Research

DATE: February 11, 1998

RE: Implementing the Cultural Diversity Requirement

Attached are the responses to the information asked of the Deans regarding implementing the Cultural Diversity Requirement.

The students attending the panel were:

Michelle Glade	Phi U - HCE
Laura Dressel	Phi U - FDN
GeorgiAnne Thomas	Phi U - CFD
Neely Redick	TMI
Michelle Toucey	CFD
Krista Holthaus	FDN
Emmet Smith	HCE
Heather Banisaukas	TMI

Cultural Diversity Requirement Recommendations
College of Family and Consumer Sciences
February 5, 1997

As per Jim Fletcher's request we were to answer the following:

- * "The measures by which your units will *assure student participation* in developing or revisiting the Cultural Diversity Requirement."

The College of Family and Consumer Sciences selected a student panel composed of two representatives from each department and three representatives from the College's honor society Phi Upsilon Omicron. The students met with Associate Dean Hathcote and discussed the Cultural Diversity Requirement that was passed by University Council, June 5, 1997. They felt that current courses in the college addressed issues that increased the understanding and respect for cultural differences such as race, religion, ethnicity, gender and class and that additional requirements were really not necessary. They did suggest three ways that they felt students could achieve the goal of "enriching the experience at The University of Georgia."

- * "The student learning outcomes which you recommend the University adopt in assessment of the Cultural Diversity Requirement across the University. Based on the recommendations received, the University Council Curriculum Committee will adopt a single list of student learning outcomes for the University. This list of student learning outcomes will also guide the Committee in reviewing the curricular or extracurricular experience designated by the units to complete the requirement."

The student panel felt that students could complete the cultural diversity requirement in one of the following ways:

1. *Student learning outcome:* Students could be exposed to thoughts and beliefs other than their own. Students should meet people outside their own culture.
Methodology: Participate in extracurricular activities such as international parties (e.g. Japanese night), plays or lectures.
Assessment: Students should attend at least 5 events. Verification must be made by obtaining a program, having someone of authority sign a form, etc. This should be monitored by the student's advisor.
2. *Student learning outcome:* Students could immerse themselves in another culture to develop an appreciation of the culture and to experience being an outsider.
Methodology: Participate in a study abroad program.
Assessment: Students receive credit for the Cultural Diversity Requirement once they complete a study abroad program.

3. ***Student learning outcome:*** Students can participate in structured learning of other cultures by listening, reading and researching.
Methodology: Students select and pass course work from a list of approved classes. These classes can include those selected to complete the university core, within their own major or an elective approved by their advisor.
Assessment: Completion of one course from an approved course list would satisfy the requirement. The course can count both in the university core or major and satisfying the cultural diversity requirement.



The University of Georgia

University Council
Athens, Georgia 30602

*no description of
"culture" provided*

MEMORANDUM

TO: Dr. Jan M. Hathcote
Associate Dean
College of Family and Consumer Sciences

FROM: Sheila Allen, Chair
Subcommittee on Cultural Diversity
University Curriculum Committee

DATE: July 8, 1999

SUBJECT: Implementation of the Cultural Diversity Requirement

The attached policy concerning Implementation of the Cultural Diversity Requirement has been approved and is provided for your information. The University Curriculum Committee Subcommittee on Cultural Diversity has reviewed the Cultural Diversity Implementation plan for your college based on the new policy. The subcommittee would like the following additional information:

- ✓ 1. A list of courses for the college that would satisfy the cultural diversity requirement.
- ? 2. Clarification of what constitutes "culture" in item #2 of the submitted materials.

Please send your response to the Office of Curriculum Systems, 203 Old College, by August 5, 1999.

cc: Dr. James E. Fletcher
Subcommittee on Cultural Diversity

College of Family and Consumer Sciences

Cultural Diversity Assessment Methods

The College of Family and Consumer Sciences has traditionally infused an exposure to different cultures into coursework and made an extra effort to do so during semester conversion. The faculty in the College agreed with the student panel's recommendation on assessment methods of the University's Student Outcomes for the Cultural Diversity requirement.

The student outcomes approved by the University Curriculum Committee are as follows:

Graduates should have developed an awareness of how historical events and longstanding customs relating to race, religion, ethnicity, gender, and class have influenced contemporary political, social, and economic issues of society.

Graduates should appreciate that a person's race, religion, ethnicity, gender and class may affect how he or she perceives and assimilates information presented in a variety of media forms.

Graduates should be sensitive to how society's perspectives on race, religion, ethnicity, gender, and class are influenced by the portrayal of persons and events in a variety of media forms.

The faculty and student panel in the College of Family and Consumer Sciences agree that the Cultural Diversity requirement would be met by one of the two assessment techniques listed below:

1. Students select and pass coursework from a list of approved classes that are designated as meeting the Cultural Diversity requirement. The list of designated courses that provide students exposure, appreciation, and sensitivity to multi-cultural issues, customs and events will be compiled from existing courses in each major.
2. Students who immerse themselves in another culture while participating in and passing courses in a Study Abroad program would meet the Cultural Diversity requirement by developing an appreciation of the culture and experiencing the culture as an outsider.

Departmental faculty compiled a list of courses by major that would satisfy the Cultural Diversity requirement. The courses will be part of their current program of study and will not be additional coursework. Attached is the list of courses.

College of Family and Consumer Sciences
Courses that Satisfy the Cultural Diversity Requirement

CHILD AND FAMILY DEVELOPMENT

CHFD 2100	Development within the Family
CHFD 2950	Introduction to Child Development
CHFD 3700	Adolescence/Young Adulthood
CHFD 3710	Midlife/Elder Years
CHFD 3920	Issues in Family Systems
CHFD 3930	Interpersonal Relationships
CHFD 3900	Prenatal and Infant Development
CHFD 4080	Advanced Human Development
CHFD 4120	Child Care, Work, and the Family
CHFD 4130	Family Policy
CHFD 4330	Diversity in Human Development and Family Systems
CHFD 4860	Parent Education and Child Guidance
CHFD 5100	Family Intervention

FOODS AND NUTRITION

FDNS 2100	Human Nutrition and Food
FDNS 3100	Macronutrients and Energy Balance
FDNS 4540	Public Health Dietetics
FDNS 4630	Cultural Aspects of Foods and Nutrition

HOUSING AND CONSUMER ECONOMICS

HACE 2100	Family Economic Environment
HACE 3100	Introductory Consumer Economics
HACE 3150	Consumer Decisions: Home and Market
HACE 3300	Housing in a Contemporary Society
HACE 4100	Family Economic Behavior and Policy

TEXTILES, MERCHANDISING AND INTERIORS

TXMI 3350	Residential Interiors and Furnishings
TXMI 3380	Interior Perspective and Media
TXMI 3500	Textiles
TXMI 3520	Textile Testing
TXMI 3550	Environment, Science and Technology
TXMI 3570	Color Science
TXMI 4140	Textile Finishing Processes
TXMI 4150	Nonwovens Science and Technology
TXMI 4230	Clothing and Human Behavior
TXMI 4270	History of Costume: Antiquity to 19th Century
TXMI 4290	History of Costume: 19th Century to Present
TXMI 4350	Historical Homes and Furnishings
TXMI 4370	Contemporary Homes and Furnishings
TXMI 4380	Interior Fabrics

TXMI 5310

Residential Interiors and Economic Resources

Department of Textiles, Merchandising and Interiors
Cultural Diversity Requirement

The faculty in the department of Textiles, Merchandising and Interiors has evaluated the following courses for evidence of cultural diversity. All TMI students are required to take the College's requirement of CHFD 2100 or HACE 2100 as part of the American Association of Family and Consumer Sciences accreditation. In addition, the TMI students will select additional courses from the following list. Please delete TXMI 4140 and 4380 from the list we sent in last year.

TXMI 3350 Residential Interiors and Furnishings

Students will study American architecture and its European origins.

TXMI 3380 Interior Perspective and Media

Students interview clients and find out their needs. They deal with individual life styles and personal preferences. They learn to be sensitive to other people's tastes.

TXMI 3500 Textiles

The history of fibers and textiles is a world-wide story. The description of the contemporary textile and apparel industry is one of world trade and interchange. Textiles is a world-wide topic.

TXMI 3520 Textile Testing

Discussion includes problems associated with development and implementation of international test methods and standards. The relation of product quality standards in various countries to cultural differences in expectation of product performance. Differences in inclinations and resources to develop and enforce standards in other cultures.

TXMI 3570 Color Science

Cultural diversity is addressed under the topic of color language development. Based on research in linguistics and anthropology showing differences in which hierarchies of color are developed. Can sometimes lead to discussion of nationally-based color preferences and use.

TXMI 3550 Environment, Science and Technology

Issues such as environmental justice, related to low income areas, are discussed. Problems of indigenous people and the environment are covered.

TXMI 4150 Nonwovens Science Technology

Discussions cover international development in such areas as: fiber, textile, and apparel history, environmental regulations, standards and test methods, journal and trade publications, and shift of manufacturing segments.

TXMI 4230 Clothing and Human Behavior

Covers the full gamut of how clothing and human behaviors are linked in cultures across the world. Explores the commonalities and differences.

TXMI 4270 History of Costume: Antiquity to 19th Century

TXMI 4270 History of Costume: 19th Century to Present

These two courses study the development of apparel from ancient Egyptian through the 20th Century. Students gain unique perspectives of how race, religion, ethnicity, gender and class have influenced clothing. Time is spent analyzing how dress developed differently around the world.

TXMI 4350 Historical Homes and Furnishings

Students understand the historical context of period styles, and study the social, economic, gender and cultural influences on the period styles. The Ancient World, Middle Ages, Renaissance, Baroque and 19th Centuries in Europe are covered.

TXMI 4360 Decorative Accessories for the Home

Examines glass, ceramics, metals, textiles, print and folk art. Students learn how these uses relate to cultural backgrounds.

TXMI 4370 Contemporary Homes and Fashions

Contemporary developments in architecture, interiors and furniture from 1850-present. Looks at influences from all over the world. Students analyze how these become incorporated into contemporary American homes.

TXMI 5310 Residential Interiors and Economic Resources

Students use research methods to create a program document that accurately accommodates end users. Requires students to observe end users in their own environment and document behavior patterns.

**Department of Housing and Consumer Economics
Cultural Diversity Requirement**

The faculty in the department of Housing and Consumer Economics has evaluated the following courses for evidence of cultural diversity. All HACE students are required to take the College's requirement of CHFD 2100 or HACE 2100 as part of the American Association of Family and Consumer Sciences accreditation. In addition, the HACE students will select additional courses from the following list.

HACE 2100 Family Economic Environment

Students will become aware of the similarities and differences by race, ethnicity, gender, and/or class of families' decisions on issues such as the economics of labor force participation, fertility and fertility timing, and time allocation to household production.

HACE 3100 Introductory Consumer Economics

In a unit on global marketplace issues, students will understand differences in consumer decision-making by culture and ethnic background. They will also become aware of the differences in the incidence and severity of consumer problems (such as deception and fraud) of individuals of different racial, ethnic, and class (or income) backgrounds.

HACE 3150 Consumer Decisions: Home and Market

Students will study the economics of discrimination by race, ethnicity, gender, and class and the ways in which discrimination harms individuals and distorts markets.

HACE 3300 Housing in a Contemporary Society

Students will study the history of federal housing policy formation. Discussions include the correlation between historical events and the formation of housing policies and laws that are critical to addressing discrimination of the seven protected classes (race, gender, age, familial status, income, national origin, and handicapped). The impact of a diverse, growing and changing society is discussed in the context of housing demand, affordability and special housing needs.

HACE 4100 Family Economic Behavior and Policy

Students will become aware of the historical differences among cultures in the ways that families have functioned as economic units over time. They will also relate the household production model to various cultures both within the United States and globally. An analysis of the Human Development Report will facilitate students' understanding of the economic well-being of families in developed and developing countries. Students will also intensively study household income and its relationship to various factors, such as race, ethnicity, gender, and region.

Department of Child and Family Development
Cultural Diversity Requirement

The faculty in the department of Child and Family Development has evaluated the following courses for evidence of cultural diversity. All CFD students are required to take the College's requirement of CHFD 2100 or HACE 2100 as part of the American Association of Family and Consumer Sciences accreditation. In addition, the CFD students will select additional courses from the following list.

CHFD 2100 Introduction to the Family

Interpersonal relationships among multi-cultural families are discussed.

CHFD 3700 Adolescence and Young Adulthood Survey

Parenting and ethnicity are discussed.

CHFD 3710 Midlife and Elder Years

Diversity in adulthood is discussed.

CHFD 3900 Prenatal and Infant Development

The following are discussed: practices around the world during pregnancy, birth practices and child rearing in some cultures, and infant and child care education in some cultures. In addition, some students conduct case studies on infants and toddlers from different ethnic backgrounds.

CHFD 3920 Issues in Family Systems

One of the objectives of the course is to appreciate the diversity in families and understand the complexity of the issues families confront.

CHFD 3930 Development of Interpersonal Relationships

One of the objectives of the course is to value heterogeneity in family and relationships. The students conduct projects on cultural diversity.

CHFD 4130 Family Policy

Diversity and policy making are discussed.

CHFD 4330 Diversity in Human Development and Family Systems

The following are discussed: trans-racial adoption, and diversity in class, race, and gender, guest speakers from different cultures are invited to discuss human development in their countries.

CHFD 4620 Women, Family and Society

One of the objectives of the course is to gain an understanding of how different socio-cultural contexts and economic factors shape women's individual development and in families.

CHFD 4860 Parent Education and Child Guidance

One of the objectives of the course is to gain skills in communicating and collaborating effectively with children and families with multicultural backgrounds. Students learn about values, beliefs and practices in different cultures.

CHFD 5100 Family Intervention

One of the objectives of the course is to provide basic understanding of family systems concepts that will aid in professional work with families and/or further course work in marriage and family therapy. Students are made aware of value systems in multicultural families which may influence family intervention processes.

Foods and Nutrition Cultural Diversity Requirement

The faculty in the department of Foods and Nutrition has evaluated the following courses for evidence of cultural diversity. All FDN students are required to take the College's requirement of CHFD 2100 or HACE 2100 as part of the American Association of Family and Consumer Sciences accreditation. In addition, the FDN students will select additional courses from the following list.

FDNS 2100 Human Nutrition and Food

Upon completion of the course, students should have an understanding of how nutritional needs change throughout a person's lifespan; be able to answer questions concerning the effects of socioeconomic, psychological and cultural factors on food intake; and have the ability to discuss hunger and global environmental problems related to food and nutrition.

FDNS 3100 Macronutrients and Energy Balance

Students will become aware of diets throughout the world comparing the "Western diet" to other diets. Other cultural traditions such as fasting, dietary restrictions, and energy expenditures are explored.

FDNS 4540 Public Health Dietetics

Students will be able to relate the social, economic, psychological, behavioral and environmental factors to food availability and health and nutritional status of populations; recognize population groups at-risk and those with special needs; understand the role and skills needed to work with diverse population groups; and discuss public health programs and policies involved in the delivery of nutrition care for individuals throughout the life cycle.

FDNS 4630 Cultural Aspects of Foods and Nutrition

Students will study the foodways, food habits and food behavior of various population groups in this country and others and the influences of these factors on the nutritional status of group members.