

University Admissions Practices, and Program Overview of DEI: HB2428

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HOUSE COMMITTEE ON EDUCATION
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KANSAS BOARD OF REGENTS: PROGRAM APPROVAL OVERVIEW

1. Program Justification:

- a. Is the program central to the mission of the institution?
- b. What is the student demand for the program and what are the characteristics of the students who will participate in the program
- c. What is the demand for graduates of the program (labor market)?

2. Curriculum

3. Faculty Needs

4. Academic Support Needs

5. Facilities and Equipment Needs

6. Program Review, Assessment, and Accreditation

Page 22-27 KBOR Policy Manual

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Emporia State University

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BA OR BS IN PSYCHOLOGY: REQUIRED COURSES (ONE OR THE OTHER)

PY 375. PSYCHOLOGY OF DIVERSITY 3 HRS. The field of psychology has a long history of questing for “universal” laws of human behavior. This course examines the ways in which this “universal” approach to psychology is often misguided, by exploring how differences between people along a variety of domains (gender, race/ethnicity, disability, religion, sexual orientation, age, language, veteran status, immigration status, political identity, family composition, parental status, weight, height, etc.) have an impact on prejudice, stigma, discrimination, stereotyping, health, and lived experience at both the individual and systemic level. By doing so, students will come away from this class with a greater understanding of the lives of others, a greater ability to reflect on how your own diversity-related characteristics may have impacted your own psychology, and practical skills for analyzing diversity in both qualitative and quantitative settings.

PY 535. HUMAN SEXUALITY 3 HRS.(Prerequisite, PY 100) This course will help guide you in understanding the wide world of human sexual behavior, desire, fantasy, orientation, history and social policy from a bio-psycho-social perspective. Topics covered will include the history of human sexuality, sexual identity and sexual diversity, sex education, pregnancy and childbirth, biological sexual development, sexuality and the media, pornography, sex work, the relationship between sexuality and health, and the politics of sexuality. The course will also provide students with a firmer grounding in both sexual terminology and the lived experiences of people, with a strong focus on intersectionality woven throughout the class.

Pages 58, 299, 300: 2025-2026 ESU Catalog

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ESU M.S. DEGREE, CLINICAL COUNSELING: REQUIRED COURSE

CE 898. SUPERVISED PRACTICUM INCOUNSELING 3 HRS. (Prerequisites, CE810, CE825, CE833, CE893, and/or concurrently, CE830. Permission required.) This supervised practicum will assist students to improve their counseling skills through counseling sessions with clients. The course provides opportunities for students to obtain supervised practice in the area of group counseling, as well as experience in preparing case notes, consulting with other professionals, and critiquing audio and video tapes of counseling sessions. Students receive one hour of individual and one and one-half hours of group supervision each week. Liability insurance coverage is required. Methods of instruction include tutorial forms of instruction consisting of discussion of students' video/audio tapes of clients and case analysis of diagnosis and treatment of students' clients. **Instructor and/or students will present materials on topics pertinent to client issues, including diversity,** ethical and legal considerations."

<https://www.emporia.edu/interdisciplinary-studies/social-change/>

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SCHOOL PSYCHOLOGY (ED.S.)

*Students must select 12 credits of courses as approved by their advisor; **three credit hours must include a course on multiculturalism and diversity.** Elective should also include coursework on school-based interventions.

Page 140: 2025-2026 ESU Catalog

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ESU: DEGREES WITH APPLICATION/ADMISSION NOTES

All qualified applicants to Counselor Education receive equal consideration for admission, regardless of race, ethnicity, color, national origin, sex, gender, familial or parental status, marital status, sexual orientation or identity, religious or non-religious beliefs, age, disability, military or veteran status, or socioeconomic status. ESU provides accommodations to applicants with disabilities, as requested from Student Accessibility & Support Services. **BIPOC (Black, Indigenous, and People of Color) and individuals with disabilities are encouraged to apply.**

Example of Degrees:

- MS Degree in Art Therapy Counseling
- Clinical Counseling Master's Degree
- School Counseling Master's Degree

*page 130 of 2025-2026 Catalog

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ESU TEACHERS COLLEGE

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. **Moreover, the candidate is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity,** the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU's professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

*Page 110 2025-2026 Catalog

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MASTERS IN NURSING COURSE REQUIREMENT:

NU 801. POPULATION HEALTH AND POLICIES 3 HRS. (Prerequisite: NU 800.) This course examined factors that influence public and population health in the US. **Ways to foster diversity, equity, and inclusion are introduced.** The role of interprofessional teams in public health advocacy is discussed. Current literature related to public health nursing is described.

Page 136 & 280: 2025-2026 ESU Catalog

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ESU – HONORS COLLEGE

EMPORIA STATE
UNIVERSITY

Honors College

Requirements for Participation and Graduation with Honors

CW 111 Honors Seminar I, 3 credit hours

CW 311 Honors Seminar II, 1 credit hour

Honors Adaptive Leadership Challenge (civic leadership training)

Four (4) Honors courses (student may select from general education, upper level, or contract

courses) CW 510 Community Engagement Practicum (at least 1 credit hour) or CW 499 Honors

Thesis* Two elective activities from the following options:

- a) Study abroad or other approved university-related travel
- b) Mentored research, scholarship or creative activity
- c) Qualified presentation at professional meetings
- d) Other special project or activity as approved by the Dean of the Honors College

Maintain a high level of activity in the Honors College including attendance at the meetings, programs and special events, and at least two **diversity** events per academic year.

https://www.emporia.edu/documents/2613/Requirements_for_Graduation_with_Honors_-_High_Honors_10-12-20.pdf

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Fort Hays State University

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FHSU: APPLIED BUSINESS – MASTER OF PROFESSIONAL STUDIES (WORKFORCE DEVELOPMENT) – REQUIRED COURSE

BCOM 680G STRATEGIC COMMUNICATION FOR MANAGING DIVERSITY AND INCLUSION (3 CREDITS)

THE PURPOSE OF THIS COURSE IS TO DEVELOP MANAGEMENT-LEVEL PERSONNEL IN THE AREA OF MANAGING DIVERSITY AND INCLUSION, SPECIFICALLY FROM A COMMUNICATION STANDPOINT. THE COURSE INCLUDES COVERAGE OF DIFFERENT PERSPECTIVES REGARDING THE **CONCEPTUALIZATION AND IMPORTANCE OF DIVERSITY AND INCLUSION (DI)** IN THE WORKPLACE AND THE ROLE OF MANAGEMENT IN FACILITATING MORE EFFECTIVE INTERNAL AND EXTERNAL BUSINESS COMMUNICATION REGARDING DI. IN ADDITION, IDENTITIES OFTEN AT THE HEART OF DI WORKPLACE CONCERNS ARE DISCUSSED.

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FHSU: COLLEGE OF EDUCATION - VISION

Student Teaching & Field Experiences Office:

The vision of the Office of Field Experiences and Licensure is to cultivate successful teacher candidates and leaders empowered to promote equity in education through diverse and quality clinical experiences. These experiences are essential for our students' growth as reflective practitioners who use education to influence, lead, and transform our society.

<https://www.fhsu.edu/fieldexperiences/>

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ADVANCED EDUCATION | MASTER OF SCIENCE: SPECIAL EDUCATION (GIFTED) – REQUIRED COURSE

AEP 880 Cultural Diversity (3 Credits)

This course is intended to assist the classroom teacher to develop appropriate teaching strategies by alerting the teacher to needs of major cultures represented in school classrooms. The course will address: conflicts between traditional American culture and major diverse cultures, specific teaching approaches/strategies, and techniques for fostering growth of healthy self-concepts of culturally diverse students.

<https://catalog.fhsu.edu/education/advanced-education-programs/special-education-gifted-ms/>

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FHSU: BUILDING PRINCIPAL M.S. IN EDUCATIONAL ADMINISTRATION AND ENDORSEMENT PROGRAMS:

EDL 880 Culturally Responsive Building Administrators (3 Credits)

This course was designed to help potential building administrators become **culturally responsive leaders**. It is essential that aspiring principals develop the culturally responsive leadership skills needed to support their school and their school community in ensuring that all children and adults receive what they each need within an environment and system that is intentionally built for them to achieve academic, social, and emotional success regardless of race, ethnicity, language or other characteristics of their identity.

2025 FHSU Catalog: <https://catalog.fhsu.edu/>

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FHSU: SOCIAL WORK REQUIRED COURSES

SOCW 310: Social Welfare Policy and Services I (Fall). Examination of the historical evolution of social welfare and the social work profession, with focus on the social policies which comprise the foundation of the welfare state in the United States. Present patterns of social welfare services are to be examined. Emphasis is on the historical evolution of contemporary social problems. **Oppression, discrimination, social justice issues and policies, and their impact on diverse populations at risk will be explored.**

SOCW 322: Human Behavior and the Social Environment II (Spring). Examination of development in the intertwined individual and family life cycles as a transactional process, and work, and the ways they impact and are impacted by developing individuals and families, **concepts of diversity**, values, and ethical issues, and theoretical perspectives as they apply to the involving the material interaction of environmental, bio-psycho-social, economic, and ethnocultural factors, including race, ethnicity, sexual orientation, gender, and family structure. The focus is on the evolving fit between the developing individual and family and the risk and protective factors in a changing environment. Special attention is paid to how the process impacts Western Kansas populations at risk. There is particular concern with developmental settings, including family, school, and work, and the ways they impact and are impacted by developing individuals and families, **concepts of diversity**, values, and ethical issues, and theoretical perspectives as they apply to the social work practice area examined. Pre-Requisites: SOCW 260, SOCW 320.

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Kansas State University

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KSU: ARTS AND SCIENCES DEGREE REQUIREMENTS

3.2 U.S. Multicultural Overlay (3 credit hours)

One course meeting *ALL* of the following criteria:

1. Contains a preponderance of their content on race and/or ethnicities that are perceived as non-white.
2. Promotes awareness of the structural nature of inequities in relation to race and ethnicity in contemporary U.S. culture.
3. Incorporates readings and academic research on historically marginalized communities and structural inequities in the U.S. These readings will include writings and/or research by people from these communities and backgrounds. Discipline-specific exceptions will be considered with input from faculty in the discipline.
4. Assesses student understanding of structural inequities in the U.S through reflective analyses incorporating written, statistical and/or oral methods.

https://artsci.k-state.edu/academics/degree_requirements/

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KSU: COLLEGE OF EDUCATION (20-23)

COLLEGE OF EDUCATION VISION, MISSION AND CONCEPTUAL FRAMEWORK Vision, Mission, and Conceptual Framework Statements

Vision

Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

Mission

Our mission is fulfilled through:

- the delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of **diversity**.

Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies. The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. *The Learner and Learning*
2. *Content Knowledge*
3. *Instructional Practice*
4. *Professional Responsibility*

The Conceptual Framework also includes the following dispositions:

1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

EDACE 765 FALL 2025 SYLLABI

MISSION STATEMENT:

The College of Education is dedicated to its vision of preparing educators to be knowledgeable, ethical, caring decision makers through excellence in the:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- **promotion, understanding, and celebration of all**.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Our Conceptual Framework serves as a guide for fulfilling the College of Education's vision of preparing educators to be knowledgeable, ethical, caring decision makers, and supports the university and college missions. The CF acknowledges the contributions of general education, content area studies, and professional studies to the preparation of educators; and organizes professional studies into four broad categories:

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. *The Learner and Learning*
2. *Content Knowledge*
3. *Instructional Practice*
4. *Professional Responsibility*

The Conceptual Framework also includes the following **dispositions**:

1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Differences in all Learners*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

EDCI 200 Fall 2025 Syllabi

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KSU: COLLEGE OF EDUCATION MASTER OF SCIENCE DEGREE: ADULT LEARNING AND LEADERSHIP

Adult Learning and Leadership Master's Degree

Prepare for a career as an advocate for lifelong learning through coursework designed to provide the tools and knowledge needed to effectively reach adult learners.

Learning takes place throughout our lives, whether we're in a classroom, at a work seminar or even just in casual conversation. But teaching and leading requires more than just subject-matter knowledge. The online master's degree in adult learning and leadership will provide you with your own toolbox for teaching adult learners through coursework in designing curriculum and programs, leadership, technology integration, **social justice** and more.

<https://online.k-state.edu/programs/adult-learning-masters/>

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KSU: SOCIAL WORK (25)

Social Work

Enhance human well-being, promote social change, address social injustice, and empower communities to tackle societal issues

Core Social Work Courses

- SOCWK 100: Social Work: The Helping Profession
- SOCWK 300: Diversity, Equity, Inclusion, and Belonging in Social Work
- SOCWK 315: Human Behavior in the Social Environment
- SOCWK 510: Social Welfare and Policy Analysis
- SOCWK 530: Social Work Research
- SOCWK 550: Field Practicum Preparation
- SOCWK 560: Social Work Practice I
- SOCWK 561: Social Work Practice II
- SOCWK 562: Field Experience
- SOCWK 564: Social Work Professional Seminar
- SOCWK 568: Macro Practice and Theory
- SOCWK 570: Social Work with Groups

<https://www.k-state.edu/sasw/social-work/academics/undergraduate/coursework.html>

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KSU: STATEMENTS IN SYLLABI

Statement on Mutual Respect and Inclusion in K-State Teaching and Learning Spaces

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. KState courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State Principles of Community.

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the student code of conduct can be reported using the Code of Conduct Reporting Form. You can also report discrimination, harassment or sexual harassment, if needed.

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Pittsburg State University

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PSU (29-31)

The General Education curriculum serves as the heart of the university education by fostering interdisciplinary competencies that typify the educated person. It is designed to facilitate the development of key proficiencies including communication and information literacy. The Pitt State General Education curriculum provides a transformational experience that challenges students to think creatively and critically, and to immerse themselves in the productive examination of humans in their global setting. By encouraging the development of skills that promote life-long learning, the **Pitt State General Education fosters a sense of personal responsibility, an appreciation of diversity, and an understanding of interconnectedness in our truly global society.**

Core Objectives: Global Understanding and Civic Engagement -

Valuing different perspectives and analyzing the interrelationships between them leads to global respect and understanding. Competency in this element means:

- Applying multiple perspectives to personal, social, cultural, disciplinary, environmental, race, ethnicity, gender, nationhood, religion, or class interactions;
- Analyzing connections between worldviews, power structures, or experiences of multiple cultures in a historical or contemporary context;
- **Analyzing issues of diversity (i.e. religious, racial, sexual orientations, gender, or disabilities).**

Page 5 and 11 Pitt State General Education Objectives Handbook

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PSU: PITT STATE PATHWAY (32)

The Pitt State Pathway curriculum serves as the heart of the university education by fostering interdisciplinary competencies that typify the educated person.

CORE VALUES

The *Pitt State Pathway* is a student-focused program that facilitates the development of skills, knowledge, and values required for career success and global citizenship. Underpinning the entire *Pitt State Pathway* are program-wide competencies that inspire:

- Critical Thinking
- Interdisciplinary Perspectives
- Lifelong Learning
- Creative and Innovative Thinking
- Diversity
- Sustainability

Page 2 Pitt State Pathway Handbook

PSU: SOCIAL WORK (33)



Pitt State

Name: _____
 ID: _____

Social Work, Bachelor of Social Work Catalog 2025-26

This academic degree map is a term-by-term course schedule designed for you to graduate in four years. The sample schedule below serves as a general guideline to building a full-time schedule for each term. Earning a degree requires that you complete (1) the required General Education courses, (2) the course requirements of your major and (3) any requirements PSU has designated for a Bachelor degree. Courses and special notes are specified to keep you on track to graduate in four years. Where open elective is listed, it means that you may take a course of your choosing, perhaps a course in an area outside of your major, but be sure to discuss this with your advisor.

This map is not a substitute for academic advisement – contact your advisor if you have any questions throughout the term and as you begin planning for the next. The University Catalog is also available as a resource with a complete list of requirements for all degrees offered at PSU.

Recommended 4-years to graduation plan

Code	Semester 1 - FRESHMAN YEAR	Credit	NOTES	Code	Semester 2 - FRESHMAN YEAR	Credit	NOTES
POLS 101	U.S. Politics (SGE) ^(S) Suggested	3		Bucket 060	Arts & Humanities (SGE) ^(S)	3	
ENGL 101	English Composition (SGE) ^(S)	3	C or better	PSYCH 155	General Psychology	3	
Bucket 070	Institutionally Designated (SGE) ^(S)	1		SWK 221	Basic Helping Skills	3	
UGS 150	Gateway Gateway (SGE) ^(S)	2		SWK 222	Basic Helping Skills Experience	1	
SOC 100	Intro to Sociology (SGE) ^(S) Suggested	3		COMM 207	Speech Communication (SGE) ^(S)	3	
SWK 201	Intro to Social Work	3		100+	Open Elective	3	
TOTAL CREDIT HOURS				15			

Code	Semester 3 - SOPHOMORE YEAR	Credit	Code	Semester 4 - SOPHOMORE YEAR	Credit
SWK 365	Social Progress & Social Policy	3	SWK 385	Human Behavior in the Social Environment I: Individual & Family	3
MATH 143	Elementary Statistics (SGE) ^(S)	3	SWK 375	Multicultural Diversity in SWK Practice	3
Bucket 060	Arts & Humanities (SGE) ^(S)	3	ENGL 299	Intro to Research Writing (SGE) ^(S)	3
Bucket 040	Natural & Physical Sciences (SGE) ^(S)	4	300+	Social Work Elective	3
SWK 344	Mental Health Theory & Practice	3	Bucket 070	Institutionally Designated (SGE) ^(S)	3
TOTAL CREDIT HOURS			15		

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PSU: GRADUATE KNOWLEDGE BASE - MS EDUCATION, SCHOOL HEALTH (34-35)

Diversity

The educator will demonstrate specific attitudes, values, beliefs and behaviors which provide equitable learning opportunities for all.

- Demonstrates sensitivity to community and cultural norms*
- Values students and encourages them to value self and others*
- Promotes a bias free learning environment*
- Believes in and encourages the success of all learners*
- Appreciates individual variation and shows respect for the diverse talents of all learners*
- Responds appropriately to larger political, social, economic and cultural issues through global awareness*

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PSU: MASTER OF SCIENCE DEGREE WITH A MAJOR IN SCHOOL COUNSELING-PRE K-12 (36)

Core Requirements

Courses listed are in the recommended order they should be taken.

- ___ PSYCH-745 Introduction to Counseling and Psychotherapy (3 hours)
- ___ PSYCH-722 Fundamentals of Tests and Measurement (3 hours)
- ___ PSYCH-816 Group Dynamics (3 hours)
- ___ PSYCH-848 Career Development (3 hours)
- ___ PSYCH-818 Theories of Counseling and Psychotherapy (3 hours)
- ___ PSYCH-819 Techniques of Counseling and Psychotherapy (3 hours)
- ___ PSYCH-814 Program Planning and Management in School Counseling (2 hours)
- ___ PSYCH-826 Contemporary and Ethical Issues in School Counseling (1 hour)
- ___ PSYCH-859 Advanced Developmental Psychology (3 hours)
- ___ PSYCH-817 Theories and Techniques of Family Counseling and Therapy (3 hours)
- ___ PSYCH-844 Diversity Issues in Counseling (3 hours)
- ___ PSYCH-810 Advanced Educational Psychology (3 hours)
- ___ SPED-861 The Professional Special Educator (3 hours)
- ___ PSYCH-822 Practicum in School Counseling (3 hours)
- ___ PSYCH-894 Internship in School Counseling (3 hours)

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University of Kansas

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KU: KU CORE 34

KU Core 34 Learning Outcome:

Upon reaching this goal, students will be able to investigate and examine cultures within the United States, considering how social identities such as age, ability, culture, language, class, gender, sexuality, religion, nationality, ethnicity, indigeneity, and/or race, as well as their related social structures, have shaped and continue to shape cultures and human experiences within the United States.

Institutional Learning Goal (Social Awareness & Cultural Understanding):

Develop a critical and reflective awareness of social, global, and cultural differences (including ability, language, class, gender, sexuality, religion, nationality, ethnicity, indigeneity, and/or race)

<https://kucore.ku.edu/global-culture>

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KU: DEPARTMENT OF AMERICAN STUDIES

Mission Statement

<https://americanstudies.ku.edu/about>

Established in 1953, American Studies at the University of Kansas is an interdisciplinary department whose faculty and students think critically about community, identity, and social justice in American culture, politics, and society. We study the multiple and contested meanings of "American" both nationally and transnationally, in terms of race, gender, ethnicity, religion, class, region, age, and sexuality. To prepare students to engage a diverse and globalized society, we must learn from and about communities who have been too often marginalized in society and in the academy.

Such an inclusive definition of "American" requires an equally capacious understanding of scholarship. Recognizing the critical impact of difference and power on the formation of traditional scholastic disciplines, American Studies embraces research methods that combine, cross, and stretch conventional academic boundaries. We encourage scholars to advance civic discourse at the local, national, and global levels. Through rigorous analysis of historical and current events, encompassing official institutions, social and religious movements, popular and media culture, and other areas, we illuminate the complex formations of American community and identity, both within and beyond US borders.

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KU: BACHELOR OF SOCIAL WORK (54-56)

Bachelor of Social Work

Bachelor of Social Work Program

The School of Social Welfare provides the education and experience necessary for a career in social work. By helping shape students' capacity for anti-racist, anti-oppressive, and socially-just practice, the School prepares social workers to carry out the unique purposes of the profession — to develop human potential, to promote individual well-being, and to bring about a more just society.

Social work is a major professional discipline in the Social Sciences. The term social welfare denotes organized public or private social services pertaining to human needs: adequate nutrition and safe housing, health and mental health, education, economic security, social participation, dignity, and civil and political rights for disadvantaged people.

The undergraduate program prepares graduates for generalist social work practice. The program defines generalist practice as maintaining focus on practice and advocacy, based on ethical principles, scientific inquiry, and best practices at the interface between systems (i.e., individual, family, groups, organizations, and communities), with particular emphasis on:

- The strengths inherent in these systems.
- The need to understand the role of gender, age, race/ethnicity, class, religious beliefs, sexual orientation, disability, and culture in all phases of the social work process.
- The promotion of human rights and social, racial, economic, and environmental justice for those disenfranchised based on some of the attributes listed above.
- The assumption of an anti-racist, anti-oppressive, socially just, and critical perspective regarding social work practice, policy, and research.

At the completion of this program, students will be able to:

- Demonstrate ethical and professional behavior.
- Advance human rights and social, racial, economic, and environmental justice.
- Engage anti-racism, diversity, equity, and inclusion in practice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Evaluate practice with individuals, families, groups, organizations, and communities.

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KU: BA IN ENVIRONMENTAL STUDIES: URBAN PLANNING

At the completion of this program, students will be able to:

- analyze environmental systems using interdisciplinary approaches and methods.
- demonstrate disciplinary and/or thematic depth of training.
- use environmental knowledge in being an active, engaged citizen/professional.
- communicate effectively orally and in writing for diverse audiences, including scientists, policy makers, and fellow citizens.
- Understand the evolution and current practice of planning in communities, cities, regions, and nations; how planning has advanced and hindered the attainment of justice, equity, diversity, and inclusion; past and present conceptions of the future, including the relationship between planning and the future. (Planning History)

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BACHELOR OF SCIENCE IN EDUCATION IN ELEMENTARY EDUCATION AND SECONDARY PROGRAM PLAN OF STUDY: REQUIRED COURSES.

Pre-Professional Coursework

Code	Title	Hours
C&T 100	Introduction to the Education Profession	3
C&T 235	Cultural Diversity, Equity, and Inclusion in K-12 Schools	3
ELPS 250	Education and Society	3
Total Hours		9

CT 235. Cultural Diversity, Equity, and Inclusion in K-12 Schools. 3 Credits. AE41

This course explores cultural diversity in K-12 settings through a critical analysis of several key themes: power, privilege, and difference. Students will examine the social construction of race, ethnicity, gender, social class, sexuality, language, and abilities within the classroom. This course examines topics including: gender bias, racism, white privilege, income inequality, as well as the educational and social experiences of students from historically marginalized backgrounds. Fieldwork experience is a required component of this course.

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Wichita State University

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WSU: STRATEGIC GOALS AND VALUES

Strategic Plan Goals

- **Student Centeredness:** *Promote holistic student success through a supportive learning environment in which all of our students - past, present and future - continually thrive and grow.*
- **Research and Scholarship:** *Accelerate the discovery, creation and transfer of new knowledge.*
- **Campus Culture:** *Empower students, faculty, staff and the greater Wichita community to create a culture and experience that meets their ever-changing needs.*
- **Inclusive Excellence:** *Be a campus that reflects and promotes - in all community members - the evolving diversity of society.*
- **Partnerships:** *Advance industry and community partnerships to provide quality educational opportunities and collaborations to satisfy rapidly evolving community and workforce needs.*

INCLUSIVE EXCELLENCE

Be a campus that reflects and promotes – in all community members – the evolving diversity of society.

Wichita State University emphasizes inclusive excellence by focusing on **diversity** and access for all students, particularly first-generation and underserved populations. With a record-breaking enrollment, WSU proudly reports that 47.5% are first generation students and 56.2% of its students are underserved, alongside 2,853 international students. The university is dedicated to enhancing educational opportunities, as seen in new academic programs and initiatives aimed at improving graduation rates, particularly with a 44.4% six-year graduation rate for underserved students. WSU recognizes the importance of celebrating its diverse community, illustrated by projects such as the new Duerksen Amphitheater mural honoring Hispanic influences. Overall, WSU's commitment to fostering a diverse campus environment is central to its mission of promoting academic success and meeting workforce needs in Kansas and beyond.

Core Values

Values that have always underlined the culture at Wichita State:

- Integrity
- Transparency
- Personal responsibility
- Collaboration
- Access
- Equity

FY2026 Budget Summary. Strategic goals for WSU and Annual Report, 2025-2026
Undergraduate Catalog

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WSU: GENERAL EDUCATION REQUIREMENTS

General Education Program

Well-Rounded Learning

Wichita State strives to offer the most complete college experience possible to produce well-rounded, successful Shocker graduates. Through general education courses, students explore subjects outside of their major, expanding their knowledge, perspective and skills and making a positive impact on their career and life.

Benefits of general education courses:

- Improved critical thinking skills
- Better communication, written and spoken
- Increased analytical reasoning and problem solving
- An acquired knowledge of natural and social science, the arts and humanities

Improve skills by taking courses that include **diversity** content, study abroad experiences, service learning and experience-based learning.

Bucket 7: Institutionally Designated Area ⁴



3 credit hours of First-Year Seminar⁵
(FYS may ONLY count for general education credit in Bucket 7)

3 General Education credit hours with Diversity designation

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WSU: COLLEGE OF EDUCATION

School of Education

Undergraduate teacher education in curriculum and instruction is built on the guiding principles of the Conceptual Framework for Preparation of Teachers and Other School Personnel:

1. Professionalism and reflection on the vocation;
2. Human development and respect for **diversity**;
3. Connection of teaching and assessment;
4. Technology integration;

Most education degrees require the following 3 courses:

- CEST 334 – Introduction to Diversity: Human growth and development
- CI 320 – Introduction to Diversity: Exceptionalities
- CI 321 – Introduction to Diversity: Cultural Issues

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WSU: DOROTHY AND BILL COHEN HONORS COLLEGE (65)

Policies

Admission Requirements

Admission to the Cohen Honors College is by separate application. There are no minimum ACT/SAT or GPA requirements for admission to the Cohen Honors College.

Acceptance is determined using a holistic review of each applicant.

We want to learn about you – how your involvement and experiences have shaped you, your family and community. We look for evidence of qualities such as a creative approach to solving problems; urge to make a positive impact on the community and in the world; open-minded embrace of **diversity** in backgrounds, values and perspectives; and the willingness and ability to take on intellectual challenges.

HNRS 306K. Black Lives Matter and Other Marginalized Perspectives (3).

General education social and behavioral sciences course. Reviews historical events and contemporary headlines, and engages students in courageous conversations as means of inspiring them to think critically about race and its role in society. Though the course discusses the popular yet controversial Black Lives Matter (BLM) movement that inspires its title, it spends more time looking at BLM as a statement that describes the sentiment of many Blacks that their lives are insignificant in the eyes of mainstream America. With respect to research connecting academic and professional success with identity, this course also encourages students to reflect and discuss their personal identities as they relate to the discrimination and **oppression** of Black people in America. *Course includes diversity content.*

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WSU: COURSES THAT INCLUDE DIVERSITY CONTENT

in the lettered courses with specific topics in the titles rather than in this root course.

ANTH 156G. Preserving Family Treasures (0.5).

Family heirlooms are more than just things. They are objects that tie generations together. Their stories remind people where they came from and connect them to their roots. This course teaches students how to properly care for a variety of objects such as photos, documents and textiles. Students discuss how to handle objects safely, storage options and display. Students also discuss collecting oral histories and the importance of digitizing collections. Learning how to properly handle and care for family treasures is necessary for ensuring they are preserved for future generations.

ANTH 200. Intercultural Relations (3).

General education social and behavioral sciences course. Examines anthropological perspectives on the contact of individuals and societies which have different cultural histories. Examples are drawn widely from varied contemporary contexts: family life, international business, health and health care, the movement of populations, education in formal and informal contexts, and cultural strategies for survival in the global village. *Course includes diversity content.*

ANTH 303. World Cultures (3).

General education social and behavioral sciences course. Comparative case studies of the cultures of existing societies of varying types, including nonliterate peoples, Third World nations and modern industrialized countries. *Course includes diversity content.*

ANTH 305. World Archaeology (3).

General education social and behavioral sciences course. Introduces the basic concepts, methods, techniques and modes of analysis of scientific archaeology. These are applied to a series of problems of increasing complexity: the emergence of human culture, the development of domestic plants and animals, and the evolution of cities and complex societies.

ANTH 318. Psychological Anthropology (3).

General education social and behavioral sciences course. The relationship of individual psychology (personality, emotion, cognition), both normal and abnormal, to group membership and cultural context.

ANTH 327. Magic, Witchcraft and Religion (3).

General education social and behavioral sciences course. Cross-listed as REL 327. Examines various concepts concerning the realm of the supernatural as held by various peoples around the world. Relates such religious beliefs and the resultant practices to the larger patterns of cultural beliefs and behaviors. *Course includes diversity content.*

This is a Kansas Systemwide Transfer Course. Prerequisite(s): ANTH 102 or a social sciences or humanities introductory course, or instructor's consent.

ANTH 356. Human Variability and Adaptation (3).

General education natural science course without lab. A critical examination of the biological aspects of contemporary human variation, stressing human adaptations. *Course includes diversity content.*

ANTH 356H. Human Variability and Adaptation Honors (3).

General education natural science course without lab. A critical examination of the biological aspects of contemporary human variation, stressing human adaptations. *Course includes diversity content.*

ANTH 361. Law, Politics and Society (3).

Studies legal and political systems in non-Western societies. Includes the origin of the state, precolonial law and politics, the impact of colonialism, and problems in state building.

ANTH 365. Gender and Digital Culture (3).

The evolution of digital culture and society is transforming many social issues, including those related to gender and sexual orientation. An intersectional approach is used to explore the societal ramifications of digital technology in social media, digital economy, digital activism, Web TV, digital cinema and computing cultures. Themes include digital materiality and virtually, social equality in the digital age, and science fiction as a form of social theory. *Intended for students from multiple majors and disciplines. Course includes diversity content.*

ANTH 397. Topics in Anthropology (3).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 397A, 397B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

ANTH 397AC. Indiana Jones Redux (3).

Uses the Indiana Jones films as a starting point for discussion of archaeological history, practice and ethics. The course compares professional archaeological techniques with those depicted in the films, explores contemporary issues in archaeology such as looting, cultural resource laws and public engagement; and highlights sources of inspiration for the films including specific cultures and archaeological sites, archaeologists of the 1930s, and Nazi archaeology.

ANTH 397AL. Undergraduate Independent Museum Study (1-3).

An independent applied learning course focused on introductory

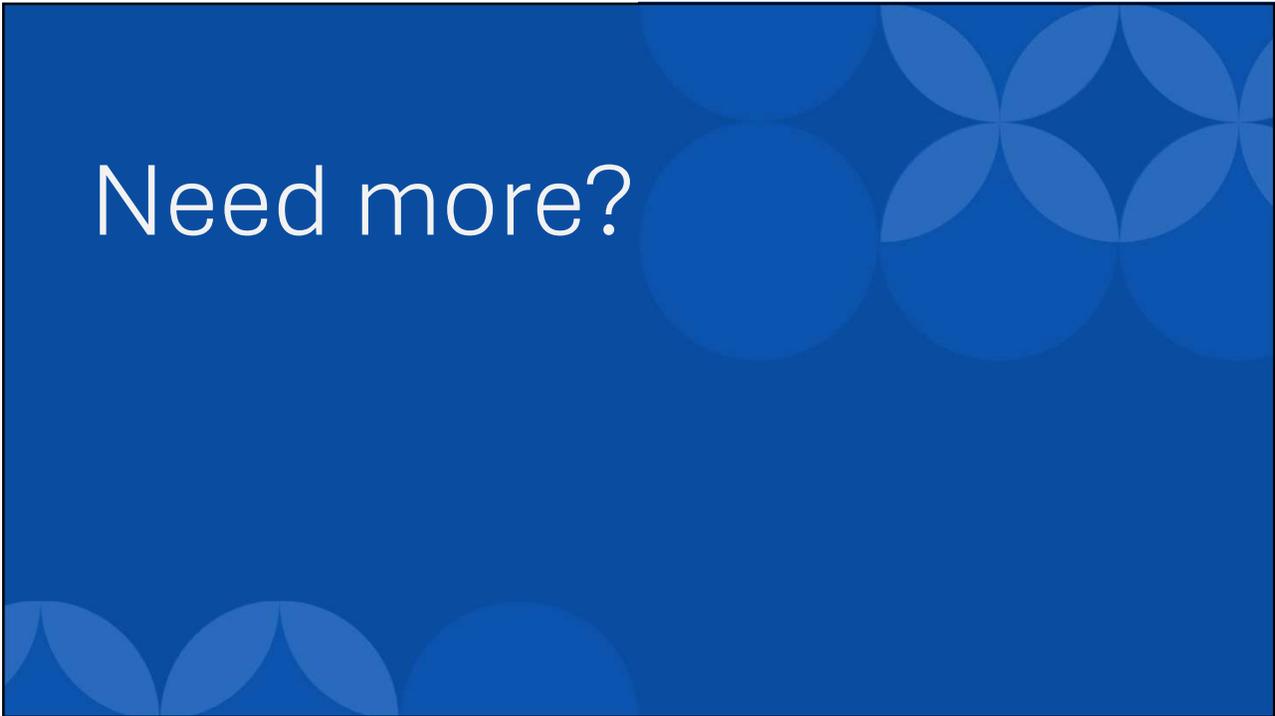
- Over 200 courses include the words “Course includes diversity content”

- Almost ½ of the sociology courses contain this saying

- Approximately 25% of the social work courses contain this saying

- The word “diversity” is used almost 800 times in the undergrad handbook

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