Explanation of Docket 20-35

This is a series of two versions with #4 and #5 being the Final Docket 20-35. The two versions have both track changes and clean copies showing the progression from Academic Affairs Council (AAC) working over this academic year to update the U.S. Diversity Requirement and Class Learning Objectives in the catalog. The second is Executive Board (EB) Working Group’s revisions to refine AAC’s work.

In order:

1.) Currently in catalog as reference
2.) AAC revision of catalog (track changes)
3.) AAC revision of catalog (clean copy)
4.) EB working group revision of AAC (track changes) Final
5.) EB working group revision of AAC (clean copy) Final
1.) Currently in Catalog:

U.S. Diversity and International Perspectives

Guidelines and Procedures

(Approved by the FSCC 10/2/96; revised 5/2/97, 11/25/97, 4/28/98, 3/30/00, 4/10/09, 9/7/18)

One of Iowa State University’s goals is to prepare its students to meet the challenges of responsible citizenship and effective professional roles in a culturally diverse global community. To help achieve this goal, all undergraduate students must fulfill graduation requirements in two areas: U.S. Diversity and International Perspectives. The specific standards used to certify students’ fulfillment of these requirements vary from major to major, but all require three credits of course work (or the equivalent in some alternative academic experience) for each of the requirements. In most cases, courses used to meet the U.S. Diversity and International Perspectives requirements can also be used to fulfill general education requirements of the student’s college or requirements of the student’s major. Students should consult with advisors for details of the requirements in particular majors.

The focus of the U.S. Diversity requirement is the multicultural society of the United States. Courses or alternative academic work used to meet the requirement address significant manifestations of human diversity and provide students with insights that enhance their understanding of diversity among people in the U.S.

Through completion of the U.S. Diversity requirement, students will achieve at least two learning outcomes such as those listed below. Students will be able to:

- articulate how their personal life experiences and choices fit within the context of the larger mosaic of U.S. society, indicating how they have confronted and critically analyzed their perceptions and assumptions about diversity-related issues.
- analyze and evaluate the contributions of various underrepresented social groups in shaping the history and culture of the U.S.
- analyze individual and institutional forms of discrimination based on factors such as race, ethnicity, gender, religion, sexual orientation, class, etc.
- analyze the perspectives of groups and individuals affected by discrimination
- analyze how cultural diversity and cooperation among social groups affect U.S. society.
U.S. Diversity and International Perspectives
Guidelines and Procedures
(Approved by the FSCC 10/2/96; revised 5/2/97, 11/25/97, 4/28/98, 3/30/00, 4/10/09, 9/7/18)

One of Iowa State University’s goals is to prepare its students to meet the challenges of responsible citizenship and effective professional roles in a culturally diverse global community and workplace. To help achieve this goal, all undergraduate students must fulfill graduation requirements in two areas: U.S. Diversity and International Perspectives. At a minimum, students can fulfill this requirement with three credits of course work (or the equivalent in some alternative academic experience) for each of the requirements area. In most cases, courses used to meet the U.S. Diversity and International Perspectives requirements can also be used to fulfill general education requirements of the student’s college or requirements of the student’s major. Students should consult with advisors for details of the requirements in particular majors.

The focus of the U.S. Diversity requirement is the multicultural society of the United States. Courses or alternative academic work used to meet the requirement address significant manifestations of human diversity and provide students with insights that enhance their understanding of diversity among people in the U.S.

The focus of the U.S. Diversity requirement is understanding the social complexity of human beings based on analytical categories such as race, ethnicity, or gender, and the ways those categories have excluded historically marginalized groups. Intersectional understandings of diversity consider other categories of identity (e.g. sexuality, culture, and religion) related to race and ethnicity. Diversity in education means exploring these social complexities in the classroom to familiarize students with the historical, societal, and political contributions of diverse populations.

Through completion of the U.S. Diversity requirement, students will achieve at least two learning outcomes such as those listed below.

Students will be able to the following learning outcomes:

- Students will identify the experiences and contributions of underrepresented or marginalized groups and how they have shaped the history and culture of the United States.
- Students will understand the analytical concepts of diversity, culture, ethnicity, race, and religion and be able to apply these concepts to an analysis of the United States.
- Students will analyze systemic oppression and personal prejudice and their impact on marginalized communities and the broader U.S. society.
- Students will evaluate important aspects of diversity so they can live, work, and collaborate with others in the 21st century United States.
One of Iowa State University’s goals is to prepare its students to meet the challenges of responsible civic engagement and effective professional roles in a culturally diverse global community and workplace. To help achieve this goal, all undergraduate students must fulfill graduation requirements in two areas: U.S. Diversity and International Perspectives. At a minimum, students can fulfill this requirement with three credits of course work (or the equivalent in some alternative academic experience) for each area. In most cases, courses used to meet the U.S. Diversity and International Perspectives requirements can also be used to fulfill general education requirements of the student’s college or requirements of the student’s major. Students should consult with advisors for details of the requirements in particular majors.

The focus of the U.S. Diversity requirement is understanding the social complexity of human beings based on analytical categories such as race, ethnicity, or gender, and the ways those categories have excluded historically marginalized groups. Intersectional understandings of diversity consider other categories of identity (e.g. sexuality, culture, and religion) related to race and ethnicity. Diversity in education means exploring these social complexities in the classroom to familiarize students with the historical, societal, and political contributions of diverse populations.

Through completion of the U.S. Diversity requirement, students will achieve the following learning outcomes:

- Students will identify the experiences and contributions of underrepresented or marginalized groups and how they have shaped the history and culture of the United States.
- Students will understand the analytical concepts of diversity, culture, ethnicity, race, and religion and be able to apply these concepts to an analysis of the United States.
- Students will analyze systemic oppression and personal prejudice and their impact on marginalized communities and the broader U.S. society.
- Students will evaluate important aspects of diversity so they can live, work, and collaborate with others in the 21st century United States.
One of Iowa State University's goals is to prepare its students to meet the challenges of responsible civic engagement and effective professional roles in a culturally diverse global community and workplace. To help achieve this goal, all undergraduate students must fulfill graduation requirements in two areas: U.S. Diversity and International Perspectives. At a minimum, students can fulfill this requirement with three credits of course work (or the equivalent in some alternative academic experience) for each area. In most cases, courses used to meet the U.S. Diversity and International Perspectives requirements can also be used to fulfill general education requirements of the student's college or requirements of the student's major. Students should consult with advisors for details of the requirements in particular majors.

The focus of the U.S. Diversity requirement is understanding the social complexity of human beings—population (based on analytical categories such as race, ethnicity, or gender), and the ways these categories have excluded historically marginalized groups. Intersectional understandings of diversity consider other categories of identity (e.g. sexuality, culture, and religion) related to race and ethnicity both today and in the past. Diversity in education means exploring these social complexities in the classroom in order to familiarize students with the historical, societal, and political contributions of diverse populations.

Through completion of the U.S. Diversity requirement, students will achieve the following at least three of the following learning outcomes:

- Students will identify the experiences and contributions of underrepresented or marginalized groups and how they have shaped the history and culture of the United States.
- Students will understand the analytical concepts of surrounding diversity, culture, ethnicity, race, and religion and be able to apply these concepts to an analysis of the United States US Society.
- Students will analyze systemic oppression and personal prejudice and their impact on marginalized communities and the broader U.S. society.
- Students will evaluate important aspects of equity, diversity and inclusion so they can live, work, and collaborate with others in the 21st century United States.
One of Iowa State University’s goals is to prepare its students to meet the challenges of responsible civic engagement and effective professional roles in a culturally diverse global community and workplace. To help achieve this goal, all undergraduate students must fulfill graduation requirements in two areas: U.S. Diversity and International Perspectives. At a minimum, students can fulfill this requirement with three credits of course work (or the equivalent in some alternative academic experience) for each area. In most cases, courses used to meet the U.S. Diversity and International Perspectives requirements can also be used to fulfill general education requirements of the student’s college or requirements of the student’s major. Students should consult with advisors for details of the requirements in particular majors.

The focus of the U.S. Diversity requirement is understanding the social complexity of human population (such as race, ethnicity, or gender), both today and in the past. A diverse and rich education means exploring these social complexities in order to familiarize students with the historical, societal, and political contributions of diverse populations.

Through completion of the U.S. Diversity requirement, students will achieve at least three of the following learning outcomes:

- Students will identify the experiences and contributions of underrepresented or marginalized groups and how they have shaped the history and culture of the United States.
- Students will understand concepts surrounding diversity, culture, ethnicity, race, and religion and be able to apply these concepts to an analysis of US Society.
- Students will analyze systemic oppression and personal prejudice and their impact on marginalized communities and the broader U.S. society.
- Students will evaluate important aspects of equity, diversity and inclusion so they can live, work, and collaborate with others in the 21st century United States.