



The University of Georgia

Office of the Vice President for Academic Affairs

MEMORANDUM

TO: Cultural Diversity Sub-Committee Members

FROM: Fiona Liken
Curriculum Systems

DATE: November 15, 1999

SUBJECT: Cultural Diversity Requirement

I thought you might like some background information about the Cultural Diversity Requirement. The requirement was approved by the University Council on June 5, 1997. The Council forwarded the approved requirement to the University Curriculum Committee for implementation. The University Curriculum Committee established a subcommittee to develop a plan for implementation which asked the schools and colleges to develop learning outcomes for the requirement. After review of the submitted learning outcomes, the subcommittee drafted a set of learning outcomes for the University. The learning outcomes were approved by the University Curriculum Committee on June 3, 1998. In November of 1998 the learning outcomes were distributed to the schools and colleges with a request for implementation plans. When the subcommittee reviewed the responses from the schools and colleges, it was clear the plans were incomplete and a policy which included guidelines was needed. The subcommittee developed a policy to provide a process for developing and revising implementation plans. The committee returned several implementation plans with the policy requesting revisions. Attached is a copy of the policy which includes the approved requirement and the implementation plans submitted by the schools and colleges. The implementation plans will be the agenda items for the subcommittee meeting next week. Please let me know if you have any questions or would like any additional materials.

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

Academic Affairs Policy Statement No. 11

1. Policy (as adopted by the University Council on June 5, 1997)

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 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.

2. **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.

3. **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.
 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 Full 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 Full University Curriculum Committee. However, any issues unresolved by the subcommittee will be reviewed by the Full 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 online University of Georgia *Bulletin*.



The University of Georgia

Office of the Vice President for Academic Affairs

MEMORANDUM

TO: Deans

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

DATE: November 11, 1998

SUBJECT: Cultural Diversity Requirement - Student Learning Outcomes

After review of suggested learning outcomes for the Cultural Diversity Requirement submitted by all the schools and colleges, the University Curriculum Committee has approved the following learning outcomes for the university-wide cultural diversity requirement:

Graduates should have developed an awareness of how historical events and long-standing 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.

Using these learning outcomes, each school and college is asked to submit an implementation plan for the attached cultural diversity requirement which includes the options for completion of the requirement.

Enclosure: Cultural Diversity Requirement as Adopted

cc: Dr. Karen A. Holbrook
Dr. Jan M. Hathcote
University Curriculum Committee

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.

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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.

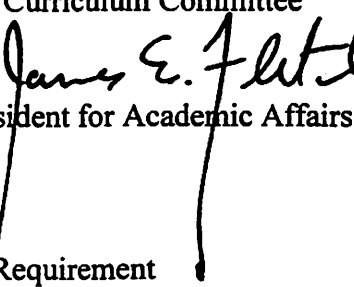


The University of Georgia

Office of the Vice President for Academic Affairs

MEMORANDUM

TO: University Council Curriculum Committee

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

DATE: July 10, 1997

SUBJECT: Cultural Diversity Requirement

As you know, the University Council at its June 1997 meeting adopted a Cultural Diversity Requirement. As I read the mission of the Committee, you are the faculty governance organization which must implement the new requirement. This memo suggests a series of steps you may consider in the process.

Enclosure 1- I have included the text of the Cultural Diversity Requirement as I received it.

Enclosure 2 - is a summary of the main points made by the resolution -- at least as I have read it.

Since the Cultural Diversity Requirement appears to be among "educational experiences of all undergraduates regardless of major," it is General Education. The University Curriculum Committee is responsible both for planning and for assessment of General Education. As a consequence, the Committee must act as a facilitator in collecting available cultural diversity options from the schools and colleges, pass on those options when received, prepare the general education learning outcomes for the University, establish the measures by which outcomes are to be assessed and estimate the level on those measures at which students begin their progress toward achieving cultural diversity learning outcomes.

The steps which I believe the committee will have to take to bring these things about are as follows:

1. Request from the Schools and Colleges (a) the means by which they will assure that students have the opportunity to participate in setting and revising the cultural diversity options with which the cultural diversity requirement will be met by students in their college, (b) the student learning outcomes which will provide the basis for development of options by which students satisfy the cultural diversity requirement. Finally, the units need to be given a deadline by which this material is to be provided to the Committee.
2. The Committee must establish plans for approving the School and College requirements as satisfying the Cultural Diversity Requirement. These plans probably need to include drafting a formal policy by which the requirement will be administered in future.
3. For its General Education Assessment responsibilities, the Committee needs to set the General Education learning outcomes for the University with respect to this requirement and to produce a plan by which data can be collected to adequately assess progress.
4. The Committee needs to inquire of the Graduate School how its responsibilities under the plan will be administered.

Enclosure 1

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

Cultural Diversity Requirement

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Enclosure 2

Main Points of the Cultural Diversity Requirement as Enacted

- The purpose of the requirement is to "ensure . . . graduates acquire the understanding and respect for cultural differences necessary for an enlightened citizenry."
- Cultural diversity is to be studied within a domestic or global context. While the discussion in the University Council tended to equate *domestic* context and that of the U.S., the other wording of the requirement would seem also to imply that "domestic" may refer to the student's place of origin.
- The requirement should enable students to develop their understanding of "issues of race, religion, ethnicity, gender, and class."
- Requirement can be completed by *curricular* or *extracurricular* experiences.
- Curricular options may include study abroad, supported learning experiences, infusion of content across courses, one course or a series of courses.
- Extra-curricular options to complete the requirement may be fulfilled with a community service program or related project.
- Any student must meet this requirement only once, unless her/his major requires that it be met more than once.
- Options will be developed or revisited by each school or college in consultation with students of the school or college.
- Requirement to be in place Fall 1998.
- Graduate programs to evaluate adequacy with respect to diversity content and issues.