



# 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

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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

Daniel B. Warnell  
School of Forest Resources  
*Office of the Associate Dean*

February 6, 1998

## MEMORANDUM

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

**FROM:** Bruce Bongarten *SCB*

**RE:** Cultural Diversity Requirement -- Preliminary Steps

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Jim, this is in response to your memorandum of January 14, 1998 requesting information about student involvement in development of our School's cultural diversity requirement, and suggested learning outcomes for the requirement.

- **Student Participation** -- Specifics of the Warnell School of Forest Resources Cultural Diversity Requirement will be developed by an ad hoc committee composed of the School's Curriculum Committee and one representative from each of the five major student clubs that operate in the School, plus one additional student chosen by the Curriculum Committee to insure diverse student representation. This group met yesterday, and developed the following student learning outcomes.
- **Student Learning Outcomes**
  - Students must show recognition that perspectives are influenced by culture;
  - Students must demonstrate an ability to assimilate and accurately explain perspectives of cultures other than their own.

We look forward to the University Curriculum Committee reaction to our suggestions.

**c:** A C Mace, Jr  
S A Merkle

*Curr Mgt  
Cult Div. C*



# The University of Georgia

Daniel B. Warnell  
School of Forest Resources  
Office of the Associate Dean  
for Academic Affairs

June 8, 1999

Dr. James A. Fletcher  
Associate Vice President for Academic Affairs  
Old College  
The University of Georgia  
CAMPUS

*foreign language  
sufficient?  
majority of minority*

Jim:

Attached are several curriculum actions, approved by the faculty of our School on May 24, that we are submitting for UCC approval. They include:

- (1) Options for fulfilling the Cultural Diversity Requirement in the Warnell School of Forest Resources,
- (2) Changes to the major requirements for the Wildlife major,
- (3) Changes to the major requirements for the Fisheries and Aquaculture major,
- (4) Replacement of the (i) Soils and Water and (ii) Hydrology and Environmental Systems Areas of Emphasis by the (iii) Soil Management and (iv) Water Resources Areas of Emphasis in the Forest Environmental Resources major.

Changes in the Wildlife and Fisheries and Aquaculture majors are the outcome of faculty scrutiny of major objectives and course work needed to meet the reconsidered objectives. The new Areas of Emphasis in the Forest Environmental Resources major are intended to provide options that are better differentiated, provide greater flexibility, and are labeled in a manner more understandable to students than were the Areas of Emphasis they replace. The attached proposals contain no further justification. Please let me know if you desire further information.

Sincerely yours,

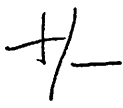
Bruce C. Bongarten  
Associate Dean and Professor

cc: A C Mace, Jr  
S A Merkle  
E Likens

attachments

## **Warnell School of Forest Resources Cultural Diversity Requirement**

To complete a bachelors degree (BSFR) in the Warnell School of Forest Resources (WSFR), students must satisfy a cultural diversity requirement in one of the following ways:

- Complete one course that fulfills the Franklin College of Arts and Cultural Diversity Requirement.\*
- Complete one course from a list of courses approved by the WSFR faculty (attached).\*
- Complete a college-level course in a foreign language.\* 
- Complete college course work in a country other than the United States.\*
- Serve three or more times as a Project Learning Tree or Project Wild instructor in K-12 classes having a majority of minority students.

\* Courses may also be used to satisfy, in part, the Social Sciences or Humanities portion of the Regents' Core or elective hours in the Professional Program of WSFR.

**ATTACHMENT**

**Warnell School of Forest Resources Cultural Diversity Requirement**

**Other courses approved by the faculty of the Warnell School of  
Forest Resources**

1. ANTH(BTNY) 4300-4300L -- Ethnobotany

May 24, 1999



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# The University of Georgia

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University Council  
Athens, Georgia 30602

## MEMORANDUM

TO: Dean Arnett C. Mace, Jr.  
School of Forest Resources

FROM: Dr. Elli Lester Roushanzamir, Chair  
Subcommittee on Cultural Diversity  
University Curriculum Committee

DATE: April 4, 2000

SUBJECT: Cultural Diversity Implementation

The Subcommittee on Cultural Diversity reviewed your options for fulfilling the University-wide Cultural Diversity requirement. In the opinion of the subcommittee the following options do not fulfill the attached learning outcomes:

Complete a college-level course in a foreign language

Complete college course work in a country other than the United States

The subcommittee would like an explanation of how participating in Project Learning Tree or Project Wild will fulfill the learning outcomes. Please send your response to the Office of Curriculum Systems, 203 Old College, by April 14, 2000.

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





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# The University of Georgia

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Daniel B. Warnell  
School of Forest Resources

## MEMORANDUM

**DATE:** April 20, 2000

**TO:** Dr. Elli Lester Roushanzamir, Chair, Subcommittee on Cultural Diversity

**FROM:** Scott Merkle, WSFR Curriculum Committee Chair

**REGARDING:** WSFR options for satisfying Cultural Diversity Requirement

In response to your 4 April 2000 memo and subsequent email, the WSFR Curriculum Committee has prepared the following explanations of how some of our proposed options for meeting the University's Cultural Diversity Requirement address the learning outcomes listed in the description of the requirement.

With regard to the proposed option of completing a college-level course in a foreign country, we believe this option meets all three of the learning outcomes more than adequately. Since the completion of such a course of study in a foreign country would naturally involve living in that country for a period of time and some degree of immersion into the culture of that country, we believe that students in our program completing that option would certainly develop an awareness of how its history and customs have influenced contemporary issues in that society. Similarly, immersion in the foreign culture cannot help but bring about an appreciation of how someone's (in this case, the student him/herself) background affects how they perceive information and how the society's perspectives influence how people and events are portrayed.

In response to the Subcommittee's request for more information on how participation in Project Wild or Project Learning Tree (in a class with a majority of minority students) will meet the listed learning outcomes, we believe participation in these outreach programs is especially pertinent to Learning Outcome 2, although it should also aid with the other two learning outcomes. Our faculty member who organizes participation by our students in these programs provided the following information:

Participation in Project Wild or Project Learning Tree through the WSFR provides our students the opportunity to lead educational outreach programs targeting elementary and high school classes within the Athens area. This experience places the responsibility of being the "teacher" on the student, and in this role, the student must not only be knowledgeable of the subject matter, but they must interact with the student learners--answering questions, playing games, leading nature walks, helping to analyze simple data, and so on. This interaction is the key element to our program. For example, when a young student asks a question or is unable to synthesize the information delivered, it is up to the WSFR student to help bridge the gap. How they approach this situation requires them to be cognizant of the young student's background and knowledge base. Therefore, the answer must be phrased in such a way that it is understood and the connection is made. This is not something that can be taught, nor is it an innate response. This is something that is learned by doing, and will no doubt require our students to develop an awareness of how race, ethnicity, culture, and gender might affect how a person perceives and assimilates information. Again, we believe the learning gains from this type of experience will actually exceed those to be made by taking a conventional course at UGA.

Finally, although not one of the options originally proposed by us, we would like to address the situation of students in our program who have already been extensively exposed to cultures other than the predominant culture in the U.S.. These would be the international students in our program and those who have already spent several years living in another culture. Since these students will no doubt already have had a greater opportunity to satisfy the listed learning outcomes than any course at UGA can offer, and we believe that forcing them to meet the cultural diversity requirement during their undergraduate program at UGA is redundant. We are therefore requesting approval for our Cultural Diversity Requirement compliance officer to determine whether this requirement can be waived for students falling into this category.

cc: B. Bongarten