

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3403-19/AA (Rev)
November 14-15, 2019
Second Reading

**RECOMMENDED IMPLEMENTATION OF A CALIFORNIA STATE UNIVERSITY
(CSU) ETHNIC STUDIES REQUIREMENT**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 adopt the document titled “Ethnic Studies in the CSU” (Attached); and be it further,
- 3 **2. RESOLVED:** That the ASCSU call on the CSU to implement these requirements no
4 later than the 2023-24 academic year¹; and be it further,
- 5 **3. RESOLVED:** That the ASCSU recognize that the process by which these
6 requirements were developed, following Higher Education Employer-Employee
7 Relations Act (HEERA), was based on appropriate faculty input and other
8 constituency outreach; and be it further,
- 9 **4. RESOLVED:** That the ASCSU is grateful for the consultative role of the
10 representatives from the CSU Council on Ethnic Studies; and be it further,

¹ Some CSU and California Community College campuses already have ethnic studies or diversity requirements. Individual campuses may adopt local graduation requirements prior to implementation of the system requirement. The system implementation date as a GE requirement has to be far enough out to allow appropriate curriculum development processes.

11 **5. RESOLVED:** That the ASCSU endorse a requirement that CSU campus approval
12 and review processes explicitly include evaluation by ethnic studies faculty and
13 subject matter experts, and be it further

14 **6. RESOLVED:** That the ASCSU endorse the underlying values inherent in the
15 recommendation for an ethnic studies requirement, namely:

16 a. Student success;

17 b. A focus on learning outcomes;

18 c. A recognition of CSU campus autonomy in the definition of student-success
19 and implementation of the ethnic studies curriculum; and

20 d. The desirability of scaffolding lower and upper division experiences in
21 achieving ethnic studies outcomes

22 ; and be it further,

23 **7. RESOLVED:** That this resolution be distributed to the:

24 • CSU Chancellor, Timothy P. White,

25 • CSU Executive Vice Chancellor of Academic and Student Affairs Loren
26 Blanchard,

27 • CSU campus Senate Chairs,

28 • CSU Provosts/Vice Presidents of Academic Affairs,

29 • California State Student Association (CSSA),

30 • California State Assemblymember Dr. Shirley Weber,

31 • California State Senator Dr. Richard Pan,

- 32 • CSU Council on Ethnic Studies,
- 33 • CSU-Emeritus and Retired Faculty and Staff Association (CSU- ERFSA),
- 34 • California Faculty Association (CFA), and the
- 35 • CSU Board of Trustees.

36 **RATIONALE:** *This resolution is in support of, and defines the parameters for, a CSU*
37 *ethnic studies requirement (resolved #1).*

38 *The proposed timeline (resolved #2), while aggressive, allows the CSU campuses time for*
39 *curricular revision (Fall 2020 guidance on implementation, Fall 2021 pilot work, Fall*
40 *2022 catalog submissions for the 2023/24 catalog year) while also explicitly permitting*
41 *campuses with preexisting or new campus-specific ethnic studies requirements (for which*
42 *SB 1440 / Student Transfer Achievement Reform [STAR] Act holds transfer students*
43 *exempt) to have those in advance of full implementation within CSU General Education*
44 *(GE) which is required of all students.*

45 *The resolution follows up on earlier requests for campus feedback regarding an ethnic*
46 *studies requirement component for baccalaureate level graduates of the CSU ([AS-3397-](#)*
47 *[19/AA "Towards Implementation of an Ethnic Studies System Requirement"](#)). As a*
48 *reference document, we note that AS-3397-19/AA includes a listing of prior suggestions*
49 *and actions related to implementation of the proposed ethnic studies requirements. The*
50 *consultative process (resolved #3, #4) allowed the final recommendation to be grounded*

51 *in campus practice, disciplinary expertise, and iterative improvement (including being*
52 *responsive to changes between this first [November, 2019] and the second reading*
53 *[January, 2020]). Similarly, the explicitness of the recommendation that campus*
54 *approval and review processes include disciplinary expertise (resolved #4) originate from*
55 *consultative input.*

56 *The structure of the proposed requirements is two-fold. First, there are five student*
57 *learning outcomes. The first four outcomes cover some of the core elements of Ethnic*
58 *Studies as a discipline while the fifth ensures that the student “act to engage” appropriate*
59 *content in a participatory fashion. Second, the implementation guidelines produce a*
60 *minimal structure on how these outcomes are to be achieved. The primary (and initial)*
61 *exposure to the ethnic studies requirement is at the lower-division. This exposure is*
62 *defined as an overlay to be included as part of lower-division GE (with an allowance for*
63 *non-GE coursework to be able to be used by a campus to meet the ethnic studies*
64 *requirement). This achieves two compatible goals – the first is to ensure that all students*
65 *(both CSU freshmen and California Community Colleges [CCC] transfer students,*
66 *including those with 1440-compliant transfer degrees) achieve ethnic studies*
67 *competencies. The second is to ensure that unit requirements within GE are not*
68 *increased. The implementation structure also requires a secondary exposure to ethnic*

69 *studies at the upper-division. The upper division exposure (reflection on ethnic studies)*
70 *ensures a spread of ethnic studies exposure beyond a “one and done” style requirement.*

71 *The ethnic studies requirement is deliberately described as “outcomes” rather than*
72 *“units” (resolved 6) in order to maximally protect campus autonomy – as an overlay*
73 *across (and potentially beyond) general education coursework the requirement*
74 *encourages direct assessment of achievement without the “unit distribution” framework*
75 *currently incorporated in GE; The structure does not preclude a campus from adopting a*
76 *“course-based” 3-unit framework but leaves that implementation for campus self-*
77 *determination. Due to the unique structure of this outcomes-based requirement it is*
78 *especially important that campuses act to ensure the integrity of the requirement in*
79 *review and assessment processes (resolved 5).*

- 112 3. describe the intersection of race and ethnicity with other forms of difference affected
113 by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality,
114 national origin, immigration status, ability, and/or age;
- 115 4. describe how resistance, social justice, and liberation as experienced by communities
116 of color are relevant to current issues (communal, national, and international); and
- 117 5. demonstrate active engagement with issues of race and ethnicity to build diverse,
118 just, and equitable communities beyond the classroom.

119

120 **ETHNIC STUDIES REQUIREMENT IMPLEMENTATION**

- 121 1. The primary ethnic studies requirement is a minimum 3 semester unit course or
122 course overlay² as part of lower division GE (ethnic studies outcomes 1-5 as a
123 requirement of lower division GE). This primary requirement will start in the 2023-
124 24 academic year.
- 125 2. The secondary ethnic studies requirement is a reflective element (reinforcing any
126 two of ethnic studies outcomes 2-5) in the upper-division.³ This secondary
127 requirement will start in the 2027-28 academic year.
- 128 3. All ethnic studies approved equivalencies must meet the ethnic studies outcomes;
129 i.e., the ethnic studies requirement could be met or partially met with existing
130 campus requirements and/or courses that were developed to meet local
131 requirements.
- 132 4. Campuses may determine additional ethnic studies requirements (outcomes or
133 implementation) beyond the minimal list provided.
- 134 5. Campuses may choose to have a cultural diversity requirement in addition to the
135 ethnic studies requirement.
- 136 6. Campuses may choose to implement these requirements prior to the
137 implementation dates as campus specific graduation requirements.

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Approved – January 23-24, 2020

² It is anticipated that most campuses will implement this lower division requirement as a 3 semester-unit course that overlays with another GE area. Respect for campus autonomy and normal curricular processes allows variation of implementation, such as an integrated sequenced set of courses that meet the learning outcomes.

³ This secondary requirement is not a 3 semester unit course; rather, the requirement could be integrated into a major or non-major course. Campuses will have discretion how to implement this upper-division requirement.