



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.

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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.



ACADEMIC AFFAIRS

The University of Georgia

Henry W. Grady
College of Journalism and Mass Communication

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*Curr. Aff.
Cult. Div.*

MEMORANDUM

DATE: February 13, 1998

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

FROM: J. Thomas Russell
Dean

SUBJ: Implementing the Cultural Diversity Requirement

Three faculty (one representing each department in the College) and six students (two representing each department) serve as members of our Cultural Diversity Committee. The Committee has met on three occasions to (a) plan and develop a course or courses which will fulfill the requirement, (b) to determine how expected learning outcomes can be achieved, and (c) how those outcomes can be evaluated.

Suggested ways which outcomes may be achieved are:

- a. through written assignments and in-class activities
- b. by employing more inclusive and respectful language in oral and written communications
- c. more effective interaction both in the classroom and the workplace with people of diverse cultures
- d. becoming more critical consumers of media content depicting persons of diverse cultural perspectives and/or exploring themes related to cultural diversity
- e. developing a greater appreciation for the media's cultural influence by becoming more sensitive to the various ways race, ethnicity, gender, religion, and class impact media industries, their content and audiences
- f. by weaving cultural diversity issues into all or many of our courses including skills courses

Recognizing and measuring the effectiveness of desired outcomes will not be easy. Among the ways suggested are:

- a. focus groups
- b. exit interviews
- c. exit essays
- d. surveys
- e. projects



The University of Georgia

Henry W. Grady
College of Journalism and Mass Communication

November 19, 1998

TO: Dr. James E. Fletcher
Associate Vice President for Academic Affairs
Old College
CAMPUS

FROM: J. Thomas Russell
Dean

SUBJ: Cultural Diversity Requirement - Student Learning Outcomes

Implementation Plan

Pre-journalism students (freshmen and sophomores) will be encouraged to complete an approved course that will fulfill hours in Area F or elsewhere in the core while they are enrolled in the College of Arts and Sciences. Those who have not done so at the time of admission to this college (juniors) may elect to take one of the options submitted below as part of their major requirements or choose an elective from the University's list of approved courses.

Options

- ADPR 3140 Advertising and Society -- Designed to foster a critical understanding of advertising and promotion as an institution and its role in communication, society, culture and our economy. Students develop a framework in which to understand the continuing dialogue between supporters and critics, and confront issues related to the institution's ethical conduct, regulatory issues, and social responsibility.
- JRLC 5080 International Mass Communication -- Mass media of the world -- what they are like, how they operate, and what impact they have. Philosophies of different systems will be compared, as well as efforts at development or regulation of these systems. Attention will be given to print and electronic media and to international news agencies.
- JRLC 5210 Social Effects of Mass Communication -- Patterns of influence among mass communication and the individuals, organizations, and institutions in society. Current research and critical literature are analyzed in reviewing debates about claims of media effects, including socialization of children, formation of attitudes and values, promotion of social behaviors, and legitimization of power structures.
- JRLC 5400 Race, Gender and the Media -- Relationship between men, women, and racial and ethnic minorities in the United States and the media. Includes discussions of representations in mass media (television, print media, advertising and film); impact of representations on audiences; inequities in media professions and institutions; and alternative, feminist, and minority media.
- TELE 5440 History and Analysis of Electronic Programming -- Radio and television entertainment and informational programs are traced from their roots to the present through socio-cultural, technical, legal and economic influences.