

AB 1460

CSUCI Senate Task Force

- **Goal of Task Force:** Implementation of AB1460
- **Membership:** Raquel Baker, Geoff Buhl, Nicholas Centino, Tadashi Dozono, Beatriz Espinoza, Jeanne Grier, Maripas Jacobo, Reha Kadakal, Jennie Luna, Monica Pereira, Violeta Murillo, Monica Rivas, Janet Rizzoli

AB 1460 is Law:

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460

(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.

AB 1460 is Law:

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

- Task force has identified over a dozen Ethnic Studies courses both lower and upper division already in our catalog that meet the law and align with the agreed upon core competencies.
- With the uncertainty of implementation, we are putting forward the 4 LD courses starting fall 2021 that currently meet GEs.

AB 1460 is Law:

(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.

- This has been accomplished; ASCSU hoping for the endorsement of the chancellor; these core competencies are not under contention.

Core Competencies:

Must meet 3/5

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.

Note: Modifications or adaptations to these learning objectives are subject to the expert peer evaluation of Ethnic Studies faculty (faculty in Ethnic Studies departments or units), always guided by the fundamental principles that undergirded the definition of Ethnic Studies, as birthed from the named core four disciplinary areas.

AB 1460 is Law:

(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 will be required for all first-year students on the 2021-2022 catalog year.
- Transfer students will not be impacted by this law till 2024-2025 because they retain catalog rights.

Implementation at CI

On our campus, we have a Multicultural Perspectives (MP) graduation requirement, 3 units. In order for a seamless transition, in terms of not increasing units for students, nor confusion between Ethnic Studies (ES) and MP; it makes sense to simply transition the MP to ES graduation requirement in order to comply with the law and simultaneously uphold the spirit of what the MP was meant to achieve.

Implementation Proposal from CO

- Chancellor's office has put forward their own plan for implementation, as a GE/Area F; but it has not yet been an established executive order. This will lower Area D units from 9 to 6.
- 20 of 23 campuses have passed a formal resolution opposing the CO's proposal, including CI.
- On Friday 11/13 the ASCSU also opposed and passed (with majority vote) a "substitution resolution" urging the Board of Trustees to revise their proposal, rescind title V changes and respect campus autonomy, etc.
- BOT meeting this week....

Implementation Proposal from CO

- However, campuses are planning for both scenarios, but are behaving as if ES req will be a GE, Area F.
- On our campus, GE, Area F will limit students to only 4 classes and restrict students from the upper division wide array of courses.

Implementation at CI

- However the executive order falls, as a campus it is still within our power to change the MP to ES (via rescinding the resolution that created the MP grad req).
- This is what the task force is recommending.

Logistical Argument for this change:

- 1) MP is in our mission statement; it is one of the 4 pillars but is the only pillar with a graduation requirement. We believe it is not necessary to keep it at a graduation requirement, but can remain as a designation as the other pillars continue to be.
- 2) Students will be confused having both an ES grad req & MP grad req.
- 3) If MP transitions to ES, students will be able to take upper division ES, and not be limited to lower division GE only;
- 4) Students can double count it, would not add more units.

Theoretical Argument for this change:

- 1) Making this change demonstrates our campus' support for Ethnic Studies and what it represents as a means towards systemic and social change and the ongoing transformation of higher education. (The foundations of education are deeply entrenched in coloniality and based in the westernized university. ES is the only discipline born of a movement; discipline of the people based in a pedagogy & praxis of liberation and community self-determination)
- 2) Opens pathways to expand our curricular offerings, develop more Ethnic Studies programs on our campus, expand intellectual rigor and opportunities to hire more Ethnic Studies faculty in the future. Encourages CI to be in line with other CSUs who have well-established comparative ES programs.
- 3) The views of "multiculturalism" have changed in the last 20 years; the current Multicultural Perspectives requirement may not do a sufficient job at giving students the type of education that the Ethnic Studies requirement can provide. We believe Ethnic Studies can provide the type of education that the MP req was meant to create.

Impact

- There may be curricular and resource impacts if a MP course that your program offers relies on non-majors.
- Some may have to integrate that course as a major requirement vs. elective or expect lower enrollment.
- An ES graduation requirement course must be taught by an ES program.
- Any courses that are not ES (Chicana/o Studies & Africana Studies—the only ES programs on our campus currently) will have to go through an Ethnic Studies program in order to be considered for cross-listing for an ES grad req.

Impact

- **20-21 MP Courses**
- **Top 10 Courses Used to Fulfill Multicultural Perspectives Graduation Requirement**
- One CI dashboard, you have access to this:
- <https://oneci.csuci.edu/#/site/EnrollmentManagement/views/GEandMulticulturalUseintheCARRatGraduation/MulticulturalRequirementsonCampus?:iid=1>

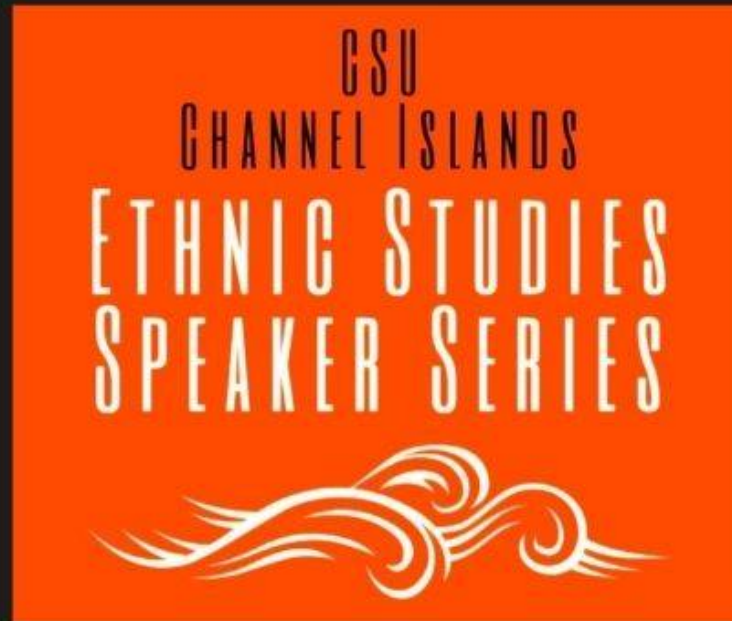
Timeline Considerations

Bottom line, this is the best and only option moving forward for our campus. Ideally, we should make this shift this year, although it seems unlikely because we have one senate meeting left and deadlines are in February for curriculum to make it ready for next year (unless we forego the 1st reading and move forward with this recommendation).

- In the event that there is not enough time to get it in the catalog, the task force is recommending us to do a moratorium on the MP req for anyone on the 2021-2022 catalog year. MOU would be needed with provost and registrar's office. (See GVAR example)
- We are concerned for new students coming in and having two grad reqs that can increase their units
- We are concerned about making sure we uphold the law.

Opportunities for Discussion

- Participate in the last 2 of 4 Ethnic Studies speaker series of the semester;
<https://bit.ly/2EL2b93>



NOVEMBER 19TH 1:30PM

KENNETH MONTEIRO

***THE SCHOLARLY AND COMMUNITY IMPORT OF
INSTITUTIONALIZING THE DISCIPLINE OF ETHNIC STUDIES***

RSVP: <https://bit.ly/2EL2b93>

Webinar: <https://csuci.zoom.us/j/88577510791>



Reflections of
an
Ethnic Studies
Scholar in the
Field of
Education

Dr. Rebeca Burciaga, SJSU

TUESDAY DEC. 1st
1-2:30 (Before
Senate Meeting)

Brown Bag Discussion with AB1460 Task Force

- TOPIC: Phasing out the Multicultural Perspectives Graduation Requirement and Transitioning it into the Ethnic Studies Graduation Requirement
- THURSDAY DEC. 3RD 3PM
- Click to join the meeting:
<https://csuci.zoom.us/j/89012039596>

QUESTIONS?