

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

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

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

**RESOLVED:** That the Academic Senate of the California State University (ASCSU) adopt the document titled “Ethnic Studies in the CSU” (Attached); and be it further,

**RESOLVED:** That the ASCSU call on the CSU to implement these requirements no later than the 2023-24 academic year<sup>1</sup>; and be it further,

**RESOLVED:** That the ASCSU recognize that the process by which these requirements were developed, following Higher Education Employer-Employee Relations Act (HEERA), was based on appropriate faculty input and other constituency outreach; and be it further,

**RESOLVED:** That the ASCSU is grateful for the consultative role of the representatives from the CSU Council on Ethnic Studies; and be it further,

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

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

- a. Student success;
- b. A focus on learning outcomes;
- c. A recognition of CSU campus autonomy in the definition of student-success and implementation of the ethnic studies curriculum; and
- d. The desirability of scaffolding lower and upper division experiences in achieving ethnic studies outcomes

; and be it further,

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

**RESOLVED:** That this resolution be distributed to the CSU Chancellor, Timothy P. White, CSU Executive Vice Chancellor of Academic and Student Affairs Loren Blanchard, CSU campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, California State Student Association (CSSA), California State Assemblymember Dr. Shirley Weber, California State Senator Dr. Richard Pan, CSU Council on Ethnic Studies, CSU-Emeritus and Retired Faculty and Staff Association (CSU-ERFSA), California Faculty Association (CFA), and the CSU Board of Trustees.

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

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

*The resolution follows up on earlier requests for campus feedback regarding an ethnic studies requirement component for baccalaureate level graduates of the CSU ([AS-3397-19/AA "Towards Implementation of an Ethnic Studies System Requirement"](#)). As a reference document, we note that AS-3397-19/AA includes a listing of prior suggestions and actions related to implementation of the proposed ethnic studies requirements. The consultative process (resolved #3, #4) allowed the final recommendation to be grounded in campus practice, disciplinary expertise, and iterative improvement (including being responsive to changes between this first [November, 2019] and the second reading [January, 2020]). Similarly, the explicitness of the recommendation that campus approval and review processes include disciplinary expertise (resolved #4) originate from consultative input.*

*The structure of the proposed requirements is two-fold. First, there are five student learning outcomes. The first four outcomes cover some of the core elements of Ethnic Studies as a discipline while the fifth ensures that the student "act to engage" appropriate content in a participatory fashion. Second, the implementation guidelines produce a minimal structure on how these outcomes are to be achieved. The primary (and initial) exposure to the ethnic studies*

*requirement is at the lower-division. This exposure is defined as an overlay to be included as part of lower-division GE (with an allowance for non-GE coursework to be able to be used by a campus to meet the ethnic studies requirement). This achieves two compatible goals – the first is to ensure that all students (both CSU freshmen and California Community Colleges [CCC] transfer students, including those with 1440-compliant transfer degrees) achieve ethnic studies competencies. The second is to ensure that unit requirements within GE are not increased. The implementation structure also requires a secondary exposure to ethnic studies at the upper-division. The upper division exposure (reflection on ethnic studies) ensures a spread of ethnic studies exposure beyond a “one and done” style requirement.*

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

**Approved – January 23-24, 2020**

*ATTACHMENT TO AS-3403-19/AA (Rev)*

**This document originates from the Academic Affairs Committee of the ASCSU  
(Finalized January 22, 2020)  
Ethnic Studies in the CSU (Attachment A)**

Ethnic studies is the interdisciplinary and comparative study of race and ethnicity. The cultures, lived conditions, and histories of Native Americans, African Americans, Asian Americans, Latina/o Americans, and other racialized groups ground and center its scholarship, teaching, and learning. Ethnic studies involves social engagement (service and struggle), social change, and social justice—generating cooperative and collaborative initiatives between campus and community.

Ethnic studies is the intellectual and institutional space for the historically unstudied, understudied, marginalized, and misrepresented peoples of color. Ethnic studies supports both the study of marginalized populations and the affective acknowledgment of identity. The value of ethnic studies is that it gives voice to marginalized groups and produces systems of knowledge that equitably support a democratic and multicultural society.

Ethnic studies creates a more welcoming environment for all students by providing courses and/or experiences that play an important role in building an inclusive democracy. Research confirms that students of color and white students both benefit, academically and socially, from exposure to ethnic studies.

**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.

### ETHNIC STUDIES REQUIREMENT IMPLEMENTATION

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

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

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