

Yellow highlights represent changes made by the AAC on 4-21-21 after feedback from FS Meeting on 4-20-21

Blue highlights represent changes made by the EB on 4-27-21 following the AAC's modified proposal

Track changes copy:

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~~ 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 ~~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 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. Intersectionality understandings of diversity considers how these and other categories of identity (e.g. sexuality, culture, and religion) related to race and ethnicity overlap and create multiple forms of oppression. A diverse and rich-robust education means exploring these social complexities in the structured classroom learning environment 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, gender, and/or 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, equity, and inclusion so they can live, work, and collaborate with others in the 21st century United States.~~

Clean Copy:

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 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. Intersectionality considers how these and other categories of identity (e.g. sexuality, culture, and religion) overlap and create multiple forms of oppression. A diverse and robust education means exploring these social complexities in a structured learning environment 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:

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