

PROCEDURES FOR ESTABLISHING OR CHANGING IMPLEMENTATION PLANS FOR THE CULTURAL DIVERSITY REQUIREMENT

Academic Affairs Policy Statement No. 11

1. Reference

Cultural Diversity Requirement approved by the University Council, June 5, 1997.

2. Policy

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 school or college. The extracurricular 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 extracurricular 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 extracurricular 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 extracurricular 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.

3. Learning Outcomes for University-wide Cultural Diversity Requirement

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.

4. Process

a. Implementation Plans

Using the learning outcomes stated above, each school and college will submit an implementation plan detailing how students will satisfy the cultural diversity requirement. Proposals to establish or change an implementation plan should be based on the learning outcomes and conform to the following guidelines:

1. When courses are used to satisfy the requirement, a list of the specific courses must be included in the implementation plan. The following criteria should be used to determine if a course satisfies the cultural diversity requirement. There should be substantial course content in several of the following areas:
 - 1) Compare and consider race, religion, ethnicity, gender and/or class from the perspective of another culture.
 - 2) Consider how other cultures affect the student's own culture (e.g., views of African-American, Hispanic, and Asian-American upon European-American culture).
 - 3) Consider how historical events relating to race, religion, ethnicity, gender, and/or class influence contemporary political, social, and economic issues of society (e.g., how history of racism and sexism in the U.S. affects political, social, gender, and economic standing of minorities in U.S. society).
 - 4) Consider how the media portrayal of race, religion, ethnicity, gender and/or class affects views of race, religion, ethnicity, gender and/or class in society.

To be considered as an approved cultural diversity course at UGA, the course should include cultural diversity issues described above in reading, assignments, projects, written work, and exams.

2. When extracurricular activities are used to satisfy the requirement, students will be required to provide a substantive written document reflecting on how their experiences fulfill the learning outcomes. This document must be reviewed and passed as satisfactory by the Cultural Diversity Certification Officer for the unit (see b), or by an appropriate faculty member designated by the Certification Officer. Examples of extracurricular activities include study abroad, internships, or work experiences (paid or volunteer).
- b. Each school/college will designate a person who will function as a Cultural Diversity Certification Officer and will have responsibility of certifying that students have satisfied the requirement prior to graduation.
 - c. Proposals to establish or change implementation plans should be submitted by the school/college to the Office of the Senior Vice President for Academic Affairs and Provost for consideration by the University Curriculum Committee. The proposal will be sent to the University Curriculum Committee for information and reviewed by a standing subcommittee of the University Curriculum Committee. The subcommittee will have the authority to approve proposals on behalf of the University Curriculum Committee. However, any issues unresolved by the subcommittee will be reviewed by the University Curriculum Committee. The subcommittee will evaluate the proposal to assure that it conforms with this policy and is consistent with Board of Regents policy.
 - d. Affirmative recommendations of the University Curriculum Committee will be forwarded to the Senior Vice President for Academic Affairs and Provost for final review.
 - e. All approved new or revised implementation plans will become effective subsequent to appearing in the Bulletin.