



CAL POLY

Academic Senate

Meeting of the Academic Senate Executive Committee

Tuesday, October 13, 2020

3:10 to 5:00pm

<https://calpoly.zoom.us/j/85712453952>

- I. **Minutes:** None
- II. **Communication(s) and Announcement(s):**
- III. **Reports:**
 - A. Academic Senate Chair: None
 - B. President's Office: None
 - C. Provost: None
 - D. Statewide Senate: None
 - E. CFA: None
 - F. ASI: None
- IV. **Business Item(s):**
 - A. **Ethnic Studies Workgroup Charges:** Thomas Gutierrez, Academic Senate Chair (pp. 2-54)
- V. **Discussion Item(s):**
- VI. **Adjournment:**

Introduction

Brief Background on AB1460:

AB1460 (“California State University: graduation requirement: ethnic studies,” see attached) (sometimes called the Ethnic Studies Requirement, ESR) is a California Assembly Bill that was passed in and then signed into law by Governor Newsom August 17, 2020:

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1460

For those not already familiar, the law can be summarized by citing Section 1b and 2d of AB1460: *Ethnic studies are an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans....Commencing with students graduating in the 2024–25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit [or equivalent quarter unit] course in ethnic studies.*

The bill is broadly worded from an operational point of view, as legislation often is, so there are many important details left to interpret and unpack. An Executive Order (EO) from the Chancellor’s Office (CO) will provide the formal structure for campuses to deploy the law. According to the law, details such as core competencies and other curricular elements, are to be created in collaboration with the Academic Senate of the CSU (ASCSU) and the CSU Council on Ethnic Studies (CSUCES).

Executive Order and Feedback:

On October 8, 2020 a revised EO 1100 (“CSU General Education Breadth Requirements Revised,” see attached materials) was issued. The CO requested feedback from campuses on the changes by November 2, 2020 and provided an associated feedback form (see attached). A finalized EO, incorporating feedback from all CSU stakeholders, is anticipated in late November 2020. As an aside, in advance of the EO, a FAQ was issued that provided anticipatory context for the EO (see attached).

Very Quick Summary of the ESR in the draft EO, FAQ, and Other Documentation:

- ESR housed in a new GE Area F, not an “overlay” graduation requirement
- Ethnic Studies (ES) course designation, but cross listing is allowed
- Courses must cover one of the four core groups and be consistent with core competencies
- Deployment by Fall 2021

Ethnic Studies Requirement Workgroup (ESRWG) Background:

In anticipation of an EO regarding AB1460 coming from the CO in early Fall 2020, the Chair of the Academic Senate at Cal Poly, Tom Gutierrez, created an *ad hoc* ESRWG in Summer 2020, chaired by Jenell Navarro, Interim Chair of the Ethnic Studies Department, to begin strategies and discussions (see membership below). Because of the specialized nature of the requirement, it was important to seed the ESRWG with experts in ES, DEI, and curricular matters (e.g. GE, USCP).

Ethnic Studies Requirement Workgroup Proposed Charges

Charge 1: Work with the Provost’s office and other stakeholders to craft feedback to the CO on the draft EO by November 2, 2020. The ESRWG will be the primary point of contact to collect feedback from the Academic Senate (AS) and the Executive Committee (EC). Note, in collaboration with the Provost, all campus viewpoints can be represented, and we do not need a single campus voice. However, logistically it will be convenient if voices are organized in a single feedback response. See below timeline.

Charge 2: Once the official EO is released, work with the GEBG (or appropriate AS Committee) to draft an AS resolution on how to deploy the ESR consistent with the EO at Cal Poly starting in Fall 2021. Note: The bulk of this work would likely be done in Winter 2021.

Items for the EC:

- 1) Formalize the ESRWG by EC, approving charges above. Add two students from ASI to the workgroup to include student voices. The current membership of the workgroup as of October 2020 is below (alphabetical).
 - Helen Bailey (Registrar’s Office)
 - Greg Bohr (Chair of the AS Curriculum Committee, Associate Professor in the Social Sciences Department)

- Thomas Gutierrez (Chair of the Academic Senate, Professor in the Physics Department)
- Bruno Giberti (Associate Vice Provost Academic Programs & Planning)
- Denise Isom (Interim Vice President for OUDI Chief Diversity Officer, Professor in the Ethnic Studies Department)
- Cynthia Jackson-Elmore (Provost, ex officio)
- Gary Laver (Chair of the GEGB, Professor in the Psychology and Child Development Department, Statewide Senator)
- Andrew Morris (Faculty Fellow, Academic Programs & Planning, Professor in the History Department)
- Jenell Navarro* (Chair of ES Working Group*, Interim Chair of the Ethnic Studies Department, Associate Professor)
- José Navarro (Associate Professor in the Ethnic Studies Department)
- Daniel Parsons (Registrar's Office)
- Jennifer Pedrotti (CLA Associate Dean for Diversity and Curriculum, Professor Psychology and Child Development)
- Dustin Stegner (former Chair of Academic Senate and GEGB)
- Grace Yeh (Chair of the Academic Senate USCP Committee, Professor in the Ethnic Studies Department)

2) Chair of the workgroup*, Jenell Navarro, receive 4 WTU of assigned time (from AS budget) to do this work.

Rough Timeline:

- R Oct 13: EC Formalizes ESRWG Charges
- T Oct 20: AS Meeting, ESRWG briefs the AS and opens up for feedback
- F Oct 23: First round submission of AS responses to the draft EO by ESRWG
- T Oct 27: EC Meeting, ESRWG report, more feedback to ESRWG
- W Oct 28: Integration meeting with Provost in collaboration with ESRWG; feedback on draft EO
- F Oct 30: Finalize revisions to response to the draft EO
- M Nov 2: submission of Cal Poly's response to the Chancellor's Office by Office of the Provost on behalf of any stakeholder groups contributing
- Late November: finalized EO released, ESRWG formulates strategy for deployment
- Winter 2021: ESRWG crafts senate resolution in collaboration with GEGB or appropriate AS committee

Attached:

1. AB1460
2. CO FAQ on ESR
3. CO Overview Document with timeline (from ppt presentation)
4. Draft EO
5. Draft EO Feedback From
6. CSUCEC core competencies (not exactly the same as those proposed by ASCSU/CO)

Assembly Bill No. 1460

CHAPTER 32

An act to add Section 89032 to the Education Code, relating to the California State University.

[Approved by Governor August 17, 2020. Filed with Secretary of State August 17, 2020.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1460, Weber. California State University: graduation requirement: ethnic studies.

Existing law establishes the California State University and its various campuses under the administration of the Board of Trustees of the California State University. Existing law requires the trustees to adopt rules and regulations not inconsistent with the laws of this state for the governance of the trustees, their appointees and employees, and the California State University. Existing regulations require students of the California State University to complete courses in American history and American government or pass comprehensive examinations in those fields in order to graduate, with specified requirements and exceptions.

This bill, commencing with the 2021–22 academic year, would require the California State University to provide for courses in ethnic studies at each of its campuses. The bill, commencing with students graduating in the 2024–25 academic year, would require the California State University to require, as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies, as specified.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares all of the following:

(a) Ethnic studies programs have come about from students of color demanding them. On November 6, 1968, a coalition of student groups at San Francisco State University demanded that the university institute an ethnic studies program.

(b) Ethnic studies are an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans.

(c) Studies have found that both students of color and white students benefit academically as well as socially from taking ethnic studies courses. Ethnic studies courses play an important role in building an inclusive multicultural democracy.

(d) A report of the California State University Task Force on the Advancement of Ethnic Studies, commissioned by the Chancellor's office, recommended that ethnic studies become a general education requirement throughout the California State University system.

SEC. 2. Section 89032 is added to the Education Code, to read:

89032. (a) It is the intent of the Legislature that students of the California State University acquire the knowledge and skills that will help them comprehend the diversity and social justice history of the United States and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens.

(b) Commencing with the 2021–22 academic year, the California State University shall provide for courses in ethnic studies at each of its campuses.

(c) The California State University shall collaborate with the California State University Council on Ethnic Studies and the Academic Senate of the California State University to develop core competencies to be achieved by students who complete an ethnic studies course pursuant to implementation of this section. The council and the academic senate shall approve the core competencies before commencement of the 2021–22 academic year.

(d) Commencing with students graduating in the 2024–25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies. The university shall not increase the number of units required to graduate from the university with a baccalaureate degree by the enforcement of this requirement. This graduation requirement shall not apply to a postbaccalaureate student who is enrolled in a baccalaureate degree program at the university if the student has satisfied either of the following:

(1) The student has earned a baccalaureate degree from an institution accredited by a regional accrediting agency.

(2) The student has completed an ethnic studies course at a postsecondary educational institution accredited by a regional accrediting agency.

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Frequently Asked Questions (FAQs) on AB 1460 (Ethnic Studies) and Education Code 89032

Meeting the Mandate of AB 1460

How are the Academic Senate of the California State University (ASCSU), campus-based senates, the CSU Ethnic Studies Council and the CSU Office of the Chancellor involved in the implementation process of AB 1460?

The senates (system and campus) are the faculty bodies charged with curricular responsibilities.¹ Education Code 89032 (Section 2.c) requires that “The California State University shall collaborate with the California State University Council on Ethnic Studies and the Academic Senate of the California State University to develop core competencies to be achieved by students who complete an ethnic studies course pursuant to implementation of this section.” During its September 17-18, 2020 plenary, the ASCSU approved *AS-3438-20/AA: Recommended Core Competencies for Ethnic Studies: Response to California Education Code 89032c*, a resolution recommending to the Chancellor’s Office the acceptance of core competencies previously developed and approved by the Ethnic Studies Council.

The development of courses and decisions about their approval to meet this requirement will take place through campus curricular processes

How has the CSU Ethnic Studies Council been involved in the implementation process of AB 1460?

In fall 2019, the Ethnic Studies Council created an original draft of the ethnic studies core competencies. These were shared with the ASCSU, who circulated them to campus senates, then included them in resolution ([AS-3403-19/AA](#)) passed during its January 2020 plenary. The Ethnic Studies Council refined the original competencies contained in the ASCSU resolution and re-submitted them to the ASCSU during the September 2020 plenary of the ASCSU. The ASCSU hosted members of the Ethnic Studies Council Steering Committee at the September 16, 2020 meeting of the Academic Affairs Committee of the ASCSU to finalize the core competencies required by this section of Education Code.

As required by Education Code 89032 (Section 2.c) the CSUCO is working with the ASCSU and the Ethnic Studies Council. The ASCSU is the recognized faculty body responsible for consultation on curriculum.

¹California’s Higher Education Employee-Employer Relations Act (HEERA) Section 3561 b states that while faculty are represented by the California Faculty Association for collective bargaining,

"The Legislature recognizes that joint decision-making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of such institutions, and declares that it is the purpose of this act to both preserve and encourage that process. Nothing contained in this chapter shall be construed to restrict, limit or prohibit the full exercise of the functions of the faculty in any shared governance mechanisms or practices including the Academic Senate of the University of California and the divisions thereof, the Academic Senates of the California State University, and other faculty councils, with respect to policies on academic and professional matters affecting the California State University, the University of California, or Hastings College of Law. The principle of peer review of appointment, promotion, and retention, and tenure for academic employees shall be preserved."

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The ASCSU reaffirmed its role as the appropriate body to consult with faculty disciplinary groups, such as the Ethnic Studies Council, most recently in resolution [AS-3421-20](#).

Have the three bodies named in AB 1460 approved the “core competencies”?

Yes, the approvals can be found at the following links:

- [Council on Ethnic Studies, September 15, 2020](#)
- [Academic Senate California State University, ASCSU 3438-20/AA, September 17-18, 2020](#)
- [CSU Office of the Chancellor September 19, 2020](#)

What is the timeline for implementation?

The law requires each CSU campus to offer courses in ethnic studies by the fall of 2021. Additionally, it requires that students graduating in 2024-25 and beyond shall have met the ethnic studies requirement. In order to meet campus curricular deadlines for the fall 2021 semester, so that students who enter the CSU as first-time freshmen in the fall of 2021, and students intent on transferring to the CSU who begin at the California Community Colleges (CCC) in fall 2021 are able to meet this new requirement, the CSU must move forward with updating Title 5 and the Executive Order on CSU GE Breadth this fall to allow the CSU and CCC campuses the opportunity to do their curricular work in shared governance.

What about faculty control of the curriculum?

Faculty remain in charge of defining and delivering the curriculum. The CSU has consistently maintained that the development of degree program requirements and academic courses is the longstanding purview of duly elected faculty via campus-based senates and the ASCSU, not third-party entities or the state legislature.

The ASCSU and the Ethnic Studies Council, as described earlier, worked collaboratively to establish the core competencies for the ethnic studies requirement. As is called for in the law, once these competencies were approved by the Ethnic Studies Council, they were presented to the Academic Affairs Committee of the ASCSU. These competencies were included in a resolution that was approved by the ASCSU during their September 2020 plenary and then transmitted to the CSU Office of the Chancellor, which accepted these recommended core competencies. The next step in this shared governance process will be for faculty on each campus to revise their campus-based GE programs and approve courses to meet this new requirement based on the core competencies.

What are the core competencies for the ethnic studies requirement?

The core competencies, developed and approved by the Ethnic Studies Council and approved by the ASCSU plenary on September 17, 2020, are listed below. They will be incorporated into the revised Executive Order on CSU GE Breadth, which will be available for campus review on or about October 1, 2020.

1. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
2. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four

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historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and/or Asian Americans, and emphasizing agency and group-affirmation.

3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
4. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues.
5. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

CSU General Education Breadth

Why is the new requirement in GE?

The determination that this requirement would be housed in general education is based on several years of discussion. First, the CSU Ethnic Studies Task Force Report, issued in 2016, recommended an ethnic studies section in CSU GE. Second, in the “Findings and Declarations” section of AB 1460, the author calls out the recommendation of the CSU Ethnic Studies Task Force Report that ethnic studies be a CSU General Education requirement.

Finally, during her testimony before the California State Assembly Higher Education Committee on April 23, 2019, Assembly member Shirley Weber called for this requirement to be in General Education. On June 25, 2019, in her opening statement at a California State Senate Education Committee hearing, she once again referred to the CSU Ethnic Studies Task Force, stating: “In 2016, the number one recommendation of that task force was to make ethnic studies a general education requirement throughout the CSU system. AB 1460 codifies the number one recommendation of the CSU task force report.”

Why is the new ES requirement being placed in lower division?

The requirement must be in the lower-division to assure that all students have taken the course and that it does not alter existing ADT and major requirements. By law, the CSU may not increase the units required for graduation. This is particularly pertinent to Associate Degrees for Transfer (ADTs). The CSU cannot add anything to the lower-division 60 units of ADTs that the California Community Colleges offer, unless it is inserted into CSU GE Breadth.²

Can the requirement be met with an upper-division course?

Yes, in certain circumstances it may be met with an upper-division course, but, in order to comply with AB 1460, all campuses must provide lower-division course options in ethnic studies for students. Any campus may offer upper-division courses that meet any lower-division requirement. Campuses should be cautious to not set extra requirements for transfer students. This means that students should not be

² SEC. 2. Article 3 (commencing with Section 66745) of the Education Code, the Student Transfer Achievement Reform Act (SB 1440)

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required to meet a GE requirement twice. If a transfer or FTF student chooses to meet this requirement at the lower division, or does so as part of their ADT, they may not be required to do it again at the upper division.

Why are new three units for the new ES requirement being removed from “Area D” Social Science?

The CSU Bachelor of Arts or Bachelor of Science degree requires the completion of 120 units, of which General Education comprises 48 units (39 lower-division units and nine upper-division units). To avoid increasing the total number of units in degree programs, the new three-unit requirement must be reallocated from another area of General Education.

Social Science (“Area D”) had the largest number of units available compared to all other lower-division areas of CSU GE. Although Area C (Arts and Humanities) also has 9 lower-division units, they are split. Three units must be in Arts, three must be in Humanities and the final three units may be in either Arts or Humanities, based on the student’s selection. The addition of a new three-unit ethnic studies requirement will still leave “Area D” with six lower-division units. Additionally, three of the upper-division GE units remain in Social Science.

In July 2020, the CSU Board of Trustees removed three units from lower-division “Area D” and created a new lower-division “Area F;” this is where the ethnic studies requirement will be housed.

Isn’t “Area D” already met by the two courses required for U.S. History and American Institutions? What will happen to departments that currently offer these courses in “Area D”?

Including the U.S. History and American Institutions requirement in Area D is a campus-based decision. Executive Order 1061 does not require that the courses in United States History and American Institutions both be incorporated into CSU GE Breadth or only in “Area D.” On some CSU campuses United States History is in “Area C”.³

Will double-counting be allowed? Could a course fulfill the new Ethnic Studies requirement and also complete the American history requirement as specified in EO 1061?

Yes, a course could meet both the “Area F” ethnic studies requirement and the United States History requirement by fulfilling the learning outcomes for both. However, if United States History meets an “Area D” requirement, the student would need to choose the GE area for credit (either F or D). The requirement in American history would be complete no matter which GE area the student selects.

Will courses with a focus outside of the United States count towards the “Area F” ethnic studies requirement?

No, such courses are unlikely to meet the newly established core competencies. In the past, campuses have allowed courses about Asia, Central or South America or Africa to count as meeting their diversity requirement. For the new “Area F” ethnic studies requirement, only courses from the four core departments--that also meet ethnic studies learning outcomes--will meet the GE requirement.

What is the difference between a graduation requirement and a CSU General Education Breadth requirement?

³ Title 5 § [40404](#), or [EO 1061](#) *Graduation Requirements in United States History, Constitution and American Ideals*

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Graduation requirements are a broader category than GE requirements. Graduation requirements include things such as the total number of units needed to complete the degree, the number of units required at the upper division, the completion of a specific set of courses for a major and the general education requirements.

Due to transfer requirements between the CCC and the CSU, there are some graduation requirements that are not required of all baccalaureate students at all campuses. For example, a graduation requirement outside of CSU GE Breadth would not be required as part of the Associate Degree for Transfer (ADT) and may not be required at another campus. The Title 5 requirement in U.S. History and American Institutions is not in Education Code, as this new Ethnic Studies requirement is, thus the level of flexibility for campuses to meet the requirements is different.

Additionally, including this requirement within GE sets it on the same level as other disciplinary requirements in CSU GE Breadth.

How will students who transfer from the California Community Colleges meet this new requirement?

Beginning in fall 2021, students in the CCC will have courses available on their respective campus that meet CSU GE Area F. This will be possible due to the long-standing process by which we approve CCC courses for the various CSU GE categories (and also the US History and American Institutions courses).

Courses for this new Area F will become a part of this process. Courses will need to meet the same standards that CSU courses do to be approved for Area F.

Ethnic Studies

Is it true that courses included in the newly establish “Area F” of the GE curriculum must be offered by departments in ethnic studies?

In general, yes, any courses in “Area F” will need to have an ethnic studies prefix (which usually means it is offered by an ethnic studies department), unless it is an approved, cross-listed course (see the next question for additional details). For example, a course offered by a Native American Studies department or program, that met the core competencies, would count as fulfilling this requirement. However, a course on indigenous people that a sociology department offered would not meet the requirement, unless it was an approved, cross-listed course (see the next question).

In the CSU Ethnic Studies Task Force Report, as well as in the Findings and Declarations section of AB 1460 and within the newly created core competencies, ethnic studies is defined as “...the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans.” Courses that meet this requirement will need to meet the core competencies developed by the ASCSU and the Ethnic Studies Council. These competencies (outcomes) will appear in the revised executive order. These statewide core competencies will serve as guideposts for the campuses, which use them to tailor their specific SLOs to best serve their specific campus needs.

Is cross listing of courses with non-ethnic studies departments allowed?

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Yes. If a course is approved via traditional curricular processes for cross-listing (meaning both departments agree to this cross-listing) and the course meets the core competencies and is approved by the campus GE committee for Area F, then the course meets the requirements.

For example, if a course on the “History of African Americans in the United States” is cross-listed between the African American Studies Department and the History Department, and is approved for Area F, a student would receive credit for meeting Area F no matter which section of the course they took.

Is it true that courses that meet the Area F Ethnic Studies General Education requirement can only be approved by ethnic studies faculty?

No, general education is under the purview of all faculty on campus via the shared governance process.

The new Area F of CSU GE Breadth in Ethnic Studies is not a disciplinary requirement; it is a General Education (GE) requirement. No one category in GE is the domain of a single academic discipline (e.g., biology faculty do not solely determine courses for the “Area B2” in CSU GE). Although courses for this GE requirement will likely come from a limited number of departments, and will have structured learning outcomes systemwide (core competencies), the GE program is shaped at the campus level by faculty across disciplines in order to ensure the richest and most broad scholarly foundation for all students. This is accepted practice, not only in the CSU, but nationwide, and it has proven successful in encouraging students to explore new disciplines.

Please note, however, that CSU policy does not constrain campuses from including additional faculty in the GE or curriculum approval process.

General Questions

Who can teach these courses?

The law is silent on personnel issues. Departments will utilize existing practices to identify and appoint faculty qualified to teach courses based on qualifications determined by the appropriate college and department. Campuses should consult their AVP for Faculty Affairs on this issue.



Academic and Student Affairs
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

www.calstate.edu

Loren J. Blanchard, Ph.D.
Executive Vice Chancellor

Tel: 562-951-4710
E-mail: lblanchard@calstate.edu

September 10, 2020

MEMORANDUM

TO: CSU Presidents

FROM: Loren J. Blanchard, I
Executive Vice Chancellor

SUBJECT: Ethnic Studies Requirement Implementation Plan and Timeline

Attention:
Provosts/Vice Presidents for
Academic Affairs
Vice Presidents for Student Affairs
AVPs for Academic Programs
ASCSU Chair

On August 17, 2020 Governor Newsom signed into law Education Code Section 89032, requiring all incoming first-year California State University freshmen to complete a 3-unit course in ethnic studies as part of their CSU education. This requirement is effective beginning in fall 2021.

The CSU Board of Trustees will now align Title 5 with the language required by the legislation, through an information item on the board's September 22, 2020 agenda and an action item in November.

At the same time, we will need to advance the required revision of the executive order on CSU General Education Breadth. The Academic Senate of the California State University has been asked to amend or build upon existing ethnic studies core competencies outlined in resolution AS-3403-19/AA from November 2019, in collaboration with the CSU Ethnic Studies Council, and to finalize this update no later than October 1, 2020. This action will expedite the revision of the executive order and allow our campuses to move forward with the approval of courses to meet this new requirement.

A detailed implementation plan and timeline are attached for your use in communicating this requirement to campus constituents. If you have questions regarding implementation, please contact Dr. Alison Wrynn, Associate Vice Chancellor, Academic Programs, Innovations and Faculty Development, at awrynn@calstate.edu or (562) 951-4672.

LJB/ae

Enclosure

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

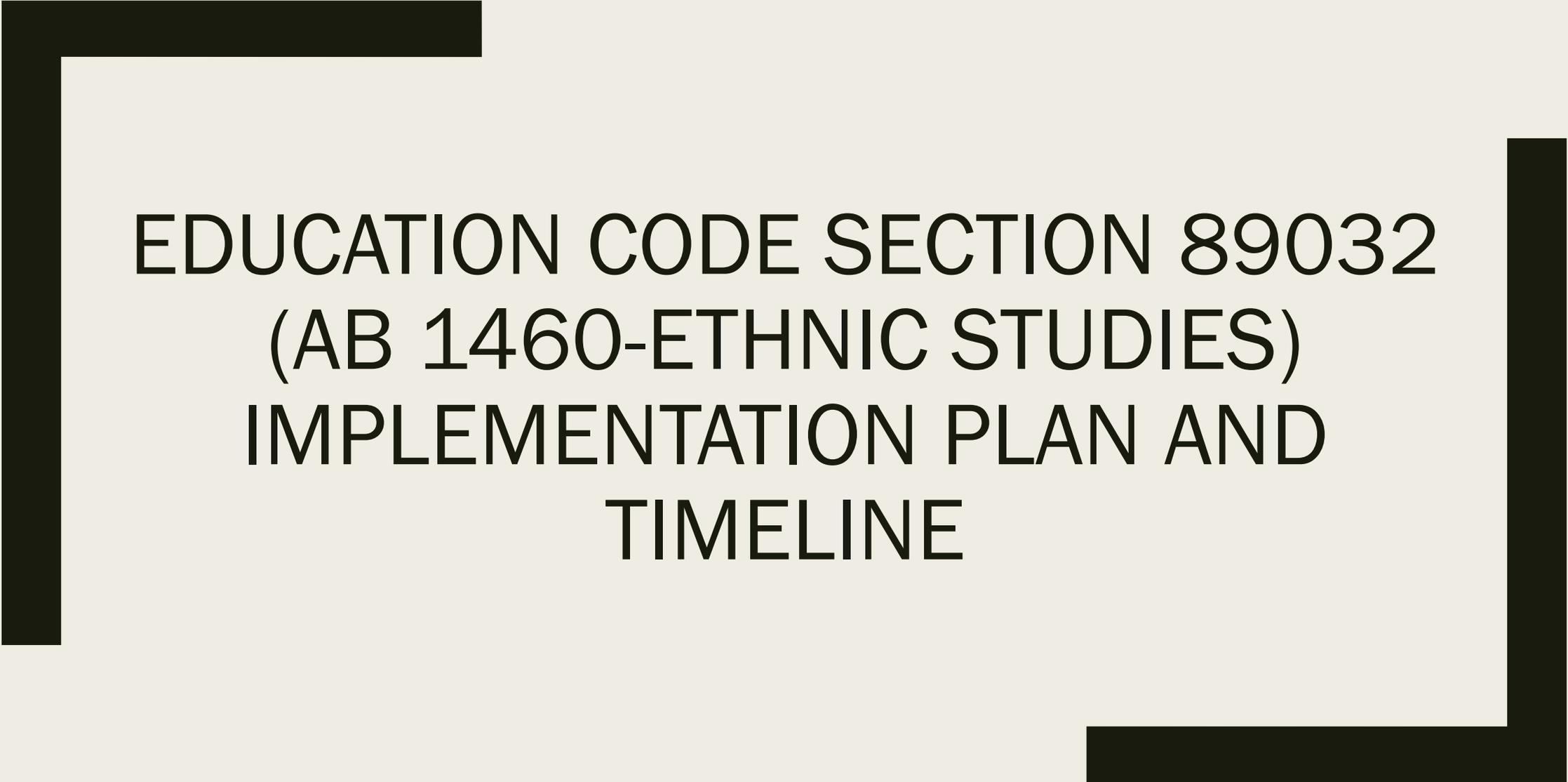
Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

Ethnic Studies Implementation Plan and Timeline
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- c: Provosts and Vice Presidents for Academic Affairs
Vice Presidents for Student Affairs and/or Enrollment Management
Associate Vice Presidents for Academic Programs
Dr. Robert Keith Collins, Chair, Academic Senate CSU
Dr. Luoluo Hong, Associate Vice Chancellor, Student Affairs and Enrollment
Management
Dr. Alison Wrynn, Associate Vice Chancellor, Academic Programs, Innovations &
Faculty Development
Mr. Leo Van Cleve, Assistant Vice Chancellor, International and Off-Campus
Programs

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EDUCATION CODE SECTION 89032
(AB 1460-ETHNIC STUDIES)
IMPLEMENTATION PLAN AND
TIMELINE

WHAT DOES THE LAW
REQUIRE?



CHAPTER 32

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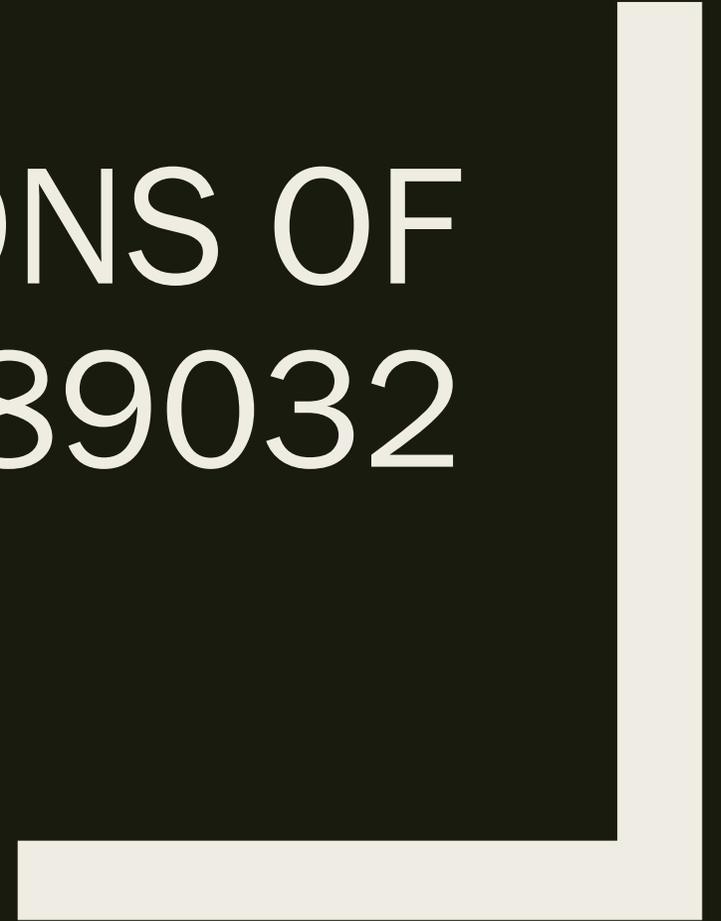
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(1) The student has earned a baccalaureate degree from an institution accredited by a regional accrediting agency.

(2) The student has completed an ethnic studies course at a postsecondary educational institution accredited by a regional accrediting agency.

SPECIFIC SECTIONS OF EDUCATION CODE 89032



- (a) It is the intent of the Legislature that students of the California State University acquire the knowledge and skills that will help them comprehend the diversity and social justice history of the United States and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens.
- (b) Commencing with the 2021–22 academic year, the California State University shall provide for courses in ethnic studies at each of its campuses.

- (c) The California State University shall collaborate with the California State University Council on Ethnic Studies and the Academic Senate of the California State University to develop core competencies to be achieved by students who complete an ethnic studies course pursuant to implementation of this section. The council and the academic senate shall approve the core competencies before commencement of the 2021–22 academic year.

- (d) Commencing with students graduating in the 2024–25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies. The university shall not increase the number of units required to graduate from the university with a baccalaureate degree by the enforcement of this requirement.

WHAT IS THE TIMELINE FOR IMPLEMENTATION?*

**Accommodations to the timeline will be made for the quarter campus, but implementation will still be required for fall 2021.*

August

- AB 1460 Signed by Governor Newsom
- Initial discussions held with CSUCO staff to formulate plan for complying with the new Ethnic Studies (ES) law²²
- Discussions held with CSU Presidents at Chancellor's Senior Leadership Council meeting on implementation plan
- BOT information item drafted for Title 5 change

September

- BOT Information item-to change Title 5 to reflect a new requirement in Ethnic Studies only. BOT item to be posted by September 11.
- The Academic Senate CSU (ASCSU) consults with the ES Council and ES department/program chairs to finalize the "core competencies".
- Revised executive order on CSU GE Breadth (EO 1100 Revised) drafted by the CSUCO.
- CSU campuses must notify the CSUCO if they have current courses in Ethnic Studies.
 - Campuses that do not offer any ES courses will need to create them utilizing their respective established curricula review process.
- The CSUCO begins to work with the California Community Colleges (CCC) to provide details on the submission of courses that will meet the new requirement.
- The CSUCO begins work with ASSIST (online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another) to include the new Area F Ethnic Studies requirement in the software platform.
- Information on the new ES requirement in CSU GE Breadth will need to be prepared to be shared at the fall Counselor Conferences for High School and Transfer counselors (only tentative information will be available at this point in time).
- Title 5 change to be posted to allow for 45-day public comment period before the November BOT meeting (must be posted no later than October 2, 2020. Due to OGC September 23.)
- Campuses should begin update of campus degree audit systems to accommodate revisions to CSU GE Breadth.

<p>October</p>	<ul style="list-style-type: none"> • “Core competencies” to be submitted to the CSUCO by the ASCSU following their consultation with the ES Council (due October 1). • Revised executive order on CSU GE shared with the ASCSU, GEAC and the campuses. Feedback is due by Friday, October 30th.
<p>November</p>	<ul style="list-style-type: none"> • BOT Action item-to change Title 5 to reflect change to a new requirement in Ethnic Studies. • Campuses should begin to revise their campus GE programs based on the draft EO on CSU GE Breadth. • Campus GE committees begin to review new and existing courses for the new ES requirement on their campus based on the draft EO. • Vice Chancellors and Chancellor review revised executive order on CSU GE Breadth. • Revised executive order on CSU GE finalized and published (following the BOT meeting). • Campus GE committees continue to review new and existing courses for the new ES requirement on their campus • CCC will review Associate Degrees for Transfer (ADTs) to ensure that no changes are needed based on this new CSU GE requirement (changes should be minimal as the requirement is included within CSU GE Breadth).
<p>December</p>	<ul style="list-style-type: none"> • Campus Academic Senates finalize revisions to their campus GE programs based on the revised EO on CSU GE Breadth. • Campuses finalize approvals of courses to be offered to meet the new ES GE requirement.

January	<ul style="list-style-type: none"> • CSU campus catalogs are revised to include the new ES requirement in CSU GE Breadth and to list the courses that meet this requirement (final catalog copy is due on most campuses by December 1 of each year). • CSU campuses will need to update advising materials and websites to provide information to incoming students about the changes to CSU GE Breadth.
February	<ul style="list-style-type: none"> • CCC will submit courses for review by the CSUCO to meet the new ES CSU GE requirement (although this course deadline is typically in December, we will allow an extension for this year to February 1 to give CCC campuses more time to submit ES courses only. These courses will be certified for fall 2021). • CSUCO staff will conduct reviews of these courses. • The CSU CO will review draft CSU catalogs to ensure that all CSU campuses include at least one ES courses in their 2021-2022 course catalog.
March	<ul style="list-style-type: none"> • CSU campus catalogs with new requirements and courses are published.
April-May	<ul style="list-style-type: none"> • CCC will be notified of the courses that are approved to meet the ES requirement to include in their 2021-22 catalogs.
June-July	<ul style="list-style-type: none"> • Incoming freshmen class will register for classes that meet the new ES requirement.
August	<ul style="list-style-type: none"> • Requirement in place for all students with a 2021-22 catalog year.

Reminder

- Title 5 changed in July 2020 by the Board of Trustees
 - *Area D reduction in units from 9 to 6 lower-division units.*

**CSU General Education Breadth Requirements Executive Order 1100 Revised August
November 23XX, 202017**

**THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4603**

Executive Order: CSU General Education Breadth Requirements 1100 Revised August
November XX23, 202017

Effective Date: August 23, 2017 November XX, 2020

Supersedes: Executive Order 1100 (effective date February 16, 2015 August 23,
2017)

Title: CSU General Education Breadth Requirements

This executive order is issued pursuant to Education Code 66763, Title 5, *California Code of Regulations*, sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.3, 40405.4, and 40508, and the Standing Orders of the Board of Trustees, Section II(a).

This executive order is intended to establish a common understanding of the requirements for CSU General Education Breadth (GE) and to provide for the certification of courses completed by transfer students at regionally accredited institutions. Reciprocity among CSU campuses for full and subject-area completion of lower-division GE Requirements is also addressed in this executive order. This executive order is effective for students subject to the fall 2021 and subsequent catalog years.

This document also addresses:

- **Applicability of the policy (Article 1, page 1),**
- **Patterns that fulfill General Education requirements (Article 2, page 2),**
- **Premises of CSU General Education Breadth (Article 3, page 5),**
- **Distribution of General Education Breadth units (Article 4, page 6),**
- **Transfer and articulation (Article 5, page 910),**
- **Implementation and governance (Article 6, page 1617).**

Article 1. Applicability

1.1 Prior to Completion of CSU Lower-Division General Education Breadth Requirements

The requirements, policies and procedures adopted pursuant to this executive order are effective for students subject to the fall 201821 and subsequent catalog years who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges

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(CCC) and who have not satisfied lower-division general education requirements according to the provisions of Title 5 Section 40405.2 or 40405.3.

1.2 Subsequent to Completion of Entire CSU General Education Breadth Requirements

Subsequent to completion of CSU GE lower-division and upper-division requirements, a student shall not be required to satisfy additional exclusively general education breadth requirements.

Article 2. Fulfilling CSU General Education Breadth Requirements

2.1 CSU GE Breadth Patterns

Policies adopted by the Board of Trustees in July 1991 provide three optional patterns for undergraduate students to fulfill CSU GE requirements:

a. CSU General Education Breadth

Fulfillment of CSU GE requirements (Title 5, Section 40405.1), includes lower-division certification by a California Community College or a CSU, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units each (or 4 quarter units) each in Areas B, C and D; or

b. Intersegmental General Education Transfer Curriculum (IGETC)

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) (Title 5, Section 40405.2), as certified by a CCC, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Areas B, C and D; or

c. University of California (UC) Campus Lower-Division

Completion of lower-division general education requirements of a University of California campus (Title 5, Section 40405.3), as certified by that campus, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Areas B, C and D.

2.2 CSU Systemwide Requirements

2.2.1 General Education Requirements

- a. CSU campus GE requirements shall conform to the requirements established in this executive order and shall not exceed the requirements for 39 lower-division and 9 upper-division

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semester-units (or quarter-unit equivalent) in the defined GE Areas, except as in Article 4, Area B.

- b. A baccalaureate candidate who has not completed either the IGETC or UC-campus pattern specified in Article 2 shall complete the CSU General Education Breadth requirements described in Article 4, Subsections A through EF, totaling a minimum of 48 semester units or equivalent 68 quarter units.
- c. Subsequent to a change of major, the student shall not be subject to different or additional GE requirements solely to address CSU GE requirements already satisfied.

2.2.2 Minimum Grades

- a. A grade of C- or better is required in each CSU or transfer-course in written communication in the English language (A2), oral communication in the English language (A1), critical thinking (A3), and mathematics/quantitative reasoning (B4). (Title 5 Sections 40803, 40804, 40804.1).
- b. Each CSU campus shall establish the minimum grades for satisfactory completion of remaining general education breadth courses, subject to reciprocity requirements specified in Section 5.6 of this EO.

2.2.3 Upper-Division Requirement

Nine upper-division semester units (12 upper-division quarter units) are required according to the following distribution:

- Area B (3 semester or 4 quarter units) Scientific Inquiry and Quantitative Reasoning
- Area C (3 semester or 4 quarter units) Arts and Humanities
- Area D (3 semester or 4 quarter units) Social Sciences

The 9 upper-division GE courses are designed to be taken after upper-division status (completion of 60 semester units or 90 quarter units) is attained. Students enrolling in upper-division GE courses shall have completed required lower-division GE courses in written communication, oral communication, critical thinking, and mathematics/quantitative reasoning. Campuses may require no more than 9 upper-division GE semester units (or the quarter equivalent).

2.2.4 Residency Requirement

The 9 semester (12 quarter) units of upper-division GE shall be taken within the CSU. In all cases, students shall meet the residency requirements specified in Title 5 Section 40403.

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2.2.5 Exceptions

Exceptions to the foregoing requirements may be authorized only under the following circumstances:

- a. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1 to avoid demonstrable hardship. Each campus shall have clearly stated policy regarding such waivers.
- b. In the case of high-unit major degree programs, the chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be approved at the campus level prior to initiating a request to the Chancellor's Office. A full academic justification shall be submitted to the executive vice chancellor for Academic and Student Affairs, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the chancellor.
- c. A student who has been admitted to a baccalaureate degree program is exempt from additional GE requirements if:
 1. The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or
 2. The student has completed equivalent academic preparation, as determined by the appropriate campus authority.
- d. ~~Each campus is authorized to make reasonable adjustments in the number of units assigned to any of the five required distribution Areas (A through E). The total number of GE units required shall not be fewer or greater than 48 semester units or 72 68 quarter units in the Areas and Subareas described in Article 4. Except when 49 semester (74 quarter) units~~ An additional 1 semester or 2 quarter units is allowed as described in Article 4, Area B.

2.2.6 Double Counting

2.2.6.1 General Education, Major, and Other Requirements

Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.

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2.2.6.2 General Education and US History, Constitution, and American Ideals Statutory Requirement

CSU campuses may permit up to 6 semester units or 8 quarter units taken to meet the United States History, Constitution and American Ideals Requirement (Title 5, Section 40404) to satisfy GE requirements.

Article 3. Premises of CSU General Education Breadth

3.1 Background

CSU GE requirements have been designed to complement the major program and electives completed by each baccalaureate candidate, to assure that graduates have made noteworthy progress toward becoming truly educated persons.

These requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning. Faculty are encouraged to assist students in making connections among disciplines to achieve coherence in the undergraduate educational experience.

Courses approved for CSU GE should be responsive to the need for students to have developed knowledge of, or skills related to, quantitative reasoning, information literacy, intellectual inquiry, global awareness and understanding, human diversity—including ethnic studies, civic engagement, communication competence, ethical decision-making, environmental systems, technology, lifelong learning and self-development, and physical and emotional health throughout a lifetime.

3.2 Instructional Modality

GE requirements may be satisfied through courses taught in all modalities (e.g., face-to-face, hybrid, or completely online). Pursuant to California Education Code Section 66763, an online course shall be accepted for credit at the student's home campus on the same basis as it would be for a student matriculated at the host campus.

3.3 CSU Student Learning Outcomes

Each CSU campus shall define GE student-learning outcomes within a programmatic structure. For example, GE student-learning outcomes may fit within the framework of the four "Essential Learning Outcomes" drawn from the [Liberal Education and America's Promise \(LEAP\)](#), an initiative of the Association of American Colleges and Universities.

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LEAP Essential Learning Outcomes Framework

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

Article 4. Subject Area Distribution

Instruction approved to fulfill the following subject-area distribution requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups.

Area A English Language Communication and Critical Thinking

9 semester units (12 quarter units)

One course in each Subarea.

A1	Oral Communication	(3 semester units or 4 quarter units)
A2	Written Communication	(3 semester units or 4 quarter units)
A3	Critical Thinking	(3 semester units or 4 quarter units)

Area A requires 9 semester units or 12 quarter units in oral communication in the English language (A1), written communication in the English language (A2), and critical thinking (A3). Campuses shall not exceed these unit requirements.

Students taking courses in fulfillment of Subareas A1 and A2 will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will enhance their skills and abilities in the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

In critical thinking (Subarea A3) courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

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Area B Scientific Inquiry and Quantitative Reasoning

12 semester units (18 quarter units), with 3 semester units (4 quarter units) taken at the upper-division level

One course each in Subareas B1, B2, and B4, plus laboratory activity (B3) related to one of the completed science courses, and 3 additional semester units (4 quarter units) at the upper-division in one of the following Subareas.

B1 Physical Science (3 semester units or 4 quarter units)

B2 Life Science (3 semester units or 4 quarter units)

B3 Laboratory Activity

A 1 semester (2 quarter) unit laboratory course of not more than 1 semester (2 quarter)

unit value, associated with B1 or B2, may be required.

B4 Mathematics/Quantitative Reasoning
(3 semester units or 4 quarter units)

Area B requires 12 semester units or 18 quarter units to include inquiry into the physical universe and its life forms, with participation in a related laboratory activity that may be embedded in a lecture course or taught as a separate 1 semester (2 quarter) unit -credit course, and into mathematical concepts and quantitative reasoning and their applications. Campuses shall not exceed these unit requirements.

It is expected that campuses could offer the laboratory experience within:

- a 3 semester (4 quarter) unit lecture course;
- a lecture plus laboratory course of 4 semester (6 quarter) units; or
- a standalone laboratory course of 1 semester (2 quarter) units.

In the latter two cases, the total number of lower-division GE semester units shall not exceed ~~49~~ 40 (~~74~~ 56 quarter units).

In Subareas B1-B3, students develop knowledge of scientific theories, concepts, and data about both living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the of scientific endeavors and the value systems and ethics associated with human inquiry. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures.

Through courses in Subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this Subarea shall include a prerequisite reflective only of skills and knowledge required in the course. In addition to traditional mathematics, courses in Subarea B4 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses, for example.

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Satisfaction of CSU GE Area B4 Mathematics/Quantitative Reasoning shall fulfill CSU graduation requirements for mathematics/quantitative reasoning, exclusive of mathematics/quantitative reasoning courses necessary for satisfaction of major requirements.

Area C Arts and Humanities

12 semester units (18 quarter units), with 3 semester units (4 quarter units) taken at the upper-division level

At least ~~one~~ One course completed in each of these 2 Subareas, plus one course completed in either subarea based on student choice, and 3 additional semester units (4 quarter units) at the upper-division in one of the following Subareas.

C1 Arts: (e.g., Arts, Cinema, Dance, Music, Theater)

C2 Humanities: (e.g., Literature, Philosophy, Languages Other than English)

Area C requires 12 semester units or 18 quarter units among the arts, literature, philosophy and foreign languages. Campuses shall not exceed these unit requirements.

Across the disciplines in Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying works of the human imagination. Activities may include participation in individual aesthetic, creative experiences; however, Area C excludes courses that exclusively emphasize skills development.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

Area D Social Sciences

12 9 semester units (18-12 quarter units), with 3 semester units (4 quarter units) taken at the upper-division

Two courses completed in 2 different disciplines, and 3 additional semester units (4 quarter units) at the upper-division.

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Area D requires ~~12~~ 9 semester units or ~~18-12~~ quarter units dealing with human social, political and economic institutions and behavior, and their historical background. Students shall complete courses from at least two different disciplines, and one upper-division Area D course is required. Campuses shall not exceed these unit requirements.

Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D.

Area E Lifelong Learning and Self-Development
3 semester units (4 quarter units)

Area E requires 3 semester units (4 quarter units) of study at the lower-division, and campuses shall not exceed this unit requirement.

This requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Physical activity may be included, if it is an integral part of the study elements described herein.

Content may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities and dispositions.

Area F Ethnic Studies
3 semester units (4 quarter units)

This lower-division, 3 semester (4 quarter) unit requirement fulfills Education Code Section 89032 and shall only be met by courses offered by the departments of African American, Asian American, Latina/o American or Native American Studies. Approved cross-listed courses and courses offered by departments with names related to the four listed departments, such as Pan-African Studies, American Indian Studies or Ethnic Studies, shall also meet this requirement. This requirement shall not be waived or substituted.

Courses that are approved to meet this requirement shall meet the following core competencies. Campuses may add additional competencies to those listed.

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1. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
2. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and/or Asian Americans, and emphasizing agency and group-affirmation.
3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
4. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues.
5. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

Article 5. Transfer and Articulation

This article pertains to regionally accredited CCC and non-CSU institutions that certify transfer students' fulfillment of CSU GE requirements.

5.1 Premises of General Education Breadth Transfer and Certification

- a. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.
- b. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.
- c. There shall ordinarily be a high degree of reciprocity among regionally accredited institutions unless there are specific indications that such reciprocity is not appropriate.

5.2 Conditions for Participation in CSU General Education Breadth Certification

CSU campuses may continue to articulate courses that meet GE requirements from other regionally accredited institutions. However, only CCC may participate in the annual CSU GE certification process, subject to the following provisions:

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- a. The community college shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.
- b. The community college shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Article 3 of this executive order and any additional objectives implemented by the CSU Chancellor.
 1. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.
 2. Interdisciplinary courses or integrated sets of courses that meet multiple CSU GE Breadth objectives may be used to satisfy CSU GE requirements.
 3. Units earned through an interdisciplinary course or integrated set of courses may be distributed among different GE Areas, as appropriate.
- c. The CSU Office of the Chancellor, Division of Academic and Student Affairs, shall maintain a list of courses and examinations that have been accepted for certification purposes by virtue of meeting requirements set forth in this policy for each GE Area.
 1. Each entry in the list shall specify the area to which the course or examination relates and the number of units associated with each area.
 2. The list shall be updated annually. Each institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic and Student Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.
 3. A copy of the list shall be made available in electronic form to any CSU campus or institution. CCC are free to share with other institutions their course outlines and communications about those course outlines.

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4. The CCC shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and to reflect current knowledge in the field.
5. The CCC shall report certification for individual students in a format to be specified.

5.3. Certification Requirements

5.3.1 Definition

GE certification indicates that a transfer student has met CSU lower-division GE requirements. CSU campuses shall accept participating institutions' full certification or subject-area certification, as defined below.

5.3.2 Full Certification

5.3.2.1 Fulfillment of Lower-Division Requirements

Students admitted to a CSU campus with full certification shall not be held to additional lower-division general education requirements.

5.3.2.2 Additional Lower-Division Graduation Requirements

Full certification does not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree, so long as the requirement is accommodated within the Associate Degree for Transfer.

5.3.2.3 Qualification for Full Certification

To qualify for full certification, a student must satisfactorily complete 39 lower-division semester units, or the quarter unit equivalent, of instruction appropriate to meet the objectives of Articles 3 (Premises) and 4 (Subject-Area Distribution). If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 40 semester units or the quarter equivalent. CCC GE certification does not guarantee that all CSU campus admission requirements have been met. Units must be distributed as follows below (except as specified in 5.3.5 below):

- a. In Area A, 9 semester units (or the quarter equivalent), including instruction in oral communication, written communication, and critical thinking.

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- b. In Area B, 9 semester units (or the quarter equivalent), including instruction in physical science and life science, at least one part of which must include a laboratory component, and mathematics/quantitative reasoning. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 10 semester units (or the quarter equivalent).
- c. In Area C, 9 semester units (or the quarter equivalent), with at least one course in the arts and one in the humanities.
- d. In Area D, ~~6~~9 semester units (or the quarter equivalent), with courses from at least two different disciplines.
- e. Area E, 3 semester units (or the quarter equivalent).
- f. Area F, 3 semester units (or the quarter equivalent).

5.3.3 Lower-Division Subject-Area (Partial) Certification

5.3.3.1 Fulfillment of Lower-Division Requirements by Area

Students admitted to a CSU campus with subject-area certification may not be held to any additional lower-division GE coursework in the subject areas certified.

5.3.3.2 Certification Limits on Credits that Exceed Minimum Subject-Area Requirements

For subject-area certification, CSU campuses are not required to certify credits that exceed the number of lower-division units required for the ~~five~~ six Subject Areas—A through ~~EF~~.

5.3.3.3 Additional Lower-Division Graduation Requirements

Subject-area certification does not exempt students from completing unmet lower-division graduation requirements that may exist outside of the GE requirements at the campus awarding the degree.

5.3.3.4 Qualification for Subject-Area Certification

To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Article 4 (Subject-Area Distribution). Except as specified in 5.3.5, the units shall be distributed as follows:

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- a. For Area A, 9 semester units (or the quarter equivalent), including instruction in oral communication, written communication, and critical thinking. A single course may not be certified as meeting more than one Subarea within Area A for any given student.
- b. For Area B, 9 semester units (or the quarter equivalent), including instruction in mathematics/quantitative reasoning and physical science and life science, at least one part of which must include a laboratory component. A single course may not be certified as meeting more than one Subarea within Area B for any given student, except for laboratory components incorporated into a physical or life science course. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 10 semester (or the quarter equivalent) units.
- c. For Area C, 9 semester units (or the quarter equivalent), with at least one course in the arts and one in the humanities.
- d. For Area D, 69 semester units (or the quarter equivalent), with courses taken from at least two disciplines.
- e. For Area E, 3 semester units (or the quarter equivalent).
- f. For Area F, 3 semester units (or the quarter equivalent).

5.3.4 Approved Associate Degree for Transfer

Students are considered lower-division CSU GE certified if they successfully complete and are awarded a CCC Associate Degree for Transfer (ADT) that includes the CSU lower-division GE requirements.

5.3.5 General Education Breadth for STEM Majors within ADTs

Students pursuing certain ADTs may be eligible to take “GE Breadth for STEM,” deferring one lower-division course in Subarea C and one lower-division course in Subarea D until after transfer. GE Breadth for STEM is applicable only to majors for which the Transfer Model Curriculum specifies GE Breadth for STEM.

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CCC preparing a CSU GE Breadth for STEM certification as part of an ADT shall ensure that the student has completed:

- a. All courses in Areas A, B, and E of the traditional GE curriculum; and
- b. One course in Area C1 Arts and one course in Area C2 Humanities; ~~and~~
- c. ~~Two~~One courses in Area D ~~from two different disciplines; and~~
- d. One course in Area F Ethnic Studies

Details of each Transfer Model Curriculum are maintained and published at www.c-id.net.

5.3.6 Exceptions to Certification Requirements

At the discretion of the CSU campus, exceptions to the requirements for full certification and subject-area certification (as specified above) may be made for programs in which instruction is integrated into a set of courses or into interdisciplinary courses designed to meet multiple objectives. Interdisciplinary courses in this case would be expected to be offered at an appropriately greater number of units.

5.4 Certification of Courses and Examinations

5.4.1 Qualification for Certification

A CCC may certify coursework completed at another CCC if the courses are on the approved certification list at the CCC. The course shall be certified in the CSU GE Breadth area that is on the official certification list for the CCC at which the course was taken.

A CCC may certify completion of courses or examinations taken at ~~other eligible institutions~~ another CCC, provided that all such courses and examinations would be identified for certification purposes by the institution offering them.

- 5.4.2** If so identified by a CCC, those courses and examinations shall contribute to qualification of a student for either full certification or subject-area certification, as appropriate.

- 5.4.3** CCC may include upper-division courses taken at an eligible university in certification of lower-division CSU GE or IGETC.

- 5.4.4** An “eligible institution” for articulation means any institution accredited by a recognized U.S. Department of Education regional accrediting agency or any international higher

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education institution legally authorized to deliver postsecondary instruction in their country.

5.4.5 a. Coursework completed at eligible institutions shall be reviewed by the CCC faculty in the discipline or their designee (e.g., Articulation Officer) to determine if the course is comparable to current CSU GE Breadth requirements.

b. A CCC may certify coursework taken at eligible institutions if the faculty of that CCC or the Articulation Officer determine that the coursework is equivalent to the coursework on their college's approved CSU GE Breadth certification list.

5.5 Limitations of Certification

5.5.1 Restriction to General Education Requirements

~~Neither full certification nor s~~ Subject-area certification does not exempts students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree.

Full certification does not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree, so long as the requirement is accommodated within the Associate Degree for Transfer.

5.5.2 Maximum Number of Credits Allowed

5.5.2.1 Limit on Certification on Total General Education Units

A CCC shall not certify a student for more than 39 semester units or the quarter equivalent. If more than one CCC certifies a student, the CSU campus granting the degree is not required to accept certification for more than 39 semester units or the quarter equivalent. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 40 semester (or the quarter equivalent) units.

5.5.2.2 Restrictions on Certification of Upper-Division Courses

No upper-division credit may be allowed for courses taken in a community college (Title 5 Section 40409.)

5.6 General Education Certification Reciprocity Among CSU Campuses

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5.6.1 Lower-Division Reciprocity

- a. Lower-division GE requirements satisfied through a course or an examination at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.
- b. For the purposes of this section, completion of lower-division GE requirements is equivalent to qualification for full certification, as defined in 5.3.2.

5.6.2 Subject-Area Reciprocity

- a. Subject-area course certification accepted for CSU GE at one CSU campus shall be accepted at any CSU campus. The student may not be held to any additional lower-division GE coursework in the subject areas certified.
- b. Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower-division GE program or subject-area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower-division GE requirements in each subject area, and shall provide official documentation of such completion.
- c. For the purposes of this section, completion of lower-division GE subject-area requirements is equivalent to qualification for subject-area certification, as defined in 5.3.3.
- e. Transfer students admitted with documentation of completion of one or more GE subject areas at another CSU campus may not be held to any additional lower-division GE requirements in that subject area by the campus awarding the degree.

5.6.3 Upper-division Reciprocity

Upper-division GE requirements satisfied at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.

5.6.4 Reciprocity Limitations

The provisions of 5.6 do not exempt students from fulfilling unmet lower- or upper-division graduation requirements at the CSU campus

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awarding the degree or from lower or upper-division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

Article 6. Implementation and Governance

6.1 General Education Advisory Committee

A systemwide Chancellor's General Education Advisory Committee (GEAC) is hereby established. While it is important that the membership of this committee be broadly based, it shall in largest part be drawn from the instructional faculty of the CSU. Each member of the committee shall have an equal vote. The membership shall include

- At minimum, six CSU faculty to be appointed by the Academic Senate, CSU. One shall serve as chair, and another as vice-chair.
- One CSU student to be appointed by the California State Student Association,
- One instructional faculty member from the CCC,
- One CSU campus academic affairs administrator,
- One CSU articulation officer,
- One CCC articulation officer,
- One Chancellor's Office administrator to staff the committee (ex-officio, non-voting)
- One CCC Chancellor's Office administrator (ex-officio, non-voting)

The chancellor or the executive vice chancellor for Academic and Student Affairs Division may from time to time request that the committee address and provide advice on issues related to the development and well-being of CSU GE policy and programs.

The responsibilities of this committee shall be as follows:

- a. Review and propose revisions to the objectives, requirements, and implementation of CSU GE policy to ensure high-quality general education.
- b. Study GE policies and practices inside and outside the system and, as appropriate, stimulate intersegmental discussion of GE policy and curricula.
- c. Review the implications of CSU GE policy for students transferring to the CSU and for the institutions from which they transfer, and propose any necessary adjustments to pertinent policies and practices so that students may be better served in their educational pursuits and achievement of the baccalaureate degree.
- d. Report as appropriate to the chancellor.

6.2 Campus Responsibility

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6.2.1 Development and Revision of Campus Requirements

Campus faculty have primary responsibility for developing and revising the institution's particular GE program. Within the CSU GE distribution framework, each CSU campus is to exercise creativity in identifying courses, disciplines, and learning outcomes. In undertaking this task, careful attention should be given to the following:

a. General Education Program Development

1. Assure that GE requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.
2. Provide for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.
3. Develop programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.

b. General Education Course Development

1. Consider the organization of approved courses so that students may choose from among a variety of "cores" or "themes," each with an underlying unifying rationale.
2. Consider the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional GE categories.
3. Consider possibilities for innovative teaching and learning, including activity as well as observation in all GE coursework.

c. General Education Course Delivery

1. Provide sufficient numbers of Area A2 written communication and Area B4 mathematics/quantitative reasoning course sections to allow freshmen to complete these requirements in the first year of enrollment.
2. Provide for at least one course in Ethnic Studies as stipulated in Education Code Section 89032.
- ~~3.~~ Courses approved for GE that have not been offered within a five-year period shall have GE status removed.

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6.2.2 Campus General Education Committee

The effectiveness of a campus GE program is dependent upon the adequacy of curricular supervision, internal integrity and overall fiscal and academic support. Toward this end, each campus shall have a broadly representative GE committee, a majority of which shall be instructional faculty and shall also include student membership. The committee will provide oversight and make recommendations concerning the implementation, conduct and evaluation of requirements specified in this executive order. As a companion to the GE committee, a campus may choose to establish a GE program assessment committee to conduct the work described in 6.2.5 of this executive order.

6.2.3 General Education Breadth Requirements and the Development of New Baccalaureate Degrees

The development of new baccalaureate programs shall include consideration of how the degree requirements will incorporate at least the ~~minimum~~ required GE credits, the major program requirements, and other graduation requirements. Justifications must be provided to the Office of the Chancellor for any program extending the baccalaureate credit requirement beyond 120 units (Title 5, Section 40508).

6.2.4 General Education Academic Advising

Each campus shall provide for systematic, readily available academic advising specifically oriented to GE as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.

a. **General Education Website**

Each CSU campus shall provide a public website that describes the institution's GE program. This website should include at minimum: GE requirements, courses certified for GE, CSU system GE policy and campus GE policy, and campus GE program and GE Area student-learning outcomes.

b. Each CSU campus shall clearly identify, in the catalog and/or course schedule, courses that are certified for each GE Subarea.

6.2.5 General Education Review and Assessment

In accordance with WASC Senior College and University Commission (WSCUC) accreditation requirements, campuses shall:

- a. develop an assessment plan that: (1) aligns the GE curriculum with campus GE outcomes; (2) specifies explicit criteria for assessing the stated outcomes; (3) identifies when and how each

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- outcome shall be assessed; (4) organizes and analyzes the collection of evidence; (5) and uses the assessment results to make improvements to the GE program, courses and pedagogy.
- b. provide for regular periodic reviews of GE program policies and practices in a manner comparable to those of major programs, including evaluation by an external reviewer. The review should include a statement of the Meaning, Quality and Integrity of the campus GE program and the ongoing assessment of GE student learning outcomes.

Timothy P. White, Chancellor

Dated: ~~August 23, 2017~~ November XX, 2020

Attachment

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Attachment A

**Requirements for
 Lower- and Upper-Division
 California State University General Education Breadth**

Area A English Language Communication and & Critical Thinking			
One course in each Subarea			
A1 Oral Communication			
A2 Written Communication			
A3 Critical Thinking			
<i>Area A total semester units required:</i>	9	0	9
Area B Scientific Inquiry and Quantitative Reasoning			
One course in each Subarea			
B1 Physical Science			
B2 Life Science			
B3 Laboratory Activity - associated with the course taken to satisfy either B1 or B2			
B 4 Mathematics/Quantitative Reasoning			
<i>Area B total semester units required:</i>	9	3	12
Area C Arts and Humanities			
<u>At the lower-division-at least one course in each Subarea, plus one additional course in either subarea as selected by the student</u>			
C1 Arts: (e.g., Arts, Cinema, Dance, Music, Theatre)			
C2 Humanities: (e.g., Literature, Philosophy, Languages Other than English)			
<i>Area C total semester units required:</i>	9	3	12
Area D Social Sciences			
<i>Area D total semester units required:</i>	<u>6</u>	3	<u>9</u>
Area E Lifelong Learning and & Self-Development			
<i>Area E total semester units required:</i>	3	<u>0</u>	3
<u>Area F Ethnic Studies</u>			
<i>Area F total semester units required</i>	<u>3</u>	<u>0</u>	
Total GE Units Required	39	9	48

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Attachment A

Note:

Students who transfer to the CSU with an Associate Degree for Transfer (ADT) or full CSU GE certification, have completed the required lower-division 39 GE semester units. This includes 9 lower-division semester units each in Areas A, B, C, 6 lower-division semester units in Area D, and 3 lower-division semester units in Area E and 3 lower-division semester units in Area F. Their remaining required 9 semester units fall into CSU GE Areas B, C and D, and are to be taken at the upper-division level.

*To determine unit requirements at quarter-based campuses, refer to the quarter unit totals in Article 4. ~~multiply the semester unit requirement by 1.5.~~

Feedback Form on Revisions to the Executive Order on CSU General Education Breadth

Campus: _____

Please check as applicable for your campus. This response is inclusive of:

- Ethnic Studies Council
 Campus Senate
 Campus Associated Students
 Campus Administration
 Academic Senate, CSU
 General Education Advisory Committee (GEAC)
 California State Student Association
 Other (Please specify. If an individual, please specify your role on the campus. If a combined response, please specify the groups included.)
-

As part of the CSU's long-held practice of shared governance, the Chancellor's Office invites campus input on the **proposed revisions to the executive order on CSU General Education Breadth. The draft executive order is attached for your reference, with newly added sections underlined and sections to be removed identified by strikethrough.** We welcome all general comments, recommended revisions and/or edits to improve clarity or correct errors on the proposed revisions listed below:

p. 1	Changes to title and effective date of policy
p. 3	2.2.1.a edit for clarity
p. 4	2.2.5.d edits for clarity related to Area B3
p. 5	Article 3.1 included "ethnic studies" in paragraph 3
p. 7	Subarea B3 edit for clarity and correction in total number of units in lower-division GE
p. 8	Area C edits for clarity Area D edits to reflect the number of required lower-division and total units
p. 9-10	Area E edit for clarity Area F Inclusion of the new Area F including core competencies
p. 12	5.3.2.2 edit for Associate Degree for Transfer (ADT) clarity
p. 13-14	addition of Area F and additional clarity (5.3.2.3.d and f; 5.3.3.2; 5.3.3.4.d and f)
p. 15-16	5.3.5. c and d addition of Area F; edit in Area D 5.4.1, 5.4.4, 5.4.5, 5.5.1 edits for clarity on transfer certification
p. 19	6.2.1.c.2 Inclusion of Ed Code 89032 requirement to offer courses in Ethnic Studies
p. 20	6.2.3 edits for clarity
p. 20-21	GE Requirements chart -edits for clarity and to reflect the inclusion of Area F

Please complete and send this form by Nov. 2, 2020 to esfeedback@calstate.edu

Please Type Comments Below

**California State University Council on Ethnic Studies
Core Competencies for Ethnic Studies Systemwide Graduation Requirement**

We, the California State University Council on Ethnic Studies, approve all of the following as our core competencies. These competencies include a *minimum* number of criteria and a *minimum* number of learning objectives to be used by campus-specific Ethnic Studies experts and each campus's academic senate curricular bodies to determine if a lower-division or upper-division course meets the Ethnic Studies Graduation Requirement for the California State University in compliance with Assembly Bill 1460 and California Education Code 89032c.

Furthermore, the Council on Ethnic Studies intends to establish a common understanding of the implementation process for the CSU Ethnic Studies requirement as required by California Education Code 89032 section c:

(c) The California State University shall collaborate with the California State University Council on Ethnic Studies and the Academic Senate of the California State University to develop core competencies to be achieved by students who complete an ethnic studies course pursuant to implementation of this section. The council and the academic senate shall approve the core competencies before commencement of the 2021–22 academic year.

In particular, the Council on Ethnic Studies would like to emphasize the responsibility for collaboration “pursuant to implementation of this section” described in California Education Code 89032 section c. The Council on Ethnic Studies sees this “implementation” requirement as an ongoing process that includes establishing core competencies, ongoing curricular review of courses, and establishing the parameters for meeting this university-level requirement.

In considering implementation of this CSU Ethnic Studies requirement, we have determined that this requirement cannot be fulfilled through a single CSU General Education area because: 1) Ethnic Studies is an interdisciplinary field and, as a result, Ethnic Studies courses cover multiple GE areas; 2) limiting the requirement to a single GE area would create problems with implementation and time to degree; 3) housing the Ethnic Studies requirement in a single GE area undermines the collaboration and implementation requirements of California Education Code 89032 section (c) because each campus' General Education Governance Board would have the sole responsibility for implementation of this requirement and not campus-specific Ethnic Studies experts.

Furthermore, AB1460/ California Education Code 89032 SECTION 2 SUBSECTION (d) states: "Commencing with students graduating in the 2024–25 academic year, the California State University shall require, *as an undergraduate graduation requirement* [emphasis added], the completion of, at minimum, one three-unit course in ethnic studies. The university shall not increase the number of units required to graduate from the university with a baccalaureate degree by the enforcement of this requirement. This graduation requirement shall not apply to a postbaccalaureate student who is enrolled in a baccalaureate degree program at the university if

the student has satisfied either of the following...." This "broader [graduation] requirement" is clearly in line with the distinction made by the Chancellor's office in its FAQ from September 29, 2020 on its announcement of the Ethnic Studies requirement (<https://www2.calstate.edu/impact-of-the-csu/diversity/advancement-of-ethnic-studies>).

CES Core Competencies (Criteria & Learning Objectives)

Criteria

CSU Ethnic Studies Graduation Requirement courses must meet *all* of the following criteria.

Each course must:

CR1: be an existing ethnic studies course or part of a traditional ethnic studies department, unit, or program (e.g. Native American Studies, Latina/o Studies, African American Studies, Asian American Studies); or be proposed, designed and implemented by faculty with expertise in Ethnic Studies (and related disciplines) and be an Ethnic Studies department/unit approved cross-listed course.

Notes:

1. The review, modifications, adaptations, or additions to these criteria are subject to the expert peer evaluation of Ethnic Studies faculty and faculty in traditional Ethnic Studies departments or units (e.g. Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies) in collaboration with the academic senate on each campus. Such committees must be led/chaired by Ethnic Studies faculty and must be made up of a majority faculty from Ethnic Studies departments/units/programs like Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies faculty.
2. Ethnic Studies faculty (as described above) will collaborate to develop any additional course criteria with their campus in addition to the minimum criteria above. Such committees must be led/chaired by Ethnic Studies faculty and must be made up of a majority faculty from Ethnic Studies departments/units/programs like Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies faculty.
3. For CSU campuses that have Ethnic Studies, Native American Studies, African American Studies, Asian American Studies and Latina/o Studies departments/programs/units courses that meet the Ethnic Studies requirement should be housed and offered within those departments/units/programs.

Course Learning Objectives

Each course meeting the Ethnic Studies requirement must fulfill a *minimum of three out of the following five* learning objectives as appropriate to their lower- or upper-division status.

These learning objectives must be used in addition to any learning objectives and criteria established and required by each campus' Ethnic Studies department/unit/program (as traditionally defined) faculty for all courses meeting the CSU Ethnic Studies graduation requirement:

SLO 1: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.

SLO 2: Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

SLO 3: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

SLO 4: Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

SLO 5: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

Notes:

1. Modifications or adaptations to these learning objectives are subject to the expert peer evaluation of Ethnic Studies faculty in Ethnic Studies departments, units, or programs (e.g. Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies) on each campus.

In addition, Ethnic Studies faculty in Ethnic Studies departments, units, or programs (e.g. Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies) shall review, modify, and approve courses attempting to meet these learning objectives on each campus.

Furthermore, any committee reviewing courses for the CSU Ethnic Studies Graduation Requirement must be chaired by Ethnic Studies faculty; and, such committees must have a majority representation from faculty in the following departments/units/programs:

Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies faculty.

2. Finally, any modifications or adaptations must be guided by the fundamental principles that undergird the definition of Ethnic Studies, as birthed from the named core four disciplinary areas (Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies).

**Approved by Unanimous Consent on
October 2, 2020**