

DIVERSITY & INCLUSION REQUIREMENT

Diversity & Inclusion Requirement

The Diversity & Inclusion course requirement serves as a key curricular component of the University of the Pacific's commitment to diversity and inclusive excellence. The Diversity & Inclusion requirement contributes to students' intercultural competencies and to an understanding of the complex connections among domestic diversity, globalism, and democracy.

The University of the Pacific requires that all students who earn a bachelor's degree must successfully complete at least 3 units of officially designated Diversity & Inclusion coursework. While this is usually met by one course, courses may be combined to reach the 3-unit total.

This requirement is applicable to all students who have enrolled at Pacific on or after fall 2010.

Post Baccalaureate Students

Students who completed a Bachelor's degree elsewhere and who are seeking an additional Bachelor's degree at Pacific are exempt from this requirement.

Transfer Courses

The University diversity requirement can be met entirely, or in part, by the successful completion of an approved course at Pacific or at an approved college and university. Students who wish to meet this requirement by taking a course at a different college or university must first check ROAR (Roam Online Articulation Reports) or with the director of GE before registering for the course.

Students who wish to petition for a transfer course to meet the diversity requirement may contact the Director of General Education.

Learning Outcomes of the Diversity & Inclusion Requirement

A course or series of courses in this category must fulfill at least two of the following three outcomes:

- a. Students will be able to analyze how social, cultural, and historical forces have shaped the current circumstances of marginalized groups in the United States who have experienced sustained structural and systemic discrimination, and identify factors that perpetuate this discrimination.
- b. Students will be able to examine and/or employ various strategies for cultivating a more equitable society at the structural and systemic level.
- c. Students will be able to articulate their own or others' experiences with marginalization, privilege, and implicit discrimination in order to develop and advocate for systems of inclusivity, equity, and access in both personal and professional spaces.