

Academic Affairs Policy Statement No. 11

Cultural Diversity Requirement

1. Reference

- a. Cultural Diversity Requirement approved by the University Council, June 5, 1997.
- b. Last revised April 2019.

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 no increase in hours beyond the approved limit. Each school and college will be responsible for monitoring the compliance of its students to the requirement.

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 to evaluate, using its own procedures, 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. Assessment

The dean's office will be responsible for assessing the Cultural Diversity Implementation Plan for their school/college.

5. Procedure

a. Implementation Plans

Establishing a Cultural Diversity Implementation Plan

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 an implementation plan should be based on the learning outcomes and conform to the following guidelines:

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:

- i. Compare and consider race, religion, ethnicity, gender, and/or class from the perspective of another culture.
- ii. Consider how other cultures affect the student's own culture (e.g., views of African-American, Hispanic, and Asian-American upon European-American culture).
- iii. 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).
- iv. 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.

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).

Revising an Approved Implementation Plan

Proposals to change an implementation plan should be based on the learning outcomes and conform to the following guidelines:

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:

- i. Compare and consider race, religion, ethnicity, gender, and/or class from the perspective of another culture.
- ii. Consider how other cultures affect the student's own culture (e.g., views of African-American, Hispanic, and Asian-American upon European-American culture).
- iii. 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).
- iv. 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.

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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 for certifying that students have satisfied the requirement prior to graduation.
- c. Proposals to establish or change implementation plans should include the following:
 - i. Justification for revision
 - ii. List of courses to be added and/or removed
Evidence of Cultural Diversity learning outcomes must be present in the Automated Course Approval Process (CAPA) for each course.
 - iii. List of non-credit activities to be added and/or removed
- d. Proposals to establish or change implementation plans should be routed through the following approval sequence:
 - i. Faculty of the academic unit proposing the new or revised implementation plan or revisions
 - ii. Department Head of academic unit proposing the new or revised implementation plan or revisions (if applicable)
 - iii. Dean of academic unit proposing the new or revised implementation plan or revisions
 - iv. Office of Instruction (for review)
 - v. University Curriculum Committee
- e. All approved new or revised implementation plans will become effective subsequent to appearing in the *Bulletin*.