

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3546-22/APEP/AA (Rev)
March 17-18, 2022

ON RECONCILIATION OF THE CSU AND UC ETHNIC STUDIES COMPETENCIES

- RESOLVED:** That the Academic Senate of the California State University (ASCSU) note that there are differences between the General Education (GE) Area F competencies approved by the ASCSU and which are now part of the [CSU's policy on General Education Breadth Requirements](#) and those approved by the Assembly of the University of California (UC) Academic Senate in [Assembly Approval of Revision of Regulation 478 \(IGETC Area 7\)](#); and be it further
- RESOLVED:** That the ASCSU consider the California State University (CSU) GE Breadth Ethnic Studies competencies and the UC Intersegmental General Education Transfer Curriculum (IGETC) Ethnic Studies competencies (the differences between which are highlighted in the rationale) as achieving functionally equivalent objectives and thus can be seen as interchangeable; and be it further
- RESOLVED:** That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Interim Chancellor, CSU Ethnic Studies Council, Intersegmental Committee of Academic Senates (ICAS), Academic Senate for the California Community Colleges (CCC), and the Academic Senate of the UC.

***RATIONALE:** In [AS-3460-20/AA](#), after consultation and dialog with the CSU Ethnic Studies Council, the CSU adopted a set of five competencies to be used in the creation of learning outcomes in its Ethnic Studies courses required by AB 1460, which competencies are now incorporated in the CSU's [policy on GE Area Breadth](#). Recently, the UC Academic Senate, building on the work done in [AS-3460-20/AA](#), adopted five very similar competencies. However, there are minor differences in wording between those approved by the ASCSU and adopted by the CSU and those adopted by the UC.*

Reconciling the two into a single set of common competencies would require changes to UC or CSU policy and quite possibly to Title 5.

Given that the Ethnic Studies Council has advised the CSU that it does not consider the difference to be material, the intent of this resolution is to aver to their equivalency, thereby obviating the need for significant changes to Title 5.

The differences between the two sets of language are highlighted below.

The CSU Ethnic Studies Competencies differ from those approved by the UC. Additions to the CSU version are in Red, deletions are indicated by ~~strike-through~~.

To be approved for this requirement, courses shall have the following course prefixes: African American, Asian American, Latina/o/x American or Native American Studies (which reflect the specific named populations centered in these fields, hereinafter referred to as the "Populations"). Similar fields and course prefixes (e.g., Black Studies, African Diaspora Studies, Pan-African Studies, American Indian Studies, Indigenous Studies, Asian American & Asian Diaspora Studies, Asian American and Pacific Islander Studies, Chicana/o/x Studies, Latina/o/x Studies, Critical Race and Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if crosslisted with a course with an ethnic studies prefix. Courses that are approved to meet this requirement shall meet at least 3 of the 5 the following core competencies. Campuses may add additional competencies to those listed.

- 1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, **antiblackness**, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, **exploitation colonialism, xenophobia, intersectionality**, and anti-racism as ~~analyzed~~ **studied** in any one or more of ~~the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies~~ **above-mentioned fields.***
- 2. Apply theory and knowledge produced by ~~Native American, African American, Asian American, and/or Latina and Latino American~~ the communities **centered in the above-mentioned critical race and ethnic studies fields** to ~~describe~~ **understand** the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on **subjection or subject formation**, agency and group-affirmation.*
- 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~~ the communities of the above-mentioned Populations.

4. Critically ~~review~~ *situate, in historical context*, how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by ~~Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans~~ the above-mentioned Populations are relevant to current and structural issues. ~~such as~~ *Such issues may be communal, national, international, and transnational politics* ~~as~~, for example, in immigration, reparations, settlercolonialism, multiculturalism, language policies.
5. Describe and *actively* engage with anti-racist, abolitionist, and anti-colonial thought, issues, ~~and the~~ practices, and movements in ~~Native American, African American, Asian American and/or Latina and Latino~~ communities ~~and a~~ of the above-mentioned Populations seeking a more just and equitable society¹

The Academic Affairs and Academic Preparation and Educational Programs Committees of the ASCSU met with representatives of the CSU Council on Ethnic Studies in April of 2022. During this meeting concerns were raised about the potentially deleterious effects of cross-listing at the Community Colleges on disciplinary integrity, the need for support for Ethnic Studies course development, the need for transparency in the process of selection and criteria for Ethnic Studies GE evaluators, and the need for clarity in minimum instructor qualifications. At the meeting, the premise that CSU and UC core competencies for Ethnic studies were aligned was broadly accepted, though some minor differences were highlighted. Although there were a number of suggestions for how to improve both the CSU and UC competencies (e.g., the inclusion of “Native American Studies” and “American Indian Studies”), these discussions are best left for intersegmental discussions on the anticipated outcomes for the Ethnic Studies content of the singular transfer GE pattern required under AB 928.

Approved – May 19-20, 2022

¹ <https://senate.universityofcalifornia.edu/files/underreview/igetc-ethnic-studies-revision.pdf>