

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3438-20/AA
September 17-18, 2020

**RECOMMENDED CORE COMPETENCIES FOR ETHNIC STUDIES: RESPONSE TO
CALIFORNIA EDUCATION CODE 89032C**

RESOLVED: That the ASCSU acknowledge that the California Education Code 89032c requires "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...", and be it further

RESOLVED: That the ASCSU recommend the adoption of the following five core ethnic studies competencies iteratively developed by the CSU Council on Ethnic Studies and the ASCSU:

- 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.
- 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.
- 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.
- describe how struggle, resistance, social justice, solidarity, and liberation as experienced by communities of color are relevant to current issues.
- demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just, and equitable society beyond the classroom.

*Student Learning Outcomes (SLOs)

RESOLVED: That this resolution be distributed to the The Honorable Gavin Newsom, Governor of California, CSU Board of Trustees, CSU Chancellor, Timothy P. White, Assembly Member Dr. Shirley Weber, Executive Vice Chancellor, Loren Blanchard, CSU Campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, CSU Council on Ethnic Studies, California State Student Association (CSSA), CSU-ERFSA, and the California Faculty Association (CFA).

RATIONALE: *The Academic Senate of the California State University (ASCSU) is committed to Ethnic Studies as curricula that deepen the educational experiences of all California State University (CSU) students and benefit our society. The ASCSU has long supported Ethnic Studies curricula for all California State University students, as evidenced by Resolutions including:*

[AS-3164-14/AA/FA \(Rev\)](#). *In Support of Ethnic Studies in the California State University*

[AS-3331-18/EX](#). *In Support of the Advancement of Ethnic Studies in the California State University (CSU)*

[AS-3380-19/FA/FGA/EX](#) *In Support of Ethnic Studies Programs in the CSU*

[AS-3403-19/AA\(Rev\)](#) *Recommended Implementation of a California State University (CSU) Ethnic Studies Requirement*

[AS-3420-20/AA](#) *Response to the CSU Chancellor's Office Memo on Recommended Implementation of a California State University (CSU) Ethnic Studies Requirement (March 17,2020)*

During their Fall 2019 meetings, the Academic Affairs Committee of the ASCSU developed Learning Outcomes for Ethnic Studies, after consultation with members of the California State University Council on Ethnic Studies, as well as with experts in writing learning outcomes. This resulted in the approved ASCSU Learning Outcomes (November 2019) shown below:

ETHNIC STUDIES REQUIREMENT: STUDENT LEARNING OUTCOMES

Each campus shall include and address the following ethnic studies student learning outcomes in the General Education curriculum. Upon completing their ethnic studies requirement, students will be able to:

1. *Analyze and articulate core concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, Eurocentrism, and white supremacy;*
2. *Apply theory to describe critical events in the histories, cultures, and intellectual traditions of communities of color with a particular emphasis on agency and self-affirmation;*
3. *Describe 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 resistance, social justice, and liberation as experienced by communities of color are relevant to current issues (communal, national, and international); and*
5. *Demonstrate active engagement with issues of race and ethnicity to build diverse, just, and equitable communities beyond the classroom.*

In Fall 2020, the following section was added to the California Education Code:

California Education Code 89032**SEC. 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:

- (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 post baccalaureate 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.*

On September 9, 2020, Dr. Kenneth Monteiro, Chair of the Council on Ethnic Studies of the California State University (CSUCOES), provided Learning Outcomes approved by the Council:

Upon completing their ethnic studies requirement, students will be able to:

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, lived-experiences and social struggles of African Americans, Latina/o Americans, Asian Americans and/or Native Americans with a particular emphasis on 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.*

On September 16, 2020, Dr. Kenneth Monteiro, Chair of CSUCOES met informally with the Academic Affairs Committee of the ASCSU and Chancellor's Office representatives and shared a sense of agreement about the core competencies. Subsequently, Academic Affairs approved the Learning Outcomes (with minor wordsmithing), resulting in the five ethnic studies core competencies cited in Resolve #2.

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: African Americans, Latina/o Americans, Asian Americans, and Native Americans, 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.*

Approved – September 17-18, 2020