**Academic Policy & Curriculum Com**

**DIVERSITY DESIGNATION APPLICATION & REVIEW**

**INSTRUCTIONS**

***Application Process***

In the application, briefly outline how your course fits the criteria for diversity designation described below, including references to supporting documentation. If you believe your course should have a diversity designation, but does not fit these criteria, you can also attach a document outlining your reasoning and supporting documentation.

All applications must be accompanied by a syllabus with the applicable course objectives/learning outcomes for the course highlighted.

Other supporting documentation may be submitted as needed, such as assignments, reading lists, descriptions of experiences, and/or other course materials.

After completing program-level review and approval, electronic applications and supporting documents should be uploaded to the review committee website.

***Criteria for the Diversity Designation***

To have the D (Diversity Designation) courses must

1. have at least 60% content focused on diversity,
2. provide students with understanding of human diversity in the United States
3. focus on one or more socially constructed identities such as race, class, gender, sexuality, disability, age, ethnicity, and nationality, and
4. have two or more of the following goals and they must be reflected in the course learning objectives:
* To provide an in-depth analysis of at least one socially constructed identity
* To teach about the intersections of socially constructed categories, perspectives and experiences
* To teach students to think critically about power, inequality, marginality and activism
* To explore the customs, traditions, and cultural expressions (art, dance, music, literature, etc.) as they relate to experiences of power, privilege, oppression and activism
* To explore the historical precursors of contemporary power relationships and the interconnected histories of various people as they relate to power, privilege and oppression
* To investigate contemporary society and how institutions like education, law, government, religion, science, health, military, and others contribute to the inequitable distribution of power and privilege in society.

Courses must meet these requirements every time they are taught to have a D designation. Courses that are taught differently at different times, such as TCORE courses, Special Topics courses, Independent Studies, or Internships, cannot not be given a D designation.

**DIVERSITY DESIGNATION APPLICATION & REVIEW**

**University of Washington, Tacoma**

|  |  |  |
| --- | --- | --- |
|  | **Date** |  |
|  | **Course Prefix and Number** |  |
| **Course Title** |  |
| **Program** |  |
| **Course Prereqs** |  |

Provide a ***brief*** explanation of how your course fits the criteria for a diversity course by answering the questions below, including references to supporting documentation where appropriate. If you need additional pages for explanations, attach these to application.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. | Does the course have at least 60% of content focused on diversity? Consider readings, assignments, discussions and experiences in making your determination.  | YES |  | NO |  |
|  |  |  |  |
|  | Briefly explain referencing supporting documents: |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2. | Does this course focus on diversity in the U.S.? (Check one) | YES |  | NO |  |
|  | Briefly explain referencing supporting documents: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. | Does the course focus on one or more of these socially constructed identities? (Check all that apply) |  | Age |
|  | Class |
|  | Disability |
|  | Ethnicity |
|  | Gender |
|  | Nationality |
|  | Race |
|  | Sexuality |
|  | Other identity(ies) (list below) |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 4. | Which of the following diversity criteria goals does this course focus on: (Check all that apply) |  | To provide an in-depth analysis of at least one socially constructed identity |
|  | To teach about the intersections of socially constructed categories, perspectives and experiences |
|  | To teach students to think critically about power, inequality, marginality and activism |
|  | To explore the customs, traditions, and cultural expressions (art, dance, music, literature, etc.) as they relate to experiences of power, privilege, oppression and activism |
|  | To explore the historical precursors of contemporary power relationships and the interconnected histories of various people as they relate to power, privilege and oppression |
|  | To investigate contemporary society and how institutions like education, law, government, religion, science, health, military, and others contribute to the inequitable distribution of power and privilege in society. |
| 5. | Attach a syllabus that includes the course learning objectives. Highlight the learning objectives that relate to the diversity criteria goals. |
| 6. | If you believe your course should be designated a diversity course, but it does not fit the description above, please attach a statement supporting this. Be sure to attach appropriate documentation. |

**APPROVALS**

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| --- | --- | --- |
|  |  | Date |
| Director/Dean of Program/Unit |  |  |
| UWT AP&C Committee Chair |  |  |
| UWT Associate Vice Chancellor |  |  |