

# U.S. Diversity Course Requirement Proposal Form

# *ISU Courses*

The U.S. Diversity learning outcomes must be met in at least 70% of the course content including the course learning outcomes/objectives, course materials, learning activities, assessments, course framework, and/or pedagogical approaches. We recognize:

* Course materials, learning activities, and assessments may meet multiple learning outcomes.
* In some cases, multiple course materials, learning activities, and assessments will be combined to meet a U.S. Diversity learning outcome.

## Part 1: Contact Information

**Instructions**: Please provide all the information listed below related to the course and the proposal. Do not use abbreviations.

1. Proposal submission date:
2. Does the course meet three of the four learning outcomes in at least 70% of the course? [Yes or No]
3. Contact person name for this course proposal:
4. Contact person email for this course proposal:
5. Relationship of contact person to course:
6. Course department, school, or program (e.g., Apparel, Merchandising, and Design):
7. Course designator(s); please list all designators if the course is cross listed (e.g., AMD/WGS):
8. Course number(s); please list all numbers if the course is dual listed (e.g., 458/558):
9. Course title (exactly as it appears in the catalog):
10. Course catalog description (copy/paste the entire description exactly as it appears in the catalog):
11. List all the course learning outcomes/objectives including those that may not align with the U.S. Diversity learning outcomes.

## Part 2: U.S. Diversity Learning Outcomes (USDLOs)

**Instructions**: Please indicate how your course will meet three of the four learning outcomes in at least 70% of the course by providing information in the four tables below. Table 1 relates to your course learning outcomes/objectives; Table 2 relates to your course materials; Table 3 relates to your course assessments; Table 4 relates to your course framework and/or pedagogical approach(es).

### Table 1. Course Learning Outcomes/Objectives

|  |  |
| --- | --- |
| **U.S. Diversity Learning Outcomes (USDLOs)** | Students will achieve the U.S. Diversity learning outcome via these **course learning outcomes/objectives (CLO)**. Please list all your course learning outcomes/objectives that align with the U.S. Diversity learning outcome. |
| USDLO 1. Identify the experiences and contributions of underrepresented and marginalized groups and how they have shaped the history and culture of the US | * [insert text here] |
| USDLO 2. Understand the analytical concepts of culture, ethnicity, race, gender, sexuality, and/or religion and be able to apply these concepts to an analysis of the US | *Example*   * *Analyze foundational concepts and theories related to dress, identity, fashion, and culture and how they intersect with sex, gender, sexuality, beauty, attractiveness, disability, religion, race, and ethnicity with heightened attention to marginalized communities in the United States.* * [insert text here] |
| USDLO 3. Analyze systemic oppression and personal prejudice and their impact on marginalized communities and the broader US society | * [insert text here] |
| USDLO 4. Evaluate important aspects of diversity, equity, and inclusion so they can live, work, and collaborate with others in the 21st century US | * [insert text here] |

### Table 2. Course Materials and/or Learning Activities (e.g., readings, lectures, films)

|  |  |
| --- | --- |
| **U.S. Diversity Learning Outcomes (USDLOs)** | Students will achieve course learning outcomes/objectives (CLO) listed in table 1 via these **course materials and/or learning activities (e.g., readings, lectures, films).** Please list all the course materials and/or learning activities that align with the U.S. Diversity learning outcome. |
| USDLO 1. Identify the experiences and contributions of underrepresented and marginalized groups and how they have shaped the history and culture of the US | *Example*   * *Chapter* [*3 Identity, Social Justice, and Dress e-book chapte*](https://iastate.pressbooks.pub/dressappearancediversity/chapter/social-justice/)*r.* * [insert text here] |
| USDLO 2. Understand the analytical concepts of culture, ethnicity, race, gender, sexuality, and/or religion and be able to apply these concepts to an analysis of the US | * [insert text here] |
| USDLO 3. Analyze systemic oppression and personal prejudice and their impact on marginalized communities and the broader US society | * [insert text here] |
| USDLO 4. Evaluate important aspects of diversity, equity, and inclusion so they can live, work, and collaborate with others in the 21st century US | * [insert text here] |

### Table 3. Course Assessments

|  |  |
| --- | --- |
| **U.S. Diversity Learning Outcomes (USDLOs)** | Students will achieve course learning outcome/objectives (CLO) listed in column 2 via these **course assessments**. Please list all the assessments that align with the U.S. Diversity learning outcome. |
| USDLO 1. Identify the experiences and contributions of underrepresented and marginalized groups and how they have shaped the history and culture of the US | *Example*   * *Module 3 identity, social justice, and dress quiz* * *Module 3 identity, social justice, and dress case study* * [insert text here] |
| USDLO 2. Understand the analytical concepts of culture, ethnicity, race, gender, sexuality, and/or religion and be able to apply these concepts to an analysis of the US | * [insert text here] |
| USDLO 3. Analyze systemic oppression and personal prejudice and their impact on marginalized communities and the broader US society | * [insert text here] |
| USDLO 4. Evaluate important aspects of diversity, equity, and inclusion so they can live, work, and collaborate with others in the 21st century US | * [insert text here] |

### Table 4. Course Framework and/or Pedagogical Approaches

|  |  |
| --- | --- |
| **U.S. Diversity Learning Outcomes (USDLOs)** | Students will achieve the U.S. Diversity learning outcome via the **course framework and/or pedagogical approaches.** List the pedagogical approaches from your course that align with the U.S. Diversity learning outcome and/or explain how your course framework aligns with the U.S. Diversity learning outcome. |
| USDLO 1. Identify the experiences and contributions of underrepresented and marginalized groups and how they have shaped the history and culture of the US | * [insert text here] |
| USDLO 2. Understand the analytical concepts of culture, ethnicity, race, gender, sexuality, and/or religion and be able to apply these concepts to an analysis of the US | * [insert text here] |
| USDLO 3. Analyze systemic oppression and personal prejudice and their impact on marginalized communities and the broader US society | * [insert text here] |
| USDLO 4. Evaluate important aspects of diversity, equity, and inclusion so they can live, work, and collaborate with others in the 21st century US | * [insert text here] |

## Part 3: Narrative Response

Is there anything else the review committee should know about the course and your proposal?

## Part 4: Submission Instructions

Submit the follow documents as separate files. Please save each document as a PDF.

1. US Diversity course proposal form [save file as “coursedesignator\_coursenumber\_proposal\_yourlastname” or AMD\_165\_Proposal\_Reddy-Best.PDF]
2. Most recent course syllabus [save file as “coursedesignator\_coursenumber\_\_Syllabus\_yourlastname” or AMD\_165\_\_Syllabus\_Reddy-Best.PDF]
3. One item from your course (e.g., quiz, chapter, assignment) identified in table 2 or 3 [save file as “coursedesignator\_coursenumber\_Item\_yourlastname” or AMD\_165\_Item\_Reddy-Best.PDF]

## Part 5: Overview of the Review Process

1. Proposal is received by committee.
2. Submitter will receive confirmation that proposal was received, and the review process has begun.
3. Chair assigns proposal two reviewers from the U.S. Diversity Course Requirement Committee.
4. The two reviewers evaluate proposal and assign one of the following:
   1. Meets three of the four U.S. Diversity learning outcomes in at least 70% of the course.
   2. Need more information to determine if three of the four U.S. Diversity learning outcomes are met in at least 70% of the course.
   3. Does not meet three of the four U.S. Diversity learning outcomes in at least 70% of the course.
5. The two reviewers evaluate item (e.g., quiz, chapter, assignment) and assign one of the following:
   1. Item meets the identified U.S. Diversity learning outcome.
   2. Need more information to determine if item meets U.S. Diversity learning outcome.
   3. Item does not meet the identified U.S. Diversity learning outcome.
6. Chair reviews the reviewer evaluations and seeks clarification as necessary on any reviewer comments on the proposal.
7. Course proposal and the two reviewers’ evaluations are brought to full committee for review, discussion, and vote. Options include to:
   1. Accept proposal
   2. Reject proposal (rejected courses can revise and resubmit)
8. Committee chair reports outcome to submitter.
   1. Provides vote outcome: accept or reject.
   2. Provides feedback to submitter on rejected courses including whether more information is needed to accept proposal or why course was rejected.

## Part 6: Submitter Signature

By submitting this proposal, I am confirming that the **proposal represents the course taught by all instructors**, if there are multiple instructors.

Submitter Signature [please type your name here or include a digital below]:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date**